

**Lutfullo Jurayev • Svetlana Khan**

# **Fly High ENGLISH 8**

**Teacher's Book**

**„O‘QITUVCHI“ NASHRIYOT-MATBAA IJODIY UYI  
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O‘qituvchilar uchun mo‘ljallangan mazkur metodik qo‘llanma umumiy o‘rta ta‘lim maktablarining 8- sinflari uchun nashr etilgan „Fly High 8“ nomli ingliz tili darsligi asosida tayyorlangan. Undan darslikning bo‘limlari, mavzulari, darslarning kommunikativ maqsadlari, grammatikasi, lug‘ati haqidagi mundarija, har bir dars va mashqning maqsadlari, o‘qituvchilar uchun til va madaniyatga oid qo‘shimcha ma‘lumotlar, mashqlarning javoblari, CD disk uchun yozuv materiallari, o‘quvchilarni rasmiy baholash uchun qo‘llasa bo‘ladigan uchta namunaviy testlar (javoblari bilan), o‘quvchilarning darslarni qanday o‘zlashtirganliklarini tekshirishga mo‘ljallangan testlar, darslikdagi mashqlarni to‘g‘ri tashkil etish bo‘yicha aniq ko‘rsatmalar, kuchli, shuningdek, o‘zlashtirishi sust bo‘lgan sinflar uchun takliflar o‘rin olgan.

**Davlat budjeti mablag‘lari hisobidan chop etildi.  
Bepul.**

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## Introduction

### 1 About the authors

The team of authors working on the English textbooks consists of : experienced secondary school teachers, teachers from specialised secondary schools, methodologists from the Ministry of Public Education and from In-Service Teacher Training Institutes and experts from University. All of us have been trained to create materials which meet the needs of pupils and teachers in Uzbekistan and conform to the national standards laid down for State secondary schools.

### 2 What does *Fly High 8* consist of?

*Fly High 8* is the fourth book in a series of books for secondary classes of English. It follows on from *Fly High 5-7* which were published in 2000-2014, and which we hope you and your pupils have already used and enjoyed. It provides material for up to 102 hours of study, arranged in a flexible way to cater for faster and slower classes.

### ***Fly High 8* CLASSBOOK**

The book is divided into 10 units which cover Year 8. Each unit is broken down into 6 lessons. Each lesson takes up one page. The content of the lesson is listed in the map of the book unit by unit and lesson by lesson. The lessons progress from simple to more complex.

#### *Project Work*

The sixth lesson in each unit contains project work. Project work was included in *Fly High 5-7* and has proved very successful and popular. It was not used in textbooks in the past. So it might be new for some teachers. It is explained further in the section 'Project Work' below.

#### *New Features: Translation*

*Fly High 8* contains the same kind of activities as previous books in the series. However there is more translation work, a stronger focus on grammar and more extensive writing tasks.

#### *Grammar Reference*

At the back of *Fly High 8* Classbook there is a handy section 'Grammar Reference'. This contains a summary of all the grammar pupils learn during the course. Teachers and pupils can refer to it.

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*Wordlist*

The final part of Fly High Classbook is a 'Wordlist' with the vocabulary used in the book listed in alphabetical order together with parts of speech, transcription and translations into Uzbek and Russian.

*Homework and Extra Grammar Exercises*

After the six lessons in each unit there are Workbook pages. The Workbook pages contain two types of activities: Pronunciation, Grammar and Vocabulary Exercises and Homework. You can find instructions when and where to use these exercises in the notes for each lesson in the Teacher's Book.

*Progress Checks*

This section is given after the 10 units. There is a Progress Check for units 1, 2, 3, 5, 6, 8, 9 (after units 4, 7, 10 there are tests – see below). Progress Checks give pupils an opportunity to check how well they have learned the material in the units. They are an effective way of revising and developing pupils' sense of responsibility for checking themselves.

The Progress Check can be done with Classbooks open during the lesson, or, for slower classes the Progress Check may be divided, with pupils doing one part in class and some more at home, or all of it at home.

**Fly High 8 CD**

The CD contains natural recordings of texts, dialogues, etc. performed by native speakers of various types of English (American, British, etc.) and by good Uzbek speakers of English. It includes all the material needed for the listening activities in the Classbook.

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

The CD is designed both for use during the lesson and for pupils to use at home.

The CD is not copyright so please make copies for your colleagues and/or pupils.

**Fly High 8 TEACHER'S BOOK**

At the beginning of the Teacher's Book you can see the map of the book which lists the contents of each lesson, unit by unit. The Teacher's Book contains:

- a map of the Classbook with information on units, topics, lesson aims, grammar focus, vocabulary, homework and curriculum links
- language and culture notes to assist teachers with explanations, answer keys for the activities
- CD scripts for the CD material
- three sample tests which can be used for official marks
- clear explanations for teachers on how to organise the activities in the Classbook and suggestions for faster/slower classes

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### 3 Tests

We have included some tests for you to use for official marks. We hope that you will also use these as models for your own tests. The tests are based entirely on the material in the *Fly High* units so a pupil who has attended classes and completed all class activities and exercises as well as homework tasks should do well.

The listening exercises contained in the tests are not recorded on the CD. You should read them to your class.

### 4 Frequently used activities in *Fly High 8*

#### Titles of the lessons and units

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

#### Matching activities

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

#### Use of pictures

In *Fly High 8* all pictures serve a language learning function. There are no pictures just for decoration. The pictures must be used actively during the lessons both by teachers and pupils. Misusing or neglecting the pictures will reduce the effectiveness of teaching and learning.

#### Chain Drill

This activity is used less frequently than at lower levels in the series. Chain Drills give every pupil a chance to practise the new language or structure. They can be done very quickly.

They are a whole class activity. The teacher introduces the new material by asking a pupil, for example: '*What did you do **after you had come back** from school yesterday?*'. The teacher helps the pupil to answer: '*Yesterday **after I'd come back** from school, I watched TV*' and ask '*What about you?*'. The teacher answers for him/herself and practices this structure with this pupil again, the

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other pupils watch and listen to him/her. Then the teacher asks the pupils to carry on, like this:

P1: 'Yesterday **after I'd come back** from school, I watched TV' (Turns to the next pupil.) 'What about you?'

P2: 'Yesterday **after I'd come back** from school, I slept' (Turns to the next pupil.) 'What about you?' and so on round the class.

### Study Skills

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

### Information gap

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

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

Pupil A asks questions about missing information, similarities or differences in the pictures, etc. in his part.

Pupil B answers Pupil A's question(s) according to the information in his part. Then Pupil B asks Pupil A questions.

### Remember boxes

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

### Project Work

Project Work is an essential part of this course. It is the final activity in each unit. It is based on all the work covered in the previous five lessons. It gives pupils an opportunity to use what they have learnt in these lessons in an unconscious, freer and more personal way with less control by the teacher. There is a variety of projects in *Fly High 8*. They include making posters and leaflets and giving presentations as well as debates and writing essays. Project Work provides an opportunity for all pupils to work at their own level; strong pupils will produce longer, more complex work as they fulfill the task, weaker

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pupils will produce shorter, simpler work. Project Work gives pupils an opportunity to be proud of their work, their knowledge and their creativity.

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

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

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

## Debates

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

## Pre, while and post reading/listening activities

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

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

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

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

The objective of the three step approach is to make reading/listening manageable and also to help pupils to read in a natural way.

## Reading and Listening text types

The reading and listening texts in *Fly High 8* are real life texts. There is a wide variety of text types: newspaper and magazine articles, advertisements,



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extracts from dictionaries and encyclopedias, labels and packets, letters, radio broadcasts, live interviews, speeches at competitions, etc.

### Integration between skills

In *Fly High 8* the four language skills: listening, speaking, reading, writing are taught in an integrated way. The reason is that there are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. Therefore we have tried to link different skills to each other through various activities such as:

- reading and writing, e.g. reading and filling in the tables, writing summaries, writing an answer to a letter, writing about oneself, note making, writing questions, writing opinions, etc.
- listening and writing, e.g. listening and completing the missing information, completing tables, writing opinions, etc.
- listening and speaking, e.g. listening and answering questions, discussing, etc.

### Pronunciation

The *Fly High* authors believe that at this level it is important to introduce some reading rules and work on stress. The first activity each time is to draw pupils' attention to all the possible spellings of a sound or stress pattern. Then pupils practise reading words they know. Pupils are introduced to phonetic symbols.

The pronunciation work is on the same page as the extra grammar exercises at the end of each unit. Teachers should fit them whenever convenient during the unit.

### Translation

Translation is used to highlight the similarities and differences between Mother Tongue and English. Pupils translate single sentences, structures and short texts into mother tongue. Translation skills will be further developed in book 9.

## 5 The *Fly High* Approach

*Fly High* follows the State Educational Standards and syllabus for foreign languages that were developed and approved by the Scientific Methodical Council on Foreign Languages in February 2013. The syllabus is based on topics which were chosen after consulting pupils and teachers in different parts of Uzbekistan.

*Fly High* aims to help pupils develop the **four Language Skills**: reading, listening, speaking and writing. There is an emphasis on teaching Modern English for Communication so special attention is paid to speaking and listening, which in the past have often been neglected. Of course young learners also need a good foundation in **Vocabulary, Grammar and Pronunciation** so these are

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also developed systematically. The vocabulary in *Fly High* has been chosen and organised according to topics, and grammar is taught as an integral part of communication. Book 8 has a stronger focus on translation. The purpose is to enable pupils to translate from a foreign language into mother tongue and to support language learning as many people learn well through contrasting languages they know.




The main difference between *Fly High* and other textbooks you may have used is that *Fly High* encourages a **learner-centered approach** to teaching. **What does this mean?** We feel that in the past there has been too much focus on the role of the teacher in the learning process and not enough on the learners themselves. Of course teachers are very important too but research has shown that pupils learn to communicate more effectively if they are given frequent opportunities to practise and experiment with new language. So the learner-centred methodology used in *Fly High* aims to put the pupils - the learners - at the centre of most things that happen in the classroom.

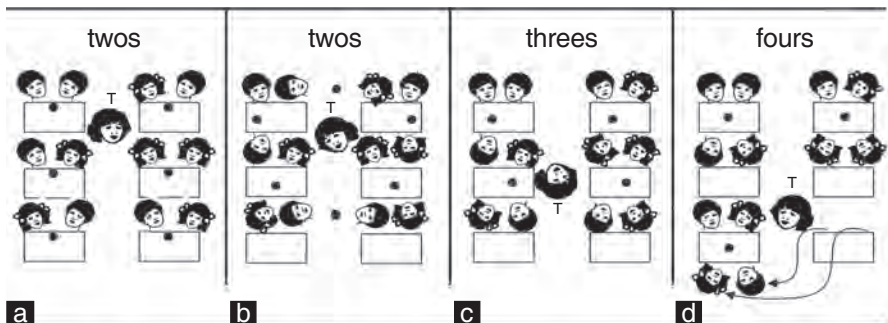
For this reason *Fly High* contains many activities, exercises, debates, projects and games, which encourage pupils to use the new language naturally through working in pairs or in groups.

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

## Organising the Learner-Centred Classroom

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

Here are some suggestions for making pairs, threes and fours for a classroom with fixed furniture. In the diagrams below the pupils are shown as  or  and the teacher as .



a Here are the twelve pupils doing work with the teacher listening. The dots show where each pair is focusing.

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**b** Here are the same twelve pupils doing pair work, but pairing with a new partner this time, although they are each sitting in their original places. The teacher is helping.

**c** Here are the same twelve pupils working in threes. They still have not changed seats. The teacher is listening to one group of three.

**d** In these fours, the pupils can work in twos with the person opposite - another change of partner for some. The teacher is noting errors to help the pupils later in the lesson.

**The Role of the Teacher in the Learner-Centred Classroom**

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

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

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

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

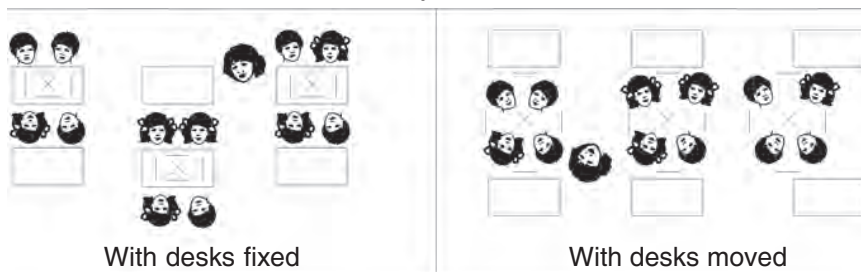
**d** The teacher asks two pupils to speak to each other (e.g. present a dialogue they have learnt by heart).

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

The following illustrations of some types of classroom interaction should help to show that in most cases only one interaction at a time takes place in the classroom and that the teacher is usually one of the speakers.

Here we see the type of interaction that is appropriate for the group-work activities in *Fly High*.

A communicative activity in a learner-centred class.



As can be seen, the teacher is free to listen, monitor, think ahead, re-plan the next stages and hear her pupils teaching one another the vocabulary and grammar they know.

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

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

### Dealing with errors in spoken English

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

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

### Noise

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

### Using Mother Tongue

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

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

## Checking homework

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

### How?

There are several ways of checking homework.

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

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

**Green colour** - warning.

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

**Red colour** - bad.

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

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

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

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

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

### When?

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

**b** You can assess homework during the Project lesson.

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

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

- It is only through doing homework to supplement the three lessons a week that pupils will make good progress. If you do not check the homework, pupils will stop doing it.
- Pupils will make mistakes in their homework as they experiment with the new things they have learned. Every mistake is a learning opportunity if you help them to find it. If you don't, they miss the opportunity to learn, and may even learn something wrong!
- You can see the pupil's progress.

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- You can work with the pupil individually.
- You can stimulate your pupils to make displays, competitions, etc.
- It will help you to work with pupils' parents.

### Additional information

The following symbols appear in the Classbook:



Pupils should open and write in their exercise books.



Play the CD or read the CD script.

The following abbreviations are used in the Teacher's Book:

P = pupil; PP = pupils; BB = blackboard; Ex.Bks = exercise books

### Enjoy *Fly High 8!*

We, the authors, had great fun writing *Fly High 8*. Now we hope that you, the teachers, will enjoy using it with your pupils. Good luck to you and your pupils!

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## Kirish

### 1 Mualliflar xususida

Ingliz tili darsliklari ustida ish olib borayotgan mualliflar guruhi: malakali umumiy o'rta ta'lim maktab o'qituvchilari, ixtisoslashtirilgan maktab o'qituvchilari, Xalq ta'limi vazirligi va Pedagog xodimlarning malakasini oshirish va qayta tayyorlash instituti metodistlari, universitet ekspertlaridan iborat. Ularning hammasi O'zbekiston o'quvchi va o'qituvchilarining talablarini qondiradigan va umumiy o'rta ta'lim maktablarining Davlat Ta'lim Standartlariga mos keladigan o'quv materiallarini yaratish bo'yicha tayyorlanganlar.

### 2 Fly High 8 ning tarkibiga nimalar kiradi?

*Fly High 8* umumiy o'rta ta'lim maktablarining ingliz tili sinflari uchun mo'ljallangan darsliklar seriyasining to'rtinчисidir. U 2000-2014 yillarda chop etilgan hamda ko'pchilik o'quvchilar va o'qituvchilar tomonidan allaqachon zo'r qiziqish bilan foydalanilayotgan *Fly High 5-7* ning davomi bo'lib, kuchli va o'zlashtirishi qiyin bo'lgan sinflarga mos keladigan 102 soatlik o'quv materialini qamrab olgan.

### **Fly High 8 NING DARSLIGI**

Darslik 8-sinfga yetarli bo'lgan 10 bo'limga bo'lingan. Har bir bo'lim 6 tadan darsga taqsimlangan. Har bir dars bir sahifaga joylashtirilgan. Darsning mazmuni kitobning mundarijasida bo'limma-bo'lim, darsma-dars ifodalangan. Darslar oddiydan murakkabga tomon o'sib boradi.

#### *Ijodiy ish*

Har bir bo'limning oltinchi darsi ijodiy ishni o'z ichiga oladi. Ijodiy ish *Fly High 5-7* ga kiritilgan bo'lib, darslarning samaradorligini oshirishda katta hissa qo'shib kelmoqda. U oldingi darsliklarda ishlatilmaganligi sababli ba'zi bir o'qituvchilarga yangi bo'lishi mumkin. U to'g'risida „Ijodiy ish“ qismida to'liqroq ma'lumot berildi.

#### *Yangi xususiyatlar: tarjima*

*Fly High 8* oldingi kitoblardagidek bir xil turdagi mashqlarni o'z ichiga oladi. Lekin bu kitobda tarjima ustida ko'proq mashqlar, grammatikaga ko'proq e'tibor va yozuvga ko'proq mashqlar berildi.

#### *Grammatik ma'lumotlar*

*Fly High 8* darsligining oxirida „Grammatik ma'lumotlar“ qismi berildi. Bu o'quvchilar o'quv yili davomida o'rgangan hamma grammatik materiallar haqida

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qisqacha ma'lumot beradi. O'quvchi va o'qituvchilar undan foydalanishlari mumkin.

### *Lug'at*

*Fly High* darsligining oxirgi qismi „Lug'at“ bo'lib, unda darslikda ishlatilgan so'zlarning so'z turkumi, transkripsiyasi va o'zbek hamda rus tiliga qilingan tarjimalari bilan alifbo tartibidagi ro'yxati keltirilgan.

### *Uy vazifasi va Qo'shimcha Grammatik Mashqlar*

6 soatdan keyin Ish daftari sahifalari berildi.

