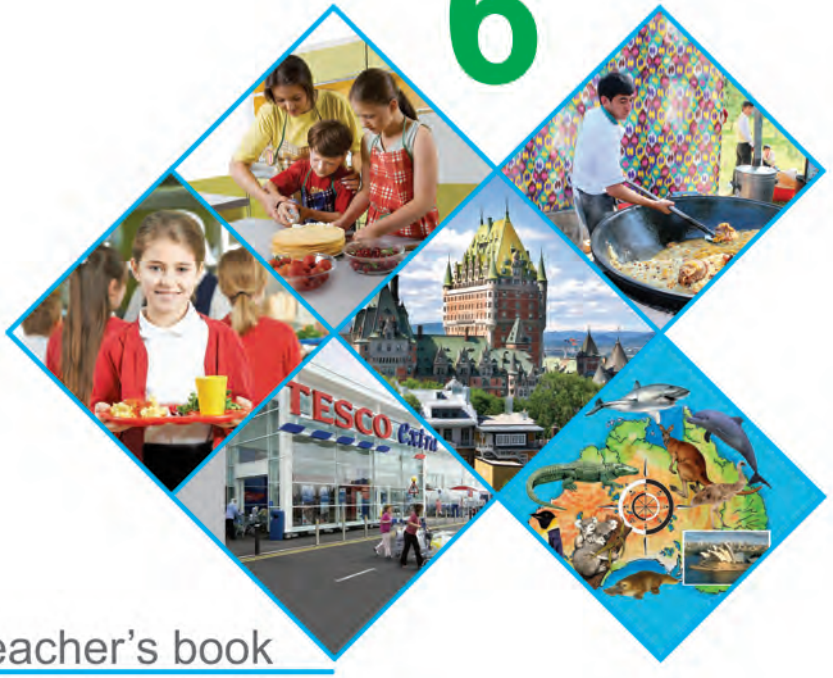
ЛУТФУЛЛО ЖУРАЕВ, ЛЮДМИЛА КАМАЛОВА,
СВЕТЛАНА ХАН

Teens' ENGLISH

Методическое пособие для учителей

6



Teacher's book

ИЗДАТЕЛЬСКО-ПОЛИГРАФИЧЕСКИЙ ТВОРЧЕСКИЙ ДОМ «УЗБЕКИСТАН»
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ВСТУПЛЕНИЕ

1. Из чего состоит учебно-методический комплекс *Teens' English 6*?

Teens' English 6 является второй из серии книг по английскому языку для средней школы. В учебно-методический комплекс входят: учебник, книга для учителя и мультимедийное приложение.

Учебник *Teens' English 6*

В книге 13 разделов, рассчитанных на 102 часа учебных занятий. Каждый раздел разбит по 6 уроков. Содержание уроков постепенно усложняется.

Учебные занятия на 102 часа разделены по следующим разделам:

1 раздел. *6 уроков – 6 часов; контрольная работа – 1 час = 7 часов*

2 раздел. *6 уроков – 6 часов; портфолио – 1 час; контрольная работа – 1 час = 8 часов*

3 раздел. *6 уроков – 6 часов; портфолио – 1 час; тест – 1 час = 8 часов*

4 раздел. *6 уроков – 6 часов; портфолио – 1 час; контрольная работа – 1 час = 8 часов*

5 раздел. *6 уроков – 6 часов; портфолио – 1 час; контрольная работа – 1 час = 8 часов*

6 раздел. *6 уроков – 6 часов; портфолио – 1 час; тест – 1 час = 8 часов*

7 раздел. *6 уроков – 6 часов; портфолио – 1 час; контрольная работа – 1 час = 8 часов*

8 раздел. *6 уроков – 6 часов; портфолио – 1 час; контрольная работа – 1 час = 8 часов*

9 раздел. *6 уроков – 6 часов; портфолио – 1 час; контрольная работа – 1 час = 8 часов*

10 раздел. *6 уроков – 6 часов; портфолио – 1 час; тест – 1 час = 8 часов*

11 раздел. *6 уроков – 6 часов; портфолио – 1 час; контрольная работа – 1 час = 8 часов*

12 раздел. *6 уроков – 6 часов; портфолио – 1 час; контрольная работа – 1 час = 8 часов*

13 раздел. *6 уроков – 6 часов; тест – 1 час = 7 часов*

Рабочая тетрадь

После 13-го раздела приводятся страницы «Рабочей тетради». Там приводятся два разных вида упражнений: 1) упражнения, предназначенные для выполнения в классе; 2) упражнения, предназначенные для выполнения дома (домашние задания).

Поскольку писать в учебник нельзя, ученики должны вести отдельную тетрадь для выполнения упражнений, где они переписывают их и выполняют соответствующие задания.

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Грамматический справочник

После «Рабочей тетради» 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 как 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.

Мультимедийное приложение Учебника *Teens' English 6*

Мультимедийное приложение содержит записанные аудиотексты, диалоги и т.п. в исполнении разных квалифицированных учителей английского языка Узбекистана и лучших учащихся. Оно включает в себя не только все материалы, необходимые для прослушивания заданий из учебника, но также и интерактивные задания. Если у Вас нет мультмедийного приложения, Вы можете сами читать тексты из сценария.

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

Методическое пособие для учителя к учебнику *Teens' English 6*

Методическое пособие для учителя — это неотъемлемая часть УМК. Всем учителям необходимо иметь его для эффективной работы на уроке.

Методическое пособие для учителя содержит следующее:

- 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 в мультимедийном приложении;
- четыре образца тестов, которые могут быть использованы для проверки знаний учащихся, с выставлением четвертных оценок (с ответами);
- контрольные работы (с ключами);
- четкие инструкции для учителей о том, как организовать работу по заданиям учебника.

Контрольные работы (Progress checks)

В методическом пособии для учителя даны контрольные работы (с ответами) после следующих разделов: 1, 2, 4, 5, 7, 8, 9, 11, 12. Контрольные работы дают ученикам возможность проверить, как хорошо они усвоили материал раздела. Это эффективный путь для повторения и развития чувства ответственности для самоконтроля. Для каждой контрольной работы выделяется 45 минут.

Аудиозаписи заданий на прослушивание, содержащиеся в контрольных работах, имеются в мультмедийном приложении. Их нужно прослушивать во время выполнения заданий.

Тесты (Tests)

В методическом пособии для учителя нами включены тесты (с ответами) после прохождения разделов 3, 6, 10, 13, которые могут быть использованы для формальной оценки учеников. Для каждого теста выделяется 45 минут.

Все тесты целиком основаны на материале *Teens' English 6* и рассчитаны на то, что если ученик посещал все занятия, выполнял все задания учебника и все домашние задания, то он сможет достигнуть хороших результатов. Аудиозаписи заданий на прослушивание, содержащиеся в тестах, имеются в мультимедийном приложении. Их нужно прослушивать во время выполнения заданий.

2. Наиболее часто выполняемые задания в *Teens' English 6*

Названия уроков и разделов

Они включают новые слова, которые специально не вводятся во время урока. Поэтому учителю важно сфокусировать внимание учащихся на названиях разделов и уроков. В некоторых случаях название включает в себя новые слова 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 большой 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 выполнено задание. При необходимости Вы сами можете сказать правильное значение слова).

Использование картинок

В *Teens' English 6* 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 «Прослушай 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 таким способом 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 или структур. Задания при этом выполняются очень быстро.

«По цепочке» – задание, выполняемое только в классе. Учитель знакомит с новым материалом. Затем он вместе с одним из учащихся выполняет задание, другие учащиеся наблюдают за процессом. Например, *I like sewing.* Учитель обращается к одному из учеников: *I like sewing. What about you?* Ученик отвечает за себя и задает другому вопрос (*What about you?*). Учитель отвечает за себя и просит учащегося повторить структуру еще раз. После этого учитель просит учеников выполнить это задание в этой же последовательности. Например:

Ученик 1: I like sewing. *(Поворачивается к следующему ученику)* What about you?

Ученик 2: I like reading books. *(Поворачивается к следующему ученику)* What about you?

Ученик 3: I like drawing. *(Поворачивается к следующему ученику)* What about you? и т.д.

Чтобы ускорить процесс, учитель может организовать упражнения «по цепочке» по рядам.

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 (Games)

Игры, используемые в *Teens' English 6*, 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 этот элемент игры

разнообразит урок. Однако, если некоторые ученики делают это с нежеланием, учителю 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 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)

Проектная работа является неотъемлемой частью этого курса обучения. Это заключительный этап каждого раздела. 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 стихотворение, 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.

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 методическом пособии для учителя.

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

Портфолио (Portfolio)

В Учебнике *Teens' English 6,* во время изучения 2—12 разделов, предусмотрена подготовка портфолио, то есть папки или файла выполненных работ. После проектных работ этих разделов каждому уроку портфолио выделяется еще по 45 минут.

На уроках портфолио ученики готовят свои лучшие работы, проекты, образцовые контрольные работы, тесты, дневники, диаграммы и т.д. по соответствующему разделу. Такая деятельность дает ученикам чувство гордости за свою работу, знания и достижения. Учитель может организовать выставку подготовленных портфолио на стенах классной комнаты, а также показать родителям успехи своих детей на английском языке.

Задания, которые выполняются до, вовремя и после чтения/аудирования (Pre, while and post reading/listening activities)

В *Teens' English 6* используются три шага для того, чтобы читать и слушать эффективно. Эти задания выполняются до, вовремя и после чтения и аудирования.

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

Задания «вовремя чтения и аудирования» даются во время процесса чтения и аудирования текста. Они помогают тем, кто читает и слушает лучше понять содержание и организацию текста и цель автора.

Задания на «после чтения и аудирования» даются в конце чтения и аудирования текста и уводят внимание тех, кто читает или слушает за пределы текста. Они помогают соотнести идеи текста со своей точкой зрения, собственными интересами и знаниями или что-то сделать с информацией, полученной в тексте.

Целью использования трех шагов при чтении и аудировании текстов является сделать процесс управляемым, а также приблизить учеников к естественному чтению и аудированию. В повседневной жизни, например, если мы читаем газету, мы сначала смотрим на заголовки и получаем общую идею. Затем мы смотрим и читаем более внимательно.

Виды текстов для чтения и аудирования

Тексты для чтения и аудирования в *Teens' English 6* 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, радиопередачи, живые интервью, речи на соревнованиях и т.п.

Интеграция навыков

В *Teens' English 6* 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 участие 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 мультимедийного приложения или учителя. Проведенное исследование по-

казало, что более легкий и эффективный способ обучения произношению слов является тот, при котором ученики используют новые слова в сочетании с уже знакомыми.

Авторы *Teens' English 6* полагают, что на этом уровне важно вводить некоторые правила чтения, которые предлагаются в мультимедийном приложении. Учителя должны использовать эти упражнения при каждом удобном случае во время прохождения очередного раздела.

Первым заданием каждый раз будет привлечение внимания 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 мультимедийном приложении для каждого раздела под символом с наушниками).

Дополнительные упражнения на грамматику

В заданиях представлены дополнительные упражнения для отработки грамматических явлений, пройденных в разделе или на уроке. Учителя и ученики могут использовать их в удобное для них время во время урока или при повторении раздела. 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 мультимедийном приложении для каждого раздела 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 7—9 классах.

3. Новый подход в *Teens' English 6*

Teens' English 6 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.

Teens' English 6 ставит целью помочь развитию **четырех языковых навыков:** чтения, слушания, говорения и письма. Делается упор на обучение современному английскому языку для коммуникативных целей. Поэтому особое внимание уделяется говорению и аудированию, 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 *Teens' English 6* отобран и организован в соответствии с темами, а грамматический материал интегрирован с

навыками говорения. В учебнике 6 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 *Teens' English 6* и другими учебниками, которыми Вы, возможно, пользовались, это то, что *Teens' English 6* 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 *Teens' English 6,* ставит целью поставить учеников-обучающихся в центр всего, что происходит в классе. По этой причине *Teens' English 6* 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 .



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 *Teens' English 6*.

Коммуникативное задание при подходе, направленном на обучаемого



с фиксированными партами

с передвигаемыми партами

Как мы видим, учитель может свободно слушать, мониторить, планировать наперед, пересматривать следующие шаги и слышать, как ее или 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 *Teens' English 6* мы не предлагаем совсем не исправлять ошибки, но этот процесс можно выполнить во время задания «после говорения». 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 задания 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 *Teens' English 6* верят, что английский язык лучше всего изучать 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 правильный 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 имеются 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 для упражнений учеников, потому что:

· Это 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 *Teens' English 6* !

Мы, авторы, с удовольствием работали над созданием *Teens' English 6*. Теперь мы надеемся, что Вы, учителя, получите удовольствие, используя его со своими учениками. Удачи Вам и Вашим ученикам!

Unit 1 Work and family
Lesson 1 Jobs at school

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the professions at school; - to learn about Munojat Yulchieva and David Beckham. *Developing:* - to enable pupils to talk about the professions at school and ask and answer about celebrities; - to enable pupils to read for detailed and listen for specific information. *Socio-cultural:* - to raise awareness of Uzbek and English celebrities.	At the end of the lesson pupils will be able to: - talk about the professions at school; - ask and answer about celebrities; - read for detailed and listen for specific information.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD; a set of 5-7 small cards with professions for Activity 3

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.

Note: Remind them not to worry if they cannot sing the song well now. Say they will sing the song again in the next lessons.

DVD script:

I want to be (Tune of "The wheels on the bus")
Oh what do you want to be, my friend?
A gardener? Or a businessman?
Oh I want to be a programmer
And work with computers.

Oh what do you want to be, my friend?
A TV star? Or a policeman?
Oh I want to be an architect
And work in an office.
Oh what do you want to be, my friend?
A sales assistant? Or a fireman?
Oh I want to be a cook or chef
And work in a canteen.

Activity 2a Work in groups of 4/5. Read the text and complete the sentences with the words in the picture. *5 min*
Objectives: to revise the vocabulary related to professions;
to give practice in reading for detailed information;
to practise inferring the meaning of words from the context

STEP 1: Ask the pupils to look at the picture of the school and the people who work there. Elicit who these people are.

STEP 2: Make groups of 4/5 pupils.

STEP 3: Ask the groups to read the text, discuss and put the professions from the picture into the gaps. Explain to the pupils that they do not have to copy the text, they can write the numbers and the professions.

Activity 2b Listen and check. *3 min*

Objective: to listen for specific information to check predictions

Play the DVD. Ask the pupils to listen and check their answers in Activity 2a.

DVD script and answer key:

A lot of people work at your school. They do a lot of different jobs. For example, your (1) *teacher* helps you to learn. The (2) *director* helps teachers, pupils and parents. The (3) *secretary* answers the telephone and works with letters and papers. The (4) *librarian* knows about the books and helps children to find books. The school (5) *doctor* helps sick children. The (6) *cook* in the canteen makes lunch every day. And the (7) *cleaner* cleans the school. What is your job at school? Your job is to learn.

Activity 3 Work in group of 4/5. Ask and answer about jobs in your school. *7 min*

Objectives: to give practice in asking and answering about professions at school; to reinforce the vocabulary related to professions

Note: In advance prepare a set of 5-7 small cards with professions *(e.g. doctor, teacher, cleaner, director, secretary, librarian, cook)* for each group.

STEP 1: Make groups of 4/5 pupils.

STEP 2: Give each group a set of cards with professions.

STEP 3: A pupil takes a card and keeps it a secret. The others in the groups must ask only Yes/No-questions to find the profession on the card as shown in the example. Then another pupil takes a card and keeps it a secret, etc.

Activity 4a Listen and complete the sentence. *3 min*

Objective: to listen for specific information

STEP 1: Ask the pupils to open the Workbook to Page 84 and look at the incomplete sentence and the box with professions.

STEP 2: Play the DVD. Ask the pupils to listen and complete the sentence.

Answer key: *Vali is talking to the school doctor.*

DVD script:

Doctor: What's your name?
Vali: My name's Vali.
Doctor: What's wrong, Vali?
Vali: I'm sick.
Doctor: Do you have a sore throat or a runny nose?

Vali: No.
Doctor: Do you have a tummy ache?
Vali: Yes.
Doctor: What did you eat today?
Vali: … Well… errr… I ate biscuits, chips and chocolate. They're yummy.
Doctor: I see … and what did you drink?
Vali: … Cola … I like Cola. It's yummy too.
Doctor: OK, Vali … you ate biscuits, chips, chocolate … and drank Cola. They're unhealthy. You must eat fruit and vegetables and drink tea or water.

Activity 4b Write T for True and F for False. *7 min*
Objective: to give more practice in listening for specific information

STEP 1: Ask the pupils to open the Workbook to Page 84 and read the five sentences about Vali.

Note: Remind the pupils not to write in the Workbook. Ask them to write numbers from 1 to 5 in their exercise books.

STEP 2: Play the DVD, the pupils listen to the dialogue in Activity 4a one more time and write T for True and F for False sentences in their exercise books.

Answer key:
1) Vali has a sore throat. *F*
2) Vali has a tummy ache. *T*
3) Vali likes tea. *F*
4) Vali had a lot of fruit and vegetables today. *F*
5) Vali does not eat healthy food. *T*

Activity 5a Match the questions and answers. Say about Farruh Zakirov. *5 min*
Objective: to develop reading and speaking skills

STEP 1: Ask the pupils to open the Workbook to Page 84.

STEP 2: Ask the pupils to read the questions and match them with the answers.

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

STEP 3: When the pupils have finished matching, ask them to speak about the singer. Ask them if they can add any information about Farruh Zakirov and the "Yalla" group.

Activity 5b Work in pairs. *8 min*
Objectives: to reinforce topic vocabulary;
to develop speaking skills

STEP 1: Info gap activity. The pupils work in pairs. Ask Pupil A to look at Page 6 and read the text about Munojat Yulchieva silently. Ask Pupil B to look at Page 11 and read the text about David Beckham silently.

STEP 2: Ask both pupils to open the Workbook to Page 84, find their part in Activity 5b and copy the information form into their exercise books.

STEP 3: Then explain that they should ask and answer in turn as shown in the example and complete the information about the celebrity (Pupil A must complete the information about David Beckham. Pupil B must complete the information about Munojat Yulchieva).

STEP 4: The pupils check the answers on their partner's page.

Homework *2 min*

Ask the pupils to look at the homework on Pages 84-85. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Answer key to Task 2:

1) She was born in a village near Fergana.
2) Her parents had eight children.
3) She knows a lot of old songs.
4) He trains a lot every day.
5) He has a lot of friends in his team.

Lesson 2 Professions

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn how to split words into syllables and put the main stress. *Developing:* - to enable pupils to talk about professions, their workplace and what they do; - to enable pupils to break words into syllables and put the main stress; - to enable pupils to listen for specific information.	At the end of the lesson pupils will be able to: - talk about professions, their workplace and what they do; - break words into syllables and put the main stress; - listen for specific information.	a photographer; an interpreter; a computer programmer; an architect; a policeman; a sales assistant; a chef; a gardener; a TV star; a reporter	Pupil's Book; the DVD; cards for Activity 4

Language Notes

At this level you can let your pupils use the two words – *job* and *profession* – synonymously.

Job – the work that you do for money.

Profession – a job that needs a lot of studying and special training.

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 1 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. For checking homework Task 1 ask the pupils to play "Listen and guess" in groups. Pupils in turn read their sentences. Other pupils listen and guess the person. First you should demonstrate this activity with an example. The pupils can check Task 2 in pairs.

Activity 2a Work in pairs. Look and match. *5 min*
Objectives: to introduce the new words;
to establish the meaning of new words;
to draw attention to similarities/differences

Ask the pupils to look at the picture, where they can see different professions. Ask the pupils about the meaning of some words, e.g. *photo, police, garden, TV, report*. Ask them to match the professions there with the words in the cloud.

Answer key: *1h; 2f; 3a; 4b; 5e; 6j; 7i; 8g; 9c; 10d*

Language Notes
'*Chef*' is a French word and therefore in English it is pronounced [ʃef].
'*Policeman*' is commonly mispronounced and should be [pəˈliːsmən].

Activity 2b Work in pairs. Listen and repeat. Point to the picture. *3 min*
Objective: to pronounce the words correctly

Ask the pupils to listen and repeat the words after the DVD. They also should point to the pictures with their fingers in turn.

DVD script:
a photographer; an interpreter; a computer programmer; an architect; a policeman; a sales assistant; a chef; a gardener; a TV star; a reporter

Activity 3a Find similar words. *8 min*
Objective: to practise the pronunciation of the new words;
to raise awareness of stress patterns

STEP 1: Ask the pupils how many syllables there are in a word, e.g. "pho-to-gra-pher". You can write this word on the board. Substitute the syllables with "o". Write the stressed syllable with big "O".

STEP 2: Ask the pupils to repeat the word looking at the word code. You can beat time by clapping hands. Explain that the stressed syllable is pronounced louder than others.

STEP 3: Write on the board two other words: *policeman* and *programmer*. Ask the pupils to count the syllables and find the stressed syllable. Write the word codes on the board. If the pupils cope with the task well, they are ready to do the activity in groups.

STEP 4: Ask the pupils to open the Workbook to Page 85 and copy the table in Activity 3a into their exercise books.

STEP 5: Divide the class into three groups. Allocate one column of the table to each group.

STEP 6: Ask each group to find the words in the cloud with the certain type of the stressed syllable and put them into their column. Explain that the number of syllables can be three or four. And the stressed syllable can be the first or second.

Activity 3b Listen and check. *3 min*
Objectives: to consolidate the pronunciation of the new words;
to listen for specific information

Play the DVD. Ask the groups to repeat after the DVD and at the same time to check their answers.

DVD script and answer key:

oOoo	oOo	Ooo
pho-to-gra-pher	po-lice-man	pro-gram-mer
in-ter-pre-ter	as-sis-tant	gar-de-ner
li-bra-ri-an	T-V-star	ar-chi-tect

Activity 4 Match the sentences and the jobs. *7 min*
Objective: to reinforce the new vocabulary

Note: In advance prepare 9 cards with the professions and 9 cards with the sentences for matching (you can find them in Activity 4 on Page 85). If in your class there are more pupils than the numbers of cards, you should prepare more cards so that each pupil has a card.

STEP 1: Distribute the cards to the pupils.

STEP 2: Let the pupils mingle. All the pupils keep their cards a secret. The pupils with sentences read their sentences in a quiet voice to different pupils and try to find his/her pair. The pupils with professions should not show their cards. **e.g. Pupil A:** *Karima works at the school. She speaks English to pupils.* **Pupil B:** *Teacher*

Activity 5 Play "Tic Tac Toe". *7 min*
Objectives: to reinforce the topic vocabulary;
to have fun

STEP 1: Draw on the board a grid with 9 boxes and write jobs as shown in the example.

STEP 2: Divide the class into 2 teams.

STEP 3: Remind the pupils how to play this game. For the first round ask two pupils from Teams 1 and 2 to come to the board. If Pupil 1 wants to occupy any box in the grid, s/he must say two-three sentences about the job. They can say where the people work and what they do at their work, for example: *A librarian works in a library. She knows about the books. She helps children to find books*. The team can help their player. If the sentences are correct, Pupil 1 puts a cross in the box. Then Pupil 2 plays, etc. The team that puts 3 crosses vertically or horizontally is the winner.

Optional Activity 6a Work in groups of 4/5. Complete the table.
Objective: to practise speaking

STEP 1: Ask the pupils to open the Workbook to Page 85 and copy the table into their exercise books.

STEP 2: Make groups of 5/6 pupils.

STEP 3: The pupils ask and answer the questions as in the example and complete the table.

Optional Activity 6b Report.
Objective: to practise reporting on the results

A representative from each group reports on their results as in the example.

Homework *2 min*

Ask the pupils to look at the homework on Pages 85-86. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Answer key to Task 1:

1) teacher; 2) director; 3) secretary; 4) cleaner; 5) cook; 6) doctor; 7) librarian

Lesson 3 He wants to be a/an ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Developing: - to enable pupils to ask, answer and talk about future professions; - to enable pupils to say about smb's choice of future profession and the reason for it; - to enable pupils to listen for specific information.	At the end of the lesson pupils will be able to: - ask, answer and talk about future professions; - say about smb's choice of future profession and the reason for it; - listen for specific information.	*Recycling the previously learnt vocabulary*	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 1 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils check in pairs the crossword. Then they ask and answer questions about their relatives' profession.

Activity 2 Chain Drill. *5 min*
Objective: to revise the vocabulary

This is a usual Chain Drill activity.

Pupil 1 *(throws a ball to Pupil 2 and asks)*: What do you want to be?

Pupil 2 *(catches the ball and answers)*: I want to be an architect. *(Then s/he throws the ball to Pupil 3 and asks the question, etc.)*

Note: 1) If necessary, practise the structures before starting Chain Drill. Ask the pupils to repeat after you in chorus, in rows and in pairs: *What do you want to be? I want to be a doctor.* 2) Remind of the article *a/an*. You can write on the board *a doctor – an architect.*

Activity 3 Listen to Sevara, Laziz and Dilnoza. Complete the table. *7 min*
Objective: to give practice in listening for specific information

STEP 1: Ask the pupils to open the Workbook to Page 86 and copy the table in exercise 3 into their exercise books.

STEP 2: Say they will listen to the DVD 2 times. Ask them to write the professions the children want to be under the "wants to be …" column of the table. Play the DVD.

STEP 3: Ask the pupils to complete the "why" column of the table. Play the DVD the second time.

Note: You can also ask the pupils to try to complete the "why" column before the second listening and then to check their answers.

Answer key:

name	wants to be...	why
Laziz	**e.g.** *a reporter*	because he wants to interview film stars.
Dilnoza	an interpreter	because she likes English and German.
Sevara	a pilot	because she likes planes.

DVD script:

Laziz: Sevara, Dilnoza, it's time to go home. Let's walk together.
Dilnoza: Good idea. I'm thinking about our lesson today, about jobs and professions. I like English and I study German too. So I want to be an interpreter. What about you, Laziz?
Laziz: ...errr I wanted to be a businessman last year but now I want to be a reporter.
Sevara: A reporter? ...and to interview people?
Laziz: Yes, I want to interview film stars.
Sevara: Film stars? Good luck! As for me, I know exactly what I want to be. I like planes and I want to be a pilot. Sevara, the first woman pilot of Uzbekistan Airlines!

Activity 4a Listen and match. *7 min*
Objective: to give practice in listening for specific information

STEP 1: Ask the pupils to look at the pictures of the children and study their thought bubbles.

STEP 2: Ask the pupils to look at the picture of Daniel and ask, "*What does Daniel want to be?*" Elicit the answer. Then play the DVD and let them listen to the first sentence and check their answers: "*Daniel wants to be a computer programmer because he likes computers.*"

STEP 3: Ask them to open the Workbook to Page 86 and see the example for Daniel. Explain that now they will listen to the rest of the DVD and match the children and their professions.

STEP 4: Play the DVD. The pupils listen and match. Make a pause before each sentence.

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

STEP 5: Ask: "*What does Heggy want to be?*" Elicit the answer: "*Heggy wants to be a taxi drive because he likes cars.*"

DVD script:

Daniel wants to be a computer programmer because he likes computers.

Sabina wants to be a nurse because she likes to help doctors and sick people.

Madina wants to be a librarian because she likes reading books.

Rustam wants to be a chef because he wants to cook dinners and lunches.

Davron wants to be a farmer because he likes tractors.

Lucy wants to be a doctor because she wants to help sick people.

Aziz wants to be a reporter because he wants to interview people.

Alisher wants to be a pilot because he likes planes.

Activity 4b Work in pairs. Look and say what Aziz and his friends want to be. *6 min*

Objective: to practice asking and answering about professions

STEP 1: Ask the pupils to repeat after you in chorus the question *"What does Daniel want to be?"* and the answer *"Daniel wants to be a computer programmer"*, the question *"Why?"* and the answer *"Because he likes computers."*

STEP 2: Divide the class into two groups. Ask the first group to say the questions about Aziz and the second group say the answers. Then vice versa.

STEP 3: After that ask the pupils to work in pairs and do the activity in the same way and as shown in the example.

Activity 5a Work in groups of 4/5. Complete the table. *6 min*

Objective: to practise speaking about professions

STEP 1: Ask the pupils to open the Workbook to Page 86 and copy the table in Activity 5a into their exercise books.

STEP 2: Make groups of 5/6 pupils.

STEP 3: Ask the pupils first to write own name under the 'name' column and complete the 'job' and 'why' columns about themselves.

STEP 4: The pupils ask and answer the questions in the group as in the example and complete the table.

Activity 5b Report. *4 min*

Objective: to practise reporting on the results

A representative from each group reports on their results as in the example.

Homework *2 min*

Ask the pupils to look at the homework on Page 86. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Answer key for Task 2:

1) hospital; 2) people; 3) takes; 4) breakfast; 5) car; 6) helps; 7) home

Lesson 4 A wedding in Fergana

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about family trees *Developing:* - to enable pupils to ask and answer questions and talk about families, relatives and relationship; - to enable pupils to draw family trees; - to enable pupils to read for specific information and for the main ideas.	At the end of the lesson pupils will be able to: - ask and answer questions and talk about families; - talk about relatives and relationship; - draw family trees and talk about the people in them; - read for specific information and for the main ideas.	wife, husband, uncle, aunt, son, daughter, cousin, niece, nephew, relative, wedding, get married	Pupil's Book; the DVD

Activity 1 Listen and sing. *7 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.

Note: If you see that the class is bored with the song, you can choose any other song.

STEP 2: Checking homework. The pupils mingle and read the sentences they wrote in homework Task 1 to each other. Ask them to find two people who have similar sentences. Stop the class after 3-4 minutes and ask to report, for example: *Madina and I want to be a doctor because we want to help sick people.* The pupils check the answers for homework Task 2 in pairs.

Activity 2a Look, listen and repeat. *5 min*
Objectives: to revise and introduce family vocabulary;
to establish the meaning of words;
to pronounce the words correctly

STEP 1: Ask the pupils to look at Aziz's family tree. Ask questions about his family and relatives, for example: *How many sisters and brothers does Aziz have? What's his uncle's name? Is Bobur his mother's brother?*

STEP 2: Then introduce the new words. After that ask the pupils to repeat the words after the DVD.

DVD script:
wife, husband, uncle, aunt, son, daughter, cousin, niece, nephew

Activity 2b Look and write about Aziz's family. *5 min*
Objective: to consolidate the family vocabulary

STEP 1: Ask the pupils to open the Workbook to Page 86 and copy Aziz's relatives in Activity 2b into their exercise books.

STEP 2: Ask them to write the relationship between each two people as in the example.

Answer key:

Odina – Karim = wife – husband
Odina – Sabina = mother – daughter
Aziz – Karim = son – father
Ozoda – Madina = aunt – niece
Karim – Bahodir = uncle – nephew
Davron – Nigora = cousin – cousin

Activity 2c Work in groups. Play "The Abdullaev Family". *5 min*
Objective: to develop speaking skills about relatives

STEP 1: Make groups.

STEP 2: Explain that one pupil in the group chooses a person from the Abdullaev family s/he wants to be. S/he says the name, for example: "*My name's Davron*". The other pupils ask him/her questions about the family, for example: "*Do you have any brothers or sisters?*" The pupil answers as Davron, for example: "*My father's name's Karim. I have a twin sister. Her name's Madina.*"

STEP 3: Once the pupils know what to do, you can let them do the activity in the same manner.

Activity 3a Read about the Abdullaev family and answer the questions. *5 min*

Objective: to read for specific information and for the main ideas;
to use context to infer the meaning of vocabulary

STEP 1: Before you ask the pupils to read the text, draw their attention to the two questions.

STEP 2: The pupils read the text silently and then answer the questions.

Language Notes

In English we say "*to take a photo*" not "*to make a photo*".

Culture and Language Notes

In English we do not put an honorific before the names of people who are older than us except when we address them directly. When we do this, we do not use the names of parents or grandparents, we say "*Grandmother*" or "*Father*". For uncles and aunts we use the name, for example: *Aunt Sally, Uncle Martin*.

Activity 3b Work in pairs. Match the parts and make sentences about Aziz. *5 min*

Objectives: to read for specific information;
to establish meaning;
to practise talking about relatives

STEP 1: Ask the pupils to open the Workbook to Page 87 and look at Activity 3b.

STEP 2: Ask the pupils to work individually, read and match the parts. They may need to read the text in Activity 3a if it is necessary.

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

STEP 3: Ask the pupils to work in pairs. They make sentences about Aziz's family in turn. When the first pupil says a sentence, the second pupil agrees or not saying "*Yes*" or "*No*" as in the example.

Activity 4 Draw your family tree and write about one relative. *5 min*

Objective: to prepare for the next activity

Ask the pupils to draw their family tree in their exercise books and choose one of the relatives. They can write 2-3 sentences about his/her age, place of living, profession and anything else if they want. Tell the pupils to keep it a secret.

Activity 5 Work in groups of 4/5. Ask and answer about the relative. Complete the table. *7 min*

Objective: to practise talking about families in small groups

STEP 1: Ask the pupils to open the Workbook to Page 87 and copy the table in Activity 5 into their exercise books.

STEP 2: Make groups of 5/6 pupils.

STEP 3: The pupils ask and answer the questions in the group and complete the table. Pupil 1 says his/her relative's name. Other pupils ask

questions to guess the relative. Then they complete the table for Pupil 1, etc. as in the example below:

Pupil 1 *(looks at his/her family tree):* Suhrob.
Pupil 2: Is he your father?
Pupil 1: No.
Pupil 3: Is he your uncle?
Pupil 1: No.
Pupil 4: Is he your cousin?
Pupil 1: Yes. Suhrob's my cousin. He's 12. He's a pupil. He lives in the village not far from Tashkent.

Homework *1 min*
Ask the pupils to look at the homework on Page 87. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Answer key for Task 2:

get	make
married dressed up	palov video cake

Lesson 5 Uzbek and English weddings

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about Uzbek and English weddings. *Developing:* - to enable pupils to talk about Uzbek and English weddings; - to enable pupils to compare Uzbek and UK wedding traditions; - to enable pupils to report on results. *Socio-cultural:* - to raise awareness of Uzbek and UK wedding traditions.	At the end of the lesson pupils will be able to: - talk about Uzbek and English weddings; - compare Uzbek and UK wedding traditions; - work with the Wordlist; - learn a poem for pleasure; - report on results.	pageboy, bride, bridesmaid, bridegroom, throw, confetti	Pupil's Book; the DVD

Activity 1 Listen and sing. *7 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 sentences to each other.

Activity 2 Play "Find Someone Who". *5 min*
Objectives: to revise and activate the family vocabulary;
to warm up

STEP 1: Ask the pupils to open the Workbook to Page 87 and copy the table in Activity 2 into their exercise books. **Option:** to save time you can print the table on slips of paper and distribute to the pupils.

STEP 2: The pupils mingle in the classroom, ask each other questions, for example: *"How many brothers do you have?"* or *"Do you have two brothers?* and complete the list.

STEP 3: The first person to fill in the sentences correctly is the winner. Get feedback after most of the pupils have finished to make sure their information is right, for example: *"Zamira, do you have two brothers?"*

Activity 3 Look, listen and repeat. Write the meaning of the words from the Wordlist. *5 min*

Objectives: to introduce the new words;
to practise working with the Wordlist;
to pronounce the words correctly

STEP 1: Ask the pupils to work individually and look up the words in the Wordlist and write the meaning in their exercise books.

STEP 2: Check their answers.

STEP 3: The pupils repeat the words after the DVD.

DVD script:
pageboy, bride, bridesmaid, bridegroom, throw, confetti

Activity 4a Look at the pictures. Find and say differences between Uzbek and English weddings. Read and check. *10 min*

Objectives: to read for detailed information;
to learn about UK traditions and compare them with Uzbek traditions;
to prepare for the next activity

STEP 1: Ask the pupils to look at the pictures and say what they see in them.

STEP 2: Then ask them to say about what is different and similar in Great Britain's weddings and the weddings in Uzbekistan, for example: *In England they have pageboys. In Uzbekistan we have … .*

STEP 3: Then ask them to read the text silently and check their ideas.

Culture and Language Notes

There is a rhyme that is quite popular with English girls who believe they should have all the four things on their wedding day. These things are supposed to bring luck and happiness to the bride.

Something old,	Biror eski narsa,	Что-то старое,
Something new,	Biror yangi narsa,	Что-то новое,
Something borrowed,	Biror qarzga olingan narsa,	Что-то взятое взаймы,
Something blue.	Biror ko'm-ko'k narsa.	Что-то голубое.

English people ask their nephews/nieces or the children of friends to be page boys or bridesmaids at their wedding. The bridesmaids and page boys are responsible for carrying the bride's dress. After the wedding party, before leaving, the bride throws the bouquet into the crowd. People believe that the girl who catches it is the next to get married.

Activity 4b Work in pairs. Ask and answer. Complete the table. *8 min*
Objective: to talk about weddings in the UK and Uzbekistan

STEP 1: Ask the pupils to open the Workbook to Page 88 and copy the table in Activity 4b into their exercise books.

STEP 2: Ask the pupils to work in pairs. Before they begin ask them to sort out who will fill in the columns for Uzbekistan and Great Britain.

STEP 3: In pairs the pupils ask and answer the questions and fill in the table.

Activity 4c Report. *4 min*
Objective: to practise reporting on the results

A representative from each pair reports on their results as in the example.

Activity 5 Listen and repeat. *5 min*
Objective: to learn a poem for pleasure

Play the DVD. Make pauses at the end of each line. Let the pupils repeat the lines of the rhyme.

DVD script:
Something old,
Something new,
Something borrowed,
Something blue.

Homework *1 min*

1) Ask the pupils to bring a picture of a celebrity.

2) Ask the pupils to look at the homework on Page 88. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Answer key for homework Task 1:

1) It's my sister Victoria's wedding.
2) I must help Victoria with her wedding dress.
3) The bridesmaid has a special dress too.
4) In England weddings are usually on Saturday.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn how to prepare and make a presentation. *Developing:* - to enable pupils to prepare and make a presentation of celebrities; - to provide an opportunity for pupils to work creatively and cooperatively; - to develop writing, listening and speaking skills.	At the end of the lesson pupils will be able to: - talk about professions; - prepare and make a presentation of celebrities.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD; cards with professions for Activity 2

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 1 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in pairs to check each other's answers.

