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**Лутфулло Жураев • Светлана Хан**
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# New Fly High

## ENGLISH

## 5



Teacher's book

ИЗДАТЕЛЬСКО-ПОЛИГРАФИЧЕСКИЙ ТВОРЧЕСКИЙ ДОМ "O'QITUVCHI"

ТАШКЕНТ — 2017

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# 5-SINFDA INGLIZ TILI DARSLARI

*Ta'lim rus tilida olib boriladigan maktab o'qituvchilari uchun metodik qo'llanma*

Birinchi nashr

*„O'qituvchi" nashriyot-matbaa ijodiy uyi*
*Toshkent – 2017*

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# Вступление

## 1 Из чего *New Fly High 5* состоит?

*New Fly High5* является первой из серии книг по английскому языку для средней школы. В Учебно-Методический Комплекс входят: Учебник, Книга для учителя и DVD диск. Материал Учебника рассчитан на 102 часа учебных занятий, организованных таким образом, что могут быть приспособлены для занятий как с сильными, так и со слабыми классами.

## *New Fly High 5* УЧЕБНИК

В книге 13 юнитов, рассчитанных на прохождение в течение всего года обучения. Каждый юнит разбит на уроки. Содержание уроков помещено в оглавлении в последовательном порядке. Содержание уроков постепенно усложняется.

*Проектная работа*

Каждый шестой урок темы представляет собой Проектную работу. Проектная работа зарекомендовала себя с положительной стороны и стала популярной в учебниках прошлого поколения. Однако, она может оказаться новой для некоторых учителей. Объяснения по ней даны ниже в секции «Проектная работа».

*Контрольные работы*

В конце учебника даны Контрольные работы для следующих юнитов: 1, 2, 4, 5, 7, 8, 9, 11, 12. Контрольные работы дают ученикам возможность проверить, как хорошо они усвоили материал юнита. Это эффективный путь для повторения и развития чувства ответственности для самоконтроля. Контрольная работа может выполняться на уроке с открытыми учебниками. С более слабыми учащимися часть задания можно выполнить в классе, остальную часть дать в качестве домашнего задания.

*Грамматический справочник*

В конце учебника размещен компактный раздел «Грамматический справочник». Он содержит общие сведения о всех грамматических явлениях, которые ученики изучают за время курса обучения. Учителя и ученики могут обращаться к нему за справочным материалом.

*Список слов*

В самом конце учебника размещен «Список слов», содержащий словарный запас, используемый в Учебнике. Слова располагаются в алфавитном порядке и содержат обозначения для частей речи, транскрипцию и перевод на русский, узбекский и каракалпакский языки.

### *New Fly High 5* DVD диск

DVD диск содержит записанные аудио тексты, диалоги и т.п. в исполнении разных квалифицированных учителей английского языка Узбекистана и лучших учащихся. Он включает в себя не только все материалы, необходимые для прослушивания заданий из Учебника, но также и интерактивные задания. Если у Вас нет DVD диска, Вы можете сами читать тексты из сценария.

Все сценарии текстов имеются и в Книге для учителя, и в Учебнике для учащихся. DVD диск предназначен как для работы во время урока, так и для самостоятельной работы учащихся дома. DVD диск не имеет авторских прав и может быть копирован другими учителями и учащимися.

## *New Fly High 5* КНИГА ДЛЯ УЧИТЕЛЯ

Книга для учителя это неотъемлемая часть УМК. Всем учителям необходимо иметь ее для эффективной работы на уроке.
Книга для учителя содержит следующее:

- оглавление учебника для учащихся с информацией о юнитах, темах, целями уроков, грамматическую направленность и лексический запас
- цели и задачи каждого урока и каждого задания
- в помощь учителям дается краткая информация о языке и культуре страны изучаемого языка и ключи к заданиям
- сценарии текстов на DVD диске
- четыре образца Тестов, которые могут быть использованы для проверки знаний учащихся с выставлением четвертных оценок (с ключами)
- Контрольные работы (с ключами)
- четкие инструкции для учителей о том, как организовать работу по заданиям Учебника и предложения как работать с более сильными/слабыми классами

## 2 Тесты

В конце Книги для учителя нами включены Тесты для получения четвертных оценок после прохождения юнитов 3, 6, 10, 13. Мы надеемся, что Вы употребите их в качестве модели для создания собственных Тестов.
Все Тесты целиком основаны на материале *New Fly High 5* и рассчитаны на то, что если ученик посещал все занятия и проделал все задания учебника и выполнял все домашние задания, смог самостоятельно успешно выполнить их. Аудио записи заданий на прослушивание, содержащиеся в Тестах, имеются на DVD дисках. Их нужно прослушивать во время выполнения заданий.

## 3 Наиболее часто выполняемые задания в *New Fly High 5*

### Названия уроков и юнитов

Они включают новые слова, которые специально не вводятся во время урока. Поэтому учителю важно сфокусировать внимание учащихся на названиях юнитов и уроков. В некоторых случаях название включает в себя новые слова и/или языковые явления, касающиеся данного урока. Цель названий уроков – помочь учащимся понять, о чем будет идти речь на уроке и лучше запомнить его.

### Задание «Найди пару» (Matching activities)

В заданиях этого типа ученики подбирают к рисункам новые слова, догадываясь об их значениях. После окончания задания им надо проверить свои ответы с Вами или со своим напарником для того, чтобы узнать правильно ли они выполнили задание. Это задание представляет

для учеников больший интерес, чем традиционный метод, в котором учитель сам дает правильные ответы сразу. Это также помогает ученикам развивать когнитивные навыки, например, при сравнении английских слов с их значениями на родном или других языках. Использование одного языка для изучения другого является важным навыком при изучении иностранных языков. (При этом не имеет значения то, правильно или нет задание выполнено. При необходимости Вы сами можете сказать правильное значение)

### Использование картинок

В *New Fly High 5* все картинки выполняют языковую функцию, направленную на обучение. В книге нет рисунков просто для украшения страниц. Все рисунки должны быть активно использованы во время урока и учителем, и учениками. Пренебрежение к ним может уменьшить эффективность работы учителя и ученика на уроке.

### Задание «Послушай и повтори» (Listen and repeat)

Эти задания, в основном, выполняются после задания «Найди пару», или когда ученики узнали правильное значение новых слов/структур. Проведенное исследование показало, что изученные данным образом слова запоминаются лучше, чем простое повторение новых слов или структур.

### Задание «По-цепочке» (Chain Drill)

Данное задание выполняется довольно часто. «По-цепочке» - хороший способ работы с новыми словами. Она дает возможность каждому ученику попрактиковаться в произношении новых слов/структур. Задания при этом выполняются очень быстро.

«По-цепочке» – задание, выполняемое только в классе. При этом учитель вводит новый материал. Например, *I like sewing.* Учитель обращается к одному из учеников: *I like sewing. What about you?* Ученик отвечает о себе и задает вопрос (*What about you?)*. Учитель отвечает о себе и просит повторить структуру еще раз. Другие ученики наблюдают за процессом. После этого учитель просит учеников выполнить это задание. Например:

P1: I like sewing. *(Поворачивается к следующему ученику)* What about you?

P2: I like reading books. *(Поворачивается к следующему ученику)* What about you?

P3: I like drawing. *(Поворачивается к следующему ученику)* What about you? и т.д.

### Задание «Покажи и Скажи» (Point and Say)

Данное задание используется для практики новых слов. Оно помогает ученикам запомнить новые слова практическим путем быстрее, чем при простом заучивании наизусть.

Задание «Покажи и Скажи» выполняется в парах с использованием картинок. Ученик А показывает на предмет на картинке. Ученик В называет слово. Потом они меняются ролями.

## Игры

Игры, используемые в *New Fly High 5,* служат для двух целей: для создания нужной атмосферы в начале урока и для закрепления новых слов/структур, которые изучались во время урока. Эти задания делают урок интересней и дают возможность полностью повторить языковой материал. Они повышают интерес учеников и дают возможность выучить больше.

## Рисование (Drawing)

Некоторые задания в книге требуют учеников нарисовать что-то. Мы обратили внимание на то, что большинство учеников данного возраста делают это с большим желанием, так как это вносит элемент игры и разнообразие в урок. Однако, если некоторые ученики делают это с нежеланием, Вам нужно им объяснить, что для этого задания не надо быть хорошим художником, а сделать простой и понятный рисунок. Когда от учеников требуются определенные данные в рисовании, например, в Проектной работе, Вам следует дать ученикам больше времени и помочь им в разработке дизайна рисунка. Кроме этого, убедитесь в том, что в каждой группе имеется хотя бы один ученик, который хорошо рисует.

## Учить учиться (Study Skills)

Авторы постарались, чтобы в учебнике было как можно больше заданий, чтобы учить учеников учиться. Эти задания носят разный характер. Так, в заданиях учеников могут попросить самостоятельно найти слово в Списке слов, использовать таблицу, сделать нужные записи, применить правила правописания, использовать Грамматический справочник и другие. Эти задания учат учеников как работать практически и готовят их работать самостоятельно.

## Задание «Информационный пробел» (Information gap)

Задания на «Информационный пробел» развивают навыки истинного общения. В реальной жизни мы не знаем, что именно собираются нас спросить и как кто-то ответит на ваш вопрос. В заданиях этого типа ученики должны обмениваться информацией, спрашивая и отвечая на вопросы. Только при успешном общении можно получить нужную информацию, чтобы выполнить задание. При этом важно, чтобы ученики не показывали свою информацию друг другу. Обычно это задание делится на две части, каждая из которых располагается в разных местах учебника таким образом, чтобы ученики не могли видеть информацию друг у друга. Ученик А задает вопрос об отсутствующей у него информации, одинаковых или разных вещах и т.д. в его части задания. Ученик В отвечает на вопрос ученика А в соответствии информации в его части. Затем ученик В задает ученику А вопросы.

### Памятки (Remember boxes )

Памятки располагаются внизу страницы учебника и содержат языковой материал. Они удобны для учителей и учеников, так как быстро

фокусируют внимание на нужном явлении. До или после введения нового материала, рекомендуется, чтобы учителя обращали внимание своих учеников к примерам, данных в Памятке.

## Проектная работа (Project Work)

Проектная работа является неотъемлемой частью этого курса обучения. Это заключительный этап каждого юнита. Она основывается на всей работе предыдущих пяти уроков. Она дает ученикам возможность использовать то, что они выучили во время уроков в непринужденной, более свободной обстановке. Они выбирают сами то, что им хочется, в обстановке, когда учитель их меньше контролирует. Проектная работа дает возможность ученикам работать на своем уровне; ученикам со слабой подготовкой можно выполнить более простое задание, а более сильные ученики выполнят более сложное задание. Кроме того, ученикам предоставляется возможность гордиться своей работой, знаниями и креативностью. По этой причине очень важно развешивать постеры с работами учащихся в классе, и ученики будут иметь возможность рассмотреть работы друг друга. Ученикам также можно предложить оценить работы других учеников.

Во время Проектной работы учеников знакомят с письменным процессом, когда они пишут свои идеи и заметки по теме. Затем они используют свои заметки, чтобы описать что-то, написать статью, письмо, рассказ или стих, оформить постер или программу. Они могут вырезать или нарисовать рисунки, карты, графики, организовать интервью, и т.д. Для этого учителю необходимо иметь в классе специальную коробку с материалами, ножницами, линейками, бумагой, клеем, скрепками и т.д. Или же учитель может попросить учеников принести все необходимое из дома.

Другим важным моментов в Проектной работе является выбор проекта. Самые первые проекты должны быть очень простыми. При этом хорошо бы поделить весь процесс на маленькие этапы или шаги. Желательно проводить Проектные работы в группах с одним и тем же составом учеников, так как ученики привыкают к сотрудничеству внутри группы. Дальнейшие методические рекомендации для каждого проекта даются в Книге для учителя.

Обратите внимание на то, что постеры могут демонстрироваться родителям, чтобы показать успехи учеников в изучении английского языка

### Задания, которые выполняются до, во время и после чтения/слушания (Pre, while and post reading/listening activities)

В *New Fly High* 5 используются три шага для того, чтобы читать/слушать эффективно. Эти задания выполняются до, во время и после чтения/слушания.

**Задания «до чтения/слушания»** выполняются до чтения/слушания текстов. Они формируют интерес учеников к теме, помогают им заранее предугадать информацию, приближают их к идеям текста чтения/слушания.

**Задания «во время чтения/слушания»** даются во время процесса чтения/слушания текста. Они помогают тем, кто читает/слушает лучше понять содержание и организацию текста и цель автора.
**Задания на «после чтения/слушания»** даются в конце чтения/слушания текста и уводят внимание тех, кто читает/слушает за пределы текста. Они помогают соотнести идеи текста со своей точкой зрения, собственными интересами и знаниями и/или что-то сделать с информацией, полученной в тексте.
Целью использования трех шагов при чтении/слушании текстов является сделать процесс управляемым, а также приблизить учеников к естественному чтению/слушанию. В повседневной жизни, например, если мы читаем газету, мы сначала смотрим на заголовки и получаем общую идею. Затем мы смотрим/читаем более внимательно.

## Виды текстов для Чтения и Слушания

Тексты для чтения/слушания в *New Fly High 5* взяты из жизни и даются в простой форме. Представлены самые разные тексты по жанру: упрощенные статьи из газет и журналов, объявления, выдержки из словарей и энциклопедий, ярлыки и пакеты, письма, радио передачи, живые интервью, речи на соревнованиях и т.п.

### Интеграция навыков

В *New Fly High 5* все четыре навыка: слушание, говорение, чтение и письмо обучаются в интегрированном виде. Причиной тому служит тот факт, что в реальной жизни мало случаев, когда мы не говорим или не пишем о том, что мы прочитали, или когда мы не соотносим то, что прочитали с тем, что мы могли услышать. Таким образом, мы попытались объединить разные умения друг с другом через выполнение различных заданий следующих типов:

- чтение и письмо. Например, прочитать и заполнить таблицу, написать краткое изложение, написать ответное письмо, написать о себе, сделать заметки, написать вопросы, написать свое мнение и т.д.
- чтение и слушание. Например, прочитать и проверить информацию, слушая текст, найти соответствие в текстах и мнениях и т.д.
- чтение и говорение. Например, прочитать и ответить на вопросы, назвать правдивую и ложную информацию, обсудить информацию в тексте, принять участи в дебатах и т. д.
- слушание и чтение. Например, послушать и поставить картинки по порядку, найти нужную информацию в тексте и т. д.
- слушание и письмо. Например, послушать и написать недостающую информацию, заполнить таблицы, написать мнение и т. д
- слушание и говорение. Например, послушать и ответить на вопросы, участвовать в дискуссии и т. д.

### Произношение

На данном этапе правильное произношение формируется у учеников после прослушивания значений слов и повторения после DVD диска

или учителя. Проведенное исследование показало, что более легкий и эффективный способ обучения произношению слов является тот, при котором ученики используют новые слова в сочетании с уже знакомыми. Аторы *New Fly High 5* полагают, что на этом уровне важно вводить некоторые правила чтения, которые предлагаются в DVD. Учителя должны использовать эти упражнения при каждом удобном случае во время прохождения очередного юнита.

Первым заданием каждый раз будет привлечение внимание учеников к тому, какие буквы могут передавать этот звук. Затем ученики практикуются в чтении слов с этим звуком. Учеников знакомят с фонетическими символами. (Задания даны в DVD для каждого юнита под символом с наушниками.)

### Дополнительные упражнения на грамматику

В заданиях представлены дополнительные упражнения для отработки грамматических явлений, пройденных в юните или на уроке. Учителя и ученики могут использовать их в удобное для них время во время урока или при повторении юнита. Целью этих заданий является возможность для учеников получить дополнительную практику к усвоению полученных грамматических знаний. Они также дают возможность более слабым ученикам получить дополнительную практику по грамматике. Кроме того, эти упражнения дают возможность ученикам работать самостоятельно и автономно. Дополнительные упражнения по грамматике представлены в DVD для каждого юнита под символом ABC.

### Перевод

Перевод используется для того, чтобы показать схожести и отличия между родным и английским языками. Ученики переводят отдельные предложения, структуры и короткие тексты на родной язык. Навыки перевода будут дальше развиваться в классах 6-9.

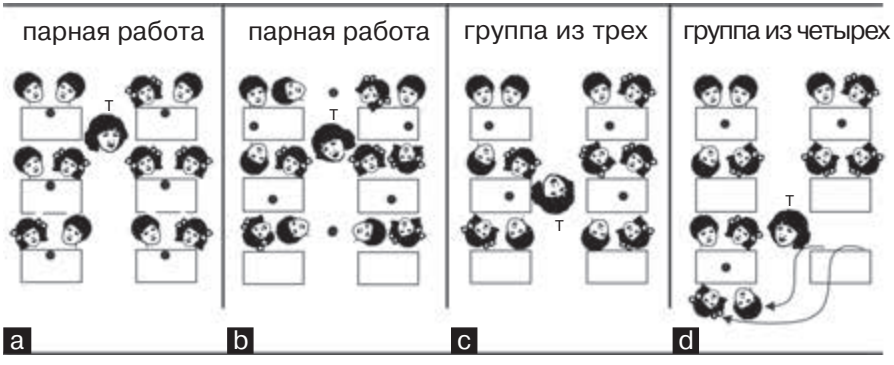
## 4 Новый подход в *New Fly High*

*New Fly High* выполнен в соответствии с Государственным Образовательным Стандартом и Программе для Иностранных языков, которые были разработаны и одобрены Научно-Методическим советом по иностранным языкам в 2017 году. Программа основана на темах, которые были отобраны после консультаций с учениками и учителями в разных регионах Узбекистана.

*New Fly High 5* ставит целью помочь развитию **четырех языковых навыков:** чтения, слушания, говорения и письму. Делается упор на обучение современному английскому языку для коммуникативных целей. Поэтому особое внимание уделяется говорению и слушанию, которые в прошлом игнорировались. Безусловно, начинающие обучение нуждаются в приобретении хорошей базы знаний по **грамматике, произношению и хорошим запасом слов,** которые систематически развиваются. Запас слов в *New Fly High5* отобран и организован в соответствии с темами, а грамматический материал интегрирован с

навыками говорения. В учебнике 5 класса большое внимание уделяется регулярному развитию первичных навыков перевода. На этом этапе целью является дать возможность ученикам сравнить слова и выражения на иностранном языке с родным языком и выявить между ними разницу. Основным отличием между *New Fly High* и другими учебниками, которыми Вы, возможно, пользовались, это то, что *New Fly High* поддерживает подход в обучении, **направленный на обучаемого** (**learner-centered approach). Что это означает?** Мы ощущаем, что в прошлом основное внимание уделялось роли учителя в процессе обучения и недостаточно на самих учащихся. Разумеется, роль учителя велика, но исследования показали, что ученики учатся общению более эффективно, если им дают больше возможностей практиковать и экспериментировать с новым языком. Поэтому методика, направленная на обучаемого, используемая в *New Fly High,* ставит целью поставить учеников- обучающихся в центр всего, что происходит в классе. По этой причине *New Fly High* содержит много заданий, упражнений, дебатов, проектов и игр, которые вдохновляют учеников использовать новый материал естественным путем, через работу в парах и группах. Конечно, Вам еще надо вводить новые слова и грамматику своим ученикам, но при подходе, направленном на обучаемого, Вам нужно будет много времени уделять организации и мониторингу парной и групповой работы.

**Организация урока при подходе**, **направленном на обучаемого**
Ваши ученики будут часто работать в парах, по трое, по четверо, поэтому целесообразно обдумать заблаговременно как организовать эту работу. Сгруппировавшись несколько раз, ученики станут делать это быстро. Ниже приводятся несколько рекомендаций о том, как разделить учеников на пары, тройки, четверки в классе с фиксированной мебелью. В диаграмме внизу ученики показаны как или а учитель как T.




**а** Здесь двенадцать учеников выполняют работу. Учитель слушает. Точками показаны места, на которые фокусируются ученики.

**б** Здесь те же самые двенадцать учеников, выполняющих парную работу, но в этот раз с другими партнерами, хотя они сидят на прежних местах. Учитель помогает.

**в** Здесь те же двенадцать учеников, работающих по трое. Они опять сидят на своих местах. Учитель слушает одну из групп.

**г** В этих группах из четырех, ученики могут работать по двое с партнером, сидящим напротив, для некоторых это новый партнер. Учитель замечает ошибки и записывает их для дальнейшего разбора на уроке.

## Роль учителя при подходе, направленном на обучаемого

Наиболее частой причиной, почему ученики не могут общаться в реальной жизни, являются следующие типы взаимодействия, к которым они привыкли:

**а** Учитель читает лекции в классе. Все взаимодействие заключается в учителе и через учителя.

**б** Учитель просит одного из учеников встать перед классом, а остальные ученики или слушают ученика, или говорят с ним/ней.

**в** Учитель слушает или говорит с одним из учеников, находящимся за партой.

**г** Учитель просит двух учеников говорить друг с другом (например, рассказать выученный наизусть диалог).

**д** Если учеников просят поговорить друг с другом, они обычно говорят по очереди, вместо естественного разговора. Более того, учитель находится всегда рядом, слушая все, что говорится. Если учитель будет организовывать парную или групповую работу, ученики будут иметь возможность общаться более естественным образом.

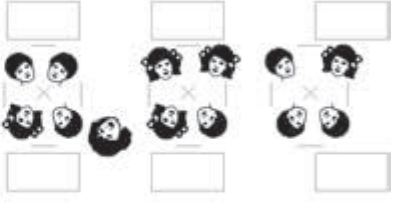
Следующие иллюстрации некоторых типов взаимодействия в классе помогут показать, что в большинстве случаев одновременно возможен только один тип взаимодействия и что учитель обычно один из говорящих.

Здесь мы видим тип взаимодействия, который соответствует для групповой работы с заданиями *New Fly High.*

Коммуникативное задание при подходе, направленном на обучаемого



с фиксированными партами



передвигаемыми партами

Как мы видим, учитель может свободно слушать, мониторить, планировать наперед, пересматривать следующие шаги и слышать, как ее/его ученики учат друг друга новым словам и грамматике, которую они знают. Во время коммуникативных заданий, учитель не «учит», а организует и осторожно мониторит и слушает учеников, чтобы убедиться, что все в порядке. Учитель вмешивается только в том случае, если уверен, что ученики не могут справиться сами. Учитель должен быть как дирижер оркестра: управлять, но не играть. Сначала Вам может быть сложно организовать такие задания, но со временем Вы привыкнете.

Мы уверены, что Ваши ученики найдут такие задания мотивирующими и увлекательными и будут помогать Вам.

## Работа над ошибками, совершенными во время говорения

В настоящее время многие учителя считают трудным принять решение о том, надо ли исправлять каждую допущенную ошибку у учеников. В традиционном классе наибольшее внимание уделяется правильности, поэтому каждая ошибка немедленно исправляется. Проблема состоит в том, что многие ученики начинают неохотно говорить, так как боятся сделать ошибку, и что их тут же будут исправлять.

В классах с подходом, направленном на обучаемого, где учеников поощряют использовать английский язык для реального общения, беглость речи так же важна, как и правильность. В *New Fly High* мы не предлагаем совсем не исправлять ошибки, но этот процесс можно выполнить во время «после говорения» задания. Если Вы будете поступать подобным образом, тогда Вы не будете беспрерывно перебивать учеников. Конечно, Вам придется запоминать ошибки, допущенные учениками, поэтому мы предлагаем их записывать во время обхода класса. В конце задания Вы можете обратить внимание учеников на общие или важные ошибки, которые Вы записали.

## Шум

В классах с подходом, направленном на обучаемого, шум во время задания неизбежен, но его надо воспринимать как контролируемый и конструктивный. Приучите своих учеников говорить тихо и вежливо во время парной и групповой работы и быть готовыми к тому, что те, кто первый выполнит задание, получит дополнительное. Если Вы перед выполнением задания дадите ученикам ясные и понятные инструкции, вы убедитесь в том, что ученики смогут выполнять задание намного организованнее и без лишнего шума. Установите четкие правила о том, как ученики должны говорить с Вами и друг с другом.

### Использование родного языка

Авторы *New Fly High* верят, что английский язык лучше всего учить на английском языке, поэтому мы ожидаем, что Вы будете использовать английский язык как можно чаще на уроке. Несомненно, есть случаи, когда ученикам необходимо дать объяснения и пояснения на родном языке. Однако, мы надеемся, что Вы преодолеете искушение переводить все. Исследование показывает, что ученики учатся более эффективно, если их поощряют догадываться о значении слов самостоятельно.

### Проверка домашнего задания

У каждого опытного учителя есть свой собственный подход к проверке домашнего задания. Ниже предлагаются несколько подсказок для начинающего учителя.

***Как?*** Имеется несколько путей проверки домашнего задания.

**а Традиционный метод** Учитель берет на проверку тетради и исправляет каждую ошибку.

**б Нетрадиционный метод** При проверке тетрадей учитель использует два цветных карандаша или ручки. **Зеленый цвет –** предупреждение. Когда ученик допускает ошибку в первый раз, Вы подчеркиваете ее зеленым цветом. В данном случае ученик должен работать над ошибкой. **Красный цвет –** плохо. Когда ученик делает одну и ту же ошибку во многих упражнениях, Вы подчеркиваете ее красным цветом. Здесь ученик должен тщательно проработать допущенную ошибку. Вы можете исправлять ошибки сами, но лучше дать возможность ученикам сделать это самим. В этом вы можете оказать им помощь. Вы можете проставлять на полях специальные символы: **Gr** – грамматическая ошибка, **Sp** – неправильное написание, **WO** – неправильный порядок слов, **P** – неправильные знаки препинания.

**в Метод самопроверки** Ученики проверяют свои тетради сами, используя данную модель.(например, учитель спрашивает учеников и пишет правильные ответ на доске.)

**г Метод взаимопроверки** Учитель просит учеников обменяться тетрадями и исправлять ошибки, используя модель, которую им дали.

***Когда?***

**а** Пока ученики выполняют классное задание, Вы можете пройти по рядам и быстро просмотреть все работы. Хорошо, когда у учеников имеется две тетради: одна для классной, другая для домашней работы

**б** Вы можете проверять домашнее задание учеников во время выполнения Проектной работы

**в** Вы также можете взять тетради учеников для проверки домой.

Очень **важно** проверять тетради учеников потому что:

- Оно помогает усвоить полученные знания за три урока в неделю и достичь хороших результатов. Если вы не проверяете домашнее задание, ученики перестанут их выполнять.
- Ученики будут делать ошибки при выполнении домашнего задания. Каждая допущенная ошибка это возможность чему-то научиться, если вы поможете найти ее. Если Вы этого не будете делать, они упустят возможность что-то выучить и даже получат неверные знания!
- Таким образом, Вы можете наблюдать за прогрессом учеников.
- Вы можете стимулировать учеников, устраивая выставки, соревнования и т.д.
- Это помогает в работе с родителями.

**Расчет времени**

Обратите внимание на то, что время на выполнение заданий на уроке дается приблизительно. Учителя могут изменять его в зависимости от интересов учеников, их потребностей и возможностей.

**Получите удовольствие, обучаясь с *New Fly High 5* !**

Мы, авторы, с удовольствием работали над созданием *New Fly High 5*. Теперь мы надеемся, что вы, учителя, получите удовольствие, используя его со своими учениками. Удачи Вам и Вашим ученикам!

# Unit 1 All about me

## Lesson 1 My favourite things

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to revise saying, asking and answering about each other<br>*Developing:*<br>- to enable pupils to say, ask and answer questions about themselves and each other. | At the end of the lesson pupils will be able to say, ask and answer questions about other people. | Revision of vocabulary related to greeting and talking about personal issues | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised.

**DVD script:**

**I have a grandad** (Tune of "Hocky pocky")
I have a grandad.
I have a grandma.
I have a mother, have a father
And a little sister too.
I have an uncle, have an aunt
And little cousin too.
I love them and they love me too.

**Activity 2 Play "My name's Aziz.".** *8 min*
**Objectives: to warm up, to revise vocabulary related to greetings**

Ask the pupils to stand up, mingle, shake hands, and say *'Hello, my name's ....'.* First time they say own name and then the name of the previous person they've shaken hands with. So every time they have a different name. They have 5 minutes to find a person with their own name.

Stop the activity and ask who found the person with their own name. It's OK if only some or nobody found the person with own name.

**Activity 3a Look, read and write about Aziz.** *10 min*
**Objective: to consolidate the vocabulary related to personal information**

Ask the pupils to look at Aziz and pictures around showing his hobby, favourite sport, favourite subject, favourite month, favourite season, favourite holiday and his favourite animal. Ask them to complete the sentences about Aziz in their copy books.

***Possible answers:***
His name's Aziz.
His hobby's riding a bike.
His favourite sport's football.
His favourite subject's English.
His favourite season's spring.
His favourite holiday's New Year.
His favourite animal's lion.

**NB:** Remind that when we speak we use contractions e.g. We write "His name is Aziz." But we say "His name's Aziz."

**Activity 3b Work in pairs. Ask and answer.** *5 min*
**Objective: to revise Present Simple: questions and answers**

Ask the pupils to work in pairs and ask each other questions about Aziz's hobby, favourite sport, subject, month etc.

**Activity 3c Work in pairs. Play "Interview".** *7 min*
**Objective: to consolidate Present Simple: questions and answers**

*STEP 1:* Ask the pupils to work in pairs. Say that first Pupil A is a journalist and asks questions. Then Pupil B asks questions.

*STEP 2:* Ask some pupils to report. Ask them to introduce first saying something like: *I'm Madina Bahramova, "Uzbekistan Today". This is X. S/he is .... His/her favourite ...*

**NB:** 1) Help the pupils with names of TV channels, journals, newspapers. 2) Encourage the pupils to ask also other questions like *What's your favourite colour? (day of the week, toy, transport, game) etc.* if your class is advanced.

**Activity 4 Play "Two things about me."** *7 min*
**Objective: to revise Present Simple and answers**

*STEP 1:* Read out two sentences about yourself and ask the class to guess which one is true and which one is false. e.g. *I like dancing. I'm good at maths.*

*STEP 2:* Ask the pupils to write two sentences about themselves: one true and one false. *Possible structures: I like ... I can ... I'm good at ... My favourite ...*

*STEP 3:* When they finish, ask the pupils to work in groups of 4/5. In turn one pupil reads his/her sentences, the other groups listen and decide: *Yes, it's true. Or No, it's false.* The group whose guess is correct wins a point.

**NB:** If your class is more advanced ask them to write 4 sentences: 2 true sentences and 2 false.

**Homework** *3 min*

Explain that the pupils should write 4 sentences about their friend. Say they should use *She/He likes ... She/He can ... She/He's good at ... Her/His favourite ...* Ask not to write the names.

## Lesson 2 I have two sisters.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn the formation of the possessive case;<br>- to learn how to say sentences with possessive case.<br>*Developing:*<br>- to enable pupils to say sentences with possessive case;<br>- to develop the pupils' reading and speaking skills.<br>*Socio-cultural:*<br>- to raise awareness of the use of the possessive case. | By the end of the lesson pupils will be able to:<br>- say sentences with possessive case;<br>- understand the formation of the possessive case. | father's name …, elder sister's name …, kindergarten, medical college, daughter, son | Pupil's Book, the DVD, word cards for Activity 2 |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.

**NB:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.

*STEP 2:* Checking homework. Ask the pupils to read their sentences to each other. Say they should listen to the sentences and guess who that person is.

**Activity 2 Play "I have a sister. Her name' Kamila."** *10 min*
**Objective: to practise talking about family members**

Ask the pupils to stand in a circle. Give out cards one by one with words: *a mother, a father, a brother, a sister, a grandad, a granny.* The pupils must look at the card and say, e.g. *I have a sister. Her name's Kamila.* and pass the card to another pupil.

**NB:** Say that they can use imaginary people if they don't have a sister for example.

**Activity 3a Read and complete.** *10 min*
**Objectives: to enable pupils to read for detailed information;**
**to introduce possessive case**

*STEP 1:* Ask the pupils to read the text about Aziz and his family and complete the sentences.

***Answer key:***
1 There are four children in the family.
2 The eldest sister's name is Sabina.
3 Sabina wants to be a nurse.
4 Davron and Madina cannot read and write.
5 They can count.
6 The cat's name is Snowball.
7 Snowball likes fish.

*STEP 2:* If necessary work on the meaning and pronunciation of the word 'kindergarten' and 'college'. Ask what other colleges they know. (Art college, Sports college, etc). To help the pupils to understand better you can write on the board: *kindergarten – school – college.*

*STEP 3:* Write on the board the sentence*: Father**'s** name is Karim. Mother**'s** name is Odina.* Explain that we use **-'s** to show possessive case.

*STEP 4:* Ask the pupils to complete the sentences. *The youngest sister's name is _____. The brother's name is _____. The cat's name is _____.*

**Activity 3b Work in pairs. Point and say.** *5 min*
**Objective: to enable pupils to use possessive case**

*STEP 1:* Write on the board: *Aziz is Karim's and Odina's son. Sabina is Karim's and Odina's daughter*. Ask the pupils to guess what the words '*son'* and '*daughter*' mean.

*STEP 2:* Ask the pupils to complete the sentences: *Madina is .... Davron is ...*

*STEP 3:* Ask the pupils to work in pairs. Explain that they should point and say as in the example in turn. e.g. A: *(points)* B: *It's Aziz's father. His name's Karim. Aziz is Karim's son.*

*STEP 4:* Draw a table on the board. Point and read. Ask the pupils to repeat after you.

| [s] | [z] | [iz] |
|---|---|---|
| cat – cat's<br>Ulugbek – Ulugbek's<br>Sharof – Sharof's | dog – dog's<br>father – father's<br>Davron – Davron's | |
| | | |

*STEP 5:* Ask the pupils to complete the table with their own names with possessive case. e.g. *Fazilat – Fazilat's*

**Activity 4 Play "What's your friend's name?"** *7 min*
**Objective: to reinforce possessive case**

It is a usual Chain Drill. **e.g.** A: *What's your friend's name?* B: *Samira. What's your friend's name?* C: *Davron. What's your friend's name?* D: *...*

**NB:** If you have time, you can play with other structures like *What's your uncle's name? etc.*

**Homework** *3 min*

1) Explain that the pupils should complete the sentences using the words: *uncle, cousin, grandad and granny*. Draw their attention to the example: *My father's sister is my aunt,* and check all understand what to do.

2) Explain that the pupils must write three questions. Draw their attention to the example: *What's your uncle's name?* and check all understand what to do.

**NB:** Ask the pupils to bring their photo taken when they were young.

## Lesson 3 Who is the youngest?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to ask and answer the questions 'Who is the eldest/youngest in your family?'<br>*Developing:*<br>- to enable pupils to ask and answer the questions 'Who is the eldest/youngest in your family?';<br>- to enable pupils to talk about their families.<br>*Socio-cultural:*<br>- to raise awareness of the ways of saying who is the eldest/youngest. | By the end of the lesson pupils will be able to:<br>- ask and answer the questions *Who is the eldest/ youngest in your family?* | Who is the eldest/youngest in your family? | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils mingle and ask the questions from homework Task 2. Stop the class after 4 minutes and ask to report e.g. *Madina's father's name is Bahrom.*

**Activity 2a Look, read and continue.** *5 min*
**Objective: to revise making Past Simple negative sentences**

Ask the pupils to look at the pictures, read the text and continue it using the phrases from the cloud.

*Possible sentences:*

I didn't wash the dishes. I didn't mop the floor. I didn't sweep the floor. I didn't feed the animals. I didn't take the rubbish out.

**Activity 2b Play "My favourite toy was a car".** *8 min*
**Objective: to revise making Past Simple sentences**

*STEP 1:* Ask the pupils to show their photo and make sentences. Say that sentences can be positive and negative. Say they can use the phrases from Activity 2a.

*STEP 2:* Ask the pupils to work in pairs or small groups.

*STEP 3:* Ask some pupils to report. Ask them to report about their friends. e.g. *This is my friend Sobir. In this photo he's 5 years old. He was small. He was ...*

**NB:** Ask the pupils to use the text from 2a as a model.

**Activity 3 Play "Who is the eldest in your family?"** *5 min*
**Objectives: to revise superlatives; to practise "Who is the eldest in your family?"**

*STEP 1:* Ask the pupils "*How old are you?*" and "*When's your birthday?*" and establish who is the eldest in the class. Write on the board:

e.g. *Davron is the eldest in the class.*

*STEP 2:* Say about own family e.g. *My granny's the eldest in our family. She's 88 years old.* Then ask one pupil: *Who is the eldest in your family?*

*STEP 3:* Play Chain Drill.

**A:** *Who is the eldest in your family?*

**B:** *My grandad. He's 95 years old.*

**Activity 4 Play "Who is the youngest in your family?"** *5 min*
**Objectives: to revise superlatives; to practise "Who is the youngest in your family?"**

*STEP 1:* Establish who is the youngest in the class. Then write on the board: e.g. *Madina is the youngest in the class.*

*STEP 2:* Say about own family e.g. *My daughter is the youngest in our family. She's 4 years old.* Then asks one pupil: *Who is the youngest in your family?*

*STEP 3:* Play Chain Drill.

**A:** *Who is the youngest in your family?*

**B:** *My brother. He's 3 years old.*

**NB:** Draw pupils' attention to the Remember box. Say that they can use *My sister* or *My sister is the youngest* to answer the question.