Ish daftari sahifalari ikki xil mashq turlari: Talaffuz, Grammatika va Lug'at ustida bajariladigan mashqlar hamda Uy vazifasini o'z ichiga oladi.

Bu mashqlarni qachon va qayerda qo'llash yuzasidan ko'rsatmalarni O'qituvchi uchun metodik qo'llanmaning har bir darsi uchun berilgan ko'rsatmalaridan topishingiz mumkin.

### *O'z bilimini tekshirib ko'rish mashqlari*

Bu qism 10 ta bo'limdan keyin berilgan. 1, 2, 3, 5, 6, 8, 9- bo'limlar uchun o'z bilimini tekshirib ko'rish mashqlari bor (4, 7, 10- bo'limlardan keyin testlar berildi – quyida berilgan bo'limlarga qarang). O'z bilimini tekshirib ko'rish mashqlari o'quvchilar bo'lim materiallarini qay darajada o'zlashtirganliklarini tekshirib ko'rish uchun imkoniyat yaratadi. Bu takrorlashning hamda o'quvchilarda o'z bilimini tekshirib ko'rish javobgarlik hissini o'yg'otishning samarali usullaridan biridir. O'z bilimini tekshirib ko'rish mashqlarini darslikni ochgan holda dars davomida bajarish mumkin, yoki o'zlashtirishi past bo'lgan sinflar uchun u ikkiga bo'linib, o'quvchilar uning bir qismini darsda boshqa bir qismini esa uyda yoki ular uning hammasini uyda qilishi mumkin.

## **Fly High 8 NING CD DISKI**

CD disk turli ingliz tili (Amerika, Britaniya, va boshq.) sohiblari bo'lgan va ingliz tilini yaxshi egallagan mahalliy o'zbek mutaxassislari tomonidan o'qilgan matn, dialog va boshqa yozuvlarini o'z ichiga oladi.

Unda darslikdagi tinglab tushunish mashqlari uchun kerak bo'lgan hamma materiallar kiritilgan.

Agar CD diskni topa olmasangiz uning yozuvini o'zingiz o'qishingiz mumkin. Hamma CD disk yozuvlari o'qituvchi uchun metodik qo'llanmada yoki bo'lmasa darslikda berilgan.

CD disk ham darsda ham o'quvchilarning undan uyda foydalanishlariga mo'ljallangan. CD diskda mualliflik huquqi yo'q, shuning uchun Sizdan hamkasblaringiz yoki o'quvchilaringizga undan nusxa olishga yordam berishingizni so'rab qolamiz.

## **Fly High 8 NING O'QITUVCHI UCHUN METODIK QO'LLANMASI**

O'qituvchi uchun metodik qo'llanmaning boshida har bir darsning mazmunini



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ifodalab bergan darslik mundarijasini ko'rishingiz mumkin. O'qituvchi uchun metodik qo'llanma quyidagilarni o'z ichiga oladi:

- darslikning bo'lim, mavzu, darsning kommunikativ maqsadi, grammatika, lug'at doirasi va o'quv fanlari bilan aloqani ko'rsatuvchi batafsil yoritilgan mundarija;
- o'qituvchilarning tushunishlariga yordam beruvchi til hamda madaniy sohalar bo'yicha qaydlar, mashqlarning javoblari;
- CD disk uchun yozuv materiallarini;
- o'quvchilarni rasmiy baholash uchun qo'llasa bo'ladigan uchta namunaviy test;
- darslikdagi mashqlarni to'g'ri tashkil etish bo'yicha aniq ko'rsatmalar va kuchli, o'zlashtirishi sust bo'lgan sinflar uchun takliflar.

### 3 Testlar

O'qituvchi uchun metodik qo'llanmada o'quvchilarni rasmiy baholashda foydalanish mumkin bo'lgan bir necha namunaviy testlar kiritildi. Bularni Siz o'zingiz ishlab chiqadigan testlarga andoza olishda foydalanasiz degan umiddamiz.

Testlar *Fly High* da qo'llanilgan materiallarga to'la asoslangan, shu sababli darslarga qatnashgan, barcha sinf hamda uy vazifalarini bajarib borgan o'quvchilar yaxshi natijalarga erishishi tayin. Testlar darslikka kiritilmadi. Testlardagi tinglab tushunish mashqlari CD diskiga yozilmadi. O'qituvchi ularni sinfga o'qib eshittirishi lozim.

## 4 Fly High 8 da tez-tez uchrab turadigan mashq turlari

### Bo'lim va darslarning mavzulari

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

### Yangi so'zlarni rasmlar bilan solishtirish mashqlari

Bunday turdagi mashqlarda o'quvchilar yangi so'zlarni ma'nosini fahmlash orqali rasmlar bilan solishtirishadi. Ular solishtirishni tugatganlaridan so'ng javoblarini Siz yoki o'rtoqlari bilan yangi so'zlar ma'nosini to'g'ri yoki noto'g'ri fahmlaganini tekshirib ko'rishlari kerak.

Bu mashq o'qituvchining yangi so'zlarning ma'nosini to'g'ridan-to'g'ri berishdek amaldagi uslubga qaraganda anchagina qiziqarli. U o'quvchilarning bilish ko'nikmalarini ham rivojlantirishga yordam beradi. M-n.: ingliz tilidagi so'zni o'zlari bilgan boshqa bir til bilan taqqoslash va shu usul bilan ma'noni topa olish yoki topa olmasliklarini sinab ko'rish orqali. Bir tildan boshqa bir tilni o'rganishda foydalanish xorijiy tilni o'rganishda muhim ko'nikma hisoblanadi.

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(O'quvchilaringiz so'zlar ma'nosini fahmlay olmasa yoki noto'g'ri fahmlasalarda hech qanday muammo tug'ilmaydi. Zaruriyat tug'ilganda so'zlarning ma'nosini Sizing o'zingiz aytasiz.)

## Rasmlardan foydalanish

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

## Zanjir mashqi

Bu mashq oldingi darsliklarga qaraganda kamroq ishlatilib turiladi. Zanjir mashqlari har bir o'quvchiga yangi til yoki qurilmani ishlatib ko'rishga imkon beradi. Ular juda tez bajarilishi mumkin. Zanjir mashqlari sinf mashqidir. O'qituvchi yangi materialni tanishtiradi va avval bir o'quvchidan m-n.: *'What did you do after you had come back from school yesterday?'* deb so'raydi va o'qituvchiga javob hamda savol berishga yordam beradi: *'Yesterday after I'd come back from school, I watched TV. What about you?'* O'qituvchi o'zi uchun javob beradi va shu o'quvchi bilan yana mashq qilib ko'radi, boshqalar esa kuzatib, tinglashadi. Shundan so'ng o'qituvchi o'quvchilardan ushbu jarayonni quyidagidek bajarishni so'raydi:

P1: *'Yesterday after I'd come back from school, I watched TV' (Yonidagi o'quvchiga buriladi.) 'What about you?'*

P2: *'Yesterday after I'd come back from school, I slept' (Yonidagi o'quvchiga buriladi.) 'What about you?'* va shu tarzda mashq sinf bo'ylab davom etadi.

## Mustaqil o'rganish ko'nikmalarini rivojlantirish mashqlari

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

## Ma'lumot almashinuv mashqlari

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

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muhimdir. Bir-biriga o‘z ma‘lumotini ko‘rsatmaslikni ta‘minlash maqsadida bu mashq odatda darslikning ikki joyida berilgan holda qismlarga bo‘linadi, A o‘quvchi o‘z qismida yo‘q ma‘lumot, rasmlardagi o‘xshashliklar, farqlar va boshqalar to‘g‘risida savollar so‘raydi

B o‘quvchi A o‘quvchining savollariga o‘z qismida berilgan ma‘lumotga ko‘ra javob beradi. So‘ngra B o‘quvchi A o‘quvchidan savollar so‘raydi.

**Eslatmalar**

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

**Ijodiy ish**

Ijodiy ish bu kursning muhim qismidir. U har bir bo‘limdagi yakuniy faoliyati bo‘lib, oldingi 5 ta darsda o‘rganilgan bilimga asoslangan. U o‘quvchilarga bu darslarda o‘rgangan narsalarini o‘zi bilmagan holda, erkinroq va o‘qituvchi tomonidan kam nazorat qilingan holda o‘zicha qo‘llashga imkoniyat yaratadi. *Fly High 8* da turli xil ijodiy ishlar mavjud. Ular plakat va broshuralar tayyorlash, taqdimotlar hamda bahslar qilish va bayon yozishlarni o‘z ichiga oladi. Ijodiy ish o‘quvchilarga o‘z bilimi darajasida ishlashga imkon beradi; vazifani bajarish davomida kuchli o‘quvchilar ko‘proq va murakkabroq, o‘zlashtirishi qiyin bo‘lgan o‘quvchilar esa, qisqa va oddiy ishlarni bajarishadi. Ijodiy ish o‘quvchilarga o‘z ishlaridan, bilimlaridan va yaratuvchanligidan faxrlanishga imkon beradi. Shu sababli o‘quvchilar uchun bir-birining ishlarini ko‘rishga sharoit yaratish maqsadida sinfxona bo‘ylab Ijodiy ish darsi davomida yasalgan plakat va chizilgan rasmlarni namoyish qilish juda muhimdir. O‘quvchilardan boshqa o‘quvchilarning ishlarini baholash ham so‘ralishi mumkin.

Yana bir muhim narsa — bu Ijodiy ishni tanlab olishdir. Ijodiy ish avvalida qiyin bo‘lmasligi kerak va uni bir necha qism va bosqichlarga bo‘lgan ma‘qul. Ijodiy ishlarni har doim bir xil guruhlarda tashkil etish maqsadga muvofiq, chunki o‘quvchilar bir-biri bilan muntazam hamkorlikda ish olib borishadi. O‘qituvchi uchun Ijodiy ish darslari yuzasidan batafsil uslubiy tavsiya o‘qituvchi uchun metodik qo‘llanmada berildi.

**Bahslar**

Bahslar o‘quvchilarning tanqidiy fikrlash malakalarini rivojlantirishga va masalaga turli nuqtayi nazardan yondashishga yordam beradi. Ular o‘quvchilarda gapirish ishonchini shakllantiradi, chunki o‘quvchilar bu yerda til ravonligiga emas balki o‘z nuqtayi nazarini isbotlash haqida ko‘proq qayg‘uradi. Bahslarga tayyorlanish davomida o‘quvchilar bahs uchun ma‘lumot topish maqsadida oldingi darslarni o‘qib chiqadi. Shu yo‘sinda bahslar o‘quvchilarni ma‘lumot olish uchun samarali o‘qishga ruhlantiradi. Bahslar

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o'quvchilarga faol tinglovchi bo'lishga ham yordam beradi. Munozarada qarshi turuvchilarni tinglash paytida ular qarama-qarshi fikrlar topishga harakat qiladi va qarshi bahs yuritadi.

### **O'qish, tinglashdan oldin, bu jarayon paytida va undan keyin bajariladigan mashqlar**

*Fly High* darsliklarida o'qish yoki tinglashning samarasini oshirish maqsadida 3 bosqichli mashqlardan foydalanildi. Ular o'qish, tinglashdan oldin, bu jarayon paytida va undan keyin bajariladigan mashqlardir.

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

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

**O'qish, tinglashdan keyin bajariladigan mashqlar** matnni o'qigandan, tinglagandan so'ng amalga oshiriladi va ular o'quvchi, tinglovchini matn mazmunidan tashqariga olib chiqadi. Ular o'quvchi, tinglovchini matnni o'z qarashlariga, qiziqishlariga va bilimlariga bog'lashga yoki matndan olgan ma'lumoti yuzasidan biror bir ish qilishga undaydi.

3 bosqichli yondashuvning maqsadi o'qish, tinglashni osonlashtirish va o'quvchilarga tabiiy usulda o'qish, tinglashga yordam berishdir.

### **O'qish va tinglash matn turlari**

*Fly High 8* dagi o'qish va tinglash matnlari hayotiy matnlardir. Xilma-xil matn turlari berildi: gazeta va jurnal maqolalari, e'lonlar, lug'at va qomuslardan parchalar, etiketka, xatlar, radio eshittirishlari, jonli muloqotlar, musobaqalardagi nutqlar va boshqalar.

### **Nutq faoliyat turlari o'rtasidagi bog'lanish**

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

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

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

## Talaffuz

*Fly High* mualliflari mazkur sinfdagi ba'zi bir o'qish qoidalari va urg'u ustida ishlash mashqlarini kiritishni maqsadga muvofiq deb topdilar.

Har safar birinchi mashqda o'quvchilarning diqqati tovushning qanday harflar bilan ifodalanishiga tortiladi. So'ngra o'quvchilar bilgan so'zlarini tovush bilan o'qishni mashq qiladilar. O'quvchilarga fonetik belgilar tanishtiriladi. (Bular darslikning oxirida ma'lumot uchun kiritildi.)

Talaffuz ustida olib boriladigan mashqlar har bir bo'limning oxirida qo'shimcha grammatik mashqlar bilan bir sahifada joylashgan. O'qituvchilar undan bo'limni o'qitish davomida qulay bir paytda foydalanishi mumkin.

## Tarjima

Tarjima ona tili va ingliz tillari orasidagi o'xshashlik va farqlarga ahamiyat berish maqsadida ishlatildi. O'quvchilar oddiy gap, qurilma va qisqa matnlarni ona tiliga tarjima qiladilar. Tarjima qilish malakasi 9-sinf darsligida ham rivojlantiriladi.

## 5 *Fly High* da qo'llanilgan yondashuv

*Fly High* xorijiy tillar bo'yicha Ilmiy Metodik Kengashda 2013 yil fevral oyida tasdiqlangan Davlat ta'lim standartlari va o'quv dasturi asosida yaratildi. Dastur O'zbekistonning turli joylarida istiqomat qiluvchi o'quvchi va o'qituvchilar bilan maslahatlashgan holda tanlangan mavzularga asoslanadi.

*Fly High* da o'quvchilarga **to'rt nutq faoliyati turlari**: o'qish, tinglab tushunish, gapirish va yozuvni rivojlantirishga yordam berish maqsad qilib olingan. Darslikda zamonaviy kommunikativ Ingliz tilini o'qitishga alohida urg'u berilgan, shuning uchun ilgari nazardan chetda qoldirilgan gapirish va tinglashga katta e'tibor qaratilgan. Albatta o'quvchilarga **Lug'at, Grammatika va Talaffuz** bo'yicha yaxshi bir poydevor kerak, shuning uchun bular ham muntazam ravishda rivojlantirilib borilgan. *Fly High* da lug'at mavzular bo'yicha tanlangan, grammatika esa, muloqotning tarkibiy qismi sifatida o'rgatilgan. 8-sinfda tarjimaga ko'proq urg'u berilgan.

*Fly High* va Siz foydalangan boshqa bir darsliklar orasidagi asosiy farq shundaki, *Fly High* da til o'qitishning **o'quvchiga yo'naltirilgan yondashuviga** urg'u berganligidir.

**Buning ma'nosi shuki**, ilgari o'quv jarayonida o'quvchilarga emas, balki o'qituvchining roliga ko'proq e'tibor berilar edi. Albatta o'qituvchi ham juda muhim, ammo tadqiqot shuni ko'rsatadiki, agar o'quvchilarga yangi til materialini mashq qilish va amalda qo'llab ko'rishga imkoniyat berilsa ular samarali muloqot qilishni ko'proq o'rganadilar. Shunday qilib, *Fly High* da

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ishlatilgan o'quvchiga yo'naltirilgan uslubning maqsadi o'quvchini sinfxonada sodir bo'ladigan ko'p narsalarning diqqat markaziga qo'yishdir.

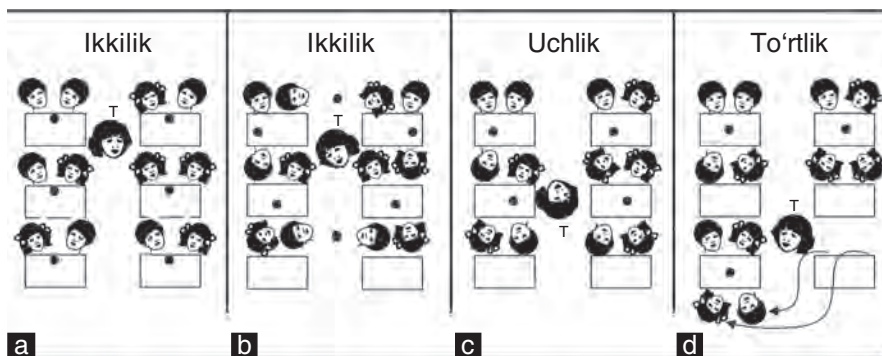
Shu sababli *Fly High* juftlik va guruhlarda ishlash orqali yangi tilni tabiiy qo'llashga o'quvchilarni ruhlantiradigan ko'pdan-ko'p mashqlar, bahslar, ijodiy ishlar va o'yinlarni o'z ichiga oladi.

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

## O'quvchiga yo'naltirilgan sinfxonani tashkillashtirish

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

Quyida qo'zg'almas partalar joylashgan sinfxonada juftlik, uchlik va to'rtlik guruhlarini tashkil qilish yuzasidan ba'zi takliflar keltirilgan. Diagrammada o'quvchilar 🧑 yoki 🧑, o'qituvchi esa 🧑<sup>T</sup> ko'rinishida tasvirlangan.