Activity 2 Play "What's My Job?" *15 min*
Objective: to consolidate the vocabulary about professions

Note: In advance prepare as many cards with professions as the number of pupils in the class.

STEP 1: Stick the cards on the pupils' backs so that they do not see their own.

STEP 2: Let them mingle in the room and ask a question: *"What is my job?"* or *"What do I do?"* Other pupils must not tell the profession. They must say what a person of that profession does. The pupil who managed to guess the profession asks: *"Am I a ...?"* The other pupils answer *"Yes"* or *"No"*.

Activity 3a Work in groups. Make a poster about your favourite person. *10 min*
Objectives: to make a poster;
to prepare for the next activity

STEP 1: Make groups.

STEP 2: Explain to the pupils that they can the picture of a celebrity they have brought and tell/write about him/her anything they want. But they should use the plan in the textbook.

Activity 3b Make the presentations. *10 min*
Objectives: to develop pupils' presentation skills;
to practise talking about a celebrity;
to develop listening skills

STEP 1: Ask the groups to present their celebrities. Encourage group presentation.

STEP 2: Ask all the groups to listen to other group's presentations and choose the best one.

Homework *2 min*
1) Ask the pupils to do the quiz "I can ..." at home.
2) Ask the pupils to get prepared for Progress Check 1.

PROGRESS CHECK 1

1 Listen and complete the table. *(5x3=15)*

name	wants to be	why
Danil	**e.g.** *a policeman*	because he likes ...
Komil		because he likes ...
Navbahor		because she wants ...

DVD script:

Komil: Danil, you like maths, English, history, geography... What do you want to be?

Danil: You see... My dad works in the police office. My grandad was a policeman. So I want to be a policeman too. I like the uniform. What about you, Komil?

Komil: My father's an electronic engineer. It's interesting. But I like computers. I want to be a computer programmer. Navbahor, you like animals. Do you want to be a vet?

Novbahor: Errr... I like animals but I want to help people. I want to be a doctor.

Answer key:

name	wants to be	why
Danil	a policeman	because he likes the uniform
Komil	a computer programmer	because he likes computers
Navbahor	a doctor	because she wants to help people

2a Read and complete the sentences. *(4x2=8)*

like, goes, bed, beautiful, sings

This is Sabina. She's tall and (1) **e.g.** *beautiful*. She likes singing. She goes to work in the evening. She (2) _____ her songs for lots of people. They (3) ___ her songs. She (4) ___ home at eleven o'clock. She is very tired and she goes to (5) ___.

Answer key: *1) beautiful; 2) sings; 3) like; 4) goes; 5) bed*

2b Answer the question. *(1x1=1)*

What does Sabina do?

She's a ... . a) secretary; b) singer; c) reporter

Answer key: *singer*

2c Write the questions. *(3x2=6)*

1) does/do/Sabina/What? **e.g.** *What does Sabina do?*
2) does/look/she/What/like?
3) What/she/like/doing/does?
4) When/she/does/to/work/go?

Answer key:

1) What does Sabina do?
2) What does she look like?
3) What does she like doing?
4) When does she go to work?

3 Complete the words. *(3x2=6)*

1) a p_otographer; 2) an inte_preter; 3) an ar_hitect; 4) a ga_dener

Answer key: *1) a photographer; 2) an interpreter; 3) an architect; 4) a gardener*

4 Match the questions and answers. e.g. *1d (4x2=8)*

1) What is her name?	a) In Fergana.
2) What is her job?	b) She sings classical Uzbek songs.
3) Where was she born?	c) A singer.
4) Where is she from?	d) Munojat Yulchieva.
5) What is she famous for?	e) Uzbekistan.

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

4 Write three sentences about your relative's job. *(3x2=6)*
e.g. My father is a farmer. He works on a farm. He looks after cows.

Total: 50 points

Unit 2 Houses and homes
Lesson 1 An English house

Aims	Learning outcomes	Vocabulary and structure	Required equip-ment
Educational: - to learn about house types, rooms and house plans. *Developing:* - to enable pupils to talk about types of houses, house rooms and house plans; - to enable pupils to read for specific information. *Socio-cultural:* - to raise awareness of Uzbek and English houses.	At the end of the lesson pupils will be able to: - recognise the rooms of a house; - talk about types of houses, house rooms and house plans; - read for specific information.	*Recycling the previously learnt vocabulary* New: a block of flats, a two-storey house, (on) the ground floor, (on) the first floor, downstairs, upstairs	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:

Tidy up your rooms. (Tune of "Hot cross buns")

Tidy up
All your rooms.
Tidy up
Your living room
And dining room.

If you don't have a garden
If you don't have a hall,
Tidy up
Your living room
And dining room.

Activity 2a Look and match. Listen and repeat. *8 min*
Objectives: to introduce the new words;
to establish the meaning of new words;
to pronounce the words correctly

STEP 1: Ask the pupils to look at the pictures of the four-storey house (a block of flats) and two-storey house. Elicit how we call them in Uzbek/Russian.

Note: You should explain the difference. The ground floor in the UK is the first floor in Uzbekistan.

Note: The British people call a house with no upstairs (i.e. one-storey house) a bungalow or villa.

STEP 2: Ask the pupils to match the phrases/words with the parts of the houses. Check the answers together.

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

STEP 3: Play the DVD. Ask the pupils to listen, point to the part of the house in the picture and repeat in chorus, in rows/pairs and individually.

Activity 2b Work in pairs. Point and say. *6 min*
Objective: to reinforce the new vocabulary

Ask the pupils to work in pairs. Pupil A points to a part of the houses and Pupil B says the words/phrases in turn.

Activity 3a Read Lucy's letter. How many rooms do they have? *9 min*
Objectives: to give practice in reading for specific information;
to check comprehension

STEP 1: Ask the pupils to read Lucy's letter and identify in which house in Activity 2a Lucy lives.

Answer key: *a two-storey house*

STEP 2: Ask the pupils to find and put the missing words from the cloud.

Answer key: *1) two-storey; 2) Upstairs; 3) floor; 4) Downstairs; 5) floor*

STEP 3: Then ask them to count how many rooms they have in their house.

Answer key: *Upstairs: 3 rooms; downstairs: 2 rooms. Total: 5 rooms*

Note: British people count all rooms including a kitchen, a bathroom and a toilet but we do not. So they count as follows: Upstairs: *3 bedrooms + a bathroom and a toilet* = 4; Downstairs: *a living room + a dining room + a kitchen* = 3. Total: *7 rooms*

Activity 3b Look at Lucy's house plan. Label the rooms. *7 min*
Objective: to consolidate the new vocabulary

STEP 1: Ask the pupils to open the Workbook to Page 88.

STEP 2: Ask the pupils to identify where upstairs and downstairs plans are. Elicit the answers and have them write: *(A) upstairs* and *(B) downstairs*.

STEP 3: Ask the pupils: *How many bedrooms are upstairs? Where's Lucy's bedroom?* Check they write: *There are three bedrooms. Lucy's bedroom is (2).*

STEP 4: Ask the pupils to finish writing. Give them 5 minutes. After 5 minutes ask them to compare their answers.

Answer key: *(A) upstairs; (B) downstairs; 1) Lucy's parents' bedroom; 2) Lucy's bedroom; 3) Lucy's brother's bedroom; 4) a bathroom and a toilet; 5) a living room; 6) a dining room; 7) a kitchen.*

Activity 3c Work in pairs. Ask and guess the room. *8 min*
Objective: to give more practice to new vocabulary

STEP 1: Demonstrate with one pair of pupils. Two pupils come to the front: one of them (i.e. Pupil A) stands back to the board, another pupil (i.e. Pupil B) writes the name of a room on the board. Pupil A asks only Yes/No questions: *Is the room downstairs? Is there a cooker? Is it ....?* and Pupil B answers. This continues until Pupil A guesses the room.

STEP 2: Then the class will be ready to play in pairs. Note that in order to avoid arguments, ask the pupils to write secretly the name of the room they have chosen.

Homework *2 min*

Ask the pupils to look at the homework on Page 88. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 2 Welcome to my home!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Developing: - to enable pupils to talk about furniture and other words related to the topic; - to enable pupils to ask, answer and find people; - to enable pupils to listen for detailed information.	At the end of the lesson pupils will be able to: - talk about furniture and other words related to the topic; - ask, answer and find people; - listen for detailed information.	*Recycling the previously learnt vocabulary* New: a book case, a sofa, an armchair	Pupil's Book; the DVD

Note: *A flat* is a number of rooms on one floor of a building.
A house is a building with rooms on two or more floors.
Home is where you live (in a flat or a house).

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 2 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in pairs, look at each other's plans of the house/flat, listen to the sentences and identify true and false ones, for example: Pupil A shows his/her plan and reads a sentence, Pupil B looks at the plan, listens to the sentence and says: "True" if the sentence is true or "False" if the sentence is false.

Activity 2a Look and match. Listen and repeat. *5 min*
Objectives: to introduce the new words;
to establish the meaning of new words;
to pronounce the words correctly

STEP 1: Ask the pupils to look at the picture of a block of flats and find Flat 7B. Ask them to match the items there with the words in the cloud.

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

STEP 2: Ask the pupils to listen and repeat the new words after the DVD in rows/pairs and individually.

DVD script:
a book case, a sofa, an armchair

Activity 2b Play "Snowball". *7 min*
Objective: to consolidate the vocabulary for furniture

Ask the pupils to play Snowball. You say a word for a piece of furniture. Ask a pupil to repeat your word and add his/her word for a piece of furniture. The second pupil repeats the first two pieces of furniture and adds another word for a piece of furniture, etc. as shown in the example. The pupils can use other words related to the topic, for example: a window, a table, etc.

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

Activity 3a Listen and find. *7 min*
Objective: to practise listening for detailed information

STEP 1: Explain to the pupils that they are going to listen to two friends playing a game and find the flat in the house in Activity 2a where Mr Johnson lives.

STEP 2: Play the DVD. The pupils listen attentively and say where Mr Johnson lives.

Answer key: *Mr Johnson lives at Flat 7B Garden Road.*

DVD script:
A: Let's play a game. Look, there are seven flats in the block of flats.
B: I see.
A: My friend Mr Johnson lives in this house. Guess where Mr Johnson is.
B: Can I ask questions?
A: Yes.
B: OK… let's look … there are four men in the picture. Does your friend have a book case?

A: Yes.
B: Ok…three men have a book case. Does he have an armchair?
A: Yes.
B: Oh … I know. This is Mr Johnson in Flat 7B. He has a book case and an armchair.
A: Yeeees! Well done!

Activity 3b Play "Where's Mr Brown?" *15 min*
Objectives: to reinforce topic vocabulary;
to develop speaking skills

STEP 1: Info gap activity. Ask the pupils to look at the picture of the block of flats in Activity 2a. Explain that they will work in pairs, ask questions and answer and find the people in the flats.

STEP 2: Demonstrate with one pupil. Explain that you will find Mr Willis who lives at 8B Garden Road as follows:

You: Does Mr Willis have a sofa?
Pupil: Yes. *(there are 4 men with sofas)*
You: Is he watching TV? *(2 men are watching TV)*
Pupil: Yes.
You: Does he have a clock on the wall? *(Mr Willis has a sofa, is watching TV and has a clock on the wall.)*
Pupil: Yes.
You: Thank you. Mr Willis lives at 8B Garden Road.
Pupil: Well done!

STEP 2: Ask the pupils to work in pairs. Ask Pupils A to find the info for Pupil B on Page 14, and Pupils B to find the info for Pupil A on Page 35.

STEP 3: Then explain that they should ask and answer in turn as shown in the example and find the people they are supposed to (Pupil A must find where Mr Willis, Mrs Trish and Mrs Read live. Pupil B must find where Mr Brown, Mr Bin and Mrs Green live).

Homework *1 min*
Ask the pupils to look at the homework on Page 89. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 3 Tidy up your room!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about tidying up rooms. *Developing:* - to enable pupils to ask, answer and talk about past activities; - to enable pupils to write instructions. *Socio-cultural:* - to raise awareness of a tidy house.	At the end of the lesson pupils will be able to: - ask, answer and talk about past activities; - write instructions; - put things into categories.	*Recycling the previously learnt vocabulary*	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 2 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in pairs. Pupil A reads out the description, Pupil B listens to it and tries to guess the flat.

Activity 2 Read and repeat. *5 min*
Objective: to say a tongue twister for pleasure

The pupils repeat the tongue twister after you 3 times in chorus. Then ask to say it: faster, faster, faster.

Activity 3 Look, read and write instructions. *10 min*
Objectives: to practise putting things into categories;
to practise writing instructions

STEP 1: Look and guess who lives in the room.

Answer key: *a boy whose photo we can see on the wall*

STEP 2: Say what things must be in other rooms or places.

kitchen	bathroom	school bag	dresser	book case
e.g. a cup				

STEP 3: For fast finishers. Ask the pupils to look at the note the boy's mother has written. Ask them to write more instructions for him, for example: *Put the books in the bookcase.*

Activity 4a Choose and write three sentences. *10 min*
Objective: to practise writing short sentences in the Past Simple Tense

STEP 1: Ask the pupils to open the Workbook to Page 89 and copy the table into their exercise books.

STEP 2: Revise the past forms of the verbs. Remind that the first 4 verbs are regular and the rest are irregular. If necessary revise them: *take – took; feed – fed; sweep – swept; read – read.*

STEP 3: The pupils work in pairs. They choose and write three activities they did the day before as in the example.

Activity 4b Play a guessing game. *10 min*
Objective: to practise talking about past activities

STEP 1: The pupils ask questions about their friend's activities. They can ask 5 questions, for example: *"Did you mop the floor?"*

STEP 2: Have a plenary. Ask those who managed to guess after asking 5 questions first.

STEP 3: Optional. If a class is strong, you can ask the pupils to calculate with you how many pupils washed the dishes, mopped the floor, etc. It would nice to have a pie or bar chart.

Homework *2 min*

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

Lesson 4 Homes, sweet homes ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Developing: - to enable pupils to ask and answer questions and talk about household appliances; - to enable pupils to listen for specific information.	At the end of the lesson pupils will be able to: - ask and answer questions and talk about household appliances; - speak about past activities; - listen for specific information.	*Recycling the previously learnt vocabulary* New: a vacuum cleaner, a dishwasher, a washing machine, a toaster	Pupil's Book; the DVD; flashcards for Activity 3

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 2 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils mingle and read their sentences to each other. Ask them to find two people who have similar sentences. Stop the class after 3-4 minutes and ask to report, for example: *Madina and I swept the yard. We watched TV.*

Activity 2 Look, listen and repeat. *5 min*
Objectives: to introduce the new words;
to establish the meaning of new words;
to pronounce the words correctly

STEP 1: Ask the pupils to look at the picture of a kitchen.

STEP 2: Ask the pupils to listen and repeat the new words after the DVD in chorus, in rows/pairs and individually.

DVD script:
a vacuum cleaner, a dishwasher, a washing machine, a toaster

Activity 3 Play "Kim's Game". *8 min*
Objective: to practise the new vocabulary

STEP 1: Put the flashcards with 4 new and 4 old words on the walls (old words: *a TV, a cooker, a fridge, a computer*).

STEP 2: Revise them.

STEP 3: The pupils close eyes, you remove one flashcard. The pupils must say what is missing. Ask them to say all 10 words in chorus including the missing word.

STEP 4: Remove flashcards one by one and repeat the procedure. In the end the pupils must say all the 10 words without the flashcards. You can ask volunteers to say all the words.

Activity 4 Work in groups of 3. Ask and answer. *10 min*
Objective: to practise talking about household appliances

STEP 1: Ask the pupils to open the Workbook to Page 89 and copy the table into their exercise books.

STEP 2: Make groups of 3 pupils.

STEP 3: The pupils write own names in the first column and the names of the other two pupils in the group in the second and third columns.

STEP 4: Under own name they put + on the left of the table if they have the item, or – if they do not have it.

STEP 5: Then Pupil 1 should ask: *"Do you have a TV?"* from the other two pupils and put + or – according to the answers. Then Pupil 2 will ask the question about the second item, etc.

STEP 6: The pupils must be ready to report.

e.g. Pupil 1: All the pupils in our group have TVs.
Pupil 2: Shahnoza and Kamol have computers.

Activity 5 Listen and complete. *10 min*
Objectives: to listen for specific information;
to check predictions

STEP 1: Give time for the pupils to try to guess the missing words first.

STEP 2: Then play the DVD. When they finish, ask whether they want to listen once more. Check the answers together.

DVD script and answer key:

Dear Lucy,
Thanks for your letter and the (1) *photos* of your house. It looks great.
I live in a big (2) *house*. There are (3) *seven* rooms in it. There is a living room, a dining room, and five bedrooms, a kitchen and a bathroom.
My dad's favourite room is our (4) *living* room. Look at the photo. There are three armchairs, a big sofa, a table and six (5) *chairs* in it. There is a big (6) *TV* on the wall. We like watching TV in the evening. Our favourite (7) *channel* is National Geographic. I like (8) *films* about different animals, insects, birds and fish. They are very interesting! My mum's favourite room is the (9) *kitchen*. She likes her big fridge and a new dishwasher. I like them too!
It's nice that your house and our house have two (10) *storeys*.
Come and visit us. Come soon.
Love,
Aziz

Homework *2 min*

Ask the pupils to look at the homework on Page 90. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 5 Unusual houses

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about unusual houses around the world. *Developing:* - to enable pupils to talk about unusual houses around the world; - to enable pupils to write and say a choice and the reason for it; - to enable pupils to report on group results. *Socio-cultural:* - to raise awareness of unusual houses around the world.	At the end of the lesson pupils will be able to: - talk about unusual houses around the world; - write and say a choice and the reason for it; - report on group results.	Stone House, Portugal; Flying Boat, Japan; The Shoe House, the USA; The Dog House, New Zealand; The Auto House, Austria; The Strawberry House, Japan; The Boeing 727 House, Costa Rica	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 2 Lesson 1 Activity 1 for the DVD script.

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

Note: Sing another song if you see that your pupils are bored with the same song.

Activity 2 Play "We are washing dishes!" *10 min*

Objectives: to reinforce the learnt vocabulary;
to give practise in speaking; to have fun

STEP 1: Say that the pupils will play a game. Say that they will be clever technology devices: a toaster, a washing machine, a vacuum cleaner, a dishwasher, a cooker.

STEP 2: Divide the pupils into groups of 3.

STEP 3: Say: "*We use a toaster to make sandwiches*". Ask the pupils to finish the sentences:

We use a washing machine ... (e.g. to wash clothes)

We use a vacuum cleaner ...

We use a dishwasher ...

We use a cooker ...

Agree on the sentences all the devices must say. For example: *We are washing the dishes. We are cooking lunch. We are cleaning the floor. We are making sandwiches. We are washing the clothes.*

STEP 4: Explain that now each group must make a figure to represent the word you call out. Demonstrate with one group as follows. Call out: *"A washing machine,"* and help them quickly arrange themselves: two pupils hold their arms around a third pupil who is standing in the middle. The pupil in the middle of the figure must move around himself/herself. The group must repeat again and again: *"We are washing the clothes. We are washing the clothes..."*.

STEP 5: Allocate the roles: a toaster, a washing machine, a vacuum cleaner, a dishwasher, a cooker to the groups. When you call out their word, the group must quickly arrange themselves and start saying their sentence. Ask them not to stop and call out another word, the other group starts. In the same manner go through all the devices with all the groups doing and saying the same thing. In the end all the groups must be showing their figures and saying their sentences all at the same time.

When they know what to do, make it faster and faster! It can be noisy but fun!

Note: If the class is weak, they can just say: *"We are washing. or We are cooking."*

Activity 3a Look, read and match. *5 min*
Objectives: to introduce the new words;
to establish the meaning of new words;
to pronounce the words correctly

STEP 1: The pupils match the names with the photos.

STEP 2: Work on the pronunciation of country names: *Portugal* [ˈpɔ:tʃʊgl], *Japan* [dʒəˈpæn], *the USA* [ðɪ ˈju:ˈesˈeɪ], *Austria* [ˈɔ:strɪə], *New Zealand* [ˌnju: ˈzi:lənd], *Costa Rica* [ˈkɒstəˈri:kə].

Activity 3b Chain Drill. *5 min*
Objectives: to reinforce the new words

This is a usual Chain Drill activity.

Activity 3c Work in groups of 4/5. Choose, write and say. *10 min*
Objectives: to develop speaking skills;
to practise saying a choice and the reason for it

STEP 1: Ask the pupils to open the Workbook to Page 90 and copy the table into their exercise books.

STEP 2: The pupils choose two houses they would like to live in and tick in the table for themselves under column "Me". They should write two sentences, for example: *I'd like to live in the Boeing 727 House because I like planes. I'd like to live in the Dog House because I like dogs.*

STEP 3: Make groups of 4 pupils. Ask the pupils to write their partners' names next to the "Me" column of the table.

STEP 4: The pupils in turn tell the rest of the group their choices. The group listen and tick.

Activity 3d Report. *5 min*
Objective: to practise reporting on the results

A representative from each group reports on their results as in the example.

Homework *2 min*

Ask the pupils to look at the homework on Page 90. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 6 Project My dream home

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn how to prepare and make a presentation. *Developing:* - to enable pupils to draw and describe a dream house; - to enable pupils to prepare and make a presentation of a dream house; - to provide an opportunity for pupils to work creatively and cooperatively; - to develop writing, listening and speaking skills.	At the end of the lesson pupils will be able to: - draw and describe a dream house; - prepare and make a presentation of a dream house.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD; paper, colour pencils or markers, etc. for Activity 2b

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 2 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in pairs to check each other's answers.

Activity 2a Draw and describe your dream house. *20 min*

Objectives: to consolidate the topic vocabulary;
to provide an opportunity for pupils to work creatively and cooperatively;
to develop pupils' writing skills

STEP 1: Introduce the topic of buying your dream home. Brainstorm vocabulary the pupils expect to hear. Elicit language used to describe homes and different features.

STEP 2: Make groups of 3/4 pupils. The pupils must discuss and draw their dream home. Say they have 15 minutes.

STEP 3: Allocate the roles: say that in each group there must be a designer (to draw a house), a secretary (to write a description) and a spokesperson (to make a presentation).

STEP 4: Give them paper, colour pencils or markers for drawing and decorating their homes.

Activity 2b Make a presentation. *15 min*

Objectives: to develop pupils' presentation skills;
to practise talking about a dream house
to develop listening skills

STEP 1: Ask the groups to present their homes. Encourage group presentation.

STEP 2: Ask all the groups to listen to other group's presentations. Ask them to imagine that they are potential buyers. Say they can ask questions, for example: *Do you have a garage? How many rooms do you have upstairs? etc.*

STEP 3: The groups choose the best dream house and presentation.

Homework *2 min*

1) Ask the pupils to do the quiz "I can …" at home.
2) Ask the pupils to prepare Portfolio entry on Units 1 and 2.
3) Ask the pupils to get prepared for Progress Check 2. Explain that they will do it after Portfolio lesson.

PROGRESS CHECK 2

1 Listen and choose the picture. *(1x4=4)*

Answer key: *Picture A*



A



B

DVD script:

My favourite room is the living room. We have a big TV set on the left. And on the right, there is a sofa. My parents like sitting on the sofa and watching TV. My Mum likes nature programmes, my father likes watching football matches. Next to the sofa there's a table and four chairs. Between the table and the TV set there's an armchair. There's a second armchair opposite the TV set.

2 Read and complete the sentences. Circle the correct answer to the question. *(6x2=12)*

bedrooms, floor, Downstairs,
in front of, next to, two-storey

Dear Timur,

Thanks for your letter. You ask me to describe my house. It is (1) a _____ house. Upstairs on the first (2) _____ there are two (3) _____, a bathroom and a toilet. My bedroom is (4) _____ my parents' room. My room is smaller than my parents' room but it is very nice. I have three goldfish in my room and I like watching them. (5) _____

on the ground floor there is a living room and a big kitchen. There is a garden behind the house. There are apple trees and a lot of flowers in it. My dad parks his car **(6)** _____ of our house.

Please write to me about your house.

Sardor

Answer key: *1) two-storey; 2) floor; 3) bedrooms; 4) next to; 5) Downstairs; 6) in front of*

3 Match the sentences and words. *(7x2=14)*

1) We use it to make sandwiches.	a) a dishwasher
2) We use it to wash clothes.	b) a telephone
3) We use it to talk to people.	c) a chair
4) We use it to wash the dishes.	d) a toaster
5) We use it to clean a rug.	e) a toothbrush
6) We use it to sit on it.	f) a washing machine
7) We use it to clean the teeth.	g) a vacuum cleaner

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

4 Put the words in the correct place. *(4x2=8)*

1) to live/I'd like/in/the Boeing 727 House/I like/planes/because.
e.g. I'd like to live in the Boeing 727 House because I like planes.
2) because/I'd like/the Dog House/to live in/I like/dogs.
3) The family/evening/watching/likes/TV/in the.
4) There are/a kitchen/three/bedrooms,/and a bathroom.
5) The/kitchen/on/the right of/is/the living room.

Answer key:
1) I'd like to live in the Boeing 727 House because I like planes.
2) I'd like to live in the Dog House because I like dogs.
3) The family likes watching TV in the evening.
4) There are three bedrooms, a kitchen and a bathroom.
5) The kitchen is on the right of the living room.

5 Match the forms of the verbs. *(6x2=12)*

1) take	a) swept
2) feed	b) took
3) sweep	c) went
4) read	d) said
5) say	e) fed
6) go	f) read

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

Total: 50 points

Unit 3 At the grocery
Lesson 1 What's in the fridge?

Aims	Learning outcomes	Vocabulary and structures	Required equipment
Educational: - to learn how to use 'a/an' with the singular form of countable nouns and 'some' with uncountable nouns; - to learn how to use the construction 'there is a/some …'. *Developing:* - to enable pupils to talk about food in a fridge; - to enable pupils to use 'a/an' with the singular form of countable nouns and 'some' with uncountable nouns; - to enable pupils to listen for detailed information.	At the end of the lesson pupils will be able to: - talk about food in a fridge; - use 'a/an' with the singular form of countable nouns and 'some' with uncountable nouns; - use the construction 'there is a/some …' - listen for detailed information.	*Revising the vocabulary about food* New: butter, cheese, oil, salt, sugar, some, a/an	Pupil's Book, the DVD; a set of cards with food (egg, butter, banana, cheese, oil, apple, sweet, sugar, orange, salt) for Activity 3

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:
What's there in a bakery? (Tune of "The muffin man")
Oh what's there in a bakery?
A bakery, a bakery.
Oh what's there in a bakery?
I can see a lot of bread.

Oh what's there in a supermarket?
A supermarket, a supermarket.
Oh what's there in a supermarket?
Some sugar and some sweets.

Oh where can you see some fruit and veg?
Fruit and veg, fruit and veg.
Oh where can you see some fruit and veg?
In a green grocers or market.

Activity 2a Look, listen and repeat. *4 min*
Objectives: to introduce new vocabulary;
to pronounce the words correctly;
to establish the meaning of the new words

STEP 1: Ask the pupils to look at the picture and the new words and guess their meaning. Check whether their guesses are correct.

STEP 2: The pupils listen to the DVD and repeat the words in chorus. Then ask the pupils to repeat the words in rows/pairs and individually.

Activity 2b Work in pairs. Point and say. *4 min*
Objective: to practise and reinforce the new vocabulary

Ask the pupils to work in pairs. They point and say the new words in turn.

Activity 3 Work in groups. Put the words in the right place. *8 min*
Objectives: to introduce the use of 'a/an' with countable nouns;
to introduce the use of 'some' with uncountable nouns;
to practise the new structures

Note: In advance prepare a set of cards with food and stick them in random order on a corner of the board.

STEP 1: Divide the board into two parts. On the left side write "a/an". Explain to the pupils that there are some nouns which we can count, for example, *an egg, two eggs* and write the word "egg". Explain that we use 'a/an' before the singular form of countable nouns. Ask the pupils to give any examples.

STEP 2: Then write on the right side of the board "some". Say that there are some nouns which we cannot count: *meat, butter*. In this case we say "some meat", "some butter". Ask the pupils to say any examples.

STEP 3: Make groups. Ask the pupils to open the Workbook to Pages 90-91. Ask them to write the words from the cloud in the right circle.

Answer key:

a/an	some
egg, banana, apple, sweet, orange	butter, cheese, oil, sugar, salt

STEP 4: Ask a pupil from each group to come to the board, take a card from, choose the side of the board, stick the card and say, for example: "*There is an egg.*" or "*There is some butter*". Then, in the same manner, invite other pupils to the board, etc.

Activity 4a Look and write four sentences. *6 min*
Objective: to practise the construction "There is a/some"

STEP 1: Ask the pupils to read the Cat's and Dog's sentences. Ask what the difference is between *There is some...* and *There is a...* sentences. Help them if it is necessary.

STEP 2: Ask the pupils to write four sentences about food in the fridge in the picture. Two true and two false sentences. **e.g.** There is some meat on the second shelf.

Activity 4b Work in pairs. Say True or False. *6 min*
Objectives: to practise speaking about the food in the fridge;
to check comprehension

Ask the pupils to work in pairs. They look at the picture of the fridge in Activity 4a. As in the example Pupil A says a sentence s/he wrote in Activity 4a and Pupil B must say True or False. If the sentence is False, s/he must correct it.

Activity 5 Listen and draw. *10 min*
Objective: to practise listening for detailed information

STEP 1: Ask the pupils to draw a fridge (a rectangle).

STEP 2: Ask them to listen to the DVD and say how many shelves there are in the fridge. Play the DVD for the first time. Elicit the answer. (Three shelves.)

STEP 3: Ask the pupils to draw three shelves in their fridges.

STEP 4: Play the DVD for the second time. The pupils draw things which they hear. You can make a pause after a description of each shelf.

STEP 5: When the pupils have finished drawing, you can play the DVD for the third time to check.

Note: Stronger pupils can draw the things after the first listening and check after the second listening.

DVD script:
Mum: Oh... Well done Sabina. The fridge's clean. Put the food back now.
Sabina: OK mum. Here are six eggs. I'm going to put them on the first shelf. Is it OK?
Mum: Yes... you can put them there... and put two bottles of milk on the first shelf too.
Sabina: OK... eggs and two bottles of milk here. Now the second shelf.
Mum: You can put cheese and butter on the second shelf.
Sabina: Aha... cheese and butter... finished.
Mum: Look! I bought tomatoes and cucumbers. Put them on the third shelf.
Sabina: OK. And fruit?
Mum: Yes, I bought peaches and grapes. Put them there on the third shelf near vegetables.
Sabina: Great! I like grapes.

Homework *2 min*

Ask the pupils to look at the homework on Page 91. Check that everybody understands what to do with the task. If necessary, explain that the pupils should draw a fridge or a cupboard with two/three shelves in it. They should draw and write five sentences about food in the fridge/cupboard as in the example.

Lesson 2 Is there any fruit?

Aims	Learning outcomes	Vocabulary and structures	Required equipment
Educational: - to learn to use 'some' in positive and 'any' in interrogative sentences. *Developing:* - to enable pupils to talk about food in a cupboard; - to enable pupils to read for specific information; - to practise asking and answering questions about food.	At the end of the lesson pupils will be able to: - talk about food in a cupboard; - use 'some' in positive and 'any' in interrogative sentences; - read for specific information.	*Revising the vocabulary about food* New: chips, lemonade, flour, Is there any... ?	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 3 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils check their homework in pairs. They ask and answer.

e.g. A: What's on the first shelf in your fridge/cupboard?
B: There's some butter. There's a banana.

Activity 2a Look and match. Listen and repeat. *5 min*
Objectives: to introduce the new vocabulary;
to pronounce the words correctly;
to establish the meaning of the new words

STEP 1: Ask the pupils to look and match the pictures with the words.

STEP 2: The pupils listen and repeat the new words after the DVD words in chorus. Then ask the pupils to repeat the words in rows/pairs and individually.

Activity 2b Work in pairs. Point and say. *5 min*
Objective: to reinforce the new words

Ask the pupils to work in pairs. They point and say the words in turn.

Activity 3 Work in pairs. Read and answer the questions. *12 min*
Objective: to practise reading for specific information

STEP 1: Ask the pupils to read the dialogue in pairs and answer the questions.

STEP 2: Write on the board: *Is there any fruit? There is some fruit.*

Underline '*any*' and '*some*'. Help them understand that we use "*some*" in positive sentences and '*any*' in questions.

Answer key: 1) Aziz's going to eat sausages, chips, tomatoes and bananas. 2) He's going to drink black tea with lemon.

Activity 4 Work in pairs. Find five differences. *11 min*
Objective: to practise sentences with "Is there any... ?"

This is an info gap activity. The pupils work in pairs.

STEP 1: Ask Pupil A to look at the picture on Page 194, and Pupil B on Page 23. Remind them to keep their pictures secret.

STEP 2: Then explain that they should ask and answer in turn as shown in the example and find five differences.

Optional Activity 5 Work in pairs. Ask and answer.
Objective: to develop pupils' creative and speaking skills

STEP 1: The pupils draw their breakfast.

STEP 2: Then they ask and answer questions in turn as in the example.

Homework *2 min*

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

Lesson 3 There are a lot of vegetables.

Aims	Learning outcomes	Vocabulary and structures	Required equipment
Educational: - to learn to use use "there is a lot of …" with uncountable and "there are a lot of …" with countable nouns; - to learn about the moral of the fable "The Grasshopper and the Ant". *Developing:* - to enable pupils to talk more about food; - to enable pupils to read for detailed information. *Socio-cultural:* - to raise awareness of the moral of the fable "The Grasshopper and the Ant".	At the end of the lesson pupils will be able to: - talk about food; - use "there is a lot of …" with uncountable and "there are a lot of …" with countable nouns; - read for detailed information.	*Revising the vocabulary about food*	Pupil's Book, the DVD; cards with food, fruit and vegetables

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 3 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils check their homework in pairs. They ask and answer.

Activity 2a Work in pairs. Read and match with pictures. *7 min*
Objectives: to practise reading for detailed information;
to revise the construction "There is/are a lot of ..."

STEP 1: Ask the pupils to match the texts with pictures.

Answer key: *1b; 3a*

STEP 2: Write on the board: *There is a lot of bread. There are a lot of bananas.* Draw the pupils' attention to "*There is a lot of …*" and "*There are a lot of …*".

Ask them to give words to finish the sentence "*There is a lot of …*" Help if necessary with pictures of sugar, salt, coffee, tea etc. Do the same with "*There are a lot of …*".

Activity 2b Play "There is a lot of ...". *9 min*
Objective: to consolidate the construction "There is/are a lot of..."

STEP 1: Divide the class into two teams A and B.

STEP 2: Show a card with an uncountable noun (e.g. juice) to Team A. They must say in chorus: "*There is a lot of juice.*"

STEP 3: Then show another card with an uncountable noun to Team B. They must say their sentence, e.g. "*There is a lot of lemonade.*"

STEP 4: Show cards with countable nouns. Let them practise "*There are a lot of …*".

STEP 5: Mix the cards and show them randomly. When the teams are good, make it faster.

STEP 6: If the class is strong, the teams can in turn give words to another team.

e.g. Team A: Sugar.

Team B: There is a lot sugar. etc

Activity 3a Read and answer the question. *7 min*

Objective: to practise reading for detailed information

STEP 1: Ask the pupils to read the text individually and silently and find an answer to the question.

STEP 2: Work with the whole class. Ask the class to answer the question. Elicit why they think so.

Activity 3b Work in pairs. Complete the story. *10 min*

Objectives: to develop pupils' logical thinking;
to raise pupils' awareness of the moral of the tale

STEP 1: Ask the pupils to open the Workbook to Page 91.

STEP 2: Ask the pupils to read and complete the sentences with the words in the box.

Answer key:

When winter came, the Grasshopper was unhappy. He was hungry. There was no food in his cupboard. But the Ant was happy. He had a lot of food in his cupboard.

STEP 3: Ask about the moral of the fable "The Grasshopper and the Ant". Accept as many answers as possible. At the end conclude that the moral is "Work today and you can reap the benefits tomorrow!" or "If you want to succeed tomorrow, you have to start working today. Those who do not plan for the long term will not succeed in the long term."

Homework *2 min*

Ask the pupils to look at the homework on Pages 91-92. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 4 Supermarkets and shops

Aims	Learning outcomes	Vocabulary and structures	Required equipment
Educational: - to learn about supermarket sections and the food one can find there; - to learn how to write a poem. *Developing:* - to enable pupils to write a poem; - to enable pupils to talk about supermarket sections and the food one can find there; - to enable pupils to listen for specific information.	At the end of the lesson pupils will be able to: - write a poem; - talk about supermarket sections and the food one can find there; - put words under categories; - listen for specific information.	*Revising the vocabulary about food* New: section, bakery, dairy	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 3 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils check their homework in pairs.

In homework Task 2, they compare their pictures asking and answering as follows:

e.g. A: How much cheese is there?
B: There's a lot of cheese. How many sausages are there?

Activity 2a Listen and repeat. *4 min*
Objectives: to listen for pleasure;
to prepare for the next activity

Play the DVD. Ask the pupils to listen and repeat the poem.

DVD script:
Shopping, shopping.
Let's go shopping.
We can buy a lot of food:
Bread and butter,
cheese and ice cream.
It is so good!

Activity 2b Work in groups. Write your poem. *7 min*
Objective: to develop pupils' creative skills in writing poems

STEP 1: Make groups of 4/5 pupils.

STEP 2: Ask the pupils to open the Workbook to Page 92 and look at the incomplete poem.

STEP 3: Ask the pupils to discuss in their groups and complete the poem.

STEP 4: Ask a representative from each group to read aloud their poem.

Activity 3a Look, listen and repeat. *4 min*
Objectives: to introduce the new vocabulary;
to pronounce the words correctly;
to establish the meaning of the new words

STEP 1: Explain to the pupils that there are some sections in a supermarket like the ones in the picture. Ask the pupils to look at the supermarket sections in the picture and tell you what they can be in their mother tongue.

STEP 2: Ask the pupils to listen and repeat the new words in chorus. Play the DVD. Then ask the pupils to repeat the words in rows/pairs and individually.

Activity 3b Listen and match with the sections. *8 min*
Objective: to practise listening for specific information

STEP 1: Ask the pupils to listen and match the dialogues and the supermarket sections in Activity 3a. Play the DVD.