**Activity 5 Read and match.** *5 min*
**Objective: to enable pupils to match the parts of the sentences**

Ask the pupils to match the beginning and ending of the sentences as shown in the example.

***Answer key:***

| | |
|---|---|
| My brother is | a pupil. |
| His name's | Botir. |
| My grandad is | the eldest in our family. |
| He was | a doctor. |
| My uncle worked | in the bank. |
| My aunt's name is | Nargiza. |
| My sister is | the youngest in our family. |
| She goes to | the kindergarten. |

**Activity 6 Write about your family.** *5 min*
**Objective: to consolidate superlatives**

Ask the pupils to write about own or imaginary families.

**Homework** *2 min*

Ask the pupils to open their Workbooks to Page 92 and look at Homework 1. Check that everybody understands what to do. If necessary, explain that in Homework 1 they must write the questions.

Then ask the pupils to look at Homework 2 on Page 93. Explain that they must read the answers and write the questions to them. Give one example. *1) What's your name? My name's Tom.*

## Lesson 4 Where are you from?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn the structure of informal letter (email);<br>*Developing:*<br>- to enable pupils to write simple letters (e-mails);<br>- to enable pupils to write and say e-mail addresses;<br>- to develop the pupils' reading, writing and speaking skills<br>*Socio-cultural:*<br>- to raise awareness of interests of kids from other countries. | By the end of the lesson pupils will be able to:<br>- say short information about people's interests;<br>- write and say e-mail addresses. | *E-mail address*<br>*Recycling the language learnt in previous lessons* | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to read their questions from Activity 1. Ask the pupils to mingle and ask the questions to as many classmates as possible. Say you will check the information. Stop the class after 5 minutes and ask the questions e.g. *Who is the youngest in Madina's family? etc.*

**Activity 2 Play "My uncle's from Termez".** *7 min*
**Objective: to practise talking about relatives**

Ask the pupils to look at the example. Play Chain Drill.

**NB:** Ask the pupils to use imagination and say interesting facts using different places.

**Activity 3a Look, read and match.** *10 min*
**Objectives: to practise reading for detail; to introduce informal (e-mail)**

*STEP 1:* Ask the pupils to look at the pictures and say where the children come from. Ask the pupils to explain how they guessed. (*Possible answer: the flags next to the children.*)

*STEP 2:* Ask the pupils to read the letters and match them with the children. Check the answers together.

***Answer key*:**

1C (Sara is from France).
2A (Mary is from England.)
3B (Harry is from Germany.)

*STEP 3:* Ask the pupils to say what kind of letters they are. Establish that they are e-mails, which people send via internet.

*STEP 4:* Ask the pupils to look and say what is written at the end of the letters. Establish that they are e-mail addresses. Write them on the board. Ask the pupils to repeat after you.

mary.black@yahoo.co.uk [ˊmeəri dɒt ˊblæk ˊæt ˊjɑ:hu: dɒt ˊkəʊ dɒt ˊju: keɪ]
sarawinter12@gmail.com [ˊseərəwɪntə ˊtwelv ˊæt ˊdʒi:meɪl dɒt ˊkɒm]
harry.brown11@hotmail.com [ˊhæri dɒt ˊbrəʊn ɾˊlevn ˊæt ˊhɒtmeɪl dɒt ˊkɒm]

*STEP 5:* Ask the pupils to create their own e-mail address and write in the notebooks. Ask them to play Chain Drill. e.g. A: *What's your e-mail address?* B: *It's ...*

**Activity 3b Choose a letter. Read and write.** *10 min*
**Objective: to practise writing**

Ask the pupils to choose any letter and write about that child.
e.g. *His name is ...* or *Her name is ...*

**Activity 3c Work in pairs. Listen and guess.** *5 min*
**Objective: to practise listening to and identifying people**

Ask the pupils to work in pairs. Pupil A chooses somebody from Activity 3a and says any information about him/her. Pupil B should listen and guess the name.

**NB:** If you have advanced pupils ask them to write questions for the rest of the class. e.g. *What's Harry's e-mail address? How old is he? etc.* Give them time to ask their questions.

**Homework** *3 min*

Ask the pupils to choose any letter and write an answer following the structure of the letters.

Establish that usually people start with general information like their name, age, the place they are from and then write something more specific like hobbies or favourite things.

## Lesson 5 What's your address?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn transferring information from the text into the table;<br>- to learn how to write questions using answers as clues.<br>*Developing:*<br>- to enable pupils to transfer information from the text into the table;<br>- to develop reading and speaking skills. | By the end of the lesson pupils will be able to:<br>- write questions using answers as clues;<br>- transfer information from the text into the table. | *Recycling the language learnt in previous lessons*<br>New: grade; all | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to work in pairs and read the letters to each other.

**Activity 2 Look, read and complete.** *10 min*
**Objectives: to enable pupils to transfer the information from the text into the table; to establish the difference in writing addresses**

*STEP 1:* Ask the pupils to read the text about Aziz. Ask them to open the Workbook to Page 93 and complete the card using the information from the text.

*STEP 2:* Ask the pupils to look at Aziz's address. Say that we usually write our address in the following order: 1) country 2) city and postal code 3) street 4) house number 5) flat number e.g. U*zbekistan, Tashkent 100112, Navoi street, House 27, Flat 56* OR *Uzbekistan, Tashkent, Navoi str., 27/56.*

Establish that the British people write the address in a different way. The order is usually: 1) flat number 2) house number 3) city and postal code 3) country e.g. *27/8 Oxford Street, London WC3 8JL, UK*

**Activity 3 Play "What's your address?"** *5 min*
**Objectives: to develop speaking skills; to practise saying address**

*STEP 1*: Ask the pupils to write their postal address. Say they can use any version of writing addresses.

*STEP 2*: Ask the pupils to play Chain Drill using their postal address.

**Activity 4 Read and say True or False.** *5 min*
**Objective: to develop reading skills**

*STEP 1*: Ask the pupils to read the text about Lucy.

Establish that in Britain they use the word 'grade' instead of 'class'. Check they understand what 'all' and 'university' mean. If necessary, help them.

**NB:** Draw the pupils' attention to the pronunciation of the word 'uni**VER**sity', help to pronounce correctly with a stress on the third syllable.

*STEP 2*: Ask the pupils to listen and say True or False. Read out the sentences. The pupils listen and say True or False.

1) Lucy's family is big.
2) Lucy's mum's name is Kate.
3) Lucy's father is a teacher.
4) Lucy's father and mother work at school.
5) Lucy's brother goes to the kindergarten.
6) Lucy's brother's name is Daniel.
7) They have two cats.
8) Lucy's granny lives in England.

**Variations:** You can ask the pupils to stand up if the sentence is false. Or you can ask the pupils to correct the sentences, e.g. You: *Lucy's family is big.* Pupils: *It's false. Lucy's family is not big.*

**NB**: If the class is strong, you can ask the pupils to say true or false sentences about Lucy and her family.

**Activity 5 Read the answers and write the questions.** *10 min*
**Objective: to enable pupils to write the question using the answer as clue**

Ask the pupils to read the answers and write questions as in the example: *What's her name?*

***Answer key:***

1) What's her name? Lucy Whitfield
2) How old is she? 12
3) Where is she from? England
4) What's her address? 4 Clover Road
5) What's her telephone number? 283207
6) What's her favourite sport? Football

**Homework** *5 min*

Ask the pupils to look at Activity 4, open their Workbooks to Page 93 and write about Lucy.

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to create and develop Portfolio.<br>*Developing:*<br>- to enable pupils to make presentations;<br>- to enable pupils to create and develop Portfolio. | By the end of the lesson pupils will be able to understand how to create own learning portfolio. | *Revising the vocabulary and structures learnt in previous lessons.* | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*

**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 1 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to ask and answer the questions about Lucy.

**Activity 2 Look at Aziz's English Portfolio.** *15 min*

**Objectives: to introduce portfolio; to develop pronunciation**

*Phonetics*

*STEP 1:* Put on the board 3 cards: [s], [z], [iz] separately as far from each other as possible. Then write underneath and pronounce:

[s] Ulugbek's book, Sharof's book, Shahodat's book, Mannop's book
[z] Kamila's bag, Botir's bag, Komil's bag, grandad's bag, mum's bag, cousin's bag
[iz] Abbos's portfolio, Aziz's portfolio, Sevinch's portfolio

*STEP 2:* Ask the pupils to repeat in chorus what is written on the board and elicit when we pronounce [s], when [z] and when [iz].

*STEP 3:* Say the names of kids in turn, the pupils should point to the corresponding sound (or they can stand next to the appropriate sound).

e.g. Karomat's, Bobur's, Madina's, Laziz's, etc.

*STEP 4:* Ask the pupils to look at the pages from Aziz's portfolio. Explain that the pupils will start creating own portfolio where they will keep their best works, projects, pages with good tests, diaries in English and other things. Say that in the Multimedia there are different types of Portfolio works shown.

**Activity 2 Listen to Aziz's presentation.** *15 min*
**Objectives: to develop listening skills; to start developing portfolio**

*STEP 1:* Ask the pupils to listen to Aziz's presentation. Ask questions about Aziz's portfolio.

**DVD script:**

**Aziz:** This is my English Portfolio. Part 1 is All about me. Part 2 is My family. Look, this is my photo. I was 10 years old, I was in Class 4. Now I'm in Class 5 and I'm 11 years old. My birthday is in August; August is my favourite month. My hobby is collecting cards. I have cards from Russia, Kazakhstan, Germany, France and England. They are beautiful. I have cards from Uzbekistan too. They are from Bukhara, Samarkand, Tashkent and Nukus.

*STEP 2:* Discuss with the pupils how to start creating their portfolio. Agree that after each unit you will allocate some time to listen to portfolio presentations.

**Homework** *5 min*

Ask the pupils to finish their work on portfolio entry.

## PROGRESS CHECK 1

**1 Complete the sentences. Use the words** are, like, is, have, am. *(5x2=10)*

Hello. I (1)... Lucy. My father's name (2)...Thomas. My parents (3) ... teachers. We (4) ... two cats. We all (5)... football.

***Answer key:*** *1 am; 2 is; 3 are; 4 have; 5 like*

**2 Write questions to the answers.** *(5x2=10)*

| | |
|---|---|
| 1) My name is Akmal. | your/ What's/ name? |
| 2) I am from Uzbekistan. | are/ Where/ from/ you? |
| 3) I am 11 years old. | you/ are/ How/ old? |
| 4) 10 Bobur Street, Istiqbol, | address/ your/ What's? |
| 5) I am fine. | are/ How/ you? |

*PROGRESS CHECK 1*

***Answer key:*** *1) What's your name? 2) Where are you from? 3) How old are you? 4) What's your address? 5) How are you?*

**3 Complete the sentences about you.** *(5x2=10)*

1) My name's ... . 2) My favourite holiday is ... . 3) My hobbies are: ... .
4) My favourite sports are: ... . 5) My favourite subject is ... .

***Answer key:*** *Pupils' own answers.*

**4 Complete the sentences about your family**. *(5x2=10)*

**e.g.** There are four people in my family.

1) There are ... . 2) I have ... . 3) My father's name ... . 4) My mother is ... .
5) My elder brother ... . 6) My younger sister ... .

***Possible answers:*** *1) There are four people in my family. 2) I have two brothers and a sister. 3) My father's name is Farhod. 4) My mother is a doctor. 5) My elder brother is eight. 6) My younger sister goes to the kindergarten.*

**5 Listen and choose the right words.** *(5x2=10)*

1) There are four/five people in Kate's family. 2) Kate's father is 55/45 years old. 3) They have three/two cats. 4) Kate's mother is younger/older than her father. 5) Tom is the oldest/youngest in the family. 6) Kate is 12/11 years old.

***Answer key:*** *1) four; 2) 45; 3) two; 4) younger; 5) youngest; 6) 11.*

**DVD script:**

**Reporter:** Hello Kate.
**Kate:** Good morning.
**Reporter:** Thank you for coming. Kate, how many people are there in your family?
**Kate:** There are four: my father, my mother, my brother Tom and me ... and two cats: Blacky and Snowball.
**Reporter:** I see ... thanks. Kate, how old's your father?
**Kate:** My dad's the oldest in the family ... he's 45.
**Reporter:** What about your mom?
**Kate:** She's younger than my father ... and she's a doctor.
**Reporter:** Thank you. What about your brother?
**Kate:** Tom's the youngest in our family ... he goes to the kindergarten.
**Reporter:** What about your cats?
**Kate:** Oh ... they're funny. I like playing with my cats.
**Reporter:** And you? How old are you Kate?
**Kate:** Well ... I'm 11 years old ... and today's my birthday!
**Reporter:** Oh ... Happy birthday!
**Kate:** Thank you!

**Total:** 50 points

# Unit 2 At home and at work

## Lesson 1 They live in a ...

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to revise saying, asking and answering about each other.<br>*Developing:*<br>- to enable pupils to say, ask and answer questions about themselves and each other. | By the end of the lesson pupils will be able to say, ask and answer questions about other people. | *Revision of vocabulary related to greeting and talking about personal issues* | Pupil's Book, the DVD; flashcards with pictures from the fairy tale "Goldilocks and the Three Bears" for Activity 3b |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised.

**DVD script:**

**The pilot** (Tune of "Bingo")
The pilot flies a plane to sky
He flies to different countries.
p-i-l-o-t, p-i-l-o-t, p-i-l-o-t
He flies to different countries.

The nurse works at the hospital.
She looks after sick people.
n-u-r-s-e, n-u-r-s-e, n-u-r-s-e
She looks after sick people.

The pupil is at school all day.
And he learns maths and nature.
p-u-p-i-l, p-u-p-i-l, p-u-p-i-l
And he learns maths and nature.

**Activity 2a Look and write the words.** *5 min*
**Objectives: to revise vocabulary related to house;**
**to enable pupils to categorise words**

Ask the pupils to read the words in the cloud related to different rooms. Ask the pupils to open their Workbooks to Page 94. Say they must put them into the rooms: a kitchen, a bedroom, a living room. Establish that some words like a chair can be in any room.

**Activity 2b Play "Ball".** *7 min*
**Objective: to reinforce vocabulary related to house**

Ask the pupils to stand up. One pupil says a word e.g. *a fridge* and throws a ball. The pupil who catches the ball must say a room e.g. *a kitchen*.

**Activity 3a Look and say.** *3 min*
**Objective: to introduce a fairy tale "Goldilocks and the Three Bears"**

Ask the pupils to look at the pictures with the scenes from "Goldilocks and the Three Bears". Ask what fairy tale it is. They can say: *Masha and the Three Bears.* (Russian version of "Goldilocks and the Three Bears"). Say they will listen to a fairy tale "Goldilocks and the Three Bears", which is very similar to the fairy tale they know.

**Activity 3b Listen and show.** *10 min*
**Objective: to develop listening skills**

*STEP 1:* Prepare and allocate the cards with pictures from the fairy tale and ask to show the picture when they hear the word.

*Possible cards:*

a) Daddy bear, Mummy bear, Baby bear
b) Daddy Bear's porridge in a big bowl, Mummy Bear's porridge in a medium bowl, Baby Bear's porridge in a small bowl
c) Daddy Bear's big chair; Mummy Bear's medium chair; Baby Bear's small chair
d) Daddy Bear's big bed; Mummy Bear's medium bed; Baby Bear's small bed

Make sure the pupils know what the cards mean. Help the pupils by pointing to the kid with the picture if necessary.

*STEP 2:* Play the DVD. Ask the pupils to listen to and show their cards.

**DVD script:**

The three bears lived in a big house in the forest. Daddy Bear, Mummy Bear and Baby Bear like porridge. They eat porridge in the morning. Today the porridge is too hot. "My porridge is hot.", said Daddy Bear. "My porridge is very hot.", said Mummy Bear. "My porridge is very very hot.", said Baby Bear.Daddy bear said: "Let's go for a walk." They went for a walk. Goldilocks sees the house. She opens the door of the kitchen. "Oh, I like porridge.", she said. She eats Daddy Bear's porridge. "Oh, this porridge is very hot." She eats Mummy Bear's porridge. "Oh, this porridge is hot." She eats Baby Bear's porridge. "Oh, this porridge is just right."She went into the living room. She sat on the Daddy Bear's chair. "Oh, it's too big." She sat on the Mummy Bear's chair. "Oh, it's too hot." She sat on the Baby Bear's chair. "Oh, it's too small."She went into the bedroom. "Oh, I'm tired.", said Goldilocks. "Oh, this bed is too big. This bed is too hot. This bed is just right."

**NB:** Don't worry if your pupils don't know some words. The main objectives are to develop pupils' listening skills, to raise their interest and confidence. They shouldn't understand every word in order to understand the story and enjoy it. Check they understand what 'porridge' means.

**Activity 3c Listen and say.** *8 min*
**Objectives: to develop listening skills; to develop guessing skills**

Ask the pupils what happened next. Say that the pupils must help to finish the story.

**The teacher:** The three bears came home. They went into the kitchen. Daddy bear said: Who ate my porridge? Mummy bear said: (*encourage the pupils to say in chorus:* Who ate my porridge?), Baby Bear said: (*the pupils in chorus:* Who ate my porridge?)They went into the living room. Daddy bear said: Who sat on my chair? Mummy bear said: (*the pupils in chorus:* Who sat on my chair?), Baby Bear said: (*the pupils in chorus:* Who sat on my chair?)They went into the bedroom. Daddy bear said: Who slept on my bed? Mummy bear said: (*the pupils in chorus:* Who slept on my bed?), Baby Bear said: Look! Who's sleeping on my bed?

Ask the pupils what happened next. Possible answer: Goldilocks woke up and ran away.

**Activity 4 Listen and repeat.** *5 min*
**Objective: to revise Past Simple verbs**

Play the DVD. Ask the pupils to listen to and repeat the verbs. The pupils repeat first in chorus, then 50/50 – e.g. first row – come; second row – came, etc. go – went / come – came / sit – sat/ eat – ate / sleep – slept

**NB:** 1) You can do this activity before doing Activity 3c if you think that your pupils need this. 2) You can ask your pupils to prepare a role play. Help them with the scripts which are given in Activity 3b and 3c.

**Homework** *2 min*

Explain that the pupils must use the verbs in Activity 4 to complete the sentences.

## Lesson 2 What number is your house?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to describe a house or flat.<br>*Developing:*<br>- to enable pupils to describe a house or flat;<br>- to develop pupils' reading and speaking skills.<br>*Socio-cultural:*<br>- to raise awareness of the ways of describing objects. | By the end of the lesson pupils will be able to:<br>- describe a house or flat;<br>- understand what object is by listening to its description. | *Recycling the language learnt in previous lessons*<br>New: parents grandparents | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*

**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 2 Lesson 1 Activity 1 for the DVD script.

**Note:** Do not worry if the pupils cannot sing everything. It is OK if they sing some lines or even just some words.

*STEP 2:* Checking homework. Ask the pupils to read their sentences to each other.

**Activity 2 Play "Bingo".** *8 min*

**Objective: to revise vocabulary related to house**

Ask the pupils to draw a Bingo card with 6 boxes. Write on the board the words: *a bathroom, a living room, a kitchen, a bedroom, a chair, a table, a dresser, a fridge, a cooker, a bed, a rug, a computer.* The pupils must choose and write 6 words from the list. Say you will dictate definitions not words.

*Dictate definitions:*

1 We cook here. (a kitchen) 2 We sleep here. (a bedroom) 3 We watch TV here. (a living room) 4 We brush teeth here. (a bathroom) 5 We sit on it. (a chair) 6 We eat on it. (a table)

**NB:** You can give another go if your class is strong. Dictate other definitions. e.g. *We cook on it. (a cooker) We play games on it. (a computer) We sleep on it. (a bed) etc.*

**Activity 3a Read and write the questions.** *10 min*

**Objectives: to develop reading skills; to introduce new words 'parents' and 'grandparents'**

*STEP 1:* Ask the pupils to look at the pictures and read the text. Ask: Who are grandparents? Who are parents? Help them by completing the sentences:

*Father and mother are ....*

*Grandad and granny are ...*

*STEP 2:* Ask the pupils to open their Workbooks to Page 94. Say they should write the questions.

***Answer key:***

1) What number is your house?
2) How many rooms do you have?
3) What is your favourite room?
4) What do you do in your favourite room?

*STEP 3:* Ask the pupils to work in pairs. Say they will be answering the questions on behalf of the girl.

***Possible answers:***

1) What number is your house? 27. (It's 27. OR Our house number is 27.)
2) How many rooms do you have? 5. (We have 5 rooms.)*

3) What is your favourite room? Our living room. (Living room.)

4) What do you do in your favourite room? We play chess, read books, watch TV.

*****Usually we don't count a kitchen and bathrooms.

**Activity 3b Work in pairs. Play "Ask and answer".** *5 min*
**Objectives: to reinforce the vocabulary;**
**to develop asking and answering questions**

Ask the pupils to ask each other the 4 questions from 3a.

**NB:** 1) If a pupil lives in a flat, they should ask the question: What number is your flat?

2) If your class is strong, ask them to ask other questions like: *Do you live with your grandparents? Do you live in a flat? How many bathrooms do you have? etc.*

**Activity 3c Report.** *5 min*
**Objectives: to develop speaking skills; to enable pupils to talk about a person using the questions as prompts**

Ask the pupils to report about each other using the questions as a plan. Ask them to look at the example given in the book.

**Activity 4 Play "What number is your house?** *5 min*
**Objectives: to develop speaking skills;**
**to revise pronouns 'her' and 'his'**

Ask the pupils to play Snowball.
e.g. P1: *My house number is 37.*
P2: *Her house is 37. My house is 88.*
P3: *Her house is 37. His house is 88. My house is ...*

**NB:** If your class is not strong, you can play Snowball in small groups or stop the game after some time (e.g. after pupil 5) and start again.

**Homework** *2 min*
Explain that the pupils must complete the sentences on Page 94 as in the example.

***Possible answers:***
1) We cook in the kitchen.
2) We watch TV in the living room.
3) We sleep in the bedroom.
4) We have PE in the gym.
5) We eat and drink in the canteen.
6) We read books in the library.

## Lesson 3 What's your job?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to ask and answer the questions: *What's your father's job? What do your parents do?*<br>*Developing:*<br>- to enable pupils to ask and answer the questions: *What's your father's job? What do your parents do?*<br>- to enable pupils to talk about parents' jobs. | By the end of the lesson pupils will be able to: - ask and answer the questions: *What's your father's job? What do your parents do?*<br>- use irregular plural. | *What's your father's job? What do your parents do?*<br>*irregular plural: businessman – businessmen/businesswoman – businesswomen* | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 2 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Write on the board: *What do you do in ...?* Ask the pupils to make questions. e.g. *What do you do in the kitchen? What do you do in the living room? What do you do in the gym?*

Ask the pupils to mingle and ask the questions to each other. Say the pupils must answer the questions using their sentences from the homework.

*STEP 3:* Stop checking homework after 5 minutes. Elicit some answers.

**Activity 2a Match the pictures and words.** *5 min*
**Objectives: to revise vocabulary related to jobs; to introduce new words**

Ask the pupils to match the pictures and words.

***Answer key:*** 1 b, 2 e, 3 a, 4 h, 5 g, 6 i, 7 c, 8 f, 9 d

**Activity 2b Listen and repeat.** *5 min*
**Objective: to develop pronunciation skills**

*STEP 1:* Play the DVD. Ask the pupils to listen and repeat.

| | |
|---|---|
| a teacher | teachers |
| a taxi driver | taxi drivers |
| a doctor | doctors |
| a musician | musicians |
| a mechanic | mechanics |
| a farmer | farmers |

| | |
|---|---|
| a pupil | pupils |
| a nurse | nurses |
| a shop assistant | shop assistants |
| a businessman | **businessmen** |
| a businesswoman | **businesswomen** |

*STEP 2:* Ask the pupils to look at the Remember box. Draw the pupils'

attention to irregular plurals. Establish that some words have irregular plural e.g. businessman – businessmen/ businesswoman – businesswomen. Say that it is the same as man-men/woman-women.

*STEP 3:* 50/50 practice.

**Activity 2c Look, listen and match.** *5 min*
**Objective: to develop listening skills**

Ask the pupils to listen to the DVD. Ask them to look at the pictures, listen to the 6 short texts and match them. e.g. 1e

**DVD script:**

**Text 1**
A: Hi, I'm Kate. I work at school.
B: Hello, Kate. Are you a teacher?
A: No, I'm not a teacher....I'm a secretary.

**Text 2**
A: Hello Tony. What's your job?
B: I live in the small village. I'm a farmer. I like my job. I have a lot of cows and sheep. They are very nice.

**Text 3**
A: Hi, my name's Sabina. I have a brother. He works on a farm.
B: Oh...is he a farmer?
A: No, he's not a farmer ...he's a mechanic.

**Text 4**
A: Hi, I'm Kamola. My mother works at the hospital.
B: Hello, Kamola. Is your mother a doctor or a nurse?
A: My mother's a doctor... She loves her job.

**Text 5**
A: Hi, I'm Bobur. I'm a businessman.
B: Hello, Bobur. Do you like your job?
A: Yes...it's very interesting.

**Text 6**
A: Hi, I'm Tahir. Can I help you?
B: Hello, Tahir. Are you a mechanic?
A: No, I'm not ... I'm an engineer... electronic engineer ...
B: Oh, good ...

**Activity 3a Ask and answer.** *8 min*
**Objective: to revise jobs and possessive case**

This is a usual Chain Drill. The pupils can talk about their fathers, mothers etc. e.g. A: *What's your father's job?*
B: *He's a taxi driver. What's your father's job?*

**NB:** Explain that the pupils can say any job they like to avoid embarrassing situations.

**Activity 3b Ask and answer.** *5 min*
**Objectives: to introduce the question *What do your parents do?;***
**to revise jobs and possessive case**

*STEP 1:* Write on the board: *What is your father's job? He is a doctor. What does your father do? He is a doctor.*

Establish that the two questions have the same meaning.

*STEP 2:* This is a usual Chain Drill. The pupils can talk about their fathers, mothers, etc. e.g. A: *What do your parents do?*

B: *They're teachers. What do your sisters do?*

**NB:** Explain that the pupils can say any imaginary relatives and jobs.

**Activity 4 Read and answer the questions.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Ask the pupils to read the text and answer the questions.

***Possible answers:***
1) Mrs Whitfield is a French teacher.
2) She works at the university.
3) Mrs Simpson is an English teacher.
4) Mr Simpson is a businessman.

**Homework** *2 min*

Explain that the pupils must answer the questions about Lucy's mother. Remind them to use the text from Activity 4 in order to answer the questions.

## Lesson 4 Where do you work?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to ask and answer the question *Where do you work?*<br>*Developing:*<br>- to enable pupils to ask and answer the question *Where do you work?*<br>- to enable pupils to talk about their relatives' jobs.<br>*Socio-cultural:*<br>- to raise awareness of the ways of asking about job places. | By the end of the lesson pupils will be able to ask and answer the question *Where do you work?* | Where do you work? | Pupil's Book, the DVD cards: college, school, farm, bank, flower shop, book shop, toy shop, supermarket, museum, police station |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 2 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to mingle and ask and answer the questions from Homework. Stop the class after 4 minutes and elicit some answers.

**Activity 2 Play "Where do you work?".** *10 min*
**Objective: to revise jobs, job places**

Prepare the cards with job places and jobs. Ask one pupil to come to your table and take one card. The class must ask questions as in the example. Say that first they should guess the place and then job.

*Possible cards:*

| | | |
|---|---|---|
| **the hospital**<br>a nurse | **the school**<br>a teacher | **the farm**<br>a mechanic |
| **the college**<br>a teacher | **the school**<br>a director | **the school**<br>a pupil |
| **the farm**<br>a farmer | **the university**<br>a teacher | **the college**<br>a director |
| **the market**<br>a businessman | **the book shop**<br>a shop assistant | **the school**<br>a secretary |
| **the hospital**<br>a doctor | **the bank**<br>secretary | **the supermarket**<br>shop assistant |
| **the police station**<br>a police officer | **the market**<br>a shop assistant | **the canteen**<br>a cook |
| **the flower shop**<br>a shop assistant | **the toy shop**<br>shop assistant | |

**NB:** 1) You can revise other jobs if necessary e.g. a secretary, a director, a shop assistant, a fireman, a police officer etc.

2) It's OK if the pupils say 'at the school' or 'in the school' as both versions are possible. They will learn the difference between them later.

**Activity 3a Read and match.** *5 min*
**Objective: to develop reading skills**

Ask the pupils to match 5 short texts with the photos.

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

**Activity 3b Complete the sentences.** *10 min*
**Objective: to develop reading skills**

The pupils complete the sentences using the information from the texts.

**Activity 4 Play "Yes./No."** *5 min*
**Objective: to revise Yes/No questions**

Ask the pupils to play Yes/No game. Say they should guess their partner's job by asking questions. Say that they are allowed to ask only Yes/No questions.

**e.g.** A: Do you work at the school?
B: Yes.
A: Do you teach?
B: No.
A: Are you a secretary?
B: Yes.

**Homework** *5 min*

Explain that the pupils must read the sentences and correct them as shown in the example.

## Lesson 5 How do you go to ...?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to ask and answer the questions *How do you go to ...? Do you live far from ...?*<br>*Developing:*<br>- to enable pupils to ask and answer the question *How do you go to ...?*<br>*Socio-cultural:*<br>- to raise awareness of the ways of saying how to get to school. | By the end of the lesson pupils will be able to ask and answer the questions *How do you go to ...? Do you live far from the school?* | *How do you go to ...?*<br>*Do you live far from the school?*<br>*It's far/not far from ...*<br>*about ...kilometres* | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 2 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to mingle and read to each other the correct sentences. Stop the class after 4 minutes and elicit some sentences.

**Activity 2a Read about Anji.** *5 min*
**Objectives: to develop reading skills;**
**to introduce new words: far from, about 20 kilometres**

Ask the pupils to read the text about Anji. Check they understand the phrases: “far from the village”, “about 20 kilometres”.

Ask the pupils to answer the questions:

1) What does she want to be?

2) How far is her school?

***Answer key:*** She wants to be a maths teacher. Her school is about 20 kilometres from her village.

**Activity 2b Write T for true and F for false.** *10 min*

**Objective: to develop reading skills**

Ask the pupils to write T for true and F for false sentences.

***Answer key:***

1) Anji lives in the mountains. *T*
2) There is a small school in her village. *F* (There is no school in Anji’s village.)
3) Her school is far from her village. *T*
3) She goes to school on foot. *T*
4) She doesn’t like maths. *F*

**Activity 3 Play “How do you go to ...?”.** *8 min*

**Objectives: to revise the question *How do you go to school?*; to revise transport**

Chain Drill. e.g. A: How do you go to school? B: By bus.

**NB:** If all the pupils go to school on foot, ask them to pretend they use different means of transport like cars, buses, trains, motorbikes, minivans, etc.

**Activity 4 Listen and complete. Answer the questions.** *10 min*

**Objectives: to develop listening skills; to enable the pupils to make a story using questions as prompts**

*STEP 1:* Ask the pupils to listen to the text about Jessica. Say the pupils must copy and complete the card on the right.

**DVD script:**

**Reporter:** Good morning. This is school radio. Today our guest is Jessica Brown, our chess champion. Hello, Jessica. Thank you for coming.
**Jessica:** Hi. I’m happy to be here.
**R:** Jessica, do you go to school?
**J:** Yes, my school is number 55. ... It’s in London Street not far from the metro.
**R:** Is the school far from your house?
**J:** No, not really ... It’s ten minutes by metro or 20 minutes on foot.
**R:** Do you go to school by metro?
**J:** No, I go to school on foot.

**R:** And when it rains? ... it often rains ...
**J:** Oh, it's OK ... I like rainy weather...I like walking in the rain ...
**R:** Jessica, your hobby is playing chess, right? ... What's your favourite subject?
**J:** Well ... I like maths, French and PI ...

*STEP 2:* Ask the pupils to check in pairs their answers.
***Answer key:*** Name: *Jessica* Hobby: *playing chess*
School number: *55* Favourite subjects: *maths, French and PI*
She lives *not far* from school
How she goes to school: *on foot*

*STEP 3:* Ask the questions:
1) What is Jessica's school number? 4) Does she like rainy weather?
2) Does she live far from school? 5) What's her hobby?
3) How does she go to school? 6) What are her favourite subjects?

*STEP 4:* Ask the pupils to talk about Jessica in pairs using the questions as a plan: e.g. Jessica goes to school number 55. She lives not far from her school. She usually goes to school on foot. She likes rainy weather. Her hobby is playing chess. Her favourite subjects are maths, French and PI.

**NB:** If your class or some of pupils are strong ask them to make a story about their cousin or friend.

**Homework** *2 min*
Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must answer the questions about themselves.

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to transfer the information into the table using answers.<br>*Developing:*<br>- to enable pupils to ask and answer personal questions;<br>- to enable pupils to talk about their friends. | By the end of the lesson pupils will be able to: - ask and answer the questions;<br>- talk about friends using the infor from the table. | *Revising the vocabulary and structures learnt in previous lessons.* | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*

**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 2 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to mingle and read to each other the answers to the questions. Stop the class after 4 minutes and elicit some answers.

**Activity 2a Answer the questions and complete the table.** *10 min*

**Objective: to enable the pupils to answer personal questions**

Ask the pupils to answer the questions and complete the table with the information about themselves.

1) What's your name?
2) How old are you?
3) Where do you live? What's your address?
4) What's your telephone number?
5) Do you live far from school?
6) How do you go to school?
7) What's your favourite subject?

**Activity 2b Work in groups of 4. Ask the questions and complete the table.** *10 min*

**Objective: to enable the pupils to ask and answer personal questions**

*STEP 1:* Ask the pupils in turn to ask each other the questions and complete the table in Activity 2a. *1) What's your name? 2) How old are you?* etc.

*STEP 2:* The pupils choose one pupil from the group to report. e.g. *Her name's Madina. She's 11 years old.*

**Activity 2c Write about your friend.** *10 min*

**Objective: to enable the pupils to write about friends using personal questions and answers**

Ask the pupils to choose one pupil from the group to write about. e.g. *My friend's name's Madina. She's 11 years old.*

Ask them to write neatly on separate sheets of paper so you can put their stories on the display.

**Homework** *5 min*

1) Ask the pupils to prepare Portfolio entry on Unit 2.

2) Ask the pupils to do the quiz "I can ...". This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil's books. Where necessary, they write the answers in their exercise books.

## PROGRESS CHECK 2

*(5x2=10)*

**1 Read and complete the sentences with words:** sisters, lives, are, plays, is.
Aziz (1)… in a house. There (2)… six people in his family. He has a father, a mother, a brother and two (3) ….. His favourite room (4) … living room. He (5) … chess and reads books there.

***Answer key:*** *1) lives; 2) are; 3) sisters; 4) is; 5) plays*

**2 Look and match**. *(5x2=10)*

| | |
|---|---|
| 1) A doctor works | a) at the college. |
| 2) A secretary works | b) at the hospital. |
| 3) A teacher works | c) at the police station. |
| 4) A farmer works | d) at the supermarket. |
| 5) A policeman works | e) on a farm. |
| 6) A shop assistant works | f) at the office. |

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

**3 Match the questions and answers.** *(5x2=10)*

1) Where do you work? 2) What do you do? 3) Do you have a grandmother?
4) How old is your sister? 5) How many people are there in your family?
6) What's your address?

a) I'm a mechanic. b) 5 Amir Temur Street, Ferghana. c) There are four.
d) I work at the office. e) She is eight. f) Yes, I do. I have a grandfather too.

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

**4 Write the sentences.** *(5x2=10)*

1) is/English/she.
2) She/a sister/and/has/a brother.
3) do/What/you/do?
4) you/Where/work/do?
5) favourite/ your/ What's/ subject?
6) goes/ on/ to/ school/ foot/ He.

***Answer key:*** *1) She is English. 2) She has a sister and a brother. 3) What do you do? 4) Where do you work? 5) What's your favourite subject? 6) He goes to school on foot.*

**5 Listen and write T for true and F for false.** *(5x2=10)*

1) Jessica has a sister.
2) Jessica works at the hospital.
3) Monica is a nurse.
4) She goes to work on foot.
5) Her work starts at 6 o'clock.
6) She goes to bed at 11 o'clock.

**DVD script:**

Hi, my name's Jessica. I have a sister Monica. She works at the hospital. She's a nurse. She likes her job. But she wants to be a doctor. She goes to work by bus. Her work starts at 8 o'clock. She comes home at 6pm. In the evening she usually watches TV and goes to bed at 11 o'clock.

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

**Total:** 50 points

# Unit 3 What do you look like?

## Lesson 1 His hair is short and curly.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to describe people;<br>- to learn some adjectives used to describe the body.<br>*Developing:*<br>- to enable pupils to say how people look like;<br>- to develop reading, listening and speaking skills.<br>*Socio-cultural:*<br>- to raise awareness of describing people's appearance. | By the end of the lesson pupils will be able to:<br>- describe people's appearance;<br>- use some adjectives to describe the body. | *Recycling the previously learnt vocabulary*<br><br>New:<br>blond, dark, straight, curly, square, round, it, its, robot-girl | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*

**Objectives: to introduce the unit topic; to warm up**

*STEP 1:* Ask the pupils to listen to the song and say what this song is about. Play the DVD.

*STEP 2:* Play the DVD again and ask them to repeat the song.