- Bu yerda o'n ikkita o'quvchi vazifa bajarishmoqda, o'qituvchi esa tinglamoqda. Qora nuqtalar har bir juftlikning e'tibor qaratadigan joyini ko'rsatib turibdi.
- Bu yerda ham shu o'n ikki o'quvchi juftlikda vazifa bajarishmoqda, ammo ular bu safar o'z o'tirgan joylarini o'zgartirmasdan yangi sherik bilan juft bo'lib ishlamoqdalar. O'qituvchi yordamlashmoqda.
- Bu yerda ham shu o'n ikki o'quvchi, faqat ular endi uchlik guruhda vazifa bajarishmoqda. Ular hali ham o'z o'tirgan joylarini o'zgartirgani yo'q. O'qituvchi uchlik guruhlardan birini tinglamoqda.
- Bu to'rtlik guruhda o'quvchilar o'z qarshisida turgan o'quvchi bilan ikki kishilashib vazifa bajarmoqdalar. O'quvchilarda ikkitasi o'z joylarini o'zgartirib, to'rtlik guruh hosil qilishgan. O'qituvchi, dars davomida keyinroq o'quvchilarga yordam berish maqsadida, yo'l qo'yilgan xatolarni o'ziga qayd qilib bormoqda.

### O'quvchiga yo'naltirilgan sinfxonada o'qituvchining roli

O'quvchilarning hayotda yaxshi muloqot qila olmaslikligining sabablaridan biri bu ular o'rgangan o'zaro muloqot turlari quyidagidek bo'lganligidandir:

- a** O'qituvchi sinfga ma'ruza o'qiydi. Muloqot o'qituvchining bevosita ishtiroki bilan yoki u orqali bo'ladi.
- b** O'qituvchi o'quvchilarning biridan o'z oldiga kelishni so'raydi va u bilan yo gaplashadi yo uni tinglaydi.
- c** O'qituvchi joyida turgan bir o'quvchi bilan suhbatlashadi yoki uni tinglaydi.
- d** O'qituvchi ikki o'quvchidan bir-bir bilan suhbatlashishini so'raydi (m-n.: yod olgan dialogini aytib berish).

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

Quyidagi suratlarda sinfxonada o'zaro muloqot qilishning ayrim turlari tasvirlangan. Ulardan ko'rinib turibdiki, butun sinf ko'pincha bir vaqtning o'zida bir xil muloqotni amalga oshiradi. O'qituvchi ham odatda muloqot qiluvchilardan biri sifatida faoliyat ko'rsatadi.

Bu yerda *Fly High* darsliklarida qo'llangan guruh ishlariga mos o'zaro muloqot turini ko'rishimiz mumkin.

#### O'quvchiga yo'naltirilgan sinfdan kommunikativ faoliyat.



Ko'rinib turibdiki, o'qituvchi bemaol tinglashi, nazorat qilishi, keyingi bosqichlarni oldindan o'ylashi, qayta rejalashtirishi va o'z o'quvchilarining bir-biriga o'zlari biladigan so'zlarni va grammatikani qanday o'rgatayotganliklarini tinglashi mumkin.

Kommunikativ faoliyatlar o'sib, rivojlanib borar ekan, o'qituvchi boshqa „o'qimaydi“, u tashkillashtiradi, mashqlarni beradi va ularni ehtiyotkorlik bilan „nazorat qiladi“, u o'quvchilarni tinglaydi va hamma narsaning o'z joyida ekanligiga ishonch hosil qiladi. O'qituvchi faqat o'quvchi mashqlarni o'zlaricha



qila olmasligiga ko'zi yetgan taqdirdagina ularga yordam berishi kerak bo'ladi. O'qituvchi xuddi orkestrning dirijoridek bo'lishi: yo'l ko'rsatishi, lekin chalmasligi kerak.

Avvalboshda siz bu faoliyatlarning ayrimlarini tashkillashtirishda bir oz qiynalishingiz mumkin, ammo tezda bunga ko'nikib ketasiz. Ishonchimiz komilki, ular sizning o'quvchilaringizni shunchalik qiziqtirib qo'yganidan ularning o'zi sizga mashqlarni tashkillashtirishda yordam berib yuborishadi.

### **Og'zaki ingliz tilidagi xato va kamchiliklarni to'g'rilash**

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

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

### **Shovqin**

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

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

### **Ona tilidan foydalanish**

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



## Uy vazifasini tekshirish

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

### Qanday qilib?

Uy vazifasini tekshirishning bir necha usullari bor.

**a An'anaviy usul** O'qituvchi bolalarning ishlarini oladi va har bir xatoni to'g'rilab chiqadi.

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

**Yashil rang** — ogohlantirish.

O'quvchi birinchi marta xato qilganda Siz uning tagiga yashil rang bilan chizasiz.

Bunda o'quvchilar qilingan xato ustida ishlashadi.

**Qizil rang** — yomon.

O'quvchining xatosi ko'p mashqlarda takrorlansa uning tagiga qizil ruchka bilan chizing. Bunda o'quvchilar qilingan xato ustida qattiq ishlashi kerak. Xatolarni o'zingiz tuzatishingiz mumkin, lekin o'quvchilarga uni o'zlari qilishga imkon bersangiz yaxshiroq bo'ladi. Quyidagi belgilarni hoshiyaga yozish orqali Siz o'quvchilarga o'z xatolarini tuzatishga yordam berasiz:

**Gr** – grammatik xato

**Sp** – orfografik xato

**WO** – so'z tartibida xato

**P** – imloda xato

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

**d O'zaro tekshirish usuli** O'qituvchi o'quvchilardan ishlarini almashtirishlarini va ularga berilgan namuna asosida xatolarni tuzatishni so'raydi.

### Qachon?

**a** O'quvchilar sinf mashqlarini bajarayotgan paytlarida Siz sinfni tezda aylanib, uy vazifalarni ko'rib chiqasiz.

O'quvchilarda ikkita ish daftari bo'lsa yaxshi bo'lardi. Bittasi sinf ishi uchun, boshqa biri uy vazifalari uchun.

**b** Ijodiy ish davomida uy vazifalarni baholashingiz mumkin.

**c** O'quvchilarning ishlarini baholash uchun ularning daftarlarini uyga olib ketishingiz mumkin.

O'quvchilarning ishlarini yig'ib olish juda **muhimdir** chunki:

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

- O'quvchilar o'rgangan yangi narsalarini uy vazifalarida ishlata turib xato qiladilar. Agarda Siz bu xatolarni ularga topishga yordam bersangiz, har bir xato ular uchun o'rganish imkoniyatini yaratadi. Agarda ko'rsatmasangiz, ular o'rganish imkoniyatini qo'ldan boy beradilar, hattoki xato bir narsani o'rganishlari mumkin!
- O'quvchilarning o'zlashtirishini ko'rishingiz mumkin.
- O'quvchi bilan yakkama-yakka ishlashingiz mumkin.
- O'quvchilaringizni ko'rgazmalar, musobaqalar qilishga rag'batlantirishingiz mumkin.
- U o'quvchilarning ota-onalari bilan ishlashga yordam beradi.

### **Qo'shimcha ma'lumotlar**

Darslikda quyidagi belgilar ishlatilgan.



O'quvchilar daftarlarini ochib unda yozadilar.



CD diskni qo'ying yoki CD disk yozuvini o'qib bering.

O'qituvchi uchun metodik qo'llanmada quyidagi qisqartmalar ishlatildi:

P = pupil; PP = pupils; BB = blackboard; Ex.Bks = exercise books

### ***Fly High 8* ni o'qib o'rganing!**

Biz, mualliflar, *Fly High 8* ni yozish davomida ko'p izlandik. Endi biz umid qilamizki, Siz, o'qituvchilar, undan o'quvchilaringiz bilan foydalanib, o'qib-organasizlar. Sizlarga omad tilaymiz!

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar and Pronunciation	Vocabulary	Homework	Cross-curricular themes
1 Public holidays and traditions p. 6-13	Lesson 1 Independence Day	Talking about Independence Day Listening for detailed information Reading for detailed information Working with the Wordlist	New Wordbuilding: verb+(t)ion = noun Pronunciation: [i:], [i] <i>Recycled</i> <i>Past Simple Tense</i>	Vocabulary for Independence Day celebrations	Writing a letter about Independence Day using the model	Learning about Independence Day in the USA and Uzbekistan Practising dictionary skills with the Wordlist
	Lesson 2 Bonfire Night	Talking about activities on Bonfire Night Reading for detailed information Listening for main ideas	Preposition of time: on (with dates) Adverbial expressions of time <i>Present Simple Tense</i>	Vocabulary for Bonfire Night traditions and activities	Writing invitations in English and mother tongue and finding similarities	Learning about Guy Fawkes Night Writing invitation cards
	Lesson 3 Merry Christmas!	Talking about Christmas activities Listening for detailed and specific information Reading for pleasure	Word combinations: n+n Use of 'and' and 'but' <i>Present Simple Tense</i>	Vocabulary for Christmas traditions and activities	Making a cracker Writing cracker jokes	Learning about Christmas and New Year in the UK/US
	Lesson 4 Happy New Year!	Talking about activities in New Year Reading for detailed information and main ideas	<i>Present Simple Tense Instructions</i>	Vocabulary for Christmas/New Year traditions and activities	Writing the text in the correct order Making Christmas/New Year cards and writing greetings	Learning more about Christmas and New Year in the UK/US
	Lesson 5 Round the Calendar	Talking about holidays Reading for specific information Listening for detailed information	<i>Preposition of time: on (with dates)</i> <i>Yes/No and Wh questions</i> <i>Present Simple Tense</i>	Vocabulary for various national holidays and festivals	Reading about customs and choosing one's favourite Preparing Valentine cards Writing word combinations with Valentine	Learning about holidays in the USA, UK and local ones in Uzbekistan
	Lesson 6 Project	Designing and making a poster about holidays and using it to make a presentation	<i>All grammar related to the topic</i>	All vocabulary related to the topic	Preparing for the Progress Check	Writing about holidays and practising presentation & evaluation skills

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar and Pronunciation	Vocabulary	Homework	Cross-curricular themes
2 Mass Media p.14-21	Lesson 1 Newspapers	Talking about Uzbek, American and British newspapers Reading for specific information	Comparison: (not) the same as... different from ... Pronunciation: [v], [b] <i>Present Simple Tense</i> <i>I'd like to read ... because</i>	Vocabulary for newspapers	Answering questions about the sections of a newspaper Reading and answering questions about the first page of newspapers Interviewing, notetaking and tabulating data	Comparing Uzbek, American and British newspapers Newspaper reading skills Learning about Uzbek, American and British magazines Learning to write interview questions
	Lesson 2 Magazines	Talking about Uzbek, American and British magazines Writing interview questions	<i>Present Simple Tense</i> <i>I'd like to read ... because</i>	Vocabulary for magazines	Writing a report using the answers to a questionnaire	Raising awareness of types of newspapers in Uzbekistan and the UK Learning how to report
	Lesson 3 She said she likes newspapers	Talking about types of newspapers in Uzbekistan and the UK. Working with the Wordlist Translating a structure into mother tongue Reading for specific information Practising reports	Reported speech for true facts <i>Present Simple Tense</i>	Vocabulary to describe types of newspapers		Learning how to report
	Lesson 4 He said he was ...	Practising reports Reading for main points Writing reports	Reported speech for past events <i>Past Simple Tense</i>	Recycling all vocabulary learnt	Asking family members questions and writing their answers as reported speech	
	Lesson 5 He said that...	Practising reports Working with the Wordlist Reading for specific information Listening for detailed information Inferring the meaning of words from context Translating reported speech into mother tongue	Reported speech with 'that' <i>Present Simple Tense</i>	Vocabulary for newspapers	Writing a report for the school newspaper Writing a report of what somebody said	Raising awareness of newspapers at school Learning how to report
	Lesson 6 Project	Talking about and writing a class newspaper Discussing the title and sections for the class newspaper Reading for pleasure	All grammar related to the topic	All vocabulary related to the topic	Preparing for the Progress Check	Learning about how to make a class newspaper

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar and Pronunciation	Vocabulary	Homework	Cross-curricular themes
3 Radio and TV p. 22-29	Lesson 1 What's on TV tonight?	Talking about and comparing TV viewing habits Reading to check information Listening for main ideas Working with the Wordlist Interpreting diagrams and graphs Writing questions	Pronunciation: [e:], [ə] <i>Yes/No and Wh questions</i> <i>Likes and dislikes</i>	Vocabulary to describe types of TV programmes and viewing habits	Interviewing and presenting the result in the form of a graph Writing a report	Use of diagrams Learning about British children TV viewing habits
	Lesson 2 After I'd watched TV ...	Talking and writing about past events Reading for gist Practising translation	Past Perfect Tense (positive and negative) <i>Past Simple Tense</i>	Vocabulary for TV and past events	Putting the verbs in the correct form	
	Lesson 3 In the studio audience	Talking about TV channels Reading for main ideas Listening for gist and main ideas Writing questions and answers Working with the Wordlist	Past Perfect Tense (question) Short answers to Past Perfect Tense questions <i>Complex sentences with because</i> <i>Likes and dislikes</i>	Vocabulary to describe TV channels and TV studios	Completing an application form	Learning about Uzbek, American and British TV channels Learning how to complete application forms
	Lesson 4 She said that she had watched ...	Talking about players and tournaments Interviewing about TV and radio programmes Reading for specific information	Reported speech for past events (Past Perfect tense) <i>Past Simple Tense</i>	Vocabulary related to TV and radio programmes	Reading about TV channels in Britain and answering questions	Raising awareness of British TV channels
	Lesson 5 Listen to the radio	Talking about radio Listening and reading for detailed information Comparing US and UK spelling	Wordbuilding: n+n US and UK spelling <i>Wh questions</i>	More vocabulary related to radio and TV	Writing the names of local radio stations	Raising awareness of some aspects of an American high school
	Lesson 6 Project	Talking about vocabulary for radio and TV Discussing, making, practising and presenting a radio programme	<i>All grammar related to the topic</i>	All vocabulary related to the topic	Preparing for the Progress Check.	Learning how to make radio programmes

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar and Pronunciation	Vocabulary	Homework	Cross-curricular themes
4 Literature and life p. 30-37	Lesson 1 Biography, novel, science fiction ...	Talking about authors, their lives and works Reading for gist and for detailed information	Pronunciation: reduction of vowels [ə] and [i] Pronunciation: syllable stress <i>Present Simple Tense</i> <i>Past Simple Tense</i>	Vocabulary to describe types of literature	Completing a text with the correct words Writing about a writer or poet one is studying in literature lessons	Uzbek, English and American literature
	Lesson 2 All men are poets at heart	Talking about poems and people's feelings about them Reading for gist and detailed information Listening for gist and pleasure	<i>Yes/No and Wh questions</i> <i>Present Simple Tense</i>	Vocabulary to describe poetry	Reading the poem and answering the questions Writing about a favourite poem	Understanding poetry
	Lesson 3 Do you like science fiction?	Talking about the future Reading for main ideas and specific information Inferring	Conditionals: for actions that are unlikely to happen (If I were him I would do ...) <i>Past Simple</i> <i>Yes/no and Wh questions</i>	Vocabulary of science fiction stories	Putting the summary in order	Reading science fiction stories
	Lesson 4 If I worked on the moon I would ...	Talking about the events of a story Reading for gist and specific information	Conditionals: for actions that are unlikely to happen (If I worked with him I would do ...) <i>Past Simple Tense</i>	More vocabulary of science fiction stories	Finding mistakes from sentences and writing the correct forms	Reading science fiction stories
	Lesson 5 Talking about a book	Talking about the facts of a story Reading for detailed information Listening for specific information	<i>Past Simple Tense</i> <i>Present Simple Tense</i>	More vocabulary of science fiction stories	Writing questions for the answers	Reading science fiction stories
	Lesson 6 Project: Writing a book review	Talking about books Reading for detailed information Writing a book review	<i>All grammar related to the topic</i>	All vocabulary related to the topic	Preparing for the Test	Reviewing books

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar and Pronunciation	Vocabulary	Homework	Cross-curricular themes
5 Cinema p.38-45	Lesson 1 Goodies and baddies	Talking about good and bad characters in films Listening and reading for main ideas and detailed information Writing reviews of films	Pronunciation [s], [z], [ɪz] <i>I like/don't like ... because</i> <i>Present Simple Tense</i> <i>Adjectives</i>	Vocabulary to describe films and write reviews	Writing about the films one's family like	Reviewing films
	Lesson 2 I like 'O'tkan kumar'	Talking about the types of films and people who work on them Listening for detailed information	<i>Wordbuilding: n+н=n</i> <i>Present Simple Tense</i>	Vocabulary related to films and film making	Describing a famous Uzbek film Writing about types of films	Raising awareness of Uzbek cinema
	Lesson 3 Film stars	Talking about film stars Reading for detailed information Listening for specific and detailed information Working with adjectives to describe personality	Possession: with Positive and negative adjectives <i>Past Simple Tense</i> <i>Language of agreement and disagreement</i>	Vocabulary for describing personality	Writing about actors and actresses one and one's family like	Learning about film stars
	Lesson 4 We'll have a wonderful time!	Inviting and accepting/refusing to do smth. Reading for gist and specific information Translating a structure into mother tongue	Offers and invitations: Would you like to ...? Answers to offers and invitations: I'd love to/Sorry I can't. <i>Future Simple Tense</i> <i>to be going to do smth</i>	Miscellaneous vocabulary for offers and invitations	Writing conversations using the models	
	Lesson 5 The Oscar is awarded to ...	Talking about the awards and Hollywood Listening for specific and detailed information Reading for gist and detailed information	US and UK spelling <i>Present Passive</i>	Vocabulary related to awards and award ceremonies	Reading reviews and saying preferences and giving reasons	Getting information about different international awards
	Lesson 6 Project	Discussing and designing an award Presenting reviews and making nominations Listening for detailed information	<i>All grammar related to the topic</i>	All vocabulary related to the topic	Preparing for the Progress Check	Designing an award Critical thinking