STEP 2: Let the pupils listen to the texts one more time and check the answers.

Answer key: Dialogue 1 – Bakery; Dialogue 2 – Fruit and veg section; Dialogue 3 – Meat section; Dialogue 4 – Dairy section

DVD script:

Dialogue 1

A: Good morning.
B: Good morning. Can I help you?
A: I'd like some white bread, please.
B: Here you are!
A: Thank you!

Dialogue 2

A: Good morning.
B: Good morning.
A: I'd like some apples, please.
B: What apples do you want: red, yellow or green?
A: Green, please.
B: How many apples do you want?
A: Can I have five apples, please?
B: OK.

Dialogue 3

A: Can I help you?
B: Yes, please. I'd like some sausages.
A: How many sausages do you want?
B: A kilo, please.
B: Here you are!
A: Thank you!

Dialogue 4

A: Can I help you?
B: Yes. I'd like some cheese, milk and a strawberry yogurt ….
A: Oh… Sorry…We don't have strawberry yogurt … Would you like a banana yogurt?
B: No, thank you.

Activity 4a Put the words in the right column. *6 min*

Objectives: to consolidate the vocabulary of supermarket sections;
to prepare for the next activity

STEP 1: Ask the pupils to copy the table into their exercise books.

STEP 2: Ask the pupils to put the words in the cloud under a correct category, i.e. supermarket sections.

Answer key:

Dairy	Bakery	Meat	Fruit and veg
milk, banana yogurt	chocolate cakes, fruit cakes, lemon biscuits	meat, sausages	tomatoes, lemons, cucumbers, strawberries

Activity 4b Work in pairs. Ask and answer. *5 min*
Objective: to develop pupils' speaking skills about food

Ask the pupils to work in pairs. They look at the table in Activity 4a and ask and answer questions in turn as in the example.

Homework *1 min*

Ask the pupils to look at the homework on Page 92. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 5 A bar of chocolate, please.

Aims	Learning outcomes	Vocabulary and structures	Required equipment
Educational: - to learn about shops and shopping in Uzbekistan and the UK; - to learn the language for shopping. *Developing:* - to enable pupils to use the language for shopping; - to enable pupils to use the phrase "a bottle/ packet/box/ jar/bar/kilo of…". *Socio-cultural:* - to raise awareness of shops and shopping in Uzbekistan and the UK.	At the end of the lesson pupils will be able to: - talk about shops and shopping in Uzbekistan and the UK; - use the phrase "a bottle/ packet/ box/ jar/bar/kilo of…"; - use the language for shopping.	*Revising the vocabulary about food* New: a bottle/ packet/box/ jar/bar/kilo of…	Pupil's Book, the DVD; a set of 10 cards for each group in Activity 4

Activity 1 Listen and sing. *9 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 3 Lesson 1 Activity 1 for the DVD script.

Note: Choose another song to sing if you see that your pupils get bored with the same song.

STEP 2: Checking homework. The pupils check their homework in pairs. They ask and answer the questions.

Activity 2a Read and answer the question. *5 min*
Objective: to give practice in reading for specific information and gist

Ask the pupils to read the text individually and silently, and then answer the question.

Activity 2b Answer the questions. *6 min*
Objective: to give practice in speaking about the places to buy food

Work with the whole class. Ask the pupils to answer the questions. For help they can use the words and sentences from the text in Activity 2a.

Activity 3 Look and match. Listen and repeat. *6 min*
Objectives: to introduce the new vocabulary;
to pronounce the words correctly;
to establish the meaning of the new words

STEP 1: The pupils match the parts (phrases and pictures).
Answer key: *1d; 2e; 3b; 4a; 5f; 6c*

STEP 2: Ask the pupils to listen, repeat and point to the pictures. Play the DVD.

STEP 3: If time allows, you can ask pairs to say parts of the phrases as follows:

Pupil A: A jar of …
Pupil B: … jam. A packet of …
Pupil A: … tea. A bottle of … , etc.

DVD script:
1) a bottle of Coca Cola; 2) a packet of tea; 3) a box of sweets; 4) a jar of jam; 5) a bar of chocolate; 6) a kilo of sausages

Activity 4 Work in groups of 4/5. Play "Say a Sentence". *6 min*
Objectives: to reinforce the new phrases;
to give practice in saying sentences with the new phrases

Note: In advance prepare a set of 10 cards *(with chocolate, mineral water, sausages, jam, peaches, tea, biscuits, honey, tomatoes, yogurt, coffee, juice)* for each group.

STEP 1: Make groups of 4/5 pupils.

STEP 2: Give each group a set of 10 cards.

STEP 3: Explain that the pupils take cards in turn and say sentences. They can look at Activity 3 for help with the phrases.

Activity 5a Listen and read. *5 min*
Objectives: to pronounce the sentences of the dialogue correctly;
to practise the language for shopping;
to establish the meaning of the sentences

STEP 1: Ask the pupils to look at the dialogue in the picture. Ask the pupils to listen and repeat the dialogue. Play the DVD.

STEP 2: Then divide the class into two groups. Explain that one group reads for the Customer, the other group reads for the Sales assistant in chorus, then vice versa.

Activity 5b Work in pairs. Play "Customer and Sales Assistant". *7 min*
Objective: to consolidate the topic vocabulary

STEP 1: Ask the pupils to make in pairs their own dialogue and write in their exercise books.

STEP 2: The pupils practise saying the dialogue.

STEP 3: Ask some pupils to act out their dialogues in front of the class.

Homework *1 min*

Ask the pupils to look at the homework on Page 92. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structures	Required equipment
Developing: - to enable pupils to use the language for shopping; - to develop pupils' creative skills; - to simulate how to buy and to sell food in the supermarket.	At the end of the lesson pupils will be able to: - use the language for selling and buying food; - simulate how to buy and to sell food in the supermarket.	*Revising the vocabulary about 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 3 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils check their homework in pairs. They talk about their shopping lists in turn.

Activity 2a Prepare for the game "Let's Go Shopping". *10 min*
Objectives: to prepare for the next activity;
to develop pupils' creative skills

STEP 1: Divide the pupils into 5 groups: grocery, fruit and veg, bakery, meat section and customers.

STEP 2: Get the pupils of each group draw pictures of their food and write the price. The customers group should prepare "money" and write a list of food they want to buy. Ask them to prepare certain amount of money let's say 20 000 soums.

Activity 2b Play "Let's Go Shopping". *15 min*
Objectives: to give less-controlled practice in speaking the language of shopping;
to revise the superlative degree of adjectives

STEP 1: Remind the pupils the superlative degree of adjectives. Write on the board some adjectives, for example: *nice, big, fresh, sweet, tasty, good, wonderful, beautiful*. Ask the pupils to make the superlative degree with them:

nice – the nicest; big – the biggest; fresh – the freshest; sweet – the sweetest; tasty – the tastiest; good – the best; wonderful – the most wonderful; beautiful – the most beautiful

Explain to the pupils that they can use them in the game, for example the customer can say: "*I want the best apples.*"

STEP 2: Further explain that in the game the sales assistants must try to sell the food as fast as they can. For this they should praise their food, for example, *"Come here. Look at my apples. They are the best apples in Uzbekistan!"* They can look at the dialogue in Lesson 5 Activity 5a for help.

STEP 3: Give a start to the game. Let the pupils sell and buy. After 15 minutes stop the game.

Activity 2c Make the report. *8 min*
Objective: to practise reporting on the results

Ask the pupils about their results. The customers must say what they have bought and how much money left, for example: *I have 2 kilos of ... , two bars of chocolate. I have three thousand soums.* The sales assistants must say what food they have not sold, for example: *I have three kilos of sausages, three bananas,* etc. The best customer is the one who has the least money left or/and who has bought the most. The best sales assistant is the one who has sold nearly everything.

Homework *2 min*
1) Ask the pupils to prepare Portfolio entry on Unit 3.
2) Ask the pupils to get prepared for Test 1. Explain that they will do it after Portfolio lesson.

TEST 1

1 Listen and complete the sentences. Use the words: *(6x2=12)*

tea, sausages, Here you are., apple,
packets, Good morning., one

Customer: Good morning.
Sales assistant: (1) **e.g.** *Good morning.*
Customer: Can I have some (2) ..., please?
Sales assistant: (3) ... kilo?
Customer: Yes, and some (4) ... .
Sales assistant: Green or black?
Customer: Green, please.
Sales assistant: How many (5) ... ?
Customer: One, please.
Sales assistant: (6) ... .
Customer: I'd like a jar of strawberry jam.
Sales assistant: Oh... Sorry... We don't have strawberry jam. Would you like (7) ... jam?
Customer: No, thanks.

DVD script and answer key:
Customer: Good morning.
Sales assistant: (1) **e.g.** *Good morning.*

Customer: Can I have some (2) *sausages*, please?
Sales assistant: (3) *One* kilo?
Customer: Yes, and some (4) *tea*.
Sales assistant: Green or black?
Customer: Green, please.
Sales assistant: How many (5) *packets*?
Customer: One, please.
Sales assistant: (6) *Here you are.*
Customer: I'd like a jar of strawberry jam.
Sales assistant: Oh... Sorry... We don't have strawberry jam. Would you like (7) *apple* jam?
Customer: No, thanks.

2 Match. e.g. *1e (7x1=7)*

1) My uncle works in a hotel.	a) She is a secretary.
2) My aunt helps the director.	b) doctor
3) We use the telephone	c) upstairs on the second floor.
4) We use a cooker	d) sick people.
5) There are two bedrooms	e) He cooks lunches and dinners.
6) There is a garden	f) to make some tea.
7) A doctor helps	g) behind the house.
8) A nurse helps	h) to talk to people.

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

3 Complete the sentences. Use: *many, much, some.* *(5x1=5)*
1) How **e.g.** *many* tomatoes are there?
2) How ... juice is there?
3) Can I have ... green tea, please?
4) I'd like ... apples, please.
5) How ... sugar do you want?
6) How ... apples do you want?
Answer key: *1) many; 2) much; 3) some; 4) some; 5) much; 6) many*

4 Put the words in the correct box. *(6x1=6)*

shops, bottles, cherries, sweets, sausages, boxes, packets

[s]	[z]	[iz]
e.g. shops		

Answer key:

[s]	[z]	[iz]
shops, sweets, packets	bottles, cherries	sausages, boxes

5a Read and complete the sentences. *(5x2=10)*

comes, on, delicious, cake, come, in

City Mouse and Farm Mouse

Fina Mouse lives (1) **e.g.** *in* a city. Tina Mouse lives (2) … a farm. One day Fina (3) … to see Tina. "Hello, Tina," says Fina. "How are you?" Tina is happy to see her friend. "Hello, (4) … to the table. Let's have dinner," she says. "But wait a moment. I'm making some coffee." Fina looked at the table. There is a lot of cheese, a lot of sausages and some butter. There are some pears and a lot of apples. On the table Fina sees a big (5) … . "Oh, there is a cake too. Yummy. I like cakes," she says. When Tina comes to the room with coffee, she looks at the table. "Oh, no!" she says. "Where's my cake?!" "The cake was (6) …!" says Fina.

Answer key: *1) in; 2) on; 3) comes; 4) come; 5) cake; 6) delicious*

5b Read and say True or False. *(5x2=10)*
1) Fina ate the cake. **e.g.** *True*
2) A farm mouse goes to see her friend in the city.
3) Fina goes to see her friend.
4) Fina is making some coffee.
5) On the table there is a cake.
6) Fina does not like cakes.
Answer key: *1) True; 2) False; 3) True; 4) False; 5) True; 6) False*

Total: 50 points

Unit 4 At the market
Lesson 1 How much are they?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn how to read and say numbers. *Developing:* - to enable pupils to read and say numbers; - to enable pupils to write and act out dialogues; - to enable pupils to read and listen for specific information. *Socio-cultural:* - to raise awareness of shopping and selling language	At the end of the lesson pupils will be able to: - recognise numbers; - write and act out dialogues; - read and listen for specific information.	*Recycling the previously learnt vocabulary* New: a quince, a fig, a pomegranate, customer, pay (paid), half a kilo, anything else	Pupil's Book; the DVD; cards with numbers for Activity 3b

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:

We should have healthy food (Tune of "Here we go round the mulberry bush")

We should all eat healthy food.
Healthy food. Healthy food.
Drink lots of water, eat healthy food.
Like vegetables and fruit.

We should all eat healthy food.
Healthy food. Healthy food.
You shouldn't eat lots of sweets
Or drink a lot of Fanta.

Activity 2 Look, listen and repeat. *7 min*
Objectives: to introduce the new words;
to pronounce the words correctly

STEP 1: Ask the pupils to look at the pictures. You point to the pictures and say the words. The pupils also point and repeat the words after you.

STEP 2: Play the DVD. Ask the pupils to listen, find the fruit in the picture, repeat and point to the pictures.

Activity 3a Work in pairs. Match the numbers with words. *3 min*
Objective: to establish the meaning of numbers

Ask the pupils to match the numbers with words. Check the answers together.

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

Activity 3b Listen and repeat. *5 min*
Objectives: to give practice in saying numbers;
to pronounce the numbers correctly

STEP 1: Ask the pupils to repeat the numbers after the DVD in chorus, in pairs and individually.

STEP 2: Show the cards with numbers and ask the pupils to say them.

DVD script:

1) two hundred and fifty
2) one thousand five hundred
3) two thousand one hundred and twenty-five
4) one thousand two hundred and fifty

Activity 4a Work in pairs. Read and answer the questions. *10 min*
Objectives: to practise working with the Wordlist;
to pronounce the words correctly and establish their meaning;
to practise reading and listening for specific information

STEP 1: Ask the pupils to look up the words with *: *customer, pay, paid, half a kilo* and *anything else?* in the Wordlist. They should write the present and past form of the verb in their exercise books. Ask them to repeat the words after you in chorus, in rows/pairs and individually.

STEP 2: The pupils work in pairs. They read silently. Then they listen to the dialogue and answer the questions.

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

DVD script:
Customer: Do you have any quinces?
Sales assistant: Yes. How many quinces do you want?
Customer: How much are they?
Sales assistant: They're 5000 soums a kilo.
Customer: Half a kilo, please.
Sales assistant: Anything else?
Customer: No, thank you.
Sales assistant: That's 2500 soums, please.
Customer: Here you are.
Sales assistant: Thank you.

Activity 4b Listen and repeat. *5 min*
Objective: to pronounce the dialogue correctly
Play the DVD. The pupils listen to the dialogue and repeat.

Activity 5 Work in pairs. Write your dialogue. *9 min*
Objective: to practise writing and acting out dialogues
STEP 1: In pairs the pupils write their dialogue as in Activity 4a. Ask them to be ready for acting out.
STEP 2: They act the dialogue out.

Homework *1 min*
Ask the pupils to look at the homework on Page 93. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.
Answer key for Task 1: *1) any; 2) kilo; 3) 3000; 4) Thank you. 5) much; 6) please; 7) 5000; 8) Here you are.*
Answer key for Task 2: *1) 1750; 2) 6000 3) 2400; 4) 1200; 5) 5500; 6) 2150; 7) 8350*

Lesson 2 How much does it cost?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about birthday presents and invitation cards. *Developing:* - to enable pupils to ask, answer and talk about birthdays; - to enable pupils to talk about birthday presents; - to enable pupils to write invitation cards; - to enable pupils to read for detailed information. *Socio-cultural:* - to raise awareness of invitation cards.	At the end of the lesson pupils will be able to: - ask, answer and talk about birthdays; - talk about birthday presents; - write invitation cards; - read for detailed information.	*Recycling the previously learnt vocabulary* New: mushroom, radish, turnip, raw, ground, cost, each	Pupil's Book; the DVD; a set of cards with vegetables (mushroom, radish, potato, eggplant, turnip, etc.) for Activity 4

Activity 1 Listen and sing. *7 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: Checking homework. Ask the pupils to check the dialogues and numbers together. Give answers when they finish each time.

Activity 2 Look, listen and repeat. *7 min*
Objective: to pronounce the new words correctly and establish their meaning

STEP 1: Ask the pupils to look at the pictures and write the new words in their exercise books.

STEP 2: Establish what the new words mean. Ask them to listen to the DVD and repeat the new words in chorus, in rows/pairs and individually.

STEP 3: Check they remember the new words. Ask the pupils to say a word when you say its letter in the book. For example: **You:** Letter C. **Class:** A mushroom, etc.

Activity 3 Work in pairs. Read and match with pictures. Find the meaning of the words with * in the Wordlist. *7 min*
Objectives: to practise working with the Wordlist;
to pronounce the new words correctly and establish their meaning;
to practise reading for detailed information

STEP 1: Ask the pupils to look up the meaning of the new words "raw" and "ground" in the Wordlist and write in their exercise books.

STEP 2: Ask them to listen and repeat the new words after you in chorus, in rows/pairs and individually.

STEP 3: The pupils read and match the texts with the pictures in pairs.

Answer key: *1a – radish; 2c – mushroom; 3b – potato*

Activity 4 Work in groups of 4/5. Play "Guess the Vegetable". *7 min*
Objective: to give practice in asking and answering about vegetables

Note: In advance prepare a set of cards with vegetables, for example, mushroom, radish, potato, turnip, eggplant, etc.

STEP 1: Make groups of 4/5 pupils.

STEP 2: Give each group the set of cards.

STEP 3: A pupil takes a card and keeps it a secret. S/he must say a sentence about a vegetable in the card. The others in the groups must ask only Yes/No-questions to find the vegetable on the card as shown in the example. Then another pupil takes a card and says a sentence, etc.

Activity 5 Read, listen and repeat. Find the word with * in the Wordlist. *8 min*
Objectives: to practise working with the Wordlist;
to pronounce the new words and dialogue correctly and establish their meaning

STEP 1: Ask the pupils to look up the meaning of the new words "cost" and "each" in the Wordlist and write in their exercise books.

STEP 2: Ask them to listen and repeat the new words after you in chorus, in rows/pairs and individually.

STEP 3: Ask the pupils to listen and repeat the dialogue. Play the DVD.

DVD script:
Customer: How much do potatoes cost?
Sales assistant: They cost 1000 soums a kilo.
C: Two kilos, please.
S: Here you are. Anything else?
C: Yes. How much do cabbages cost?
S: They cost 500 soums each.
C: One cabbage, please.
S: That's 2500 soums please.
C: Here you are.
S: Thank you.

Activity 6 Work in pairs. Play "Customers and Sales Assistants". *7 min*
Objective: to give practice in the language of buying and selling

STEP 1: Ask the pupils to read the example dialogue and the phrases under it silently.

STEP 2: The pupils are Customer and Sales Assistant in turn.

Note: Stronger pupils can make more complicated dialogues.

Homework *2 min*

Ask the pupils to look at the homework on Page 93. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Answer key for Task 1:

fruit	vegetable	other food
e.g. quinces	mushrooms	ice creams
pomegranates	turnips	rice
pears	radishes	meat
cherries	cabbages	chocolate

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

Lesson 3 Do you want to be healthy?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about food and healthy lifestyle; - to learn how to use the modal verb 'should'.	At the end of the lesson pupils will be able to: - talk about food and healthy lifestyle;	*Recycling the previously learnt vocabulary* New: energy, vitamins,	Pupil's Book; the DVD; a set of cards with the phrases in Activity 3b

1	2	3	4
- to enable pupils to talk about food and healthy life style; - to enable pupils to read for the main ideas and specific information. *Socio-cultural:* - to raise awareness of food and healthy lifestyle.	- use the modal verb 'should'; - read for the main ideas and specific information.	minerals, litre, should	

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 4 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. Ask the pupils to check the answers in pairs.

Activity 2 Read and answer the questions. *5 min*
Objectives: to practise talking about own lunchbox;
to read for the main ideas

STEP 1: Ask the pupils to read the poem silently. Ask the questions: What in the lunchbox? Is the food in the lunchbox healthy?

STEP 2: Ask the pupils to answer the questions and talk about own lunchboxes.

Note: If they don't have lunchboxes, they can talk about imaginary ones.

Activity 3a Work in pairs. Read and find the words with *. Does "should" mean: a) can? b) must? c) like? *10 min*
Objectives: to pronounce the new word correctly and establish its meaning;
to practise reading for the main ideas;
to focus on 'should'

STEP 1: The pupils read the text silently.

STEP 2: In pairs the pupils find the words: *energy, vitamins, minerals, litre*. Ask them what they mean. The words are international so it should not be difficult for them to guess.

STEP 3: Elicit the answer to the question. If necessary explain the meaning of 'should.'

STEP 4: Then ask them to read and translate the sentences with 'should'.

Culture and Language Notes

It is OK if we say 'you should' if we mean people in general. But if we say 'you should' to somebody, it is not polite, it can be understood as a criticism. If you want to give advice in English to somebody it is better to use 'why don't you …?', 'what about …?'.

Activity 3b Work in group of 4/5. Complete the table. *10 min*
Objective: to practise 'should'

Note: Before the lesson prepare set of cards with the phrases for each group.

STEP 1: Ask the pupils to open the Workbook to Page 93 and copy the table into their exercise books. Then ask them to put the phrases under correct column.

STEP 2: Check the answers together.

STEP 3: Make groups of 4/5 pupils.

STEP 4: Distribute sets of cards to each group.

STEP 5: The pupils take cards in turn and say sentences e.g. Pupil A takes a card with 'eat good food' and say "We should eat good food.

Answer key:

should	shouldn't
eat good food, get up early, eat fresh fruit, eat salads, have a lot of water, do morning exercises	go to bed late, eat a lot of hot dogs, eat at a different time, eat a lot of sweets, often eat a lot

Activity 3c Work in pairs. Ask and answer. *10 min*
Objectives: to read for specific information;
to practise talking about food and healthy lifestyle

STEP 1: Ask the pupils to open the Workbook to Page 94 and copy the table into their exercise books.

STEP 2: Ask the pupils to read the text in Activity 3a and complete the table.

STEP 3: Check the answers together.

STEP 4: Then in pairs they ask and answer in turn as shown in the example.

Answer key:

to have	food
good hair and eyes	eggs and fish
bones and teeth	eggs, fish and milk
energy	bread, meat and potatoes
to be strong	meat, eggs, fish, cheese, milk

Homework *2 min*

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

Answer key for Task 1:

1) cherry; 2) pomegranate; 3) melon; 4) quince; 5) apricot; 6) lemon

Answer key for Task 2:

1) To be healthy you must eat good food.
2) Good food gives you a lot of energy.
3) You should drink two litres of water every day.
4) You should eat meat and potatoes for energy.
5) You shouldn't eat a lot of sweets or chocolate.

Lesson 4 Are your animals healthy?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about how to feed animals; - to learn to make a radio programme. *Developing:* - to enable pupils to talk about feeding animals; - to enable pupils to write a text for the radio programme and make a presentation; - to enable pupils to read for detailed information and listen for specific information.	At the end of the lesson pupils will be able to: - talk about feeding animals; - write a text for the radio programme and make a presentation; - read for detailed information; - listen for specific information.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD

Activity 1 Play "Fruit and Vegetables". *5 min*
Objectives: to warm up;
to revise vegetables and fruit

STEP 1: Prepare a list of vegetables and fruit. Explain to the pupils that if you say a fruit, the girls should stand up. If they hear a vegetable, the boys must stand up.

STEP 2: Say fruit and vegetables one by one. Boys or girls stand up and sit down.

Activity 2a Answer the question. *1 min*
Objectives: to practise talking about feeding rabbits;
to prepare for the next activity

STEP 1: Ask the pupils to read the question, which provides discussion on the topic of what is good for rabbits and prepares the pupils for the next activity.

STEP 2: Listen to your pupils' answers. Accept whatever they say. Say they will check the answers in Activities 2b and 2c.

Activity 2b Work in pairs. Read and complete the text. *10 min*
Objective: to practise reading for detailed information

The pupils read the text and fill in the gaps with the phrases in the cloud. They also check if they were right in Activity 2a.

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

Activity 2c Listen and check. *4 min*
Objectives: to listen for specific information;
to check predictions

The pupils listen and check their predictions. Play the DVD. Ask them whether all of their predictions were right.

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

DVD script and answer key:

Doctor White tells us how to look after our rabbits.

Well, the first thing I want to tell you is that carrots (1) *are bad* for rabbits' teeth. A lot of people don't know this. But rabbits (2) *shouldn't eat carrots*. Rabbits' teeth grow very quickly: two millimetres a week. Usually this is OK because in the wild rabbits eat (3) *a lot of grass*. In fact they eat for half the day. But domestic rabbits always (4) *stay at home*. They don't eat much grass. We give them other things like carrots. But this gives rabbits a problem. Their teeth grow and grow fast. They get very long and this is bad for the rabbit.

So remember – don't give your rabbit a lot of carrots. One or two (5) *carrots a week* is good. Give your rabbit lots of grass.

Activity 3a Work in groups. Choose one of the topics and write a radio programme. *13 min*

Objective: to practise writing a text for the radio programme

STEP 1: Make 4 groups. Each group should choose one of the suggested topics. Make sure not all the groups choose the same topic.

STEP 2: In groups the pupils discuss and then write the text of their radio programme. They can draw a poster. If your pupils have difficulties in creating a cohesive text, help them by giving sentences in their native language which they can translate into English.

Activity 3b Make a presentation of your programme. *10 min*

Objectives: to practise reading aloud;
to teach simple presentation skills

STEP 1: Now the groups should make a presentation of their programme to the other groups. Before they do it, tell them that they must choose a speaker. This boy or girl should have a loud voice.

STEP 2: As soon as the speakers are chosen, tell them that they will come out in front of the class with the text of their programme. They should not be in a hurry when they read it and they should observe all the punctuation marks, i.e. they should make pauses after commas and full stops.

STEP 3: At the end of each presentation give feedback - say how good the presentation was.

STEP 4: The groups choose the best presentation. You can ask them to vote for: 1) The best poster; 2) The best text; 3) The best illustration; 4) The best presenter etc.

Homework *2 min*

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

Lesson 5 Whose sandwich is this?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Developing: - to enable pupils to write a description of a picture and speak about it; - to practise reading and speaking for detailed information; - to develop writing skills through a controlled activity; - to provide an opportunity for pupils to work creatively.	At the end of the lesson pupils will be able to: - speak about a picture they have drawn; - write a description of a picture; - read and listen for detailed information.	triangle, square, circle, raisins, lettuce	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 4 Lesson 1 Activity 1 for the DVD script.

Note: Choose another song to sing if your pupils are bored with the same song.

STEP 2: Checking homework. In pairs the pupils check the answers for the two homework tasks.

Activity 2a Work in pairs. Match. Listen and repeat. *5 min*
Objectives: to establish the meaning of new words;
to teach the correct pronunciation of the new words

STEP 1: This is a normal matching activity. The pupils match the words and pictures in pairs.

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

STEP 2: Play the DVD. The pupils repeat in chorus, in rows/pairs and/or individually.

Activity 2b Work in pairs. Point and say. *3 min*
Objective: to reinforce the new words

In pairs the pupils take turns pointing to the pictures in Activity 2a and saying the words for them.

Activity 2c Find triangles, squares and circles in the classroom. *5 min*
Objectives: to reinforce the new words;
to teach pupils to be observant

Ask your pupils to look round the classroom and try to find the shapes. At this stage they may simply point to an object and say aloud the words for the shapes.

Activity 3a Look, read and find Madina's and Aziz's sandwiches. *7 min*
Objective: to practise reading for detailed information

STEP 1: Tell the pupils that Madina and Aziz have made very interesting sandwiches. Explain that they should read Text A and Text B and find their sandwiches.

STEP 2: The pupils read the texts and then in pairs compare their answers.

Answer key: *A1; B4*

Activity 3b Draw your sandwich. Write five sentences. *7 min*
Objective: to give practice in writing

STEP 1: The pupils work individually. They draw a sandwich like the pictures in Activity 3a.

STEP 2: Explain that they should write five sentences about it as shown in the example and keep them a secret.

Activity 3c Work in pairs. Picture dictation. *6 min*
Objectives: to practise listening for detailed information;
to develop speaking skills;
to have fun

STEP 1: In pairs the pupils take turns describing a sandwich they have drawn. Pupil A says sentences about his/her sandwich. Pupil B listens and draws. Then they change their roles.

STEP 2: The pupils compare their pictures to check whether their drawings are correct.

Homework *2 min*

Ask the pupils to look at the homework on Pages 94-95. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn how to prepare and make a presentation. *Developing:* - to enable pupils to draw a plan of a supermarket; - to enable pupils to prepare and make a presentation of a supermarket; - to provide an opportunity for pupils to work creatively and cooperatively; - to develop writing, listening and speaking skills.	At the end of the lesson pupils will be able to: - draw a plan of a supermarket; - prepare and make a presentation of a supermarket.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD

Activity 1 Listen and sing. *5 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: Checking homework. The pupils work in pairs to check each other's answers for the two homework tasks.

Activity 2a Work in groups. Prepare a presentation of a supermarket. *20 min*

Objectives: to consolidate the topic vocabulary;
to provide an opportunity for pupils to work creatively and cooperatively;
to develop pupils' writing skills

Note: Before the lesson, prepare or ask your pupils to bring all stationery they will need.

STEP 1: Divide the class into groups.

STEP 2: Explain that each group should prepare a presentation of a supermarket. Therefore, the pupils with their group should decide the name of the supermarket and how many sections there must be in it (for example, bakery, toys, meat, fruit and veg, flowers, dairy etc.) and draw a plan like the one in the textbook. Further explain that they should write the names of the sections and short texts about them as in the example.

STEP 3: When you make sure the groups understand what to do, they can begin to draw the plan and prepare information about their supermarkets.

Activity 2b Work in groups. Present your plan of the supermarket. *18 min*

Objectives: to develop pupils' presentation skills;
to practise talking about the sections of a supermarket
to develop listening skills

STEP 1: Ask the groups to read the example text.

STEP 2: Tell them to prepare a similar text for the presentation of their supermarkets.

STEP 3: The groups in turn present their supermarkets.

STEP 4: The groups choose the best supermarket and presentation. You can ask them to vote for: 1) The best poster; 2) The best supermarket; 3) The best illustration; 4) The best good presentation, etc.

Homework *2 min*

1) Ask the pupils to do the quiz "I can …" at home.

2) Ask the pupils to prepare Portfolio entry on Unit 4.

3) Ask the pupils to get prepared for Progress Check 3. Explain that they will do it after Portfolio lesson.

PROGRESS CHECK 3

1 Listen and answer the questions. *(4x2=8)*

1) What did the customer buy?

a) cucumbers b) tomatoes

2) How many kilos of vegetables did the customer buy?
a) two b) one
3) Did the customer buy a cabbage?
a) no b) yes
4) How much did the customer pay?
a) 100 soums b) 1,000 soums
Answer key: *1) b; 2) a; 3) a; 4) b*

DVD script:

Customer:	How much do tomatoes cost?
Sales assistant:	They cost 500 soums a kilo.
Customer:	Two kilos, please.
Sales assistant:	Here you are. Anything else?
Customer:	Do you have cabbages?
Sales assistant:	No, sorry. Do you want some cucumbers?
Customer:	No, Thank you.
Sales assistant:	That's 1,000 soums, please.
Customer:	Here you are.
Sales assistant:	Thank you.

2 Complete the table with what you should and shouldn't eat. *(6x2=12)*

eat good food, eat a lot of sweets and chocolate, eat fruit and vegetables, eat at a different time, have a lot of water, eat a lot one day and a little the next, eat a little sugar, eat a lot of hamburgers

You should	You shouldn't
e.g. eat good food	eat a lot of sweets and chocolates

Answer key:

You should	You shouldn't
eat good food	eat a lot of sweets and chocolates
eat fruit and vegetables	eat at a different time
have a lot of water	eat a lot one day and a little the next
eat a little sugar	eat a lot of hamburgers

3 Write the sentences. *(5x2=10)*
1) can/I/a/cheese sandwich/make.
2) shouldn't/You/a lot of/eat/sweets.
3) to bed/You/go/late/shouldn't.
4) healthy/To be/you/eat/should/good food.
5) rabbits/Don't/a lot of/give/carrots.

Answer key:
1) I can make a cheese sandwich.
2) You shouldn't eat a lot of sweets.
3) You shouldn't go to bed late.
4) To be healthy you should eat good food.
5) Don't give rabbits a lot of carrots.

4 Look, read and find the sandwich. *(5x1=5)*
1) Cut circle eyes from an egg.
2) Put raisins for the eyes.
3) Put triangle hair from lettuce.
4) Put a square mouth from a carrot.
5) Put a circle cucumber for a nose.



(a) **(b)** **(c)**

Answer key: *Picture C*

5 Match the words and numbers. e.g. *1f* *(5x1=5)*

1) one thousand seven hundred	a) 214
2) one hundred and seven	b) 550
3) two thousand four hundred	c) 2400
4) two hundred and fourteen	d) 107
5) five thousand fifty	e) 5050
6) five hundred and fifty	f) 1700

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

6 Read and put the words in the correct place. *(5x2=10)*

rabbits, bad, domestic, teeth, grass

Carrots are not good for rabbits' (1) ... . A lot of people don't know this. But (2) ... shouldn't eat carrots because rabbits' teeth grow very quickly. Usually this is OK because in the wild rabbits eat a lot of grass. But (3) ... rabbits always stay at home. They don't eat much (4) ... . We give them other things like carrots. But this gives rabbits a problem. Their teeth grow and grow fast. They get very long and this is (5) ... for the rabbit.

Answer key: 1) teeth; 2) rabbits; 3) domestic; 4) grass; 5) bad

Total: 50 points

Unit 5 Birthday
Lesson 1 When's your birthday?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn how to read and say years. *Developing:* - to enable pupils to read and say years and put them in chronological order; - to enable pupils to say the ordinal numbers; - to enable pupils to ask and say the date of birthdays; - to enable pupils to listen for specific information.	At the end of the lesson pupils will be able to: - read and say years; - put years in chronological order; - say the ordinal numbers; - ask and say the date of birthdays; - listen for specific information.	*Recycling the previously learnt vocabulary* ordinal numbers, years	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:
Happy birthday (Tune of "Happy birthday")

When's your birthday?
In March.
When's your birthday?
In May.
My birthday's in winter.
My birthday's in spring.

I have a party today.
I get some presents on this day.
Birthday cards, birthday cake.
Happy birthday to you!

Activity 2a Look at the table. Say the date of your birthday. *3 min*
Objectives: to revise the ordinal numbers;
to give practice in saying the date of birthday

STEP 1: Ask the pupils to repeat the ordinal numbers after you in chorus. Do not forget to use 'the' before ordinal numbers.

STEP 2: Ask the pupils to look at the table and choose the day of their birthday.

Activity 2b Chain Drill. *5 min*
Objective: to give practice in asking about and saying the date of birthday

This is a usual Chain Drill activity. The pupils ask and answer as shown in the example.

Note: We write "My birthday's on 3 February" but say "My birthday's on the third of February."

Activity 3a Work in pairs. Put the years in order. Listen and check. *8 min*
Objectives: to give practice in saying the years;
to practise putting the years in chronological order

STEP 1: Write on the board three years, e.g. 1982, 2000, 2008. Ask the pupils to look at the Remember box and say the years. Help them. Help the pupils see that when you say a year, you split the number in half, e.g. 1982 = nineteen (19) eighty-two (82)

STEP 2: In pairs the pupils put the years in chronological order.

STEP 3: Play the DVD. The pupils listen and check.

DVD script and answer key:
1949, 1953, 1968, 1979, 1981, 1996, 2000, 2003, 2014

Activity 3b Listen and repeat. *3 min*
Objective: to pronounce the years correctly

Play the DVD. The pupils listen and repeat the years after the DVD.

Activity 3c Work in pairs. Point and say. *5 min*
Objective: to reinforce the years

The pupils work in pairs. As shown in the example Pupil A points to a year in Activity 3a, Pupil B says the year.

Activity 4 Play "Bingo". *5 min*
Objective: to practise years

STEP 1: Ask the pupils to copy the table from the book into their exercise books. Then ask to write six years from Activity 3a and Remember box in each space of the card in a random way.

STEP 2: When the pupils finish, call out the years. If the pupils have them in their cards, they cross them out. As soon as a pupil crosses out all the years in the card, s/he shouts "Bingo!" This pupil is the winner. More than one pupil can win.

Activity 5a Listen and match the people and years. *5 min*
Objective: to listen for specific information

STEP 1: Ask the pupils to repeat the years after you.

STEP 2: The pupils listen to the DVD and match the people and years. They can listen two times.

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

DVD script:

My name's Arslan. This is my family. The oldest person in my family is my grandad. He was born in 1953. My granny's old too. My grandparents don't work. My father's a taxi driver. He's older than my mother. My father was born in 1978 and my mother was born in 1981. My elder sister was born in 2003. The youngest person in my family is my little sister. She was born in 2014. I was born in 2006.

Activity 5b Work in pairs. Ask and answer. *5 min*
Objectives: to give practice in asking and answering;
to develop speaking skills

Ask the pupils to work in pairs. They talk about the people in Activity 5a as shown in the example.

Homework *1 min*
Ask the pupils to look at the homework on Page 95. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 2 Happy birthday!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about birthday presents and invitation cards. *Developing:* - to enable pupils to ask, answer and talk about birthdays; - to enable pupils to talk about birthday presents; - to enable pupils to write invitation cards; - to enable pupils to read for detailed information. *Socio-cultural:* - to raise awareness of invitation cards.	At the end of the lesson pupils will be able to: - ask, answer and talk about birthdays; - talk about birthday presents; - write invitation cards; - read for detailed information.	restaurant, adult, mobile phone	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 5 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in pairs. Pupil A says about his/her people, their birthdays and years of birth and Pupil B listens. Then they change the roles.

e.g. Pupil A: My grandfather's birthday is on the 26th of September. He was born in 1951.

Activity 2 Look and answer the questions. Find the meaning of the words with *. *7 min*
Objectives: to practise working with the Wordlist;
to pronounce the new words correctly and establish their meaning;
to give practice in talking about a picture

STEP 1: Ask the pupils to read the questions and look up the meaning of the words with * in the Wordlist. They should write them in the exercise books.

STEP 2: Ask them to listen and repeat the new words after you.
STEP 3: The pupils answer the questions.