**DVD script:**

**Is he tall? (Tune of Are You Sleeping).**

Is he tall? Is he strong?
Yes, he is. Yes, he is.
He is tall and strong.
He is tall and strong.
Yes, he is. Yes, he is.

Is she short? Is she thin?
Yes, she is. Yes, she is.
She is short and thin.
She is short and thin.
Yes, she is. Yes, she is.

Are you short, are you tall?
Are you strong? Are you thin?
I am very tall.
I am very strong.
Yes, I am. Yes, I am.

**Activity 2a Listen and repeat.** *5 min*

**Objective: to present some adjectives used to describe the appearance**

*STEP 1:* Ask the pupils to look at the illustrated words. Check they know the meaning of the words. **e.g.** *Is my hair blond? Is my hair curly? Is Anora's hair short or long? Is Bahodir's hair straight or curly?* etc.

*STEP 2:* Ask them to repeat them after you or the DVD.

**See Pupil's for the DVD script.**

**Activity 2b Complete the sentences.** *8 min*
**Objective: to revise the learnt material using the new words**

Ask the pupils to look at the pictures in Activity 2a and complete the sentences in Workbooks.

***Answer key:***

1) Roma has curly and blond hair.
2) Lena has long and blond hair.
3) Barno has short and dark hair.
4) Alisher has straight and dark hair.
5) Robot A has a square head.
6) Robot B has a round head.

**Activity 2c Work in pairs. Listen and say.** *10 min*
**Objectives: to give less controlled practice in speaking;**
**to practise listening**

Divide the pupils into pairs. One pupil describes a person. The other pupil listens and guesses. The pupils take turns to describe and guess the people. Draw pupils' attention to the correct word order.

The pupils can make up their own sentences using the table in the textbook or the DVD.

**Activity 3 Look at Zizi. Read and choose the words.** *5 min*
**Objective: to practise reading for detailed information**

Ask the pupils to read the text. They should look at the picture of the robot and choose the correct word for each sentence.

This activity can also be done in the DVD. Another option gives the opportunity to listen to the text with the answers.

**NB:** Draw the pupils' attention to the Remember box. Establish that we should use e.g. *My hair **is** long.*

***Answer key:***

This is a robot-girl. Her name is Zizi. Her head is round/<u>square</u>. She has long/<u>short</u> hair. Her hair is <u>curly</u>/straight and <u>blond</u>/dark. She has a big/<u>small</u> nose and a <u>big</u>/small mouth. Her ear is <u>big</u>/small. Her eyes are <u>round</u>/square.

**Activity 4 Read and draw.** *10 min*
**Objective: to practise reading for detailed information**

Ask the pupils to read the description of the robot's head and draw it in their exercise books.

Extra activities: 1) Ask two pupils to go to the board. They should listen to you and draw a robot on the board. Give short sentences **e.g.** The robot has a round head. It has a big mouth, etc. The pupil who draws the picture which fits the description is the winner.

2) Allocate sheets of paper to each pupil (or one paper for a pair). Say one sentence e.g. The head is big and square. All pupils must draw the head which fits the description. Then ask the pupils to give their papers to the pupil on their right and dictate another sentence. e.g. *His hair is long and straight.* Again ask the pupils to give their papers to the pupil on their right and dictate

another sentence. Stop the activity when you wish and ask the pupils to find their original drawing and check whether the drawing is correct. Elicit the description.

3) Ask the pupils to write the words next to their drawing e.g. *a big square head, long and straight hair* etc.

**Homework** *2 min*

Ask the pupils to look at their Homework on Page 96. Check that everybody understands what to do. If necessary, explain that in Activity 1 they must match the words and the pictures. In Activity 2 they must read the words after the equal sign and write the words denoting them before the equal sign.

## Lesson 2 He is tall and thin.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to write and talk about people's appearance;<br>- to learn more adjectives used to describe appearance.<br>*Developing:*<br>- to enable pupils to write how people look like;<br>- to develop reading and listening for specific information;<br>- to practise writing and speaking about people's appearance.<br>*Socio-cultural:*<br>- to raise awareness of describing people's appearance. | By the end of the lesson pupils will be able to:<br>- write short description of people and talk about their physical appearance;<br>- use some more adjectives to describe appearance. | *Recycling the previously learnt vocabulary*<br><br>New:<br>thin, plump, man, woman | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*

**Objectives: to warm up; to create a friendly atmosphere; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to swap their exercise books in pairs. Ask them to check each other's homework. Then you can check the homework involving the whole class.

***Answer key:***

long = not short
straight = not curly
small/little = not big
round = not square

**Activity 2 Listen and repeat.** *5 min*
**Objective: to present vocabulary for physical description**

*STEP 1:* Explain that you are going to revise words used to describe people and learn some new words. Use the pictures to introduce new words 'thin' and 'plump'. Try not to use the pupils in order to avoid embarrassing situations.

*STEP 2:* Check if the pupils understand the words asking questions. **e.g.** *Am I plump? Are you strong?* etc.

*STEP 3:* Play the DVD. Ask them to repeat all the words after it.

**See Pupil's book for the DVD script.**

**Activity 3 Write five sentences and play "Who Is My Friend?"** *7 min*
**Objective: to give freer practice in describing people**

*STEP 1:* Divide the class into groups of 4/5. Ask the pupils to describe a friend or one of the pupils in the group. Tell them to write five sentences. Explain that they can look at the example. They should not write the names. Go around the class and help if necessary. Do not worry about mistakes.

*STEP 2:* The pupils take turns to read their descriptions aloud for their group. The others in the group listen to the description and guess who it is.

**Activity 4 Match the names and words.** *3 min*
**Objective: to read for detailed information**

Ask the pupils questions about Lucy and her family. Then ask them to match the members of Lucy's family and the words. This activity can also be done in the DVD. ***Answer key:*** 1c, 2b, 3a, 4e, 5d

**Activity 5a Read and write six differences.** *7 min*
**Objective: to practise reading for detailed information**

Ask the pupils to look at the picture and read the text carefully. Explain that they should spot the six differences between the text and the picture and write them in their exercise books.

***Answer key:***

| Text | Picture |
|---|---|
| Lucy — curly black hair | Lucy — straight red hair |
| grandmother — thin | grandmother — plump |
| father — curly hair | father — straight hair |
| mother — short hair | mother — long hair |
| Daniel — tall and thin | Daniel — short and plump |
| Daniel — red hair | Daniel — brown hair |

**Activity 5b Listen and check your answers.** *3 min*
**Objective: to practise listening for specific information**

Play the DVD. The pupils listen and check their ideas.

**DVD script:**

Lucy's family

This is Lucy and her family. They live in a village near Cambridge. Lucy's a tall girl. She has long straight red hair. Her grandmother's short and plump. Her hair's white. Mr Whitfield's tall and strong. His hair's short and straight. Mrs Whitfield's a nice woman. She's tall. She has blond hair. It's long and straight. Her eyes are blue. Lucy's brother Daniel's short and plump. He has brown hair. It's short and straight. His eyes are brown.

**Activity 5c Work in groups. Talk about Lucy's family.** *8 min*
**Objective: to give controlled practice in describing people**

*STEP 1:* Draw the pupils' attention to the Remember box and explain the order of adjectives in the sentence.

*STEP 2:* Divide the class into groups of five. Allocate members of the Whitfield family to each group member. Each pupil should describe one member of Lucy's family with closed texts. They can close the text but look at the picture.

**NB:** If your class is strong, they can play 'Listen and guess'. Pupil A describes somebody without saying the name. Other members of the group listen and guess.

**Homework** *2 min*

Ask the pupils to look at their Homework on Page 96. Check that everybody understands what to do. If necessary, explain that in Activity 1 they must complete the sentences with the right verbs, and read the text to find people in Activity 2.

## Lesson 3 My robot has ...

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to describe members of a family and robots.<br>*Developing:*<br>- to enable pupils to say appearance;<br>- to practise listening for specific and reading for detailed information;<br>- to develop writing skills. | By the end of the lesson pupils will be able to:<br>- write sentences about appearance;<br>- describe relatives. | *Recycling the previously learnt vocabulary*<br><br>New:<br>body | Pupil's Book,<br>the DVD |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up; to create a friendly atmosphere; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it.

Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their exercise books in pairs. Ask them to check each other's homework. Then you can check the homework involving the whole class.

***Possible answers:***

***Exercise 1***

1) His hair isn't dark. It's blond.
2) Her eyes are brown.
3) Her hair is long and curly.
4) My hair isn't blue.
5) My eyes are green.
6) His eyes aren't yellow.

***Exercise 2***

Bobur - b; Malika - e

**Activity 2 Listen. Write T for True and F for False.** *5 min*
**Objective: to practise listening for specific information**

*STEP 1:* Ask the pupils to listen to the text. Explain that Aziz is describing the members of his family. Play the DVD.

*STEP 2:* After listening to the text, the pupils should write *T* or *F* as shown in the example.

***Answer key:*** 1T 2F 3F 4F 5T 6F 7F 8T

**DVD script:**

My name's Aziz. I have a big family. We live not far from Tashkent. My father's tall and strong. My mother's short. She has dark hair. Her eyes are brown. My sisters' names are Sabina and Madina. Madina's a nice little girl. She has long straight hair. Sabina's a big girl. She's tall. Her hair's long. It's dark and straight. My little brother Davron's only five years old. His hair's short. He has brown eyes.

**Activity 3 Listen and repeat.** *3 min*
**Objective: to present more words for parts of the body**

*STEP 1:* Ask the pupils to look at the illustrated words. Check they understand them. Ask them to show a leg, an arm, a body.

*STEP 2:* The pupils listen to you/the DVD and repeat the words: *leg, arm, body*.

**Activity 4a Read and find the robot.** *5 min*
**Objective: to practise reading for detailed information**

Ask the pupils to read the description of the robot. They should find this robot among the pictures of 8 different robots.

***Answer key:*** g

**Activity 4b Work in pairs. Speak and guess.** *5 min*
**Objective: to give freer practice in physical description**

*STEP 1:* Draw the pupils' attention to the Remember box and see if they remember the order of the adjectives in the sentence.

*STEP 2:* Divide the class into pairs. Explain that the pupils take turns to describe and show robots. Pupil 1 thinks about the robot and describes it. Pupil 2 listens and shows the right robot.

There is an interactive version of this activity in the DVD. The pupils can listen to the description (pressing one of eight loudspeakers) and match it with one of eight robots.

**Activity 5a Draw a robot and write about it.** *5 min*
**Objective: to practise writing a physical description**

The pupils draw a robot and write about it in their exercise books. They can use the text from Activity 4a as an example.

**Activity 5b Work in groups. Read about your robot to your group.** *10 min*
**Objective: to give freer practice in physical description**

*Version 1*

Divide the class into groups of 4/5. The pupils show and talk about their robots in turn. Then they discuss and choose the best picture to make a report to the class.

*Version 2*

The pupils draw their robots without showing to anybody. The teacher collects drawings and puts them on the wall. Some pupils read out their descriptions, the others must listen and identify.

**Homework** *2 min*
Ask the pupils to look at their Homework on Page 97. Check that everybody understands what to do. If necessary, explain that they must write the sentences in Activity 1 and write the words in the correct box in Activity 2. There is also a text in Activity 3, which they must read and find the people.

***Answer key:***

**1 Write the sentences.**

1) I have brown eyes. 3) His sister has long hair. 5) Her nose is small.
2) My father is tall. 4) My eyes are brown.

**2 Write the words in the correct place. Add more words.**

| family | job | colour | body |
|---|---|---|---|
| *e.g. mother, son, father* | *teacher, doctor, driver* | *red, white, green* | *leg, ear, hair* |

**3 Look, read and find Tom, Dick, Pete and Mark.**

1 Dick; 2 Pete; 3 Mark; 4 Tom

## Lesson 4 My family is …

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to describe people's appearance;<br>- to learn to make questions about families and appearance.<br>*Developing:*<br>- to enable pupils to describe people;<br>- to practise reading for detailed information;<br>- to develop pupils' reading and writing skills. | By the end of the lesson pupils will be able to:<br>- talk about appearance;<br>- make questions;<br>- read for detailed information. | *Recycling the previously learnt vocabulary. Revising structures with the verbs "be" and "have" in the 3rd person singular and plural.* | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *5 min*
**Objectives: to warm up; to create a friendly atmosphere**

Play the DVD. Ask the pupils to listen to the song and sing it.
Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Play "Funny monsters."** *10 min*
**Objective: to revise vocabulary from the previous lesson**

*STEP 1:* Divide the class into two or three teams. Have each team stand in line in front of the board. Allocate each team a place on the board and a piece of chalk or a marker. Explain that they have only one minute to draw a monster on the board.

*STEP 2:* With your signal, the pupils from each team come up to the board in turns. They can only draw one part of the monster's body. Then s/he gives the chalk or marker to the next pupil. The pupils should not speak to each other. Tell the pupils that their monster can be funny and have several heads, legs, eyes or ears.

*STEP 3:* Then they should describe it. One correct sentence gets two points. If the information is correct but there is a mistake or if the information is wrong but the grammar is correct, they get one point. The winning team is the one with the most points.

*DVD option:* an interactive board, where the pupils can draw any monster.

**Activity 3 Work in pairs. Write 3 sentences with your partner's words.** *5 min*
**Objective: to practise describing people**

Divide the class into pairs. Each pupil chooses three words (the words for parts of the body and adjectives) for his/her partner from the cloud. They make up sentences with the words and read them aloud.

**Activity 4a Match the pictures and people.** *5 min*
**Objective: to practise reading for specific information**

Ask the pupils to read the text and identify the people in the picture. Explain that they must write the name next to the number like the example in the book.

***Answer key:*** 1 Shahlo; 2 Nilufar; 3 Nodirbek; 4 mother; 5 father; 6 Mirumid

**Activity 4b Write questions for the answers.** *10 min*
**Objective: to practise writing questions**

The pupils read the sentences. Explain that these are answers and they have to make questions for them. They should use their knowledge from previous lessons. If it is necessary, give them examples with the verbs *be*, *have* and the word order in questions.

The pupils can also use the DVD to put the words in order.

***Answer key:***

2 What's her sister's name? 3) What are her brothers' names? 4) What does his father look like? 5) What does her mother look like?

**Activity 5 Write about your family or imaginary family.** *8 min*
**Objective: to practise writing about a family**

Ask the pupils to write about their family. They can use Shakhlo's story as an example and they can write about their real or imaginary family.

**Homework** *2 min*

Ask the pupils to look at their Homework on Page 97. Check that everybody understands what to do. If necessary, explain that they must write about their families.

## Lesson 5 He didn't stay at home.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to say what people did and did not do yesterday.<br>*Developing:*<br>- to enable pupils to say what people did and did not do in the past;<br>- to revise the learnt material. | By the end of the lesson pupils will be able to say what people did and did not do yesterday. | *Recycling the previously learnt vocabulary.*<br>*Revising Past Simple positive and negative.* | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *7 min*
**Objectives: to warm up/create a friendly atmosphere/check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it.

Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to swap their exercise books in pairs. Ask them to check each other's homework. Then you can check the homework involving the whole class.

**Activity 2a Look and say what Ahror did.** *5 min*
**Objectives: to revise Past Simple positive; to give controlled speaking practice about past events**

*STEP 1:* Ask the pupils to look at the pictures and say what the boy did yesterday. The pupils should use their knowledge from previous units.

*STEP 2:* Draw the pupils' attention to the correct pronunciation of *-ed*. If it is necessary, write the verbs on the board and ask them to repeat after you.

**DVD script:** The pupils can match the following audio sentences and pictures: *He jumped. He listened to music. He played with a dog. He played football. He climbed a tree.*

**Activity 2b Read. Say the first form of the verbs**. *5 min*
**Objective: to revise Past Simple**

The pupils read about the girl and what she did yesterday. Then ask them to give the first form of the verbs given in bold.

**Activity 2c Read about Nodira and write about Ahror.** *10 min*
**Objective: to revise Past Simple negative**

*STEP 1:* Write two sentences on the board: one sentence about Nodira and the second about Ahror. Ask the pupils what they have noticed. Specify the usage of negation "didn't" and the first form of a verb.

*STEP 2:* Ask the pupils to read sentences about Nodira and write negative sentences about Ahror.

*STEP 3:* When they finish, ask the pupils to repeat all the sentences after you. The pupils can also do the activity through the DVD.

**Activity 3a Write 2 true sentences and 1 false sentence about yesterday.** *5 min*
**Objective: to practise Past Simple negative**

The pupils think about what they did yesterday and write three sentences. One of them must be false.

**Activity 3b Work in pairs. Listen and find a false sentence.** *5 min*
**Objective: to practise listening**

The pupils work in pairs. Explain that Pupil 1 reads the sentences s/he wrote in Activity 3a. Pupil 2 listens and guesses which sentence is false. Then Pupil 2 reads and Pupil 1 tries to guess. Draw pupils' attention to the Remember box and see how to respond correctly.

**Activity 3c Make a report.** *5 min*
**Objective: to consolidate the learnt material**

The pupils should talk about their partners. They say what they did and did not do yesterday.

**Homework** *3 min*

1) Ask the pupils to look at their Homework on Page 98. Check that everybody understands what to do. If necessary, explain that they must complete the sentences in Activity 1 making Past Simple of the verbs in the brackets, in Activity 3a they must find the two words and in Activity 3b they must read the text about Rufty Tufty and mark the sentences true and false.

2) Ask the pupils to bring a photo of their favourite celebrity for the next lesson.

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to revise all the learnt material so far.<br>*Developing:*<br>- to develop the pupils' ability to talk about people;<br>- to develop pupils' predicting abilities. | By the end of the lesson pupils will be able to talk about people and their professions. | *Recycling the vocabulary learnt in the previous lessons.* | Pupil's Book, the DVD, cards |

**Activity 1 Sing the song.** *7 min*

**Objectives: to warm up/create a friendly atmosphere/check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 3 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to swap their exercise books in pairs. Ask them to check each other's homework. Then you can check the homework involving the whole class.

**Activity 2 Look, listen and repeat.** *5 min*

**Objective: to develop pronunciation**

*STEP 1: Phonetics.* Put on the board 3 cards: [d], [t], [id] separately as far from each other as possible. Then write underneath and pronounce:

[d] opened, loved, played, stayed, cleaned
[t] liked, jumped, helped, washed, talked
[id] pointed, wanted, visited, reported

*STEP 2:* Ask the pupils to repeat in chorus what is written on the board and elicit when we pronounce [d], when [t] and when [id].

*STEP 3:* Say the words in turn, the pupils should point to the corresponding sound. e.g. skated, answered, helped, mopped, etc.

**Activity 3a Look at the pictures. Answer the questions.** *5 min*

**Objective: to develop pupils' predicting abilities**

Ask the pupils to look at the picture and guess the answers. Do not worry if the pupils do not know the answers.

**Activity 3b Read the text. Check your answers.** *5 min*
**Objective: to read for specific information**

Ask the pupils to read, check their answers and see how well they could guess about the boy.

**Activity 4a Work in groups. Prepare a presentation about a celebrity. Use the questions.** *8 min*
**Objective: to organize ideas for a presentation**

Divide the class into groups of 4/5. Ask them to choose a celebrity and prepare their presentation about him/her using the questions.

**Activity 4b Make the presentation on your celebrity.** *13 min*
**Objective: to give freer practice in speaking**

Ask the pupils to prepare a group presentation in their groups. When they have finished, ask each group to make a presentation about their celebrity to the whole class?

**Homework** *2 min*

1) Ask the pupils to look at their Homework on Page 99. Check that everybody understands what to do. If necessary, explain that they must complete the sentences in Activity 1. In Activities 2-4 they must read the text about Heggy, answer the questions and draw Heggy.

2) Ask the pupils to prepare Portfolio entry on Unit 3.

## TEST 1

**1 Read and match.** *(5x2=10)*
**e.g.** *1f*

| | |
|---|---|
| 1) It is thin or plump. | a) ears |
| 2) It is short, straight and dark. | b) hair |
| 3) They are big and blue. | c) head |
| 4) It is small, not big. | d) nose |
| 5) They are small. | e) eyes |
| 6) It is big and round. | f) body |

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

**2 Write the questions.** *(5x2=10)*
**e.g.** colour/hair/have/does/What/she/?= What colour hair does she have?

| | |
|---|---|
| 1 colour/hair/have/does/What/she/? | 4 long/her/legs/Are/? |
| 2 is/What/her hair/like/? | 5 she/have/Does/short hair/? |
| 3 his hair/Is/curly/? | |

***Answer key:*** *1) What colour hair does she have? 2) What is her hair like? 3) Is his hair curly? 4) Are her legs long? 5) Does she have short hair?*

**3 Read and choose the correct answers**. *(5x2=10)*

My name is Rustam. I am 12 years old. Our family is big. We are six: my grandparents, my parents, my brother and me. My grandparents are old. My grandad is 63 years old. He is the oldest in the family. My father is 38 years old and my mother is 37 years old. My father is a taxi driver. My mother is a businesswoman. She has a small shop. My brother Ibrohim is 8 years old. My brother and I are pupils.

1) How many people are there in Rustam's family?
a) 4 b) 6 c) 5 d) 3

2) How many children are there in the family?
a) 5 b)1 c) 2 d) 3

3) What do Rustam and Ibrohim do? They are ... .
a) pupils b) engineers c) teachers d) businessmen

4) Who is the youngest in the family?
a) father b) Ibrohim c) grandad d) Rustam

5) Who has a shop?
a) Ibrohim b) father c) mother d) grandad
***Answer key:*** *1b; 2c; 3a; 4b; 5c*

**4 Put the sentences in order.** *(5x2=10)*
a) I work at the supermarket. b) My job is interesting. c) Good morning.
d) I'm a shop assistant. e) My name is Andy.
***Answer key:*** *1c; 2e; 3a; 4d; 5b*

**5 Listen and complete the table.** *(5x2=10)*

| Liz | Pat |
|---|---|
| tall | |
| | plump |
| | short and curly hair |
| long legs | |
| | dark eyes |

***Answer key:*** *Liz: thin, long and straight hair, blue eyes. Pat: short, short legs.*

**DVD script:**

Liz and Pat are sisters. Liz is tall and thin. She has long and straight hair. Her legs are long. She has blue eyes.
Pat is short and plump. Her hair is short and curly. Her legs are short. She has dark eyes.

**Total:** 50 points

# Unit 4 My school life
## Lesson 1 Today is ...

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to revise classroom language and the days of the week;<br>- to practise short forms of the days of the week.<br>*Developing:*<br>- to enable pupils to recognise the short forms of the weekdays;<br>- to enable pupils to answer and write questions in the past;<br>- to enable pupils to read diaries. | By the end of the lesson pupils will be able to:<br>- recognise the short forms of the weekdays;<br>- answer and write questions in the past. | Recycling: *Monday (Mon), Tuesday (Tues), Wednesday (Weds), Thursday (Thurs), Friday (Fri), Saturday (Sat), Sunday (Sun), today's, tomorrow's* | Pupil's Book, the DVD, flashcards: the days of the week |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised.

**DVD script:**

**My school** (Tune of "Oh, Susanna")
When I am at school
I see my friends.
I love them very much.
And I have my pencils in my bag,
Some copybooks and pens.

I'm so happy.
I'm happy to go to school.
For I meet my friends
And they meet me,
And we are happy here.

When we are at school
We read and write.
We do a lot of things.
And we don't have many lessons.
Two, three, four, five and six.

**Activity 2 Look and write the days.** *10 min*
**Objective: to revise and practise writing the days of the week**

*STEP 1:* Say: *'Look and listen.'* Then show the flashcards of the days of the week and say: *'Repeat after me: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.'* Then ask: *'What are they?'* and get the answer: *'They are the days of the week.'*

*STEP 2:* Ask: *'What day is today?'* Get the answer: *'Today's Wednesday.'* Ask: *'What day is tomorrow?'* Get the answer: *'Tomorrow's Thursday.'* Remind

the pupils that we write *'Today is ... Tomorrow is ...'* but we say *'Today's ... Tomorrow's ...'*.

*STEP 3:* Ask the pupils to open the Workbook to Page 100 and look at Activity 2a. Draw their attention to the short forms of the days of the week. Say that it is very easy to guess the days of the week; the first three or four letters of the days can help guess them. Elicit one or two answers. Then ask them to write the days of the week in full form.

**Activity 3 Listen and match.** *10 min*
**Objective: to develop pupils' listening skills**

Ask the pupils to look at the three pictures in Activity 3 and the days of the week. Say that they should listen to the children, and match the pictures and the days of the week. Check they understand what to do and play the DVD. You can play the DVD again if necessary.

***Answer key:***
1 (Monday), 5 (Friday) – b;
2 (Tuesday), 4 (Thursday) – a;
3 (Wednesday, 6 (Saturday) – c.

**DVD script:**

**Ron:** Lucy, what do you do after school?
**Lucy:** Well ... I like music and sport ... On Monday and Friday, I have my music lessons. I play the piano ... On Tuesday and Thursday, I play basketball. We play in our school gym.
**Ron:** And on Wednesday and Saturday?
**Lucy:** On Wednesday and Saturday, I ride my bike. I like my bike ...

**Activity 4a Read and answer the questions.** *10 min*
**Objectives: to revise the past form of irregular verbs;**
**to develop pupils' reading skills**

*STEP 1:* Ask the pupils to look at the words in the cloud. Ask what they have understood. Elicit the answers. Then sum up that they are the present and past forms of the verbs.

*STEP 2:* Ask the meaning of the verbs in mother tongue. Then the pupils repeat the verbs after you.

*STEP 3:* Ask the pupils to read Lucy's diary and answer the questions.

***Answer key:*** 1) Where did they go on Monday? *They went to the Art Museum on Monday.* 2) What did they see in the Art Museum? *They saw interesting pictures in the Art Museum.*

**Activity 4b Read and write the questions.** *7 min*
**Objective: to develop pupils' writing, listening and speaking skills**

*STEP 1:* Ask the pupils to read the questions in the example and answer them looking at Lucy's diary.

*STEP 2:* The pupils work in 4 groups. Allocate the days to each group: Group 1 – Weds; Group 2 – Thu; Group 3 – Fri; Group 4 - Sat. Ask the groups to write questions using the info from the diary as in the example. Say that each member of the group must write the questions in her/his copybook.

*STEP 3:* The groups in turn choose another group and ask their questions. e.g. Group 1 can choose Group 4 and ask the questions. Group 4 must listen and answer.

***Possible questions:***

| | |
|---|---|
| Group 1 - Weds | 1) Where did they go on Wednesday?<br>2) What did they see in the Train Museum? |
| Group 2 – Thu | 1) Where did they go on Thursday?<br>2) What did they see? |
| Group 3 – Fri | 1) Where did they go on Friday?<br>2) What did they see in the zoo? |
| Group 4 - Sat | 1) Where did they go on Saturday?<br>2) What did they eat? |

**NB:** If your class is strong, make new groups: A, B, C, D. In each new group, there must be pupils from all 4 groups. They should in turn ask the questions from each other and answer them.

**Homework** *3 min*

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must look at the answers on the right and write questions as shown in the example.

***Answer key:*** 1) Where did they go on Tuesday? 4) What did they see? 2) Where did they go on Friday? 5) What did they eat? 3) What did they buy?

## Lesson 2 The third day is Wednesday.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to say the ordinal numbers from 1 to 12;<br>- to learn to use the definite article with the ordinal numbers;<br>- to learn to use the ordinal numbers with the days of the week.<br>*Developing:*<br>- to enable pupils to use the ordinal numbers and the definite article with them. | By the end of the lesson pupils will be able to use the ordinal numbers from 1 to 12 and the definite article with them | *Recycling the weekdays;*<br>New: the 1st, the 2nd, the 3rd, the 4th — the 12th, week | Pupil's Book,<br>the DVD,<br>flashcards:<br>the days of the week |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 4 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their exercise books in pairs. Ask them to check each other's homework. Write the questions on the board and check the homework with the whole class.

**Activity 2 Look, listen and repeat.** *12 min*
**Objective: to present the ordinal numbers**

*STEP 1:* Ask the pupils to look at the picture. Make sure they understand its meaning.

*STEP 2:* Play the DVD, the pupils listen and repeat in chorus.

*STEP 3:* Draw the pupils' attention to the Remember box. Explain that we use the definite article before the ordinal numbers. Also draw their attention to the spelling of certain ordinal numbers. Then ask them to repeat the cardinal and ordinal numbers after you in chorus.

*STEP 4:* 50/50 practice

**See Pupil's book for the DVD script.**

**Activity 3 Chain Drill.** *5 min*
**Objective: to practise the ordinal numbers**

This is a usual Chain Drill – do it fast and in sequence - first, second, third, etc. but keep changing the next pupil so that pupils can't prepare a particular number.

**Activity 4a Make sentences.** *5 min*
**Objective: to practise using the ordinal numbers with the days of the week**

The pupils make sentences according to the example. Be sure to introduce "week". Focus on it in particular. You can play the DVD to make the sentences and have the pupils repeat them in chorus.

**Activity 4b Chain Drill.** *5 min*
**Objective: to practise using the new vocabulary**

Do this in the usual way.

**Activity 5 Look, ask and answer.** *5 min*
**Objective: to practise the ordinal numbers**

Ask the pupils to work in pairs. The pupils look at the calendar, ask questions and give answers as shown in the example.

**Language Note**
It is usual to use the Simple Present for timetables and routines.

**Homework** *3 min*

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must look at the answers on the right and complete the questions accordingly using appropriate ordinal numbers.

***Answer keys:***
1) What's the ***first*** month of the year? It's January.
2) What's the ***second*** month of the year? It's February.
3) What's the ***third*** month of the year? It's March.
4) What's the ***fifth*** month of the year? It's May.
5) What's the ***eighth*** month of the year? It's August.
6) What's the ***eleventh*** month of the year? It's November.
7) What's the ***twelfth*** month of the year? It's December.

## Lesson 3 We must do our homework.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to use the modal verb "must/mustn't".<br>*Developing:*<br>- to enable pupils to use the modal verb "must/mustn't".<br>*Socio-cultural:*<br>- to raise awareness of the use of modal verbs "must/mustn't". | By the end of the lesson pupils will be able to use the modal verb "must/ mustn't". | every day, work hard, must/mustn't, matches, get ready, learn a poem by heart | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework.**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 4 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their exercise books in pairs. Ask them to check each other's homework. Then you can check the homework involving the whole class.

**Activity 2a Look, listen and repeat.** *10 min*
**Objective: to present and practise the modal verb "must"**

*STEP 1:* Tell your pupils (preferably in their mother tongue) that they are going to learn the modal verb "must" which is used when you speak about rules and regulations. Elicit some rules they know e.g. *Do homework. Don't eat in the lesson.*

*STEP 2:* Ask them to look at the pictures and read the sentences under them silently. Check they understand each picture and the words: “every day”, “work hard”, “classroom”.

*STEP 3:* Help them understand the meaning of the sentences focusing on “must”, “mustn’t” by comparing the pictures in the first row with the pictures from the second row. Draw the pupils’ attention to the red cross in the second row.

Write two sentences on the board and ask the pupils to complete the sentences.

1) *We* _____ *do homework.*

2) *We* _____ *eat in the lesson.*

*STEP 4:* Play the DVD, the pupils repeat the sentences one by one. Then draw their attention to the pronunciation of “mustn’t”. Use the Remember Box.

**See Pupil’s book for the DVD script.**

**Activity 2b Translate the sentences in 2a.** *8 min*
**Objective: to give practice in translation**

Draw the pupils’ attention to the Remember Box. Help them translate the two sentences there. Then ask them to translate the sentences in Activity 2a.

**Activity 3 Make the sentences.** *5 min*
**Objective: to practise making sentences with must/mustn’t**

*STEP 1:* The pupils make and say sentences with “must” and “mustn’t” orally. Help them understand the meaning of “matches”, “get ready”, “learn a poem by heart”.

*STEP 2:* The pupils must write 2 sentences: 1 sentence with “must” and 1 with “mustn’t”.

*STEP 3:* 50/50 practice.

Group 1: Play with matches.

Group 2: You mustn’t play with matches! Get ready for our lessons.

Group 1: You must get ready for our lessons!

**NB:** If your class is strong, ask the pupils to use more phrases. e.g. *wash the dishes, drink Coca Cola, brush teeth* etc.

**Activity 4a Look, read and complete.** *5 min*
**Objective: to consolidate “must/mustn’t” and “cannot”**

*STEP 1:* Ask the pupils to look at the picture and read the sentences under it silently.

*STEP 2:* Ask them to open their Workbook to Page 100 and complete the sentences.

*STEP 3:* Check the answers involving the whole class.

***Answer key:***
I cannot watch TV and play computer games.
I must play the piano and clean the room.

**Activity 4b Look, read and complete.** *5 min*
**Objective: to consolidate "must/mustn't" and imperatives**

*STEP 1:* Ask the pupils to open their Workbook to Page 101 and look at the picture in Activity 4b.

*STEP 2:* Ask them to complete the sentences next to the picture.

*STEP 3:* Ask the pupils to compare their answers in pairs. Then check the answers with the whole class.

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do. Explain that they must use the table in Activity 3 in their Pupils Book.

## Lesson 4 On Thursday I ...

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to use the modal verb "must";<br>- to learn to make a diary and make sentences according to it;<br>- to learn to offer to do something, agree with the offer or refuse it saying the reason.<br>*Developing:*<br>- to enable pupils to use the modal verb "must";<br>- to enable pupils to make a diary.<br>*Socio-cultural:*<br>- to raise awareness of how to offer to do something, agree with the offer or refuse it saying the reason. | By the end of the lesson pupils will be able to: - use the modal verb "must" and the preposition "on" with the days of the week;<br>- make a diary;<br>- offer to do something, accept the offer or refuse it saying the reason. | *Recycling the vocabulary learnt in previous lessons and classes* | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework.**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 4 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their exercise books in pairs. Ask them to check each other's homework. Then you can check the homework involving the whole class.

**Activity 2a Look, read and say.** *5 min*
**Objective: to revise the use of modal verb "must" and preposition "on" with the days of the week**

*STEP 1:* Draw the pupils' attention to the Remember Box. Remind them that they must use the preposition "on" with the days of the week.

*STEP 2:* First the pupils read the example. Then they look at Aziz's diary and make sentences with "must".

*STEP 3:* Then you can play the DVD, and ask the pupils to repeat the sentences after it.

**Activity 2b Work in pairs. Listen and say.** *5 min*
**Objective: to consolidate the modal verb "must" and use of preposition "on" with the days of the week**

The pupils work in pairs. Pupil A says a day from Aziz's diary, Pupil B says a sentence accordingly using "must" and the preposition "on" with the days of the week. Then they change roles.

**Activity 3a Complete your diary.** *10 min*
**Objectives: to prepare for Activity 3b; to practise writing a diary**

Ask the pupils to open the Workbooks to Page 101. Ask them to copy the empty diary and complete it in their exercise books as in Aziz's diary. Explain that they must leave one day empty.

**NB:** Warn that they should keep their diary secret.

**Activity 3b Work in pairs. Play "Sorry, I must …".** *10 min*
**Objective: to develop pupils' speaking skills**

The pupils work in pairs. As in the DVD, Pupil A looks at his/her diary and offers Pupil B to do something. Pupil B looks at his/her diary and agrees if that day is empty in his diary. If the day is not empty s/he should refuse Pupil A's offer saying the reason.

**Homework** *5 min*

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain that they must do the crossword using the keys under it.

***Answer key:***

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | ? J | | | | | | |
| | | 1 A | u | g | u | s | t | |
| 2 S | u | n | d | a | y | | | |
| 3 T | h | u | r | s | d | a | y | |
| | 4 S | a | t | u | r | d | a | y |
| 5 A | p | r | i | l | | | | |
| 5 M | a | y | | | | | | |

? J A N U A R Y

It's the first month of the year.

## Lesson 5 School subjects

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn the school subjects;<br>- to learn to use adjectives to express opinion and conjunction "because" to provide a reason for something;<br>- to learn to ask for and give opinions about school subjects.<br>*Developing:*<br>- to enable pupils to talk about school subjects;<br>- to enable pupils to express opinions using adjectives and say a reason for something with the help of the conjunction "because". | By the end of the lesson pupils will be able to: - use the adjectives to express opinion and conjunction "because" to provide a reason for something;<br>- ask for and give opinions about school subjects. | *Recycling:*<br>maths, art, mother tongue, fun, interesting,<br>*New:*<br>mathematics, computers, difficult, boring, because | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework.**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 4 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their exercise books in pairs. Ask them to check each other's homework. Then you can check the homework involving the whole class.

**Activity 2 Work in pairs. Point and say.** *5 min*
**Objective: to revise the old vocabulary; to introduce the new vocabulary**

*STEP 1:* First revise the subjects: English, mother tongue, maths, art, PE and music. Then introduce: mathematics and computers. You can also use the DVD for this purpose.

*STEP 2:* The pupils do a usual Point and Say activity. Pupil A points and says the number of a picture, Pupil B says the school subject as in the example. The pupils are expected to use: English, mother tongue, mathematics (maths), art, PE or PI, computers and music.

➲ **Language Notes**
In **modern English** the school subjects:
**a)** are not written with capital letters when used in an ordinary sentence: **e.g.** I like maths and botany.
**b)** are written with capital letters when used on timetables and as a name of a room: **e.g.** Monday: 9.15 Maths; 10.00 Botany; History Room
**c)** do not have capital letters when used as an adjective: **e.g.** The history lesson ends at 10.45. The art room is beautiful.