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar and Pronunciation	Vocabulary	Homework	Cross-curricular themes
6 Music and ballet p.46-53	Lesson 1 My favourite music	Talking and writing about music and favourite singers Listening for gist and specific information Working with the Wordlist	Make + objective + adjective Make + objective + verb Pronunciation: [t], [k] and [l] <i>Likes and dislikes</i> <i>Present Simple Tense</i>	Vocabulary related to types of music	Writing about one's favourite singer or group	Types of music and famous musicians
	Lesson 2 Music of Uzbekistan	Talking about Uzbek musicians Reading and listening for main ideas Working with the Wordlist	<i>Present Simple Tense</i> <i>Past Simple Tense</i>	Vocabulary related to Uzbek music and music festivals	Reading, understanding and translating new words	Uzbek music and musicians
	Lesson 3 Music festivals	Talking and writing about music and festivals in Uzbekistan and the UK Reading for main ideas Practising translation	<i>Present Simple Tense</i> <i>Past Simple Tense</i>	Vocabulary for music festivals	Translating part of a letter	Learning about music festivals in Wales
	Lesson 4 Young and popular	Talking about music personalities Interviewing and reporting Reading for detailed information Listening for specific information Writing an interview report	Reported speech: reporting the questions <i>Past Simple Tense</i> <i>Wh questions</i> <i>Conditionals for actions that are unlikely to happen</i>	Vocabulary for interviewing famous people	Interviewing a family member about his/her favourite group or singer and reporting this interview	Interviewing skills
	Lesson 5 Classical music and dance	Talking about famous poets, artists, composers, ballet and opera dancers Reading and listening for gist Writing opinions about classical music/dance Working with the Wordlist	<i>Present Simple Tense</i> <i>Adjectives</i>	Vocabulary related to classical music and dance	Completing notes about favourite piece of music	Critical thinking
	Lesson 6 Project	Interviewing about favourite singers and dancers and reporting Making and presenting a concert programme	<i>All related grammar to the topic</i>	Recycling vocabulary from this and previous units	Preparing for the Progress Check	Learning how to interview, report and make presentations



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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar and Pronunciation	Vocabulary	Homework	Cross-curricular themes
7 Famous for... p.54-61	Lesson 1 Looking into space	Talking about astronomy and astronomers Reading for main points and specific information Writing encyclopaedic entry type texts Working with the Wordlist	Article: the (with the Earth, the Moon, the Sun) Preposition of place: on Pronunciation [u:] and [au] <i>Wh questions</i> <i>Past Simple Tense</i>	Vocabulary related to astronomy	Answering questions about the signs of the Zodiac Writing <i>the Earth or on Earth.</i>	Astronomy and astronomers
	Lesson 2 Who invented the telephone?	Talking about the invention, inventor and use of the telephone Reading to check knowledge and for specific information Talking about SMS	<i>Past Simple</i> <i>Present Simple</i> <i>Use of definite and indefinite article</i>	Vocabulary related to SMS language	Translating Grammar Exercise 1 into mother tongue Writing SMS	Astronomy and space exploration
	Lesson 3 The first electronic computer was built by...	Talking about inventions Talking about computers, gadgets and their use Reading for detailed information	<i>Past Simple/Passive</i> <i>Yes/No questions</i>	Vocabulary related to computers and gadgets	Writing a quiz for a friend about three inventions.	
	Lesson 4 Space exploration and us	Talking and writing about space explorations Reading for gist and specific information Working with the Wordlist	the +adjective = noun (to mean a group of people) <i>Future Simple Tense (for predictions)</i> <i>Present Simple Tense</i>	Vocabulary related to space and space exploration	Writing about inventions in the next 20 years Expressing opinions for and against	Raising awareness of space and space explorations Expressing opinions for and against
	Lesson 5 The International School for Young Astronauts	Talking about The International School for Young Astronauts Reading for detailed information Listening for specific information Working with the Wordlist	<i>All grammar related to the topic</i>	Vocabulary related to astronauts and the IYAS	Completing the application form	Learning how to complete application forms Raising awareness of The IYAS in Uzbekistan
	Lesson 6 Project	Talking, discussing and writing a composition on space programmes	<i>All grammar related to the topic</i>	Recycling vocabulary of this unit	Preparing for the Test	Learning how to plan, organise and write compositions

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar and Pronunciation	Vocabulary	Homework	Cross-curricular themes
8 Painting and Sculpture p.62-71	Lesson 1 Art galleries around the world	Talking about museums, art galleries, paintings and sculptures Reading for specific information Practising translation	Past Passive (affirmative) Pronunciation [tʃ, [d], [ɪd]] <i>Present Passive</i> <i>Miscellaneous tenses</i>	Vocabulary related to museums, art galleries, painting and sculpture	Reading a text and writing verbs in the correct form. Translating the text	Raising awareness of museums and art galleries in Uzbekistan, the UK and the USA
	Lesson 2 Who was it painted by?	Talking about portraits and feelings Reading and listening for specific information	Past Passive (question form) be famous for make + objective + infinitive remind + objective + of + noun <i>feel + adjective adjectives</i>	Vocabulary required to describe pictures and express feelings about them	Finding pictures by famous artists, bringing them to class and asking questions about them	Artistic appreciation
	Lesson 3 Pictures at an exhibition	Talking about and writing reviews of pictures and sculptures Describing pictures and sculptures	Past Passive (negative) <i>Present Simple Tense</i> <i>Adjectives</i> <i>would like to ...</i>	More vocabulary for describing pictures	Finding sentences in the passive in the text and translating them	Artistic appreciation
	Lesson 4 Famous statues	Talking and writing about statues Listening for detailed information Presenting one's ideas	<i>Future Simple Tense</i> <i>Yes/No and Wh questions</i> <i>Superlatives</i>	Vocabulary for describing statues	Writing and talking about statues	Getting information about famous statues in Uzbekistan, the USA and the UK
	Lesson 5 Art is for enjoyment, isn't it?	Talking about kinds of art Reading for gist and detailed information Practising translation Expressing agreement and disagreement	In spite of ... <i>Language of agreement and disagreement</i>	Vocabulary for expressing views about art	Bringing pictures to class and talking about them	Critical thinking and presenting opinions
	Lesson 6 Project	Talking about and presenting the pictures Listening for main points and for detailed information	<i>All related grammar to the topic</i>	Recycling the vocabulary of the unit and other related vocabulary	Preparing for the Progress Check	Making presentations

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar and Pronunciation	Vocabulary	Homework	Cross-curricular themes
9 The Environment p.72-79	Lesson 1 Energy from the Earth	Talking and writing about the sources of energy, global warming and ways mankind could tackle the problem Listening for specific and detailed information Working with the Wordlist	Pronunciation: stress on compound words <i>Present Simple Tense</i> <i>Yes/No and Wh questions</i>	Vocabulary related to sources of energy	Writing sentences about sources of materials using a table	Sources of energy and their alternatives, advantages and disadvantages
	Lesson 2 The power of the Sun	Talking about solar power and how to use it Reading for detailed information Practising translation Writing descriptions of diagrams	Modal verbs with passives <i>Present Passive</i>	Vocabulary related to using solar power	Writing sentences using 'must be ...' for rules and regulations	Solar power
	Lesson 3 Can we save the trees?	Talking about paper making process, recycling and how to save trees Reading for specific and detailed information Listening for specific information Working with the Wordlist	Modal verbs with passives <i>Present Simple Tense</i> <i>Present Passive</i> <i>Instructions</i>	Vocabulary related to papermaking, recycling and how to save trees	Reading and answering the questions	Raising awareness of the problems that may be caused by wasting energy, pollution, cutting down the trees
	Lesson 4 Our green planet	Talking about soil and how to treat it Reading for detailed information Completing the diagram of the natural recycling system Working with the Wordlist	Modal verbs with passives <i>Present Simple Tense</i> <i>Present Passive</i>	Vocabulary describing soil and natural recycling system	Writing sentences about recycling using pictures	The natural recycling system and the problems that may appear if it is not treated in a proper way
	Lesson 5 Life on marginal land	Talking about the causes, consequences and possible solutions to desertification Writing about problems and how they were caused Reading for main ideas Practising translation	Modal verbs with passives <i>Present Simple Tense</i> <i>Present Passive</i>	Vocabulary related to desertification	Copying and completing the poster pupils made for their school friends	Raising awareness of the problems that cause desertification and the ways to prevent it
	Lesson 6 Project	Talking about Earth Day and activities on that day Listening, reading for detailed information Making and presenting a poster about how to raise environmental awareness	<i>All grammar related to the topic</i>	Recycling the vocabulary learnt in the previous units	Prepare for the Progress Check	Raising awareness of how to solve environmental problems

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar and Pronunciation	Vocabulary	Homework	Cross-curricular themes
10 All the world's a stage p.80-87	Lesson 1 Who's who in the theatre	Talking about people involved in theatre and their jobs Listening for main ideas and detailed information; Working with the Wordlist Reading for detailed information: dictionary entries Practising translation	Pronunciation: [eə] and [ɪə] <i>Present Simple Tense</i> <i>Future Simple Tense</i> <i>Conditionals for actions that are unlikely to happen</i>	Vocabulary related to theatre	Reading and answering questions	Drama
	Lesson 2 Pygmalion	Talking about plays and playwrights Reading for detailed information Listening for gist and detailed information Practising translation	<i>Present Simple Tense</i> <i>Present Perfect Tense</i> <i>Present Passive Past Simple Tense</i>	Vocabulary related to plays	Making false sentences true Completing the sentences	Getting information on a famous English playwright and his famous play
	Lesson 3 Great Playwrights	Talking about a famous English playwright Reading for specific information Listening for main ideas	Reported speech; orders <i>Past Simple Tense</i> <i>Wh questions</i>	Vocabulary related to describe plays	Identifying stage directions Changing reported speech to direct speech	Getting information on a famous English playwright and his famous play
	Lesson 4 Actors and actresses	Talking about actors, actresses and theatres Listening for main ideas and for specific information Reading for specific information Working with the Wordlist	<i>Present Simple Tense</i> <i>Past Simple Tense</i> <i>Present Perfect Tense</i> <i>Yes/No and Wh questions</i>	Vocabulary related to the theatre, actors and actresses	Wordbuilding Writing about one's visit to the theatre	Learning about Uzbek and English theatre
	Lesson 5 One day I'll stage a play	Talking about theatre and roles Reading for gist, main ideas and detailed information	<i>Present Simple Tense</i> <i>Past Simple Tense</i>	Vocabulary to do with theatres and types of plays	Preparing a play: writing the dialogue, designing the set, writing stage directions	Critical thinking
	Lesson 6 Project	Performing a play and discussing it Talking about plays, performances and the message of plays	<i>All related grammar to the topic</i>	All related vocabulary to the topic	Prepare for the Test	Performing plays

## Unit 1 Public holidays and traditions

### Lesson 1 Independence Day

#### Objectives:

- to talk about and compare Independence Day celebrations in Uzbekistan and the USA
- to practise reading and listening for detailed information
- to practise writing a letter (homework)
- to practise word building: recognise, form and use nouns made from verbs -tion/-ion

#### Warm up:

Before you start the lesson, brainstorm about the holidays in Uzbekistan, Great Britain and the USA that PP have learnt so far.

#### Activity 1a

**Objectives:** to stimulate PP ideas about the topic;  
to prepare for the next activity

PP read the sentences and write in their Ex.Bks 'True', 'False', or 'Don't Know'. After that they say them.

#### Activity 1b

**Objective:** to read/listen for detail to check predictions

PP read or listen to the text and check their answers to Activity 1a.



**See Classbook for CD script.**



#### Language Note:

There are many words which mean 'a team of people' which can take either a singular or a plural verb in modern English. If we think of them as a team, we use a singular verb. If we think of them as individual people, we use a plural verb, as in this case.

#### Activity 1c

**Objectives:** to read for detail;  
to reinforce PP knowledge

PP read the text again and complete the table for America. Then they do the same for Uzbekistan.

#### Activity 1d

**Objectives:** to practise talking about Uzbek and American traditions  
PP read the text again and talk about similarities and differences between Uzbek and American traditions.

#### Activity 2

**Objectives:** to practise working with the Wordlist;  
to prepare for the next activity

PP find the new words in the Wordlist and write the meaning in their Ex.Bks.

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Read the words and ask PP to repeat after you all together, in rows and/or individually.

**Activity 3a**

**Objective:** to practise listening for detail

PP listen to a CD letter from Thomas and say what Thomas and Sanjar did in the afternoon and evening.

**CD script**

Hi everyone. It's me, Thomas. I'm having a great time here in Shohimardon in the Fergana Valley. Yesterday was 1st September, Independence Day. There were celebrations in the afternoon and evening. In the afternoon we went to a special place near the market. There were stalls selling food and drinks. And there were all kinds of interesting shows. There were tight-rope walkers, men on stilts and my favourite 'askiya'. It's several men who take turns to tell jokes. Each one tried to tell the best joke. It was very funny! Then in the evening we watched TV and ate palov. On TV they showed the celebrations in Tashkent, the capital. The main square is called Mustaqillik Square. You know Mustaqillik means Independence in Uzbek. There were beautiful decorations-hundreds of coloured lights, flags, flowers and thousands of people. Some famous singers and musicians gave a concert and there were fireworks. It was fantastic! That's it for today! Good to talk to you. Your loving son, Thomas.

**Activity 3b**

**Objective:** to give PP freer practice in talking about Independence Day  
PP make groups and say what they do on Independence Day.

**Activity 3c**

**Objective:** to introduce suffix -tion/-ion

PP look at the words in bold in Activity 1b and answer the questions. Draw PP attention to the Remember box. If you want your PP to know all the possible things about this suffix e.g. spelling changes, ask them to look at the Grammar Reference.

**Language Note**

'Compete' and 'competition' have different pronunciation and the word stress changes. Compete [kəm'pi:t] but competition [kɒmpɪ'tɪʃən].

**Suggestion:** You could do Word Building Exercise 1 at this point. Word Building Exercise 2 could be done now, at home, or later in the unit for consolidation.

**Lesson 2 Bonfire Night****Objectives:**

- to practise reading for detailed information

- to talk and write about when things take place using adverbial expressions of time in the correct position in the sentence
- to practise reading for detailed information
- to practise listening for main ideas
- to practise writing an invitation (homework)
- to practise translating an invitation from English into mother tongue
- to develop awareness of how to use fireworks safely



### Language Note

The pronunciation of 'Guy Fawkes' is [ˌɡaɪ ˈfɔːks].

### Activity 1a

**Objectives:** to use the information from the picture; to prepare for reading  
PP look at the picture and answer the questions.

### Activity 1b

**Objectives:** to practise reading/listening for detail;  
to check predictions

PP read and listen to the first part of the text and check their answers to Activity 1a.



**See Classbook for CD script.**

### Activity 1c

**Objective:** to practise reading/listening for detail

PP read and listen to the second part of the text. Then they read the sentences and say if they are True or False.



**See Classbook for CD script.**

### Activity 2a

**Objective:** to stimulate PP ideas about the topic

PP look at the advert and answer the question.

### Activity 2b

**Objective:** to practise listening for main points

PP listen to the text and answer the question.

### CD script



I can't see you. But you can see me. Last year I was like you – I could see. I was young and full of fun. I ran round the streets lighting bangers, putting them near people's houses and running away. Only once I didn't put the firework down fast enough. It exploded in my face. Fireworks are dangerous. Be safe. Be sensible. Fireworks are not for playing with. Leave them to the professionals – and see them every year.

### Activity 2c

**Objective:** to practise reading for specific information

PP read the text and talk about the other way they can keep safe.

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**Activity 2d**

**Objective:** to give freer practice in talking about bonfire parties  
PP read the questions and answer them.

**Activity 3**

**Objective:** to revise adverbial time phrases and their position in the sentence  
PP read the texts again and find the words.

**Key:**

- 1 Bonfire Night, Guy Fawkes Night, firework night
- 2 in the evening, on Bonfire night (twice), on November 5th 1605, in the days before firework night, for two or three weeks before Guy Fawkes, in the evening and at night, before November 5th
- 3 the beginning and end of the sentence are the usual positions where these phrases can go as shown in the Remember box.

**Suggestion:** You could do Grammar Exercise 1 at this point. It could be done now, at home, or later in the unit for consolidation.

**Lesson 3 Merry Christmas!**

**Objectives:**

- to compare Christmas celebrations in the UK and the USA with New Year celebrations in Uzbekistan using 'and' to join similar sentences and 'but' to join sentences with contrast
- to practise listening and reading (homework) for detailed information
- to practise word building: recognise, form and use noun+noun combinations
- to practise writing jokes with Wh-questions and answers (homework)
- to learn a famous Christmas song (Jingle Bells)

**Activity 1a**

**Objective:** to warm up

PP listen to the song, read the words and then sing.



**See Classbook for CD script.**

**Activity 1b**

**Objective:** to introduce and practise topic vocabulary

PP look at the pictures, listen and repeat the new words after you.

**Activity 1c**

**Objective:** to practise n + n combinations

PP make word combinations with 'Christmas' as in the example. You could remind PP that the first noun (Christmas) acts as an adjective describing the second noun.

**Activity 2a, 2b, 2c, 2d**

**Objective:** to practise listening for detailed and specific information



PP listen to the whole text first, then to the three parts and answer the questions.

### CD script



(music - Jingle bells)

1 Good morning, listeners. Welcome to our Christmas special. Are you ready? Not yet? We can help you with lots of good ideas. First, Christmas cards. Have you bought yours yet? No? Then why not save money and make your own. See our helpful suggestions in the Radio Times. Remember: you must post all cards by 18th December.