Activity 3 Work in pairs. Ask and answer. *8 min*
Objective: to practise making questions and answering
STEP 1: Explain that the pupils work in pairs and make questions using the table and answer using the words in the cloud. Demonstrate with a pupil.
STEP 2: In pairs the pupils ask and answer as in the example.

Activity 4a Choose 2 presents for your family/friends and write 2 sentences. *7 min*
Objective: to give practice in writing sentences
STEP 1: Introduce the new word "mobile phone". Ask the pupils to listen and repeat the word after you.
STEP 2: Ask the pupils if they understand all the pictures.
STEP 3: The pupils write two sentences about the presents. Write a sentence starter to help them, **e.g.** A ... is for my ... because he/she likes ...
Help the pupils see that they need to know the sex/gender of the person because they will need to use it for he/she. **e.g.** A football is for my friend Azamat because he likes playing football.

Activity 4b Work in groups. Say about the presents. What presents are the most popular? *8 min*
Objective: to give practice in speaking about the presents
STEP 1: Make groups. The pupils say their sentences in turn as shown in the example.
STEP 2: They decide which presents are the most popular in their group.

Activity 5 Work in pairs. Look at the invitation card and put the sentences in order. *5 min*
Objective: to give practice in reading for detailed information
Let the pupils read the text and put the sentences in order.

Answer key:
b) Dear Tom
e) Please come to my 13th birthday party on Sunday 12th of July at 6.30pm.
a) Hope you can come.
c) John
d) P.S. No adults please!

Homework *2 min*
Ask the pupils to look at the homework on Page 95. Check that everybody understands what to do with the task. If necessary, explain that the pupils must write invitation cards for their classmates. They can draw a picture or stick a stamp on it.

Lesson 3 Birthdays are fun!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about types of birthday parties; - to learn how to write an answer to an invitation card. *Developing:* - to enable pupils to say what birthday party they would like to have and why; - to enable pupils to write an answer to an invitation card. *Socio-cultural:* - to raise awareness of the importance of writing an answer to an invitation card.	At the end of the lesson pupils will be able to: - talk about types of birthday parties; - say what birthday party they would like to have and why; - write an answer to an invitation card.	*Recycling the previously learnt vocabulary* New: clown, dinosaur, table fireworks	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 5 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. Ask the pupils to give their invitations to the classmates. Some pupils read the invitations aloud.

Activity 2a Work in pairs. Read and find the meaning of the words with * in the Wordlist. Point and say. *9 min*
Objectives: to practise working with the Wordlist;
to pronounce the new words correctly and establish their meaning;
to develop the pupils' reading and listening skills

STEP 1: Ask the pupils to find the new words: *clown, dinosaur, table fireworks* from the Wordlist and write their meaning in their exercise books. Get them listen and repeat the words after you.

STEP 2: Ask the pupils to match the phrases and pictures individually.

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

STEP 3: The pupils point and say the sentences in turn.

Activity 2b Chain Drill. *5 min*
Objectives: to give practice in using the new phrases in sentences

This is a usual Chain Drill activity.

Activity 2c Work in groups of 4/5. Choose a birthday party. *7 min*
Objective: to practise talking about birthday parties

STEP 1: Make groups of 4/5 pupils.

STEP 2: Explain that the pupils must speak in turn about what birthday party they would like to have and why.

STEP 3: The group must decide what birthday party they would like to have and why.

STEP 4: Ask a representative from each group to tell the class about their choice.

Activity 3a Work in pairs. Read and put in order. *7 min*
Objectives: to develop writing skills;
to raise awareness of cultural information

Explain to the pupils that if they want to go to their friend's birthday party, they must send the answer to the invitation. Remind the pupils about the structure of a letter.

Answer key:
Dear John
Thank you for your invitation.
I want to come.
See you on 12 July.
Tom

Activity 3b Write your answer to the invitation card. *7 min*
Objective: to develop writing skills

STEP 1: Ask the pupils to write the answer to the invitation cards they have received from the homework. If they do not have any, they should write to an imaginary friend.

STEP 2: Some pupils read their cards aloud.

Homework *2 min*

Ask the pupils to look at the homework on Page 95. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Answer key for Task 1: *1) I was very happy.*

Answer key for Task 2: *1) true; 2) false; 3) true; 4) true; 5) true; 6) false; 7) false*

Lesson 4 My best birthday

Aims	Learning outcomes	Vocabulary and structure	Required equip-ment
Educational: - to learn about "thank-you" letters. *Developing:* - to enable pupils to read, write and talk about best birthdays; - to enable pupils to write "thank-you" letters; - to enable pupils to read for the main ideas and listen for specific information. *Socio-cultural:* - to raise awareness of "thank-you" letters.	At the end of the lesson pupils will be able to: - read, write and talk about best birthdays; - write "thank-you" letters; - read for the main ideas; - listen for specific information.	*Recycling the previously learnt vocabulary*	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 5 Lesson 1 Activity 1 for the DVD script.

STEP 2: The pupils work in pairs to check their homework.

Activity 2a Work in pairs. Read and change the verbs. *12 min*
Objectives: to read for the main ideas;
to practise writing the past form of verbs

STEP 1: Ask the pupils to read the letter individually and silently.

STEP 2: In pairs the pupils discuss and write the past form of the verbs in brackets.

Activity 2b Listen and check. *3 min*
Objective: to listen for specific information

The pupils listen and check if their answers were correct in Activity 2a.

DVD script and answer key:

Dear Aziz,

On Sunday I (1) **e.g.** *celebrated* (celebrate) my birthday. That was my best birthday! I (2) *had* a beautiful birthday party in our garden. I invited my best friends and relatives. My mother (3) *cooked* a big tasty cake. I (4) *got* lots of presents. I (5) *wanted* to know what the presents were. It was so exciting opening all the presents. I (6) *got* a lovely picture from my brother, two interesting books from my aunt and uncle. My father gave me a CD with songs of my favourite singers and my friend Diana gave me a big box of chocolates. My grandmother (7) *gave* me beautiful flowers. And I (8) *had* a lot of birthday cards from my friends.

We (9) *danced*, (10) *sang* songs and (11) *played* funny games with the clowns. I (12) *liked* my birthday party very much.

Please write about your best birthday.

Love

Lucy

Activity 3a Write five sentences about your best birthday. *10 min*
Objective: to practise writing about best birthday

STEP 1: Ask the pupils to open the Workbook to Page 96 and look at the beginnings of the 5 sentences.

STEP 2: Explain that these beginnings help them make sentences about their best birthday.

Activity 3b Work in groups of 4/5. Read your texts. Say who had the best birthday. *5 min*
Objective: to practise talking and listening about birthdays

STEP 1: Make groups of 4/5 pupils.

STEP 2: The pupils in turn talk about their best birthdays they wrote in Activity 3a. The others listen.

STEP 3: The group chooses the one who had the best birthday.

Activity 4 Work in pairs. Complete the sentences. *5 min*
Objectives: to raise awareness of cultural information;
to practise writing a "thank-you" letter

STEP 1: Explain to the pupils that it is good when you say "thank you" to people who came to your birthday party or other holiday with presents. The best way is to write "thank-you" letter.

STEP 2: Ask the pupils to work in pairs. They complete the sentences using the words in the cloud.

Homework *2 min*

Ask the pupils to look at the homework on Page 96. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 5 My Timeline

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about how to make timelines. *Developing:* - to enable pupils to talk about important happenings in own and somebody's lifetime; - to enable pupils to report; - to give practice in reading for specific information.	At the end of the lesson pupils will be able to: - talk about important happenings in own and somebody's lifetime; - make own timeline; - report on results; - read for specific information.	*Recycling the previously learnt vocabulary* New: timeline, happen	Pupil's Book; the DVD

Activity 1 Listen and sing. *7 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: Checking homework. The pupils work in pairs to check the instructions about what must or must not be done at the table.

Activity 2a Work in pairs. Ask and answer. Complete Malika's timeline. *10 min*
Objective: to give practice in talking about happenings in a person's lifetime

STEP 1: Explain to the pupils what the life timeline is. Introduce the new words "timeline" and "happen". Like the one in the picture draw a horizontal line on the board, put a dot a little further from the starting point of the line, write a date under the dot, draw a vertical line above the dot and write a 'happening'. Put another dot a little further from the first dot, write another date under it, draw a vertical line under the

date and write another 'happening', etc. Help the pupils understand that a timeline helps you know when something happened.

STEP 2: Info gap activity. The pupils work in pairs. Ask Pupil A to look at the timeline on Page 34, and Pupil B on Page 59.

STEP 3: Ask the pupils copy their timelines into their exercise books.

STEP 4: Then explain that they should ask and answer in turn as shown in the example and complete the missing information.

Activity 2b Work in pairs. Look at your timelines and check. *3 min*
Objective: to read for specific information to check answers

In pairs the pupils read each other's work and see if they have the same information for Malika's Timeline.

Activity 3a Make your timeline. Write four sentences. *10 min*

Objective: to practise writing about important happenings in one's lifetime

STEP 1: Ask the pupils to draw a similar timeline with four important things which happened to them in their lives in the exercise books.

STEP 2: They must write four sentences about these events.

Activity 3b Work in pairs. Compare your timelines. What is different? *8 min*
Objectives: to practise talking about own timeline;
to read for specific information

STEP 1: The pupils in turn say about their timelines.

STEP 2: They compare their timelines to find similar and different things.

Activity 3c Report. *5 min*
Objective: to practise reporting on the results

A representative from each pair reports on their timelines saying about the similarities and differences as in the example.

Homework *2 min*

Ask the pupils to look at the homework on Page 96. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn how to make timelines. *Developing:* - to enable pupils to write and speak about their timelines; - to enable pupils to make timelines.	At the end of the lesson pupils will be able to: - make timetables; - write and speak about their timelines.	*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 5 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in groups. They listen to each other about the timelines.

Activity 2a Complete the Timeline about you. *10 min*
Objectives: to consolidate the topic vocabulary;
to develop pupils' writing skills

STEP 1: Ask the pupils to copy the table into their exercise books.

STEP 2: The pupils work individually. Explain to the pupils that they should write about the most interesting events. They can illustrate their timelines.

Activity 2b Write four sentences about you. *10 min*
Objective: to develop pupils' writing skills

Ask the pupils to write four sentences about themselves according to the timeline in Activity 2a.

Activity 2c Work in groups of 4/5. Choose the most interesting things for your group. *13 min*
Objective: to develop listening and speaking skills

STEP 1: Make groups of 4/5 pupils.

STEP 2: The pupils copy empty table to their exercise books.

STEP 3: The pupils in turn talk about their events they wrote in Activity 2b. The others listen and complete the table in the exercise books.

STEP 4: The group chooses the most interesting events of their group.

Homework *2 min*

1) Ask the pupils to prepare Portfolio entry on Unit 5.

2) Ask the pupils to get prepared for Progress Check 4. Explain that they will do it after Portfolio lesson.

PROGRESS CHECK 4

1 Listen and write T for True and F for False. *(6x2=12)*

1) The boy's birthday is on the 14th of November. **e.g.** *F*
2) His birthday is in autumn.
3) His dog's name is Toby.
4) He got a mobile phone when he was 7 years old.
5) His sister's name is Kumush.
6) The boy is 13 years old.
7) The boy is in Class 6.

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

DVD script:

My name's Bakhtiyor. My birthday's on the 4th of November. I went to kindergarten when I was three years old. For my 5th birthday my parents gave me a dog. His name's Adar. I went to school when I was 7 years old. When I was eight years old, my little sister Kumush was born. For my 10th birthday my parents gave me a mobile phone. I was very happy. Today I'm 12 years old and I'm in Class 6.

2 Match the words and years. e.g. 1f *(5x1=5)*

1 nineteen eighty-three	a) 1999
2 nineteen sixty-one	b) 2008
3 nineteen ninety-nine	c) 2016
4 two thousand and eight	d) 1961
5 two thousand and sixteen	e) 1987
6 nineteen eighty-seven	f) 1983

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

3 Match the sentences. e.g. 1d *(6x1=6)*

1 A box of chocolates is for my sister.	a) She likes roses.
2 A bike is for my brother.	b) She likes wild animals.
3 Flowers are for my Granny.	c) He is going to school this year.
4 A school rucksack is for my cousin.	d) She likes sweets.
5 Coloured pencils are for my little sister.	e) He likes playing computer games.
6 A book about animals is for my aunt.	f) She likes drawing.
7 A computer game is for my elder brother.	g) He likes riding a bike.

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

4 Put in order. *(6x1=6)*

a) Love
b) See you on the 12th of July.
c) I want to come.
d) Thank you for your invitation.
e) Dear John
f) Tom

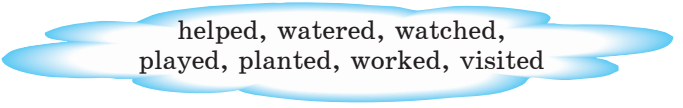
Answer key: *1e; 2d; 3c; 4b; 5a; 6f*

5 Match the forms of the verbs. e.g. 1b *(5x1=5)*

1) get	a) spent
2) send	b) got
3) spend	c) gave
4) come	d) had
5) have	e) came
6) give	f) sent

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

6 Put in the correct column. *(6x1=6)*

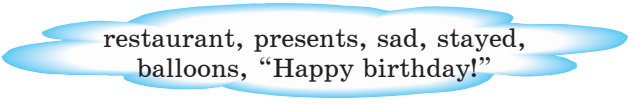


[t]	[d]	[id]
e.g. helped		

Answer key:

[t]	[d]	[id]
e.g. helped, watched, worked	watered, played	planted, visited

6 Read and complete. *(5x2=10)*



My name is Mary. On my 12th birthday my parents said to me (1) **e.g.** *"Happy birthday!"*. In the morning my brother John had basketball classes on that day and my other brother Dan had football. So my dad and mum took them and I (2) _____ at home. I watched TV and I was very (3) _____ . I did not get a birthday card or a present. But in the evening we went to a (4) _____ and had a birthday party. My brothers and my parents gave me lovely (5) _____. And I had a wonderful birthday party with two clowns and a lot of (6) _____. I had a birthday cake. I got a lot of birthday cards from friends. On that day I was happy.

Answer key: *1) "Happy birthday!"; 2) stayed; 3) sad; 4) restaurant; 5) presents; 6) balloons*

Total: 50 points

Unit 6 Life in the past
Lesson 1 What did you do yesterday?

Aims	Learning outcomes	Vocabulary and structure	Required equip-ment
Educational: - to learn how to write and act out dialogues. *Developing:* - to enable pupils to talk about different activities; - to enable pupils to write and act out dialogues; - to enable pupils to listen for specific information.	At the end of the lesson pupils will be able to: - talk about different activities; - listen for specific information; - write and act out dialogues.	*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.

DVD script:
Did you visit your grandparents? (Tune of "Mary had a little lamb")
Did you visit your grandparents,
Your grandfather, your grandmother?
Did you sweep and mop the floor?
Yes, of course I did.

Did you help them in the kitchen,
In the bathroom, in the bedroom?
Did you help them clean the rooms?
Yes, of course I did.

Did you help them in the garden?
Did you water plants and flowers?
Did you help them in the garden?
Yes, of course I did.

Activity 2 Play "Miming". *10 min*
Objectives: to recycle the previously learnt vocabulary;
to give practice in talking about different activities

STEP 1: Get the pupils to read the activities in the cloud.

STEP 2: Demonstrate the activity before the class as shown in the example.

STEP 3: When everybody understands what to do, you can let the pupils mime and guess.

Activity 3 Listen and match the dialogues and pictures. *15 min*
Objectives: to listen for specific information;
to practise speaking

STEP 1: Explain that a reporter asks different people the same question. They answer. The pupils must listen to the answers and find the pictures.

STEP 2: Ask the pupils to look at the pictures carefully and answer your questions. Ask them about the people in the pictures, where they are and what they are doing.

STEP 3: Ask the pupils to listen and match. Play the DVD two times.

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

DVD script:
1) **A:** What did you do yesterday?
B: I stayed at home yesterday. I watched TV with my sister.
A: How was it?
B: It was interesting.

2) **A:** What did you do yesterday?
B: I visited my grandparents yesterday. I helped them in the garden.

A: How are your grandparents?
B: They're fine. They were happy to see me.

3) **A:** What did you do yesterday?
B: I went shopping with my sister yesterday.
A: How was it?
B: It was great.
A: What did you buy?
B: I bought new jeans.

4) **A:** What did you do yesterday?
B: Uh, let's see. We cooked a cake with my mum.
A: How was it?
B: It was delicious.

5) **A:** What did you do yesterday?
B: We went to the park.
A: What did you do there?
B: We flew kites.
A: How was it?
B: It was fun.

Activity 4a Work in pairs. Read and write your dialogue. *7 min*
Objective: to practise writing dialogues

STEP 1: Ask the pupils to read the examples and the activities and the adjectives in the clouds individually.

STEP 2: Ask the pupils to work in pairs. Explain that they must discuss and write a dialogue using the words in the clouds.

Activity 4b Act your dialogue out. *7 min*
Objectives: to give practice in acting out dialogues;
to develop speaking skills

STEP 1: Ask the pupils to act out their dialogues in pairs.

STEP 2: You can ask as many pairs as time allows to act out their dialogues for the class.

Homework *1 min*

Ask the pupils to look at the homework on Page 100. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 2 Dinosaurs

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about dinosaurs. *Developing:* - to enable pupils to talk about dinosaurs; - to enable pupils to read for detailed information.	At the end of the lesson pupils will be able to: - talk about dinosaurs; - read for detailed information.	million, ago, about, footprint, centimetre	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 6 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. Ask the pupils to ask each other questions e.g. *What did you do in the morning?* Then you can ask some pupils to report e.g. *Hasan went to the park in the morning.*

Activity 2a Look at the picture and answer the question. *5 min*
Objective: to generate interest in the topic of dinosaurs

Let the pupils speak their native language about dinosaurs.

Activity 2b Work in groups of 4/5. Read and answer the question. *8 min*
Objectives: to pronounce the new words correctly and establish their meaning;
to read for detailed information

STEP 1: Get the pupils write down the new words in their exercise books. Ask them to listen and repeat the new words after you.

STEP 2: The pupils work in groups. They decide what new facts are the most interesting for them.

Activity 2c Work in pairs. Read and say True or False. *6 min*
Objective: to give practice in reading for detailed information

STEP 1: If time allows, ask the pupils to read the text in Activity 2b silently and individually.

STEP 2: Ask the pupils to work in pairs. Ask them to read the sentences 1-7 and say True or False.

STEP 3: You can check the answers involving the whole class.

Answer key:

1) All dinosaurs were very big. *False.*
2) All dinosaurs were meat-eaters. *False.*
3) All dinosaurs had a tail. *True.*
4) Some dinosaurs had two arms. *True.*
5) Some dinosaurs were very small. *True.*
6) People find dinosaur footprints. *True.*
7) Dinosaurs lived in the seas and in the air. *True.*

Activity 3a Work in pairs. Choose a dinosaur. Look at the table and complete the sentences. *9 min*
Objective: to practise reading for detailed information

STEP 1: Ask the pupils to listen and repeat the new words: *T. Rex, Dilong* after you.

STEP 2: Ask the pupils to open the Workbook to Page 97, look at the pictures of dinosaurs and choose one of them.

STEP 3: The pupils look at the table and complete the sentences.

Activity 3b Work in pairs. Ask and answer about a dinosaur. *7 min*
Objective: to practise speaking about dinosaurs

STEP 1: In pairs the pupils ask and answer the questions about the dinosaur they wrote about.

STEP 2: You can ask some pairs to do the activity for the whole class.

Homework *2 min*

Ask the pupils to look at the homework on Page 97. Check that everybody understands what to do with the task. If necessary, explain that the pupils should write about the dinosaur they did not write in class.

Lesson 3 What did he look like?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn how to talk and write about someone's appearance. *Developing:* - to enable pupils to talk and write about someone's appearance; - to enable pupils to read for specific information; - to develop pupils' listening and speaking skills.	At the end of the lesson pupils will be able to: - talk and write about someone's appearance; - talk about yesterday's activities; - read for specific information.	*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 6 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 Play "Find Someone Who". *10 min*
Objectives: to consolidate the topic vocabulary;
to develop the pupils' listening and speaking skills

STEP 1: Ask the pupils to open the Workbook to Page 97 and copy the table into their exercise books.

STEP 2: Make groups of 4/5 pupils.

STEP 3: Explain that one pupil can ask the questions about five activities from only one pupil in their group. The others in the group must listen to their talk. If the answer is "Yes" they must write that pupil's name for the row. Then the next pupil asks the questions from another pupil in their group, etc. The activity continues until everybody has practised asking and answering the questions.

Activity 3a Read and answer the question: What does the boy want? *6 min*
Objective: to read for specific information

The pupils read the text. Tell them to find the answer to the question "What does the boy want?' They may need to read twice to be able to answer.

Activity 3b Work in pairs. Help the boy to find the man. *12 min*
Objective: to practise talking about someone's appearance

This is an 'information gap' activity. The pupils work in pairs. Pupil A looks at Page 38, Pupil B looks at Page 47. They read their information, then according to it, they take turns to ask questions as in the example in order to find the man.

Answer key: the first short man in the picture with a green jacket on

Activity 3c Work in pairs. Write a description of the man. *5 min*
Objective: to develop writing skills

After the have found out all the information, they can write sentences describing the man. Walk around giving help and correcting mistakes.

Homework *2 min*

Ask the pupils to look at the homework on Page 98. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 4 How old are bicycles?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the bicycle history; - to learn how to say years and put them in chronological order. *Developing:* - to enable pupils to say years and put them in chronological order; - to enable pupils to talk about the bicycle history; - to enable pupils to read for the main ideas and detailed information and listen for specific information.	At the end of the lesson pupils will be able to: - read, say and put the years in chronological order; - talk about the bicycle history; - read for the main ideas and detailed information; - listen for specific information.	wheel, move, a chain, a racing bicycle, a moun-tain bicycle, front	Pupil's Book; the DVD

Activity 1 Listen and sing. *9 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 6 Lesson 1 Activity 1 for the DVD script.

STEP 2: The pupils work in pairs to check their homework.

Activity 2a Work in pairs. Read the years. Put the years in order. *8 min*
Objectives: to raise awareness of how to say years;
to practise writing years in chronological order

STEP 1: Ask the pupils to open the Workbook to Page 98 and look at the years. Remind the pupils to divide the years in half when they read them, for example, *eighteen seventeen*.

STEP 2: In pairs the pupils write the years in chronological order.

Answer key: 1817, 1870, 1885, 1888, 1920, 1960, 1980 today

Activity 2b Listen and repeat. *2 min*
Objective: to pronounce the years correctly

The pupils listen and repeat the years after the DVD.

DVD script:
eighteen seventeen, eighteen seventy, eighteen eighty-five, eighteen eighty-eight, nineteen twenty, nineteen sixty, nineteen eighty

Activity 3a Work in pairs. Read and find the meaning of the new words in the Wordlist. *8 min*
Objectives: to pronounce the new words correctly and establish their meaning;
to practise working with the Wordlist;
to practise reading for the main ideas

STEP 1: Ask the pupils to look up the new words marked with '*' in the Wordlist and write them and their meaning in their exercise books.

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

STEP 3: Ask the pupils to read the text about the history of bicycles quickly.

Activity 3b Work in pairs. Match the sentences and pictures. *8 min*
Objective: to practise reading for detailed information

Ask the pupils to work in pairs, read the sentences in Activity 3a, discuss and match them with the pictures.

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

Activity 3c Listen and check. *4 min*
Objective: to practise listening for specific information to check answers

Play the DVD. The pupils listen and check if they were right in Activity 3b.

DVD script:
Facts about bicycles
Did you know that bicycles are 200 years old? But the first bicycles were different.
1 In **1817** Carl Drais from Germany made the first "Running Machine". It had two wheels. But people moved on foot.
2 In **1870** the bicycle had a very big front wheel.
3 In **1885** Starely from England made a better bicycle. He used a chain for a bicycle. The front wheel was not bigger than the second wheel.
4 In **1888** Dunlop from Scotland made the wheels with air.
5 In **1920** people made first bicycles for children.
6 In **1960** people made the racing bicycles.
7 In **1980** people started to use the mountain bicycles.
Today – Every year people make about 100 million bikes in the world.

Activity 3d Work in pairs. Ask and answer. *5 min*
Objective: to practise talking about the bicycle history

In pairs the pupils ask and answer about the bicycle history as shown in the example.

Homework *1 min*

Ask the pupils to look at the homework on Page 98. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 5 When I was ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about regular and irregular verbs. *Developing:* - to enable pupils to talk about favourite activities in the past; - to enable pupils to report; - to give practice in reading for specific and detailed information and listening for specific information.	At the end of the lesson pupils will be able to: - talk about favourite activities in the past; - say past forms of regular and irregular verbs; - report on group results; - read for specific and detailed information; - listen for specific information.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD; cards with regular and irregular verbs

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 6 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in pairs to check the instructions about what must or must not be done at the table.

Activity 2 Play "Past Tense". *7 min*
Objective: to practise regular and irregular verbs

Note: In advance prepare cards with regular and irregular verbs. They can be the verbs given in the textbook.

STEP 1: Divide the class into three groups.

STEP 2: Show the pupils the cards with irregular verbs. Repeat the verbs with past form in chorus. Then show them the cards with regular verbs. Repeat them with past form in chorus. Remind them the correct pronunciation of the verbs with '-ed'.

STEP 3: Mix the cards with regular and irregular verbs and put them on the table upside down. The pupils from each team in turn come to the table and take a card. They must say the verb and its past form. If the word sounds correctly they win points.

Activity 3a Work in pairs. Read and answer the questions. *5 min*
Objectives: to practise reading for specific information;
to generate interest in the topic

STEP 1: Ask the pupils to read the questions first.

STEP 2: Then ask them to read the text to find the answers to the questions.

STEP 3: Ask the class to say the answers to the questions.

Activity 3b Work in pairs. Read and put the sentences in order. *8 min*
Objective: to read for detailed information

Ask the pupils to work in pairs, read the sentences, discuss and put them in order. Tell them that the order of the pictures can help them to do so.

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

Activity 3c Listen and check. *3 min*
Objective: to listen for specific information

Play the DVD. The pupils listen and check if they were right in Activity 3b.

DVD script:

One day when I went to school, I saw Sam on the road. He could not move. He had a sore leg. I took his bike and rode to his home. His parents took him home.

After that Sam's parents bought him a new big bike. It was wonderful. Sam gave me his old bike. I was happy to have a bike.

Activity 4a Work in groups of 4/5. Say about your favourite toy and what you liked doing when you were a little boy/girl. *8 min*
Objective: to develop the pupils' listening and speaking skills

STEP 1: Ask the pupils to open the Workbook to Page 98 and copy the table into their exercise books.

STEP 2: Make groups of 4/5 pupils.

STEP 3: Ask the pupils to write their name under "name" at first and then their partners' names under it (the pupils can put the first letter instead of the whole name).

STEP 4: After that ask the pupils to fill in the first row about themselves. They can use the words in the clouds.

STEP 5: When they finish step 4, explain that they must speak in turn about their favourite toys and what they liked doing when they were a little boy/girl as shown in the example. The others in the group must listen to their partner and fill in the row of the table for that pupil. Then the next pupil speaks, etc. The activity continues until everybody has practised speaking about themselves.

Activity 4b Report. Say about the most favourite toys and games in your group. *5 min*

Objective: to practise reporting on the results

When all the groups finish, ask a representative from each group to report about his/her group. For example: "The most favourite toy in our group was …" or "We liked playing … ." etc.

Homework *1 min*

Ask the pupils to look at the homework on Page 99. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Answer key for Task 1: *b) My summer holidays*
Answer key for Task 2:

[t]	[d]	[id]
e.g. watched, worked, helped, washed, mopped	stayed, played, cleaned, loved	visited

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about making graphs. *Developing:* - to enable pupils to ask and talk about activities; - to enable pupils to make graphs and report on the graphs.	At the end of the lesson pupils will be able to: - ask and talk about activities; - make graphs; - report on the graphs.	*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 6 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 of 4/5. Play "Find Someone Who". *8 min*
Objectives: to consolidate the topic vocabulary;
to develop the pupils' listening and speaking skills

STEP 1: Ask the pupils to open the Workbook to Page 99 and copy the table into their exercise books.

STEP 2: Make groups of 4/5 pupils.

STEP 3: Explain that one pupil can ask the questions about five activities from only one pupil in their group. The others in the group must listen to their talk. If the answer is "Yes" they must write that pupil's name for the row. Then the next pupil asks the questions from another pupil in their group, etc. The activity continues until everybody has practised asking and answering the questions.

Activity 2b Report. *5 min*
Objective: to practise reporting on the results

Ask the pupils from each group to report in turn on the group's results. Write on the board: Group 1, Group 2 etc. and write the numbers after each group report. In the end calculate together the numbers for the class e.g. Group 1: -3; Group 2: -4; Group 3: -2. Total: -9.

Activity 3a Make a class graph. *10 min*
Objective: to practise making a class graph

STEP 1: Draw a graph on the board like the one in the textbook.

STEP 2: Ask the pupils to use Activity 2b results to make a class graph.

STEP 3: If necessary help with the first one. Draw a vertical arrow to show how many pupils washed the dishes. Ask the pupils to continue.

STEP 4: When they finish ask the pupils to look at each other's graphs.

Activity 3b Report. *5 min*
Objective: to practise reporting on the class graph

Ask the pupils to report in turn on the class graph.

Activity 3c Work in pairs. Look at the graph of Class 6D and compare with your class graph. *5 min*
Objective: to develop speaking skills

Ask the pupils to compare the graphs as shown in the example.

Homework *2 min*

1) Ask the pupils to look at the homework on Page 99. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

2) Ask the pupils to do the quiz "I can …" at home.

3) Ask the pupils to prepare Portfolio entry on Unit 6.

4) Ask the pupils to get prepared for Test 2. Explain that they will do it after Portfolio lesson.

TEST 2

1 Listen and match the names and sentences. *(5x2=10)*

1) Nasiba	a) cooked a cake with her mother.
2) Alisher	b) flew kites in the park.
3) Safina	c) went shopping and bought new jeans.
4) Dilfuza	d) watched TV with her sister.
5) Ikrom	e) helped his grandfather in the garden.

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

DVD script:

1) **A:** Nasiba, what did you do yesterday?
B: I stayed at home yesterday. I watched TV with my sister.
A: How was it?
B: It was interesting.

2) **A:** Alisher, what did you do yesterday?
B: I visited my grandparents yesterday. I helped them in the garden.
A: How are your grandparents?
B: They're fine. They were happy to see me.

3) **A:** Safina, what did you do yesterday?
B: I went shopping with my sister yesterday.
A: How was it?
B: It was great.
A: What did you buy?
B: I bought new jeans.

4) **A:** Dilfuza, what did you do yesterday?
B: Uh, let's see. We cooked a cake with my mum.
A: How was it?
B: It was delicious.

5) **A:** Ikrom, what did you do yesterday?
B: We went to the park.
A: What did you do there?
B: We flew kites.
A: How was it?
B: It was fun.

2 Complete the sentences. *(5x2=10)*

summer visited watched
holidays washed July

I spent my summer 1) **e.g.** *holidays* at home and at our summer house. In June and 2) … when it was very hot I stayed at home. I 3) … TV, played computer games and read some books. My parents worked and I helped my mum. I 4) … the dishes, cleaned the room and mopped the floor. Then in August we 5) … my grandparents at their summer house. That was great. I loved my 6) … holidays.

Answer key: *1) holidays; 2) July; 3) watched; 4) washed; 5) visited; 6) summer*

3 Choose the correct form of the verbs. *(10x1=10)*

Yesterday I (1) **e.g.** *got/get* up at half past six. I (2) *has/had* breakfast, I got dressed, I (3) *wash/washed* my teeth and then I (4) *goes/went* to school. I (5) *has/had* English, mathematics, mother tongue and art lessons. After school I (6) *came/come* home and had lunch. I (7) *eating/ate* some soup and salad. In the afternoon I (8) *do/did* my homework and (9) *played/plays* football. I had dinner with meat and vegetables. In the evening I (10) *watching/watched* TV and then I (11) *went/go* to bed at half past nine.

Answer key: *1) got; 2) had; 3) washed; 4) went; 5) had; 6) came; 7) ate; 8) did; 9) played; 10) watched; 11) went*

4 Read and put the sentences in order. *(5x2=10)*

a) The farmer was sad. When he was a boy he liked climbing the tree and the bees gave him honey.

b) The farmer did not want to have the apple tree because it was old and there were no apples.

c) The farmer said: "The tree's old and there're no apples. But it's a home for my friends. I can't touch it."

d) Long time ago, there lived a farmer in a village. He had a big garden with an old apple tree.

e) But the apple tree was a home for some birds and insects. "Don't touch the apple tree, please", they asked the farmer.

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

5 Put the verbs in bold in the correct column. *(10x1=10)*

liked, stayed, watched, played, cleaned, worked, visited, helped, washed, loved, mopped

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

Answer key:

[t]	[d]	[id]
e.g. liked, watched, worked, helped, washed, mopped,	stayed, played, cleaned, loved	visited

Total: 50 points

Unit 7 Cooking
Lesson 1 Where did pizza come from?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about foods and their origin countries. *Developing:* - to enable pupils to talk about foods and their origin countries; - to enable pupils to read for the main ideas and specific information. *Socio-cultural:* - to raise awareness of foods and their origin countries.	At the end of the lesson pupils will be able to: - talk about foods and their origin countries; - read for the main ideas and specific information.	*Recycling the previously learnt vocabulary:* fish and chips, cheeseburger, hamburger, pizza, hot dog, pasta	Pupil's Book; the DVD; a soft ball/ paper ball; printout of the table in Activity 3a

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:
Cooking
(Tune of "London bridge")

Hot dogs came to us from Europe.
Came from Europe.
Came from Europe.
Cheeseburgers came from the USA.
Potato chips too.

Spaghetti came to us from Italy.
Came from Italy.
Came from Italy.
Pizza came to us from Italy.
And spaghetti too.

Activity 2a Work in pairs. Look and match the words and pictures. *5 min*
Objectives: to introduce the topic and prepare for reading; to pronounce the new words correctly and establish their meaning

STEP 1: Introduce the new words. Ask the pupils which words they recognise. Ask why they could recognise some of the new words. Elicit that these words came from different countries and are popular not only in Uzbekistan but in the whole world.

STEP 2: The pupils match the words and pictures.

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

Culture note: All the food represented here is international. It means that ingredients come from many places. But some food has history of origination.

The history of **pizza** begins, when various ancient cultures produced flatbreads with toppings. The flat bread known to the Romans was focaccia, to which toppings were then added. Modern pizza developed in Naples in the late 18th century.

The term "burger" is associated with many different types of sandwiches, similar to a **hamburger**, but made of different meats such as kangaroo, turkey, fish or veggie burgers. Adding cheese to hamburgers became popular in the 1920s. Lionel Sternberger is reputed to have introduced the **cheeseburger** in 1926 at the age of 16 when he was working at his father's sandwich shop in California.

As with most foods which are popular and which have spread throughout the world the history of **pasta** has been romanticized through legend and myth. A story about Marco Polo bringing pasta back to Italy on his return from China was given credence for many years.

Bread was central to the formation of early human societies. In the western half of Asia, wheat was domesticated and then spread north and west, to Europe and North Africa.

Chocolate is made from the cocoa beans. The chocolate drink originally came to Europe from Mexico. It had been brought by Hernan Cortes, a Spanish soldier in the first half of the 16th century.

A **hot dog** is also known as a **frankfurter**. This type of sausage was culturally imported from Frankfurt city in Germany to the United States, where it became very popular. The hot dog became closely associated with baseball and American culture.

Fish and Chips is a kind of food that originally came from the United Kingdom. It is a popular kind of fast food in some parts of the world. They are common in British cities. The first Fish and Chips were found in London in the 19th century.

Coffee plants grew in Africa in the 10th century.

Activity 2b Work in pairs. Read and complete the table. *7 min*
Objectives: to give practice in reading for the main ideas and specific information;
to practise transferring info into a table

STEP 1: Ask the pupils to open the Workbook to Page 100 and copy the table into their exercise books.

STEP 2: Ask the pupils to read the text silently.

STEP 3: Ask the pupils to fill in the table with the info from the text.

STEP 4: Check the answer with the whole class.

Answer key:

	food	came from ...
1	pizza	Italy
2	chocolate	Mexico
3	pasta	China
4	hot dog	Germany
5	cheeseburger	the USA
6	fish and chips	England
7	coffee	Africa

Activity 2c Play "Ball". *5 min*
Objective: to consolidate the foods and their origins

Note: In advance prepare a soft ball/paper ball.

STEP 1: First demonstrate how to play the game. Take a soft ball/paper ball, say a kind of food e.g. "pasta" and throw the ball to the nearest pupil. Have the pupil who caught the ball say the food's origin country, i.e. "China". Then have him/her say a kind of food and throw the ball to another pupil who must say its origin country.

STEP 2: After you make sure the pupils have understood what to do, you can let the class play the game until everybody in the class have participated. If the class is large, the activity can be done in two groups.

Activity 2d Chain Drill. *5 min*
Objective: to give practice in talking about foods and their origin countries

This is a usual Chain Drill activity.

Activity 3a Work in groups of 5. Play "Find Someone Who". *10 min*
Objectives: to consolidate the topic vocabulary;
to develop the pupils' listening and speaking skills

Option A: Before the lesson begins, draw the following table on the board and write the example questions and answers.

e.g. 1) Do you like pizza?
✓ *Yes*/ × *No.*
2) How often do you eat it?
Always/Sometimes/Often/Usually/Never.

3) Do you cook it at home?

✓ *Yes*/ × *No.*

name	pizza			pasta			hamburger			cheeseburger			hot dog		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

STEP 1: Ask the pupils to copy the table on the board into their exercise books.

STEP 2: Make groups of 5 pupils.

STEP 3: Ask the pupils to write their name under "name" at first and then their partners' names under it (the pupils can put the first letter instead of the whole name).

STEP 4: Explain that for the number 1 they must ask the question "*Do you like ...?*" and put '✓' if the answer is "Yes." and '×' if the answer is "No."

For the number 2 they must ask the question "*How often do you eat it?*" and write "*Always/Sometimes/Often/Usually/Never*" as the answer.