**d)** are always written with capital letters when they are languages: **e.g. U**zbek, **E**nglish, **R**ussian, **F**rench, **T**ajik, etc.
**e)** PE = Physical Education and PI = Physical Instructions are the same. So in the DVD, mostly PI is used.

**Culture Notes**
Pupils in Britain have no lessons on Saturdays. However, school sports teams often play games on Saturday mornings.

**Activity 3a Look and answer.** *7 min*
**Objective: to consolidate the days of the week, preposition "on", ordinal numbers and school subjects**

You can start this activity with the whole class and after several questions and answers the pupils may continue working in pairs.

**Activity 3b Work in pairs. Listen and guess the day.** *8 min*
**Objective: to further consolidate days of the week, the ordinal numbers and school subjects**

The pupils work in pairs. They look at the timetable in Activity 3a. Pupil A chooses a day in the timetable and starts saying sentences as shown in the example. Pupil B guesses the day.

**Activity 4a Look, read and match the words.** *5 min*
**Objective: to present adjectives to express opinion and conjunction "because" to provide a reason for something**

*STEP 1:* Ask the pupils to match English words with their translations.
***Answer key:*** *1 c; 2 e; 3 b; 4 a; 5 d*
*STEP 2:* Ask the pupils to listen to you and repeat in chorus. Read the words in English and ask the pupils to repeat after you and point to the corresponding picture.
*STEP 3:* Ask the pupils to listen to your sentences and complete them with "because". ***Possible sentences:*** *1) I like chess ... 2) I don't like maths ... etc.*

**NB:** Ask the pupils to write two sentences with 1) I like X because ... 2) I don't like X because ...

**Activity 4b Work in pairs. Play "Do you like ...?"** *8 min*
**Objective: to practise asking for and giving opinions about school subjects**

The pupils work in pairs. As in the example/DVD, they ask each other and answer the questions about different subjects giving a reason for why they like/do not like these subjects. **Homework explanation** *2 min*

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to make a graph and do a presentation about a favourite day/month/subject; | By the end of the lesson pupils will be able to: - make | *Recycling the language learnt in previous* | Pupil's Book, the DVD, poster |

| | | | |
|---|---|---|---|
| - to learn to provide a reason for something with "because".<br>*Developing:*<br>- to enable pupils to make graphs;<br>- to enable pupils to do presentation. | a graph and do a presentation about a favourite day/ month/subject. | *lessons and classes* | paper, markers |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework.**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 4 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their exercise books in pairs. Ask them to check each other's homework. Then you can check the homework involving the whole class.

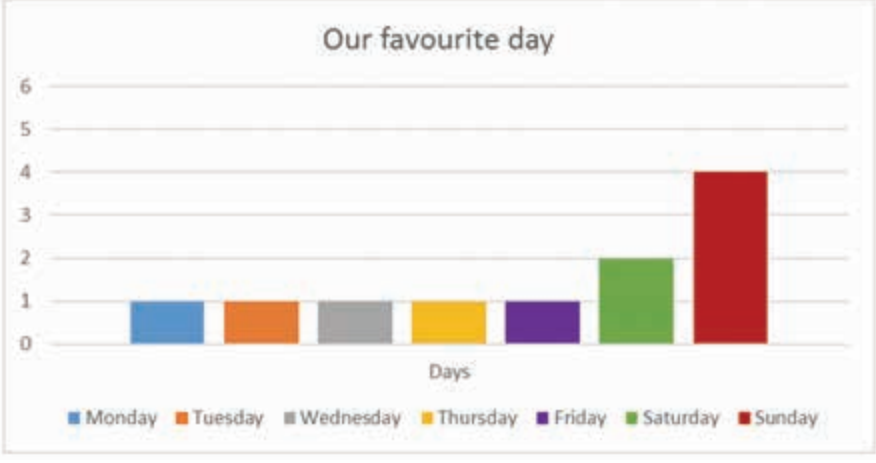
**Activity 2a Work in groups of 5/6. Make a group graph.** *15 min*
**Objectives: to practise making graphs**

*STEP 1:* Make three groups of 5/6. Ask one of the pupils in each group to be a writer and one to be a presenter. Allocate a question to each group: What's your favourite day of the week? What's your favourite month? What's your favourite subject?

*STEP 2:* Explain that the pupils must ask each other the allocated question and answer it. The writer puts down the answers.

**e.g.** *A: What's your favourite day of the week?*
*B: My favourite day is Sunday. I like Sunday because we don't have lessons.*

*STEP 3:* When the groups finish Step 2, give out poster paper to each group. Say that they must count the results and make a graph on the upper part of the poster paper. e.g.



**Activity 2b Present your group graph. Look at the example.** *15 min*
**Objectives: to practise making graphs**

*STEP 1:* The pupils work in the same groups. Ask them to read the example presentations in their Pupil's Book silently.

*STEP 2:* When they finish, ask them to write a similar text for their presentations using their graphs on the lower part of the poster paper, i.e. under the graph.

*STEP 3:* Ask the presenters from each group to present their graph.

**Homework** *5 min*

1) Ask the pupils to do the quiz "I can ..." at home. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil's books. Where necessary, they write the answers in their exercise books. 2) Ask the pupils to prepare Portfolio entry on Unit 4.

## PROGRESS CHECK 3

**1 Complete the sentences with** sixth third first second fifth. *(5x2=10)*
***Answer key:*** *1) third; 2) fifth; 3) first; 4) sixth; 5) second; 6) seventh*

**2 Read and choose**. *(5x2=10)*
***Answer key:*** *1) mustn't; 2) mustn't; 3) must; 4) must; 5) must; 6) mustn't*

**3 Match**. *(5x2=10)*
***Answer key:*** *1f; 2d; 3b; 4a; 5c; 6e*

**4 Complete the sentences about yourself**. *(5x2=10)*
***Possible answers:*** *1)* My head is ***big and round***. *2) My eyes are dark/brown. 3) My nose is small/big. 4) My mouth is small/big. 5) My ears are small/big. 6) My hair is black/dark.*

**5 Listen and complete the table with** ... *(5x2=10)* ***Answer key:***

| | |
|---|---|
| Monday | *swimming* |
| Tuesday | playing chess |
| Wednesday | swimming |
| Thursday | dancing |
| Friday | playing chess |
| Saturday | dancing |

**DVD script:**

**T:** Samira, what do you do after school?
**S:** Well ... on Monday and Wednesday I go swimming ... I like swimming.
**T:** Very nice ... I know you like chess. When do you play chess?
**S:** I like playing chess ... and I go to the Chess Club on Tuesday and Friday ...
**T:** Oh ... I see you're very busy ...
**S:** Yes ...on Thursday and Saturday I go to the Dancing Club ... I love dancing ...
**T:** Oh ... you love swimming, playing chess and dancing ... What do you want to be?
**S:** Hmmm ... I don't know ...

**Total:** 50 points

# Unit 5 I like English. Do you?

## Lesson 1 I like ... . It's fun.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn more words for school subjects;<br>- to revise to say likes and dislikes;<br>- to learn to say reasons for likes/dislikes.<br>*Developing:*<br>- to enable pupils to talk about their likes and dislikes;<br>- to enable pupils to say reasons for likes/dislikes. | By the end of the lesson pupils will be able to:<br>- say if they like/ do not like subjects;<br>- say reasons for their likes/ dislikes. | handicrafts, botany, geography, literature, playground, timetable, history | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised.

**DVD script:**

**I like English.** (Tune of "London bridge")

I like English. Do you like...?
Do you like...? Do you like...?
I like English. Do you like...?
Yes, I do!

I like history. And you?
Do you like history?
I like history. And you?
Yes, I do!

I like handicrafts. And you?
Do you like handicrafts?
I like handicrafts. And you?
Yes, I do!

I like botany. And you?
Do you like botany?
I like botany. And you?
Yes, I do!

**Activity 2a Match the words and pictures.** *5 min*
**Objective: to present more school subjects**

This is a usual matching activity, which can also be done in the DVD.
***Answer key:*** *1a; 2f; 3b; 4d; 5g; 6e; 7c*

**Activity 2b Listen and repeat.** *5 min*
**Objective: to practise pronunciation**

Ask pupils to listen to the DVD and repeat in chorus. Then ask the pupils to repeat after the DVD and point to the corresponding picture.

**See Activity 2a in the Pupil's book for the DVD script.**

**Activity 3 Chain Drill.** *5 min*
**Objective: to practise the new vocabulary with "I like …"**
Do this in the usual way.

**Activity 4 Copy and complete the table with ✓ or ×.** *10 min*
**Objective: to practise expressing likes and dislikes**
*STEP 1:* Ask the pupils to copy the table.
*STEP 2:* Draw their attention to the symbol ✓ which means like/likes and × which means don't/doesn't like. Then ask them to fill in the "You" column of the table with ✓ or ×.
*STEP 3:* The pupils work in pairs. Ask them to read the example first. Then they take turns to make similar sentences using the adjectives in the cloud and complete the "Your friend" column of the table with ✓ or × accordingly.

**Language Notes**
Because it is a school subject, handicrafts is considered to be singular and takes a singular verb even though it looks like a plural noun.

**Activity 5 Report.** *8 min*
**Objective: to talk about likes and dislikes**
The pupils use the completed table in Activity 4. Ask as many pairs as you can to report about their likes and dislikes.

**Activity 6 Play "My favourite subject".** *5 min*
**Objective: to give freer practice in speaking**
Ask one of your pupils to think of her/his favourite subject. The rest ask her/him questions to guess. Play several rounds with the whole class. If time permits, the pupils can continue playing in pairs.
**NB:** If your class is strong, the pupils can play with other things like favourite day of the week, month, song, game, colour etc.

**Homework** *2 min*
Ask the pupils to look at the homework tasks. Check that everybody understands what to do with the 3 tasks.

## Lesson 2 What time is it?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to ask and tell the time;<br>- to learn to use prepositions with times.<br>*Developing:*<br>- to enable pupils to ask and tell the time. | By the end of the lesson pupils will be able to:<br>- ask the time;<br>- tell the time;<br>- use time prepositions. | when<br>half past,<br>quarter to,<br>quarter past,<br>time, o'clock,<br>break, minute | Pupil's Book,<br>the DVD |

**Activity 1 Sing the song.** *5 min*
**Objective: to warm up by singing the song**

Play the DVD. Ask the pupils to listen to the song and sing it.
Look at Unit 5 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Play "Snowball".** *5 min*
**Objective: to revise school subjects**

Play "Snowball". You say: *'I like botany'.* Ask a pupil to repeat your sentence and add his/her sentence about a school subject. The second pupil repeats the first two sentences and adds a sentence about herself/himself, etc. e.g. **You:** I like botany.

**Pupil 1:** Mr Ahmedov likes botany. I like history.
**Pupil 2:** Mr Ahmedov likes botany. Salim likes history. I like handicrafts, etc.

**NB:** If your class is big, you can stop the game in the middle and start again.

**Activity 3 Find the words in the Wordlist.** *5 min*
**Objective: to practise working independently with the Wordlist**

Give your pupils time to find the eight words in the Wordlist.

**Activity 4a Look, listen and learn to tell the time.** *8 min*
**Objective: to present new vocabulary for saying the time**

*STEP 1:* Assuming that your pupils know how to tell the time from Classes 2 and 4, you can further teach them to tell the time in English. Let the pupils look at the clocks and read the sentences under them. Then explain how to say the time.

*STEP 2:* You may ask your pupils to repeat the sentences after the DVD or read them aloud in chorus or individually.

➲ **Language Notes**
English speakers say both: *It's a quarter past nine* and *It's quarter past nine.* Draw your pupils' attention to the Remember box.

**Activity 4b Look and say.** *5 min*
**Objective: to practise telling the time**

The pupils take turns to say the time. You can also have them listen and repeat the times after the DVD.

**NB:** 1) Say that we write e.g. *It is (a) quarter past ten.* But we say *It's (a) quarter past ten.* 2) If your class is strong, ask them to say 2 sentences e.g. *It's half past 4. It's time to play tennis.* Ask the pupils to use the words from the word cloud.

**Activity 5 Chain Drill.** *5 min*
**Objective: to practise saying the time**

Do this in the usual way.

**NB:** To make it more challenging, use the clock. Pupil A shows the time on the clock, Pupil B should say the time.

**Activity 6 Work in pairs. Draw and complete the clocks.** *5 min*
**Objective: to give more practice in saying the time**

*STEP 1:* The pupils work in pairs. Ask them to draw 3 blank clocks.

*STEP 2:* Pupil A asks Pupil B: *What time is it?* Pupil B says any time, which Pupil A draws on one of the blank clocks. Then Pupil B checks if Pupil A has drawn the time correctly. Then Pupil B asks the question from Pupil A, etc. The activity goes on until all the blank clocks are completed.

**Activity 7 Play "My favourite time".** *5 min*
**Objectives: to give more practice in saying the time;**
**to develop listening skills**

This game was used in Kids' English series. Despite this, we decided to repeat it but this time to consolidate the time and the conjunction "because".

To play this game, point to a place in the classroom and say that it is 12 o'clock. The spot opposite is 6 o'clock. To the left and right are 3 and 9 o'clock. The pupils go to a spot in the classroom which indicates their favourite time; you may choose a place for yourself too. Ask one of your pupils *What is your favourite time?* S/he should be ready to say two sentences: 1) about the favourite time, e.g. *I like five o'clock;* 2) about the reason for favourite time, e.g. *Because I play football.*

Now ask that pupil to repeat your question and address it to someone else. Make your pupils talk to the nearest neighbours asking and answering the same question.

**Homework** ***2 min***

Ask the pupils to look at the homework. Check that everybody understands what to do with the 3 tasks. If necessary, explain how to do the homework tasks.

## Lesson 3 Midday? Midnight?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to ask and tell the time;<br>- to learn to use prepositions with times;<br>- to revise school subjects.<br>*Developing:*<br>- to enable pupils to ask and tell the time.<br>*Socio-cultural:*<br>- to raise awareness of the times and English timetables. | By the end of the lesson pupils will be able to:<br>- ask the time;<br>- tell the time;<br>- use prepositions with times. | *Revision:*<br>*in the morning, in the afternoon, in the evening*<br>New:<br>a.m., midday, p.m., midnight | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *5 min*
**Objective: to warm up by singing the song**

Play the DVD. Ask the pupils to listen to the song and sing it.
Look at Unit 5 Lesson 1 Activity 1 for the DVD script.

**Activity 2a Look and say.** *8 min*
**Objective: to present new vocabulary**

*STEP 1:* Ask the pupils to look at the digital clocks and the words above them. Let them guess the meaning of the words. If necessary, teach your pupils what a.m. and p.m. stand for.

*STEP 2:* Play the DVD. The pupils repeat.

**See Pupil's book for the DVD script.**

➲ **Language Notes**
In English speaking countries, the 24-hour clock is only used for travel. So they say *'Five twenty in the morning'* and write 5.20 a.m. For the afternoon they write 5.20 p.m. A.M is Latin for ante meridiem and p.m. for post meridiem (before midday, after midday). Both ways are possible a.m. or am, pm or p.m. You can say *six o'clock* or *six am* and *six pm*.

**Activity 2b Copy and write in the correct place.** *3 min*
**Objective: to practise writing the new vocabulary**

The pupils should write the different times of the day in the correct 'cloud'. There are eight including the times shown in the pictures.

**Activities 3a, 3b** *7 min*
**Objective: to practise the new vocabulary**

*STEP 1:* Ask the pupils to draw 3 blank clocks.

*STEP 2:* The pupils work in pairs. Pupil A asks Pupil B: *What time is it?* Pupil B says any time, e.g. *It's half past four in the morning*, which Pupil A draws on one of the blank clocks. Then Pupil B checks if Pupil A has drawn the time correctly. Then Pupil B asks the question from Pupil A, etc. The activity goes on until all the blank clocks are completed.

**Activity 4a Look and answer.** *5 min*
**Objective: to give further practice in talking about time**

*STEP 1:* First ask your pupils to look at the Remember Box. Remind them when to use the prepositions "at" and "in".

*STEP 2:* Then, as in the DVD, the pupils look at the picture, ask and answer.

➲ **Culture Notes**
Explain that it is an English timetable and that children in English schools do not have breaks between the lessons, but there is a coffee break (usually at about 11 o'clock) and a long break for lunch (school lasts all day). In British schools, the teachers move around from class to class, not the pupils. This means the process of ending one lesson and starting another is very quick that's why there are no breaks between lessons.

**Activity 4b Work in pairs. Ask and answer.** *5 min*
**Objective: to give less controlled practice in talking about timetables**

This is an 'information gap' activity. The pupils work in pairs. Pupil A looks at the timetable on Page 32 and Pupil B looks at the timetable on Page 35. They ask each other questions to find out the missing information. Tell them not to look at their partner's timetable.

**Activity 5a Write today's timetable.** *5 min*
**Objective: to practise writing timetables**

*STEP 1:* Ask the pupils draw a timetable for a day of the week, write "Time" on the first line in the left-hand column and "Lesson" in the right-hand one as follows.

| Time | Lesson |
|---|---|
| | |

*STEP 2:* Then ask them to write the timetable for that day. Help them if they do not know the right time for each lesson.

**Activity 5b Play "My Favourite School Time". 5 min**
**Objective: to give freer practice in talking about school time**

*Version 1:* Ask the pupils to work in pairs. They should ask as many questions as they can.

**e.g. A:** My favourite time is 10 am on Monday.
**B:** Why?
**A:** Because we have English.
**B:** Why do you like English?
**A:** Because I like English songs.
**B:** Why do you like English songs?
**A:** Because I like singing English songs.
**B:** Why do you like singing English songs?
**A:** Because they are beautiful. etc.

*Version 2:*

*STEP 1:* Prepare the cards. If you have a class of 15 pupils, you will need 5 sets of A, B and C cards. Explain how to play the game. Demonstrate with two pupils. Take Card A and give cards B and C to the pupils. Say that you will tell the time e.g. 7.30. The pupils must listen and the pupil who has 7.30 (Card B) must repeat the time and say his/her time 8.30. The pupil who has 8.30 (Card C) must repeat and say his/her time 9.30

*STEP 2:* The pupils work in threes. Give them cards. Go around and monitor.

**NB:** 1) You can make the cards easier or more complex depending of your pupils' abilities. 2) If a game is too difficult, you can play Bingo.

***Possible cards:***

**Card A**

| You hear | You say |
|---|---|
| | Start: 7.30 |
| 9.15 | 9.45 |
| 5.30 | 6.00 |
| 11.15 | 12.45 |

**Card B**

| You hear | You say |
|---|---|
| 7.30 | 8.30 |
| 9.30 | 9.15 |
| 10.15 | 5.30 |
| 2.30 | 7.00 |

**Card C**

| You hear | You say |
|---|---|
| 8.30 | 9.30 |
| 9.45 | 10.15 |
| 6.00 | 11.15 |
| 12.45 | 2.30 |

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain how to do the homework.

## Lesson 4 Do you like it?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to practise 'do-questions';<br>- to practise short answers with 'do';<br>- to revise school subjects.<br>*Developing:*<br>- to enable pupils to talk about their likes and dislikes.<br>*Socio-cultural:*<br>- to raise awareness of how to make 'do-questions'. | By the end of the lesson pupils will be able to:<br>- make 'do-questions';<br>- say short answers with 'do';<br>- talk about likes and dislikes. | *Recycling the language learnt in previous lessons and classes*<br>New: I think it's …<br>Why? | Pupil's Book, the DVD, flashcards with classroom furniture, pictures or textbooks for different subjects |

**Activity 1 Sing the song.** *5 min*
**Objective: to warm up by singing the song**

Play the DVD. Ask the pupils to listen to the song and sing it.

Look at Unit 5 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Play "I think it's a chair!"** *5 min*
**Objective: to practise expressing opinions**

Prepare beforehand flashcards with classroom furniture, pictures or textbooks for different subjects.

*STEP 1:* Divide the class into two teams. Ask them to stand in rows.

*STEP 2:* Show different flashcards upside down, the first pupils in the rows must tell what they saw saying, for example, *'I think it's a chair'*. Go on until all the pupils have the chance to say their opinions.

**Activity 3a Find the frog.** *2 min*
**Objective: to prepare for the next activity**

The pupils look at the picture and find the frog. Explain to them that the frog is doing nothing but it will be active later.

**Activity 3b Look and answer.** *5 min*
**Objective: to present Do-questions**

*STEP 1:* Ask the pupils to answer the question. You can use your mother tongue. Explain that the frog is jumping now and carrying 'Do' to help them to make a question. Explain that the frogs are responsible for word order and they show us how to make questions properly.

*STEP 2:* Draw their attention to the question form and responses in the Remember box.

**Activity 4 Chain Drill.** *5 min*
**Objective: to practise the new structure**

This is a usual Chain Drill. The pupils can use the words from the cloud on the right.

**Activity 5a Read.** *3 min*
**Objective: to prepare for the next activity**

Ask the pupils to read the dialogue silently. Check they understand what 'Why?' means.

**Activity 5b Work in pairs. Complete Aziz and Lucy's dialogue.** *8 min*
**Objective: to practise writing and asking Yes/No questions**

The pupils work in pairs. Ask them to continue Aziz and Lucy's conversation using the words from the cloud below Activity 5b. Ask them to use 'Why?' and 'I think ...'.

***Possible dialogue:***
**Lucy:** Do you have botany?
**Aziz:** Yes, we do.

**Lucy:** Do you like it?
**Aziz:** No, I don't.

**Lucy:** Why?
**Aziz:** I think it's boring.

**Activity 5c Role play.** *10 min*
**Objective: to give freer practise in using Yes/No questions and answers**

The pupils act out their dialogues.

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain how to do the homework.

## Lesson 5 When does the school start?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn about English and German children's school life;<br>- to revise the language related to school.<br>*Developing:*<br>- to enable pupils to read and listen for specific and detailed information.<br>*Socio-cultural:*<br>- to raise awareness of English and German children's school life. | By the end of the lesson pupils will be able to:<br>- be able to read and listen for specific and detailed information;<br>- learn about English and German children's school life. | *Recycling the language related to school*<br>New: have a break, have lessons, begin, end | Pupil's Book, the DVD; sentences about school life for Activity 2 |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 5 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their exercise books in pairs. Ask them to check each other's homework. Then you can check the homework involving the whole class.

*STEP 3:* Have the pupils repeat the words after you in chorus.

**Activity 2 Play "True/False".** *5 min*
**Objective: to develop pupils' listening skills**

Beforehand prepare the sentences beginning as follows:

*1 The first lesson starts at ...*
*2 You have 7 lessons on Saturday.*
*3 Your botany teacher's name is ... etc.*

*For classrooms with enough space.* Read the statements about school life. The pupils must move to the right if the sentence is correct, and to the left if the sentence is false.

*For classrooms with limited space.* The pupils must stay at their chairs if the sentence is correct, and stand up if the sentence is false.

**Activity 3 Read and answer the questions.** *8 min*
**Objective: to practise reading for specific information**

*STEP 1:* To make reading more challenging, you can ask the pupils to read the questions first and guess the answers. It does not matter if their guesses are wrong. The purpose is make them think and predict.

*STEP 2:* Then ask the pupils to read the text and find out whether they were right or not. They can also listen to the DVD for this purpose.

**Activity 4a Listen and answer the questions.** *10 min*
**Objective: to practise listening for specific information**

*STEP 1:* To make listening more challenging, you can ask the pupils to read the questions first and guess the answers. It does not matter if their guesses are wrong.

*STEP 2:* Play the DVD. The pupils listen and find out whether they were right or not.

**DVD script:**

**Lucy:** I go to school Red Wood in London. I like my school, my teachers, my classmates and our uniform. English schoolchildren go to school on Monday, Tuesday, Wednesday, Thursday and Friday. We have four lessons in the morning and two in the afternoon. We have a long lunch break at school. School ends at a quarter past three. We usually do our homework in the evening.

**Activity 4b Work in pairs. Read and say True or False.** *10 min*
**Objective: to practise listening for detailed information**

*STEP 1:* Ask the pupils to listen carefully. Play the DVD in 4a once more.

*STEP 2:* Ask the pupils to work in pairs. They read the statements about English children's school life and say True or False according to the information in the listening text.

***Answer key:*** *1 False; 2 False; 3 True; 4 False; 5 True; 6 True*

**Homework** *2 min*

Ask the pupils to look at the homework tasks. Check that everybody understands what to do with the 3 tasks. If necessary, explain how to do the homework.

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to revise the language related to different themes the pupils have learnt so far.<br>*Developing:*<br>- to enable pupils to show knowledge in different themes;<br>- to give pupils less-controlled practice in speaking. | By the end of the lesson pupils will be able to: - show understanding of times;<br>- show knowledge in different themes. | *Recycling the language learnt in previous lessons and classes* | Pupil's Book, the DVD; questions of different levels of difficulty for each category in Ac. 3 |

**Activity 1 Sing the song.** *10 min*
**Objectives: to warm up by singing the song; to check homework.**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 5 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Ask the pupils to take and swap their exercise books in pairs. Ask them to check each other's homework. Then you can check the homework involving the whole class.

***Answer key for homework task 3:*** *c, e, b, g, d, a, f*

**Activity 2 Play "Time race".** *10 min*
**Objective: to consolidate times**

*STEP 1:* Divide the class into two teams. Ask them to stand in rows.

*STEP 2:* Say the time, the first pupils in the rows must run to the board and write the time. Go on until all the pupils have the chance to write the time.

The times you can say:

1) It's half past 5. – 5.30
2) It's 7 o'clock in the morning – 7a.m.
3) It's a quarter past 2. – 2.15
4) It's midday. – 12.00
5) It's 8 o'clock in the evening – 8 p.m.
6) It's a quarter to 10. – 9.45
7) It's midnight. – 12.00

**Activity 3 Work in groups. Play "Language Expert."** *23 min*
**Objective: to revise the material of the unit**

This activity is called 'Auction' (Kim oshdi savdosi. Аукцион). Divide the class into two teams. The idea of the game is to 'earn' money for the team by answering questions. Each team must choose a category (e.g. long words, short words, regular verbs ... etc.) and a level of difficulty. 100 represents the easiest question and 400 the most difficult. You will need to prepare questions of different levels of difficulty for each category.

Begin by asking a team which category they have chosen. Then ask a level of difficulty. Ask a question corresponding to that level of difficulty. If they give the correct answer, they 'earn' the appropriate number of points. If they give the wrong answer, the team loses those points.

**Long words/short words**

The pupils will have to write any short words from long words: e.g. telephone, supermarket, caterpillar, hospital, helicopter, etc.; Mon, Tue, Oct, don't, etc. or vice versa.

**Regular verbs/irregular verbs**

The pupils will have to find regular/irregular verbs from the list: e.g. ask, go, etc. and write correct past forms.

**Yes/No**

The pupils will have to convert affirmative sentences into negative: e.g. She is good at maths. – She isn't good at maths. He likes botany. – He doesn't like botany, etc.

**I like ...**

The pupils will have to say sentences about their likes and dislikes.

**Do you ...?**

The pupils will have to convert affirmative sentences into questions e.g. She is good at maths. – Is she good at maths? He likes botany. – Does he like botany? etc.

**Homework** *2 min*

Ask the pupils to prepare Portfolio entry on Unit 5.

## PROGRESS CHECK 4

**1 Complete the sentences about you**. *(5x2=10)*
***Possible answers:*** *1) I like botany. It's interesting. 2) My favourite lesson is maths. 3) I like PE. It's fun. 4) I don't like maths. It's boring. 5) I don't like art. It's difficult. 6) I like English. We sing songs there.*

**2 Look and write**. *(5x2=10)*
***Answer key:*** *1) It's eight o'clock. 2) It's half past ten. 3) It's (a) quarter to five. 4) It's a quarter past eight. 5) It's seven o'clock 6) It's a quarter past twelve.*

**3 Complete the sentences**. *( 5x2=10)*
***Answer key:*** *1) in; 2) at; 3) at; 4) on; 5) in*

**4 Write questions for the answers**. *(5x2=10)*
***Answer key:*** *1) What colour eyes does your sister have? 2) What's her hair like? 3) What colour eyes does he have? 4) Is history interesting? 5) Do you have lessons on Friday? 6) What's your brother's name?*

**5 Listen and match.** ***e.g.*** *1c (5x2=10)* ***Answer key:*** *1c; 2e; 3f; 4a; 5d; 6b*

**DVD script:**

**Sofa:** Laziza, what's your school like?
**Laziza:** It's not very big but it's nice.
**Sofa:** Is there a library there?
**Laziza:** Yes, there is. But it's not big. Our gym is very big.
**Sofa:** Do you like PE?
**Laziza:** No, I don't. I think it's boring.
**Sofa:** What's your favourite subject?
**Laziza:** I like music.
**Sofa:** Do you like singing?
**Laziza:** Yes, I'm good at singing.
**Sofa:** I like Selena Gomes. Who's your favourite singer?
**Laziza:** I like Shahzoda very much.

**Total:** 50 points

# Unit 6 In the classroom
## Lesson 1 Classroom things

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn new vocabulary to describe a classroom;<br>- to learn to read silently for the main idea;<br>- to learn the prepositions of place *in, at* and *on*.<br>*Developing:*<br>- to practise giving oral instructions.<br>*Socio-cultural:*<br>- to raise awareness of the formation of plurals in English. | By the end of the lesson pupils will be able to say, ask and answer questions about the classroom. | *Revision of vocabulary related to the classroom*<br>New: a whiteboard, a marker, a portfolio, a shelf (shelves) | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song. Ask what the song is about.

**DVD script:**

**In my classroom (**Tune of "Oh my darling Clementine")
In the classroom,
In the classroom
There are windows and the door.
We have a blackboard.
It is square.
And some pictures on the wall.
We have English and computers.
We learn art and botany.
We have history and geography.
Oh my classroom, you're my home!

**Activity 2a Match the classroom things and words.** *8 min*
**Objectives: to revise vocabulary related to the classroom; to enable pupils to match words with objects; to introduce irregular plurals**

*STEP 1*: Ask the pupils to look at the picture in the book or in the DVD and match the words with the objects. Check the answers together.

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

*STEP* 2: Write on the board:

a door – doors, a map – maps, a whiteboard – whiteboards
a computer – computers, a marker – markers, a portfolio – portfolios

Ask the pupils what they have noticed. Elicit that plural form of nouns are formed by adding "-s".

*STEP* 3: Write on the board: a shelf - shelves

Ask the pupils what they have noticed. Establish that some nouns like "shelf" have irregular forms.

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

Ask the pupils to listen to the DVD and repeat the words from 2a.

**Activity 3 Write the labels and put them on things in the classroom.** *10 min*
**Objectives: to practise writing the new vocabulary;**
**to enable pupils to match words with objects**

*STEP 1*: Allocate the objects to the pupils working in groups of 4/5. The pupils must write names of objects on the cards and stick them. Ask them to recall also and use the words they learnt previously e.g. a chair, a table, a wall etc.

*STEP* 2: Ask the pupils to listen to you and touch or point to the object you call.

*STEP* 3: Use realia or pictures to practise 'at' and revise 'on' and 'in'. e.g. 3 pictures: a box and a cat at the box, in the box, on the box.

*STEP 4*: Ask the pupils to answer your questions:

1) Where is the cat? (Point to one of the pictures)

2) Where is the map? (point to the map)

3) Where is the door? (point to the door) etc. You can also use the DVD for this purpose.

Ask the pupils to answer the questions using prepositions *at, on, in.*

Draw their attention to the Remember Box.

**Activity 4 Picture dictation.** *10 min*
**Objective: to practise writing the new vocabulary**

*STEP 1*: Divide the class into groups of 3/4. Each group draws a classroom on a sheet of paper and keeps it a secret. Group A must dictate their description to Group B. Group B must listen and draw. e.g. *There are 2 windows. There is a big table. There are 6 desks. There is a map on the wall.*

**NB:** If the class is strong, they can say more complicated sentences e.g. *There is a window on the left. There is a teacher's table at the window.*

*STEP 2*: Then Group B must dictate their description to Group A. Ask them to compare their drawings.

**Activity 5 Read and match.** *5 min*
**Objective: to read for detailed information**

Ask the pupils to read the text and match. ***Answer key:*** 1b; 2c; 3a

**Homework** *2 min*

Ask the pupils to look at the homework on Page 104. Check that everybody understands what to do. Explain that in Homework 1 they should complete the sentences about their classroom.

## Lesson 2 Lucy's pen is blue.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to practise new colours to describe a rainbow;<br>- to practise pronunciation.<br>*Developing:*<br>- to enable the pupils to use possessives and colours;<br>- to enable the pupils to describe objects using several colours. | By the end of the lesson pupils will be able to:<br>- say the colours of the rainbow;<br>- describe objects using several colours. | *Revision of colours*<br><br>New: indigo, violet | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *8 min*
**Objectives: to warm up; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to and repeat the song.

*STEP 2:* Checking homework. Ask the pupils to read their texts from Exercise 2 to each other. They should listen and guess the room described. They can do it in pairs or go round the class and work with as many pupils as they can.

***Possible answers:***

There is one door/whiteboard in the classroom.
There are two shelves in the classroom.
There are three windows in the classroom.
There are four flowers in the classroom.
There are five lamps in the classroom.

Explain that in Homework 2 they should write about any classroom they like. Ask them not to write the name of the classroom.

**Activity 2a Watch, listen and match.** *10 min*
**Objectives: to introduce rainbow; to revise colours**

*STEP* 1: Ask the pupils to match the English words with their translation.

*STEP* 2: Ask the pupils to listen to the DVD and repeat the poem.

**DVD script:**

It's a rainbow! Yellow and green
It's a rainbow! Blue, indigo and violet.
Red, orange

*STEP* 3: Ask the pupils to name the colours of the rainbow in their mother tongue. Ask what can help them to remember the rainbow colours. Remind that in Russian there is a funny sentence which helps to remember the colours:

**К**аждый **О**хотник **Ж**елает **З**нать **Г**де **С**идит **Ф**азан - **К**расный **О**ранжевый **Ж**елтый **З**еленый **Г**олубой **С**иний **Ф**иолетовый.

Say that English children use the sentence "**R**ead **O**ut **Y**our **G**ood **B**ook **I**n **V**oice" to remember the colours of the rainbow: **R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo and **V**iolet.

Check they know the colours: indigo and violet.

*STEP 4*: Ask the pupils to match the colours in English with colours in their mother tongue.

*STEP 5*: Ask the pupils to recite the poem. Congratulate those who managed to remember it.

**Activity 2b Work in pairs. Listen and guess.** *10 min*
**Objectives: to develop listening skills; to revise colours**

Ask the pupils to look at the pictures. Then ask them to read the two dialogues. Ask them to find the difference between the dialogues.

***Answer key***: Dialogue 1 – an object in singular; dialogue 2 – plural.

*STEP 1:* Ask the pupils to look at the pictures. Then ask them to read the two dialogues. Ask them to find the difference between the dialogues.

***Answer key*:** Dialogue 1 – an object in singular; dialogue 2 – plural.

*STEP 2:* Ask the pupils to choose any picture and make a dialogue as in the sample dialogues.

**Activity 3 Listen and match.** *8 min*
**Objectives: to revise colours and possessives**

*STEP 1*: Ask the pupils to read the example. Say that they will listen to the DVD and match the first column with the second as in the example.

*STEP* 2: Ask the pupils to listen to the DVD and match the names and colours.

**DVD script:**

| | |
|---|---|
| 1) Lucy's pen is blue. | 4) Jenny's ruler is green. |
| 2) Andy's pen is yellow. | 5) Teddy's ruler is red. |
| 3) Sally's pen is pink | 6) Kate's ruler is white. |

*STEP 3*: Ask the pupils to listen to the DVD once more and repeat.

*STEP 4*: Ask the pupils to answer your questions:

1) Whose pen is blue/yellow/pink? 2) Whose ruler is red/green/white?

***Answer key:*** Lucy's pen is blue. *or* Lucy's. etc.

*STEP 5*: Ask the pupils to put on their desks their pens, pencils, sharpeners, erasers and ask questions. The pupils should look around and answer your questions. They can give full answers like "Jasur's sharpener is green" or short answers like "Jasur's".

***Possible questions:***

1) Whose sharpener is green/orange/pink (etc.)? 2) Whose ruler is green/orange/pink (etc.)? 3) Whose eraser is green/orange/pink (etc.)?

**Activity 4a Work in pairs. Look and find the differences.** *7 min*
**Objectives: to develop speaking skills; to consolidate possessives**

Ask the pupils to work in pairs and find the differences. Then they can check their answers through the DVD.

***Differences:***

| a boy | a girl |
|---|---|
| a white desk | a green desk |
| a pink pencil case | a blue pencil case |
| a violet sharpener | a black sharpener |
| a red eraser | a grey eraser |
| a yellow copy book | a white copy book |
| a green ruler | a brown ruler |
| a pink pen | a brown pen |

**DVD script:**

The girl's desk is white. The boy's desk is green.
The girl's pencil case is pink. The boy's pencil case is blue.
The girl's sharpener is violet. The boy's sharpener is black.
The girl's eraser is red. The boy's eraser is grey.
The girl's copy book is yellow. The boy's copy book is white.
The girl's ruler is green. The boy's ruler is brown.
The girl's pen is pink. The boy's pen is brown.

**Optional Activity 4b Write five sentences.**
**Objectives: to develop writing skills; to consolidate possessives**

Ask the pupils to write the sentences with the differences.