2 Then what about Christmas crackers for your dinner table? Have you bought them yet? No? Then why not make your own this year? Look in the Radio Times for instructions how to make beautiful crackers.

3 Finally what about the food? Is your Christmas cake ready? Have you made your Christmas pudding yet? It's a bit late. You should have done it two months ago in October. Never mind, do it now! In the Radio Times there are recipes for quick Christmas pudding and Christmas cake.

And now for the last two things. Don't forget to buy a tree, find the box of decorations and practise playing carols on your piano! That's the end of our programme today. Until next week, goodbye everyone and get busy! (music).

### Activity 3

**Objectives:** to enable PP to talk about Christmas;  
to practise using 'and' for joining similar things and 'but' for different ones

PP compare Christmas in the UK and the USA and New Year in Uzbekistan. You could do this activity as a team competition e.g. two teams prepare as many sentences as they can and then they read them in turn. The team that has the most sentences are the winners.



#### Language Note:

We use 'and' to join similar things and 'but' to join different things.

e.g. People in the UK like to celebrate Christmas and people in the USA like it too. People in the UK/USA send Christmas cards but we send New Year cards.

### Activity 4

**Objectives:** to have fun; to introduce PP to a popular Christmas song in the UK and the USA

Tell PP to read the song, explain the meaning of the unknown words and then listen to the song and sing.



**See Classbook for CD script.**

UNIT 1



**Culture Note**

There is no Father Frost or Snow Maiden in Anglo-Saxon Culture. They only have Santa Claus.

**Lesson 4 Happy New Year!**

**Objectives:**

- to talk about and compare New Year celebrations in Uzbekistan and the USA and the UK
- to practise reading for detailed information and for main ideas
- to practise writing instructions (homework)
- to practise making and writing a Christmas or New Year card with a greeting in English (homework)

**Warm up**

If you asked PP to learn ‘Jingle Bells’, you could begin the lesson by asking them to sing it together with the CD.

**Activity 1**

**Objectives:** to practise reading for detail;  
to present cultural information

PP read the text and say which of the things their family does.



**Culture and Language Note**

Mistletoe is a plant with small leaves and white berries. It is a parasite, which grows on apple and other trees. Between Christmas and New Year traditionally English people hang it in the doorway. Boys can kiss anyone they meet under it.

**Activity 2**

**Objectives:** to practise reading for detail; to present cultural information  
PP read the text and find the things in bold in the picture. They match the words with the letters. Then they listen and repeat after the CD.

**Key:**

- a turkey   b Christmas cake   c nuts   d silver coin   e tangerines  
f Christmas pudding   g mince pies



**See Classbook for CD script.**

**Activity 3**

**Objective:** to read/listen for the main ideas  
This is a normal True/False activity. PP first read, then listen to the CD and then say True or False.



**See Classbook for CD script.**

**Activity 4**

**Objective:** to introduce cultural information and practise saying dates  
PP answer the questions.

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**Key:** Western New Year on 1st January and Eastern New Year or Navro'z, on 21st March.

**Activity 5**

**Objective:** to give freer practice in talking about Christmas and New Year traditions

PP make groups and say which Christmas or New Year food or tradition in the UK/USA they like best.

**Suggestion:** You could do Grammar Exercise 2 here or assign it for homework.

**NOTE:** Draw PP attention to the examples of Christmas cards and greetings on the project page. These will help them with their homework.

 **Language and Culture Note**

In the USA and the UK all cards are made from a folded piece of card, which can stand up alone. In the USA and the UK the greetings inside the card are printed. In Uzbekistan we often write our own greetings on the card before we send it.

**Lesson 5 Round the calendar**

**Objectives:**

- to talk about the dates of national holidays and celebrations in the USA, UK and Uzbekistan and to talk about three celebrations common to the USA and the UK
- to practise listening for detailed information
- to practise reading for specific information
- to practise reading for detailed information (homework)

**Activity 1**

**Objective:** to revise and practise saying dates (of national holidays in Uzbekistan)

PP say the names and the dates of all national holidays in Uzbekistan. Draw PP attention to the Remember box.

**Activity 2a**


**Objectives:** to stimulate PP ideas about the topic; to prepare for the next activity

This is a normal True/False activity. Ask PP not to panic if they do not know the answer, they will check their answers in Activity 2b.

**Activity 2b**

**Objectives:** to practise listening for detail; to present cultural information  
PP listen to the text and check their answers in 2a.

**CD script**

 Anvar: So, I've told you about our national holidays: Navro'z, New Year, Hayt and so on. Now tell us about yours and we can see who has the most!

## UNIT 1

Thomas: OK. I think we have six. Let's see. The year starts with a holiday for New Year. So 1st January is a holiday. The next holiday is Memorial Day. It's usually on the last Monday in May. Then there's Independence Day of course. That's on 4th July ... er...er...oh, yes the next is Labour Day. That's in September. The date changes but it's always the first Monday of the month. Then there's Thanksgiving. That's in November. The date also changes but it's always the fourth Thursday of the month. Finally there's Christmas on 25th December.

Anvar: Are the holidays in Britain the same?

John: Some are - Christmas and New Year, but we don't have Independence Day or Thanksgiving. But we do have some other holidays. Easter Monday in March, International Labour Day on 1st May, a 'bank' holiday in May and August, and....and...oh yes, Boxing Day of course. That's the 26th December, the day after Christmas. So I think we beat you, Thomas. We have seven national holidays when no one goes to work! But Uzbekistan has the most! Of course there are other special days, but on those days we still go to work - you know, like Bonfire Night.

### Activity 2c

**Objective:** to compare and find similarities among the national holidays of the UK, USA and Uzbekistan.

PP read the questions and answer them.

### Activity 3a

**Objective:** to practise reading for specific information

PP read the texts and match them with the cards.

**Key:** 1b, 2a, 3c.

### Activity 3b

**Objective:** to enable PP to talk about national holidays and special days in the UK, the USA and Uzbekistan

PP summarise the information they got from this lesson or previous ones and answer the questions.

**NOTE:** Encourage your pupils to go to the library and find information about other festivals in Uzbekistan or other countries. They should bring it to the project lesson.

## Lesson 6 Project

### Objectives:

- to give a formal talk on a holiday and answer questions from the floor about it

- to read for gist and for specific information
- to write notes from reading and using them to plan a talk
- to work independently and collaboratively in a group

**Activity 1**

**Objectives:** to practise reading for specific information;  
to practise writing

PP find the main points of a festival (one they know about already, or one they found out about in the library). Then they copy and complete the table in their Ex.Bks.

**Activity 2**

**Objective:** to give PP an opportunity to work creatively

Make groups. PP design and create their posters. Tell PP they have 20 minutes to design their posters and decide who will speak.

**Activity 3**

**Objectives:** to practise presentation skills in a group presentation;  
to practise handling questions from the floor

After 20 minutes, stop the groups and give them 2-3 minutes to get ready. Remind them to make sure that everyone in the group has something to say, and that they know who will introduce the topic, who will begin, etc. Draw their attention to the notes, and remind them that one of the group should handle questions. Then have the presentations. Make sure there is time for all groups.

**Suggestion:** If you have time, you could ask PP if they enjoyed this activity, how they feel about their performance and their group's performance, what they would do differently/the same if they did it again.

**NOTE:** For the next unit ask your PP to collect different kinds of newspapers and bring them to class the next lesson.

**Pronunciation****Pronunciation Exercise 1a**

each, meat, evening, keep, cheese, degree, believe, chief, kiwi, ski, region

**Pronunciation Exercise 2a**

women, pomegranate, in, immediately, sausage, symbol, typical, lettuce, minute, business

**Grammar****Grammar Exercise 1**

- 1 They will celebrate Bonfire Night tomorrow.
- 2 There are a lot of fireworks on Independence Day.

### UNIT 1

- 3 It snowed a day before New Year.
- 4 I want to invite you to my party this Friday.
- 5 They are going to show holiday celebrations on Channel 4 at 9 pm.

### Grammar Exercise 2

- 1 On Independence Day Americans have a holiday.
- 2 At Christmas everyone eats a lot.
- 3 British people light fireworks on Bonfire Night.
- 4 Good cooks make sumalak at Navro'z.
- 5 In Uzbekistan we celebrate our Independence on September 1st.
- 6 People send each other cards in New Year.
- 7 At Hayit young brides receive many visitors.
- 8 We give our mothers flowers, cards, poems and gifts on Mother's Day.

### Word Building

#### Word Building Exercise 1

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

#### Word Building Exercise 2

- 1 Tom had an invitation to the rodeo. I went with him.
- 2 Please read the instruction for how to get to the rodeo carefully.
- 3 Tom's friend participated in the rodeo. He was great!
- 4 He stayed on his horse and won the competition.
- 5 We congratulated him.
- 6 In the evening we enjoyed the illumination and the fireworks.

## Unit 2 Mass media

### Lesson 1 Newspapers

#### Objectives:

- to name and compare some newspapers published in Uzbekistan, the UK and the USA using 'the same as', 'not the same as' and 'different from'
- to practise expressing opinions and giving reasons for them
- to practise reading for specific and for detailed information (homework)
- to raise PP awareness of computers and the Internet in our daily lives

#### Activity 1a, 1b

**Objectives:** to raise awareness about the types of newspapers in Uzbekistan; to practise expressing opinions and giving reasons

Ask PP to make a list of newspapers in Uzbekistan. When they finish, ask them to choose the best newspaper from their list and say why they have chosen it. PP can use the words in the word cloud to give reasons. Write the names of the newspapers and PP reasons on the BB. Use this table.

Name of newspaper	Reason for choosing

Each time PP tell the class their choices, you should tick the name of the newspapers. At the end count the ticks. The one which has the most ticks is the most popular newspaper.

#### Activity 2a

**Objective:** to study the front and back pages of newspapers

PP work in the same pairs and choose one newspaper from those you and PP have brought in advance. PP look at the front and back pages of the newspaper they have chosen and answer the questions. PP can use their mother tongue while answering question 3.

#### Activity 2b

**Objective:** to study the sections and their order in newspapers

PP look through the newspaper and list the sections and their order in the newspaper. Explain how to make a list of sections by writing on the BB.

Section 1

Section 2, etc.

PP can write the names of sections next to the section numbers.

#### Activity 3

**Objectives:** to study English newspapers and compare them with newspapers in Uzbekistan; to learn the functions of index and online address on the front page of newspapers

PP look at the index (page 14) and online address (page 15) taken from the English newspapers and answer the questions. Explain that 'online' means

## UNIT 2

available on the Internet. So PP can find and read newspapers at these online addresses at any time if they have access to the Internet. If PP cannot answer the third question, explain that 'www.guardian.co.uk' means you can find information about the newspaper at this website on the Internet. Also if PP don't know the words in the index, ask them to look at the Wordlist for the translation.

### Activity 4

**Objectives:** to introduce and practise the words for comparison;  
to recognise the words for comparison within the context

PP read the text and find the words for comparison. When they find them, ask what they mean. After that read the words for comparison aloud and ask your PP to repeat them after you. They are pronounced as follows: the same as [əz], different from [frəm]. Draw PP attention to the Remember Box.

**Suggestion:** To give controlled practice of the structure, you could ask three or four PP to stand at the front of the class. Ask the rest of the class to make sentences to describe the similarities/differences about them. e.g. Dilnoza's skirt is the same as Hurmat's. They're black.

**Suggestion:** To give freer practice of the new structure, you could play Five Things About Us. PP work in pairs. They find five things which are the same about them, and five things which are different. Then ask different pairs to say some of their similarities/differences.

e.g. Dilnoza's eyes are the same colour as mine (my eyes). They're brown.  
PP could write some of these things.

**Suggestion:** You could do Grammar Exercise 1 after this or set it for homework.

### Activity 5

**Objectives:** to compare the front and back pages of Uzbek, English and American newspapers; to give further practice in using the words for comparison

PP look at the front and back pages of the UK and USA newspapers on the page and compare them with the newspaper in Uzbekistan by answering the questions. They can use the newspaper they have already used in the class. Tell them to use the words of comparison.

## Lesson 2 Magazines

### Objectives

- to name and compare some popular magazines published in Uzbekistan, the UK and the USA using 'the same as', 'not the same as' and 'different from'
- to practise expressing opinions and giving reasons for them
- to practise writing a questionnaire with Wh-questions and Yes/No questions
- to practise interviewing and taking notes (homework)



**Activity 1a, 1b**

**Objectives:** to raise awareness about the types of magazines in Uzbekistan; to practise expressing opinions and giving reasons

PP make a list of magazines in Uzbekistan. When they finish, ask them to choose the best magazine from their list and say why they have chosen it. Help PP with vocabulary if necessary. They may need these words: stories, poems, literary articles, plays, letters to the editor, advice, crosswords, jokes and anecdotes, interviews and stories with famous people, historical and scientific facts, etc.

Write the names of the magazines and the reasons that PP give on the BB. Use this table.

Name of magazine	Reason for choosing

Each time PP tell the class their choices, you should tick the name of the magazine. At the end count the ticks. The one which has the most ticks is the most popular magazine.

**Activity 2**

**Objective:** to practise giving reasons

PP look at the magazines from the UK and the USA and find the ones that interest them. They say what they like and why.

**Activity 3a**

**Objective:** to practise writing Wh-questions and Yes/No questions

PP write their questions in pairs. Explain that they are going to interview the PP in other classes about which magazines they read, which they buy, how often they read them, etc.

**Suggestion:** If your class is weak, you could revise questions they can ask before letting them work in pairs. e.g. What ... ? How often ... ? Do you ... Have you ... ? etc.

**Activity 3b**

**Objectives:** to practise writing a questionnaire; to give an opportunity to work cooperatively; to teach PP to reach consensus

Each pair reads their questions to the class. PP listen to them and choose one best question from their list. Assign one P to write the selected questions on the BB during this process. When the questionnaire is ready, ask PP to copy it.

If your class is big, PP can work in groups and write a group questionnaire. Explain that doing the interviews will be their homework. Explain to PP that they must say when they use a questionnaire – they will not put the interviewees' (the pupils') names if they don't want it. Because if PP don't read anything, or only read one newspaper, they might feel ashamed if their names are written on the questionnaire.

## UNIT 2

Tell them they will use the same questionnaire to write the answers of at least three PP. Everyone in the class (in their pair) should interview three other PP in the school. It's probably best if they interview PP from the ninth class. When they have done this, they should put the answers of all the PP into the table in the Homework.

### Lesson 3 She said she likes newspapers.

#### Objectives:

- to report direct speech about things which are still true using the Present Tense
- to practise reading/listening for specific information
- to practise translating a text from English into mother tongue
- to practise writing a report of the interview carried out in Lessons 1-2 (homework)



#### Language Note

To make it easier for PP, we only introduce the changes in pronouns in this lesson. Changes in the sequence of tenses and the use of 'that' after reporting verbs will be introduced later in the unit.

The Present Tense is used in the report clause in English if we want to say something is still true, or if we are talking about a future event.

e.g. She said her name is Katya. She said she is going to England next week. (Both of these sentences can also be said with a Past Tense.)

#### Warm up

Begin by checking the homework from the previous lesson. Draw the table from the homework on the BB and ask pairs to give you their results. Total up all the results in the table on the BB and make some conclusions about:

- the most popular types of magazines
- the most popular magazine
- how popular reading magazines is
- if PP think reading magazines is useful

#### Activity 1a

**Objective:** to practise reading/listening for specific information

PP read and listen to the interview and say what newspapers and magazines Kaylee reads and why.



**See Classbook for CD script.**

#### Activity 1b

**Objectives:** to prepare for reading

Explain the words with asterisks to PP and teach how to say them. Ask them which paper in Uzbekistan are tabloids and which are quality papers.

**Activity 1c**

**Objective:** to raise awareness of the structure of reported speech of facts which are still true

Ask PP to compare the report with the interview in 1a. PP must notice the following changes which are marked as bold in the key. If they can't see the difference at once, give some hints.

**Key:**

Kaylee **said she reads** two newspapers every day. One is a quality newspaper, the Guardian, and the other is a tabloid, the Sun, a kind of gossip newspaper. **She said she reads** the Guardian for information and for opinions. And **she said she reads** the Sun for entertainment.

After that explain that the first text is the real interview, and the second one is the reported text of the interview. Also explain that in the reported speech reporting verbs are used which are usually in the past (e.g. said, told, answered, etc.) and the pronouns change too. If the facts are still true and the situation hasn't changed, the verbs after reporting verbs are used in the Present Simple. Draw PP attention to the changes of pronouns and verbs in the Remember Box.

**Activity 1d**

**Objective:** to practise translation

Ask PP to translate the reported text in 1c into their mother tongue. Do the first sentence together with the class as an example. At the end ask PP what they have noticed. PP should find the differences/similarities between how speech is reported in English and in their mother tongue. The text can be translated into Uzbek and Russian as follows:

**Uzbek**

Keyli har kuni ikkita gazeta o'qishini aytdi. Bittasi ijtimoiy-siyosiy gazeta, *Guardian* va boshqasi *Sun* deb nomlanadigan tuturiqsiz, oldi-qochdi gazeta. U *Guardianni* axborot va fikrlar uchun o'qishini aytdi. U *Sunni* dam olish uchun o'qishini aytdi.

**Russian**

Кейли сказала, что она читает две газеты каждый день. Одна из них социально-политическая газета, *Guardian*, и, так называемая, бульварная газета, *Sun*, типа развлекательных газет. Она сказала, что она читает *Guardian*, для информации и мнения. А *Sun*, она читает для развлечения.