For the number 3 they must ask the question "*Do you cook it at home?*" and put '✓' for the answer "Yes." and '×' for the answer "No."

STEP 5: After that ask the pupils to fill in the first row about themselves as answers.

STEP 6: When they finish Step 5, explain that Pupil 1 asks the questions from Pupil 2 in their group. Pupil 1 must ask about pizza, pasta, hamburger, cheeseburger, hot dog. The others in the group listen to Pupil 2's answers and fill in the row of the table for Pupil 2. Then Pupil 2 asks the questions from Pupil 3 in their group, etc. The activity continues until everybody has practised asking and answering the questions.

Option B: In advance draw the table in Option A on your computer with the example questions and answers, and print it out in the amount of copies enough for the class.

STEP 1: Distribute the printouts of the table to each pupil.

STEP 2 – 6: The same as in Option A.

Activity 3b Report. *6 min*

Objective: to practise reporting the results

When all the groups finish, ask a representative from each group to report about his/her group. For example: "Anora and Sanjar like pizza." etc.

Homework *2 min*

Ask the pupils to look at the homework on Page 100. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 2 How to make pancakes

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about making pancakes, omelette and milky tea; - to learn about English and Uzbek pancakes. *Developing:* - to enable pupils to talk about English and Uzbek pancakes, say the order of making pancakes, omelette and milky tea; - to enable pupils to read for gist and detailed information. *Socio-cultural:* - to raise awareness of English and Uzbek pancakes.	At the end of the lesson pupils will be able to: - say and write the order of making pancakes, omelette and milky tea; - talk about English and Uzbek pancakes; - read for gist and detailed information.	pancake, mix, enjoy, finally, fry, omelette, race, throw	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 7 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 pairs. Match the sentences and pictures. *6 min*
Objectives: to pronounce the new words correctly and establish their meaning;
to reinforce vocabulary related to recipes;
to read for detailed information

STEP 1: Ask the pupils to write the new words: *pancake, mix, enjoy, finally, fry* in the exercise books. Establish the meaning of the new words. Then ask them to listen and repeat the words after you in chorus, rows/pairs and individually.

STEP 2: Then the pupils match the sentences and pictures.

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

Activity 3 Work in pairs. Complete the sentences. *6 min*
Objectives: to pronounce the new word correctly and establish its meaning;
to read for detailed information

STEP 1: Introduce the new word "omelette". Write it on the board and say: *"Today I cooked omelette for breakfast. I like omelette. Do you like omelette?"*

STEP 2: After the pupils get the meaning of the word, ask them to listen and repeat it after you in chorus and then in rows.

STEP 3: The pupils work in pairs. They read and complete the recipe. Say that the recipe for pancakes can help them.

Answer key: *1) take; 2) mix; 3) add; mix; 4) fry; 5) eat*

Activity 4a Work in pairs. Read and choose a title. *10 min*
Objective: to practise reading for gist

STEP 1: Ask the pupils to read the letter silently.

STEP 2: The pupils work in pairs, discuss and choose the best title that suits the letter.

STEP 3: You can ask some pairs to say their choices and why they have chosen them.

Activity 4b Work in pairs. Ask and answer. *10 min*
Objective: to practise talking about English and Uzbek pancakes

STEP 1: The pupils work in pairs, discuss the questions and find answers.

STEP 2: You can ask some pairs to say their answers.

Homework *3 min*

Ask the pupils to look at the homework on Page 101. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 3 Can you cook palov?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the origin of palov; - to learn about Avicenna and Alexander the Great. *Developing:* - to enable pupils to make predictions; - to enable pupils to work with the Wordlist; - to give pupils less-controlled practice in talking about food; - to practise listening to check predictions and reading for detailed information. *Socio-cultural:* - to raise awareness of the origin of palov.	At the end of the lesson pupils will be able to: - make predictions; - work with the Wordlist; - talk about food; - listen to check predictions; - read for detailed information.	*Recycling the previously learnt vocabulary* New: person, soldier	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 7 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 Answer the questions. *5 min*
Objectives: to practise making predictions;
to generate interest in the origin of food

It is better to do this activity with the textbooks closed.

Show the pictures of Avicenna and Alexander the Great. Ask the questions: *Who are the people in the picture? Who do you think made the first palov?* Listen to a number of answers but do not spend too much time on this activity. Let the pupils speak in their mother tongue. The most important thing is that Avicenna was a doctor in Central Asia and Alexander the Great was a king.

Activity 2b Work in pairs. Read and find the meaning of the words in the Wordlist. Match the texts and pictures. *10 min*
Objectives: to practise working with the Wordlist;
to read for detailed information to check predictions

STEP 1: The pupils find the words marked with "*" in the Wordlist and write them and their meanings in their exercise books. Then ask them to listen and repeat the words after you.

STEP 2: The pupils match the texts and pictures.

Answer key: *1a, 2b*

Activity 2c Listen and check. *5 min*
Objective: to practise listening to check predictions

Ask the pupils to listen to the DVD and check if they were right.

DVD script:

1) Some people say Alexander the Great's cook was the first person to cook palov. One day Alexander the Great was hungry. His soldiers were hungry too. Alexander the Great said to his cook, "Please cook something special". The cook took rice, oil, carrots, meat and onions and made palov. All the soldiers liked it and they ate a lot. Now palov is many people's favourite meal.

2) Some people say Avicenna made the first palov. A sick man came to Avicenna and asked for help. Avicenna looked at him and checked his health. Then he said, "Take rice, oil, carrots, meat and onions and cook them. Add some water. When it's ready, eat it. Do this often. This meal makes you strong." This was the first palov. People in Uzbekistan eat it often and it makes them strong.

Activity 3a Look and answer the question. *5 min*
Objectives: to give practice in talking;
to practise reading for detailed information

STEP 1: The pupils read Sabina's menu and her words in the speech bubble silently.

STEP 2: Then work with the whole class. Ask them to tell you why Sabina must cook for the family. Ask several pupils to say what they think.

Activity 3b Work in pairs. Look at the table and say about Sabina's list. *9 min*

Objective: to give pupils less-controlled practice in talking about food

Now the pupils should read the shopping list. In pairs they tell their partners which things she bought for breakfast/lunch/dinner.

Homework *1 min*

Ask the pupils to look at the homework on Page 101. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Answer key:

1) One day Alexander the Great was hungry.
2) His cook made the first palov.
3) His soldiers were hungry too.
4) All the soldiers liked it.
5) Now palov is many people's favourite meal.

Lesson 4 What do you have for a picnic?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about picnics in England and Uzbekistan. *Developing:* - to enable pupils to talk about picnics in England and Uzbekistan; - to enable pupils to read and listen for detailed and specific information. *Socio-cultural:* - to raise awareness of cultural information about picnics.	At the end of the lesson pupils will be able to: - talk about picnics in England and Uzbekistan; - read and listen for detailed and specific information.	a picnic, a knife, a plate, a fork, a spoon	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 7 Lesson 1 Activity 1 for the DVD script.

STEP 2: The pupils work in pairs to check their homework.

Note: You can ask your pupils to sing any song they like in case they get bored with the same song.

Activity 2a Work in pairs. Read and answer the questions. *7 min*

Objectives: to pronounce the new words correctly and establish their meaning;
to practise reading for detailed information

STEP 1: Introduce the new words: *a picnic, a knife, a plate, a fork, a spoon*. Use real objects or pictures to establish the meaning of the words. Then ask the pupils to listen and repeat the words after you in chorus, in rows/pairs and individually.

STEP 2: Ask the pupils to read the text and answer the questions. Ask them to discuss the questions in pairs. Elicit some ideas. Be prepared to listen to more than four pairs as there will certainly be different ideas.

Activity 2b Work in pairs. Copy and complete the table. *8 min*
Objectives: to give less-controlled practice in talking about picnics;
to practise reading for specific information;
to raise awareness of cultural information about picnics

STEP 1: The pupils copy the table.

STEP 2: If necessary, they can read the letter in Activity 2a one more time.

STEP 3: Ask them to work in pairs, discuss where people go and what people do/eat/cook on a picnic in England/Uzbekistan and complete the table.

Activity 2c Work in groups of 4/5. Say about picnics in Uzbekistan and England. *10 min*
Objectives: to give less-controlled practice in talking about picnics;
to raise awareness of cultural information about picnics

STEP 1: Make groups of 4/5 pupils.

STEP 2: Explain to the pupils that in turns they must say where people go and what they do/eat/cook on a picnic in England/Uzbekistan.

STEP 3: You can ask a pupil from each group to report on behalf of their group.

Activity 3 Listen and complete the sentences. *8 min*
Objective: to practise listening for specific information

STEP 1: Ask the pupils to open the Workbook to Page 101.

STEP 2: Explain that they will listen to the dialogue for two times and complete the sentences with the words in the cloud. Play the DVD.

STEP 3: Check the answers.

DVD script:
Julia: Susie, what do we have for a picnic?
Susie: The things are on the table in the kitchen.
Julia: OK (noise of people walking to the kitchen, opening the door). Wow! That's a lot of things… OK. Let's see…
Susie: Bread, vegetables for salad, cheese, two bottles of Coca Cola, a packet of chocolate biscuits, some apples…
Julia: OK, OK. Wait a minute… Right. Anything else?
Susie: Yes, four plates, four forks and a knife.
Julia: OK.

Homework *2 min*

Ask the pupils to look at the homework on Page 101. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 5 How often do you eat fast food?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about fast food and if it is healthy. *Developing:* - to enable pupils to talk about fast food; - to enable pupils to report. - to give practice in reading and listening for detailed information. *Socio-cultural:* - to raise awareness of fast food	At the end of the lesson pupils will be able to: - talk about fast food; - put words into categories; - report group results; - read and listen for detailed information.	*Recycling the previously learnt vocabulary* New: cheap, expensive	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 7 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in pairs to check the instructions about what must or must not be done at the table.

Activity 2 Work in pairs. Put the words in the correct place. *7 min*
Objective: to practise categorizing the words

STEP 1: Ask the pupils to open the Workbook to Page 102 and copy the table into their exercise books.

STEP 2: Ask them to work in pairs and put the words in the cloud into the correct columns of he table.

Answer key:

fast food	other food
pizza, chips, sandwiches, hot dogs, cheeseburgers, hamburgers	vegetables, shurva, palov, manti, salad, fruit

Activity 3 Read and answer the question. Write the new words. *4 min*
Objectives: to pronounce the new words correctly and establish their meaning;
to generate interest in the topic

STEP 1: Introduce the new words: *cheap, expensive*. Establish the meaning of the new words. Then ask them to listen and repeat the words after you in chorus, in rows/pairs and individually.

STEP 2: Ask the pupils to answer the question. Accept as many answers as the pupils may give.

Activity 4 Listen and match. *9 min*
Objective: to listen and read for detailed information

STEP 1: Ask the pupils to look at the pictures of the children. Elicit their names.

Say that the pupils will listen to the children talking about their eating habits.

STEP 2: Ask the pupils to write numbers from 1 to 5 in their exercise books. Ask them to read the statements first.

STEP 3: Ask them to listen to the DVD and match the texts (1-5) with children. Tell them to write first two letters of the name next to the number e.g. 1 Da. instead of writing the whole name. Play the DVD.

Answer key: 1) David; 2) George; 3) Chrystal; 4) Aisha; 5) Diego

DVD script:

1) - David, how often do you eat fast food?
   - How often do I eat fast food? I eat fast food every day because I like it.
2) - Diego, how often do you eat fast food?
   - I usually eat at home. Food at home is cheap and it's tasty. Fast food isn't expensive and it's delicious too but it isn't healthy.
3) - George, how often do you eat fast food?
   - I eat fast food often because I don't have time to cook. Usually I cook at the weekends.
4) - Aisha, how often do you eat fast food?
   - I don't eat fast food... First, it's unhealthy. We're what we eat, remember... Second, you can be very plump. What about some salad, or fruit, when you don't want to cook?
5) - Chrystal, how often do you eat fast food?

- Uhm... I don't eat fast food often. I eat fast food when I'm with my friends. To eat much fast food isn't good. Yeah, I can live without fast food.

Activity 5a Work in groups of 4/5. Ask and answer. Complete the table. *9 min*

Objectives: to consolidate the topic vocabulary;
to develop the pupils' listening and speaking skills

STEP 1: Ask the pupils to copy the table into their exercise books.

STEP 2: Make groups of 4/5 pupils.

STEP 3: Ask the pupils to write their name under "name" at first and then their partners' names under it (the pupils can put the first letter instead of the whole name).

STEP 4: After that ask the pupils to fill in the first row about themselves as in the example.

STEP 5: When they finish step 4, explain that one pupil can ask the question from only one pupil in their group. The others in the group must listen to their talk and fill in the row of the table for that pupil. Then the next pupil asks the question from another pupil in their group, etc. The activity continues until everybody has practised asking and answering the question.

Activity 5b Report. *5 min*

Objective: to practise reporting the results

When all the groups finish, ask a representative from each group to report about his/her group. For example: "Askar often eats fast food because it's delicious." etc.

Homework *1 min*

Ask the pupils to look at the homework on Page 102. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about food pyramids. *Developing:* - to provide an opportunity for pupils to work creatively and cooperatively; - to enable pupils to write and talk about food pyramids; - to develop speaking, writing and critical thinking skills. *Socio-cultural:* - to raise awareness of food pyramids.	At the end of the lesson pupils will be able to: - write and talk about food pyramids; - give advice.	*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 7 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 pairs. Look at the food pyramid. Ask and answer. *8 min*
Objectives: to raise awareness of food pyramid;
to develop speaking skills

STEP 1: Ask the pupils to look at the picture. Ask what they see. Elicit that they see a three-section pyramid with different foods on. Ask what else they see. Elicit that there is an instruction next to each section. Ask what the instructions say. Elicit that they say how much we should eat these foods.

STEP 2: Ask the pupils to work in pairs. Explain that they should ask and answer as shown in the example.

Activity 3a Complete the food pyramid for you. *8 min*
Objective: to develop pupils' critical thinking

STEP 1: Ask the pupils to open the Workbook to Page 102 and copy the food pyramid.

STEP 2: Explain that they should write the words from the cloud in the sections of the pyramid they think appropriate for themselves.

Activity 3b Write five sentences about your pyramid. *9 min*
Objective: to develop writing skills

Ask the pupils to write five sentences about their food pyramid as shown in the example.

Activity 3c Work in pairs. Say about your pyramids. *8 min*

Objectives: to develop speaking skills;
to practise giving advice

STEP 1: In pairs the pupils talk about their pyramids as shown in the example.

STEP 2: They compare their results with the pyramid in the textbook.

Homework *2 min*

1) Ask the pupils to prepare Portfolio entry on Unit 7.

2) Ask the pupils to get prepared for Progress Check 5. Explain that they will do it after Portfolio lesson.

PROGRESS CHECK 5

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

1) The woman's name is *Nancy/Margaret*.
2) Margaret and Bill are having a picnic *today/on Sunday*.
3) There are two *spoons/forks*.
4) They have a big bottle of *Coca Cola/mineral water*.
5) There are some *sandwiches/hamburgers*.
6) There is a lot of *fruit/vegetables*.

Answer key: 1) Margaret; 2) today; 3) forks; 4) mineral water; 5) hamburgers; 6) fruit

DVD script:

Bill: Margaret, we are having a picnic today.
Margaret: Oh, that's lovely. What do we have for a picnic?
Bill: Look. There is a knife, two forks and some plates.
Margaret: What about some food and something to drink?
Bill: I brought some food and a big bottle of mineral water.
Margaret: Let's see. Hmm... a lot of hamburgers and chips. It's not healthy.
Bill: I brought some chicken hamburgers and there's a lot of fruit.
Margaret: Well... It's better. Okay, now, let's go for a picnic.

2 Read and complete the sentences. *(5x2=10)*

live 4000 small member
peaches China

Peaches came from 1) **e.g.** *China*. They grew about 2) ... years ago. Alexander the Great travelled to China. He took the 3) ... to Europe. Wild peaches were 4) ... and not sweet. Peach trees 5) ... 12 years. The peach is a 6) ... of the rose family.

Answer key: 1) China; 2) 4000; 3) peaches; 4) small; 5) live; 6) member

3 Put the sentences in order. *(4x1=4)*

How to make lemon tea.

First …
Then …
Then …
Finally …

a) Enjoy your lemon tea.
b) Take some tea.
c) Mix it.
d) Put some sugar and some lemon.

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

4 Match the parts. e.g. 1d *(4x2=8)*

1) Avicenna made	a) makes you strong.
2) A sick man came	b) to Avicena.
3) Avicenna checked	c) often eat palov.
4) This meal	d) the first palov.
5) People in Uzbekistan	e) his health.

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

5 Put the words in order. *(4x2=8)*

e.g. 1) Alexander the Great's cook made the first palov.

1) cook/made/Alexander the Great's/the first palov/.
2) hungry/Alexander the Great/One day/was/.
3) were/His/hungry/soldiers/too/.
4) liked/the soldiers/All/the meal/.
5) meal/Now/palov/many people's/is/favourite/.

Answer key:

1) Alexander the Great's cook made the first palov.
2) One day Alexander the Great was hungry.
3) His soldiers were hungry too.
4) All the soldiers liked the meal.
5) Now palov is many people's favourite meal.

6 Put the words in the correct place. *(6x1=6)*

vegetables, chips, sandwiches, hot dogs, salad, fruit, hamburgers

fast food	other food
e.g. chips	

Answer key:

fast food	other food
chips, sandwiches, hot dogs, hamburgers	vegetables, fruit, salad

7 Answer the questions. *(1x4=4)*

often, sometimes, always, tasty, healthy, unhealthy

How often do you eat fast food? Why?
e.g. I (don't) often eat fast food because it is … food.

Total: 50 points

Unit 8 At the table
Lesson 1 What did you have for breakfast?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn if people had breakfast some centuries ago; - to learn about the importance of having breakfast. *Developing:* - to enable pupils to talk about food and breakfast; - to enable pupils to read for detailed information and listen for specific information; - to practise writing and saying about own breakfast. *Socio-cultural:* - to raise awareness of the English breakfast.	At the end of the lesson pupils will be able to: - talk about food and breakfast; - read for detailed information; - listen for specific information; - write and say about own breakfast.	*Recycling the previously learnt vocabulary* New: important	Pupil's Book; the DVD; a set of food cards

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:
Lay the table
(Tune of "Polly, put the kettle on.")

Polly, put the kettle on.
Polly, set the forks out.
Polly, cook delicious food.
And lay the table.

Would you like some cereal?
Would you like some sandwiches?
Would you like some cheese and fries?
They are all tasty.

I'm full!

Activity 2 Play "Do You Like ...?" *6 min*
Objectives: to revise the food vocabulary and language;
to have fun

STEP 1: Write 10-15 food words on the board. Also prepare a set of food cards with these foods.

STEP 2: Choose a leader and give him/her any food card. The leader keeps it a secret.

STEP 3: Ask other pupils to look at the board. They must choose any food and ask the leader about it. For example: *"Madina, do you like hamburgers?"* The leader looks at his/her card and answers: *"No, I don't"* if he/she has a different card and the game goes on. If a pupil asks the right question, the leader yells: *"Yes, I do. Give me pizza!"*

STEP 4: The one who found the food continues the game in the same manner.

Activity 3 Work in pairs. Read and say True or False. *8 min*
Objective: to give practice in reading for detailed information

STEP 1: Ask the pupils to read the text silently and individually.

STEP 2: Ask the pupils to work in pairs. Ask them to read the sentences 1-5 under the text and say True or False.

STEP 3: You can check the answers involving the whole class.

Answer key:

1 People had porridge 9 000 years ago. *True.*

2 Farmers in Africa had a kind of porridge 5 000 years ago. *False.*

3 Farmers, children and sick people in Europe had breakfast 2 000 years ago. *True.*

4 People in 16th century had breakfast with coffee or tea. *True.*

5 Breakfast is important because it gives minerals and vitamins to our body. *True.*

Activity 4a Work in pairs. Listen and choose the pictures for Serena and Jane. *8 min*
Objective: to practise listening for specific information

STEP 1: Ask the pupils to look at the three pictures of breakfast tables and study them attentively.

STEP 2: Say that the pupils should listen to the DVD and find out which breakfast table is Serena's and which is Jane's. Play the DVD.

Answer key:

Picture A is Serena's breakfast.

Picture C is Jane's breakfast.

DVD script:

Serena: Hi, Jane. Ready for your test?

Jane: Hello. Yes, I'm ready. I had a good sleep and a wonderful breakfast. I have a lot of energy.

Serena: What did you have for breakfast?

Jane: Today I had some cereal, bread, sausages and a cup of tea. Breakfast is very important.

Serena: Yes. Breakfast is the most important meal of the day.

Today I had an English breakfast: sausages, fried eggs, meat, tomatoes, and a cup of tea with milk.

Jane: Is it? Oh, now I know what an English breakfast is.

Serena: Oh Jane, it's time to go to the classroom.

Jane: You're right. Good luck with your test!

Activity 4b Work in pairs. Answer the questions. *5 min*
Objective: to give practice in talking about the listening text

In pairs the pupils answer the questions about Serena and Jane. You can also ask some pupils to give their answers so that the others check if they were right.

Activity 5a Write two sentences about your breakfast. *5 min*
Objective: to practise writing about own breakfast

Ask the pupils to write about what they ate and drank for breakfast this morning.

Activity 5b Work in pairs. Ask and answer. *6 min*
Objective: to practise talking about own breakfast

The pupils work in pairs. As shown in the example, in turns the pupils ask and answer the questions about their partner's breakfast.

Homework *2 min*

Ask the pupils to look at the homework on Page 102. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 2 Would you like ...?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the polite language at the table; - to learn to offer and ask for things politely at the table. *Developing:* - to enable pupils to make, write and act out dialogues; - to enable pupils to listen for detailed and read for specific information. *Socio-cultural:* - to raise awareness of the polite language used at the table.	At the end of the lesson pupils will be able to: - use polite language, i.e. offer and ask for things politely at the table; - make, write and act out dialogues; - listen for detailed information; - read for specific information.	*Recycling the previously learnt vocabulary* New: finger; Would you like ...? Help yourself. I'm full. A piece of ...	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 8 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 do. *5 min*
Objectives: to practise listening for detailed information;
to have fun

STEP 1: Introduce the new word "finger". Revise the words: *knee, hand, eye, nose, leg.*

STEP 2: Ask the pupils to listen to the DVD and do actions. Play the DVD. You can repeat the activity if time allows.

DVD script:
Bread and butter, milk and tea,
Put your finger on your knee.
Bread and butter, cake and ice,
Put your hands on your eyes.
Bread and butter, duck and rose,
Put your finger on your nose.
Bread and butter, juice and eggs
Put your hands on your legs.

Activity 3a Work in pairs. Match the dialogues and pictures. *6 min*
Objectives: to acquaint pupils with some polite phrases in English;
to teach pupils to say the new phrases correctly;
to read for specific information

STEP 1: Introduce the new phrases: *Would you like ...? Help yourself. I'm full. A piece of... .*

STEP 2: After the pupils get the meaning of the phrases, ask them to listen and repeat them after you in chorus and then in rows.

STEP 3: The pupils work in pairs to find out which text describes best Picture A and Picture B.

Answer key: *1b, 2a*

Activity 3b Listen and repeat. *3 min*
Objective: to practise working on the pronunciation of dialogues

Ask the pupils to listen and repeat the dialogues. Play the DVD.

DVD script:
1) **A:** Would you like some pancakes?
B: Yes, please. Mm. They are delicious. Pass me some jam, please.
A: Here you are. Help yourself to some fruit.
B: Thank you. I'm full.

2) **C:** Would you like a cup of tea?
D: Yes, please. It's nice. Pass me a piece of cheese, please.
C: Here you are. Help yourself to some cereal.
D: Thank you. I'm full.

Activity 4 Work in pairs. Look at the picture in activity 3a. Ask and say. *7 min*
Objective: to give less-controlled practice in making dialogues

The pupils work in pairs. As shown in the example, they talk about the tables using polite language.

Activity 5a Work in pairs. Write your dialogue. *7 min*
Objective: to give less-controlled practice in writing dialogues

In pairs the pupils discuss and write a dialogue using polite language.

Activity 5b Act out your dialogue. *5 min*
Objective: to practise acting out dialogues

In pairs the pupils act out the dialogues they have written in Activity 5a. If time allows, you can ask some pairs to act out for the whole class.

Homework *2 min*

Ask the pupils to look at the homework on Page 102. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 3 At the canteen

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the healthy and unhealthy food in school canteens/snack bars/buffets; - to learn to report on the questionnaire. *Developing:* - to enable pupils to put the info into a table and use the info from the table to report; - to enable pupils to read for gist; - to give pupils less-controlled practice in talking about meals in school canteens/snack bars/buffets. *Socio-cultural:* - to raise awareness of the healthy and unhealthy food in school canteens/snack bars/buffets.	At the end of the lesson pupils will be able to: - talk about meals in school canteens/snack bars/buffets; - put the info into a table and use the info from the table to report; - read for gist.	to queue, pie	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 8 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, read and repeat. *2 min*
Objective: to teach pupils how to say the new word correctly

Establish the meaning of the word "to queue". Then ask the pupils to repeat it after you in chorus, rows and pairs.

Activity 3a Work in groups of 4/5. Ask and answer. Complete the table. *12 min*

Objective: to practise talking about meals in school canteens/snack bars/buffets

Note: It does not matter if there is a snack bar/buffet but not a canteen in your school. The pupils can still do this activity changing the word "canteen" with "snack bar" or "buffet"

STEP 1: Ask the pupils to open the Workbook to Page 103 and copy the table into their exercise books.

STEP 2: Ask the pupils to read the questions silently and individually.

STEP 3: Make groups of 4/5 pupils.

STEP 4: Tell the pupils to ask and answer the questions and fill in the table. Explain that a pupil in a group asks all the questions from one pupil. The others in the group will listen and complete the table as shown in the example. Then the pupil who has just been questioned will ask all the questions from another pupil, etc.

Activity 3b Report. *5 min*

Objectives: to practise using the info from the table;
to give pupils further practice in talking about meals in school canteens/snack bars/buffets

A reporter from each group tells the whole class how many pupils eat and queue in their school canteen/snack bars/buffet and also what food they eat and what they drink.

Activity 4a Work in pairs. Read the letter the Estover pupils wrote to their school director. Answer the questions. *8 min*

Objective: to read for gist

The pupils read the text individually and answer the questions in pairs. You can ask some pupils to answer the questions before the whole class.

Language note: Salad is a countable word, so it can be used in the plural, e.g. different salads. When you mean a part of it, then it is uncountable, e.g. I want to have some more salad.

Activity 4b Work in pairs. Answer the questions about your school canteen. *7 min*

Objective: to give pupils less-controlled practice in talking about meals in school canteens/snack bars/buffets

In pairs the pupils discuss the questions and answer. Again, you can ask some pupils to answer the questions before the whole class.

Homework *1 min*

Ask the pupils to look at the homework on Page 103. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 4 Table manners

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about good and bad table manners; - to learn to give instructions about what must or must not be done at the table. *Developing:* - to enable pupils to write and give instructions about what must or must not be done at the table; - to enable pupils to respond to statements; - to give practice in reading for detailed information and for the main ideas and listening for pleasure. *Socio-cultural:* - to raise awareness of good and bad table manners.	At the end of the lesson pupils will be able to: - write and give instructions about what must or must not be done at the table; - respond to statements; - read for detailed information and for the main ideas.	napkin, polite, manner	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 8 Lesson 1 Activity 1 for the DVD script.

STEP 2: The pupils work in pairs to check their homework.

Activity 2 Listen and repeat the poem. Answer the questions. *7 min*
Objectives: to teach pupils to say the new words correctly;
to listen for pleasure;
to check comprehension of the poem

STEP 1: Introduce the new words: *napkin, polite, manner*. Ask the pupils to listen and repeat after you.

STEP 2: Play the DVD. The pupils listen and repeat the poem.

STEP 3: This is a whole class activity. They answer the questions.

DVD script:
We say "Thank you",
We say "Please",
We put napkins
On our knees.
That's how we do
The things right.
We have manners,
We are polite.

Activity 3a Work in pairs. Match the sentences and pictures. *7 min*
Objectives: to practise reading for detailed information;
to check comprehension of the sentences

STEP 1: Ask the pupils to work individually. Ask them to read the sentences silently, look at the pictures and match them.

STEP 2: Ask the pupils to check their answers in pairs.

STEP 3: Finally, you can check the answers involving the whole class.

Answer key: *1) j; 2) f; 3) a; 4) d; 5) b; 6) g; 7) i; 8) e; 9) h; 10) c*

Activity 3b Work in pairs. Write G for good and B for bad table manners. *7 min*
Objectives: to read for the main ideas;
to practise responding to statements;
to raise awareness of cultural information about table manners

STEP 1: Explain to the pupils that in pairs they must discuss and write G for good table manners and B for bad table manners in the sentences in Activity 3a.

STEP 2: You can check the answers involving the whole class.

Answer key:

1) You use a napkin for your mouth and hands. *G*
2) You use a mobile phone at the table. *B*
3) You talk when you eat. *B*
4) You wash your hands before meal. *G*
5) You thank the cook for your meal. *G*
6) You are polite. *G*
7) You read when you eat. *B*
8) You use a fork for fish. *B*
9) You make a noise at the table. *B*
10) You put a lot of food in your mouth. *B*

Activity 4a Work in pairs. Write five sentences about what you must and must not do at the table. *8 min*
Objectives: to practise writing instructions about what must or must not be done at the table;
to raise awareness of cultural information about table manners

Explain to the pupils that in pairs they must discuss and write instructions as in the example about what must or must not be done at the table using the statements in Activity 3a.

Go round the class, monitor and help where necessary.

Answer key:

1) Use a napkin for your mouth and hands.
2) Don't use a mobile phone at the table.
3) Don't talk when you eat.
4) Wash your hands before meal.
5) Thank the cook for your meal.
6) Be polite.
7) Don't read when you eat.
8) Don't use a fork for fish.
9) Don't make a noise at the table.
10) Don't put a lot of food in your mouth.

Activity 4b Work in pairs. Point to the picture in activity 3a and say. *4 min*
Objective: to practise giving instructions about what must or must not be done at the table

The pupils work in pairs. As shown in the example, Pupil A points to a picture in Activity 3a and Pupil B gives an instruction about what must or must not be done at the table.

Homework *2 min*
Ask the pupils to look at the homework on Page 103. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 5 Lay the table

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn to set a table correctly. *Developing:* - to enable pupils to give advice to set a correct table; - to enable pupils to set a table correctly. - to give practice in reading and listening for detailed information. *Socio-cultural:* - to raise awareness of the moral "Do to others as you would have them do to you. Treat others as you would like them to treat you."	At the end of the lesson pupils will be able to: - give advice to set a correct table; - set a table; - read and listen for detailed information.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD; paper cups and plates, plastic spoons, forks and knives (or cards with their pictures); 3-4 placemats

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 8 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in pairs to check the instructions about what must or must not be done at the table.

Activity 2a Look and put the sentences in order. *7 min*
Objective: to practise reading for detailed information

The pupils read the parts of the text silently and individually and put them in a logical order according to the pictures.

Note: Don't check the answers. Say that they will listen to the DVD and check their answers in 3b.

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

Activity 2b Listen and check. *4 min*
Objective: to listen to check predictions

Play the DVD. The pupils listen and check their answers in Activity 2a.

DVD script:

c) One day, the Fox asked her friend Stork to come to dinner.

e) When the Stork came, the Fox put some soup on a plate. She did not want the Stork to eat the soup. The Stork could not eat soup from the plate! The Fox ate all her soup, and said it was delicious.

a) The Stork was very hungry and very sad because he could not eat the soup. He went home hungry.

d) The next day the Stork asked the Fox to come to dinner.

f) When the Fox came, the Stork said he cooked some lovely soup for dinner. The Stork gave the soup in tall jars. He could eat his soup, and he ate all his soup. But the Fox could not get the soup from the jar.

b) The Fox was very sad and she went home hungry.

Activity 3 Listen and choose the correct picture. *8 min*
Objective: to listen for detailed information

The pupils listen to the DVD and find the table the girls have laid.

Answer key: Picture 2

DVD script:

Sabina: Madina, can you help me lay the table? You know, Mother is busy.

Madina: OK. How many plates … ?

Sabina: There're six in our family. So you should put six plates.

Madina: Are the spoons on the right or left of a plate?

Sabina: Put a spoon on the right. We eat with our right hand.

Madina: Are the forks on the right too?

Sabina: No. The forks are on the left and a knife is on the right.

Madina: What about glasses?

Sabina: Well done, Madina! Put six glasses on the table. And don't forget to put a napkin next to each plate.

Activity 4 Work in pairs. Point and say. *8 min*
Objective: to give less-controlled practice in talking about setting a table

Ask the pupils to make a dialogue in pairs as shown in the example. Explain that Pupil A says a cutlery, chinaware or glassware item. Pupil B gives advice with "should" about where to put it.

Activity 5 Play "The Table Race". *9 min*
Objectives: to reinforce the topic vocabulary;
to have fun

Note: In advance prepare paper cups and plates, plastic spoons, forks and knives for each team (or cards with their pictures) and 3-4 placemats.

STEP 1: Divide the class into teams of 5/6.

STEP 2: Put a placemat in front of each team to put things onto. On the other side of the room put the paper cups and plates, plastic spoons, forks and knives (or cards with their pictures) for each team.

STEP 3: Demonstrate the activity. Call out a cutlery, chinaware or glassware item and then have the pupils say 3-2-1 GO! before you run to the other side of the room to find the right item. After you find the item, run back to the placemat and put it in the correct place on the mat.

STEP 4: When the teams understand what to do, call out a cutlery, chinaware or glassware item and say 3-2-1 GO! A pupil from each team must run at a time to the other side of the room to find the right item, etc. The team that gets an incorrect item, or places the item incorrectly gets a zero point each time. A correct item and placement gets a point each time.

Homework *1 min*

Ask the pupils to look at the homework on Page 103. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equip-ment
Educational: - to learn to write instructions. *Developing:* - to provide an opportunity for pupils to work creatively and cooperatively; - to enable pupils to write classroom rules; - to develop writing and speaking skills. *Socio-cultural:* - to raise awareness of the reaching consensus while working as a group.	At the end of the lesson pupils will be able to: - write instructions and classroom rules; - reach consensus while working as a group; - check self-development.	*Recycling the previously learnt vocabulary*	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 8 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 pairs. Complete the table. Write what you must and must not do at the lesson. *15 min*

Objectives: to practise writing instructions;
to develop writing skills

STEP 1: Ask the pupils to copy the table into their exercise books.

STEP 2: Draw their attention to the box with sentences. Explain that all these sentences are positive instructions.

STEP 3: Then draw their attention to the table. Explain that under the "must" column of the table they are supposed to write positive instructions that are socially acceptable, and under the "mustn't" column — negative instructions to mean that they must not be done because they are socially unacceptable. Further explain that in order to make

a negative instruction, we put "Don't" at the beginning of the positive instruction.

STEP 4: The pupils complete the table deciding where to put the instructions.

STEP 4: Check the answers involving the whole class.

Activity 2b Work in groups of 4/5. Write 10 rules for a lesson and make a poster. *10 min*

Objectives: to develop writing skills;
to give pupils an opportunity of reaching consensus while working as a group

STEP 1: Make groups of 4/5 pupils.

STEP 2: Explain to the pupils that they are going to make a poster with 10 rules for a lesson, therefore, they must choose only 10 main instructions for the classroom from the table they have just completed in Activity 2a.

STEP 3: The pupils discuss the instructions, choose the best ones from among them and write the group's list of 10 rules on the poster. From the pupils' instructions the ones approved by the whole group and that suit everybody should be added to the list. Simple voting can do this.

Activity 2c Report. *10 min*

Objective: to give pupils further practice in talking about classroom rules

A reporter from each group makes a presentation of their poster with classroom rules.

Homework *2 min*

1) Ask the pupils to do the quiz "I can …" at home.

2) Ask the pupils to prepare Portfolio entry on Unit 8.

3) Ask the pupils to get prepared for Progress Check 6. Explain that they will do it after Portfolio lesson.

PROGRESS CHECK 6

1 Listen and say True or False. *(5x2=10)*

1) Serena and Jane are doctors. **e.g.** *False.*
2) Serena and Jane go to school.
3) Serena had some cereal, bread, sausages and a cup of tea.
4) Jane had an English breakfast.
5) They have a test today.
6) Breakfast is the most important meal of the day.

Answer key: 1) false; 2) true; 3) false; 4) false; 5) true; 6) true

DVD script:

Serena: Hi, Jane. Ready for your test?

Jane: Hello. Yes, I'm ready. I had a good sleep and a wonderful breakfast. I have a lot of energy.

Serena: What did you have for breakfast?

Jane: Today I had some cereal, bread, sausages and a cup of tea. Breakfast is very important.

Serena: Yes. Breakfast is the most important meal of the day. Today I had an English breakfast: sausages, fried eggs, meat, tomatoes, and a cup of tea with milk.

Jane: Is it? Oh, now I know what an English breakfast is.

Serena: Oh Jane, it's time to go to the classroom.

Jane: You're right. Good luck with your test!

2 Put the words in the correct order. *(5x2=10)*

1) you/when/eat/Don't talk/. **e.g.** *Don't talk when you eat.*
2) before/meal/Wash/hands/your/.
3) the cook/Thank/meal/for your/.
4) a lot of food/Don't put/in your mouth/.
5) when/you/Don't read/eat/.
6) a noise/Don't make/at/table/the/.

Answer key:

1) Don't talk when you eat.
2) Wash your hands before your meal.
3) Thank the cook for your meal.
4) Don't put a lot of food in your mouth.
5) Don't read when you eat.
6) Don't make a noise at the table.

3 Complete the dialogue. *(5x2=10)*

vegetables, fruit, bread, cake, sausages,
tea, coffee, please, yourself, delicious, you are

A: Would you like some **e.g.** *tea*?
B: Yes, _____. Mm. It's _____.
Pass me a piece of _____, please.
A: Here _____. Help _____.

Possible answer:

A: Would you like some *tea*?
B: Yes, *please*. Mm. It's *delicious*.
Pass me a piece of *cake*, please.
A: Here *you are*. Help *yourself*.