**NB:** This activity is for more advanced classes or pupils. Slower pupils can do it at home.

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do. Explain that they should write the sentences using '*her, his'.*

## Lesson 3 It's my book.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to revise and practise personal and possessive pronouns<br>*Developing:*<br>- to enable pupils to use possessives and adjectives;<br>- to enable pupils to answer the question "Whose … is it?". | By the end of the lesson pupils will be able to: - answer questions with "whose";<br>- use possessives. | *Revision of personal and possessive pronouns* | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to and sing the song.

*STEP 2:* Checking homework. Ask the pupils to read their sentences to each other. They can do it in pairs or go round the class and work with as many pupils as they can.

***Answer key:***
1) The girl's ball is orange. Her ball is orange.
2) The boy's ball is white. His ball is white.
3) Kamola's bag is pink. Her bag is pink.
4) Jasur's pencil is brown. His pencil is brown.
5) Setora's eraser is red. Her eraser is red.
6) Bobur's eraser is black. His eraser is black.

**Activity 2a Listen and repeat.** *5 min*
**Objectives: to revise personal pronouns and possessives**

*STEP* 1: Ask the pupils to listen to the DVD and repeat after it.

*STEP* 2: Ask the pupils to continue. Say: **I** and hint they should continue – **my**. Then continue with the rest. Say: **You** and hint they should continue – **your**, etc.

*STEP* 3: 50/50 practice

**See Pupil's book for the DVD script.**

**Activity 2b Show and say.** *5 min*
**Objective: to revise possessives**

Ask the pupils to work in groups of 4/5. Ask them to play "Snowball" as in the DVD. e.g. A: (shows his sharpener). *My sharpener is black and orange.* B: *His sharpener is black and orange. My sharpener is green,* etc.

**Activity 3 Look, listen and answer.** *5 min*
**Objective: to consolidate possessives**

Collect your pupils' things (pens, pencils, rulers, etc.). Show somebody's possession and ask questions.

e.g. **Teacher:** Whose book is it? Is it your book, Jasur?
**Jasur:** No, it's not my book.
**Teacher:** Is it your book Aziz? **Aziz:** Yes, it's my book.

**NB:** If your class is strong, they can play in groups of 4/5. The pupils in turn should ask the questions instead of the teacher.

**Activity 4a Look, read and complete.** *5 min*
**Objectives: to consolidate possessives; to develop reading skills**

Ask the pupils to look at the picture and complete the dialogue.

***Answer key:*** **T:** Is it your chair, Davron? **Umid:** No ...
**Davron:** No, it's not my chair ... **Teacher:** Whose chair is it?
**Teacher:** Is it your chair, Umid? **Aziz:** Sorry, it's my chair.

**Activity 4b Work in groups of 4. Role play.** *5 min*
**Objectives: to consolidate possessives; to develop speaking skills**

*STEP 1*: Ask the pupils to make own dialogues using other objects and names.
*STEP 2*: The groups play roles. Go round and listen to their dialogues.
**NB:** If you have time, you can ask some groups to perform in front of the class.

**Activity 5 Listen, look and find.** *8 min*
**Objectives: to consolidate possessives; to develop listening skills**

*STEP 1*: Ask the pupils to look at the picture and say what they see there. Tell the pupils they should listen to the DVD and identify the boys' rucksacks.

**DVD script:**

**Aziz:** Kamol, is it your rucksack?
**Kamol:** No, my rucksack is black and white.
**Aziz:** Where is my rucksack?
**Kamol:** Look ... is it your rucksack?
**Aziz:** No, it's Davron's rucksack. It's black and orange. My rucksack is brown.

*STEP 2*: Ask the pupils to answer your questions by pointing to the rucksacks in the picture. Ask: *Where's Kamol's rucksack? Where's Aziz's rucksack? Where's Davron's rucksack?*

**Optional Activity 6 Complete the sentences.**
**Objectives: to consolidate possessives; to develop writing skills**

Ask the pupils to complete the sentences.

***Answer key:***

1) Where's *your* book, Aziz? Is this *your* book? No, it's Ulugbek's book.
2) Madina has a green bag. *Her* bag is nice.
3) My brother bought a new car. *His* car is black.
4) Where's my sister's bag? It's not *her* bag. *Her* bag is red and pink.

**Homework** *2 min*

Ask the pupils to look at the homework on Pages 104-104. Check that everybody understands what to do. Explain that they should write the sentences using *your, my, his*.

## Lesson 4 This – that, these – those

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to revise and practise using determiners*: this, that, these, those*.<br>*Developing:*<br>- to enable pupils to use determines*: this, that, these, those*;<br>- to enable pupils to use "can". | By the end of the lesson pupils will be able to: - use determiners: this, that, these, those. | *Revision of determiners: this, that, these, those* | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to and sing the song.

*STEP 2:* Checking homework. Ask the pupils to read their sentences to each other. They can do it in pairs or go round the class and work with as many pupils as they can.

***Answer key:***
**Aziz:** Kamol, is it *your* rucksack?
**Kamol:** No. *My* rucksack is black and white.
**Aziz:** Where's *my* rucksack?
**Kamol:** Look ... is it *your* rucksack?
**Aziz:** No, it's Davron's rucksack. It's black and orange. *My* rucksack is brown.

**Activity 2 Play "I Spy ...".** *7 min*
**Objectives: to revise the vocabulary related to classroom**

Ask the pupils to play a game "I spy ...". As in the DVD, the pupils must guess the thing you say. The pupil who guesses continues the game.

e.g. **Teacher:** I spy with my little eye something beginning with 'd'.
**Pupil 1:** Is it a desk? **Pupil 2:** Is it a door? etc.

**Activity 3 Work in groups. Point and say.** *8 min*
**Objectives: to revise determiners, i.e. demonstrative adjectives**

*STEP 1*: Before the lesson put some things on your table and some in the far away corner. Remind that we use **this/these** when we speak about things that are **here, near to us** and **that/those** for things which are **there, not near**.

Point and say: *this flower – that flower*. Then point to another object near you and say e.g. *this shelf – ...* hint that the pupils should continue and say *that shelf* and point.

*STEP 2*: 50/50 practice. Group 1: This desk. Group 2: That desk, etc.

*STEP 3*: Do the same with *'these/those'*.

**Language Notes**
In this lesson pupils revise demonstrative adjectives: *this, that, these, those.* They are not demonstrative pronouns here because they are not used instead of nouns. Compare:
Dem. adj.: Show me *that book*. Touch *these books*.
Dem. pron.: Can you give me *this*, please? *That* is interesting.

**Activity 4 Work in pairs. Play "Robot".** *10 min*
**Objectives: to consolidate determiners**

Ask the pupils to work in pairs. When Pupil A is a robot, Pupil B must give instructions like: *Touch this desk. Touch that desk.* Then Pupil B must give instructions to Pupil A.

**Activity 5 Work in pairs. Make a dialogue.** *8 min*
**Objectives: to develop reading skills; to introduce "Here you are."**

*STEP 1*: Ask the pupils to look at the pictures and read the dialogues. Ask them to guess what "Here you are." means. (Establish that it means "Mana marhamat." / "Вот, пожалуйста.")

*STEP 2*: Ask the pupils to make own dialogues. Remind them that they should use a polite form "Can I have this/that book, please?"

*STEP 3*: Ask the pupils to role play. Go round and listen to their performances. If you have time, ask some pairs to perform in front of the class.

**Homework** *2 min*

Ask the pupils to look at the homework on Page 105. Check that everybody understands what to do. Explain that they should write the answers using the information from the table as shown in the example.

## Lesson 5 Our school is old but nice.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn "There's / There are";<br>- to learn the conjunction "but".<br>*Developing:*<br>- to enable pupils to describe the room using "There is/there are";<br>- to enable pupils to use the conjunction "but".<br>*Socio-cultural:*<br>- to raise awareness of English pupils' school life. | By the end of the lesson pupils will be able to:<br>- use "There is/there are";<br>- use the conjunction "but";<br>- write a letter to a friend. | *Revision of determiners*<br>New: but | Pupil's Book,<br>the DVD |

**Activity 1 Listen and sing.** *10 min*

**Objectives: to warm up; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to and sing the song.

*STEP 2:* Checking homework. Ask the pupils to read their sentences to each other. They can do it in pairs or go round the class and work with as many pupils as they can.

***Answer key:***

1) Whose hair is brown? Madina's hair is brown.
2) Whose hair is blond? Anna' hair is blond.
3) Whose hair is black? Dilnoza's hair is black.
4) Whose eyes are green? Anna's eyes are green.
5) Whose eyes are blue? John's eyes are blue.
6) Whose eyes are black? Madina's eyes are black.
7) Whose eyes are grey? Timur's eyes are grey.

**Activity 2a Match the pictures and words.** *5 min*
**Objectives: to revise vocabulary related to school;**
**to introduce new words**

Ask the pupils to match the words with pictures. Check the answers together. This activity can also be done in the DVD. ***Answer key:*** 1c; 2b; 3e; 4f; 5a; 6d

**Activity 2b Listen and repeat.** *5 min*
**Objective: to practise pronunciation**

Ask the pupils to listen and repeat after the DVD.

**Activity 2c Look and say.** *5 min*
**Objectives: to practise "There is", "There are"; to develop speaking skills**

*STEP 1*: Ask the pupils to look at picture *f*. Ask the pupils to read the sentences and continue e.g. *There's a canteen in the school. There are tables in the canteen. There are chairs. There are two flowers.* etc.

*STEP 2*: Ask the pupils to describe other rooms in turn. Ask them to use "There is/there are ..."

**Activity 3 Work in pairs. Listen and guess.** *5 min*
**Objectives: to develop listening and speaking skills**

Ask the pupils to work in pairs. Pupil A describes a room, Pupil B must listen and guess the room.

e.g. **A:** *This room is big. There are tables there. There are two flowers.*
**B:** *It's a canteen. (A canteen.)*

**Activity 4a Read the letter. Answer the questions.** *7 min*
**Objectives: to introduce the conjunction "but"; to develop reading skills**

*STEP 1*: Ask the pupils to read the text and answer the questions:
1) Where's Iris from? 2) What's her favourite subject?
***Answer key:*** 1) Iris is from London. 2) Her favourite subject is French.

*STEP 2*: Draw the pupils' attention to the sentence "*It's old but beautiful*". Ask the pupils to guess what "but" means. Help if necessary.

*STEP 3*: Ask the pupils to continue the sentences using 'but'.
e.g. *Iris is from London but I'm from …*
*Her favourite subject is French but my favourite subject is English.*
*Her brother's name is Ted but …*
*Her brother is 4 years old but …*
*Her first lesson is at 9.15 but … etc.*

**Activity 4b Complete the sentences.** *7 min*
**Objectives: to develop reading skills; to develop writing skills**

Ask the pupils to complete the sentences in the workbook.
***Possible answers:***
1) Her school is in London but our school is in ***Tashkent.***
2) Her first lesson is at 9.15 but our first lesson ***is at 8.00.***

3) She has four lessons in the morning and two in the afternoon but we have ***five or six lessons in the morning.***

4) She can sing French songs but we can ***sing English songs.***

5) She has a lot of French books but we have ***a lot of English/Russian/ Uzbek books.***

**Homework** *1 min*

Ask the pupils to look at the homework on page 105. Check that everybody understands what to do. Explain that they should write a letter to Iris about their school life. Ask the pupils to write their letters on separate sheets of paper and draw illustration. Say they can draw their school or any room they like.

***Possible answer:***

*Dear Iris,*

*I go to school 25 in Istiqlol. Our school is small but nice. There is a gym, a canteen, a staff room and a lot of classrooms. The first lesson is at 8.30. We have four or five lessons in the morning. At school we have maths, Uzbek, Russian, English, history, music, PE and handicrafts. My favourite subject is English.*

*Please write to me.*

*Love,*

*Sabina*

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to write a poem;<br>- to learn how to use "but" to explain the one odd out.<br>*Developing:*<br>- to enable pupils to write a poem following a sample;<br>- to enable pupils to use "but" to explain the one odd out;<br>- to develop pupils' critical thinking abilities;<br>- to develop listening skills. | By the end of the lesson pupils will be able to:<br>- write a poem following a sample;<br>- explain the one odd out things using "but". | *Revision of the unit* | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*

**Objectives: to warm up; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to and sing the song.

*STEP 2:* Checking homework. Ask the pupils to put their letters on the wall. Ask them to go round in pairs, read the letters and look at the drawings. Give them 2-3 minutes. Stop them after 2-3 minutes and ask:

1) Whose letter is the most interesting? 2) Whose picture is the most colourful?

Encourage them to talk about good positive things without criticising anything or anybody.

**Activity 2 Listen and complete the sentences.** *8 min*
**Objectives: to develop listening skills**

*STEP 1:* Ask the pupils to listen to the DVD and say who is speaking. (***Answer key:*** a small girl Sally and her mother.)

*STEP 2:* Ask them to listen once more and complete the sentences in the Workbook on Page 105.

***Answer key:***

Sally is in the *garden.* Sally is playing with her sister's pencil case.
She doesn't go to school. She cannot write but she can draw.

**DVD script:**

**Mother:** Sally, dear, where are you?
**Sally:** I'm here mum … in the garden.
**Mother:** What are you doing here?
**Sally:** … mmmm … playing ….
**Mother:** Are you playing with your sister's pencil case? Don't touch it. It's your sister's pencil case, it's not your pencil case …
**Sally:** Oh mum, please …I like it. Look … there's an eraser, a sharpener, a ruler, two pens ...
**Mother:** Sally, you don't go to school … you can't write …
**Sally:** I can't write but I can draw … look … she has beautiful colour pencils.
**Mother:** Yes, but it's your sister's pencil case … please don't play with it …
**Sally:** But I want her pencil case … it has a mirror and a comb … I can comb my hair. The comb's pink and the mirror's white.Oh they are beautiful …
**Mother:** Oh Sally, Sally …(faded)

**Activity 3 Read and write your poem.** *10 min*
**Objectives: to revise colours; to enable the pupils to write a poem**

*STEP 1:* Read the poem aloud or play the DVD. Ask the pupils to repeat after you/the DVD line by line.

*STEP 2:* Ask the pupils to write own poem. The pupils can change the colour, school objects etc. and write own poem. Ask them to write neatly on the sheet of paper, draw pictures and be ready to read their poem aloud.

*STEP 3:* Help the pupils to put their poems on the wall. Ask the pupils to read aloud their poems.

**NB:** Ask the pupils to put their works into portfolios at the end of the lesson.

**Activity 4 Find the odd one out.** *8 min*
**Objectives: to revise jobs, subjects, animals, fruit; to enable the pupils to explain reasons using 'but'**

Read the example together. Say that they should find the odd one out and explain using "but".

***Possible answers:***
Teacher, driver and secretary are jobs but brother is a family member. (Or Teachers, drivers and secretaries are jobs but brother is not.)
History, maths, literature are subjects but pencil case is a school thing.
Helicopters, bused, minivans are transport but elephant is an animal.
Tigers, lions, monkeys are animals but kitchen is a room.
Apples, peaches and apricots are fruit but carrots are not.

**NB:** Prepare additional tasks if your class is strong.

**I can** *7 min*

As usual ask the pupils to start "I can" in the class and finish at home. This is to revise Unit 5 and 6.

**Homework** *2 min*

Ask the pupils to prepare Portfolio entry on Unit 6.

## TEST 2

**1 Find the odd word**. e.g. A-shelf *(5x1=5)*
**A** secretary farmer shelf engineer mechanic
**B** short plump thin pink strong **D** eye ear mouth Thursday arm
**C** white third brown green blue **E** college doctor farmer mechanic pupil
***Answer key:*** *a shelf; b pink; c third ; d Thursday; e college*

**2 Put the sentences in order.** e.g. 1b *(5x2=10)*
a) No, the red book. b) Can you give me that book? c) OK. And this pink pencil? d) Yes, thank you. e) This green book?
***Answer key:*** *1b, 2e, 3a, 4c, 5d*

**3 Complete the sentences**. **Use the words:** *staff room, classroom, yard, canteen, library, gym.* e.g. Pupils have lessons in a classroom. *(5x1=5)*
1) Pupils have lessons in a ... 2) Pupils have PE in a ... 3) Teachers sit in a ... 4) There are shelves with books in a ... 5) Teachers and pupils have palov in a ... 6) Pupils play in a ...
***Answer key:*** *1) classroom 2) gym 3) staff room 4) library 5) canteen 6) yard*

**4 Read and complete the table**. *(5x2=10)*

| N | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 1 | Literature | ... | Geography | Literature | History | ... |
| 2 | Russian | Mathematics | English | ... | Mathematics | Uzbek |
| 3 | Geography | History | ... | Uzbek | Russian | English |
| 4 | Mathematics | Computers | Handicrafts | Russian | ... | Botany |
| 5 | ... | PE | Handicrafts | Botany | | |

***Answer key:***

| N | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 1 | Literature | English | Geography | Literature | History | Art |
| 2 | Russian | Mathematics | English | Computers | Mathematics | Uzbek |
| 3 | Geography | History | Mathematics | Uzbek | Russian | English |
| 4 | Mathematics | Computers | Handicrafts | Russian | PE | Botany |
| 5 | Uzbek | PE | Handicrafts | Botany | | |

My name is Zafar. I have five lessons on Monday. The fifth lesson is Uzbek. The first lesson on Tuesday is English. It is my favourite subject. On Thursday the second lesson is computers. I like computers. It is interesting. But on Wednesday the third lesson is mathematics. I don't like it. It is difficult. I have PE lessons on Tuesday and on Friday. I like PE. We play football. The first lesson on Saturday is art. It is funny.

**5 Listen and complete the sentences**. *(5x2=10)*
**Use** *Monday, on foot, pupil , 11, history, from*
Kate is a (1) *pupil.* She is (2) ... . She goes to school. Her school is not far (3) ... her home. She goes to school (4) ... . Her school is number 10. She likes her school. Kate's favourite subjects are mathematics and (5) ... . They are interesting. Kate likes Sunday and she doesn't like (6) ... .
***Answer key:*** *1) pupil 2) 11 3) from 4) on foot 5) history 6) Monday*

**DVD script:**

Kate is a pupil. She is 11. She goes to school. Her school is not far from her home. She goes to school on foot. Her school is number 10. She likes her school. Kate's favourite subjects are mathematics and history. They are interesting. Kate likes Sunday and she doesn't like Monday.

**Total:** 50 points

# Unit 7 My day

## Lesson 1 I usually wake up at ...

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn Present Simple affirmative and negative sentences (except 3rd person singular);<br>- to revise adverbs of frequency.<br>*Developing:*<br>- to enable pupils to talk about and discuss daily routines and habitual actions. | By the end of the lesson pupils will be able to:<br>- talk about daily routines;<br>- use the adverbs of frequency. | wake up, get washed, get dressed/ put on clothes, do my hair, leave home, get to school | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised.

**DVD script:**

**My day** (Tune of "If you are happy")
Get up early in the morning
And get washed (Brrr Brrr).
Get up early in the morning
And get washed (Brrr Brrr).
Get up early in the morning
And get dressed and brush your teeth.
Get up early in the morning
And get washed.

Get up early in the morning
Have breakfast (yummy yummy).
Get up early in the morning
Have breakfast (yummy yummy).
Get up early in the morning
And get dressed and brush your teeth.
Get up early in the morning
Have breakfast.

Get up early in the morning
Comb your hair (OK).
Get up early in the morning
Comb your hair (OK).
Get up early in the morning
And get dressed and brush your teeth.
Get up early in the morning
Comb your hair (OK).

**Activity 2 Play "Clock Line".** *10 min*
**Objectives: to warm up; to revise the time and conjunction "because"**

*STEP 1:* Ask the pupils to stand up. Point to a spot in the classroom and say that it is the early Sunday time (e.g. 5am) and the place opposite it is the later one (e.g. 11 am).

*STEP 2:* Explain that they should find out what time they get up on Sundays by asking questions e.g. *What time do you get up on Sunday?* and at the same time, they should find and stand in the right place in a line according to the time they get up.

*STEP 3:* With your signal, the pupils start. When they all have found their places and the clock line is ready, check if everyone is in the right place by asking questions. **e.g**. *What time do you get up?*

*STEP 4:* After that the pupils should report the time they get up and say why they get up at that time using "because" e.g. *I get up at 10 o'clock because I like sleeping very much.*

**Activity 3a Look, listen and repeat.** *5 min*
**Objective: to revise the old vocabulary and present new ones**

*STEP 1:* Play the DVD. Ask the pupils to look at the pictures, listen to and repeat the words after the DVD. **See Pupil's book for the DVD script.**

*STEP 2:* The pupils read the phrases and say the meaning of the phrases in their mother tongue. Ask them to give some examples from their life using these phrases.

**Activity 3b Chain Drill.** *5 min*
**Objective: to practise the key vocabulary of the lesson**

As usual, the pupils make true sentences about themselves using different times and actions. You can also play the DVD for the pupils to watch a model chain drill.

**Activity 3c Chain Drill.** *5 min*
**Objective: to revise and practise adverbs of frequency with the key vocabulary**

The pupils now practise the adverbs of frequency in the cloud with the key words of the lesson. You can also play the DVD for the pupils to watch a model chain drill.

**Activity 4 Look and make sentences.** *6 min*
**Objective: to practise negative sentences in the Present Simple Tense**

*STEP 1:* Explain with examples how to make positive and negative sentences in the Present Simple Tense. Draw their attention to the Remember Box.

*STEP 2:* Now ask the pupils to look at the table and write negative sentences from the positive ones. You can also use the DVD for this purpose.

**Activity 5 Work in pairs. Make sentences with:** *always, usually, often, sometimes*, *never. 7 min*
**Objective: to further practise making Present Simple positive and negative sentences**

*STEP 1:* Ask the pupils to make up four positive and negative sentences about themselves using *always, usually, often, sometimes* and *never,* and the phrases in the cloud.

*STEP 2:* Ask the pupils to make pairs. They tell each other their sentences. Check around the class. To make it more challenging you can say the name of the pupil, the adverb s/he should use and the type of a sentence: positive or negative.

e.g. **Teacher:** *Nargiza* – usually, positive.
**Nargiza:** I usually have geography on Monday.
**Teacher:** *Bobur* – always, negative.
**Bobur:** I don't always wake up at 6 o'clock, etc.

**Homework** *2 min*
Ask the pupils to look at the homework. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

***Answer key for Homework 1:*** d, b, f, a, g, c, h, e

## Lesson 2 Aziz always wakes up at ...

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn the Present Simple 3rd person singular affirmative and negative sentences;<br>- to revise "before/after/then".<br>*Developing:*<br>- to enable pupils to talk about and discuss daily routines;<br>- to enable pupils to use "before/after/then" to provide the sequence of events. | By the end of the lesson pupils will be able to: - make Pr. Simple 3rd person singular affirmative and negative;<br>- use "before/after/then". | come/get home, air the room, have a break for lunch, leave school, eat biscuits, finish, clean the table | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song.
Look at Unit 7 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Look, listen and repeat.** *5 min*
**Objective: to present new vocabulary**

*STEP 1:* Ask the pupils to look at the pictures and guess the meaning of the words/phrases.

*STEP 2:* Check by asking some pupils.

*STEP 3:* Ask the pupils to listen to you or the DVD, repeat and read the words/phrases.

**Activity 3a Listen, repeat and read.** *8 min*
**Objective: to present the Present Simple verbs 3rd person singular**

*STEP 1:* Explain how to form the Present Simple verbs in the 3rd person singular.

*STEP 2:* Play the DVD. Ask the pupils to listen and repeat.

**See Pupil's book for the DVD script.**

**Language Notes**
We add:
**-s** after verbs ending with consonants, silent **-e** and two vowel combinations **e.g.** gets, sends, plays, says, writes, etc.
**-es** after verbs ending with single vowels and hissing consonants and consonant combinations like - s, - sh, -ss, -tch, -ch etc. as well as after vowels before which there is a consonant
**e.g.** studies (here *-y* turns into *-ie*) .
We pronounce them like:

**[s]** after voiceless consonants and after silent **e** before which there is a voiceless consonant **e.g.** writes, gets, etc.
**[iz]** after hissing consonants and after the vowels before which there is a consonant **e.g.** study – studies etc.
**[z]** after voiced consonants, vowels and after silent **e** before which there is a voiced consonant **e.g.** reads, plays, comes.

**Activity 3b, 3c Say the words. Listen and check your answers.** *5 min*
**Objectives: to practise pronunciation; to check the answers**

*STEP 1:* Ask the pupils to read and say the words.

*STEP 2:* Play the DVD. The pupils put the words under the correct column of [s], [z], [iz] and check their answers.

***Answer key:*** [s] writes, speaks [z] has, is, listens [iz] touches

**Activity 4a Listen and say what Aziz does in the morning. Use: before, after, then.** *10 min*
**Objectives: to practise the Present Simple Tense 3rd person singular; to revise "before", "after", "then"**

*STEP 1:* Revise "before", "after", "then", which the pupils learnt in Kids' English 4. Make sure they still remember their meaning.

*STEP 2:* Then play the DVD. Ask the pupils to listen to Aziz's words about his morning.

**DVD script:**

Hello, I'm Aziz. I always wake up at 7 o'clock and get up at 7.10 in the morning. Then I make my bed. After this I get washed: I brush my teeth and wash my face and hands. Before breakfast I put on my clothes, brush or comb my hair. Then I have my breakfast. I usually finish breakfast at 7.40 and leave home at 7.45. I go to school on foot. I often get to school at 8 o'clock, and sometimes at 8.10. I never go to school late. Before lessons I always look at and read my homework. School starts at 8.30.

*STEP 3:* Now ask the pupils to say what Aziz does in the morning using "before", "after", "then" as in the example. Help them to make sentences if necessary.

*STEP 4:* They can check their answers in the DVD. *7 min*

**Activity 4b Listen. Read Aziz's words and the sentences you say about him.**
**Objective: to introduce the Present Simple negative in the 3rd person singular**

*STEP 1:* Play the DVD. Ask the pupils to listen to what Aziz says about his afternoon. Ask them to pay more attention to what he does not do.

**DVD script:**

We usually have 6-7 lessons. After Lesson 5 we have a big break for lunch. I usually have lunch at the school canteen. I have 2 somsas and drink a glass of juice for lunch. Somsa is delicious. I don't eat manti, palov,

soup, salads, eggs and sausages. I don't drink tea and milk. After the lessons I don't stay at school. I leave school at 2 o'clock, come home and air my room. After this I eat biscuits and a cup of hot tea. Then I clean the table. Before I do my homework, I play games with friends. I often play football, sometimes I ride my bike. I don't play tag. I don't play computer games, too. Then I come home and do my homework. I finish my homework at 6.30. After this I have my dinner at 7 o'clock. I always have dinner with my family. Usually I don't lay the table for dinner. My mum does it. After dinner I help my mum: I wash the dishes and take the rubbish out. Then I watch TV, listen to music and read books.

*STEP 2:* Now ask them to read Aziz's words and the sentences you say about him. Ask what they have noticed. Elicit that "don't" has changed to "doesn't" in the 3rd person singular.

**Activity 4c Write the sentences about Aziz.** *3 min*
**Objective: to practise the Present Simple negative 3rd person singular**

Now ask the pupils to open their Workbooks to Page 106 and rewrite Aziz's words in the 3rd person singular. There is also an interactive exercise in the DVD, which can be used for this purpose.

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do with the 3 tasks. If necessary, explain how to do the homework.

## Lesson 3 The Whitfields visit Tashkent.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn the Pr. Simple affirmative and negative sentences;<br>- to learn to ask personal questions and answer.<br>*Developing:*<br>- to develop pupils' listening and speaking skills;<br>- to enable pupils to make Pr. Simple affirmative and negative sentences. | By the end of the lesson pupils will be able to:<br>- make Pr. Simple affirmative and negative sen-ces;<br>- ask personal questions and answer. | student, visit, interest, historical places | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and sing the song.

Look at Unit 7 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Work in groups. Play "Snowball".** *7 min*
**Objective: to consolidate previously learnt material**

This is a usual "Snowball" activity. In groups, the pupils practise saying Present Simple negative sentences in the 1st and 3rd person singular as in the example/the DVD.

*Option:*

**Objective: to consolidate the conjunctions "but" and "because"**

*STEP 1:* The pupils write two sentences about the things they do or don't do: one sentence with "but", and one with "because".

**e.g.** *I watch tennis but I don't play it. I eat ice cream because I like it very much.*

*STEP 2:* In pairs the pupils tell each other about themselves as in the example in Step 1.

*STEP 3:* Finally, the pupils tells the rest of the class about their partner.

**e.g.** *Murod watches tennis but he doesn't play it. etc.*

**Activity 3a Look, read and guess the new words.** *5 min*
**Objective: to present new vocabulary**

Ask the pupils to look at the pictures, read the captions and guess the meaning of the highlighted words. You can also use the DVD for this purpose.

**Language Note**
*The Registan* or *Registan Square* are both acceptable in English.

**Activity 3b Listen and repeat.** *5 min*
**Objective: to practise pronunciation**

Ask the pupils to listen to the DVD and repeat after each word. Then they can read the words. **See Pupil's book for the DVD script.**

**Activity 3c Listen and answer.** *8 min*
**Objective: to practise listening for specific information**

*STEP 1:* Play the DVD. Ask the pupils to decide if Mrs Whitfield is happy or sad. Ask them why they think so.

***Answer key:*** Mrs Whitfield is happy

*STEP 2:* Ask the pupils to read the questions. Play the DVD once more. Ask the questions, the pupils answer them.

**DVD script:**

Hello! I'm Mrs Whitfield from England. I teach at the university. Sometimes my family and I visit Uzbekistan because historical places interest us very much. We want to go there again. We usually visit Tashkent, Bukhara, Khiva, Samarkand and Shakhrisabz. I always tell my students about them. We like these cities very much. We like Uzbek people. Our next visit is on September 4. We're very happy to visit Uzbekistan again. We have friends there. Lucy and Daniel have many friends in Tashkent. They write letters to their friends very often.

**Activity 4a Work in pairs. Ask and write.** *8 min*
**Objective: to practise asking and answering personal questions**

*STEP 1:* Make pairs. Tell that Pupil A in the pairs is Aziz and Pupil B is Lucy.

*STEP 2:* Ask Pupil As to copy the table on Page 44, and Bs on Page 47.

*STEP 3:* Explain that the words in the table are answers to their partner's questions, and at the same time, they serve as clues for asking questions. When everybody understands what to do, ask Pupil As to ask Pupil Bs questions and note answers in the table. After that Pupil Bs ask and Pupil As answer.

***Possible question:*** How old are you? Where are you from? What's your address? What's your telephone number? How many people are there in your family? What do you do?

**Activity 4b Tell the class about Aziz/Lucy.** *5 min*
**Objective: to practise giving personal information**

The pupils speak about their partners using the information table in Activity 4a. ***e.g.*** *Aziz is 11 years old. He …*

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

***Answer key for task 2:*** 1) student; 2) beautiful; 3) historical; 4) university

## Lesson 4 What do you do after school?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to make Present Simple affirmative and negative sentences;<br>- to learn to ask personal questions and answer.<br>*Developing:*<br>- to consolidate the language learnt in the previous lessons;<br>- to develop oral fluency;<br>- to develop reading for gist. | By the end of the lesson pupils will be able to:<br>- make Pr. Simple affirmative and negative sen-ces;<br>- ask personal questions and answer. | do the washing, do the ironing, have/take a shower, do the shopping, sleep/fall asleep | Pupil's Book, the DVD, a small ball (not too hard and heavy!) or a piece of screwed up paper |

**Activity 1 Sing the song.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and sing the song.

Look at Unit 7 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Play "Ball".**
**Objectives: to warm up; to revise the questions learnt so far**

*STEP 1:* You need a small ball (not too hard and heavy!) for this game. You can screw up a piece of paper if you don't have a ball.

*STEP 2:* You begin by throwing the ball (gently!) to a pupil. Then you ask that pupil a question. After catching the ball and answering the question, a pupil should throw the ball to another pupil and ask a question. This game goes on until everybody in the class has taken part. Questions can be based on all the previous topics.

*Option:* The pupils can also play the game in groups as in the DVD.

**Activity 3a Look, listen and repeat.**
**Objective: to present new vocabulary**

*STEP 1:* The pupils look at the pictures, and the phrases under them and guess their meanings. Ask some pupils their meanings to check if they have understood.

*STEP 2:* Ask the pupils to listen to the DVD and repeat.

**See Pupil's book for the DVD script.**

**Activity 3b Chain Drill.**
**Objective: to practise the new vocabulary**

As usual, this is a practice of the new vocabulary. Play the DVD to see how the pupils do the activity.

**Activity 4 Chain Drill.**
**Objective: to practise the question "What do you do after school?"**

As usual. Play the DVD to see how the pupils do the activity.

**Activity 5 Read and give a title.**
**Objective: to read for gist**

Ask the pupils to read the text silently and give titles. You can write some of the best titles on the blackboard. If time permits, the pupils can listen to the text in the DVD.

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

## Lesson 5 Does he ...? Yes, he does.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn Pr. Simp. in the 3rd person singular;<br>- to learn to ask personal questions and answer.<br>*Developing:*<br>- to enable pupils to use Pr. Simp. in the 3rd person singular. | By the end of the lesson pupils will be able to make Pr. Simple sen-ces in the 3rd person singular. | *Recycling previously learnt vocabulary*<br>be late, at all, get good marks | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and sing the song.
Look at Unit 7 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Read and find differences.** *8 min*
**Objective: to prepare for the next activity**

*STEP 1:* Ask the pupils to read the questions and answers. Ask what they have noticed, and get the answer that "do" is "does" in the 3rd person singular.

*STEP 2:* Explain to the pupils the short answers to the Yes/No questions.

**Language Note**
The interrogative form of the Present Simple Tense is formed with the auxiliary verbs ***do*** (for all persons except the 3rd person singular) and ***does*** (for the 3rd person singular).

**e.g.** I get up at 7 o'clock. Do you get up at 7 o'clock?
He gets up at 7 o'clock. Does he get up at 7 o'clock?

**Activity 3a, 3b** *10 min*
**Objective: to practise writing Present Simple questions and answers**

*STEP 1:* Ask the pupils to look at the table and read the examples.

*STEP 2:* Ask the pupils to copy the table. When they finish, ask them to write the questions and answers in the 2nd and 3rd person singular for the given affirmative sentences.

*STEP 3:* Ask the pupils to make pairs. Explain that the pairs should ask the questions about their partner and their partner's friend, and mark the answers.

**Activity 3c Report.** *5 min*
**Objective: to practise Present Simple questions in the 3rd person singular**

Ask some pupils to report about their partners and their friends.

**e.g.** *Samira gets up at 7 o'clock. Her friend doesn't get up at 7 o'clock.*

**Activity 4 Play "Does s/he …?"** *10 min*
**Objective: to practise Present Simple questions in the 3rd person singular**

*STEP 1:* Divide the class into 2 groups and choose 1 leader for both groups.

*STEP 2:* Explain that you will tell the leader something and the rest of the team must guess it by asking questions. Each time they guess correctly they will get a point.

*STEP 3:* Whisper into the leader's ears what you often do (**e.g**. I often watch TV.). Group members take turns to guess what you often do by asking the leader questions.

**e.g.** Group A
**Pupil 1:** Does s/he often do the shopping? **Leader:** No, s/he doesn't.
**Pupil 2:** Does s/he often watch TV? **Leader:** Yes, s/he does.

You can whisper in the leader's ear several times. The group with the most points at the end is the winner.

**Activity 5 Look, listen and match.** *5 min*
**Objective: to practise reading for detailed information**

Tell the pupils to listen/read the texts and match them with the four pictures.
**See Pupil's book for the DVD script.** ***Answer key***: 1b; 2d; 3a; 4c

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn the Present Simple in the 3rd person singular;<br>- to learn to interview and report.<br>*Developing:*<br>- to enable pupils to use the Pr. Simple sentences in the 3rd person singular;<br>- to develop oral fluency. | By the end of the lesson pupils will be able to make Pr. Simple sentences in the 3rd person singular. | *Recycling previously learnt vocabulary* | Pupil's Book, the DVD |

**Activity 1 Sing the song.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and sing the song.
Look at Unit 7 Lesson 1 Activity 1 for the DVD script.

**Activity 2a Write questions about Heggy.** *10 min*
**Objective: to practise writing questions**

Ask the pupils to write questions about Heggy. Explain to them that we say "Yum, yum" when the food is good. You can also use the DVD for this purpose.

**Activity 2b Ask your teacher questions about Heggy.** *5 min*
**Objective: to practise Pr. Simple Interrogative in the 3rd person singular**

The pupils ask you questions about Heggy. You answer their questions.

**Activity 3a Draw your robot.** *5 min*
**Objective: to prepare for the next activity**

Ask the pupils to draw their robot. Tell them that their robot can be simple.

**Activity 3b, 3c** *18 min*
**Objective: to practise Present Simple in the 3rd person singular**

Ask the pupils to write sentences about their robot: what it does/doesn't do. Tell them that they can use the hints. Then they report about their robots.

**Homework** *2 min* 1) Ask the pupils to look at the homework. Check that everybody understands what to do. If necessary, explain how to do the homework. 2) Ask the pupils to prepare Portfolio entry on Unit 7.