**Activity 2**

**Objective:** to give controlled practice in reporting speech about facts which are still true

This is a kind of Chain Drill. Only explain that Pupil A whispers to Pupil B, and Pupil B reports to the class what Pupil A said, etc.

## UNIT 2

## Activity 3a, 3b

**Objective:** to consolidate reporting speech about facts which are still true  
Ask PP to read and listen to Jahongir's words.



**See Classbook for CD script.**

Then let PP work in pairs to write Kaylee's report because many PP can produce better work in this way. When they have finished, check the activity with the class asking pairs in turn to read a sentence.

**Suggestion:** You could do Grammar Exercise 2 here.

## Lesson 4 He said he was ...

**Objectives:**

- to report about things which are still true and about things which are past using the appropriate present and past reporting tenses
- to practise reading/listening for gist and for detail
- to practise asking and answering questions, and reporting the answers
- to practise writing a report of interviews (homework)
- to learn about how PP can help to conserve water

**Language Note**

In this lesson we introduce the change in tense, which normally occurs in English when we report what people say or think.

## Activity 1a

**Objective:** to prepare for the next activity

Work with the picture first. PP answer the questions. Then explain that the two boys are Jahongir and Jason, whose talk is given in 2b.

## Activity 1b, 1c

**Objectives:** to stimulate PP interest in the reading/listening text;  
to read/listen for gist;  
to raise awareness of and practise reported speech

PP read and listen to Jahongir's interview with Jason and say why Jason is excited.



**See Classbook for CD script.**

After that they read and listen to the text in 1c. Then they compare the two texts in 1b and 1c.



**See Classbook for CD script.**

In this lesson PP must notice the changes marked as bold in the key. If they can't see the difference at once, give some hints.

**Key:**

Jason **said he was** very excited because **he was** going to visit the Lotus factory **that day**. **He said he hoped** they **would** take **him** for a test-drive in the latest model. **He said he was** going to interview the Managing Director.

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**He said** they have models of the cars. **He said** they **would** give **him** one as a souvenir. **He said he was** looking forward to **his** visit a lot.

After that explain that the first text is the real interview, and the second one is the reported text of the interview. Explain that in this reported speech the events were true in the past but as the time is over some things may have changed. But using the past shows how things were then. Draw PP attention to the changes of verbs and adverbs of time in the Remember Box. Ask PP to look at the changes of pronouns in the Remember Box in Lesson 3.

**Activity 2**

**Objectives:** to practise reading for detail;

to practise the verbs in reported speech for true facts

Ask PP to look at the line where the word 'model' is used and answer why 'have' is not 'had'. If PP cannot answer the question, explain that at the reporting time (a week later after interview) the factory still has the models of the car. And the facts which are true all the time are often not changed to the past in the reported speech.

**Suggestion:** You could do Grammar Exercise 3 here or assign it for homework.

**Activity 3**

**Objective:** to give freer practice in using reported speech

This is a normal Chain drill. Pupil B must report as if the sentence was said some days ago.

**Activity 4**

**Objective:** to give controlled practice in using reported speech

PP read and listen to the interview. Then they report what Sergei said. Tell PP NOT to report the interviewer's question just Sergei's part.

This activity is similar to 1b and 1c.



**See Classbook for CD script.**

**Activity 5a, 5b**

**Objectives:** to revise and practise all kinds of questions;

to give less controlled practice in writing questions and reported speech

Ask PP what questions they could ask each other. Point out that they know each other well so they should ask unusual questions. PP must give full answers e.g. I don't know how many green crayons I've got.

Ask PP to work in groups of four. Explain each P asks 2 questions. PP take turns to be in the 'Hot Seat' and answer the questions. PP should write down their questions before they begin. Before PP begin to play, remind PP to write down the answers to their questions exactly.

Explain that after the game is finished, they will report the answers to their questions.

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**Suggestion:** Before beginning this activity, demonstrate with one group how the activity will work and how they will report afterwards to ensure that everyone understands.

**Lesson 5 He said that ...**

**Objectives:**

- report what people have said using 'that' in speech and in writing
- to practise reading/listening for specific and detailed information
- to practise translating reported speech into mother tongue
- to practise writing a report and punctuating it correctly (homework)
- to consider strategies for managing their homework workload (homework)

**Activity 1a**

**Objective:** to read/listen for specific information

PP read and listen to the interview with the editor of an English newspaper and say why the paper is very popular.



**See Classbook for CD script.**

**Activity 1b**

**Objectives:** to practise inferring the meaning of new words from the context;  
to practise working with the Wordlist

Ask PP to try to guess the meaning of the new words in the interview. If they find it difficult, they can refer to the Wordlist.

**Activity 1c**

**Objectives:** to compare direct and reported speech; to study the structure of reported speech

PP read and listen to the text. Then they compare the two texts in 1a and 1c. In this activity PP must notice the following changes which are marked as bold in the key. If they can't see the difference at once, give some hints.



**See Classbook for CD script.**

**Key:**

Mr Tobin **said that their** newspaper is one of the most famous in Britain. He **said that they** have more than two million readers. He **thought that they** have so many readers because **they** are first with the news. He also **said that they** offer the most up to date political, social, financial and sports news. Mr Tobin **said that** at the end of **their** newspaper **they** have horoscopes, funny stories and crosswords. He **said that they** also have advertisements for products and services.

**Activity 1d**

**Objectives:** to practise inferring the meaning of the structure from the context;  
to practise translating reported speech into mother tongue

After you get the answer from PP explain that while reporting, we sometimes

use 'that' to join the reporting verb with the rest of the sentence. We can drop 'that' after 'say, tell, think'. It is up to the reporter to use or drop 'that' in the sentence. Draw PP attention to the Remember Box.

### Language Note

In some textbooks you may find the wrong use of the comma before or after 'that'. The comma is NOT used before or after 'that' in English in reported speech.

If PP can't answer the second question, remind them about the rules in Lesson 3.

After you explain the use of 'that' in reported speech, you can ask PP to translate the reported text in 1c into mother tongue. If they find it difficult, you can do the first sentence as an example. The reported text can be translated into Uzbek and Russian as follows:

#### **Uzbek**

Janob Tobin o'z gazetasining Britaniyada eng mashhur gazetalardan biri ekanligini aytdi. U o'z gazetasining ikki milliondan ortiq o'quvchilari borligini aytdi. U buni o'z gazetasining yangiliklarni birinchi bo'lib ommaga yetkazishi sababli bo'lsa kerak, deb o'ylaydi. U eng so'nggi siyosiy, ijtimoiy, moliyaviy va sport yangiliklarini ham keng ommaga havola etishlarini aytib o'tdi. Janob Tobin o'z gazetasining so'nggi sahifalarida goroskoplarni, kulgili hikoyalar va qiziqarli krosvordlar berishlarini aytdi. U mahsulot va xizmat turlari reklamalarini ham berib borishlarini aytdi.

#### **Russian**

Мистер Тобин сказал, что их газета является одной из самых лучших газет в Британии. Он сказал что, у них более двух миллионов читателей. Он думает это потому, что они первые по новостям. Он также сказал, что они предлагают самые последние политические, социальные, финансовые и спортивные новости. Мистер Тобин сказал, что в конце газеты они дают гороскопы, смешные рассказы и интересные кроссворды.

Он сказал, что они также дают рекламу для товаров и услуг.

#### **Activity 2**

**Objective:** to practise using 'that' in reported speech

This is the same procedure as in Lesson 3 Activity 2, but this time with 'that'.

#### **Activity 3**

**Objective:** to give freer practice in using 'that' in reported speech

PP read Tohir's words and report what he said with their own words. Tell them to use 'that' while reporting.

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**Activity 4**

**Objective:** to practise inferring the meaning of a new word from the context  
PP read the sentence and try to guess the meaning of 'member'. If they can't guess, or guess wrongly tell them to look it up in the Wordlist.

**Activity 5a, 5b**

**Objectives:** to practise listening for detail; to practise giving reasons  
Play the CD. When the CD is finished, ask PP what the message was. When they say the message, ask if they would like to join the club. Ask them to give reasons for their answers.

**CD script**

The Fun Club is the great club for Funday Times readers. The first 15 people to join The Fun Club this week will get a nice bag, a book of a film and a T-shirt. All you need to do is to fill in the form and pay J4.99. If your membership has finished, you must send J1 for your new membership card and a secret present. Our address is:  
PO Box 15  
Wetherby  
LS23 7TL

**Lesson 6 Project****Objectives:**

- to write and edit simple articles for a class newspaper
- to practise listening to other groups and reporting back efficiently from own group
- to practise writing articles of different kinds for a school newspaper
- to read for pleasure

**Warm up**

Have a short discussion with PP. Ask what they thought about the 'problem letter' in the homework. Ask if they have a lot of homework sometimes, if they find it difficult to do all their homework sometimes, if they think about what to do first, next etc. and how they think they could manage it better. This discussion can be in mother tongue. If PP do not have ideas, you can help them by suggesting some things e.g. they should organise a place at home where they have a space to write; they could set aside a particular time, preferably at the same time everyday; they could stay at school to do their homework if there is no place at home, etc.

**Activity 1a**

**Objectives:** to discuss the sections for the class newspaper;  
to revise the sections of a newspaper; to get ready for writing a newspaper



## UNIT 2

PP work in groups of four. Explain that they are going to make a class newspaper. They should write a list of the sections they want to have in the newspaper.

**Activity 1b**

**Objective:** to practise reporting from a group efficiently

Ask the first group to say what sections they want to have and write their ideas on the BB. Then ask the other groups to report. Tell them only to say things they have on their list, which were not on the first group's list, or things they think should be included.

**Activity 1c, 1d**

**Objective:** to practise reaching consensus

Ask PP to choose the best sections for the class newspaper from the BB. After that PP discuss in class the name for their class newspaper and choose one.

**Activity 2a**

**Objective:** to discuss the content of the sections

PP choose a section from selected ones on the BB or you can allocate sections to ensure that each group does something different. Explain that groups should decide what to put in their section.

**Activity 2b**

**Objectives:** to practise writing information for the sections;  
to practise editing writing

Groups write their section. Monitor the groupwork. Help with vocabulary, corrections, etc. if necessary. When PP finish, help them to edit their work (corrections, extra sentences to make it clearer, title if it is missing, etc). PP make a final copy on a sheet of paper. When they finish copying, collect and display the mini-newspaper on the wall or on a desk.

**Activity 3, 4**

**Objective:** to read for pleasure

PP read their mini-newspaper.

**Suggestion:** This lesson is just a first step in making a class newspaper. Making a complete newspaper cannot be done in one lesson, but PP may become interested and then they can continue making the newspaper as an out of class activity.

If you have a mixed level class, you could choose 2 or 3 best pupils from the class to be the editors of the newspaper.

Pairs/groups could interview PP, teachers and school administrators, or find other interesting things for their section and write reports. When they finish, they give their reports to the editors.

The editors make corrections with your help. They organise the pages and publish the newspaper. PP can publish their newspaper on a board. (They

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can make a board from wood.) Once you have organised this, you are recommended to continue the work and control the whole process. Making a class newspaper develops PP ability to express themselves and their writing skills. It gives them an audience and purpose for their writing. It gives PP the opportunity to write many different kinds of things such as reports, stories, reviews, poetry, crosswords, etc.

The editors can write editorial letters (where the editor writes opinions) to the readers. The newspaper will give pleasure to its readers, but the most important thing is that, when their work is published, PP will be encouraged and they will try to do more.

## Grammar

### Grammar Exercise 1

- 1 The newspaper 'Ma'rifat' is different from "Erudit".
- 2 Today's news is different from/not the same as yesterday's news.
- 3 The climate in the south is different from the climate in the north.
- 4 My age is the same as my classmates' age.
- 5 The front page of a newspaper is different from/not the same as the back page.
- 6 The size of newspapers in Uzbekistan is different from/not the same as newspapers in the USA and the UK.
- 7 The colour of the paper of some UK newspapers is different from/not the same as the newspapers in Uzbekistan.

### Grammar Exercise 2

Last week I interviewed Alex, a pupil at Estover school. He said his favourite TV programme is Sports Night and favourite band is Travis. He said his favourite film is Snow White and the seven dwarfs. He said his best friend is Danielle. He said he loves clothes, music, reading, tennis and hates people who are not polite. He said he wants to go to America, India and wants to study sports science and wants to be a tennis star.

### Grammar Exercise 3

Last week a British band, Iron Horse, gave a concert in Tashkent. I interviewed them about their stay in Uzbekistan. They said it was their first visit to Uzbekistan. They said they were enjoying it very much.

They said the weather in Tashkent was wonderful - warm and sunny. They said Tashkent is beautiful and the trees are in blossom. They said they liked the food in Uzbekistan very much; they liked palov and our bread. They said they also liked our national costume. They said they were going to buy a chopon for their manager. They said their visit was nearly over and were very sorry about that. They said they wanted to come back again soon.

## Unit 3 Radio and TV

### Lesson 1 What's on TV tonight?

#### Objectives:

- to talk about and compare TV viewing habits
- to practise listening for main ideas
- to practise reading for detailed information
- to practise writing a questionnaire
- to work independently with the Wordlist
- to interpret graphs and pie diagrams

#### Activity 1

**Objective:** to introduce and practise the new vocabulary

This is an ordinary Wordlist activity. Work on the pronunciation of the new vocabulary. PP repeat after you in chorus, then in rows or individually.

**Suggestion:** You could draw PP attention to how definitions are often made:

**e.g.** A feature film is a film **for** the cinema, not for TV.

A cartoon is a story **with** pictures.

And you could do Grammar Exercise 1 if you would like your PP to have more practice.

#### Activity 2

**Objective:** to practise using the new words and phrases

PP look at the TV programme next to Activity 1, ask and answer the questions about it in turn.

#### Activity 3a

**Objectives:** to practise talking about TV viewing habits;  
to prepare for the next activity

PP answer the questions. You could ask several PP to answer question 5.

#### Activity 3b

**Objective:** to practise listening for main ideas

PP listen to the CD and then answer the questions.

#### CD script



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

Mike: Hi. I just want to tell you that I can't imagine life without TV. So I'm a great TV lover. I watch at least 6 or 7 hours every day. I watch everything - soap operas, nature programmes, cartoons and quiz shows. My favourites are quiz shows and soap operas - Eastenders, Brookside, Neighbours, Coronation Street, ... I

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watch them all. I never miss a programme. I ask my mum to give me TV dinners so I can eat and watch at the same time. The stories in the soap operas are really great – you never guess what’s going to happen. And I love the quiz shows ‘cos I try to answer all the questions so I learn a lot. It’s a great feeling when I get the answers right!

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

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

**Activity 3c**

**Objective:** to practise expressing opinions

PP read the questions and answer them.

**Activity 4a**

**Objective:** to practise interpreting diagrams and graphs

PP look at the graphs and then quickly read the sentences (give them 1 minute) and say True, False, or Don’t know.

**Activity 4b**

**Objectives:** to present cultural information;

to practise reading for detail

Ask PP to read the text quickly and check their answers.



**Culture Note:**

British schoolchildren start school when they are five (or nearly five).

They spend six years at primary school. They begin secondary school in Year 7 (the same as our Class 5) and finish in Year 11 or Year 13 when they are 16 or 18 years old.

**Activity 4c**

**Objective:** to compare TV viewing habits

PP answer the questions.

**Activity 5**

**Objectives:** to give freer practice in writing questions; to write a survey questionnaire; to practise the topic vocabulary

Tell PP they are going to do a survey about TV viewing habits. Monitor their work to see if they need your help.

**Lesson 2 After I’d watched TV ...**

**Objectives:**

- to talk and write about two actions in the past where one happened before the other using the Past Perfect (affirmative and negative) and the Simple Past
- to practise reading/listening for gist
- to practise inferring the meaning of a new structure from the context

- to practise translating a short text from English into mother tongue
- to work with the Grammar Reference

**Activity 1a****Objective:** to practise reading/listening for gist

PP read, listen to the conversation and say what it is about.

 **See Classbook for CD script.****Activity 1b****Objectives:** to practise inferring the Past Perfect from context

Tell PP that they are going to learn a new grammar structure. Tell them that questions 2–5 will help them to make the rules themselves.

If it is difficult for PP to answer the questions in English, they can do it in their mother tongue.

**Key:**

The possible answers to the questions are:

- 1 She is talking about yesterday's action.
- 2 There are two actions in the sentences.
- 3 No, they didn't.
- 4 The action which is begun with 'after' and 'when' happened first.

**Suggestion:** Try to make your PP understand the new structure themselves but if they find it difficult, explain it yourself. Ask PP to look at the Grammar Reference.**Activity 2****Objective:** to practise the new structure

This is a normal Chain drill activity.

**Activity 3****Objective:** to give further practice in using the Past Perfect

PP make sentences using the table. Draw PP attention to the Remember box.

**Activity 4****Objective:** to give less controlled practice in using the Past Perfect

PP ask and answer questions following the given example.

**Activity 5a****Objective:** to practise reading/listening for gist

PP read, listen to the text and choose the best summary. Then they translate the text into mother tongue.

**Key:** b) **See Classbook for CD script.****Activity 5b****Objectives:** to give freer practice in using the Past Perfect;  
to give PP an opportunity to work creatively

PP tell each other stories similar to the story in 5a.

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**Activity 5c**

**Objectives:** to reinforce the new structure;  
to practise writing a story

PP write their own story in their Ex.Bks.