4 Complete the table. Write what you must and mustn't do at the lesson. *(5x1=5)*

be polite, look the new words in the Wordlist, talk to your friend loudly, help your friends, do homework, bring toys to the classroom, eat at the lesson

must	mustn't
e.g. be polite	Don't talk to your friend loudly.

Answer key:

must	mustn't
e.g. be polite, look the new words in the Wordlist, help your friends, do homework	Don't talk to your friend loudly, bring toys to the classroom, eat at the lesson

5a Read and choose a title. *(1x5=5)*

1 Our pet Pussy.
2 What I do in the morning.
3 Porridge for breakfast.

My name is Peter and I live in London with my parents and our lovely cat Daisy. I like playing computer games or reading books. I like a lot of things but I don't like mornings. I don't like to get up early in the morning. One morning my mum said, "Peter! Good morning. It's time to get up". I got up and took a shower, combed my hair and went to the kitchen. There was some fruit, a glass of milk and that porridge. I don't like porridge! I ate some fruit and drank milk. Then I opened the window and … there was no porridge on my plate. But later a woman came to us. There was porridge on her head! I was sorry. Now I eat porridge every morning.

Answer key: 3

5b Read and write T for True and F for False. *(5x2=10)*

1) The boy's name is Peter. **e.g.** *True.*
2) Peter has a dog.
3) He likes playing computer games.
4) He doesn't like reading.
5) He likes porridge.
6) There was porridge on his mother's head.

Answer key: *1) true; 2) false; 3) true; 4) false; 5) false; 6) false*

Total: 50 points

Unit 9 Round the world in 14 days
Lesson 1 Continents, countries ...

Aims	Learning outcomes	Vocabulary and structure	Required equip-ment
Educational: - to learn about the continents of the world and the location of Central Asian countries. *Developing:* - to enable pupils to talk about the continents of the world and the location of Central Asian countries; - to enable pupils to use '*to the north/ south/ east/ west of…*';	At the end of the lesson pupils will be able to: - talk about the continents of the world; - talk about the location Central Asian countries;	*Familiar words:* a country, capital, Asia, Europe, Turkme-nistan, Kazakhstan *New words:* the world, continent, Africa, Asia, North America,	Pupil's Book; the DVD of the book

1	2	3	4
- to develop listening for specific information and reading for gist. *Socio-cultural:* - to raise awareness of the continents of the world and the location of Central Asian countries.	- use '*to the north/ south/ east/ west of…*' - listen for specific information; - read for gist.	South America, Antarctica, Australia; to the north/ south/ east/ west of…	

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

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:
Continents (Tune of "Sing a song of sixpence")

North and South America,
Africa and Asia.
Europe and Australia
And Antarctica.

We have only one Earth.
We don't have another.
Isn't it wonderful
The world we live in?

We should love each other
From Germany and France.
Uzbekistan is open
To friends and everyone.

We have only one Earth.
We don't have another.
Isn't it wonderful
The world we live in?

Activity 2a Look, listen and repeat. *7 min*
Objectives: to revise and learn new vocabulary related to geography;
to establish the meaning of the new words and the connection between the spelling and the sound;
to teach pupils to say the new words correctly

STEP 1: The pupils look at the map of the world and name places they know, **e.g.** Central Asia, Uzbekistan, Europe, Turkmenistan, Kazakhstan. Encourage the pupils to use the words: *a country, a capital* etc. For example, ask *"What's the capital of Uzbekistan?"*

STEP 2: Introduce new words. Write the words on the board: *the world, continent, Africa, Asia, North America, South America, Antarctica, Australia.*

STEP 3: Point to the map and say: *There are 7 continents in the world. They are: Africa, Asia, Europe, North America, South America, Antarctica, Australia.* Elicit the names of the continents in in mother tongue. Ask the pupils what the words *continent* and *world* are in mother tongue.

STEP 4: The pupils listen and repeat the new words. Follow a usual procedure: in chorus, in rows/pairs and individually.

Activity 2b Listen, draw the route and answer the question. *8 min*
Objective: to develop listening for specific information

STEP 1: The pupils listen to the DVD. It might be easier for them to answer the question first.

Answer key: *Heggy and his friends are going to Central Asia, Europe, North America, South America, Antarctica and Australia. They are not going to Africa.*

STEP 2: Ask the pupils to copy the map in Activity 2a. Explain that their map can be simple.

STEP 3: Then let them listen to the DVD a second time and draw the route of Heggy and his friends on the map.

DVD script:

(Jingle music)

Anchorwoman: Hello and welcome to Around the world in 14 days. For the next 14 days you can follow the progress of Heggy and his friends as they travel round the world. Hello Heggy.

Heggy: Hello. First of all, I want to tell you about our route round the world in a balloon. Our wonderful trip starts in Central Asia. We leave from Tashkent and fly to Europe. After a few days in Europe we fly on to North America. Then we continue to South America. I want to see the Amazon. After South America we go to a very cold place Antarctica. I don't think there are any hedgehogs there. Too cold! Finally, we go to Australia. We all want to see kangaroos. Australia is the last place. Then we come back to Tashkent.

Activity 2c Read and answer the question. *7 min*
Objective: to practise reading for gist

STEP 1: Ask the pupils to look at the picture and answer the questions: 1) What can you see in the picture? 2) What do you know about this bird?

STEP 2: Ask the pupils to read the text and answer the questions: *Would you like to visit Antarctica? Why?/Why not?*

Activity 3a Work in pairs. Look and say. *8 min*
Objectives: to present *'to the north/south/east/west of...'*;
to enable pupils to talk about the location of some countries in Central Asia

STEP 1: Ask the pupils to look at the map and the wind rose. Draw their attention to the letter N and the word 'north' in the wind rose. Elicit or tell them what the letters S, E and W stand for.

STEP 2: Read the sentence. The pupils repeat after you in chorus, then in rows and/or individually.

STEP 3: Check their understanding either by asking them to translate the whole sentence or just the phrase 'to the north'.

STEP 4: The pupils work in pairs. They look at the picture, point and say sentences about the location of Central Asian countries.

Activity 3b Work in groups of 4/5. Play "Guess the Country". *8 min*
Objectives: to develop speaking and listening skills;
to consolidate Central Asian countries

STEP 1: Make groups of 4/5 pupils.

STEP 2: Say they will play a game. Explain that as in the example Pupil A thinks of a country and gives a short description; the group listens to it and guesses the country. Then Pupil B continues.

STEP 3: Once the pupils understand what to do, you can have the groups play the game.

Optional Activity 3c Write three sentences.
Objective: to consolidate Central Asian countries in writing

Ask the pupils to write three sentences about Central Asian countries as in the example.

Homework *2 min*

Ask the pupils to look at the homework on Page 104. Check that everybody understands what to do with the two tasks. If necessary, explain that in Task 1 they must find any map of Uzbekistan and write five sentences about the location of its cities/regions as in the example. In Task 2, they should write three questions about the location of the cities/regions of Uzbekistan.

Lesson 2 We're in Europe

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the famous places of Great Britain and France; - to learn about mind maps. *Developing:* - to enable pupils to talk about the famous places of Great Britain and France; - to enable pupils to work with mind maps. *Socio-cultural:* - to raise awareness of famous places of Great Britain and France	At the end of the lesson pupils will be able to: - talk about famous places of Great Britain and France; - work with mind maps; - read for specific information and for gist.	the London Eye, the Eiffel Tower, the Buckingham Palace	Pupil's Book; the DVD of the book Pupil's Book; the DVD of the book

Activity 1 Listen and sing. *10 min*
Objectives: to warm up;
to create a friendly atmosphere

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in pairs, ask the questions they wrote at home.

Note: It can be done as a mingling activity with the whole group.

Activity 2 Look, listen and answer the questions. *10 min*
Objectives: to introduce famous places of interest in France;
to develop listening for specific information

STEP 1: Ask the pupils to look at the pictures. Ask: *What can you see in the pictures?* Accept all answers. Establish that these photos are from France. Say they will listen to the text and check their guesses.

STEP 2: Ask them to read the questions before listening to the text.

STEP 3: Play the DVD. The pupils listen and answer the questions.

Answer key:

1) Where is the Eiffel Tower? *It's in Paris.*
2) How many steps does the Eiffel Tower have? *674.*
3) How many people visit it every year? *About 6 million.*
4) What do children do in ski schools? *They learn how to ski.*

DVD script:

Heggy: Look! We're in Paris, France.
Hoggy: Oh… it's beautiful… streets… parks…
Heggy: Wow… look… a tower… Is it the Eiffel Tower?
Hoggy: Yes… I'd like to climb the tower.
Heggy: Well… it's not easy… you know there are 674 steps.
Hoggy: … OK… I see…
Heggy: You know… about 6 million people visit the Eiffel Tower every year. It's very famous.
After a while
Hoggy: Heggy, look: mountains…
Heggy: Yes… you know skiing is a very popular sport in France. They have ski schools for children.
Hoggy: What school? Ski school? What do children learn there?
Heggy: They learn how to ski, and they learn by playing and having fun.
Hoggy: Wow… I'd like to go to ski school.
Heggy: OK… now we're flying to Great Britain. Hooray!

Activity 3a Look, read and complete. *10 min*
Objectives: to learn more about Great Britain;
to learn how to work with mind maps;
to teach pupils to say the new geographical names correctly

STEP 1: Ask the pupils to open the Workbook to Page 104 and copy the mind map (graph) into their exercise books.

STEP 2: Draw the pupils' attention to the map of the UK. Explain to the pupils that the full name of Great Britain is The United Kingdom of Great Britain and Northern Ireland (the UK).

STEP 3: Then draw the pupils' attention to the centre of the mind map. Ask them to repeat after you and help with the pronunciation of the geographical names.

STEP 4: Ask: *How many parts are there in the UK?*

Answer key: 4

Ask: *What are they?* Elicit the answers.

Answer key: *England, Wales, Scotland, Northern Ireland*

Ask: *What's the capital of Wales?* Elicit the answer (Cardiff), and draw their attention to how they are written on the mind map.

STEP 5: Once the pupils understand what to do, ask the pupils to complete the mind map for the other 3 countries.

Answer key:

Scotland – Edinburgh

England – London

Northern Ireland – Belfast

Activity 3b Read and check. *6 min*

Objective: to develop reading for specific information

STEP 1: Say that now they will read the text and check their answers.

STEP 2: When they finish, ask the questions:

1) What's the capital of the UK? Elicit that London is the capital of England and the UK.

2) What's the capital of Wales/Scotland? Elicit the answers.

Activity 4 Read and match. *7 min*

Objective: to give practise in reading for gist

STEP 1: Ask the pupils to look at the pictures. Ask: *What can you see in the pictures?* Accept all answers.

STEP 2: Ask the pupils to read the texts and match with the pictures. Check the answers together.

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

Note: There are some unfamiliar words in the text. Encourage your pupils to read the texts without translating all words and do the task. Explain that in real life we have something to read in order to understand what to do and usually we can understand the meaning of the text even if we do not know all the words.

Homework *2 min*

Ask the pupils to look at the homework on Page 104. Check that everybody understands what to do with the two tasks. If necessary, explain how to do them.

Lesson 3 Brr! North America

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the countries of North America, specifically about Canada. *Developing:* - to enable pupils to talk about the countries of North America, specifically about Canada; - to develop reading for detailed and listening for specific information. *Socio-cultural:* - to raise awareness of the countries of North America.	At the end of the lesson pupils will be able to: - talk about the countries of North America, specifically about Canada; - read for detailed and listen for specific information.	*Revision of countries, languages, population, cities*	Pupil's Book; the DVD of the book

Activity 1 Listen and sing. *10 min*
Objectives: to warm up;
to create a friendly atmosphere

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

STEP 2: Checking homework. The pupils work in pairs, ask the questions they wrote at home.

Note: It can be done as a mingling activity with the whole group.

Activity 2 Look and answer the questions. *10 min*
Objectives: to learn about the geography of North America;
to revise the superlative form of adjectives

STEP 1: Ask the pupils to look at the picture. Ask: *What can you see in the picture?* Accept all answers.

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

Answer key: 1) Three countries. 2) The United States, Canada and Mexico. 3) The United States is the biggest country (by area). The smallest country is Mexico (by area).

Activity 3a Work in pairs. Read and complete. *10 min*
Objectives: to practise reading for detailed information;
to learn about Canada

STEP 1: Ask the pupils to write in their exercise books numbers from 1 to 6.

STEP 2: Explain that they will read the text, choose and write the correct answer after numbers 1 to 6. Demonstrate how to do it. Read the first part of the first sentence: *Canada is in …* Elicit the word *'North'* and write on the board: *1a.*

STEP 3: Once the pupils understand what to do, give them 5-7 minutes for completing the task.

Note: Don't check the answers. Say they will check them while listening to the text in Activity 3b.

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

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

STEP 1: Ask the pupils to compare their answers from Activity 3a in pairs.

STEP 2: Ask the pupils to listen to the text and check their answers.

DVD script:

Canada is in (1) *North* America, to the (2) *north* of the United States. The capital of Canada is (3) *Ottawa*. People in Canada speak English and French. (4) *Children* learn English and French in schools. Many people learn Spanish and German. About 34 million people (5) *live* in Canada. In big cities, Vancouver and Toronto, for example, there are a lot of people from other countries and (6) *continents*: Europe, Asia, Africa and South America. They live and work there.

Activity 3c Work in pairs. Ask and answer. *8 min*
Objectives: to consolidate the new vocabulary;
to practise asking and answering questions

STEP 1: In pairs the pupils write 2-3 questions about Canada. **e.g.** *Where's Canada?*

Note: If your class is strong, the pupils can write more questions.

STEP 2: Ask the pupils to ask and answer the questions in pairs.

Homework *2 min*

Ask the pupils to look at the homework on Pages 104-105. Check that everybody understands what to do with the two tasks. If necessary, explain that in Task 1 they must copy the text into their exercise books with correct answers. In Task 2 they must write 5 questions to the text.

Answer key to Task 1:

The first National Park in Canada

Banff National Park is in the west *of* Canada. About four and a half million people visit it every year. There are a lot of beautiful mountains, forests, rivers and lakes *in* the park. This is home *for* 53 different animals and hundreds *of* birds. You can see these animals *from* your car when you are driving *in* the park. When you are driving or walking in the park, you must be very careful because some animals are dangerous.

Lesson 4 The longest, the biggest ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about Brazil, its river and the animals that live there. *Developing:* - to enable pupils to talk about the wild animals which live in Brazil; - to enable pupils to describe animals;	At the end of the lesson pupils will be able to: - talk about the wild animals which live in Brazil; - describe animals;	Brazil, Amazon, boat, scared	Pupil's Book; the DVD of the book; cards with animals for Activity 2

1	2	3	4
- to enable pupils to read for gist and listen for detailed information. *Socio-cultural:* - to raise awareness of Brazil, the animals that live there and its longest river.	- to practise reading for gist and listening for detailed information.		

Activity 1 Listen and sing. *10 min*
Objectives: to warm up;
to create a friendly atmosphere

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

STEP 2: Check the homework with the whole class. First ask them to read the text with the answers they have chosen. Then the pupils ask the questions they have written at home.

Activity 2 Play "This is a Wild Animal." *10 min*
Objectives: to revise wild animals;
to give practise in describing animals;
to have fun

STEP 1: Revise the wild animals: e.g. *an elephant, a giraffe, a tiger, a lion, a crocodile, a bear, a hippo, a hyena, a zebra, a kangaroo, a leopard, a wolf, a mandrill, a mouse, a cheetah, a hedgehog.*

STEP 2: Put the cards with animals in a row or a line so the pupils can go along the cards.

STEP 3: Divide the class into 2 teams. In turn the pupils come to the beginning of the line. The pupil from the first team must go along the line and say the names of animals until the other team says *"STOP!"*. The pupil must stop, take the card next to him/her and describe an animal. If s/he can say at least three sentences, s/he can keep the card.

STEP 4: After 7-8 minutes, stop the game. Ask the teams to count the cards. The team with more cards wins.

Note: If your class is strong, you can add the birds: *an eagle, a swallow, a sparrow, a penguin, a parrot, a peacock,* etc.

Activity 3a Look, listen and repeat. *5 min*
Objectives: to introduce the new words;
to revise the old vocabulary: jungle, helicopter, river;
to teach pupils to say the new words correctly

STEP 1: Ask the pupils to look at the picture. Ask: *What can you see in the picture?* Accept all answers. Encourage them to use the words they know: *jungle, river, helicopter.*

STEP 2: Ask the pupils to look at the new words. Ask the questions:

1) What's Brazil? (*Answer key:* a country)

2) What's Amazon? (*Answer key:* a river)

Point to Heggy in the boat and say: *Heggy's in the boat.* Check they know the word '*boat*' in the mother tongue. Help to establish the meaning of '*scared*'.

STEP 3: Ask the pupils to repeat the words after you/the DVD in chorus, in rows/pairs, individually.

Activity 3b Read Heggy's letter. Match the animals and texts. *10 min*
Objective: to practise reading for gist

The pupils read the text silently and match the parts with the pictures.

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

Activity 3c Work in pairs. Play "Listen and Guess". *8 min*
Objectives: to practise describing animals;
to practise listening for detailed information

STEP 1: Ask the pupils to read the example.

STEP 2: Explain that the pupils will work in pairs and play a guessing game as in the example: Pupil A describes an animal from the text in Activity 3b, Pupil B guesses the animal.

Homework *2 min*

Ask the pupils to look at the homework on Page 105. Check that everybody understands what to do with the task. If necessary, explain that they must write about three animals but not write the animals' names.

Lesson 5 Kiwis, koalas and kangaroos

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about Australia and New Zealand and the animals that live there. *Developing:* - to enable pupils to talk about and describe the animals that live in Australia and New Zealand; - to enable pupils to transfer information from text to a table and vice versa; - to develop reading and listening for detailed information. *Socio-cultural:* - to raise awareness of Australia and New Zealand and the animals that live there.	At the end of the lesson pupils will be able to: - talk about the animals that live in Australia and New Zealand; - describe animals; - transfer information from text to a table and vice versa; - read and listen for detailed information.	Australia, New Zealand, koala, kiwi	Pupil's Book; the DVD of the book; cards with animals and their descriptions for Activity 3a

Activity 1 Listen and sing. *10 min*
Objectives: to warm up;
to create a friendly atmosphere

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

Note: You can ask your pupils to sing any song they like in case they get bored with the same song.

STEP 2: Homework checking. Ask the pupils to mingle, read their description of an animal to each other: A reads, B listens and guesses.

Activity 2a Look, listen and repeat. *5 min*
Objectives: to introduce Australia, New Zealand and the animals that live there;
to teach pupils how to say the new words correctly

STEP 1: Ask the pupils to look at the pictures. Ask: *What can you see in the pictures?* Accept all answers.

STEP 2: Ask them to repeat the words after you/the DVD in chorus, in rows/pairs and individually.

Activity 2b Work in pairs. Point and say. *5 min*
Objectives: to reinforce the new words;
to help establish the meaning of the new words

This is the usual 'Point and say' activity. Ask the pupils to work in pairs. Pupils A points, Pupils B should say a sentence as in the example.

Activity 3a Play "Mix and Match!" *8 min*
Objectives: to revise the wild animals;
to practise describing the animals;
to give practice in listening for detailed information

Note: In advance prepare separate cards with the picture of the following animals and their descriptions on.

animals	descriptions
kiwi	They are wild animals. They live in New Zealand. They are birds. They cannot fly.
koala	They are wild animals. They live in Australia. They can climb trees.
kanga-roo	They are wild animals. They live in Australia. They can jump 9 meters high.
arma-dillo	They are wild animals. They live in South America. They have 'a house' on their backs.
vampire bat	They are wild animals. They live in South America. They can fly at night.
alligator	They are wild animals. They live in Asia and North America. They have 74 to 80 teeth.
jaguar	They are wild animals. They live in South America. They can swim.

STEP 1: Ask the pupils to take a card, stand up and mingle. The pupils must read their definitions and swap with others: descriptions or cards with pictures.

STEP 2: Stop and ask the pupils to find a matching pair.

STEP 3: Check together. Ask the pupils to listen and say whether the definition and a card with a picture/photo matched correctly.

STEP 4: Check the matching pairs together. Ask the pupils to look at the picture, listen to the description and say True or False.

Activity 3b Read and complete. *10 min*
Objectives: to practise reading for detailed information;
to practise transferring information from a text to a table

STEP 1: Ask the pupils to open the Workbook to Page 105 and copy the table into their exercise books.

STEP 2: Ask the pupils to read about koalas, kiwis and kangaroos and complete the table.

STEP 3: Ask the pupils to compare their tables in pairs.

Activity 4a Complete the table. *6 min*
Objectives: to consolidate the knowledge;
to enable pupils to reflect on their learning

STEP 1: Ask the pupils to open the Workbook to Page 105 and copy the table into their exercise books.

STEP 2: Ask the pupils to complete the table. Monitor and help if necessary.

Optional Activity 4b Work in pairs. Look and report.
Objective: to give practise in talking about animals

STEP 1: Ask the pupils to compare their tables in pairs.

STEP 2: Ask some pupils to report as in the example.

Homework *1 min*

Ask the pupils to look at the homework on Page 105. Check that everybody understands what to do with the task. If necessary, explain that they must write the questions to the sentences.

Answer key:

1) What do kangaroos eat?
2) Where do koalas live?
3) What do koalas look like?
4) How much do koalas eat?
5) What can kiwis do?
6) What colour are kiwis?

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equip-ment
Educational: - to learn how to give positive feedback *Developing:* - to provide an opportunity for pupils to work creatively and cooperatively; - to enable pupils to say positive and supportive comments; - to develop writing and speaking skills. *Socio-cultural:* - to raise awareness of the impor-tance of encouraging each other.	At the end of the lesson pupils will be able to: - prepare and make presenta-tions; - give positive feedback and encourage each other.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD of the book; A4 paper

Activity 1 Listen and sing. *10 min*
Objectives: to warm up;
to create a friendly atmosphere

STEP 1: Play the DVD. Ask the pupils to listen to the song and sing it. Look at Unit 9 Lesson 1 Activity 1 for the DVD script.

Note: You can ask your pupils to sing any song they like in case they get bored with the same song.

STEP 2: Homework checking. Ask the pupils to work in pairs, read and answer each other questions.

Activity 2 Create a class poster of wild animals. *20 min*
Objectives: to consolidate the unit material;
to develop creativity

STEP 1: Divide the class into groups of 3-4 pupils. Say they must create a class poster of wild animals.

STEP 2: Ask the groups to choose an animal. Ask them to draw and write a short text about an animal they have chosen. Make sure they choose different animals.

Note: You can give A4 paper to each group. After groups present their "mini" posters, put them all together so they can form a class poster.

Activity 3 Listen to group's presentation. *13 min*
Objectives: to develop listening skills;
to build positive and friendly atmosphere

Ask the groups to listen to each other's presentations. Ask them to listen and complete the sentence: *I like ... in your presentation. Your presentation is ....*

Encourage them to give positive comments.

Homework *2 min*
1) Ask the pupils to prepare Portfolio entry on Unit 9.
2) Ask the pupils to get prepared for Progress Check 7. Explain that they will do it after Portfolio lesson.

PROGRESS CHECK 7

1 Listen and complete the sentences. *(6x2=12)*

6, Eiffel Tower, Great Britain, popular, 674, France

Heggy: Look! We're in Paris, (1) _____.
Hoggy: Oh... it's beautiful... streets... parks...
Heggy: Wow... look... a tower... Is it the (2) _____?
Hoggy: Yes... I'd like to climb the tower.
Heggy: Well... it's not easy... you know there are (3) ___ steps.
Hoggy: ... OK... I see...
Heggy: You know... about (4) _____ million people visit the Eiffel Tower every year. It's very famous.
Hoggy: Heggy, look: mountains...
Heggy: Yes... you know skiing is a very (5) _____sport in France. They have ski schools for children.
Hoggy: What school? Ski school? What do children learn there?
Heggy: They learn how to ski, and they learn by playing and having fun.
Hoggy: Wow... I'd like to go to ski school.
Heggy: OK... now we're flying to (6) _____. Hooray!

DVD script and answer key:
Heggy: Look! We're in Paris, (1) *France*.
Hoggy: Oh… it's beautiful… streets… parks…
Heggy: Wow… look… a tower… Is it the (2) *Eiffel Tower*?
Hoggy: Yes… I'd like to climb the tower.
Heggy: Well… it's not easy… you know there are (3) *674* steps.
Hoggy: … OK… I see…
Heggy: You know… about (4) *6* million people visit the Eiffel Tower every year. It's very famous.
After a while
Hoggy: Heggy, look: mountains…
Heggy: Yes… you know skiing is a very (5) *popular* sport in France. They have ski schools for children.
Hoggy: What school? Ski school? What do children learn there?
Heggy: They learn how to ski, and they learn by playing and having fun.
Hoggy: Wow… I'd like to go to ski school.
Heggy: OK… now we're flying to (6) *Great Britain*. Hooray!

2 Choose the correct words. *(7x2=14)*

Antarctica (1) *have/<u>has</u>* the coldest climate on the Earth. It is the fifth (2) *larger/largest* continent. Antarctica's (3) *hottest/lowest* air temperature record was on 21 July 1983, with -89.2 °C at Vostok Station. Antarctica has 90% of the world's (4) *ice/forests* and more than 70% of its fresh water.

Antarctica (5) *is/are* home to penguins. Penguins are very (6) *boring/interesting* birds. They can't (7) *fly/swim* but they swim very well and eat (8) *grass/fish* ! Some penguins live in the ice and snow.

Answer key: *1) has; 2) largest; 3) lowest; 4) ice; 5) is; 6) interesting; 7) fly; 8) fish*

3 Read and match the texts with titles. *(3x4=12)*

1) Buckingham Palace; 2) The London Eye; 3) The London Underground

(A) It is the world's first and oldest tube. There are 11 lines and 270 stations today. People can travel around the city with this transport. People sometimes can see deer, bats, snakes and mice there.

(B) It is the biggest Ferris wheel in Great Britain. It is next to the River Thames. The wheel is 135 m high. It has 32 cabins. A cabin can take 25 people. Tourists can watch a wonderful city from it.

(C) It is in the centre of London. The Queen and her family live there when they are in London. The palace has 775 rooms. 52 bedrooms are for the Queen's family and her guests. 450 people work there.

Answer key: 1) C; 2) B; 3) A

4 Put the words in the correct order. *(6x2=12)*

1) in/Park/is/Banff National/Canada/. **e.g.** *Banff National Park is in Canada.*

2) visit/it/About four million/every/year/people/.

3) a lot of/There are/in the park/beautiful/mountains, forests, rivers and lakes/.

4) is/This/home/for 53/animals/different/.
5) can/You/see/these/from/animals/your car/.
6) are/When/you/walking/you must be/careful/in the park,/.
7) are/Some/dangerous/animals/.

Answer key:
1) Banff National Park is in Canada.
2) About four million people visit it every year.
3) There are a lot of beautiful mountains, forests, rivers and lakes in the park.
4) This is home for 53 different animals.
5) You can see these animals from your car.
6) When you are walking in the park, you must be careful.
7) Some animals are dangerous.

Total: 50 points

Unit 10 Geography and population
Lesson 1 Do you know Uzbekistan?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn some geographical names in Uzbekistan; - to learn about the numbers over 1,000. *Developing:* - to enable pupils to talk about the location of mountains, rivers, cities, etc. in Uzbekistan; - to enable pupils to transfer the info from the text into a table and vice versa; - to practise geographical names. *Socio-cultural:* - to raise awareness of the geography of Uzbekistan.	At the end of the lesson pupils will be able to: - use geographical names; - talk about the location of mountains, rivers, cities, etc. in Uzbekistan; - say the numbers over 1,000; - read for the main ideas.	the Chimgan Mountains, the Fergana Valley, the Aral Sea, the Zarafshan River, the Kyzylkum Desert, population, area, climbing, hiking, snowboarding	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:
Geography (Tune of "Skip to my Lou")

We live on the Earth.
We live on the Earth.

We live on the Earth.
Where are you from, my friend?

New Zealand is my home.
I'm from Canada.
Northern Ireland and Wales.
I'm from the USA.

We live on the Earth.
We live on the Earth.
We live on the Earth.
Where are you from, my friend?

I'm from Uzbekistan!

Activity 2a Look, listen and match. *7 min*
Objectives: to acquaint the pupils with some geographical names in English;
to establish the connection between the spelling and the sound form;
to teach pupils to say the new words correctly

STEP 1: Ask the pupils to look at the map, read and match the geographical names and places on the map.

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

STEP 2: Play the DVD. Ask the pupils to check if they have matched correctly.

STEP 3: Play the DVD one more time. Ask the pupils to listen and repeat the geographic names. Then you could ask them to repeat the words in rows and individually.

DVD script:
the Chimgan Mountains, the Fergana Valley, the Aral Sea, the Syr Darya River, the Amu Darya River, the Zarafshan River, the Kyzylkum Desert

Activity 2b Work in pairs. Ask and answer. *7 min*
Objective: to give further practice in using geographical names

STEP 1: Draw the pupils' attention to the two sentences in the Remember box. Ask why the preposition "to" is used in the first sentence with "the north of Uzbekistan" and why the preposition "in" is used in the second sentence with "the west of Uzbekistan". Elicit the answers. At the end explain that if we are talking about the places located beyond the borders of a country, we use the preposition "to" with the words meaning geographical zones, and if we are talking about the places located within the borders of a country, we use the preposition "in" with the words meaning geographical zones.

STEP 2: Ask the pupils to work in pairs and take turns to ask and answer the questions about the places in Activity 2a.

Activity 3 Listen and repeat. *5 min*
Objective: to practise the pronunciation of numbers above 1,000

STEP 1: Ask the pupils to look at the numbers. Ask them to tell you what they notice in these numbers. The answer should be: "*There is a comma after the millions and thousands, but no spaces*".

STEP 2: Read the first number aloud or play the DVD. The pupils should repeat all together after you/the DVD. Do the same with the second number. Now ask your pupils to tell you what they notice. They should answer that there is "*and*" between "*hundred*" and "*nine*", that's between hundreds and tens.

STEP 3: Read the next numbers/Play the DVD. The pupils repeat them after you/the DVD. Go on till the end of the list.

Note: You can look at pages 116-117 of the textbook for information about numbers, especially numbers above 1,000. There you can find information about the spelling, writing and reading rules of numbers.

DVD script:
32,500,000 – thirty-two million five hundred thousand
3,309 – three thousand three hundred and nine
1,900 – one thousand nine hundred
2,500,000 – two million five hundred thousand
4,643 – four thousand six hundred and forty-three
447,400 – four hundred and forty-seven thousand four hundred
877 – eight hundred and seventy-seven
1,500 – one thousand five hundred
4,000 – four thousand

Activity 4a Find the meaning of the words in the Wordlist. *4 min*
Objective: to give practice in working with the Wordlist

Tell the pupils to find the meaning of the words in the Wordlist and write them in the exercise books. You may want to organise this activity in the form of a competition. The person who is the first to write all the meanings correctly is the winner.

Activity 4b Work in pairs. Read and complete the table. *8 min*
Objectives: to practise reading for the main ideas;
to practise transferring info from the text into a table

STEP 1: Ask the pupils to read the text silently. If necessary draw their attention to the abbreviations in the Remember box.

STEP 2: When they finish reading, ask them to open the Workbook to Page 106 and copy the table into their exercise books.

STEP 3: Ask the pupils to work in pairs and complete the table with the information from the text.

Answer key:

1	The population of Uzbekistan is more than	32,500,000 people.
2	The area of Uzbekistan is	447,400 sq km.
3	The population of Tashkent is more than	2,500,000 people.

4	The Amu Darya River is	1,500 km long.
5	The Syr Darya is	1,900 km long.
6	The Zarafshan River is	877 km long.
7	Khazret Sultan Mountain is	4,643 m high.
8	The Chimgan Mountains are	3,309 m high.

Activity 4c Work in pairs. Ask and answer about Uzbekistan. *7 min*
Objectives: to practise using the info from the table;
to practise talking about Uzbekistan

The pupils work in pairs. As shown in the example, the pupils ask questions in turns about the info in the table they have just completed and answer.

Homework *2 min*
Ask the pupils to look at the homework on Page 106. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 2 What is the UK?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn some geographical names in the UK; - to learn about the numbers over 1,000. *Developing:* - to enable pupils to talk about the location of mountains, rivers, cities and nationalities in the UK; - to enable pupils to use the info from the text to ask and answer questions; - to practise geographical names. *Socio-cultural:* - to raise awareness of the geography of the UK.	At the end of the lesson pupils will be able to: - use geographical names; - talk about the location of mountains, rivers, cities and nationalities in the UK; - listen for specific information.	the North Sea, the Atlantic Ocean, the Thames, the Severn, Ben Nevis, Snowdon, Lough Neagh, Loch Ness, water skiing	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 pairs. Read and complete the table. *8 min*
Objectives: to practise reading for the main ideas;
to practise transferring info from the text into a table

STEP 1: Ask the pupils to read the text silently.

STEP 2: When they finish reading, ask them to open the Workbook to Page 106 and copy the table into their exercise books.

STEP 3: Ask the pupils to work in pairs and complete the table with the information from the text.

Answer key:

the UK			
country	**capital**	**nationality**	**population**
England	London	English	8,800,000 people
Scotland	Edinburgh	Scottish	500,000 people
Wales	Cardiff	Welsh	862,000 people
Northern Ireland	Belfast	Northern Irish	585,000 people

Activity 3a Listen and repeat. *4 min*

Objectives: to acquaint the pupils with some geographical names in English;
to establish the connection between the spelling and the sound form;
to teach pupils to say the new words correctly

The pupils listen to the geographical names in the UK and repeat after you/the DVD.

DVD script:

the North Sea, the Atlantic Ocean, the Thames, the Severn, Ben Nevis, Snowdon, Lough Neagh, Loch Ness, water skiing

Activity 3b Listen and complete the sentences. *8 min*

Objective: to practise listening for specific information

STEP 1: Ask the pupils to listen to the numbers and repeat after you.

STEP 2: Ask the pupils to listen and complete the sentences with the numbers. Play the DVD.

DVD script and the answer key:

To the north and east of the UK is the North Sea. To the west and south is the Atlantic Ocean. The most famous river is the River Thames in London. It is (1) *346* km long, but it is not the longest. The longest river is the Severn. It is (2) *354* km long. The two highest mountains are Ben Nevis in Scotland and Snowdon in Wales. Ben Nevis is (3) *1,344* m high and Snowdon is (4) *1,085* m high. The largest lakes are Lough Neagh in Northern Ireland and Loch Ness in Scotland. Lough Neagh is (5) *392* sq km and Loch Ness is (6) *56* sq km. Two small lakes, Lake Windermere and Ullswater, are popular for sailing and water skiing.

Activity 3c Work in pairs. Ask and answer. *7 min*

Objective: to give practice in talking about the geography of the UK

The pupils work in pairs. As shown in the example, the pupils ask questions in turns about the info in the text they have just completed and answer.

Homework *2 min*

Ask the pupils to look at the homework on Pages 106-107. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 3 Welcome to the USA!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn some geographical names in North America; - to learn about the numbers over 1,000. *Developing:* - to enable pupils to talk about the location of mountains, rivers, cities and nationalities in the USA; - to enable pupils to use the info from the table to ask and answer questions; - to practise geographical names. *Socio-cultural:* - to raise awareness of the geography of the USA.	At the end of the lesson pupils will be able to: - use geographical names; - talk about the location of mountains, rivers, cities and nationalities in the USA; - listen for specific information; - say the numbers over 1,000; - read for specific information; - work on the map of North America; - use the comparatives to talk about three countries.	the Great Lakes, Washington, the Pacific Ocean, the Mississippi, the Colorado, the Saint Lawrence, the Rocky Mountains, the Atlantic Ocean	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 2a Listen and repeat. *5 min*

Objectives: to acquaint the pupils with some geographical names in English;
to establish the connection between the spelling and the sound form;
to teach pupils to say the new words correctly

The pupils listen to the geographical names in the USA and repeat after you/the DVD.

DVD script:

the Great Lakes, Washington, the Pacific Ocean, the Mississippi, the Colorado, the Saint Lawrence, the Rocky Mountains, Canada, the Atlantic Ocean, the USA

Activity 2b Listen and repeat the numbers. *3 min*
Objective: to practise the pronunciation of numbers above 1,000

STEP 1: Ask the pupils to look at the numbers. Ask them to tell you what they notice in these numbers. Again the answer should be: "*There is a comma after the millions and thousands, but no spaces*".

STEP 2: Read the first number aloud or play the DVD. The pupils should repeat all together after you/the DVD. Do the same with the second number, etc. When you come to 3,730 and 2,330, ask your pupils to tell you what they notice. Again they should answer that there is "*and*" between "*hundred*" and "*nine*", that's between hundreds and tens.

Note: You can look at pages 116-117 of the textbook for information about numbers, especially numbers above 1,000. There you can find information about the spelling, writing and reading rules of numbers.

DVD script:
9,600,000 – nine million six hundred thousand
326,400,000 – three hundred and twenty-six million four hundred thousand
7,500,000 – seven million five hundred thousand
3,730 – three thousand seven hundred and thirty
2,330 – two thousand three hundred and thirty
4,000 – four thousand

Activity 2c Work in pairs. Read and complete the map. *10 min*
Objectives: to practise reading for the main ideas;
to practise completing the map

STEP 1: The pupils read the text silently.

STEP 2: Then they copy the map on Page 107 into their exercise books and complete it.

Activity 3a Look at the tables. Write four questions. *7 min*
Objective: to practise comparatives

The pupils look at the tables and write four questions as shown in the example. First they write questions about Uzbekistan and the USA, then about Uzbekistan and the UK.

Activity 3b Work in groups of 4/5. Look at the table. Ask and answer the questions. *8 min*
Objectives: to practise using the info from the table;
to practise comparing Uzbekistan, the UK and the USA

The pupils work in groups. As shown in the example, the pupils ask questions they have just written in turns and answer.