# PROGRESS CHECK 5

**1 Put the sentences in order**. e.g. 1e *(5x1=10)*
a) I come home and have lunch. b) Then I do my homework. c) I go to bed at 10 o'clock. d) I have breakfast and go to school. e) I get up at 7 o'clock. f) I get washed in the bathroom. ***Answer key:*** *1e; 2f; 3d; 4a; 5b; 6c*

**2 Write questions to the answers**. *(5x2=10)*

| | |
|---|---|
| **e.g.** He gets up at 7 o'clock. | When does he get up? |
| 1) He gets up at 7 o'clock. | he/does/When/get/up? |
| 2) He gets washed in the bathroom. | in/the/What/does/do bathroom/he? |
| 3) Yes, he does. | he/have/Does/breakfast? |
| 4) He comes home 2 o'clock. | does/come/he/home/When? |
| 5) In the evening he does his homework. | do/does/he/his/When/homework? |
| 6) He goes to bed at 10 o'clock. | does/When/he/to/bed/go? |

***Answer key:*** *1) When does he get up? 2) What does he do in the bathroom? 3) Does he have breakfast? 4) When does he come home? 5) When does he do his homework? 6) When does he go to bed?*

**3 Complete the sentences about you. Use the words:** always, never, often, usually, sometimes. *(5x2=10)*
1) I go to school by bus. **e.g.** *I never go to school by bus.*
2) I get up at 6 o'clock. 3) I work hard. 4) I go to the park on Sunday.
5) I play football. 6) I go home on foot.
***Possible answers:*** *Pupils own answer*

**4a Listen and underline.** *(5x2=10)*
Sam Libby lives in *Paris/<u>London.</u>* He teaches history at the university/school and he has a lot of students. He gets up at *6 o'clock/6.30* and has breakfast at *7 o'clock/7.30*. He starts work at *8 o'clock/9 o'clock.* He goes home at *4 o'clock/4.30*. He likes his job because it's very interesting but he doesn't work every day. On Tuesday and Thursday he *stays at home/goes to work.*

**DVD script:**

Sam Libby lives in London. He teaches history in at the university and he has a lot of students. He gets up at 6.30 and has breakfast at 7 o'clock. He starts work at 8 o'clock. He goes home at 4 o'clock. He likes his job because it's very interesting but he doesn't work every day. On Tuesday and Thursday he stays at home.

**4b Read and match.** e.g. 1d *(5x2=10)*

| | |
|---|---|
| 1) Where does Sam live? | a) Yes, it is. |
| 2) What does he do? | b) No, he doesn't. |
| 3) When does he get up? | c) At 4 o'clock. |
| 4) Is his job interesting? | d) He lives in London. |
| 5) When does he go home? | e) At 6.30. |
| 6) Does he work every day? | f) He is a history teacher. |

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

**Total:** 50 points

# Unit 8 Things I like

## Lesson 1 I like playing ...

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to use the gerund;<br>- to learn to talk about leisure activities.<br>*Developing:*<br>- to enable pupils to use the gerund;<br>- to enable pupils to talk about leisure activities. | By the end of the lesson pupils will be able to: - use the gerund;<br>- talk about leisure activities. | go to the circus, play badminton, do sums, go to the theatre/ cinema, play draughts, sew, do puzzles/ crosswords | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised.

**DVD script:**

**Things I like** (Tune of "Mary had a little lamb")

| | |
|---|---|
| Do you like collecting stamps? | No, I don't like sewing, cooking. |
| Doing puzzles, playing chess? | I like reading, I like singing. |
| Do you like sewing, cooking, | No, I don't like doing puzzles. |
| Reading, playing chess? | I like playing chess. |

**Activity 2a Look, listen and repeat.** *5 min*
**Objectives: to present new vocabulary; to practise pronunciation**

*STEP 1:* Play the DVD. Ask the pupils to look at the pictures, listen to and repeat the phrases after the DVD. **See Pupil's book for the DVD script.**

*STEP 2:* The pupils read the phrases and say the meaning of the phrases in their mother tongue.

**Activity 2b Look and say.** *7 min*
**Objective: to present and practise the gerund**

*STEP 1:* Use mother tongue to explain the gerund (-ing form of the verb) to the pupils. Show them how to form the gerund on the board. Draw attention to the Remember Box.

*STEP 2:* Ask the pupils to look at the examples and make the gerund of the new vocabulary.

*STEP 3:* Play the DVD. The pupils repeat the new phrases and their gerund forms after it.

**Activity 2c Work in pairs. Ask and answer.** *5 min*
**Objective: to give further practice of the gerund and new vocabulary**

*STEP 1:* Ask the pupils to choose from 2a two activities they like, and two they don't like. Tell them not to say them to their partners.

*STEP 2:* The pupils work in pairs. As in the DVD, they ask each other questions to find out the things they like and don't like.

**Activity 2d Report.** *5 min*
**Objective: to give further practice of the gerund and the new vocabulary**

Ask your pupils to report on their own and their partners' likes and dislikes. You can play the DVD for the pupils to see how others report.

**Activity 3a Look and read.** *5 min*
**Objective: to revise the conjunctions "and" and "but"**

*STEP 1:* Ask the pupils to look and read the first group of sentences. Ask what they have noticed. Get the answer that two positive sentences *(I like doing sums. Umida likes doing sums.)* can be joined with the help of "and" *(I like doing sums **and** Umida does too.)* Help the pupils understand the meaning.

*STEP 2:* Ask the pupils to look and read the second group of sentences. Ask what they have noticed. Get the answer that two opposite sentences *(I like sewing. Nargiza doesn't.)* can be joined with the help of "but" *(I like sewing **but** Nargiza doesn't.)* Help the pupils understand the meaning.

**Activity 3b Write three sentences with "but".** *5 min*
**Objective: to practise making sentences with "but"**

Ask the pupils to make up their own sentences with "but". They can use their answers in Activity 2d.

**Activity 4 Listen. Tick the things the boys like.** *8 min*
**Objective: to practise listening for specific information**

*STEP 1:* Ask the pupils to copy the table. Tell them they will listen to the conversation between Aziz and his friends.

*STEP 2:* Play the DVD. The pupils just listen.

*STEP 3:* Play the DVD again and ask them to tick the things the boys like and cross the things they don't like.

**DVD script:**

**Vali:** Isn't this great, Aziz. I love see-sawing! Do you want a go, Ali?
**Ali:** It's OK. But I don't like see-sawing. I like playing draughts and chess. What about you, Aziz?
**Aziz:** I like chess too. It's a good game. Do you like chess, Vali?
**Vali:** No, I don't. I like playing football and running. And you Aziz?
**Aziz:** Well, I like football too, but sometimes I like writing poems and drawing. Do you like drawing and writing poems Ali?
**Ali:** Yes, and doing puzzles, crossword. Vali, what about you? Do you like puzzles?
**Vali:** I don't. But you know what I like - I like cooking palov. My dad says my palov is very good.
**Aziz:** I don't like cooking but I love eating! Please make palov for me – soon!
**Ali:** I love eating too!

*STEP 4:* Play the DVD again and ask the pupils to check their table.
***Answer key:***

| | Aziz | Ali | Vali |
|---|---|---|---|
| see-sawing | | × | ✓ |
| playing draughts | | ✓ | |
| playing chess | ✓ | ✓ | × |
| playing football | ✓ | | ✓ |
| running | | | ✓ |
| writing poems and drawing | ✓ | ✓ | |
| doing crossword and puzzles | | ✓ | × |
| cooking | × | | ✓ |

## Lesson 2 Do you have a hobby?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn about leisure activities.<br>*Developing:*<br>- to enable pupils to talk about leisure activities and hobbies;<br>*Socio-cultural:*<br>- to raise awareness of English children's life. | By the end of the lesson pupils will be able to: - use the gerund;<br>- talk about leisure activities. | collect coins, write poems, cycle, draw, read stories/ fairy tales, half-term, for example | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song.
Look at Unit 8 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Look, listen and repeat.** *5 min*
**Objective: to present new vocabulary**

*STEP 1:* Ask the pupils to look at the pictures and guess the meaning of the new words. Elicit the answers.

*STEP 2:* Ask the pupils to listen and repeat the DVD.

**See Pupil's book for the DVD script.**

**Activity 3 Chain Drill.** *5 min*
**Objective: to practise the new vocabulary**

As usual, this is a practice of the new vocabulary. Play the DVD to see how the pupils do the activity.

**Activity 4a, 4b** *15 min*
**Objective: to consolidate the new vocabulary**

*STEP 1:* Ask the pupils to copy the table on Page 108.

*STEP 2:* Divide the class into groups of 4 or 5. Demonstrate how to begin this game. P1 asks P2 a question like *Do you like playing chess?* If P2 answers *Yes, I do*. The rest of the group should write P2's name in their tables. Then P2 asks P3 another question. Continue like this until all group members have asked and answered several questions.

*STEP 3:* Ask some of your pupils to report.

**Activity 5a Listen and choose a title.** *5 min*
**Objective: to practise listening for gist**

The pupils listen to/read the text and choose the best title.

**Activity 5b Read and write Lucy's hobbies.** *8 min*
**Objective: to practise writing the new vocabulary**

Ask the pupils to read the text and write Lucy's hobbies.

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

## Lesson 3 Do you like singing?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn more leisure activities.<br>*Developing:*<br>- to enable pupils to talk about leisure activities and hobbies;<br>- to develop listening and reading skills. | By the end of the lesson pupils will be able to: - talk about leisure activities;<br>- talk about hobbies. | roller-skate, ride a skate-board, do the long-jump, do the high-jump, skip a rope, sledge, quiet | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to introduce the unit topic; to warm up; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to and sing the song.

Look at Unit 8 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to read their homework for Lesson 1 and Lesson 2 to each other. They can do it in pairs or go round the class and work with as many pupils as they can.

**Activity 2a Match the pictures and words.** *7 min*
**Objective: to present the new vocabulary**

*STEP 1:* Ask the pupils to look at the pictures and words. Explain that they must find the meaning of the new words by themselves matching the words and pictures. You can also use the DVD for this purpose.

*STEP 2:* Elicit the meaning of the words. Ask other pupils to check their answers.

**Activity 2b Listen and repeat.** *5 min*
**Objective: to practise pronunciation**

Tell the pupils to listen to the DVD and repeat the words.

**See Pupil's book for the DVD script.**

**Activity 3 Do, ask and answer.** *8 min*
**Objective: to practise the new vocabulary**

Ask Pupil 1 to mime an activity s/he likes doing.
Others should guess what activity it is by asking questions.
**e.g.** Pupil 2: (after Pupil 1 mimes.) Do you like skating?
Pupil 1: Yes. (No.) etc.
The pupils can take turns to mime.

**Activity 4a, 4b** *8 min*
**Objectives: to practise Do-questions and new vocabulary; to revise vocabulary from previous lessons**

Ask the pupils to read the questions and choose the answers in the table. Then they should write the score for each question in the score column and total them up.

**Activity 4c Read and answer. Are you quiet?** *5 min*
**Objective: reading for specific information**

Now the pupils can interpret their total score to answer the question *Are you quiet?*

Ask the pupils to put up their hands to show who is quiet, who is sometimes quiet and sometimes active, and who is usually active. Ask them if they agree.

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

## Lesson 4 I like music.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to use "but", "or";<br>- to learn about leisure activities.<br>*Developing:*<br>- to enable pupils to use "but", "or";<br>- to enable pupils to talk about leisure activities and hobbies.<br>*Socio-cultural:*<br>- to raise awareness of English children's likes and dislikes. | By the end of the lesson pupils will be able to: - talk about leisure activities;<br>- talk about hobbies; - use "but", "or". | classical music, pop music, saxophone, jazz, rock music, or, fantastic, soon | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and sing the song.

Look at Unit 8 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Listen, repeat and read.** *5 min*
**Objectives: to present the topic vocabulary; to practise pronunciation**

*STEP 1:* Play the DVD. Ask the pupils to look at the pictures, listen to and repeat the words after the DVD.

**See Pupil's book for the DVD script.**

*STEP 2:* The pupils read the phrases and say the meaning of the phrases in their mother tongue.

➲ **Language Note**
Musical instruments are used with ***the***. e.g. *I play **the** guitar, **the** doira.*

**Activity 3 Listen and repeat.** *5 min*
**Objective: to learn a chant**

*STEP 1:* Play the DVD. The pupils listen to the chant.

*STEP 2:* Play it again pausing after each line for the pupils to repeat. Then you say the first line, the pupils should answer saying the second line. etc. While singing click your fingers to keep the rhythm in order.

**See Pupil's book for the DVD script.**

**Activity 4 Chain Drill.** *5 min*
**Objectives: to practise the topic vocabulary; to reinforce "but"**

As usual, this is a practice of the topic vocabulary. Ask the pupils to use the conjunction "but" in their answers.

**Activity 5a Look, listen and repeat.** *5 min*
**Objective: to prepare for the next activity**

The pupils look, listen and repeat the dialogue after you/the DVD. Then they can read it in pairs.

**Activity 5b Work in pairs. Complete the dialogue.** *5 min*
**Objective: to practise writing a dialogue**

Ask the pupils to make pairs and complete the dialogue using the word cloud.

**Activity 6a Read Lucy's letter and say what her favourite music is.** *5 min*
**Objective: reading for specific information**

Ask the pupils to read/listen to Lucy's letter to Aziz and say what her favourite music is. Ask the pupils to try to work out the meanings of "or", "fantastic" and "soon". Help if necessary.

**Activity 6b Write about Lucy.** *5min*
**Objective: to practise writing about someone's likes/dislikes.**

The pupils complete the sentences about Lucy from the letter.

**Activity 7 Chain Drill.** *5 min*
**Objective: to practise the topic vocabulary**

As usual, this is a practice of the topic vocabulary. As in the example/ DVD, the pupils practise talking about the musical instruments they play. Ask the pupils to use *the* with musical instruments.

## Lesson 5 What's on Channel 4?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn vocabulary about TV;<br>- to learn to report.<br>*Developing:*<br>- to enable pupils to talk about TV programmes.<br>*Socio-cultural:*<br>- to raise awareness of English children's likes and dislikes about TV programmes, and of a TV schedule from a British newspaper. | By the end of the lesson pupils will be able to: - talk about TV programmes;<br>- use "at" with times and "on" with TV channels. | nature/sports/ music programme, comedy, cartoon, horror film, channel, Musical Parade | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and sing the song.

Look at Unit 8 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Match the pictures and words. Listen and repeat.** *5 min*
**Objective: to present the new vocabulary**

*STEP 1:* Ask the pupils what their favourite television programmes are and write them on the board.

*STEP 2:* Then ask them to look at the pictures of TV screens and check their understanding.

*STEP 3:* Ask the pupils to match the words and the pictures. Note that "cartoon" and "on Channel 4" can be matched with Picture b.

*STEP 4:* The pupils listen and repeat the words after you/the DVD. Then they can read aloud by themselves. **See Pupil's book for the DVD script.**

**Activity 3 Chain Drill.** *5 min*
**Objectives: to practise the topic vocabulary; to reinforce "but"**

As usual, this is a practice of the topic vocabulary. As in the example/ DVD, the pupils practise talking about TV programmes.

**Activity 4 Read and say what programmes Sarah and Scott like/don't like.**
**Objective: to practise reading/listening for specific information** *5 min*

The pupils read the two texts or listen to the DVD and say what programmes Sarah and Scott like/don't like.

**Activity 5 Work in pairs. Say what programmes your family like/don't like.** *5 min*
**Objective: to talk about likes and dislikes**

Ask the pupils to work in pairs and speak about programmes their family members like and don't like. Ask them to use "but" as in the example.

**Activity 6a Look and choose two programmes. Write them.** *8 min*
**Objective: to practise writing about the TV schedule**

*STEP 1:* Ask the pupils to copy the table.

*STEP 2:* Ask the pupils to choose two programmes from the TV schedule from a British newspaper and write them in the "I" row of the table.

**Activity 6b Work in pairs. Ask and answer.** *5 min*
**Objective: to practise asking and answering about what we want to watch on TV**

Tell the pupils to make pairs and ask each other questions to fill in the "My friend" row of the table in Activity 6a.

**Activity 6c Report.** *5 min*
**Objective: to practise reporting the results**

The pupils report on the table they have filled in as shown in the example. Remind them that they should use "at" with times and "on" with TV channels.

➲ **Culture Note**
The BBC stands for British Broadcasting Corporation. It is the oldest TV company in Britain. It is particularly famous for its news, sport and nature programmes. The BBC is not allowed to show advertisements for products on its channels.

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to write questions to interview people;<br>- to learn to interview people.<br>*Developing:*<br>- to enable pupils to write questions and interview people. | By the end of the lesson pupils will be able to write questions and interview people. | *Recycling the previously learnt material* | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and sing the song.

Look at Unit 8 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Work in groups. Copy and write your group TV interview.** *15 min*
**Objective: to prepare for the next activity**

*STEP 1:* Divide the class into three groups.

*STEP 2:* Ask the groups to choose a topic from the list or you can allocate the topics to the groups. Explain that the pupils will write and then act out an interview on a TV programme.

*STEP 3:* Explain that each group should fill in the information about their programme in the first table. They should think of a famous person to interview. If the group have chosen "school", they might like to choose one pupil to describe.

*STEP 4:* Next they make up four or five questions to their famous person and write them together with his/her answers in the second table.

**Activity 3 Act out your group TV interview.** *15 min*
**Objective: to practise interviewing**

Now the pupils can act out the TV interview. One group member can be a famous person and another can ask the questions. Give the interviewer a rolled up piece of paper or newspaper to hold like a microphone.

**I can** *8 min*

As usual ask the pupils to start "I can" in the class and finish at home. This is to revise Unit 7 and 8.

**Homework** *2 min*

Ask the pupils to prepare Portfolio entry on Unit 8.

## PROGRESS CHECK 6

**1 Read and answer the questions**. *(5x2=10)*
***Answer keys:***
1) The boy's name is Henry. 2) His hobby is playing computer games. 3) No, she doesn't. 4) She likes collecting dolls. 5) On Sunday he likes playing football with his friends. 6) She likes playing see-saw in the playground.

**2 Complete the sentences with *and* or *but.*** *(5x2=10)*
***Answer keys:*** 1) but; 2) and; 3) but; 4) and; 5) and; 6 but

**3 Put the words in the correct boxes**. *(10x1=10)* ***Answer key:***

| TV programmes | hobby | school subjects | musical instruments |
|---|---|---|---|
| Sports | collecting coins | maths | saxophone |
| Nature | playing draughts | botany | rubob |
| Comedy | sewing | mother tongue | doira |

*PROGRESS CHECK 6*

**4 Write the sentences**. *(5x2=10)*

***Answer key:*** 1) He is always on time for his lessons. 2) My favourite programme is nature. 3) I don't like music programme. 4) What music do you like? 5) Do you have a hobby?

**5 Listen and complete. Use:** *cartoons, dancing, sports programmes, rubob, guitar, piano (5x2=10)*

***Answer key:***

| | **likes** | **musical instrument** |
|---|---|---|
| **Kate** | **e.g.** cartoons | piano |
| **Jack** | sports programmes | guitar |
| **Dilbar** | dancing | rubob |

**DVD script:**

**Dilbar:** Kate, what programmes do you like?
**Kate:** I like cartoons. But Jack doesn't.
**Dilbar:** Jack, do you like cartoons?
**Jack:** No, I don't. I like sports programmes. What about you, Dilbar?
**Dilbar:** I like dancing. And I play the rubob. What about you, Jack?
**Jack:** I don't play the rubob. I play the guitar. Kate, do you play a musical instrument?
**Kate:** Yes. I play the piano.

# Unit 9 Furry friends

## Lesson 1 Pets

| **Aims** | **Learning outcomes** | **Vocabulary and structure** | **Required equipment** |
|---|---|---|---|
| *Educational:*<br>- to learn about pets;<br>- to learn about plurals.<br>*Developing:*<br>- to enable pupils to make plurals of nouns;<br>- to develop reading, speaking and listening skills.<br>*Socio-cultural:*<br>- to raise awareness of English family's pets. | By the end of the lesson pupils will be able to: - talk about pets;<br>- make regular and irregular plurals ;<br>- use the conjunctions "and" and "or". | dove; quail; canary; goldfish; tortoise; hedgehog; puppy; kitten | Pupil's Book, the DVD |

**Culture Notes**

**Pets**: they live in the house and are kept for company and pleasure. They do not work and they are never killed for food. They include (in

Britain): cats, dogs, rabbits, goldfish, white mice, white rats, gerbils, hamsters, guinea pigs, budgies, parrots, parakeets. You can tell your pupils that some people in Britain keep unusual pets such as mice, tortoises, spiders and even snakes!

**Activity 1 Listen and repeat.** *6 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised.

**DVD script:**

**Furry friends** (Tune of "Baa baa black sheep")

Moo moo, black cow,
Have you any milk?
Yes kids, yes kids
Three buckets full.
One for the kindergarten,
One for the school.
One for the supermarket down the lane.

Cluck cluck, red chicken
Have you any eggs?
Yes kids, yes kids
Three plates full.
One for the kindergarten,
One for the school.
One for the supermarket down the lane.

Baa baa, brown sheep,
Have you any wool?
Yes kids, yes kids
Three bags full.
One for the kindergarten,
One for the school.
One for the supermarket down the lane.

**Activity 2a Match the pictures and words.** *7 min*
**Objective: to present the new vocabulary**

*STEP 1:* Ask the pupils to look at the pictures and words. Explain that they must find the meaning of the new words by themselves matching the words and pictures. You can also use the DVD for this purpose.

*STEP 2:* Elicit the meaning of the words. Ask other pupils to check own answers. ***Answer key*****:** 1f, 2c, 3d, 4h, 5e, 6b, 7g, 8a, 9j, 10i

**Activity 2b Listen, repeat and point.** *3 min*
**Objective: to practise pronunciation**

*STEP 1:* The pupils listen to the words in the DVD and point to the pictures.
*STEP 2:* Then play the DVD again and ask the pupils to repeat the words.
**See Pupils' book for the DVD script.**

**Activity 2c Work in pairs. Say and point.** *2 min*
**Objective: to practise the new vocabulary**

Ask the pupils to make pairs. One of them should say the words in Activity 2a and the other one points to the correct pictures. They take turns.

**Activity 2d Write the plural of the words in 2a.** *10 min*
**Objectives: to practise regular plurals; to present irregular plurals**

*STEP 1:* Ask the pupils' knowledge about the formation of plurals. If necessary, explain how to form plurals with "-s/-es". Draw their attention to

the words in the Remember Box. Explain that "fish" is the same in the singular and plural. Focus the pupils' attention on the formation of plural of "canary".

*STEP 2:* Ask the pupils to write the plurals of the words in Activity 2a.

*STEP 3:* Play the DVD. Ask the pupils to listen and repeat the plurals, and check their answers.

**Activity 3a Read and answer.** *5 min*
**Objective: to practise reading for specific information**

Ask the pupils to read the letter from England and answer the question. You can also play the DVD for this purpose. ***Answer key:*** They have 17 pets.

**Activity 3b Work in pairs. Say what Lucy/her brother has/doesn't have.** *5 min*
**Objective: to talk about pets**

Ask the pupils to make pairs and say what Lucy/her brother has and does not have. Ask them to take turns to say them.

**Activity 4 Work in pairs. Say what pets you/your family have/don't have.**
**Objective: to talk about own pets** *5 min*

Ask the pupils to tell their partners about his/her and their family members' animals: what they have and do not have. Remind the pupils that when we link two negative items we use "or" not "and".

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

## Lesson 2 Domestic animals

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn about domestic animals and their youngs;<br>- to learn about the pronouns in the object case;<br>- to learn to describe animals;<br>- to learn about more irregular plurals.<br>*Developing:*<br>- to enable pupils to use the pronouns in the object case. | By the end of the lesson pupils will be able to: - talk about animals/ their young;<br>- make plurals;<br>- use the pronouns in the object case. | gosling, kid, turkey – poult, foal, pig, piglet, duckling, lamb, calf, chick<br>*the pronouns:* me, him, her, it, us, you, them | Pupil's Book, the DVD |

**Culture Notes**

**Domestic animals**: animals kept by a family for their own use such as cows, sheep, horses for ploughing, dogs for guarding and helping with sheep and which live outside in the yard or a kennel, cats which live in the yard or an outbuilding, goats, rabbits kept for eating, chickens, ducks, geese, turkeys, fish kept in ponds and which are for eating.

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and repeat the song.

Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

**Activity 2a Match the pictures and words.** *7 min*
**Objective: to present the new vocabulary**

*STEP 1:* Ask the pupils to look at the pictures and words. Explain that they must find the meaning of the new words by themselves matching the words and pictures. You can also use the DVD for this purpose.

*STEP 2:* Elicit the meaning of the words. Ask other pupils to check own answers. ***Answer key*****:** 1d, 2g, 3a, 4h, 5e, 6j, 7b, 8f, 9i, 10c

**Activity 2b Listen and repeat.** *3 min*
**Objective: to practise pronunciation**

Ask the pupils to listen and repeat the words in Activity 2a after you or the DVD.

**Activity 3a Read and find.** *3 min*
**Objective: to practise reading/listening for detailed information**

Ask the pupils to read/listen to the texts and find what animal they are.

***Answer key***: 1) goose; 2) donkey

*5 min*

**Activity 3b Work in pairs. Say what animals you like/don't like. Use 'but'.**
**Objective: to talk about likes/dislikes making a contrast using 'but'**

*STEP 1:* Draw the pupils' attention to the Remember Box. Ask what they have noticed. Get the answer that the singular and plural of "sheep" is the same, "geese" is the plural of "goose" and "calves" is the plural of "calf".

*STEP 2:* The pupils repeat the words in the Remember Box after you.

*STEP 3:* The pupils make pairs and tell each other about the animals they like and don't like taking turns. Remind them to use "but" to join two opposite sentences.

**Activity 4a Listen and repeat.** *5 min*
**Objective: to present the personal pronouns in the object case**

Ask the pupils to listen and repeat the personal pronouns in the object case after the DVD. Explain their meaning and usage in their mother tongue.

**See Pupil's book for the DVD script.**

**Activity 4b Say what animals your family like/don't like.** *5 min*
**Objectives: to reinforce the personal pronouns in the object case; to talk about likes/dislikes making a contrast using 'but'**

Ask some of the pupils to speak about their families. Ask them what animals they like and do not like. They should use the words in Activity 4a.

**Activity 5 Draw your animal(s) or the animals you like. Write about them.**
**Objective: to practise writing about animals** *5 min*

Ask the pupils to draw the animals they like and don't like and write about them. They have 30 seconds to draw. Their pictures do not need to be accurate.

**Activity 6 Sing the song 'There is/are'.** *5 min*
**Objective: to learn the song**

Ask the pupils to listen to the song first, then ask them to sing it.

**DVD script**:

| | |
|---|---|
| There is a farm | There are a lot of ducks |
| There is a horse | There are a lot of hens |
| There is a cow | There are a lot of geese |
| There is a sheep. | There are a lot of goats. |
| There is a farm | There are a lot of ducks |
| There is a horse | There are a lot of hens |
| There is a cow | There are a lot of geese |
| There is a sheep. | There are a lot of goats. |
| Do you want any more? | Isn't that very nice? |

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do with the 3 tasks. If necessary, explain how to do the homework.

***Answer key for Homework 1:***

Dear Lucy

Thank you for your letter. I like it. We like **animals**. We have a big farm. We have **fifty** animals on our farm. We have three **cows** and three **calves**, two **goats** and four **kids**, five **sheep** and two **lambs**. Madina and I have three **hens** and four **chicks**, a **duck** and seven **ducklings**. Aziz and Davron have two **geese** and eight **goslings**, a **dog** and three **puppies**. The dog's name is Olapar. My father has a **horse** and a **foal**.

Please write to me soon.

Love

Sabina

***Answer key for Homework 2a:***

1) a horse; 2) a chick

## Lesson 3 My dog can ...

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to make adverbs from adjectives by adding the suffix "-ly";<br>- to learn to describe animals.<br>*Developing:*<br>- to enable pupils to make extended sentences from the info provided in tables;<br>- to enable pupils to talk more about animals. | By the end of the lesson pupils will be able to:<br>- talk more about animals;<br>- make adverbs from adjectives by adding the suffix "-ly". | bone, grass, corn, bite, bark; *adverbs formed by adding '-ly' to adjectives:* loud – loudly; soft – softly; slow – slowly, etc.; *the sounds animals make.* | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and sing the song.

Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

**Activity 2a Match the pictures and words.** *5 min*
**Objective: to present the new vocabulary**

*STEP 1:* Ask the pupils to look at the pictures and words. Explain that they must find the meaning of the new words by themselves matching the words and pictures. You can also use the DVD for this purpose.

*STEP 2:* Elicit the meaning of the words. Ask other pupils to check own answers. ***Answer key*:** 1e, 2c, 3a, 4f, 5d, 6b, 7g

**Activity 2b Listen, repeat and read aloud.** *3 min*
**Objective: to practise pronunciation**

Ask the pupils to listen and repeat the words in Activity 2a after you or the DVD. Then let them read aloud the new words by themselves.

**See Pupil's book for the DVD script.**

**Activity 3a Listen and repeat.** *7 min*
**Objective: to present adverbs**

*STEP 1:* Ask the pupils to listen, repeat the words after you and then read them by themselves.

*STEP 2:* Explain to them how to make adverbs from adjectives with the help of the suffix "-ly".

*STEP 3:* Draw the pupils' attention to "happ**y** – happ**i**ly" and "nois**y** – nois**i**ly". Ask them what they have noticed. Get the answer that when "-ly" is added to adjectives ending in *consonant + y,* the last letter *y* changes to *i.*

**Activity 3b Chain Drill.** *3 min*
**Objective: to practise adverbs**

Ask the pupils to play the chain drill with adverbs.

**Activity 4a Listen and number the animals.** *5 min*
**Objective: to have fun**

Ask the pupils to listen to the DVD recording of animal sounds, recognise and number them. e.g. *(if they first hear the sound of a dog)* 1c, *(then if they hear the sound of hens)* 2b, etc.

**DVD script:** *The recorded sounds of the animals listed in Activity 4a.*

**Activity 4b Look at the table. Listen and repeat the words for animal sounds.**
**Objectives: to introduce the words for animal sounds; to prepare for the next activity** *5 min*

Ask the pupils to look at the table in Activity 4c. Say "dogs bark", "cats meow", "sheep baa", etc. The pupils repeat after you.

**Activity 4c Choose animals. Make sentences.** *5 min*
**Objective: to talk about animals**

*STEP 1:* Ask the pupils to look at the "dogs" row of the table and read the example sentences about dogs. Check if they understood how to make sentences using the information of the table.

*STEP 2:* The pupils choose one of the animals given in the table and make sentences about how this animal makes the sound, what it eats and what it can do.

**Activity 5 Think about a fantasy pet. What animal is it? What can it do?**
**Objective: to introduce 'can + verb' to talk about ability** *7 min*

*STEP 1:* Ask the pupils to make pairs. Ask them to imagine a fantasy animal.

*STEP 2:* Ask them to tell each other what their animals can do. They can boast about their imaginary animals as much as they can. They can be as boastful as they like. The pupils can use the phrases given or they can add other words and phrases they know.

*STEP 3:* Ask some pupils to tell the class about their imaginary animals.

**Homework**

Ask the pupils to look at the homework. Check that everybody understands what to do with the 3 tasks. If necessary, explain how to do the homework.

## Lesson 4 I look after my pets.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to use the phrase "*… times a week/a day"*;<br>- to learn to say how one looks after pets.<br>*Developing:*<br>- to enable pupils to say how one looks after pets;<br>- to enable pupils to use "*… times a week/a day"*. | By the end of the lesson pupils will be able to:<br>- say about how to look after pets;<br>- use *… times a week/a day.* | feed a pet, be kind to a pet, keep a pet clean, look after a pet, take a pet for a walk, … times a day/a week, myself | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and sing the song.

Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

**Activity 2 Listen, repeat and match.** *5 min*
**Objective: to present the new vocabulary**

*STEP 1:* Ask the pupils to look at the pictures and words. Explain that they must find the meaning of the new words by themselves matching the words and pictures. You can also use the DVD for this purpose.

*STEP 2:* Elicit the meaning of the words. Ask other pupils to check own answers.

*STEP 3:* Ask the pupils to repeat the phrases after you/the DVD.

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

**Activity 3 Chain Drill.** *5 min*
**Objective: to practise the new vocabulary**

Ask the pupils to play the chain drill with the new vocabulary.

**Activity 4 Answer the question.** *5 min*
**Objective: to talk about routine activities**

Explain the use and meaning of *"... times a week/a day"*.

Then ask the pupils to read and complete the sentences.

**Activity 5a Listen to Alisher and Aziz. What does Alisher want?** *5 min*
**Objective: to practise listening for specific information**

Ask the pupils to listen to the DVD and answer the question *What does Alisher want?* Play the DVD 2-3 times if needed. Explain the meaning of *fridge and I'd love to.* ***Answer key:*** Alisher wants Aziz to look after his pets.

**DVD script:**

**Alisher:** (dials numbers) 328754. (ring-ring)
**Aziz:** Hello. 328754.
**Alisher:** Hello. Is that Aziz? Alisher here.
**Aziz**: Yes. Hello Alisher.
**Alisher:** We want to visit my granny in Samarkand this Sunday. Can you look after my pets?
**Aziz:** Yes, I'd love to.
**Alisher:** You know, I have three pets: a dog, a cat and hens.
**Aziz:** Good, I like hens!
**Alisher:** My dog's name is Yulbars. He's nice. You must feed him two times a day. Take him for a walk every morning and evening. My cat's name is Pussy. She's black and white. She likes playing and she is very clever. You must feed her three times a day. There is fish in the fridge for my cat and some bones for my dog.
**Aziz:** What about the hens?
**Alisher:** They're OK. They have corn for a week. Thank you. Have fun.
**Aziz:** OK. See you on Monday.
**Alisher:** Yes, see you then. Bye-bye.
**Aziz:** Bye-bye.

**Activity 5b Copy, listen and complete.** *10 min*
**Objective: to practise listening for detailed information**

*STEP 1:* Ask the pupils to copy the table.

*STEP 2:* Play the DVD once more and ask your pupils to complete the table. Help them if necessary.

**Activity 5c Complete the sentences.** *5 min*
**Objective: to practise writing sentences**

*STEP 1:* Ask the pupils to open their Workbooks to Page 111.

*STEP 2:* Ask the pupils to complete the sentences with the words given in the cloud. Play the DVD again if necessary.

***Answer key:*** Alisher goes to his granny in Samarkand this ***Sunday***. He asks his friend to ***look after*** his ***pets***. He has a dog, a cat, and hens. Aziz must ***feed*** the dog two times a day and take him ***for a walk*** every morning and evening. There is ***fish*** in the fridge for the ***cat*** and ***bones*** for the ***dog***. The hens eat ***corn***.

**Activity 5d Say the sentences in order.** *3 min*
**Objective: to practise reading for detail**

Ask the pupils to read the sentences and say them in the correct order.

**Homework** *2 min*

Ask the pupils to look at the homework. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

***Answer key for Homework 1:***

**Nodira:** I like animals. Can I have a pet?

**Mother:** What pet do you want?

**Nodira:** A dog.

**Mother:** OK. This birthday you can have a small dog. Don't forget. You must keep him clean and take him for a walk.

***Answer key for Homework 2:*** 1) You can look after my pets. 2) You must feed them two times a day. 3) Don't forget milk and water.

## Lesson 5 Happy pets

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to write questions from jumbled up words;<br>- to learn to say how one looks after pets.<br>*Developing:*<br>- to enable pupils to say how one looks after pets;<br>- to enable pupils to talk as animals about humans. | By the end of the lesson pupils will be able to:<br>- write the description of an animal;<br>- gossip about humans as animals. | *Recycling the vocabulary learnt in previous lessons* | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

Play the DVD. Ask the pupils to listen to and sing the song.

Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

**Activity 2a Draw a pet and write.** *15 min*
**Objective: to prepare for the next activity**

*STEP 1:* Everyone should draw one of their pets on a sheet of paper. They colour it if possible. It should take no longer than a few minutes to draw. Ask the pupils not to show their pictures to others.

*STEP 2:* Collect drawings and stick them on the board.

*STEP 3:* Ask the pupils to write a description.

*STEP 4:* Next ask a pupil to read out his/her description. The other pupils look at the pictures on the board and try to guess which one is being described.

*STEP 5:* Finally, ask the pupils to draw their pets again in their exercise books and complete the information.

***Possible answer:*** Animal: ***dog*** Name: ***Rex*** Food: ***meat, bones*** Colour: ***brown*** Look after: ***go for a walk, keep clean***

**Activity 2b Write questions.** *5 min*
**Objective: to practise writing questions**

The pupils write the jumbled questions in the correct order in their exercise books.

***Answer key:*** 1) What pet do you want? 2) What is your pet's name? 3) What colour is your pet? 4) Do you look after your pet? 5) What food do you give it? 6) Do you keep your pet clean

**Activity 2c Work in pairs. Ask and answer.** *5 min*
**Objective: to practise asking and answering questions**

Tell your pupils to make pairs. The pupils take turns to ask questions they have written and answer. Give help if necessary.

**Activity 3 Imagine you are a fantasy dog. Talk about your human.** *8 min*
**Objectives: to practise new vocabulary; to have fun**

Ask the pupils to work in pairs. Ask them to imagine that they are dogs. They should gossip about their humans. They can use the words given in the cloud or they can say anything they like about their humans.