**Lesson 3 In the studio audience**

**Objectives:**

- to ask and answer about actions in the past using the Past Perfect (interrogative, affirmative, negative) and the Simple Past to name some TV channels in Uzbekistan, the USA and the UK
- to practise expressing opinions about TV programmes and studio audiences
- to practise listening for gist and for main points
- to practise inferring the meaning of a new structure from the context
- to practise completing an application form (homework)

**Activity 1**

**Objective:** to introduce the topic and to practise expressing opinions  
PP ask and answer the questions in turn. Ask as many PP as you think reasonable to answer questions 1 and 2.

**Activity 2**

**Objective:** to raise awareness of English and American TV channels  
PP look at the pictures and say the names of the channels.

**Activity 3**

**Objective:** to enable PP to talk about their favourite TV channels  
PP describe their favourite TV channels.

**Activity 4a**

**Objective:** to prepare for the next activity  
PP answer the questions. Let several PP answer question 3.

**Activity 4b**

**Objectives:** to practise working with the Wordlist;  
to establish the meaning of unknown words

Ask PP to try to guess the meaning of the words first. If they have difficulties, they can find the words in the Wordlist. Then work on the pronunciation of the new vocabulary. PP repeat after you in chorus, then in rows or individually.

**Activity 4c**

**Objective:** to practise listening for gist  
PP listen to the CD and answer the questions.

**CD script**

Eliana: ... Well, it was amazing. We got there about 6.30pm and they showed us to our seats. There weren't very many of us – not as many as I had expected. Maybe about 50.

A talk show host came onto the stage and explained that first there was a comedian. The comedian was going to tell us jokes to warm us up. We should laugh at the jokes. The main show was going to be after that when we had been relaxed and had begun to enjoy ourselves.

The comedian wasn't very funny. It was hard to laugh at his jokes. He hadn't finished when suddenly the host came back and the show began. We enjoyed the show – it was great. And I went on stage and answered a question. It all went very quickly. The applause hadn't finished when we heard the theme music for the chat show and our wonderful experience was over.

Friend: Had you ever been in a studio audience before?

Eliana: I'd been in a studio audience but I'd never been on camera before.

**Activity 4d**

**Objectives:** to practise listening for main ideas;  
to practise the negative and interrogative forms of the Past Perfect Tense

PP listen to the CD again and answer the questions. Draw PP attention to the Remember box.

**Suggestion:** You could do Grammar Exercise 3 at this point or assign it for homework.

**Activity 4e**

**Objective:** to practise expressing opinions  
PP ask and answer the questions in turn.

**Activity 5**

**Objective:** to practise the interrogative form of the Past Perfect  
This is a normal Chain drill activity.

**Activity 6**

**Objective:** to practise writing to reinforce the new structure  
PP write three things they did last week/month/year. Then they swap Ex.Bks and write a question for their partner. Remind them to use the Past Perfect. They swap Ex.Bks again and answer their partner's questions. They can use Activity 5 for help.

**Suggestion:** You could assign Grammar Exercise 2 as extra homework.

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**Lesson 4 She said that she had watched ...****Objectives:**

- to report about actions in the past using the Past Perfect
- to practise talking about what someone did using the new structure
- to practise reading for specific information (homework)
- to practise inferring the meaning of a new structure from the context

**Activity 1a**

**Objectives:** to revise and practise writing questions;  
to revise the Past Simple

PP write questions for each other about the television and radio programmes they watched last week on the basis of the questionnaire.

**Activity 1b**

**Objectives:** to practise interviewing using a questionnaire and taking notes of the answers

PP ask and answer each other's questions. They write their partner's answers in their own Ex.Bks.

**Activity 2a**

**Objectives:** to present cultural information;  
to prepare for the next activity

PP read and listen to Eliana's answers.



**See Classbook for CD script.**

**Activity 2b**

**Objective:** to practise inferring a new structure from the context (Past Perfect in Reported Speech)

Ask PP what changes they notice in the sentences. Draw their attention to the Remember box.

**Suggestion:** If PP have difficulties, they can use their mother tongue. You could help them by giving hints or you could tell them about the new structure using the Grammar Reference.

**Activity 2c**

**Objective:** to give controlled practice in using the Past Perfect in Reported Speech

PP report sentences 2-7 from Activity 2a following the example given in 2b.

**Activity 3a**

**Objective:** to practise writing to reinforce the new structure

PP look at their notes in Activity 1 about their partner's TV and radio habits and write a similar report as in 2c.

**Activity 3b**

**Objective:** to give oral practice using the Past Perfect in Reported Speech

PP talk to their new partner about their previous partner's TV and radio habits.



**Activity 4**

**Objectives:** to practise inferring a new structure from the context (Present Perfect in Reported Speech)

The same procedure as in Activity 2b.

**Suggestion:** Grammar Exercise 4 could be done now, at home, or later in the unit for consolidation.

**Lesson 5 Listen to the radio****Objectives:**

- to practise talking about radio
- to practise reading and listening for detailed information
- to compare US and UK spellings

**Activity 1a, 1b**

**Objectives:** to revise and practise making new word combinations n + n  
PP write sentences with the new words.

**Activity 2a**

**Objective:** to raise awareness of different kinds of radio stations  
PP read and give their own examples of different kinds of radio stations.

**Activity 2b**

**Objectives:** to enable PP to talk about radio;  
to practise expressing opinions  
PP answer the questions. Ask several PP to answer question 2.

**Activity 3a**

**Objective:** to practise listening for detailed information

**NOTE:** The listening text is **not** identical to the text on the page.  
If your PP are strong, you could ask them to cover the text before listening.  
If they are not so strong, you may prefer to let them listen and follow. PP read/listen to the text and answer the questions.

**CD script**

(Music jingle)

Tom: Hello and welcome to the Jefferson High School Radio and TV Center. This is Tom Hinton with you through to two o'clock. Our program today features a short history how this radio station began, when TV came on the scene and our hopes for the future. The Jefferson High School Radio and TV Center began as a dream in the mind of high school teacher Bill Fraser. For years he taught a radio class at the "old" Jefferson High School. He held classes in a small room located above the gymnasium. The student broadcasters could talk and play music and be

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heard throughout the building and into the parking lot, but that was it. Then it was announced a new Jefferson High School was going to be built on the south side of town and Bill Fraser began planning a new radio and TV center. Bill, welcome. Tell us how it all developed.

Bill: Hi. Great to be on air again here where it all began. Today, we're in a large control room. There is a radio classroom that doubles as the new studio. And there is a TV studio and TV facilities too. It was my dream to teach TV as well as radio – and today that dream is reality. Many famous TV reporters began their TV and video careers here in the school studios covering school sports, drama productions, etc.

Tom: Now Bill, you're retired, I know. But I think you still have a strong interest in the future of the studio here. What do you think the future holds?

Bill: Before too long we hope to broadcast live over the Internet. It's all still in the planning stages, but I think it won't be too long now. I'll still be around to see it! (fade)

#### Activity 3b

**Objective:** to enable PP to talk about Radio and TV Centres  
PP answer the questions.

#### Activity 3c

**Objective:** to compare British and American spelling  
PP compare British and American spelling. They find the American words in the text and write them in the table.

**NOTE:** You could ask your PP to look at the project before the lesson and to prepare some things to bring to the lesson: cassette recorders and blank cassettes; interview questions; music cassettes; jokes or interesting anecdotes, etc. ready for the radio programme. This will save time during the lesson.

### Lesson 6 Project

#### Objectives:

- to write and present a short radio programme based on the material of the unit
- to practise writing short interviews, reports and adverts
- to practise reading aloud short interviews, reports and adverts
- to listen for pleasure
- to develop evaluation skills

**Activity 1a, 1b**

**Objective:** to introduce the different roles and jobs involved in making a radio programme

PP read the names of the jobs in radio and match them with the definitions. After that play the CD. PP listen and check their answers.

**CD script**

- 1 Local radio broadcasts to towns and rural areas. It broadcasts mostly local news and information for its listeners. It is commercial.
- 2 A producer chooses which records will be played and plans each programme in advance.
- 3 A studio engineer controls the equipment which mixes and balances all the voices and music in each programme.
- 4 A presenter presents the programme on air. S/he talks to the audience and guests.
- 5 A programme assistant finds albums, cassettes and CDs which producers ask for.
- 6 A journalist writes news reports and travel reports.
- 7 A secretary deals with each show's letters and general administration.
- 8 A researcher finds out facts and background information which producers need.

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

**Activity 2a**

**Objectives:** to prepare for the next activity;  
to revise topic vocabulary

Tell PP they are going to make a radio programme. Ask them to prepare short interviews and/or commentaries on current events, advertisements and music if it is possible. If not, PP can improvise something.

**Activity 2b, 2c, 2d**

**Objectives:** to teach how to reach consensus;  
to raise awareness about designing a programme

PP should decide who will do each thing, the order of items and a title for the programme. See if your PP need your help to reach consensus.

**Activity 2e**

**Objective:** to rehearse the programme

Monitor the process and see if your PP need your help.

### UNIT 3

#### Activity 3

**Objectives:** to present the radio programmes;  
to have fun

Tell PP they are going to listen to some short radio programmes. They should listen and at the end of all the programmes they should be ready to say one thing they liked about each programme. Groups take turns to present their programmes.

**Suggestion:** If possible, try to record the radio programme as a ... recorder. You can then play them again and ask PP to give comments (feedback).

### Pronunciation

#### Pronunciation Exercise 1

Asian, dictation, daytime, always, baby, be afraid of, again, April, danger, break, eight, cake, cage

#### Pronunciation Exercise 2

breakfast, bread, weather, health, bed, get, chef, said, question, guest, Welsh, west

### Grammar

#### Grammar Exercise 1

*No exact answer but the following would be an example.*

- 1 A song show is a programme with lots of songs and music. A programme for music-lovers.
- 2 A game show is a programme with lots of games. A programme for children.
- 3 A children's programme is a programme with lots of interesting shows. A programme for kids.
- 4 A sports programme is a programme with lots of sports games. A programme for sport-lovers.
- 5 An educational programme is a programme with lots of educational questions. A programme for adults.
- 6 A religious programme is a programme with religious discussions. A programme for everybody.
- 7 A science programme is a programme with lots of scientific facts. A programme for adults and students.
- 8 An agricultural report is a programme with lots of reports about agriculture. A programme for farmers.

### Grammar Exercise 2

I remember when I went to school for the first time.

- 1 I had never been in such a big room before.
- 2 I had never been alone before.
- 3 I had never spent all day with other children before.
- 4 I had never sat quietly before.
- 5 I had always played when I wanted to.
- 6 I had always laughed, sung when I wanted to.

### Grammar Exercise 3

A talk show host came onto the stage and explained that first there was a comedian.

- 1 The main show was going to be after that when we had relaxed and begun to enjoy ourselves.
- 2 The comedian was not very funny.
- 3 He had not finished when suddenly the host came back and the show began.
- 4 We enjoyed the show - it was great.
- 5 The applause had not finished when we heard the theme music for the chat show and our wonderful experience was over.
- 6 Had you ever been in a studio audience before?
- 7 I had been in a studio audience but I had never been on a camera before.

### Grammar Exercise 4

She said that she had **begun** to watch another one, Crossroads, and that was really good too. She said that she had begun to know the characters. She said that she had written to their fan club. She said that she had logged on to their website a few times. She said that she had talked to some other fans on-line. She said that she had ordered a Crossroads T-shirt. She said that she had already received the first edition of the Crossroads magazine.

## Unit 4 Literature and life

### Lesson 1 Biography, novel, science fiction ...

#### Objectives:

- to talk about some famous Uzbek, British and American writers and poets and name some of their works
- to talk about the genre of a literary work
- to practise reading/listening for detailed information
- to develop awareness of the role and importance of reading in our lives

#### Activity 1

**Objectives:** to raise PP awareness of the importance of reading;  
to practise talking about reading

PP read the quotations silently and decide which one they like best. Ask as many PP as possible to say what they think. With more advanced classes you could use one more quotation and let your PP choose out of the three instead of two.

3 There is no frigate like a book

To take us lands away.

Emily Dickinson

(1830-1886)

U.S. poetess

#### Activity 2

**Objective:** to make PP aware of different types of literature

This is a normal matching activity. PP first read and match, then they listen to check their answers.



**Language note:** fiction (n) - books and stories about imaginary people and events  
fictional (adj) - imaginary



**See Classbook for CD script.**

**Key:** 1e 2c 3b 4d 5a 6f

#### Activity 3a

**Objective:** to practise reading/listening for detailed information

PP look at the pictures. You could ask them if they have read anything by any of the authors, whether they have heard of the authors or know the names of any of the books they have written.

Then PP read the texts and match them and the portraits of the six authors.

You may wish to ask your PP whether:

- 1 Robert Frost is an American or British poet (The right answer is 'American')
- 2 Arthur Conan Doyle is American or British writer (British)

**Key:** 1b 2d 3f 4e 5c 6a

After PP finish matching, they can listen to the CD and check their answers.

### Activity 3b

**Objective:** to practise talking about the authors and their books

In pairs PP talk about the authors in Activity 3a and their works. They can discuss books they have read or films they have seen. After they have finished, ask several PP to tell the class about their partners.

## Lesson 2 All men are poets at heart

### Objectives:

- to talk about and interpret a simple poem
- to talk about the role and value of poetry
- to practise listening and reading for gist and detailed information
- to express opinions
- to learn a simple poem by a famous American poet



### Culture Note

Robert Frost is a famous American poet. He lived from 1874 - 1963. He worked on a newspaper and then as a teacher.

### Activity 1a

**Objectives:** to practise listening and reading for gist; to practise expressing opinions about titles

Ask PP to read the three suggested titles before they listen to the CD. After they have listened and read the poem silently, they can start discussing the titles. This can be done in groups or pairs or individual PP can be asked to say which title they like and why.

### Activity 1b

**Objective:** to give PP an opportunity to use their imagination

Give your PP some thinking time, then ask them to tell you their own titles. You could write them on the BB for everybody to see them.

### Activity 1c

**Objectives:** to read for detailed information;  
to practise talking about the poem

### Key:

Here are some possible answers to the questions:

- 1 Love.
- 2 The poet's heart.
- 3 Green – the colour of spring.
- 4 Sad, unhappy at the beginning; hopeful at the end.
- 5 Answers will vary.

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**Activity 1d****Objective:** to practise expressing opinions

The activity can be done with the whole class or in groups. If you choose to do it in groups, organise feedback when PP finish the activity.

**Activity 2a****Objectives:** to practise reading/listening for detailed information;  
to practise expressing opinions

PP read and then listen to the text silently. Ask them to say what they think about having posters with poems in the underground. They can start their answers with 'I think/I don't think it's a good idea because...'

**See Classbook for CD script.****Language Note**

The metro in London is called 'The Underground' or 'The Tube'. The American expression 'The Subway' is not used in British English.

**Activity 2b****Objective:** to enable PP to talk about the role of poetry in their lives

Besides the questions in the Classbook you could also ask your PP what their favourite poem is and whether they would like to see it on a poster somewhere in the place they live. You could also ask them if they like Robert Frost's poem and whether they would like to learn it by heart. Your best PP could try and translate the poem into their mother tongue.

**Activity 2c****Objectives:** to practise expressing opinions;  
to practise reading for gist

Ask PP to look through the poem. After some time, ask their opinion about the poem if it is the right sort of poetry for the underground. Ask reasons for their answers.

**Lesson 3 Do you like science fiction?****Objectives:**

- to talk about the sequence of events in a narrative using the Past Perfect and Simple Past
- to talk about what they would do if they were in a particular situation using 'if I were ...'
- to practise reading/listening for the main ideas and for specific information
- to read an extract from a science fiction book by the famous British writer Arthur C Clarke

**Culture Note**

Arthur C Clarke was one of the most celebrated science fiction writers of our time. He was British, but lived in Sri Lanka for almost 50 years.



➔ His most famous book is '2001: A Space Odyssey' which was made into a very successful film. He broadcasted on the radio – he was a commentator on the Apollo 11, 12 and 15 space missions for the American station CBS (Central Broadcasting Service). He won many prizes for his inventions, including the Lindbergh Award for his invention of satellite communication in 1945. He was a member of many famous scientific organisations including the International Academy of Astronautics.

He was knighted in 2000 by the British Queen so he was then 'Sir Arthur C Clarke'. You can find out more about him on

[http://en.wikipedia.org/wiki/Arthur\\_C.\\_Clarke](http://en.wikipedia.org/wiki/Arthur_C._Clarke)

### Activity 1

**Objective:** to give PP practice in talking about their dreams and dreams of mankind

One of the ways of doing this activity is: PP answer the questions individually and then compare their answers with partners.

### Activity 2a

**Objective:** to practise reading/listening for the main ideas

PP read the story silently. They can refer to the Wordlist to check the meaning of the words they do not know or do not remember. After that they listen to it. Then they answer the questions.

➔ **Language note:** When the word 'Earth' is used with a preposition it takes no article, e.g. to earth.

### Key:

a) The action takes place on the Moon

b) The Medical Research Group was avoiding him, that is, they did not want to meet with him and answer his questions.

### Activity 2b

**Objective:** to practise reading for specific information

Draw PP attention to the numbers 1, 5, 10, 15, 20 at the beginning of the lines. They are helpful when PP look for information and then tell you in which line they have found it. After they have finished reading, they should be able to say something like the following:

### Key

Henry Cooper's job was to send daily reports to the UNSA. It was his second visit to the Moon. He was interested in the future, etc., or you could actually ask to read the right sentences aloud.

### Activity 2c

**Objective:** to enable PP to express opinions about the characters of the story

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This is a normal 'answer the questions' activity and it is up to you how you organise it: with the whole class or in groups/pairs. When PP answer the second question, draw their attention to the structure and write on the BB the phrase 'I would be worried, if I were you.' Translate the phrase for PP, explain its meaning and the structure. Tell them that this structure is the focus of the next lesson and they will practise it there.