Homework *2 min*

Ask the pupils to look at the homework on Page 107. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 4 Australia

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn some geographical names and animals in Australia; - to learn four more points of the compass. *Developing:* - to enable pupils to talk about the location of mountains, rivers and cities in Australia; - to enable pupils to use the info from the table to ask and answer questions; - to practise geographical names. *Socio-cultural:* - to raise awareness of the geography of Australia.	At the end of the lesson pupils will be able to: - use geographical names; - talk about the location of mountains, rivers and cities in Australia; - listen for specific information; - read for detailed information; - work on the map of Australia; - use the comparati-ves and superlatives to talk about three countries.	island, platypus, emu, north-west, north-east, south-west, south-east, the Indian Ocean, the Murray River, the Australian Alps, Perth, Canberra	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 10 Lesson 1 Activity 1 for the DVD script.

STEP 2: The pupils work in pairs to check their homework. They take turns to ask and answer.

e.g. A: Which city's bigger London or Washington?
B: London. **A:** Yes.

Activity 2a Work in pairs. Look and answer the questions. *4 min*
Objectives: to acquaint the pupils with some animals met in Australia;
to teach pupils to say the new words correctly

STEP 1: Introduce the new words: *island, platypus, emu*. Ask the pupils to listen and repeat after you.

STEP 2: The pupils look at the map of Australia and answer the questions. Explain to the pupils that Australia is a country and an island. Some animals live only in Australia: koala, platypus, emu. Emu is an important bird in Australia. It is the second largest bird in the world after the ostrich. Koala "bear" is not a bear. It is marsupials and has a "pocket" for little babies like kangaroo. Platypus is a very strange looking animal. Its babies come from eggs like ducks or crocodiles. But their mother feeds them with milk.

Activity 2b Listen and repeat. *3 min*
Objectives: to learn four more points of the compass;
to acquaint the pupils with some geographical names in English;
to teach pupils to say the new words correctly

STEP 1: Ask the pupils to look at the wind rose. Ask if they know the four more points of the compass in their mother tongue. Elicit the answers.

STEP 2: Then play the DVD. First, they listen and repeat the four more points of the compass, and then the other geographical names.

DVD script:
north-west, north-east, south-west, south-east, the Indian Ocean, the Murray River, the Australian Alps, Perth, Canberra

Activity 3a Listen and complete the map. *9 min*
Objective: to practise listening for specific information

STEP 1: Ask the pupils to copy the map from the Workbook.

STEP 2: Then the pupils listen to the DVD and complete the map.

Answer key:

1a Australian Alps; 2c the Murray River; 3f Canberra; 4b the Pacific Ocean 5d Perth; 6e the Indian Ocean;

DVD script:
Miss Jones: Good morning class.
Class: Good morning Miss Jones.
Miss Jones: What country are we talking about?
Pupil 1: Australia, Miss.
Miss Jones: Yes, that's right. Now, let's talk about Australia. Yes, Kate?
Pupil 2: Australia is an island and a country. The Indian Ocean is to the south and to the west. And the Pacific Ocean is to the north and east.
Miss Jones: Yes. Well done. Now who can tell me where the Murray River is?
Pupil 3: In the south-east.
Miss Jones: Yes. And who can tell me … Where are the Australian Alps?
Class: In the east.
Miss Jones: Do you agree, class?
Class: No.
Miss Jones: Where are they?
Class: In the south, Miss.
Miss Jones: Right. And what about the cities of Australia? Where is Perth?
Pupil 4: In the south-west.
Miss Jones: Yes. And what about the capital … Canberra. Who knows? Hands up please. Yes, Jane.
Pupil 5: It's in the south-east, Miss Jones.
Miss Jones: Well done class.

Activity 3b Work in pairs. Say True or False. *5 min*
Objectives: to check the pupils' comprehension of the listening text;
to practise talking about Australia

This is a normal True and False activity in which the pupils should also be ready to give true sentences instead of the false ones.

Answer key:

1) The Murray River is in the north of Australia. *False. It is in the south-east.*

2) Perth is in the south-west of Australia. *True.*

3) Canberra is the capital of Australia. *True.*

4) There are no high mountains in Australia. *False. There are the Australian Alps.*

5) Perth is in the south-west of Australia. *True.*

6) Australia is an island. *True.*

7) The Pacific Ocean is to the south and to the west. *False. It is to the north and east.*

Activity 4a Work in pairs. Look at the table and write seven questions. *8 min*
Objectives: to practise writing questions about 3 countries;
to consolidate comparatives and superlatives

The pupils work in pairs. As shown in the example, the pupils write seven questions using the table in Activity 4b.

Note: If a class is not strong or fast enough, the pupils can write four questions.

Activity 4b Work in groups of 4/5. Look at the table. Ask and answer. *7 min*
Objectives: to practise using the info from the table;
to practise comparing Uzbekistan, the UK and Australia

The pupils work in groups. As shown in the example, the pupils ask questions they have just written in turns and answer.

Homework *1 min*

Ask the pupils to look at the homework on Pages 107-108. Check that everybody understands what to do with the quiz. If necessary, explain how to do the homework.

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

Lesson 5 New Zealand

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn some geographical names and animals in New Zealand. *Developing:* - to enable pupils to talk about the location of mountains, animals, lakes and cities in Australia; - to enable pupils to use the info from the table to report; - to practise geographical names. *Socio-cultural:* - to raise awareness of the geography of New Zealand.	At the end of the lesson pupils will be able to: - use geographical names; - talk about the location of mountains, animals, lakes and cities in New Zealand; - read and listen for detailed information.	New Zealand, Wellington, airport, North Island, South Island, the Southern Alps, Lake Taupo, Lake Rotorua, Maori	Pupil's Book; the DVD

Activity 1 Listen and sing. *5 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.

Note: If you see that the class is bored with the song, you can choose any other song suitable for the topic.

STEP 2: Checking homework. The pupils work in groups to check the answers of the Australian Quiz.

Activity 2 Look at the picture and answer the question. *3 min*
Objective: to practise talking about New Zealand

The pupils look at the map of New Zealand and answer the questions.

Activity 3a Listen and repeat. *5 min*
Objectives: to acquaint the pupils with some geographical names in English;
to teach pupils to say the new words correctly

Play the DVD. The pupils listen and repeat the words.

DVD script:
New Zealand, Wellington, airport, North Island, South Island, the Southern Alps, Lake Taupo, Lake Rotorua, Maori

Activity 3b Read the letter and answer the questions. *8 min*
Objective: to read for detailed information

The pupils read the text and answer the questions.

Activity 4a Write the answer to the questions. *5 min*
Objective: to enable pupils to respond to the text and give reasons

The pupils write answers to the questions for themselves and give reasons for their answers.

Activity 4b Work in groups. Listen and complete the table. *9 min*
Objectives: to give less-controlled practice in talking about New Zealand;
to offer an opportunity to work cooperatively and creatively

STEP 1: Ask the pupils to copy the table from the Workbook into their exercise books.

STEP 2: Ask the pupils to work in groups. The pupils should take turns to complete the table asking the questions in Activity 4a.

Activity 4c Report. *8 min*
Objective: to practise talking about group results

Ask the pupils to report about their group as in the example using the tables they have just completed.

Homework *2 min*
Ask the pupils to look at the homework on Page 108. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Answer key:

day of the week	place	what to do
Sunday	Wellington airport	come
Monday and Tuesday	Wellington, the capital of New Zealand, North Island	a lot of things
Wednesday	Southern Alps in South Island	walk and climb in the Southern Alps
Thursday	Lake Taupo in North Island	fishing and having a rest
Friday	Lake Rotorua in North Island	meet Maori people

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn reaching consensus while working as a group. *Developing:* - to provide an opportunity for pupils to work creatively and cooperatively; - to enable pupils to write quiz questions; - to enable pupils to talk about geography; - to develop writing and speaking skills. *Socio-cultural:* - to raise awareness of reaching consensus while working as a group.	At the end of the lesson pupils will be able to: - write quiz questions; - reach consensus while working as a group; - check self-development.	*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 Look at Lessons 1, 2, 3, 4, 5 and write four questions. *8 min*
Objectives: to revise the material studied in Unit 10;
to develop writing skills

STEP 1: Tell the pupils that they are going to play "Geographical Quiz", and therefore, they must prepare quiz questions.

STEP 2: Tell them to write four questions individually using the material of only Unit 10. Walk around, giving help with grammar and vocabulary.

Activity 3a Work in groups of 4/5. Prepare a list of 10 questions for the quiz. *10 min*
Objectives: to develop writing skills;

to give pupils an opportunity of reaching consensus while working as a group

STEP 1: Make groups of 4/5.

STEP 2: Ask the pupils to discuss the questions they have written individually in Activity 2, choose the best ones from among them and write the group's list of 10 questions for the quiz. From the pupils' questions the ones approved by the whole group and that suit everybody should be added to the list. Simple voting can do this.

Monitor the pupils' work. Check if the questions are correct.

Activity 3b Work in groups. Play "Geographical Quiz". *15 min*
Objectives: to have fun;
to practise questions on geography

The pupils work in the same groups. Group 1 asks questions from Group 2. Each correct answer costs 2 points: one for grammar and one for knowledge. If Group 2 does not give the correct answer, Group 1 asks the same question from Group 3. In this case Group 3 gets 2 points for the correct answer. Then Group 2 asks questions from Group 3. If there are only three groups, Group 3 asks questions from Group 1.

The group with the most points is the winner.

Homework *2 min*

1) Ask the pupils to look at the homework on Page 108. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

2) Ask the pupils to do the quiz "I can …" at home.

3) Ask the pupils to prepare Portfolio entry on Unit 10.

4) Ask the pupils to get prepared for Test 3. Explain that they will do it after Portfolio lesson.

TEST 3

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

Canberra, Murray River, Pacific Ocean,
Perth, Australia, island

Miss Jones: Good morning class.

Class: Good morning Miss Jones.

Miss Jones: What country are we talking about?

Pupil 1: Australia, Miss.

Miss Jones: Yes, that's right. Now, let's talk about 1) **e.g.** *Australia*. Yes, Kate?

Pupil 2: Australia is an 2) … and a country. The Indian Ocean is to the south and to the west. And the 3) … is to the north and east.

Miss Jones: Yes. Well done. Now who can tell me where the 4) … is?

Pupil 3: In the south-east.

Miss Jones: Yes. And who can tell me … Where are the Australian Alps?

Class: In the east.
Miss Jones: Do you agree, class?
Class: No.
Miss Jones: Where are they?
Class: In the south, Miss.
Miss Jones: Right. And what about the cities of Australia? Where is 5) … ?
Pupil 4: In the south-west.
Miss Jones: Yes. And what about the capital … 6) …. Who knows? Hands up please. Yes, Jane.
Pupil 5: It's in the south-east, Miss Jones.
Miss Jones: Well done class.

DVD script and answer key:
Miss Jones: Good morning class.
Class: Good morning Miss Jones.
Miss Jones: What country are we talking about?
Pupil 1: Australia, Miss.
Miss Jones: Yes, that's right. Now, let's talk about 1) **e.g.** *Australia*. Yes, Kate?
Pupil 2: Australia is an 2) *island* and a country. The Indian Ocean is to the south and to the west. And the 3) *Pacific Ocean* is to the north and east.
Miss Jones: Yes. Well done. Now who can tell me where the 4) *Murray River* is?
Pupil 3: In the south-east.
Miss Jones: Yes. And who can tell me … Where are the Australian Alps?
Class: In the east.
Miss Jones: Do you agree, class?
Class: No.
Miss Jones: Where are they?
Class: In the south, Miss.
Miss Jones: Right. And what about the cities of Australia? Where is 5) *Perth*?
Pupil 4: In the south-west.
Miss Jones: Yes. And what about the capital … 6) *Canberra*. Who knows? Hands up please. Yes, Jane.
Pupil 5: It's in the south-east, Miss Jones.
Miss Jones: Well done class.

2 Put the words in order. *(5x2=10)*
1) is in/the/Perth/south-west/Australia/of/.
2) in/There/high mountains/are/Uzbekistan/.
3) The area/than/of Uzbekistan/is/bigger/the UK/.
4) The/famous/most/river/the UK/is/in/the Thames/.
5) New Zealand/In/you/meet/can/Maori people/.
Answer key:

1) Perth is in the south-west of Australia.
2) There are high mountains in Uzbekistan.
3) The area of Uzbekistan is bigger than the UK.
4) The most famous river in the UK is the Thames.
5) In New Zealand you can meet Maori people.

3 Read and complete the sentences. *(5x2=10)*

people, tickets, France, money, island, England

Great Britain is an 1) **e.g.** *island*. But now you can travel from France to 2) ... by train. In May 1994 3) ... opened a railway tunnel *(temiryo'l tunneli / железнодорожный туннель)* under the sea. The tunnel is 53 kilometres long. There is a train every half an hour. You can now get from 4) ... to England in 45 minutes. It was difficult to build the road. The road cost a lot of 5) ... . It took 9 years to build it. The 6)... are expensive, but if you travel very early in the morning, it is less expensive.

Answer key: 1) island; 2) England; 3) people; 4) France; 5) money; 6) tickets

4 Look at the table. Choose the correct answer. *(5x2=10)*

	Uzbekistan	the UK
population	32,500,000	65,200,000
area	447,400 sq km	244,880 sq km
river	the Amu Darya – 1,500 km	the Severn – 354 km
mountains	Khazret Sultan – 4,643 m	Ben Nevis – 1,344 m
capital	Tashkent – 2,500,000 people.	London – 8,800,000 people

1) The population in the UK is smaller/bigger than in Uzbekistan.
2) The area of Uzbekistan is smaller/bigger than in the UK.
3) The Severn River is longer/shorter than the Amu Darya.
4) Khazret Sultan is higher/shorter than Ben Nevis.
5) The population in Tashkent is bigger/smaller than in London.
Answer key: 1) bigger; 2) bigger; 3) shorter; 4) higher; 5) smaller

5 Complete the sentences. *(5x2=10)*

centre, island, capital, fishing, city

1) Australia is an ... and a country.
2) Lake Taupo is a good place for ... and having a rest.
3) Wellington is the ... of New Zealand.
4) Perth is a big ... in Australia.
5) Uzbekistan is in the ... of Central Asia.
Answer key: 1) island; 2) fishing; 3) capital; 4) city; 5) centre

Total: 50 points

Unit 11 Nature and climate
Lesson 1 Climate of the world

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the climates in different parts of the world; - to learn about the animals that live in different climates. *Developing:* - to enable pupils to talk about climates; - to enable pupils to talk about the animals that live in different climates; - to practise reading to reinforce general knowledge. *Socio-cultural:* - to raise awareness of the climates and animals in different parts of the world.	At the end of the lesson pupils will be able to: - talk about the climates in different parts of the world and the place where they live; - talk about the animals that live in different climates; - read to reinforce general knowledge.	the Equator, the Arctic Circle, the Antarctic Circle, tundra, climate, hot and wet, hot and dry, record	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:
Nature (Tune of "Baa baa black sheep")
Mother Earth, mother Earth.
It's the greatest place.
You are a home planet
For you and me.

People and plants,
Trees and animals.
We must live together
On the planet Earth.

Activity 2a Answer the questions. *2 min*
Objective: to introduce the topic

To answer the question the pupils can use their mother tongue.

Activity 2b Read and check. *3 min*
Objective: to practise reading to reinforce general knowledge

The pupils read the text silently in order to check if they gave the right answer to the question in Activity 2a.

Activity 2c Answer the question. *3 min*
Objective: to practise talking about the climate of the place where pupils live

Work with the whole class. The pupils talk about the climate of the place where they live using the words they know from previous classes and following the example.

Activity 3a Write the meaning of the words. Check in the Wordlist. *5 min*
Objective: to practise working with the Wordlist

STEP 1: The pupils can first try and guess the meaning of the new words.

STEP 2: Then they can check their answers in the Wordlist.

Activity 3b Look, listen and repeat. *5 min*
Objective: to establish the connection between the spelling and the sound

STEP 1: Play the DVD. The pupils listen to the words in Activity 3a and repeat in chorus.

STEP 2: You may want to play the DVD a second time for the pupils to repeat in rows and/or individually.

DVD script:
the Equator, the Arctic Circle, the Antarctic Circle, tundra, climate, hot and wet, hot and dry, warm, cold

Activity 4 Match the animals and climates. *5 min*
Objective: to reinforce the vocabulary for animals and climate

The pupils do the matching in their exercise books.

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

Activity 5 Chain Drill. *5 min*
Objective: to practise talking about places where animals live

This is an ordinary Chain Drill activity in which the pupils can talk both about the animals in the picture and about any other animals if they know where they live.

Activity 6a Look, listen and point. *5 min*
Objective: to practise talking about climates in different parts of the world

STEP 1: The pupils look at the map in Activity 2a. You say, for example, "Brazil". All the pupils must point to it on the map and one pupil should say, "Hot and wet".

STEP 2: You can name two more things and then the pupils can continue working in groups. They should take turns to name places on the map for the rest to point and say what the climate is.

Activity 6b Answer the question. *5 min*
Objective: to give further practice in talking about climates

The pupils look at the map in Activity 2a and answer the question.

Note: If your class is not strong enough, you can leave Activities 6a and 6b as optional.

Optional Activity 7 Chain Drill.
Objective: to reinforce the vocabulary related to climate

This is an ordinary Chain Drill activity in which the pupils practise the vocabulary for climate.

Optional Activity 8 Work in pairs. Ask and answer.
Objective: to give less-controlled practice in talking about climates in different parts of the world

In pairs the pupils talk about climates in different parts of the world. Walk around, listen in and give help if necessary.

Homework *2 min*

Ask the pupils to look at the homework on Page 109. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 2 What's the climate like?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn more about climate of Uzbekistan and other countries; - to learn how to interpret diagrams and graphs; - to learn how to use English-English dictionaries. *Developing:* - to enable pupils to talk about the climate of Uzbekistan and other countries; - to enable pupils to read and interpret diagrams and graphs; - to acquaint pupils with an entry in an English-English dictionary; - to practise listening for the main ideas. *Socio-cultural:* - to raise awareness of the climate of Uzbekistan and other countries.	At the end of the lesson pupils will be able to: - talk about the climate of Uzbekistan and other countries; - read and interpret diagrams and graphs; - read an entry in an English-English dictionary; - listen for the main ideas.	rainfall, average, waste, recycle, litre(s), wait, reduce	Pupil's Book; the DVD

Activity 1 Listen and sing. *7 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 2 Look at graph A. Answer the questions. *5 min*
Objective: to practise talking about the climate of Uzbekistan

The pupils will be able to answer the first question without looking at graph A, but they will certainly need it to answer the second and the third question.

Answer key:

2) The longest season is summer, the shortest one is winter.

3) The summers begin on April 17, the winter on December 27.

Activity 3 Listen and guess the climate. *3 min*

Objective: to practise listening for the main ideas

The pupils listen to the text and guess the climate.

Answer key: *tundra*

DVD script:

The climate's very cold in winter and warm in summer. In winter the animals and birds are white. In summer they change their colour to brown and grey. The winter's very long (8-9 months). In winter we can't see any plants. There's a short summer (about 3 months). It's very beautiful. There're a lot of flowers and grass. There're no trees.

Activity 4a Look at graph B. Listen and repeat. *5 min*

Objectives: to present and practise the new words;
to practise interpreting the graph

STEP 1: Establish the meaning of the words. The pupils repeat after you in chorus, rows and individually.

STEP 2: Ask them to look at graph B and answer your questions: *Which month is the hottest? Which month has the greatest rainfall?*

Note: On the top of the graph the pupils find the letters which stand for the months, the numbers on the left mean the temperature, and the numbers on the right mean the average rainfall. So the pupils can see that the hottest month is July and the greatest rainfall is in March.

Activity 4b Read the dictionary page. Say what information you can get from the dictionary. *3 min*

Objective: to acquaint pupils with an entry in an English-English dictionary

Tell the pupils that this is a part of the page from an English-English dictionary in which they will not find translation into other languages. Ask them to read the page silently and tell you what information they can find there. If the pupils find it difficult to discuss such things in English, they can do this in their mother tongue.

Answer key: Part of speech - noun; explanation; examples

Activity 4c Answer the questions. *5 min*

Objectives: to reinforce the new vocabulary;
to practise talking about the climate of Uzbekistan

The pupils look at graph B in Activity 4a and answer the questions.

Answer key:

1) The average temperature in January is 5 degrees and in July - 35 degrees

2) The average rainfall in January is low and in July it is very low - there is no rain.

Activity 5a Write the climate for each graph. *5 min*
Objective: to give further practice in interpreting graphs

In their exercise books the pupils write about the climate for each graph. Ask them to look at Lesson 1 Activity 2b.

Answer key:

a) hot and wet; b) cold in winter, warm in summer; c) very cold in winter, warm in summer; d) hot and dry

Activity 5b Match the graphs and countries. *5 min*
Objective: to give further practise in interpreting graphs using their knowledge about climate from other units

The pupils continue working in their exercise books. They match the graphs and countries.

Answer key: a – Indonesia; b – Great Britain; c – Russia; d – Turkmenistan

Activity 5c Add and write more countries for each climate. *5 min*
Objectives: to reinforce general knowledge;
to give pupils practice in writing

Ask the pupils to read an example first. Then they should write in their exercise books.

Possible answer key:

hot and wet – Malaysia, Brazil, Australia, New Zealand

hot and dry – Turkmenistan, Uzbekistan, Kazakhstan, Kyrgyzstan, Tajikistan

cold – Canada, some parts of the USA

warm – Great Britain, France, Germany, Poland

tundra – a part of Canada, a part of Russia

Note: If the pupils cannot finish writing in class, ask them to finish it at home.

Optional Activity 6 Work in groups. Choose a country. Talk about it. Use the questions.
Objective: to give less-controlled practice in talking about countries and climates

In groups the pupils choose a country, read and discuss the questions.

Homework *2 min*

Ask the pupils to look at the homework on Page 109. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 3 Save water!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the water problem in Uzbekistan and ways to save water. *Developing:* - to enable pupils to work on information in tables; - to enable pupils to write instructions to save water; - to enable pupils to read for specific and detailed information; - to enable pupils talk about the water problem in Uzbekistan and ways to save water. *Socio-cultural:* - to raise awareness of the Aral Sea and water problem in Uzbekistan.	At the end of the lesson pupils will be able to: - work on information in tables; - read for specific and detailed information; - talk about the water problem in Uzbekistan and ways to save water; - write instructions to save water.	*Recycling the previously learnt vocabulary* New: recycle reduce washing up wait *salty	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 Look at the maps and answer the questions. *5 min*
Objectives: to introduce the topic;
to practise talking about the water problem in Uzbekistan

STEP 1: Work with the whole class. Ask: *"What places have water problems?"* The pupils can name any place they know. It may be even the district of the town or city where they live, or their village.

STEP 2: The pupils look at the maps of the Aral Sea in different years. Ask them to read the questions and answer them.

Answer key: 1) It was bigger. 2) It goes to the fields. 3) It went to the sea. 4) Because the water of the rivers doesn't go into it. 5) No, it can't.

Activity 2b Read and answer the questions. *5 min*
Objectives: to practise reading for detailed information;
to practise talking about ways to save water

The pupils read the text silently and then answer the questions. Listen to as many pupils as are willing to answer.

Activity 3 Read and complete the table. *7 min*
Objectives: to practise reading for detailed information;
to practise completing tables

STEP 1: The pupils read the text silently.

STEP 2: Then they copy the table on Page 109 into their exercise books and complete it.

Activity 4a Copy and complete the table. Answer the questions *8 min*
Objective: to practise work with the table

STEP 1: Ask the pupils to copy the table from the textbook on Page 68.

STEP 2: Ask the pupils to read the questions and complete the table about themselves.

STEP 3: Ask the pupils to answer the questions looking at the tables they have completed for themselves.

Activity 4b Work in pairs. Write instructions. *8 min*
Objective: to practise writing instructions

STEP 1: Ask the pupils to read the examples first.

STEP 2: Then in pairs they discuss and write instructions to save water.

Homework *2 min*

Ask the pupils to look at the homework on Page 109. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 4 Save energy!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn the concept of global warming; - to learn how to interpret pie charts. *Developing:* - to enable pupils to talk about global warming, energy problems and how to save energy; - to enable pupils to work cooperatively and creatively; - to practise reading for the main ideas; - to develop listening for specific information. *Socio-cultural:* - to raise awareness of the concept of global warming; - to raise awareness of the ways to save water.	At the end of the lesson pupils will be able to: - interpret pie charts; - infer the meaning of the new words from context; - read for the main ideas; - talk about energy problems and how to save energy.	*Recycling the previously learnt vocabulary* New: global warming, electricity, gas seconds	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 2 Play "Favourite Drinks". *5 min*
Objectives: to get pupils warmed up;
to revise the vocabulary for drinks

STEP 1: The pupils should describe their favourite drinks for others to guess.

For example:

Pupil A: *My favourite drink's good for health. It's bright yellow. I like it when it's cold.*

Pupil B: *Is it apple juice?*

Pupil A: *No.*

Pupil C: *Is it orange juice?*

Pupil A: *Yes, it is.*

STEP 2: After you have played the game with the whole class, the pupils can play it in groups.

Activity 3 Look and answer. *5 min*
Objective: to practise interpreting pie charts

STEP 1: The pupils look at the chart with the names of the drinks the Abdullaevs have. They can see that the largest section is taken by **Tea,** so it is the Abdullaevs' favourite drink.

STEP 2: The pupils can answer these questions working in pairs.

Activity 4 Listen and answer the question. *5 min*
Objective: to practise listening for specific information

STEP 1: Remind what the word *"beans"* means and explain that *"Fair Trade"* is the name of a company.

STEP 2: Ask the pupils to listen and answer the question. Play the DVD. If your class is not strong enough, you can let them listen again.

Answer key: *Coca Cola, hot chocolate, tea with milk*

DVD script:

Lucy: Hello, Ann. I want to ask you what you drink.

Ann: My favourite drink's Coca Cola but I really like hot chocolate too. My mum says hot chocolate's good in winter time.

Lucy: Thanks. Hello, Sally. Can I ask you about your favourite drinks?

Sally: Sometimes I drink Coca Cola. But my favourite's tea with milk. I drink ten cups a day — two cups at 7.30, two cups at 10.30, at 12.30, at 4.00 and at 6.00. My mum says I look like a cup of tea!

Lucy: Thanks, Sally. Now you, Andrew.

Andrew: I don't like tea or coffee. I usually drink water. In the evening I have hot chocolate. My mother says we must use Fair Trade chocolate. The Fair Trade company gives farmers fair* money for their cocoa beans.

Activity 5a Read and guess the new words. What helped you to guess the new words? *5 min*
Objective: to practise inferring the meaning of the new words from context

The pupils guess the meaning of the new words. Hopefully, it will be easy for them to guess as these words are similar in many languages.

Activity 5b Read and answer. *7 min*
Objectives: to practise reading for the main ideas;
to enable pupils to talk about energy problems and how to save energy

The pupils read the text silently and answer the questions.

Activity 5c Look, read and match. *6 min*
Objective: to raise awareness of the ways to save water

The pupils do the matching in their exercise books. Tell them that more than one answer can be right.

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

Optional Activity 6a Work in groups. Talk about how we can save energy and water at school and at home. Draw a picture. Give a short slogan.
Objectives: to give further practice in talking about the energy problem;
to offer an opportunity to work cooperatively and creatively

In groups the pupils draw a picture with a slogan like in the example. Set time limit to complete this work.

Optional Activity 6b Report to the class.
Objective: to give further practice in talking about the energy problem

Groups display their pictures and in turns tell the rest of the class how they can save energy and water at home/school.

Homework *2 min*

Ask the pupils to look at the homework on Page 109. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 5 Save our rain forests!

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the concept of recycling; - to learn about rain forests. *Developing:* - to enable pupils to talk and write about rain forests; - to enable pupils to read for gist; - to enable pupils to work cooperatively and creatively. *Socio-cultural:* - to raise awareness of environmental issues and the concept of recycling.	At the end of the lesson pupils will be able to: - talk and write about rain forests; - read for gist; - understand the concept of recycling.	*Recycling the previously learnt vocabulary* New: rain forest, destroy, oxygen, cut down	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 2 Look, read and answer. *7 min*
Objective: to practise talking about rain forests

STEP 1: Ask the pupils to read the first two sentences. You may want to add more information to them, for example, you can say that in rain forests trees grow thickly together.

STEP 2: Then the pupils read and answer the questions.

Activity 3a Work in groups. Read and give a title to the text. *5 min*
Objective: to practise reading for gist

STEP 1: The pupils read the text silently and in groups think about a title.

STEP 2: When they are ready, ask them to tell you their titles. You can write them on the blackboard.

STEP 3: Then the pupils can choose the best title from the list.

Activity 3b Work in pairs. How can we help rain forests? *7 min*
Objective: to give further practice in talking about rain forests

Working in the same groups the pupils answer the questions. Draw their attention to the phrases in the cloud. They can be very helpful in the discussion.

Activity 4 Look and answer. *4 min*
Objective: to introduce the concept of recycling

STEP 1: The pupils look at the pictures and answer the questions.

Answer key:

1 – The first picture means 'to recycle', the second one – 'Keep your country clean'.

2 – We can recycle all the things in the pictures, even bread, because we can use stale bread to make other food.

STEP 2: You can discuss this issue with the pupils in their mother tongue, but do not get carried away as you have one more activity to do.

Activity 5 Work in groups. Complete the poster. *10 min*
Objectives: to give less-controlled practice in writing about rain forests; to offer an opportunity to work cooperatively and creatively

In groups the pupils should complete posters working in their exercise books.

Homework *2 min*

Ask the pupils to look at the homework on Page 109. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about the things that can be reused and recycled. *Developing:* - to provide an opportunity for pupils to work creatively and cooperatively; - to enable pupils to recognise words with the prefix '*re-*'; - to enable pupils to talk about saving water, electricity, etc. - to develop writing and reading skills. *Socio-cultural:* - to raise awareness of the importance of reusing and recycling things.	At the end of the lesson pupils will be able to: - recognise words with the prefix '*re-*'; - talk about saving water, electricity, etc.; - understand the importance of reusing and recycling things; - check self-development.	*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 Answer the question. *6 min*
Objectives: to raise awareness of the importance of reusing things;
to teach pupils to recognise words with the prefix '*re-*'

STEP 1 (question 1): Make sure the pupils understand what '*reuse*' means. Work with the whole class. Write the words the pupils say on the blackboard.

Possible ideas are: *paper (clean sides of sheets of paper), glass bottles, plastic bags, clothes (parents' or elder children's clothes can be made into things for small children).*

Tell children that it is not good to reuse plastic bottles because this is not good for our health. It is better to recycle plastic bottles.

STEP 2 (question 2): The pupils do this activity in their exercise books using the words in the cloud.

Answer key: *In the words 'rewrite', 'reuse', 'resell', 'refill', redo', 'recycle'.*

Activity 2b Look and say what we can reduce, recycle, reuse and turn off. *5 min*
Objective: to practise talking about saving water, electricity, etc.

The pupils look at the picture and say sentences according to the model.

Answer key:

We can save water if we turn it off. We can save gas if we boil a little water. We can save energy if-we reuse glass bottles. We can save energy if we recycle plastic bottles. We can save trees if we recycle newspapers and cardboard. We can save energy if we reuse plastic bags. We can save electricity if we turn the TV off when we are not watching it.

Activity 2c Say True or False. *5 min*
Objective: to practise reading for detail

Ask the pupils to read sentences one by one and say whether they are true or false.

Answer key:

1) We save water when we have a bath. *False.*
2) We waste water when we brush our teeth and the water is running. *True.*
3) We waste energy when we put more water in the kettle than we want. *True.*
4) Uzbekistan has hot and wet climate. *False.*
5) Trees give oxygen to people and animals. *True.*

Activity 2d Do the quiz. *7 min*
Objectives: to practise reading for detail;
to check pupils' general knowledge

It is up to you to decide whether the pupils will do this activity individually or in pairs.

Answer key: 1, 4 — The answers may vary. 2 — Rabbits. 3 — Warm. 5 — Tea.

Activity 2e Work in groups of 4. Write 10 sentences for your group quiz. *10 min*
Objectives: to revise the material studied in Units 9 – 11;
to develop writing skills

Tell the pupils that they can use the material of Units 9 – 11 to write ten sentences for their quiz. Walk around, giving help with grammar and vocabulary. It would be good to do these quizzes in one of the future lessons or in extra-curricular work.

Homework *2 min*

1) Ask the pupils to prepare Portfolio entry on Unit 11.
2) Ask the pupils to get prepared for Progress Check 8. Explain that they will do it after Portfolio lesson.

PROGRESS CHECK 8

1 Listen and complete the table. *(3x3=9)*

name	favourite drink
Ann	
Sally	
Andrew	

DVD script:

Lucy: Hello, Ann. I want to ask you what you drink.

Ann: My favourite drink's Coca Cola but I really like hot chocolate too. My Mum says hot chocolate's good in winter time.

Lucy: Thanks. Hello, Sally. Can I ask you about your favourite drinks?

Sally: Sometimes I drink Coca Cola. But my favourite's tea with milk. I drink ten cups a day – two cups at 7.30, two cups at 10.30, at 12.30, at 4.00 and at 6.00. My Mum says I look like a cup of tea!

Lucy: Thanks Sally. Now you, Andrew.

Andrew: I don't like tea or coffee. I usually drink water. In the evening I have hot chocolate. My mother says we must use Fair Trade chocolate. The Fair Trade company gives farmers fair money for their cocoa beans.

Answer key:

name	favourite drink
Ann	Coca Cola
Sally	tea with milk
Andrew	water

2a Read and put in order. e.g. 1d *(3x3=9)*

Bats in Australia

a) People are trying to learn more about their life. They catch them and put small pieces of metal on their legs.

b) Some bats travel over one hundred and fifty kilometers from the places where people catch them. How do you catch them? Easily – just take them from the caves where they are sleeping.

c) On the metal pieces people write the date and place. Then they wait for these bats in other parts of Australia.

d) Australia has about forty kinds of bats. They are the world's greatest killers of mosquitoes.

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

2b Read again and write T for True, F for False or DK for Don't know. *(4x2=8)*

1) Bats in Australia can kill a lot of mosquitoes. **e.g.** *1T*

2) People catch bats because they want to learn more about them.

3) Bats usually fly to warmer parts of the country.

4) Bats cannot fly to other parts of Australia after people put metal pieces on their legs.

5) It is a difficult job to catch bats.

Answer key: *1T; 2T; 3F; 4DK; 5F*

3 Read and underline the right word. *(6x2=12)*

The great Asian (1) … Kyzyl-Kum is very big – about 400,000 (2) … kilometres. When you look at the (3) … you can see that the Syr Darya (4) … is to the (5) … of it and the Amu Darya is to the south west. The (6) … problem in the Kyzyl-Kum is water. One of the interesting places here is the Kyzyl-Kum National Park. It is (7) … for different kinds of birds and gazelles.

1:	a) river	b) desert	c) country
2:	a) square	b) long	c) big
3:	a) map	b) book	c) capital
4:	a) sea	b) river	c) mountain
5:	a) left	b) area	c) north
6:	a) easiest	b) nicest	c) biggest
7:	a) continent	b) difficult	c) famous

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

4 Put the words in the correct order. *(6x2=12)*

e.g. *There are a lot of flowers and grass.*

1) a lot of/There/flowers/and grass/are/.
2) is/The climate/very/in winter/cold/.
3) In winter/are/and birds/white/the animals/.
4) change/they/their colour/In summer/to brown/and grey/.
5) recycle/People/paper/should/.
6) When/make/tea/we/we/energy/use/.
7) comes/Global warming/energy/from/we use/.

Answer key:

1) There are a lot of flowers and grass.
2) The climate is very cold in winter.
3) In winter the animals and birds are white.
4) In summer they change their colour to brown and grey.
5) People should recycle paper.
6) When we make tea, we use energy.
7) Global warming comes from energy we use.

Total: 50 points

Unit 12 The world of fairy tales
Lesson 1 What were you doing?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn how to make the "-ing" form of verbs; - to learn about the Past Continuous Tense. *Developing:* - to enable pupils to talk about stories; - to enable pupils to make sentences in the Past Continuous Tense; - to practise reading for gist and for detailed information.	At the end of the lesson pupils will be able to: - make the "-ing" form of verbs; - make sentences in the Past Continuous Tense; - read for gist and for detailed information.	to sweep, a vacuum cleaner, to dust	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 world of fairy tales (Tune of "The farmer of a dale")

The world of fairy tales.
The world of fairy tales.
Hi-ho, the derry-o
My sister likes to read.

My sister likes to read.
My sister likes to read.
Hi-ho, the derry-o
My brother likes to read.

My brother likes to read.
My brother likes to read.
Hi-ho, the derry-o
All children like to read.

Activity 2 Work in pairs. Look and match. *5 min*
Objectives: to help establish the meaning of words;
to practise the pronunciation of words

STEP 1: In pairs the pupils look at the pictures and match them and the words in their exercise books.

STEP 2: Say the words one by one. The pupils should repeat in chorus, then in rows and/or individually.

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

Activity 3 Work in pairs. Write the verbs. *5 min*
Objective: to revise the "-ing" form of verbs

STEP 1: Ask the pupils to look at the way the "-ing" form of the verb is formed. Let them tell you what they notice in the verb ***(answer:*** *the silent 'e' at the end of the verb is omitted when 'ing' is added to it).*

Note: Look at the grammar information about Gerund on Page 123 in Pupil's book for the rules of adding '-ing' to verbs.

STEP 2: Then the pupils should copy and write the "-ing" form of the six verbs in their exercise books.

Answer key: *take – taking / sweep – sweeping / work – working / dust – dusting / clean – cleaning / do – doing / work – working*

Activity 4a Read Aziz's story and answer the question. *7 min*
Objectives: to present the new structure (Past Continuous Tense);
to practise reading for gist

STEP 1: The pupils read the text silently.

STEP 2: When they finish, ask them to answer the question. The answer may be: *"The children were busy because their rooms were untidy,*

and they were tidying them up". You can accept any answers with correct information, even if there are mistakes in the language. The pupils may also want to add what each of the children was doing.

STEP 2: Ask the pupils:

1) When did the grandfather and grandmother come? *(At 11 o'clock.)*

2) Was the house clean? *(No.)*

3) What were the children doing when the grandparents came?

Write on the board the answers: *Sabina was dusting the room. Madina and Davron were working in the yard. Aziz was cleaning the rug.*

4) Underline *was dusting* – *were working*

Establish that this is the Past Continuous Tense. (Continuous action in the past).