**Activity 4 Listen to the song 'On the farm".** *5 min*
**Objective: to learn the song**

Play the DVD. Ask the pupils to listen to the song and sing it with you.

**See Pupil's book for the DVD script**.

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to write and report on fantasy pets.<br>*Developing:*<br>- to enable pupils to write the description and report on fantasy pets. | By the end of the lesson pupils will be able to:<br>- write about an animal;<br>- report on fantasy pets. | *Recycling the vocabulary learnt in previous lessons* | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to introduce the unit topic; to warm up**

*STEP 1:* Play the DVD. Ask the pupils to listen to and sing the song.

Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils can check in pairs or go round the class and work with as many pupils as they can.

**Activity 2 Work in groups. Draw your fantasy pet. Write about it.** *15 min*
**Objectives: to prepare for the next activity; to write a short description**

Ask the pupils to work in groups and draw their fantasy pet picture on a piece of paper and then write about it as shown in the example. Ask them to keep their work secret!

**Activity 3 Report about your group's fantasy pet.** *15 min*
**Objective: to develop fluency**

*STEP 1:* When the groups are ready collect their pictures and stick them on the walls.

*STEP 2:* Ask the groups to read their descriptions in turn. Other groups listen and match the description with the picture.

*STEP 3:* Finally, ask each pupil to copy the drawing and description of the group's fantasy pet into her/his exercise books.

**Activity 4 Say the tongue twister.** *3 min*
**Objective: to practise pronunciation**

If time allows, practise the tongue twister. If not, the pupils can do it at home.

**Homework** *2 min*

Ask the pupils to prepare Portfolio entry on Unit 9.

## PROGRESS CHECK 7

**1 Match the words.** e.g. cow - calf *(10x1=10)*
***Answer key:*** *1) d/h; 2) g/e; 3) i; 4) k; 5) b; 6) a; 7) j; 8) c; 9) d/h; 10) g/e; 11) f*

**2 Match**. *(5x2=10)*
***Answer key:*** *horses –neigh; dogs- bark; hens- cluck; cats- miaow; sheep- baa*

**3 Write the questions**. *(5x2=10)*
***Answer key:*** 1*) How many times a day do you eat? 2) Do you look after your pet? 3) How many times a week do you watch TV? 4) How many times a week do you clean your room? 5) How many times a week do you go to school?*

**4 Match**. *(5x2=10)*
***Answer key:*** *1) f; 2) a; 3) e; 4) d; 5) b; 6) c*

**5 Listen and count the animals on the farm.** *(10x1=10)* ***Answer key:***

| cows | donkeys | horses | sheep | goats | hens | roosters | turkeys | geese | ducks |
|---|---|---|---|---|---|---|---|---|---|
| **e.g.** 3 | **x** | 2 | 10 | **x** | 23 | 2 | **x** | **x** | 10 |

**Total:** 50 animals

**DVD script:**

I live with my family on the farm. Our farm isn't very big. But we have a lot of animals there. There are 3 cows and 2 horses. They're big. We don't have

donkeys on the farm. There are 10 sheep but we don't have goats. The sheep are black and white. They're not very big. There are 23 hens and 2 roosters on the farm. We don't have turkeys and geese. There's a small river near our farm. We have 10 ducks and they can swim in the river.

**Total:** 50 points

# Unit 10 Wildlife

## Lesson 1 Habitat is home

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to talk about wild animals and their habitats;<br>- to learn to make plurals of regular and irregular nouns.<br>*Developing:*<br>- to enable pupils to talk about wild animals and their habitats;<br>- to enable pupils to make plurals of regular and irregular nouns. | By the end of the lesson pupils will be able to:<br>- talk about wild animals/ their habitats;<br>- make plurals of regular and irregular nouns. | camel, varan, lizard, deer, fox, wolf, dolphin, shark, ocean, whale, turtle, habitat | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *7 min*

**Objectives: to introduce the unit topic; to warm up**

*STEP 1:* Ask the pupils to listen to the song and say what this song is about.

*STEP 2:* Play the DVD again and ask them to repeat the song.

**DVD script:**

We are living in the jungle.
Yes, we are. (We are monkeys)
We are living in the jungle.
Yes, we are. (We are tigers)
We are living in the jungle,
Living in the jungle.
We are happy in the jungle.
Yes, we are.

We are living in the desert.
Yes, we are. (we are lizards)
We are living in the desert.
Yes, we are. (we are spiders)
We are living in the desert,
Living in the desert.
We are happy in the desert.
Yes, we are.

We are living in the blue sea.
Yes, we are. (we are dolphins)
We are living in the blue sea.
Yes, we are. (we are sharks)
We are living in the blue sea,
Living in the blue sea.
We are happy in the blue sea.
Yes, we are.

We are living in the woods.
Yes, we are. (we are bears)
We are living in the woods.
Yes, we are. (we are hares)
We are living in the woods,
Living in the woods.
We are happy in the woods.
Yes, we are.

**Activity 2a Find the new animals. Listen and repeat.** *5 min*
**Objective: to introduce the new vocabulary**

*STEP 1:* The pupils look at the pictures and say which animals they don't know.
*STEP 2:* Play the DVD and ask the pupils to repeat the new words.

**See the Pupil's book for the DVD script.**

**Activity 2b Write the plural of the words in 2a.** *8 min*
**Objective: to revise the plural of nouns with the new vocabulary**

*STEP 1:* Remind the pupils about the formation of plurals. If necessary, explain how to form plurals with "-s/-es". Draw their attention to the words in the Remember Box. Explain that "deer" is the same in the singular and plural. Focus the pupils' attention on the formation of plural of "wolf".

*STEP 2:* Ask the pupils to write the plurals of the words in Activity 2a.

**Activity 2c Listen and repeat.** *2 min*
**Objective: to practise pronunciation**

Play the DVD. Ask the pupils to listen and repeat the plurals, and check their answers in Activity 2b.

**Activity 3a Answer the question.** *5 min*
**Objective: to introduce the words "habitat" and "ocean"**

*STEP 1:* Explain to the pupils that each animal has a habitat in which it lives. Use mother tongue to explain the meaning of *habitat.*

*STEP 2:* Ask the pupils to look at the habitat pictures. Introduce the word *ocean*.

**Activity 3b Match the animals and habitats.** *5 min*
**Objective: to practise the new vocabulary**

Ask the pupils to look at the animals in Activity 2a and match them with their habitats in Activity 3b. Explain that some animals have more than one habitat.

**Activity 3c Work in pairs. Ask and answer.** *10 min*
**Objective: to practise new vocabulary**

Divide the class into pairs. Ask the pupils to ask and answer the questions in turns as in the DVD. They can use the animals given in the cloud.

## Lesson 2 What can animals do?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn the story "Mowgli";<br>- to learn about the animals in the jungle.<br>*Developing:*<br>- to enable pupils to talk about animals' habitat and things they can do;<br>- to develop reading for specific and detailed information. | By the end of the lesson pupils will be able to talk:<br>- about the animals in the jungle;<br>- the things the animals can do. | gazelle, black panther, take care of | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and repeat it. Look at Unit 10 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to read their sentences to each other, listen to the sentences and guess the animal.

**Activity 2 Find the new animals. Listen and repeat.** *5 min*
**Objective: to introduce the new vocabulary**

*STEP 1:* Ask the pupils to look at the picture and name the animals they know. Ask "Which animals live in the jungle?"

*STEP 2:* Introduce the new words. Ask them to repeat all the words after you or the DVD.

**Activity 3a Read and answer the questions.** *5 min*
**Objective: to read for specific information**

Ask the pupils to read the text or listen to the text in the DVD and answer the questions. Explain that they must use the Past Simple Tense in their answers.

**See Pupil's book for the DVD script.**

**Activity 3b Read and match the animals and their names.** *5 min*
**Objective: to read for detailed information**

The pupils match the names and the animals.

You can also use the DVD for this purpose.

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

**Activity 3c Write T for True or F for False.** *7 min*
**Objective: reading for detailed information**

Ask the pupils to read the sentences and write T for true or F for false. Give them time to find the answers in the text.

***Answer key:*** 1) T; 2) F; 3) F; 4) F; 5) T; 6) F; 7) T; 8) T

**Activity 4 Write what animals in the jungle can do.** *10 min*
**Objective: to reinforce the use of "can + verb" for ability through writing**

*STEP 1:* Ask the pupils to look at the pictures and the verbs under them. Ask the meaning of the verbs. Then have the pupils repeat the words after you.

*STEP 2:* Ask the pupils to make sentences about what the animals in the jungle can do using the verbs they have just revised.

**Homework** *3 min*
Ask the pupils to look at the homework. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

***Possible answers:***
**Task 1:** 1) *climb / fly*. 2) *swim / jump*. 3) *jump / climb*. 4) *run / fly*.

**Task 2:** The mountains in *Uzbekistan* are beautiful. There are a lot of *flowers* there. In the mountains there are a lot of small animals, snakes, birds and *beautiful* butterflies too. It is very cold in the mountains in *winter*. Not many big animals live there. It is a *habitat* for wild goats and sheep, hyenas and bears.

## Lesson 3 At the zoo

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to use the Pr. Cont. positive and negative sentences;<br>- to learn to continue stories.<br>*Developing:*<br>- to enable pupils to use the Present Continuous Tense;<br>- to enable pupils to write the continuation of a story;<br>- to develop reading/listening for detailed information. | By the end of the lesson pupils will be able to:<br>- use positive and negative sentences in the Pr. Cont.;<br>- write the continuation of a story. | *Recycling of Present Continuous*<br>New vocabulary: keeper, sick, special, food | Pupil's Book, the DVD |

**Activity 1 Listen and sing**. *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 10 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils can check in pairs or go round the class and work with as many pupils as they can.

**Activity 2 Look and name the animals at the zoo.** *3 min*
**Objective: to prepare for the next activity**

Ask the pupils to look at the picture and name the animals.

**Activity 3a Look and read.** *10 min*
**Objective: to revise Present Simple and Present Continuous for actions happening at the moment of speaking**

*STEP 1:* Ask the pupils to read the text or listen to the text in the DVD. Explain to them the meaning of *now.*

*STEP 2:* Ask what difference they have noticed between the sentences *The elephant eats bananas every day* and *Now it is washing the tiger.* If they say that the first sentence is in the Present Simple and it is used to describe regular actions, and the second sentence is in the Present Continuous Tense, which is used to describe actions happening at the moment of speaking but not for regular actions, you have very good pupils! If they cannot come to the right conclusion explain it yourself.

*STEP 3:* You may also ask one of your good pupils about how the Present Continuous Tense is formed or explain it to the class yourself. Ask the pupils to look at the negative sentence *"It isn't singing"* and explain how it is formed.

*STEP 4:* Then draw their attention to the Remember Box and ask them to read the sentences about the crocodile.

**Activity 3b Read and find the missing animal.** *5 min*
**Objective: to practise reading for detailed information**

The pupils read the text silently or listen to the text in the DVD and say the missing animal. ***Answer key:*** The missing animal is the *crocodile*.

**Activity 3c Read and complete. Use is/are.** *5 min*
**Objective: to practise the Present Continuous Tense**

The pupils complete the sentences on Page 113. Help if necessary.

**Activity 3d Work in pairs. Say about animals.** *5 min*
**Objective: to practise the Present Continuous Tense**

Divide the class into pairs. As in the example/DVD, they ask about the animals in the picture and what they are doing.

**Activity 4 Read and complete the story.** *5 min*
**Objective: to practise negative sentences in the Present Continuous Tense**

The pupils read and complete the story with the negative sentences. Write *isn't/aren't ...ing* on the board to help. If you don't have enough time to do this activity in the class, be sure your pupils understand how to do it. They will do it at home.

**Homework** *2 min*

Ask the pupils to look at the homework on Page 114. Check that everybody understands what to do with the 3 tasks. If necessary, explain how to do the homework.

***Possible answers:***

**Task 1:** 1) The ducks are swimming now. 2) The monkeys are jumping now. 3) The lion is not sleeping now. 4) The bear is eating now.

**Task 2:** Big Cats can be: a lion, a tiger, a black panther, a leopard

**Task 3:** ... The gazelles are not roller-skating. The snake is not singing to the lion. The little tigers are not playing with the bear. The ducks are not listening to music. The little wolves are not playing football. The monkeys are not dancing. The crocodile is not reading.

## Lesson 4 Dangerous animals

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn Pr. Cont. questions and short answers;<br>- to learn about safari parks.<br>*Developing*:<br>- to enable pupils to use Pr. Cont. questions and answers;<br>- to enable pupils to talk about the animals in safari parks;<br>*Socio-cultural:*<br>- to raise awareness of safari parks. | By the end of the lesson pupils will be able to:<br>- use Pr. Cont. questions and answers;<br>- talk about the animals in safari parks. | dangerous, be free, spots, well, grassland, leopard | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objective: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 10 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to read their sentences and stories to each other.

**Activity 2a Read and answer the question.** *5 min*
**Objective: to practise reading/listening for specific information**

Ask the pupils to read the text or listen to the text in the DVD and guess what "safari park" is like. Ask them about the difference between a zoo and a safari park.

**Activity 2b Read about safari parks and say True or False.** *5 min*
**Objective: reading for specific information**

Ask the pupils to read the text silently and say true or false about the 5 sentences. You can play the DVD and do the True/False activity involving the whole class.

***DVD script and answer key:***
1) In safari parks animals must live in cages. *F* 2) The dangerous animals must be free. *T* 3) You must go on foot in a safari park. *F* 4) You must be in a car in a safari park *T* 5) You must not open the car doors and windows. *T*

**Activity 2c Match the animals and activities.** *3 min*
**Objective: to prepare for the next activity**

Ask the pupils to look at the picture in Activity 2a and name the animals. Ask them to match the animals and the verbs (what the animals in the picture are doing). You can also use the DVD for this purpose.

***Answer key:*** 1 e (an elephant – get washed); 2 b (zebras – eat); 3 g (deer – run); 4 a (a monkey – climb); 5 d (a lion – eat); 6 c (birds – fly); 7 f (a crocodile – swim)

**Activity 2d Work in pairs. Find five differences.** *5 min*
**Objective: to introduce and practise questions in the Present Continuous tense and short answers**

This is an 'information gap' activity. The pupils work in pairs. Pupil A looks at the picture on Page 63 and Pupil B looks at the picture on Page 115. They ask each other questions to find five differences in the pictures. Tell them not to look at their partner's picture. Draw the pupils' attention to the questions in the example. Explain that they can use the verbs in the cloud in their questions.

**Activity 3a Listen and repeat.** *3 min*
**Objectives: to practise pronunciation; to prepare for the next activity**

The pupils read the words after the DVD.

**Activity 3b Listen and complete.** *7 min*
**Objective: Listening for specific information**

Ask the pupils to listen and complete the table. Play the DVD two times.

**DVD script:**

Leopards are Big Cats. They live in the grasslands in Africa and America. Leopards are big, strong and dangerous. They are about two metres long. They are yellow with dark spots. These spots hide them in the grassland. Leopards see well, swim well and run fast. They eat gazelles. At night leopards often hide in trees and jump on small animals.

***Answer key:***

| class of animals | big / small | eats | habitat |
|---|---|---|---|
| Big Cats | are big, strong and dangerous | gazelles and small animals | grasslands in Africa and America |

**Activity 3c Write about leopards.** *5 min*
**Objective: to practice writing**

Ask the pupils to write sentences about leopards. Ask them to use the words from 3a.

**Homework** *2 min*

Ask the pupils to look at the homework on Page 114. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do them.

## Lesson 5 How long can animals live?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to read graphs;<br>- to learn cardinal numbers;<br>- to learn about animal lives.<br>*Developing:*<br>- to enable pupils to read graphs;<br>- to enable pupils to read and write cardinal numbers;<br>- to develop reading/listening for the main idea and detailed information. | By the end of the lesson pupils will be able to:<br>- read graphs;<br>- read and write cardinal numbers from 30 to 150;<br>- talk about animal lives. | *Recycling the previously learnt vocabulary, the cardinal numbers from 30 to 150,*<br>New:<br>poisonous, clever, sign | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objective: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and repeat it. Look at Unit 10 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils read their questions to each other.

**Activity 2a Match the numbers** *5 min*
**Objective: to revise the cardinal numbers from thirty to a hundred**

*STEP 1:* Ask the pupils to match the numbers. This can also be done in the DVD. Draw the pupils' attention to the numbers in the Remember box.

*STEP 2:* Ask the pupils to repeat the numbers after you.

**Activity 2b Write the numbers** *5 min*
**Objective: to practise writing the cardinal numbers**

Ask the pupils to write the numbers in words in their exercise books.

**Activity 3 Work in pairs. Find the answer in the graph.** *10 min*
**Objectives: to practise interpreting graphs; to practise cardinal numbers**

The pupils work in pairs. Each letter in the graph stands for an animal. They look at the pictures and find it. Explain how to find the answer in the graph. Monitor the class and help if they need it.

**Activity 4a Read and answer.** *5 min*
**Objective: to practise reading for the main idea**

Ask the pupils to read the text or listen to the text in the DVD and answer the question *Was Jackie a clever monkey?*

**Activity 4b Put the sentences in order.** *8 min*
**Objective: to read for detailed information; to practise making a summery**

Ask the pupils to put the sentences in order. They look at the text for help.
***Answer key:*** *b, c, e, a, d, f*

**Homework** *2 min*

Ask the pupils to look at the homework on Page 115. Check that everybody understands what to do with the 3 tasks. If necessary, explain how to do them.

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to read graphs;<br>- to learn to prepare and make presentations about animals.<br>*Developing:*<br>- to enable pupils to to prepare and make presentations about animals. | By the end of the lesson pupils will be able to talk about the learnt material introduced in the unit. | *Recycling the previously learnt vocabulary* | Pupil's Book, the DVD |

**Activity 1 Listen and sing** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 10 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils can check in pairs or go round the class and work with as many pupils as they can.

**Activity 2 Work in groups. Ask and guess.** *10 min*
**Objective: to give freer practise**

Divide the class into pairs. Each pupil in the group thinks of an animal. The other pupils ask him/her questions and guess the animal.

**Activity 3a and 3b** *23 min*
**Objective: to give freer practice**

*STEP 1:* Divide the class into groups. The groups choose a habitat. They answer the questions and prepare a presentation.

*STEP 2:* They make a presentation to the class.

*Option:* You can divide the class into groups of four. Each pair should make their presentation in the group.

**Homework** *2 min*

1) Ask the pupils to do the quiz "I can ..." at home. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil's books. Where necessary, they write the answers in their exercise books. 2) Ask the pupils to prepare Portfolio entry on Unit 10.

## TEST 3

**1 Put the words in the correct boxes**. *(10x1=10)*
donkey, deer, PE, pig, turkey, gym, snake, botany, horror film, leopard, cartoon, staff room, nature, geography, library

***Table and answer key:***

| wild animals | domestic animals | TV programme | school | school subjects |
|---|---|---|---|---|
| deer, snake, leopard | donkey, pig, turkey | nature, horror film, cartoon | gym, staff room, library | PE, botany geography |

**2 Complete the sentences. Use the words**: him, me, her, us, them. *(5x2=10)*
**e.g.** 1) I like my cats and they like *me*. 2) My sister likes chicks and she feeds ... . 3) Bobur has a little sister and he takes care about ... . 4) My friend has a dog Trezor. He takes ... for a walk. 5) Our teacher gives ... much homework. ***Answer key:*** *1) me; 2) them; 3) her; 4) him; 5) us*

**3 Read and answer the questions**. *(5x2=10)*

| | |
|---|---|
| 1) What was the boy's name? | Tarzan/name/His/was. |
| 2) Where did the boy live? | the/jungle/lived/in/He. |
| 3) What did he look like? | was/He/strong/very. |
| 4) What did Tarzan do? | and/He/climbed/jumped/the tall/trees. |
| 5) Who were his parents in the jungle? | the/jungle/In/his/were/parents/monkeys |
| 6) Who were his friends? | were/His/monkeys/friends. |

**Tarzan**

Tarzan was a little boy. He lived in the jungle. He didn't have a father and a mother. His parents were monkeys. They took care about him. Tarzan was a very strong boy. He jumped and climbed the tall trees. He ran fast and swam in the river. He helped his friends – monkeys.

***Answer key:*** *1) His name was Tarzan. 2) He lived in the jungle. 3) He was very strong. 4) He jumped and climbed the tall trees. 5) In the jungle his parents were monkeys. 6) His friends were monkeys.*

*TEST 3*

**4 Match the questions and answers.** *(5x2=10)*

| | |
|---|---|
| 1) Is your sister getting washed now? | a Yes, I am. |
| 2) Are your friends listening to music now? | b Yes, she is. |
| 3) Are you writing now? | c Yes, they are. |
| 4) Is your teacher playing now? | d. No, they aren't. |
| 5) Are the birds singing now? | e No, s/he isn't |

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

**5 Listen to the conversation and complete.** *(5x2= 10)*

**DVD script:**

**Bill:** Kate, do you like watching TV?
**Kate:** Yes, I love watching cartoons. And you?
**Bill:** I don't like watching TV but I like playing football.
**Kate:** I don't like football. It's boring. Do you have a pet?
**Bill:** I have a dog. His name's Spot. He's clever.
**Kate:** I don't like dogs. I like cats.

1) Kate loves watching ... on TV. 2) Bill likes ... 3) Kate doesn't like ... It's boring. 4) Bill has a ... . 5) Kate likes ... .

***Answer key:*** *1cartoons 2 playing football 3 football 4 dog 5 cats*

**Total:** 50 points

# Unit 11 Seasons

## Lesson 1 My favourite season

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to describe seasons;<br>- to learn about seasons.<br>*Developing:*<br>- to enable pupils to describe seasons;<br>- to enable pupils to talk about the four seasons. | By the end of the lesson pupils will be able to:<br>- describe seasons;<br>- talk about the four seasons. | *Recycling the previously learnt vocabulary* | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*

**Objectives: to introduce the unit topic; to warm up**

*STEP 1:* Ask the pupils to listen to the song and say what this song is about. Play the DVD.

*STEP 2:* Play the DVD again and ask them to repeat the song.

**Activity 2a Look and answer the questions.** *5 min*

**Objective: to revise the vocabulary about seasons**

The pupils look at the pictures and answer the questions.

**DVD script for Activity 1** (Tune of "This old man."):

Winter, Spring
Summer, Autumn
These are seasons of a year
Look around in the street
And you can see,
It is winter yes, siree!

Winter, Spring
Summer, Autumn
These are seasons of a year
Look around in the street
And you can see,
It is summer yes, siree!

Winter, Spring
Summer, Autumn
These are seasons of a year
Look around in the street
And you can see,
It is spring yes, siree!

Winter, Spring
Summer, Autumn
These are seasons of a year
Look around in the street
And you can see,
It is autumn yes, siree!

**NB:** ("siree" also "sirree" is an exclamation used for emphasis, especially after yes and no. Origin: early 19th century: from sir + the emphatic suffix -ee.)

**Activity 2b Read and match with pictures.** *10 min*
**Objective: to prepare for the next activity**

Ask the pupils to match the texts and pictures. Do not say them the answer.This activity can also be done in the DVD. ***Answer key:*** 1C, 2B, 3A, 4D

**Activity 2c Listen and check.** *5 min*
**Objective: to practise listening for specific information**

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

**DVD script:**

One spring day Olim came up to his grandfather and said, "Grandad, spring is my favourite season."
"Why?" asked his grandfather.
"The days are longer and the nights are shorter. The days are nice and warm. There are a lot of beautiful flowers. Swallows and other birds are here. I can fly a kite, run, jump, play games in the yard", said the boy.
"Good", said his grandfather and wrote it in his diary.
One summer day Olim came up to his grandfather and said,
"Grandad, summer is my favourite season."
"Why?" asked his grandfather.
"The sun shines a lot. The days are sunny and hot. It doesn't rain. I can eat ice cream and swim in the river. The water in the river is warm", said the boy.
"Good", said his grandfather and wrote it in his diary.
One autumn day Olim came up to his grandfather and said, "Grandad, autumn is my favourite season."
"Why?" asked his grandfather.
"After hot days it's cool. The days are shorter. But I can eat a lot of fruit and vegetables. Every day my friends and I go for walks and play football. We go to school", said the boy.

"Good", said his grandfather and wrote it in his diary.
One winter day Olim came up to his grandfather and said, "Grandad, winter is my favourite season."
"Why?" asked his grandfather.
"The days are so beautiful! There is snow on the trees and houses. It's cold. But I can ski and play snowballs. At home I play computer games and read books", said the boy.
Then Grandfather opened his diary and showed it to the boy. "Look!", he said, "all four seasons are your favourite, because every season is beautiful."

**Activity 3a Work in pairs. Look, copy and complete.** *10 min*
**Objective: to practise writing words and phrases**

Divide the class into pairs. Ask them to complete the word-flowers together with the words and phrases they know.

**Activity 3b Work in groups. Make sentences and talk about the seasons.**
**Objective: to provide with freer practice** *8 min*

*Option 1:* Make a competition between groups. Divide the class into four groups. Allocate the seasons for each group. Ask each group to make sentences about their season with the words in the flower. The group with the most correct sentences wins.

*Option 2:* Divide the class into groups of four. Each pupil says sentences about one season.

**Homework** *2 min*

Ask the pupils to look at the homework on Page 116. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do them.

## Lesson 2 Summer holidays are fun!

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to talk and write about summer and summer activities.<br>*Developing:*<br>- to enable pupils to talk and write about summer activities;<br>- to develop reading/listening for specific information.<br>*Socio-cultural*:<br>- to raise awareness of a fairy tale. | By the end of the lesson pupils will be able to: - talk and write about summer and summer activities;<br>- read/listen for specific info. | *Recycling the previously learnt vocabulary* | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and repeat it. Look at Unit 11 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils can check in pairs or go round the class and work with as many pupils as they can.

**Activity 2 Listen and put the pictures in the correct order.** *10 min*
**Objective: to practise listening for specific information**

Ask the pupils to look at the pictures and ask if they know the fairy tale "Snow Queen". Ask the pupils to listen to the story and put the pictures in order. Then play the DVD. ***Answer key:*** c, f, e, a, d, b

**DVD script:**

The girl's name is Gerda. Gerda wants to find her best friend Kai.
"It's autumn. The sky is grey. The leaves of the trees are red and yellow."
Gerda goes to the river: "Near the river there is a beautiful garden."
An old woman lives in the garden. She is happy. She likes the girl. The old woman has a magic wand. In her garden, there is always summer.
Gerda: "The sky is blue. It's hot. There are a lot of flowers."
Gerda's favourite flower is a rose. She and Kai like roses.
Gerda: "But in this garden there are no roses."
Behind the old woman's house Gerda can see a rose... She goes out of the garden. She wants to find Kai: "Oh, it's cold. It's winter."

**Activity 3 Work in pairs. Ask and write five differences.** *10 min*
**Objective: to give further practise of vocabulary**

This is an "information gap activity".

Divide the class into pairs. The second picture is on page 71. Explain that Pupil A and Pupil B have similar but different pictures. They must not show each other the pictures. They should find the differences by asking questions. The pupils write all the differences they find in their exercise books.

***Answer key:*** a blue sky – a grey sky; one tree- two trees; a girl – two boys; reading a book – playing chess; flowers – grass

**Activity 4 Read and say True or False.** *10 min*
**Objective: to practise reading for specific information**

Ask the pupils to read the text and sentences. They must write *T* if the sentence is True and *F* if the sentence is False. This activity can also be done in the DVD. ***Answer key:*** *1) F; 2) T; 3) T; 4) F; 5) F; 6) T*

**Homework** *5 min*

Ask the pupils to look at the homework on Page 116. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do them.

## Lesson 3 Autumn

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to use complex sentence with *when;*<br>- to learn about the seasons in Africa.<br>*Developing:*<br>- to enable pupils to use complex sentence with *when.*<br>*Socio-cultural:*<br>- to raise awareness of a fairy tale. | By the end of the lesson pupils will be able to: - use complex sentence with *when;*<br>- say reason for something. | *Recycling the previously learnt vocabulary* | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 11 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils can check in pairs or go round the class and work with as many pupils as they can.

**Activity 2a Work in groups. Copy the table. Ask and complete.** *7 min*
**Objective: to introduce and practise complex sentences with "when"**

Divide the class into groups. Ask them to complete the chart asking Do-questions. Before doing this activity tell them they should use sentences with *When it rains*. Give some examples in English or in mother tongue.

**Activity 2b Report.** *5 min*
**Objectives: to give further practice of using complex sentences with "when"; to talk about the activities children do.**

One pupil from each group reports about the group as shown in the example.

**Activity 3a Answer the questions.** *3 min*
**Objective: to prepare for the next activity**

Ask the pupils which of them like/don't like autumn and why/why not. Explain that in some countries there are only two seasons: summer (the wet) and winter (the dry). These countries do not have spring and autumn. Some countries are in Africa. The swallows from Uzbekistan usually fly away to Africa.

**Activity 3b Listen and choose the right words.** *7 min*
**Objective: to practise listening for specific information**

Ask the pupils to watch the cartoon, listen and choose the right words.

***Answer key:*** Thumbelina is a girl/boy. She had a sister/mother. They lived in a big house/flat. In Uzbekistan there are two/four seasons: winter, spring, summer and autumn. It was summer. It was hot/cold. In autumn swallows go to Africa/England. In Africa there are only two/three seasons: winter and summer. Thumbelina likes to live in a flat/flower.

**DVD script:**

**Swallow:** Small girl, what are you doing here? It's autumn.
**Thumbelina:** My name's Thumbelina. Once I had a mother. We lived in a big house. Now I don't have a family. What is autumn?
**Swallow:** In Uzbekistan, there are four seasons: winter, spring, summer and autumn. It was summer. It was hot. Now it's autumn. It's cool. In autumn, the swallows go to Africa. Let's go with me.
**Thumbelina:** What season is it there now?
**Swallow**: In Africa, there are only two seasons: summer and winter. Now it's summer. There are a lot of flowers. Let's go to Africa.
**Thumbelina:** OK. I like to live in a beautiful flower.
**Swallow**: Tweet, tweet …

**Activity 4 Work in two groups. Read, choose and write the sentences.** *6 min*
**Objective: to practise reading and writing**

Divide the class into two groups. Explain that the Group A choose and only write sentences about autumn. Group B must write the sentences about winter.

***Answer key:*** **Group A: Autumn**

1 I like autumn because it rains a lot and I like rainy weather. 3 It is cool. 5 Yellow, red, and orange trees are fantastic! 7 I like autumn flowers. 9 These flowers are wonderful. 11 It is time to go to school. 13 I have a lot of friends at school.

**Group B: Winter:** 2 I like winter because it is cold and I like fresh air. 4 It is snowy. 6 There is snow on trees and houses. 8 I like skiing in the mountains. 10 I like playing hockey. 12 I feel very healthy and happy. 14 I like fresh air and beautiful nature.

**Activity 5 Read and answer the questions.** *5 min*
**Objective: to practise reading for specific information**

Ask the pupils to read the two letters and answer the questions.

***Answer key:*** 1) To say "happy Teacher's Day". 2) There is no Teacher's Day in England.

**Homework** *2 min*

Ask the pupils to look at the homework on Page 117. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do them.

## Lesson 4 Winter days

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to write sentences about children's birthdays<br>*Developing:*<br>- to enable pupils to write sentences about children's birthdays. | By the end of the lesson pupils will be able to: - to use ordinal numbers form 20 to 31. | *Recycling the previously learnt vocabulary* New: Arctic ocean, baby, Hide and Seek | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and repeat it. Look at Unit 11 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils can check in pairs or go round the class and work with as many pupils as they can.

**Activity 2 Look, listen and repeat.** *8 min*
**Objective: to introduce ordinal numbers from 20 to 31**

*STEP 1:* First revise the ordinal numbers from 1 to 20. e.g. What is your first lesson today? etc.

*STEP 2:* Then explain the formation of ordinal numbers from 21 to 30. Draw their attention to the Remember Box. Explain that they should put a hyphen between two numbers while writing.

*STEP 3:* Then play the DVD. The pupils listen and repeat.

**Activity 3 Look at the calendar. Write in order.** *5 min*
**Objective: to practise ordinal numbers**

Ask the pupils to write the special days according to the calendar.

**Activity 4a Write the sentences**. *5 min*
**Objective: to practise writing sentences with dates**

The pupils look at the calendar on Page 117 and write the sentences about the children's birthdays as in the example. Ask them which preposition they need with dates. If necessary, tell them "on".

**Activity 4b Work in pairs. Ask and guess your partner's birthday.** *5 min*
**Objective: to practise talking about birthdays**

Divide the class into pairs. Pupil 1 tells her/his birth month without the date. Pupil 2 must try to guess the date by asking questions as in the example/ DVD. When Pupil 2 has found the birthday, they change roles with Pupil 1 guessing Pupil's 2 birthday. Ask them which preposition they need with months. If necessary, tell them "in".

**Activity 5a Read the text and answer the questions.** *5 min*
**Objective: to practise reading for specific information**

The pupils read the text about polar bears silently and answer the questions.

**Activity 5b Say True, False or Don't know.** *5 min*
**Objective: to read for detailed information**

The pupils should say whether the sentences are True or False. If they cannot find the information, they should say Don't know.

***Answer key:*** *a) True; b) True; c) False; d) False; e) False; f) Don't know.*

**Homework** *2 min*
Ask the pupils to look at the homework on Page 117. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

## Lesson 5 Spring is coming!

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn about the Past Simp. verbs;<br>- to learn to describe seasons.<br>*Developing:*<br>- to enable pupils to describe seasons;<br>- to enable pupils to tell about animals and their youngs.<br>*Socio-cultural:*<br>- to raise awareness of a fairy tales about an ugly duckling. | By the end of the lesson pupils will be able to: - describe seasons;<br>- tell about animals and their youngs;<br>- say if the information is true or false according to the text. | *Recycling the previously learnt vocabulary* New: ugly | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 11 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils read the sentences to each other and guess the season.

**Activity 2 Play "Find Your Partner".** *6 min*
**Objective: to practise speaking**

*Variant 1:* Give each pupil a slip of paper with the "secret" word: spring, summer, autumn or winter. The pupils walk around the classroom trying to find the ones with the same season. The pupils can describe their season but they cannot name the season.

The pupils with the same season should stand together in a group.

*Variant 2:* Prepare 3-4 sets of cards. Each set includes 4 simple pictures showing seasons. Give one card each pupil and ask them to keep them a secret. Each pupil must find 3 partners. e.g. A pupil with the card **Spring** must find the pupils with summer, winter and autumn. The pupils must describe their picture. They are not allowed to name the season. e.g. P1: The sky is blue. The sun is shining. Three boys are swimming in the river.

Groups of four seasons should stand together.

**Activity 3 Work in pairs. Ask and answer.** *5 min*
**Objective: to prepare for the next activity**

Divide the class into pairs. The pupils ask and answer about the previously learnt vocabulary as in the example/DVD.

**Activity 4a Read and put the verbs in Past Simple.** *10 min*
**Objective: to practise the Past Simple**

*STEP 1:* Explain the meaning of the word "ugly". Ask the pupils to repeat it after you.

*STEP 2:* Then ask them to put the verbs in the Past Simple. Do not tell them the correct answer.

***Answer key:*** 1 had; 2 opened; 3 didn't want; 4 saw; 5 lived; 6 went; 7 was

**Activity 4b Listen and check.** *2 min*
**Objective: to practise listening for specific information**

Play the DVD. Ask the pupils to watch the cartoon and check their answers.

**Activity 4c Read and write T for True and F for False.** *5 min*
**Objective: reading for specific information**

Ask the pupils to read the text one more time and say if the sentences are True or False. This activity can also be done in the DVD.

***Answer key:*** *1) F; 2) T; 3) T; 4) T; 5) F; 6) T*

**Activity 5 Look and write in order.** *5 min*
**Objective: to practise writing the months in order**

The pupils look at the jumbled months and write them in order. This activity can also be done in the DVD.

**Homework** *2 min*
Ask the pupils to look at the homework on Page 118. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do them.
***Answer keys:***
**Task 1:** 1) longer; 2) hottest; 3) longer; 4) coldest; 5) shortest; 6) longest; 7) shortest
**Task 2:** 1) Is it hot in summer? 2) What is your favourite season? 3) Is January the first month? 4) Do you like swimming?

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how active oneself is;<br>- to learn how to talk about seasons in different places.<br>*Developing:*<br>- to enable pupils to talk about seasons in different places;<br>- to develop fluency.<br>*Socio-cultural:*<br>- to raise awareness of seasons in different places. | By the end of the lesson pupils will be able to:<br>- find out how active they are;<br>- talk about seasons in different places. | *Recycling the previously learnt vocabulary* New: ugly | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 11 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils read sentences to each other.

**Activity 2a Read and write your answers.** *5 min*
**Objectives: to practise reading for detailed information; to practise filling a questionnaire**

The pupils should read the information in the table and then write the activity numbers (a, b or c) they like for each column.

**Activity 2b Find and write your score.** *3 min*
**Objectives: to practise working with questionnaires**

Now pupils find and write their scores for each column and then total them up.

**Activity 2c Read.** *2 min*
**Objectives: to practise interpreting scores**

The pupils read the results for their total scores.

**Activity 3 Work in groups. Copy and complete the table about Uzbekistan.**
**Objective: to revise the previous lessons** *8 min*

Divide the class into groups. Then ask the pupils to copy and complete the table about Uzbekistan.

**Activity 4 Listen and complete the table.** *5 min*
**Objective: listening for specific information**

Ask the pupils to draw a similar table for Australia. The pupils listen to the DVD and complete the table.

**DVD script:**

My name is Nancy. I live in Australia. Now it's autumn in Australia. Autumn months are March, April and May. It's cool in autumn, sometimes it rains. My favourite season is summer. It's very hot in summer. Summer months are December, January and February.

**Activity 5 Work in groups.** *10 min*
**Objective: to practise talking about seasons**

Divide the class into 2 groups. Group A talk about seasons in Uzbekistan, group B talk about seasons in Australia using the tables they completed. Ask the pairs to sit back to back so they cannot see each other's face as in a real telephone conversation.

**Homework** *2 min*

1) Ask the pupils to prepare Portfolio entry on Unit 11. 2) Ask the pupils to look at the homework on Page 118. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

## PROGRESS CHECK 8

**1 Complete the sentences. Use the words:** rains, warm, beautiful, shines, season, yellow. *(5x2=10)*
***Answer key:*** *1) season; 2) warm; 3) beautiful; 4) yellow; 5) shines; 6 rains*

**2 Write the questions**. *(5x2=10)*
***Answer key:*** *1) How many seasons are there? 2) What season comes after*

*spring? 3) Is there the sun in the sky? 4) What colour is the sky in spring? 5) What colour are trees in the parks and streets? 6) Is it cool in May?*

**3 Choose the correct word**. *(5x1=5)*
***Answer key:*** *1c 2d 3a 4b 5d*

**4 Find the odd word**. *(5x1=5)*
***Answer key:*** *1) thin; 2) leg; 3) cow; 4) flat; 5) clever*

**5 Read the text. Write T for true or F for false**. *(5x2=10)*
***Answer key:*** *1F 2T 3T 4F 5T*

**6 Listen and choose the right words.** *(5x2=10)*

**DVD script:**

Last summer I with my little sister went to the village. Our grandparents live there. The village is not very big. There is a river near the village. When it's hot I like swimming. But my sister doesn't. Sometimes we went fishing. The weather was nice.

***Answer key:*** *1) sister; 2) grandparents; 3) river; 4) doesn't like; 5) fishing; 6) nice*

**Total:** 50 points

# Unit 12 The weather

## Lesson 1 What's the weather like?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to talk about weather, express feelings and reasons;<br>- to learn complex sentences with *when.*<br>*Developing:*<br>- to enable pupils to talk about weather and express their feelings and reasons for them;<br>- to enable pupils to use complex sentences with *when*;<br>- to develop reading/listening for specific information. | By the end of the lesson pupils will be able to: - use complex sentences with *when;*<br>- talk about weather and express feelings and reasons for them. | *Recycling the previously learnt vocabulary*<br>New: fine, bad, freezing, put on, coat, stay at home | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

*STEP 1:* Ask the pupils to listen to the song and say what this song is about. Play the DVD.

*STEP 2:* Play the DVD again and ask them to repeat the song.

**DVD script:**

**The weather** (Tune of "Oh, my darling Clementine")

| | |
|---|---|
| What's the weather? | Is it sunny? |
| What's the weather? | Is it cloudy? |
| What's the weather like today? | Is it rainy like today? |
| Tell me children, | Is it windy? |
| What's the weather? | Is it snowy? |
| What's the weather like today? | What's the weather like today? |

**Activity 2 Look at the pictures. Guess the new words.** *2 min*
**Objective: to present the new words**

*STEP1:* Ask the pupils to look at the words, guess their meaning and match with the pictures. Help them using the mother tongue.

***Answer key:*** *a) fine; b) bad; c) freezing*

*STEP 2:* Ask them to repeat the words after the DVD.

**Activity 3a Copy and write the words under the line.** *5 min*
**Objective: to practise the new vocabulary**

The pupils write the words in the right place. You can also use the DVD for this purpose. ***Answer key:***

| 45˚ | 35˚ | 25˚ | 15˚ | -5˚ | -15˚ |
|---|---|---|---|---|---|
| very hot | hot | warm | cool | cold | freezing |

**Activity 3b Chain Drill.** *5 min*
**Objective: to practise using *why/because.***

This is a usual chain drill. The pupils ask and answer in turn as in the example/DVD.

**Activity 4 Look, read and translate.** *5 min*
**Objective: to learn how to express feelings and reasons**

Ask the pupils to look, read and translate the sentences. Focus on *why/because*.

**Activity 5a Listen and say what weather Akmal likes and why.** *5 min*
**Objective: to practise listening for specific information**

Pupils listen to the DVD very attentively and answer the question: *What weather does Akmal like and why?*

***Answer key:*** Akmal likes cool weather because when it is cool he can play football and go for a walk.

**DVD script:**

**Akmal:** Hello, Lola.
**Lola:** Hi, Akmal. How are you?
**Akmal:** Fine, thanks and you?
**Lola:** Not bad, thank you. You look sad today. Why?
**Akmal:** Because the weather is bad. It's very hot today.
**Lola:** What weather do you like?
**Akmal:** I like cool weather.

**Lola:** Why do you like cool weather?
**Akmal:** Because when it's hot I can't go out. It's boring. But in cool weather I can play football with my friends and go for a walk.

**Activity 5b, 5c** *10 min*
**Objective: to give further practice in complex sentences with** *when*

*STEP 1:* Divide the class into pairs. They ask their partners what they do when it is cold, hot, etc. using the examples. They ask and give reasons.

*STEP 2:* Then they should report on their partners

**Activity 6 Read and find the parts of a day.** *6 min*
**Objective: to practise reading for specific information**

The pupils read the texts, try to guess different parts of a day and match them with the time phrases. Explain what the words "different" and "again" mean using the mother tongue. At the end of the activity ask the pupils what season it is and why they think so. ***Answer key:*** 1c; 2a; 3b; summer

**Homework** *2 min*

Ask the pupils to look at the homework on Page 119. Check that everybody understands what to do with the 3 tasks. If necessary, explain how to do them.

## Lesson 2 Sunny days are lovely!

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to talk about the kinds of weather and symbols of forecasting;<br>- to learn to form adjectives by adding ***-y*** at the end nouns.<br>*Developing:*<br>- to enable pupils to talk about the kinds of weather and symbols of forecasting;<br>- to enable pupils to form adjectives adding ***-y*** at the end nouns;<br>- to develop fluency. | By the end of the lesson pupils will be able to:<br>- talk about the kinds of weather and symbols of forecasting;<br>- use adjectives with the weather. | *Recycling the previously learnt vocabulary*<br>New: fog, cloud, wind, dark, light, ice | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and repeat it. Look at Unit 12 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Remind the pupils that they had a task the day before to watch the weather forecast on TV, listen to it in the radio or read it in the newspaper. They should have noted what weather was expected today in different places. The pupils ask each other questions to find out what the weather is like in different places today.

**Activity 2a, 2b, 2c** *15 min*
**Objective: to present and practise adjectives made from nouns**

*STEP 1:* Explain how to make adjectives from nouns by adding the suffix ***-y*** at the end of the nouns. Show one or two examples.

*STEP 2:* Ask the pupils to match the pictures and words. You can also play the DVD and ask the pupils to match and repeat.

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

*STEP 3:* Draw the attention to the Remember Box. Then ask the pupils to look at the pictures and describe them. Remind them not to forget to add ***-y*** while saying the kind of days.

*STEP 4:* The pupils work in pairs. They ask and answer about kinds of days as shown in Activity 2c.

**Activity 3a, 3b** *13 min*
**Objective: to give less controlled practice of the new vocabulary**

*STEP 1:* Ask the pupils to look at the map of Uzbekistan and say what the weather is like in the different towns.

*STEP 2:* The pupils work in pairs. They ask and answer about weather in different places as shown in Activity 3b.

**Activity 3c Write the weather in your place.** *5 min*
**Objective: practice in writing the weather**

Ask the pupils to write about the weather in their place.

**Homework** *2 min*

Ask the pupils to look at the homework on Page 119. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do them.

## Lesson 3 What's the temperature?

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to talk about different weather and temperatures;<br>- to learn about British weather.<br>*Developing:*<br>- to enable pupils to use temperature related vocabulary;<br>- to enable pupils to talk about different weather and temperatures.<br>*Socio-cultural:*<br>- to raise awareness of the British weather. | By the end of the lesson pupils will be able to: - use temperature related words;<br>- talk about different weather and temperatures;<br>- know about British weather. | *Recycling the previously learnt vocabulary*<br>New: degree, minus, clothes, temperature, rise, fall, thermometer | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 12 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Remind the pupils that they had a task the day before. They should have noted what weather was expected in Scotland and Whales and write the weather. The pupils ask each other questions to find out what the weather is like in different places.

**Activity 2a, 2b** *8 min*
**Objective: to present the new vocabulary (meaning and pronunciation)**

*STEP 1:* Ask the pupils to guess the meaning of the new words labelled.

*STEP 2:* Play the DVD and ask the pupils to repeat the words in chorus.

**Activity 3 Look and write the temperature.** *8 min*
**Objective: to practise the new vocabulary**

*STEP 1:* Ask the pupils to look at the six thermometers and say what the temperature is. Tell them to use *It's minus X degrees* if the temperature is under 0 and *It's X degrees* if the temperature is above 0.

*STEP 2:* Play the DVD, the pupils check their answers.

**Activity 4 Work in pairs. Speak about the temperature and the weather.**
**Objective: to give further practice of the new vocabulary** *7 min*

The pupils look at the pictures and say about the temperature and the weather.

**Activity 5a, 5b** *10 min*
**Objective: to practise listening for specific information**

*STEP 1:* The pupils listen to the dialogue and note the main points while listening. They can listen to the text two or three times. Explain the meaning of the word *clothes.*

*STEP 2:* Ask them to talk about the British weather. ***Answer key:***

| place | weather in spring | temperature | | clothes |
|---|---|---|---|---|
| | | on rainy days | on sunny days | |
| e.g. London | rainy, windy, cool | 5 degrees | 10 degrees | light warm |

**DVD script:**

**Alyor:** Hello, Mardon. What are you doing? I see you're very busy.
**Mardon:** Hello, Alyor. I'm going to London with my mother and father. We have friends there. Do you know what the weather is like there?
**Alyor:** It's spring, so it's rainy and windy in London now. It rains a lot.
**Mardon:** Is that so? And what about the temperature? When is wet, it must be cold.
**Alyor:** Yes, you are right. It's cool. When it rains the temperature falls to 5 degrees. When it's sunny and there are no clouds in the sky the temperature rises to 10 degrees. In Britain it's never freezing cold. The temperature is usually above zero, not minus. Take light, warm clothes.
**Mardon:** Oh, thank you. Now I know what to do. Bye.

**Homework** *2 min*

Ask the pupils to look at the homework on Page 119. Check that everybody understands what to do with the task. If necessary, explain that the pupils should draw thermometers for the given temperatures and write sentences.

## Lesson 4 Seasons and weather

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to give reasons for likes and dislikes;<br>- to learn about the weather in winter in Uzbekistan and in Tashkent.<br>*Developing:*<br>- to enable pupils to give reasons for likes and dislikes;<br>- to enable pupils to talk about the weather in winter in Uzbekistan and in Tashkent. | By the end of the lesson pupils will be able to: - give reasons for likes/dislikes;<br>- talk about the weather in winter in Uzbekistan;<br>- talk about the weather in Tashkent. | *Recycling the previously learnt vocabulary*<br>New: dry, melt | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it.

Look at Unit 12 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to show their thermometers and read their sentences to each other.

**Activity 2 Talk about the weather in Uzbekistan in winter.** *7 min*
**Objective: to talk about the weather in Uzbekistan**

Divide the class into pairs. Explain that Mardon, the boy from the last lesson who visited London invited an English pupil to Uzbekistan. The English pupil is coming to Uzbekistan for his winter holidays. So he is interested in the weather in Uzbekistan. The pupils should inform the English pupil about the temperature; what clothes he should take. etc. Ask each pair for their suggestion. Remind them that they shouldn't repeat each other's advice.

**Activity 3a Read and find the new words.** *5 min*
**Objective: to practise reading for gist**

Ask the pupils to read the text and guess the meaning of the new word from the context. If it is difficult, tell them to look it up in the Wordlist.

**Activity 3b Say the sentences about the snowman.** *6 min*
**Objective: to talk about likes and dislikes**

Ask the pupils to look at the snowman and say what he likes and dislikes and why. Tell them to complete the sentences.

**Activity 4 Work in groups. Say what season and what weather you like/ don't like. Objective: to talk about likes and dislikes** *8 min*

In groups, the pupils say what season and what kind of weather they like and don't like and why. They should use *I like + noun, because ...*

**Activity 5 Read about Tashkent. Answer the question.** *7 min*
**Objective: reading for specific information**

Ask the pupils to read the information about Tashkent in silence and say what months are rainy/dry/cold/hot.

**Homework** *2 min*

Ask the pupils to look at the homework on Page 120. Check that everybody understands what to do with the tasks. If necessary, explain that in Activity 1 they should write four sentences about Samarkand and Khorezm using the tables, and in Activity 2 write about the weather in their home town.

## Lesson 5 Stormy weather

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to express their feelings about weather.<br>*Developing:*<br>- to enable pupils to express their feelings about weather.<br>*Socio-cultural:*<br>- to raise awareness of expressing their feelings. | By the end of the lesson pupils will be able to: - express their feelings about weather;<br>- give reasons for feelings. | *Recycling the previously learnt vocabulary*<br>New: bright, hailstone, duststorm, hail, feel, angry | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it.

Look at Unit 12 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to read their sentences to each other.

**Activity 2a Match the words. Write the meaning.** *5 min*
**Objective: to present new vocabulary**

Ask the pupils to match the words and pictures. They can check their answers in the Wordlist. Explain that "hail" is a verb like "rain" and "snow". We say "It hails" or "It's hailing." Tell the pupils to check their answers with their partners. ***Answer key:*** 1f; 2c; 3b; 4e; 5a; 6d; 7g

**Activity 2b Listen, repeat and read.** *3 min*
**Objective: to practise pronunciation**

Play the DVD and ask the pupils to repeat. Then ask them to read the words aloud in chorus. **See Pupil's book for the DVD script.**

**Activity 2c Chain Drill.** *5 min*
**Objective: to practise new vocabulary**
Ask the pupils to ask and answer in chain.

**Activity 3a, 3b** *7 min*
**Objective: to practise expressing feelings about the weather**
Explain the new phrase *I feel ...* Ask them how they feel now. Each pupil should say a sentence in a chain.

**Activity 3c Listen and complete the sentences.** *5 min*
**Objective: to practise listening for specific information**
Ask the pupils to listen to the DVD and say how the children are feeling.

**DVD script:**

**Boy:** Oh, it's hailing! How nice! We can collect hailstones. Be quick! It's stopping. (There is a noise of hailing in the background and giggling of the children).
**Girl:** Uhh! It's raining. I again can't go out. I don't like that rain. It's boring.

***Answer key:*** The boy feels happy because he likes hailstorm. The girl feels sad because she doesn't like rain.

**Activity 4 Work in pairs. Look and speak about the people in the pictures.**
**Objective: to practise expressing feelings about weather** *5 min*
Ask the pupils to look at the pictures and ask their partner how the people in the pictures are feeling.

**Activity 5 Read and say the season.** *3 min*
**Objective: to read for gist**
Ask the pupils to read the text and say what season it is. Ask them to explain their answers.

**Homework** *2 min*
Ask the pupils to look at the homework on Page 120. Check that everybody understands what to do with the tasks. If necessary, explain them.

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to make a weather report.<br>*Developing:*<br>- to enable pupils to make a weather report.<br>*Socio-cultural:*<br>- to raise awareness of how to present weather reports. | By the end of the lesson pupils will be able to: - use the material of this unit;<br>- make report about the weather in Uzbekistan, Britain. | *Recycling the previously learnt vocabulary* | Pupil's Book, the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 12 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Pupils read their sentences to each other.

**Activity 2a, 2b** *23 min*
**Objective: to practise writing weather reports**

*STEP 1:* The pupils copy and complete the maps of Uzbekistan and England, Scotland and Wales with symbols and temperatures.

*STEP 2:* They write the reports about Uzbekistan and England, Scotland and Wales and get ready for the TV programme, as shown in the example.

**Activity 2c Report.** *10 min*
**Objective: to practise presenting weather reports**

When the pupils have written their reports they should present their TV weather report to the rest of the class.

**Homework** *2 min*
1) Ask the pupils to do the quiz "I can ..." at home. This quiz does not test memory – it is a learning opportunity, so the pupils should be allowed to use their Pupil's books. Where necessary, they write the answers in their exercise books. 2) Ask the pupils to prepare Portfolio entry on Unit 12.

## PROGRESS CHECK 9

**1 Match the sentences**. *(5x1=5)* ***Answer key:*** *1b; 2e; 3d; 4c; 5a; 6f*

**2 Write the questions**. *(5x2=10)*
***Answer key:*** *1) What is the weather like today? 2) What do you do when it's hot? 3) Do you like hailstorms? 4) What can you do in winter? 5) What do you like doing in spring?*

**3 Write True or False**. *(5x1=5)* ***Answer key:*** *1) F; 2) T; 3) F; 4) T; 5) T*
**4 Write what animals are doing now**. *(5x2=10)*
***Answer key:*** *1) They are climbing now. 2) It is swimming now. 3) They are flying now. 4) They are running now. 5) It is jumping now. 6) It is eating now. 7) They are walking now.*

**5 Choose the correct answer**. *(5x2=10)* ***Answer key:*** *1c; 2d; 3a; 4c; 5b*
**6 Listen and write T for True and F for False.** *(5x1=5)*

**DVD script:** The weather in Tashkent is very dry. The summer is long, hot and dry. But in the mountains near Tashkent there is snow in summer. In July the temperature is about 37 degrees. There are about 200 sunny days. The spring is wet and very rainy in the mountains. In winter there is snow, but not a lot. In January the temperature is usually 1 to -2 degrees.

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

**Total:** 50 points

# Unit 13 Spring holidays
## Lesson 1 I like Navruz.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn how to talk, ask and answer about Navruz;<br>- to learn how to say dates.<br>*Developing:*<br>- to enable pupils to talk, ask and answer about Navruz;<br>- to enable pupils to say dates.<br>*Socio-cultural:*<br>- to raise awareness of Navruz. | By the end of the lesson pupils will be able to:<br>- say the dates;<br>- talk, ask and answer about Navruz. | *Recycling the previously learnt vocabulary*<br>New: begin Women's Day, Asian, celebrate, invite | Pupil's Book, the DVD |

**Activity 1 Listen and repeat.** *5 min*
**Objectives: to introduce the unit topic; to warm up**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and say what this song is about.

*STEP 2:* Play the DVD again and ask them to repeat the song.

**DVD script:**

**Spring holidays** (Tune of "Twinkle, Twinkle")

In warm March and April, May.
We have lots of holidays.
Women's Day and 9th of May.
But Navruz is best of all.
People cook palov, manti,
Jam and sweets and sumalak.
On the happy Navruz Day
We can dance and sing all day.
On the warm and sunny days
We have lots of holidays.
Mother's Day we celebrate
"Mummy, I love you," we say.

**Activity 2a Read and match.** *5 min*
**Objective: to practise writing sentences**

You can do this activity orally with the whole class first, then ask the pupils to write the sentences. You can also do this activity in the DVD.

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

**Activity 2b Look and say the dates.** *5 min*
**Objective: to practise pronunciation of dates**

*STEP 1:* Draw the pupils' attention to the Remember Box. Explain that dates are written like '1 May' but are said 'the first of May'.

*STEP 2:* Ask the pupils to say the dates in the pictures. They can then check their answers in the DVD.

**Activity 3a Read and give a title. Answer the question.** *5 min*
**Objective: to practise reading for gist**

*STEP 1:* In a less advanced class, you can read the text aloud or play the DVD and make sure your pupils follow your reading or the DVD recording. In a more advanced class, they read the text silently.

*STEP 2:* After that, ask them to guess the title. The pupils should be able to say *Happy Navruz.*

**Activity 3b Answer the questions.** *5 min*
**Objective: to practise reading for specific information**

Ask the pupils to read the text and answer the questions.

***Possible answers to the questions:***

1) *Yes, it is.* 2) *On 21 March.* 3) *They visit their friends and family.*
4) *No, they don't.* 5) *Children go to the park.* 6) *Yes, they do.*

**Activity 4a Read and add two sentences.** *8 min*
**Objective: to give further practice in using *because***

*STEP 1:* Ask the pupils to look at the table and make up sentences.
*STEP 2:* Ask the pupils to add two sentences to the table.

**Activity 4b Work in groups. Ask and answer.** *10 min*
**Objective: to practise talking about Navruz**

*STEP 1:* The pupils work in group asking each other questions and answering them as in the example.

*STEP 2:* When all the groups are ready, ask several pupils to report to the whole class. They should be able to say something *Nurullo likes Navruz because the holiday is full of music.*

**Homework** *2 min*

Ask the pupils to look at the homework on Page 121. Check that everybody understands what to do with the 3 tasks. If necessary, explain how to do them.

## Lesson 2 Come and stay with us.

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to write an invitation card and reply;<br>- to learn about what people do at Navruz.<br>*Developing:*<br>- to enable pupils to write an invitation card and reply;<br>- to develop reading for gist and detailed information. | By the end of the lesson pupils will be able to: - write an invitation card and reply; - say what people do at Navruz; - write Wh-questions. | *Recycling the previously learnt vocabulary*<br>New: of course, jam, invitation | Pupil's Book,the DVD, cards with names of the holidays: *New Year, Women's Day, Navruz, Teacher's day* |

**Activity 1 Listen and repeat.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and repeat it. Look at Unit 13 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils can check in pairs or go round the class and work with as many pupils as they can.

**Activity 2a Read and give a title.** *5 min*
**Objective: to practise reading for gist**

Repeat the procedure as in Lesson 1 Activity 3a.

**Activity 2b Write questions to the answers.** *5 min*
**Objective: to practise writing questions**

Ask the pupils to read the answers and write questions for them. You can also do this activity in the DVD. ***Answer key:*** 1) *What do women cook?* 2) *What do children like eating?* 3) *What do the children in the Abdullaev family like?* 4) *What does the mother cook very well?*

**Activity 3 Write the invitation.** *5 min*
**Objectives: to practise reading for detailed information; to introduce how to write an invitation letter**

Explain to the pupils that they should put in order the scrambled sentences and read a short invitation letter. Give them time to think and write, then ask to read the parts of the letter in order. Ask them to read the sentences aloud.

**Activity 4 Write an invitation to your friend.** *5 min*
**Objective: to practise writing an invitation**

The pupils write a short invitation to their friends following the example in Activity 3.

**Activity 5 Answer your friend's invitation.** *5 min*
**Objective: to practise writing a reply to an invitation**

*STEP 1:* Draw the pupils' attention to the sample card in the Pupil's Book. Ask what it is. Get the answer that it is a 'thank you' letter for the invitation.

*STEP 2:* Tell your pupils that they will write a similar answer to the invitation. Explain that to do it each pupil should first read her/his partner's invitation, and then write an answer. Help if necessary.

**Activity 6 Play "Four corners".** *8 min*
**Objective: to give freer practice of vocabulary**

*STEP 1:* Put cards with the names of holidays on the walls in the four corners of the classroom: *New Year, Women's Day, Navruz, Teacher's day.*

*STEP 2:* Tell the pupils to stand up and go to the corner with their favourite holiday. You may join one of the groups.

*STEP 3:* Then ask one pupil from each group why s/he is in this corner. They should say, *"I'm here because I like Navruz. It's my favourite holiday."* If the pupils have difficulty you can be the first to speak.

*STEP 4:* Then the pupils in the group ask each other, *"Why do you like...?"* or *"Why is... your favourite holiday?"*

**Homework** *2 min*
Ask the pupils to look at the homework on Page 121. Check that everybody understands what to do with the 2 tasks. If necessary, explain that in Activity 1 the pupils should complete the sentences, and in Activity 2 the pupils must write a letter to their friend about Hayt.

## Lesson 3 Navruz in Bukhara

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn about historical places in Uzbekistan.<br>*Developing:*<br>- to enable pupils to talk about historical places in Uzbekistan;<br>- to develop listening for specific and detailed information;<br>- to develop reading for gist and specific information.<br>*Socio-cultural:*<br>- to raise awareness of historical places in Uzbekistan. | By the end of the lesson pupils will be able to:<br>- talk about historical places in Uzbekistan;<br>- listen/read for gist, specific and detailed information. | *Recycling the previously learnt vocabulary*<br>New: palace, mosque, mausoleum | Pupil's Book,the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 13 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils can check in pairs or go round the class and work with as many pupils as they can.

**Activity 2a Listen and answer.** *7 min*
**Objective: to practise listening for specific information**

*STEP 1:* First draw your pupils' attention to the two questions, and make sure they understand them.

*STEP 2:* Then play the DVD. The pupils answer the questions.

**DVD script:**

**Vika:** Hello.
**Nargiza:** Hello, Vika. This is Nargiza.
**Vika:** Oh, hello, Nargiza. How are you?
**Nargiza:** Fine! Guess what I have to tell you.
**Vika:** I can't. What is it?
**Nargiza:** Do you remember my friend from Australia?
**Vika:** Nancy? Yes, I do.
**Nargiza:** Well, she's here in Bukhara. She's staying with us.
**Vika:** Oh, good. What are you doing now?
**Nargiza:** We're listening to music and eating sumalak. We're so happy!
**Vika:** Does Nancy like sumalak?
**Nargiza:** I don't know, but I can ask her. Nancy, do you like sumalak? She says she likes it very much. Vika, we want to go to the park. Can you come to my home and go to the park with us? It's a fine day.

**Vika:** What time do you want to go?
**Nargiza:** After lunch, at two or half past two.
**Vika:** I can come at three.
**Nargiza:** OK, come at three then. Bye.
**Vika:** See you at three o'clock.

**Activity 2b Listen again. Put the sentences in order.** *8 min*
**Objective: to practise listening for detailed information**

Play the DVD again. Now ask the pupils to write the sentences in order.
***Answer key**: 5; 6; 3; 2; 4; 1*

**Activity 3a Read and answer.** *8 min*
**Objective: to practise reading for specific information**

The pupils to read the text silently and answer the questions given above.

**Activity 3b Answer the questions.** *5 min*
**Objective: to check comprehension**

You may read the questions one by one yourself or ask one of your good pupils to do it. The rest should answer them.

**Activity 4 Work in pairs. Read and answer.** *5 min*
**Objective: to practise reading for gist**

*STEP 1:* The pupils read the text about Shakhrisabz and answer the question.
*STEP 2:* The pupils work in pairs. Ask as many pupils to express their opinions as possible.

**Homework** *2 min*

Ask the pupils to look at the homework on Page 121. Check that everybody understands what to do with the 2 tasks.

## Lesson 4 Fun in April

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn about April Fool's Day;<br>- to learn to tell and write April Fool's jokes.<br>*Developing:*<br>- to enable pupils to tell and write April Fool's jokes;<br>- to develop listening for specific and detailed information;<br>- to develop reading for the main idea and for pleasure.<br>*Socio-cultural:*<br>- to raise awareness of British customs/April Fool's Day. | By the end of the lesson pupils will be able to:<br>- talk about 1 April, i.e. April Fool's Day;<br>- tell jokes;<br>- write some April Fool's jokes. | *Recycling the previously learnt vocabulary*<br>New: April Fool's Day, funny, laugh, news | Pupil's Book,the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 13 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils can check in pairs or go round the class and work with as many pupils as they can.

**Activity 2a What do you do on this day?** *2 min*
**Objective: to prepare for the next activity**

Ask the pupils to look at the calendar page and answer the question. They should be able to say: *We have (a lot of) fun on this day.*

**Activity 2b Read and do.** *3 min*
**Objective: to have fun**

Read the joke and explain its meaning. Then ask your pupils to read and do it.

**Activity 3a Listen and answer the questions.** *8 min*
**Objective: to practise listening for specific information**

Ask the pupils to listen and answer the questions.
You can play the DVD two times.

**DVD script**:

April Fool's Day is a funny day in England. It's on the first of April. On the first of April people say things which are not true. When the things are funny, people laugh. But it is only in the morning – we can't do it after twelve o'clock. For example, Lucy's mother says to Lucy, "Look! There is a black cat in your schoolbag." Lucy looks in her schoolbag but there is no cat there. Her mother laughs and says, "April Fool!"

**Activity 3b Listen again and put the sentences in order.** *5 min*
**Objective: to listen for detailed information**

The pupils listen to the text in Activity 3a one more time, and then they put the sentences in order. You can do this activity in the DVD too.

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

**Activity 4 Read 1 April news. Is it true?** *3 min*
**Objective: to read for main idea**

The pupils read the text and answer the question. They explain the joke.

(Of course they know that sweets don't grow on trees. The joke like this one was a real joke broadcast on British TV. Many people believed. It was true until they remembered the date!)

**Activity 5a Read Aziz's joke for 1 April.** *2 min*
**Objective: to read for pleasure**

The pupils read the joke. You can ask them if they like it.

**Activity 5b Work in pairs. Write a joke for 1 April.** *5 min*
**Objective: to practise writing**

The pupils work in small groups. They try to write one or more jokes.

**Activity 5c Tell the class your joke for 1 April.** *5 min*
**Objective: to practise telling jokes in English**

Ask as many pupils as you can to tell their jokes to the class.

**Homework** *2 min*

Ask the pupils to look at the homework on Page 122. Check that everybody understands what to do. If necessary, explain the homework.

## Lesson 5 May Day holiday

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn the technique of remembering words by looking for pairs.<br>*Developing:*<br>- to develop fluency;<br>- to develop reading for gist, specific and detailed information.<br>*Socio-cultural:*<br>- to raise awareness of an English festival, i.e. May Day holiday. | By the end of the lesson pupils will be able to:<br>- speak about an English festival, i.e. May Day holiday;<br>- differentiate Uzbek and English holidays. | *Recycling the previously learnt vocabulary*<br>New: dress, pick, king, queen, ribbon, maypole | Pupil's Book,the DVD |

**Activity 1 Listen and sing.** *8 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 13 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. The pupils can check in pairs.

**Activity 2 Look and answer.** *5 min*
**Objective: to prepare for the next activity**

Ask the pupils to look at the picture and answer the questions. You may get various answers to the last question. In this case do not be in a hurry to say which is true. The pupils will learn about the country when they read the text.

**Activity 3a Read and choose a title.** *5 min*
**Objective: to practise reading for gist**

Ask the pupils to read the text silently. As usual, help them with the words which are difficult for them. Then the pupils should choose the most suitable title. (Title 2).

**Activity 3b Look and match the sentences in 3a and the pictures.** *5 min*
**Objective: to practise reading for specific information**

Ask the pupils to look at the pictures and find sentences in 3a to match these pictures. This activity can also be done in the DVD.

***Answer key:***
a The ribbons make a bright picture on the maypole.
b On May Day young people take flowers to their homes.
c The May king and May queen have beautiful spring flowers on their heads.

**Activity 3c Make pairs of words.** *5 min*
**Objective: to raise pupils' awareness about words with opposite meaning and pairs of words**

The pupils should make pairs of words opposite in meaning or pairs.
This activity can also be done in the DVD. ***Answer key:*** *1c; 2d; 3b; 4a*

**Activity 4 Put the words in order.** *10 min*
**Objective: to give practice in writing sentences**

Ask the pupils to write the sentences.

***Answer key:***
1 May Day is a holiday in England.
2 On May Day young people take flowers to their homes.
3 They sing spring songs.
4 Children dance round a maypole.
5 The ribbons make a bright picture.
6 Not a lot of people do it now.

**Activity 5 Say True or False.** *5 min*
**Objective: to practise reading for detailed information**

*STEP 1:* Ask the pupils not only to say True or False but also to give true sentences instead of the false ones. e.g. May Day isn't a holiday in India *or* May Day is a holiday in England.

*STEP 2:* At the end of the lesson remind your pupils about the usage of prepositions with holidays.

***Answer key:***
British people cook sumalak on 21 March. *False.* Uzbek people cook sumalak on 21 March.
People take a maypole to their homes. *False* People take flowers to their homes.
May Day is a holiday in India. *False* May Day is a holiday in England.
On May Day people have a lot of flowers. *True*
At Navruz children dance round the maypole with ribbons. *False* On May Day children dance round the maypole with ribbons.
People like singing on May Day. *True*

**Homework** *2 min*

Ask the pupils to look at the homework on Page 122. Check that everybody understands what to do with the 2 tasks. If necessary, explain that in Activity 1 they should do a crossword to find 10 words, and in Activity 2 they must make a poster "Celebrations in England and Uzbekistan".

## Lesson 6 Project

| Aims | Learning outcomes | Vocabulary and structure | Required equipment |
|---|---|---|---|
| *Educational:*<br>- to learn to make presentations;<br>- to learn to design and describe presents.<br>*Developing:*<br>- to enable pupils to talk about presents and holidays;<br>- to enable pupils to make presentations;<br>- to develop creativity;<br>- to stretch imaginations;<br>- to develop fluency. | By the end of the lesson pupils will be able to:<br>- talk about imaginary spring holidays and presents;<br>- make presentations. | *Recycling the previously learnt vocabulary*<br>New: present, perfume | Pupil's Book,the DVD |

**Activity 1 Listen and sing.** *10 min*
**Objectives: to warm up by singing the song; to check homework**

*STEP 1:* Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 13 Lesson 1 Activity 1 for the DVD script.

*STEP 2:* Checking homework. Ask the pupils to make their presentations.

**Activity 2 Work in pairs. Make a new spring holiday. Copy and complete.**
**Objectives: to stretch pupils' imagination; to develop pupils' creativity** *5 min*

Tell your pupils to think of an absolutely new holiday that does not exist in real life. e.g. Pets' day. They will complete the table working in pairs.

**Activity 3 Draw and describe a present for your new spring holiday**. *10 min*
**Objective: to practise designing and describing presents**

*STEP 1:* Ask the pupils to look at the presents that people usually give and get. Tell them to think of something new.

*STEP 2:* In pairs the pupils draw and describe a present for their new holiday. They should write 3-5 sentences. Your help will be necessary because it will be more interesting if different pairs have different presents.

**Activity 4 Work in groups of four. Ask and guess the present.** *8 min*
**Objective: to practise asking questions**

Divide the class into groups of four. The pupils take turns to ask questions as in the example and guess the present of each pair.

**Activity 5 Report to the class. Describe your new spring holiday and present.**
**Objective: to develop fluency** *12 min*

Pairs report to the class. One pupil in the pair speaks about the holiday, the second speaks about the present. Ask as many pairs as you can.

# TEST 4

**1 Write the questions**. *(5x2=10)*

e.g. Navruz/When/people/celebrate/do? *When do people celebrate Navruz?*

1) people/Do/work/on this/day/? 2) What/they/do/at Navruz/do/?
3) Where/the people/take/their children/do? 4) What/cook/do/women?
5) like/children/Do/sumalak?

***Answer key:*** *1) Do people work on this day? 2) What do they do at Navruz? 3) Where do the people take their children? 4) What do women cook? 5) Do children like sumalak?*

**2 Match pair words**. **e.g.** 1c *(5x2=10)*

| | | | |
|---|---|---|---|
| 1 sing | a funny | 4 sew | d head |
| 2 green | b bright | 5 sunny | e queen |
| 3 white | c king | 6 leg | f no |

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

**3 Match prepositions and phrases**. *(5x2=10)*

***Answer key:*** *1 in; 2 on; 3 at; 4 on; 5 in; 6 at*

| | at | in | on |
|---|---|---|---|
| 1 April | | | |
| 2 May Day | | | |
| 3 Navruz | | | |
| 4 March 8 | | | + |
| 5 Spring | | | |
| 6 12 o'clock | | | |

**4 Choose the right word**. **e.g.** 1b *(5x2=10)*

1) In summer it's ... in Uzbekistan.
a) warm b) hot c) cold d) cool
2) When it is hot people ...
a) play snowballs b) fly a kite c) go swimming d) sledge
3) When it is cold I like ... a) staying at home b) going swimming c) playing football d) sunbathing
4) April Fool's Day is a…day in England. a) beautiful b) interesting c) funny d) hot
5) May Day is a holiday in ... a) India b) Uzbekistan c) England d) Korea

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

**5 Listen and write the answers to the questions**. *(5x2=10)*

**DVD script:** Today's the 18th of May. It's six o'clock in the morning. Mary gets up and goes to the garden. There are a lot of trees and flowers in the garden. Mary's mother likes roses. Mary takes roses and goes home. She sits down at the desk and draws a picture for her mother. When her mother and father get up they see beautiful flowers and a picture. Little Mary says, "Happy birthday to you, mummy." Father smiles because he has a present too. He gives her a big cake. Mother is happy. She says, "Thank you". They laugh and go to the kitchen to have tea and cake.

1 What season is it? a) summer b) spring c) autumn
2 When does Mary get up? a) 5.30 p.m b) 6.00 p.m. c) 6.0 a.m. d) 7.00a.m
3 Why does Mary get up early?
a) to draw a picture and take flowers b) to make a cake c) she likes drawing
4 She has a present to her mother because it is ...
a) May Day b) Navruz c) Her mother's birthday
5 What does Mary's father give as a present? a) flowers b) cake c) picture

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

**Total:** 50 points