Say that the pupils can find more information about Past Continuous on Page 122.

Activity 4b Work in pairs. Complete the sentences. *7 min*
Objective: to reinforce the Past Continuous Tense

STEP 1: Ask the pupils to open their workbooks to Page 110.

STEP 2: In pairs they write the sentences in the Past Continuous about the children in activity 4a.

STEP 3: Ask one of the pupils to read the first sentence aloud and translate it. Ask the class to compare the original sentence and the translation. Repeat the procedure with the other sentences.

STEP 4: Ask the pupils to write the translations in their exercise books.

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

This is a normal Chain Drill activity. The pupils practise the Past Continuous. Note that the word *you* in the question should be stressed.

Activity 6a Work in pairs. Read and put in order. *6 min*
Objective: to practise reading for detailed information

The pupils should read and put the parts of the story in order. Help them with the new words.

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

Activity 6b Answer the questions. *3 min*
Objective: to practise talking about the story

The pupils read and answer the questions. Hopefully the answer to the second question will be: *"It is better to smile."* You may want to ask them one more question: *"Why is it better to smile?"* A possible answer is: *"Because you can have more friends if you smile."*

Homework *2 min*

Ask the pupils to look at the homework on Page 110. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

Lesson 2 An accident

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn more about the Past Continuous Tense. *Developing:* - to enable pupils to talk about what was happening in the past; - to enable pupils to read for detailed information; - to practise making questions and answering in the Past Continuous Tense.	At the end of the lesson pupils will be able to: - ask questions and answer in the Past Continuous Tense; - talk about what was happening in the past; - read for detailed information.	traffic, get off, get on, accident	Pupil's Book; the DVD

Activity 1 Listen and sing. *9 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. The pupils can check in pairs or go round the class and work with as many pupils as they can.

Activity 2 Chain Drill. *5 min*
Objective: to revise the Past Continuous

This is a normal Chain Drill activity to revise the Past Continuous.

Activity 3 Work in pairs. Find the words in the Wordlist. Write the meaning. *6 min*
Objectives: to practise working with the Wordlist;
to practise the pronunciation of the new words

STEP 1: In pairs the pupils find the translation of the new words in the Wordlist and write the words and translations in their exercise books.

STEP 2: Say the words in turn. The pupils repeat after you in chorus, then in rows and/or individually.

Activity 4a Work in pairs. Look at the picture and answer the question. *3 min*
Objective: to prepare for the next activity

The pupils read and answer the questions. Accept all possible answers.

Activity 4b Look and write four questions. *7 min*
Objective: to consolidate the Past Continuous

STEP 1: Ask the pupils to open their workbooks to Page 110.

STEP 2: Explain to them how to make questions in the Past Continuous Tense using the table as in the example.

STEP 3: After you make sure the pupils understand what to do, you can ask them to write 4 questions.

Activity 4c Work in pairs. Ask and answer. *7 min*
Objective: to practise talking about the picture

STEP 1: Say you will check how well they can remember the picture. Ask them to look at the picture for ten second and then close the picture.

STEP 2: Then ask them to work in pairs and ask and answer as shown in the example. They can use the words in the cloud.

STEP 3: After about 5 minutes say that they can check their answers looking at the picture.

Activity 4d Work in pairs. Read and look at the picture. Find 8 differences. *7 min*
Objective: to practise reading for detailed information

STEP 1: Explain to the pupils that the man saw an accident but he did not remember the things right. Now he is talking to the policeman.

STEP 2: Ask the pupils to read what the man and the policeman are talking about the accident and to look at the picture. Let them find 8 differences between the picture and what the man told the policeman.

Answer key:

people/animals	in the picture:	in the text:
1. A dog	was barking at the cat.	was barking at two boys.
2. The boys	were standing behind a car.	were standing behind a tree.
3. A cat	was sitting in a tree.	was sitting under a tree.
4. The bus driver	was talking to the driver and the boys.	was laughing loudly at the dogs and the boys.
5. A girl A boy	was getting on the bus. was getting off the bus.	was getting off the bus. was getting on the bus.
6. A car	small	big
7. The driver	was a man.	was a woman.
8. The driver	was sitting near her car.	was standing near her car.

Homework *1 min*

Ask the pupils to look at the homework on Page 110. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 3 Do you like fairy tales?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about how to talk and write about fairy tales and characters in them. *Developing:* - to enable pupils to write the verbs in the Past Simple;	At the end of the lesson pupils will be able to: - write the verbs in the Past Simple; - read for gist and listen for specific information;	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD

1	2	3	4
- to enable pupils to read for gist and listen for specific information; - to enable pupils to talk and write about fairy tales and characters in them.	- talk and write about fairy tales and characters in them.		

Activity 1 Listen and sing. *5 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. The pupils can check in pairs or go round the class and work with as many pupils as they can.

Activity 2a Answer the questions. *3 min*
Objectives: to practise talking about fairy tales;
to prepare for the next activity

The pupils read and answer the questions.

Activity 2b Work in pairs. Read and put the verbs in the correct form. *10 min*
Objectives: to practise reading for gist;
to practise Past Simple regular and irregular verbs

STEP 1: Ask the pupils to look at the picture and read the fairy tale.

STEP 2: Then ask them to put the verbs in the correct form of the Past Simple.

Activity 2c Listen and check. Answer the questions. *5 min*
Objectives: to listen for specific information;
to give further practice in talking about the fairy tale

STEP 1: The pupils listen and check their answers in Activity 2b.

STEP 2: Then the pupils read and answer the questions.

DVD script and answer key:

Once upon a time the snake 1) *was* king over all animals.

One day he 2) *was* very hungry, but he 3) *did not want* to eat his usual food. He 4) *decided* that he would like to eat the sweetest meat in the world. So he 5) *told* the mosquito, to bite all the animals and find the most delicious meat.

The mosquito 6) *wanted* to help the king. He 7) *went* to the forest and jungles, and 8) *bit* the bears and the monkeys, the foxes and the tigers. He 9) *went* to the grassland and 10) *tasted* the gazelles and zebras. He tasted the lions and wolves and rabbits. He tasted all the animals, but 11) *could* not find the meat for his king. Then he 12) *saw* a human baby…

(to be continued)

Activity 2d Work in pairs. Complete the sentences. *8 min*
Objective: to practise writing about the fairy tale

The pupils work in pairs. They discuss and continue the sentences according to the information in the text.

Answer key:

1) Fairy tales in English begin with "Once upon a time".
2) The king sent the mosquito to find the most delicious meat.
3) The mosquito wanted to help the king.
4) The mosquito went to the forest, jungles and the grassland.
5) The mosquito tasted the gazelles and zebras, the bears and the monkeys, the foxes and the tigers, the lions and wolves and rabbits.
6) The mosquito could not find the meat for his king.
7) The mosquito saw a human baby.

Activity 3a Work in groups of 4/5. Write five sentences about a character from a popular fairy tale. *6 min*

Objective: to practise writing about fairy tales

STEP 1: Make groups of 4/5 pupils.

STEP 2: Allocate the fairy tales secretly to each group, for example: Goldilocks, Thumbelina, Ugly Duckling, Mowgly and others.

STEP 3: Explain to the pupils that they should write five sentences about the allocated fairy tale. Further explain that they must call the character "Beep" as in the example for the other groups to guess.

Activity 3b Work in groups. Play "Beep". Guess the fairy tale and the character. *6 min*

Objective: to listen for detailed information

Ask the first group to read about their fairy tale. The other groups listen and guess. Then the second group read and so on.

Homework *2 min*

Ask the pupils to look at the homework on Page 110. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 4 Can birds and animals talk?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: to learn about how to talk and write about fairy tales and characters in them. *Developing:* - to enable pupils to talk about stories and personification in them; - to enable pupils to write a story with the help of cues; - to practise reading for specific and detailed information; - to develop listening for specific information.	At the end of the lesson pupils will be able to: - listen for specific information; - read for specific and detailed information; - talk about stories and personification in them; - write a story with the help of cues.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD

Activity 1 Listen and sing. *5 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. The pupils can check in pairs or go round the class and work with as many pupils as they can.

Activity 2a Work in pairs. Listen and match. *6 min*
Objective: to practise listening for detailed information

STEP 1: Ask the pupils to read the parts of sentences to be matched at first.

STEP 2: Play the DVD. The pupils listen to the fairy tale and then match the parts of sentences in pairs.

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

DVD script:

The baby was sleeping under a tree and his mother was cooking food. The mosquito was sitting on the baby's arm. He took a small bite. "How delicious!" cried the mosquito, "this is what the king wants!" And he flew away quickly to take the good news to the snake. He did not see that a swallow was flying after him. After some time the mosquito came to the large tree where the snake was having a rest. "Oh, my King," he said, "I tasted all the animals in the world. I know which is the sweetest meat of all. It's the meat of …" (to be continued)

Activity 2b Work in pairs. Read and check your answers. *8 min*
Objective: to practise reading for specific information

The pupils read the fairy tale and check their answers in Activity 2a.

Activity 2c Work in pairs. Read and say True, False or Don't Know. *8 min*
Objective: to practise reading for detailed information

The pupils read the fairy tale again, then read the sentences and say if they are true, false or if they don't know.

Answer key:

1) The baby and the mother were sleeping under a tree. *False.*
2) The mosquito bit the baby and liked the human meat. *True.*
3) The mosquito flew away quickly to the king with the good news. *True.*
4) A swallow heard the mosquito's words. *Don't know.*
5) The mosquito came to the snake's home in the mountains. *False.*
6) The mosquito did not like the human's meat. *False.*

Activity 2d Work in pairs. Answer the questions. *7 min*
Objective: to practise talking about the story and personification in stories

Work with the whole class. The pupils read and answer the questions.

Activity 3 Work in pairs. Play "A Chain". *9 min*
Objective: to practise writing a story with the help of cues

STEP 1: Make pairs. Ask the pupils to study the example.

STEP 2: Make sure the pupils understand what each of them will write. Explain that they should take a strip of paper and write on it in turns. The first pupil answers the first "*Who*" question writing the answer at the top of the strip. Then s/he folds the strip so that the second pupil does not see what is written. After the second pupil writes the answer, s/he folds the strip too. They continue in this way till the last question is answered, so in the end the story comes as a surprise for both pupils. Tell the pupils that while answering the question "*When*" they should write some time in the past.

STEP 3: Ask the pupils to read their stories.

Homework *2 min*

Ask the pupils to look at the homework on Page 111. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Answer key:

1) Once upon a time the snake was king over all animals.
2) The mosquito wanted to please the king.
3) The mosquito tasted all the animals.
4) The baby was sleeping under a tree.
5) I tasted all the animals in the world.
6) He took a small bite.

Lesson 5 A happy end

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about how to talk and write about fairy tales and characters in them. *Developing:* - to enable pupils to write a fairy tale/story; - to enable pupils to read for gist and read and listen for detailed information; - to enable pupils to talk and write about fairy tales and characters in them.	At the end of the lesson pupils will be able to: - talk about fairy tales and characters; - read for gist and for detailed information; - listen for detailed information; - ready for writing a fairy tale/story next lesson.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD

Activity 1 Listen and sing. *5 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. The pupils can check in pairs or go round the class and work with as many pupils as they can.

Activity 2 Agree or disagree. *5 min*
Objective: to practise talking about fairy tales and characters in them

Ask the pupils to read the statements and say if they agree or disagree and why. The opinions about some statements will most certainly differ. If a pupil expresses some opinion contradicting others, ask her/him to say why s/he thinks so or to give an example of a fairy tale proving her/his point of view.

Activity 3a Listen and answer the question. *6 min*
Objective: to listen for detailed information

The pupils listen to the DVD and answer the question. Explain that 'V is a shape of swallow tale.

DVD script:

Then, the swallow flew down and bit the mosquito's tongue. "... bzzz, bzzz," continued the mosquito because now he could not speak. This made the snake very angry. How did he know the most delicious meat? The mosquito could not say it. The snake wanted to catch the swallow, but the bird was very fast. The snake could only bite a piece out of his tail before he flew away. From that time on the mosquito can only say "bzzz", and the snake and the swallow hate each other. When a swallow flies, we can see the V in his tail made by the snake. And we remember the day when the swallow saved the human baby. When a swallow makes a nest in your home, it is very good for you.

Activity 3b Read and choose the best title for the fairy tale. *9 min*
Objective: to practise reading for gist

The pupils read the story silently and choose the best title. To our mind the best title is "*The Snake and the Swallow*", but if most pupils prefer "*Why the Mosquitoes cannot speak*", ask them why they like it.

Activity 3c Work in pairs. Complete the sentences. *10 min*
Objective: to give pupils practice in writing the continuation of sentences according to the fairy tale

The pupils work in pairs. They discuss and continue the sentences according to the information in the fairy tale.

Answer key:

1) The swallow flew down and bit the mosquito's tongue.
2) The mosquito could not speak.
3) The snake was very angry.
4) The snake wanted to catch the swallow, but the bird was very fast.
5) The snake could only bite a piece out of his tail before he flew away.
6) From that time on the mosquito can only say "bzzz".
7) The snake and the swallow hate each other.
8) The swallow saved the human baby.
9) When a swallow makes a nest in your home, it is very good for you.

Activity 4 Work in pairs. Read and match the texts and the fairy tales. *8 min*

Objective: to practise reading for detailed information

The pupils read the stories silently, and then match the titles and the stories.

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

Homework *2 min*

Ask the pupils to look at the homework on Page 111. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 6 Project

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Developing: - to provide an opportunity for pupils to work creatively and cooperatively; - to develop writing and reading skills; - to encourage pupils to revise the material they have learnt.	At the end of the lesson pupils will be able to: - write and present a fairy tale/story; - check self-development.	*Recycling the previously learnt vocabulary*	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 12 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. Write a fairy tale. *20 min*

Objective: to develop writing skills

Make groups of 3-4. Explain to the pupils that they should write a fairy tale. It can be their own fairy tale or one that everybody knows. If they choose to write a fairy tale of their own, they should think about characters, events and descriptions. Make sure the pupils remember that they have to use all the conventions of story writing. Set a time limit, e.g. 20 minutes. While they are discussing, walk round, listen to their ideas and give help. When they start writing, help with vocabulary and grammar.

Activity 2b Exchange your fairy tales. *15 min*

Objective: to practise reading for pleasure

After groups have finished writing their fairy tales, ask the pupils to exchange them. Each group should read a new fairy tale and think of a title. They should also decide what picture to draw to illustrate this

fairy tale and what caption to write for their picture. Explain to them that the best caption is usually a phrase or a sentence from the text. It would be better if the pupils use separate pieces of paper for titles and pictures with captions. If everything goes right, in the end you will have a nice collection of fairy tales and pictures, which you can bind and make a journal.

Homework *2 min*

1) Ask the pupils to look at the homework on Page 111. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

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

2) 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.

3) Ask the pupils to prepare Portfolio entry on Unit 12.

4) Ask the pupils to get prepared for Progress Check 9. Explain that they will do it after Portfolio lesson.

PROGRESS CHECK 9

1 Read and complete the sentences. e.g. 1 breakfast *(5x2=10)*

untidy, were, grandfather, vacuum cleaner, was, breakfast

Last Sunday we were at home. We got up late and had (1) e.g. *breakfast*. After breakfast we wanted to watch TV. Suddenly our granny phoned. She and (2) … wanted to visit us. We looked around: our rooms were (3) … . We started to tidy up the rooms. Our grandfather and grandmother came at 11 am. We (4) … busy at that time. Sabina (5) … dusting the room. Madina and Davron were working in the yard. I was cleaning the rug with the (6) … . We made tea and asked our grandparents to sit and watch TV.

Answer key: *1 breakfast; 2 grandfather; 3 untidy; 4 were; 5 was; 6 vacuum cleaner*

2 Read and write T for True and F for False. *(5x2=10)*

Last Sunday Heggy and Chamby wanted to go to the Blue Forest. The Blue Forest was near the river. Chamby told Heggy, "There's a hedgehog in the river. He is angry."

Heggy and Chamby took a stone and a stick. In the water they saw two hedgehogs. They had a stone and a long stick too! Heggy and Chamby ran back home. Heggy's mother told them, "Don't take a stone and a stick, but smile at the hedgehogs in the water."

Heggy and Chamby went back to the river, looked at the hedgehogs and smiled at them. They saw that the hedgehogs in the water smiled at them too! Heggy and Chamby were happy.

1) Heggy and Chamby are hedgehogs. e.g. ***T***
2) They lived in the Blue Forest.
3) The other two hedgehogs lived in the river.
4) Chamby was scared.
5) Chamby's mother told them, "Don't take a stone."
6) When Heggy and Chamby smiled, the two hedgehogs in the river smiled too.

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

3 Read and put the sentences in order. e.g. 1c *(5x2=10)*

a) He tasted all the animals, but could not find the meat for his king.
b) He decided that he would like to eat the sweetest meat in the world.
c) Once upon a time the snake was king over all animals.
d) Then he saw a human baby.
e) So he told the mosquito to bite all the animals and find the most delicious meat.
f) One day he was very hungry.

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

4 Put the verbs into past form. *(6x2=12)*

There (1) **e.g.** *was* (be) a girl. She (2) _____ (want) to find her best friend Kai. Her favourite flower (3) _____ (be) a rose. She and Kai (4) _____ (like) roses. An old woman (5) _____ (live) in a garden. She (6) _____ (like) the girl. The old woman (7) _____ (have) a magic wand. In her garden there was always summer.

Answer key: There (1) *was* a girl. She (2) *wanted* to find her best friend Kai. Her favourite flower (3) *was* a rose. She and Kai (4) *liked* roses. An old woman (5) *lived* in a garden. She (6) *liked* the girl. The old woman (7) *had* a magic wand. In her garden there was always summer.

5 Write the sentences in the Past Continuous. *(4x2=8)*

1) Sobir (go to school) on foot. **e.g.** Sobir *was going* to school on foot.
2) The cat (sleep) on the sofa.
3) A dog (run) in the park.
4) Two girls (listen) to music.
5) The boys (wear) white T-shirts.

Answer key:

1) Sobir *was going* to school on foot.
2) The cat *was sleeping* on the sofa.
3) A dog *was running* in the park.
4) Two girls *were listening* to music.
5) The boys *were wearing* white T-shirts.

Total: 50 points

Unit 13 Learning Review
Lesson 1 Do you know?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about greetings in different cultures. *Developing:* - to enable pupils to talk about greetings; - to enable pupils to find words from the wordlist; - to practise reading for detailed information; - to develop listening for specific information and to check predictions. *Socio-cultural:* - to raise pupils' awareness of different cultures.	At the end of the lesson pupils will be able to: - talk about greetings in different cultures; - read for detailed information; - listen for specific information.	*Recycling the previously learnt vocabulary* New: chief, important, kiss, shake, clasp, nod, Maori, Bulgarian, Greek, Eskimo	Pupil's Book; the DVD

Note: If you want, you can choose any song to sing as a warm-up song.

Activity 1 Find the words in the Wordlist. Write the meaning. *5 min*
Objective: to give practice in working with the Wordlist

Tell the pupils to find the meaning of the words in the Wordlist and write them in the exercise books. You may want to organise this activity in the form of a competition. The person who is the first to write all the meanings correctly is the winner.

Activity 2 Answer the question. *3 min*
Objective: to practise talking about Uzbek people

Your pupils are supposed to say that Uzbek people are warm and friendly that they like guests, drink a lot of tea and that their food is very good.

Activity 3a Work in pairs. Answer the questions. *3 min*
Objective: to practise talking about the ways people greet each other in Uzbekistan

STEP 1: In pairs the pupils answer the questions.

STEP 2: After they have finished, it would be interesting if you asked several pupils to tell the whole class how they greet their friends.

Activity 3b Read and say how African people greet each other. *5 min*
Objective: to practise reading for specific information

STEP 1: Let your pupils read the text silently.

STEP 2: Then ask them to say how people in Africa greet each other, or you may ask them to match the photographs and sentences from the text.

Activity 4a Work in pairs. Answer the questions. *5 min*
Objectives: to give further practice in talking about how people greet each other;
to practise making predictions

In pairs the pupils answer the questions. Tell them not to worry if they are not sure about what the correct answer is, as their task is to guess rather than give true sentences.

Activity 4b Listen and check. *5 min*
Objective: to practise listening to check predictions

STEP 1: Play the DVD. The pupils listen and check their predictions.

STEP 2: At the end of the activity you can ask them to tell you how many of their predictions were true.

DVD script:

Announcer: You're listening to Teens' English Radio and it's 10.30. *(Music)* Hello and welcome to today's programme 'Different people, different habits'. On today's programme we talk to young people about meeting and greeting. *(Noise of the two Uzbek boys, and then two Russian boys, greeting each other and shaking hands)*

Announcer: First of all, you, Timur and Ulugbek. What do Uzbek boys do when they meet?

Timur: We shake hands each time we meet.

Announcer: And what about you, Boris and Andrei?

Boris: We shake hands too, like Timur and Ulugbek.

Announcer: And what about in England, David and Victoria?

David: Well, it's different. In England boys don't shake hands when they meet.

Victoria: Yeah, and girls don't shake hands when they meet. Only grown-ups shake hands. And they shake hands when they meet and when they say goodbye. Grown-ups who don't know each other well shake hands. Friends don't shake hands. And it's the same in America.

Announcer: So that's different from Uzbekistan.

Timur: Yes. Men in Uzbekistan shake hands with their friends. But it's different for women. Women kiss each other.

Victoria: Women in England kiss each other if they are relatives or good friends. But if they don't know each other they shake hands.

Announcer: Well, that's all for today. Timur, Ulugbek, Boris, Andrei, David and Victoria – thanks. *(Music)*

Activity 5a Read, copy and complete. *7 min*
Objective: to develop writing skills with the help of a reading activity

STEP 1: The pupils read the text silently.

STEP 2: Then they copy and complete the table in their exercise books. Remind the pupils that they should include the information about greeting only, not about nodding and shaking heads.

Activity 5b Work in groups of three. Play "Guess the People". *10 min*
Objectives: to consolidate the cultural knowledge in the form of a game;
to have fun

STEP 1: Make groups of three.

STEP 2: Explain that two pupils in each group should decide what people they are going to be. Tell them to keep it a secret from the third pupil.

STEP 3: Then they greet each other without saying anything, the third pupil should guess what people they are.

Homework *2 min*

Ask the pupils to look at the homework on Page 112. Check that everybody understands what to do with the 2 tasks. If necessary, explain how to do the homework.

Lesson 2 Mr Whitfield went fishing.

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about hobbies and weekend activities. *Developing:* - to enable pupils to talk about events in the Past Simple; - to enable pupils infer meaning from context; - to practise making a story using pictures and suggested vocabulary.	At the end of the lesson pupils will be able to: - ask questions about hobbies and weekend activities, answer and report in the Past Simple; - talk about events in the Past Simple; - infer meaning from context; - make a story using pictures and suggested vocabulary	*Recycling the previously learnt vocabulary* New: weekend catch	Pupil's Book; the DVD

Note: If you want, you can choose any song to sing as a warm-up song.

Activity 1 Play "My Hobby". *5 min*
Objectives: to get pupils warmed up;
to revise vocabulary related to hobbies

STEP 1: Start the activity with the whole class. Say three key words about your hobby, e.g. poems, birthdays, friends. The pupils should try and guess what your hobby is. The answer here is: '*My hobby's writing poems for my friends on their birthdays*'.

STEP 2: When the procedure is clear, the pupils continue playing the game in groups. They take turns giving key words and guessing each other's hobbies.

Activity 2a Answer the questions about your last weekend. *5 min*
Objectives: to get ready to talk about weekend activities;
to revise Past Simple

Ask the pupils to work individually. Explain that they read the questions and write their answers in their exercise books. Ask them not to write long sentences. They can write a word or a phrase, e.g. in answer to question 3 they can write 'By bus'.

Activity 2b Work in pairs. Ask your friend about his/her last weekend. *5 min*

Objective: to give less-controlled practice in talking about weekend activities

Ask the pupils to work in pairs. Explain that, first, one pupil asks the questions in activity 2a and the other answers, then they swap over.

Activity 2c Report. *5 min*

Objective: to give further practice in talking about weekends

Ask three or four pupils to report to the whole class about their partners' weekends.

Activity 3a Look and make a story. Use the words. *10 min*

Objective: to practise making a story using the pictures and the suggested vocabulary

Work with the whole class. Using the words in the cloud the pupils make a story about Mr Whitfield. You could ask more than one pupil to talk about each picture.

Activity 3b Work in pairs. Answer the questions. *5 min*

Objectives: to practise talking about events in the past;
to practise inferring meaning from context

In pairs the pupils read and answer the questions.

Activity 4 Copy and complete the sentences. *8 min*

Objectives: to revise the vocabulary;
to reinforce the story structure

The pupils copy the sentences and complete them in their exercise books using the words in the cloud.

Remind that every story has basic components: characters, setting, plot, theme, and conflict or problem. These elements answer the basic questions: Who? What? When? Where? Why? and How?

Answer key:

Mr Whitfield decided to go (1) *fishing*. In the morning Mr Whitfield went to the (2) *supermarket* and bought (3) *bread*, *sausages* and (4) *fruit*. Before (5) *fishing* he decided to have (6) *lunch*. After (7) *lunch* he decided to have (8) *a rest*. He didn't catch any (9) *fish* but he had a nice (10) *day*. On the way home he went to the (11) *supermarket* again and bought some (12) *fish*. His children were happy.

Homework *2 min*

Ask the pupils to look at the homework on Page 112. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 3 Do you have a 'bird table'?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about how animals can help people and their role in people's life. *Developing:* - to enable pupils to talk about how animals can help people and their role in people's life and about how people can help animals; - to enable pupils to read for the main ideas. *Socio-cultural:* - to raise pupils' awareness of the role of animals in people's life.	At the end of the lesson pupils will be able to: - talk about how animals can help people and their role in people's life; - read for the main ideas; - talk about how people can help animals.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD

Note: If you want, you can choose any song to sing as a warm-up song.

Activity 1 Look and answer the questions. *5 min*
Objective: to practise talking about how animals can help people

Ask the pupils to look at the picture of the boy and the dolphin. You might want to ask them to tell you how the dolphin is helping the boy. A possible answer is: *The dolphin is helping the boy to swim.* Among other animals that help people pupils can name horses, elephants, donkeys, dogs, etc. They all help people to do different kinds of jobs.

Activity 2a Read and answer the questions. *5 min*
Objective: to practise reading for the main ideas

The pupils read the text silently and answer the questions.

Activity 2b Work in pairs. Answer the questions. *5 min*
Objective: to practise talking about the role of animals in people's life

STEP 1: In pairs the pupils take turns to read the questions and answer them.

STEP 2: When most pupils are ready, discuss the questions and answers with the whole class.

Activity 2c Work in pairs. Answer the question. *8 min*
Objective: to practise talking about the jobs dogs can do

Tell your pupils that the pictures and the words in the cloud can help them to answer the question.

Answer key:

1) Dogs help people who cannot see. 2) Dogs can work with the police. 3) Dogs can save people in water. 4) Dogs can work in a circus. 5) Dogs can find people in the mountains and save them. 6) Dogs can work in space. 7) Dogs can help farmers to look after their sheep. 8) Dogs can find people after earthquakes and save them.

Activity 2d Write five sentences. *10 min*
Objective: to reinforce the vocabulary

The pupils choose and write five sentences about the jobs dogs can do. If your pupils are strong, they can think about some other things and write sentences of their own.

Activity 3 Work in groups. Answer the questions. *10 min*
Objective: to practise talking about how people can help animals

In groups the pupils discuss the two questions. If time allows, you can ask several groups to report.

Homework *2 min*

Ask the pupils to look at the homework on Page 112. Check that everybody understands what to do with the task. If necessary, explain how to do the homework.

Lesson 4 What's the best transport?

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn about different kinds of transport and caravans. *Developing:* - to enable pupils to talk about different kinds of transport; - to enable pupils to use superlatives; - to practise reading for gist; - to develop listening for specific information and checking predictions.	At the end of the lesson pupils will be able to: - talk about different kinds of transport; - read for gist; - use superlatives; - talk about animals people can use for work and transport.	*Recycling the previously learnt vocabulary* New: ship, mile	Pupil's Book; the DVD

Note: If you want, you can choose any song to sing as a warm-up song.

Activity 1 Play "Simon Says". *5 min*
Objectives: to get pupils warmed up;
to revise directions

This is a normal Simon Says game. The only difference is that the pupils play in groups, one against the other.

STEP 1: In groups the pupils discuss the things they would like the other group to do.

STEP 2: When they are ready, a pupil from group A tells group B what to do. Group B do it only if they hear the words 'Simon Says we want Group B to…'. Then it is the turn of a pupil in group B to say what they want group A to do and so on.

Activity 2 Look, listen and match. *5 min*
Objective: to revise the words for transport and their pronunciation

STEP 1: Ask the pupils to match the words and pictures.

STEP 2: After they have finished, say the first word in the list and ask the pupils to repeat it after you all together and in rows. Repeat the procedure for the rest of the words in the list.

Answer key: 1b, 2j, 3a, 4h, 5d, 6c, 7f, 8g, 9e, 10i

Activity 3 Chain Drill. *5 min*
Objectives: to revise superlatives;
to practise the words for transport

In this Chain Drill the pupils practise the superlatives. Tell them they can use the adjectives in the cloud when they talk about the transport in activity 2. The pupils' answers will depend on what they think about particular kinds of transport, e.g. some may say '*Boats are the slowest transport*', while others may think that bicycles are the slowest.

Activity 4a Make a diagram. *8 min*
Objective: to reinforce the vocabulary related to transport

The pupils should draw a linear diagram, marking kinds of transport starting from the slowest to the fastest. The suggested answer is:

1 bicycles, 2 boats, 3 trams, 4 buses, 5 trains, 6 ships, 7 cars, 8 metro, 9 helicopters, 10 planes

It is obvious that the pupils will have different opinions about which kind of transport is faster and which is slower than others, but the order in the diagram really does not matter much, as the objective is not to create a perfect diagram but to practise superlatives.

Activity 4b Work in groups of 4/5. Answer the question. *5 min*
Objective: to practise talking about different kinds of transport using the superlatives

In groups of four or five the pupils talk about which transport they think is the best. Ask them to use the example and the adjectives in the cloud.

Activity 5a Look at the picture and answer the questions. *5 min*
Objectives: to practise talking about caravans;
to prepare for the next activity

Ask the pupils to look at the picture, read and answer the questions.

Answer key: 2) In eighteen hundred; 4) As the question is rather difficult and the general knowledge of pupils can be different, the answers can be given in pupils' mother tongue.

Activity 5b Read the text and give a title. *5 min*
Objective: to practise reading for gist

STEP 1: The pupils read the text silently and think of a title.

STEP 2: Accept all titles, write them on the blackboard.

STEP 3: Ask the pupils to choose the best title.

Activity 5c Answer the questions. *5 min*
Objective: to give further practice in talking about caravans

Work with the whole class. Listen to as many answers as pupils are willing to give, but make sure you have enough time for the next activity.

Optional Activity 5d Look and answer the questions.
Objective: to practise talking about animals people can use for work and transport

As in the previous activity, listen to as many pupils as time allows. As part of homework ask the pupils to copy the plan in Lesson 5 Activity 2a on Page 82.

Homework *2 min*

Ask the pupils to look at the homework on Page 112. Check that everybody understands what to do with the three tasks. If necessary, explain how to do the homework.

Note: The pupils can read the grammar points about Past Simple on pages 120-122, where they can find information about irregular verbs.

Lesson 5 What's next to ...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Educational: - to learn how to speak about the location of places using the prepositions of place; - to learn to work with maps. *Developing:* - to enable pupils to talk about the location of places using the prepositions of place; - to enable pupils to give reasons; - to practise saying long sentences with attention to the word order.	At the end of the lesson pupils will be able to: - talk about the location of places; - give reasons; - use the prepositions of place; - say longer sentences with correct word order.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD

Note: If you want, you can choose any song to sing as a warm-up song.

Activity 1 Play "I Spy ...". *5 min*
Objectives: to get pupils warmed up;
to revise prepositions of place

Pupil A thinks of an object in the classroom and says its first letter as in the example, in which 's' can stand for 'schoolbag'. The rest should ask questions using the prepositions in the cloud and try to guess the word. The person whose guess is right can be the next to think of a word.

Activity 2a Work in pairs. Copy and complete the plan. *5 min*
Objective: to practise talking about the location of places

STEP 1: Make sure the pupils have copied the plan from the page into their exercise books (it was part of their homework).

STEP 2: In pairs they each look at the plans on Pages 71 and 82, and ask and answer questions as in the example and complete their maps. They should use the prepositions of place in the cloud.

Activity 2b Look and find what places you can add. *5 min*
Objectives: to revise the names of places;
to prepare for the next activity

Ask the pupils to look at their completed plans and think about the places that are not on the plan but could be there, e.g. a school. You could write the places they suggest on the blackboard.

Activity 2c Work in groups. Add to the map. *5 min*
Objective: to practise giving reasons

The pupils work in groups. Ask them to read the words in the speech bubbles first. This will help them to carry on a discussion, at the end of which they should be able to add one more place to the plan, say where they would like to have it and explain why they think it is a good location. The pupils can choose from the list on the blackboard.

Activity 2d Present your group plan. *5 min*
Objective: to give further practice in talking about the location of places

Each group reports to the whole class using the example in the book.

Activity 2e Choose and make your class plan. *8 min*
Objective: to give the pupils an opportunity of reaching consensus while working as a class

From the groups' suggestions the ones approved by the whole class should be added to the plan. Simple voting can do this. From 4-5 suggestions the pupils should choose 1-2 which suit everybody.

Activity 3 Play the "Longest Sentence". *10 min*
Objective: to practise sentence building with attention to the word order

A pupil says a sentence. The second pupil should make it longer by adding a word. The third pupil adds another word and so on. Make sure the pupils observe the word order and do not say sentences which have no meaning.

Homework *2 min*

Ask the pupils to look at the homework on Page 112. Check that everybody understands what to do with the two tasks. If necessary, explain how to do the homework.

Lesson 6 I can... I know...

Aims	Learning outcomes	Vocabulary and structure	Required equipment
Developing: - to enable pupils to check self-development; - to encourage pupils to revise the material they have learnt	At the end of the lesson pupils will be able to check self-development.	*Recycling the previously learnt vocabulary*	Pupil's Book; the DVD

Note: If you want, you can choose any song to sing as a warm-up song.

Activity 1 Do the quiz. What can you do in English? How much do you know? Write correct sentences. *23 min*

Objective: to revise the material studied in Units 1-13

The pupils work in pairs. They discuss the answers and write them in their exercise books. Go round and check what the pupils have written, and help if necessary.

Activity 2 Count how many things you can do. Compare with others in the class. How did you do? *20 min*

Objectives: to let pupils see how much they can do in English;
to encourage them into revising the material they have not learnt properly

Ask the pupils to count any 33 things they can do out of the 37 things. Each thing is worth 3 marks, giving a total of 99 (they can call it 100). Ask the pupils to count how many things each of them can do. They may want to compare their results with some other pupils in the class.

Homework *2 min*

Ask the pupils to get prepared for Test 4.

TEST 4

1 Listen and match the presents and people. e.g. 1d *(5x2=10)*

DVD script:

On Sunday I celebrated my birthday. That was my best birthday! I had a beautiful birthday party in our garden. I usually invite my best friends and relatives for my birthday party. My mother cooked a big tasty cake. I got many boxes with presents. I wanted to know what was in the boxes. It was so interesting to look at all presents. I got a lovely picture from my brother, two interesting books from my aunt and uncle. A CD with songs of my favorite singers was from my father, and a big box of chocolates was from my friend Diana. My grandmother gave me beautiful flowers. And I had a lot of birthday cards from my friends.

We danced, sang songs and played funny games with clowns. I liked my birthday party very much.

1) a lovely picture from	a) my friend Diana.
2) two interesting books from	b) my aunt and uncle.
3) CD with songs from	c) my friends.
4) a big box of chocolates from	d) my brother.
5) beautiful flowers from	e) my grandmother.
6) a lot of birthday cards from	f) my father.

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

2 Look at Lucy's family tree and complete the sentences. *(5x2=10)*

e.g. 1 Thomas is Kate's *husband.*
2 Andrew is Lucy's … .
3 Ann is Daniel's … .
4 Harry is Thomas's … .
5 Lisa is Kate's … .
6 Lucy is Lisa's …

Answer key: *1 husband; 2 uncle; 3 aunt; 4 nephew; 5 niece; 6 cousin*

3 Match the words. e.g. 1d *(5x2=10)*

1) a bottle of	a) sausages
2) a packet of	b) chocolate
3) a box of	c) jam
4) a jar of	d) Coca Cola
5) a bar of	e) sweets
6) a kilo of	f) tea

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

4 Read and choose the correct answer. e.g. 1a *(10x1=10)*

When I was a little boy we lived in a small **1)** … . My school was far from home. I **2)** … there on foot. I was unhappy because I did not have a bike. My friend Sam had a **3)** … and he rode to school. I asked my parents to buy me a bike but my father did not have **4)** … .

One day when I went to **5)** … I saw Sam on the road. He could not move. He had a **6)** … . I took his **7)** … and rode to his home. His parents **8)** … him home. After that Sam's parents **9)** … him a new big bike. It was **10)** … . Sam gave me his old bike. I was happy to **11)** … a bike.

1	a) village	b) home	c) school
2	a) send	b) went	c) drive
3	a) cow	b) toy	c) bike
4	a) money	b) presents	c) cars
5	a) city	b) school	c) visit
6	a) sore leg	b) sore eye	c) runny nose
7	a) ruler	b) bike	c) travel
8	a) have	b) visited	c) took
9	a) bought	b) took	c) buy
10	a) difficult	b) recycled	c) wonderful
11	a) present	b) have	c) buy

Answer key: *1a; 2b; 3c; 4a; 5b; 6a; 7b; 8c; 9a; 10c; 11b*

5 Match the parts. e.g. 1b *(5x2=10)*

1) You should brush	a) 15 litres of water.
2) You wasted	b) your teeth.
3) When you reduce the water,	c) we use energy.
4) People make	d) tea or coffee.
5) When we make tea	e) glass bottles.
6) We should recycle	f) you save the water.

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

Total: 50 points

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