### Language note

It is common in both formal and informal English, especially American English, to use 'were' after 'if' instead of 'was' e.g. If I were rich, I would buy everyone an ice cream. If she were rich, she would buy everyone a box of chocolates.

**Suggestion:** You could do Grammar Exercise 1 and 2 here – or you could leave it until after the next lesson when PP have practised the normal second conditional.

### Activity 3

**Objective:** to revise Past Perfect

After PP have answered the questions, you could ask them to find more examples of the same tense in the story.

## Lesson 4 If I worked on the moon, I would ...

### Objectives:

- to talk about unreal or unlikely situations using the second conditional
- to practise reading/listening for gist and for specific information
- to practise translating second conditional sentences
- to read the next part in the science fiction story by Arthur C Clarke

### Warm up

It would be good to start this lesson with some questions on the first part of the story "The Secret". The objective is to see how well PP remember the content and to get them warmed up. We suggest you ask the following questions:

- 1 Who said that he wanted to speak to the Chief Inspector of Police?
- 2 Who didn't understand why people were hiding things from him?
- 3 Who smoked a pipe?
- 4 What organisation was avoiding Henry Cooper?

### Activity 1

**Objective:** to enable PP to talk about the Earth and the Moon

In pairs PP talk about the Earth and the Moon. When they finish, you may want to ask several PP to tell the class their ideas.

**Activity 2a****Objective:** to practise reading/listening for gist

PP read the second part of the story silently. Encourage them to use the Wordlist. After that play the CD for PP to listen to it.

**See Classbook for CD script.****Activity 2b****Objective:** to practise reading for specific information

PP read the story a second time and find information about Dr Hastings, and again you can ask them either to read the sentences or say what they have found. The numbered lines can help.

**Activity 3****Objectives:** to present the meaning of the Second Conditional;  
to practise talking about an imaginary situation

The new grammar structure is presented in this activity without the explanation of its form. If you think the activity may be too challenging for your PP, you could start with drawing their attention to the Remember box and translating the sentence into their mother tongue. As soon as you are sure they understand that the structure means unreal situation, start doing the activity.

**Activity 4****Objective:** to present the form of the structure**Language note:**

clause (n) – a part of a sentence with its own subject and verb; another name for ‘if-clause’ is ‘conditional clause’.

PP read the sentence and answer the questions.

The answers are: Past Simple; would + infinitive without ‘to’; about present/future.

**Activity 5****Objective:** to practise the second conditional

This is a normal Chain Drill activity. Make sure PP give the correct forms both in the if-clause and the main clause.

After that ask PP to work in groups of 4/5. Say that they should write a chain of mini 5/6 sentences with own example taken from Activity 3.

Draw PP attention that the words in the second half of the first sentence must be used in the first half of the second sentence, etc.

Give them 5-10 minutes. Then ask each group to say their Chain Drill.

**Suggestion:** Grammar Exercises 3 and 4 provides additional practice of the second conditional. You could do them here or assign them for homework.

UNIT 4

**Lesson 5 Talking about a book**

**Objectives:**

- to read, interpret and discuss a literary extract
- to talk about serious moral issues
- to practise reading and predicting what will come next in a text
- to practise listening to check predictions
- to read the final part of the extract from the science fiction story by Arthur CClarke

**Warm up**

Start the lesson with the following questions to remind PP about the second part of the story.

- 1 What did Cooper think about the Moon?
- 2 What kind of building did the Medical Research Group work in?
- 3 What animal did Dr Hastings show Cooper?
- 4 What was unusual about this animal?

**Activity 1a**

**Objectives:** to practise reading for detailed information; to help pupils develop prediction skills

PP read the last part of the story trying to guess the phrases. They write their answers in their Ex.Bks.

**Activity 1b**

**Objective:** to practise listening for specific information

PP listen to the story and check their answers.

**CD script**



‘Oh, no,’ Hastings said. ‘We haven’t found it. The moon has given it to us. On earth we spend our lives fighting gravity. Every step we take, every movement we make, is hard work for our bodies. But here on the moon, where an eighty-kilo human weighs only about thirteen kilos, a body has to do only a sixth of that work’

‘I see,’ said Cooper slowly. ‘Ten years for a hamster – and how long for a human?’

‘A month ago we really didn’t know,’ answered Hastings. ‘But now we’re quite certain: on the moon a human life will last at least two hundred years’

‘And you’re trying to keep it secret!’

‘You fool! Don’t you understand?’

‘Take it easy, Doctor – take it easy,’ said Chandra softly.

Hastings took a deep breath and got himself under control again. He began to speak and his words fell like freezing raindrops into Cooper’s mind.

‘Think of them up there,’ he said waving his hand to the unseen earth. ‘six billion of them, on land which isn’t big enough to hold them all. And here, there are only a hundred thousand of us, in an almost empty world. But a world where we need years and years of scientific and engineering work just to make life possible. And now we find that we can live for two hundred years. Imagine how they’re going to feel about that news! Tell me this, please – I’d really be interested to know – just how are you going to tell them?’

He waited and waited. Cooper opened his mouth, then closed it again, unable to think of anything to say.

In the far corner of the room one of the baby animals began to cry.

### Activity 1c

**Objective:** to practise talking about the story

We suggest you discuss answers to the questions with the whole class.

**Key:**

1 a

2 people on earth

4 that if they lived on the Moon they could live for much longer than usual

5 Because if people knew, they would want to live on the Moon. But in order for them to live on the Moon, a lot of research work would need to be done.

The scientists are worried too that their research work will be disturbed and spoilt.

Questions 3, 6 and 7 are matters of opinion. Accept all reasonable answers.

### Activity 2

**Objectives:** to present the concept of a moral;

to practise talking about the moral of the story “The Secret”

Ask PP to discuss their answers in groups and then write their ideas on the BB and discuss the answers with the whole class. The moral could be considered as something like:

**‘Scientists take the responsibility for their discoveries’**

**Suggestion:** *If you have a strong class you could do the following activity:*

### Activity 3

**Objective:** to practise talking about important discoveries and scientists’ responsibility

After PP have finished discussing the questions in groups, you could ask them for their ideas. Write these on the BB and ask PP to say which discovery of the past they consider to be the most important, which discovery that may change the life of people they like most of all, and what is the worst thing that

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might happen if scientists are dishonest. The class can decide these things by voting.

**Suggestion:** You could do Grammar Exercise 5 here. It is a freer exercise practising the second conditional and it follows on from the theme of the lesson. It is quite a difficult exercise and is suitable for strong classes. It is not suitable as a homework exercise.

## Lesson 6 Project: Writing a book review

### Objectives:

- to talk about books and say what books they would like to read and why
- to write a book review
- to practise reading/listening for detailed information
- to practise expressing opinions about books

### Activity 1

**Objective:** to practise talking about what kind of information a book may contain

In pairs PP discuss what kind of information can be found in books. When they finish, discuss the same thing as a whole class. Try to bring out the following points:

- who wrote the book
- who are the characters
- what are the events
- where and when the action takes place

### Activity 2

**Objectives:** to practise reading/listening for detailed information;  
to practise expressing opinions

PP read the book reviews silently and then listen to them. Ask them to say which book they would like to read and why.



**See Classbook for CD script.**

### Activity 3

**Objective:** to practise writing a book review

Read the given plan together with PP. Make sure they understand every point of it. Study the examples, but tell PP that they can write differently if they wish. PP will start writing the book review in class and can finish at home if there is not enough time in the lesson.

## Pronunciation

### Pronunciation Exercise 1

advice collection, across, committee, thriller, theatre, teenager, nation,  
decoration

### Pronunciation Exercise 2

report, review, prepare, repair, prefer, represent, receive, repeat, return

## Grammar

### Grammar Exercise 1

- 1 was
- 2 had put
- 3 had got
- 4 was
- 5 had been
- 6 came
- 7 did he want
- 8 walked
- 9 had been
- 10 heard

### Grammar Exercise 2

PP own answers.

### Grammar Exercise 3

- 1 I'd go to bed early if I were you. You look sleepy.
- 2 I'd wash that cut if I were you. It looks nasty.
- 3 I'd do some extra maths work if I were you. We've got a test tomorrow.
- 4 I'd see a doctor if I were you. You've got a temperature.
- 5 I'd have a drink of water if I were you. You look hot.
- 6 I'd have a rest if I were you. You look tired.
- 7 I'd join a Language Centre if I were you. You can watch videos in English.
- 8 I'd put a sweater on if I were you. You look frozen.

### Grammar Exercise 4

If I had 10,000 soums, I'd be very happy (buy some new clothes, buy sweets for everyone).

If I had a computer, I'd play games on it (e-mail all my friends, learn to use the internet).

If it was hot and sunny, I'd go swimming (sit outdoors).

### Grammar Exercise 5

PP own answers.

## Unit 5 Cinema

### Lesson 1 Goodies and baddies

#### Objectives:

- to give short reviews of films orally and in writing
- to practise reading for detail and for main ideas
- to practise listening for main ideas and detailed information
- to practise expressing agreement/disagreement
- to practise expressing opinions
- to practise writing a short film review

**NOTE:** The pronunciation exercises in this unit are helpful for to the material in Lessons 1 and 2 and it would be good if you could find time to include them at some time while working on these lessons.

#### Pronunciation 1 & 2

##### Key:

##### Plurals

#### 1 Complete the rules for making and pronouncing the plural of words.

- |   |          |  |
|---|----------|--|
| 1 after: <b>k, p, t</b>                     | [s]      | coat-s, event-s  |
| 2 after: <b>b, d, g, l, m, n, r, v, w</b>   | [z]      | film-s, producer-s, cartoon-s,<br>character-s, comed-ies |
| 3 after: vowels                             | [z]      | hero-s   |
| 4 after: <b>-ss, -sh, -ch, -x, -tch, -z</b> | [iz]     | moustache-s, quiz-zes                                    |
| 5 after: <b>-se, -ce, -ze, -ge, -o</b>      | [iz] [z] | horse-s  |
| 6 after <b>-f, -fe, -ph</b>                 | [vz]     | photograph-s   |

#### Activity 1a

**Objectives:** to revise word classes; to prepare for writing descriptions

Ask PP to answer the question. If they can't answer, help them find the answer by asking more questions about these words.

**Key:** adjectives

#### Activity 1b

**Objectives:** to revise and remember other adjectives to describe films

PP write adjectives to describe films. When PP have written two or three adjectives, let them compare their lists in pairs or groups and add to them. Do not spend long on this activity. After a couple of minutes, ask PP to tell you the words they have. PP who do not have a particular word may add them to their list.

#### Activity 1c

**Objectives:** to revise and remember adjectives; to describe characters

The procedure is the same as for 1b.



**Activity 1d**

**Objectives:** to read for detail;  
to express agreement/disagreement and give reasons

PP read the statements and say if they agree or disagree.

**Activity 1e**

**Objective:** to practise describing films and expressing opinions about them  
PP write about three of the films they have seen. They use 1d and their lists of adjectives to help them.

**Activity 1f**

**Objectives:** to give further practice in describing films and expressing opinions about them; to practise agreeing/disagreeing with opinions

Ask a P to read out his/her description and opinion of a film. Then ask the rest of the class if they agree or disagree with the P.

**Activity 2a**

**Objective:** to read/listen for main ideas

PP read/listen to the two texts and say which film they would prefer to watch.



**See Classbook for CD script.**

**Activity 2b**

**Objectives:** to read for detailed information;  
to identify the structure of a review

This should be quite easy as it is very similar to the structure of a book review which PP practised in Unit 4. PP can read aloud the sentences with the required information.

**Suggestion:** You could ask PP what other information they could include in a review. They might suggest:

- information about the director
- comments on the photography
- comments on the music
- information about where the film is set

**Activity 3a**

**Objective:** to practise writing a review of a film

PP work together to write a short review of a film. Remind them they should not write the title.

**Activity 3b**

**Objectives:** to listen for detailed information; to have fun

Ask a pair to read out their review. The rest of the class should guess the name of the film. If you prefer, you could collect in all the reviews and read them out yourself.

UNIT 5

**Lesson 2 I like ‘O‘tkan kunlar’.**

**Objectives:**

- to practise talking about films made in Uzbekistan and in foreign countries
- to practise listening for detailed information
- to practise writing about films (homework)

**Activity 1a**

**Objective:** to revise vocabulary from previous units

PP look at the pictures and words and match them. The words are not new. You can check that PP can say the words correctly while checking the answers to the activity. Ask PP to ask and answer:

Pupil 1: What kind of film is Terminator?

Pupil 2: It’s a ...

**Key:**

**The pictures are taken from:**

- |                       |                                       |
|-----------------------|---------------------------------------|
| a) O‘tkan kunlar      | f) Story about a soldier              |
| b) Gone with the wind | g) Terminator                         |
| c) Three musketeers   | h) Nu, pogodi! (Senimi, shoshmaytur!) |
| d) Mammy 2            | i) Coming to Amerika                  |
| e) Tubanlik           |                                       |

**Activity 1b**

**Objective:** to revise vocabulary and introduce some new words PP will need to talk about films

If PP cannot guess the meaning of the words, explain the words to them. Say the words and let PP repeat after you in chorus, in rows and individually.

**Activity 2a**

**Objective:** to prepare for the next activity

PP quickly write down the names of five films they have seen.

**Activity 2b**

**Objective:** to listen for detailed information

PP work in groups. Explain that they should think of a famous film. PP take turns to describe what they have thought. The others guess the film.

**Activity 2c**

**Objective:** to talk about films and why PP like them

PP report to the class about the most popular films in their group. Explain the task. Give PP a couple of minutes to organise their reports. Then ask each group to report about the most popular film in their group. Have a second round and ask them to report about the second most popular film in their group.

**Activity 3****Objective:** to practise asking for and giving information

PP work in pairs. This is a normal information gap activity. Check the answers.

**Suggestion:** The homework is quite easy and quick, so you could assign PP to do the Word Building Exercises. They make n+n combinations with 'film' and use these word combinations to make own sentences. Draw their attention to the fact that in the UK the word 'film' is used most, but in the USA the word 'movie' is used most.**Lesson 3 Film stars****Objectives:**

- to talk about film stars from Uzbekistan and from foreign countries
- to give longer descriptions of appearance using prepositional phrases
- to describe films using a range of positive and negative descriptive adjectives
- to practise reading for detailed information
- to practise listening for specific information and for detailed information
- to practise writing about films (homework)

**Activity 1a****Objective:** to use the information in the picture; to prepare for listening

In pairs PP work with the names and pictures and try to work out who is who and name a film s/he appeared in. It doesn't matter if PP cannot do everything. They will find the answers when they listen to the CD.

**Activity 1b****Objective:** to practise listening for specific information

PP listen to the CD and check their answers to 1a.

**CD script**

1 Gulchehra Jamilova was born in 1946 in Tashkent. She is one of the greatest actresses of Uzbek cinema. She has begun playing roles in films since 1962. The first film she appeared in was 'Shohsanam and a Poor'. She has played more than 20 roles in films since then like 'Past Times', 'The Four Seasons of the Year', 'Wolves', 'The Master and a Jug', 'Angel Grandmother' and etc.

2 Amitabh Bachan is one of the famous Indian film stars. He has played the roles of main characters in several films. The best films he has appeared in for the last three years are 'Kaante', 'Armaan', 'Boom', 'Baghban', 'Khakee', 'Aetbaar', etc.

3 Yuri Vladimirovich Nikulin was born on December 18, 1921 in Smolensk.

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The first film he took part in was 'A girl with the guitar'. The best comedies he has appeared are 'Operation 'Y' and Shurik's Other Adventures', 'Prisoner of the Caucasus, or Shurik's New Adventures', 'The Diamond Arm', 'Twelve Chairs' and etc. The other films are '20 Days Without War', 'Capitan Krokus', 'My friend, Kolka!', 'They fought for Motherland' and etc.

4 Jackie Chan is one of the famous actors. His real name is Chan Kong Sang. He was born on April 7, 1954 in Hong Kong. In 1962 he played a role in the film called 'Large and Small Bar Von Tin' for the first time. He has taken part in several films since then. His films for the last ten years are: 'Shanghai Knights', 'Tuxedo', 'Rush hour 1', 'Rush hour 2', 'Casual spy', 'Shanghai midday', 'Adventures of Jackie Chan', 'Who am I?', etc.

5 Charlie Chaplin is one of the most famous stars in the history of movies. He was born in 1889 into a London family. During the era of silent comedies, he was often called 'the funniest man in the world'. He wrote and directed nearly all his films himself. First he appeared as the Little Fellow. He wore a hat, a coat which was too small, and trousers and shoes which were much too big. He was a man with a small moustache. He became famous for his comic character.

**Activity 2a, 2b**

**Objective:** to practise reading and listening for detailed information; to learn more about Charlie Chaplin

Ask PP what they know about Charlie Chaplin. Then let them read the text and write the missing words in their Ex.Bks. When they are ready, play or read the last part of the CD script in Activity 1b about Charlie Chaplin and let PP check their answers.

**Activity 3**

**Objective:** to give longer descriptions of appearance using prepositional phrases

PP take turns to describe one of the stars in 1a. They should not give the name, only the description. Their partner should look at the pictures, listen to the description and guess the person being described.

**Activity 4a**

**Objective:** to revise/extend the range of positive and negative descriptive adjectives PP use

Help PP with any words they have forgotten. When you check the exercise ask PP to say the words so that you can check if they pronounce them correctly.

**Activity 4b**

**Objective:** to describe films using a range of positive and negative descriptive adjectives

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PP take turns to use the adjectives to describe films they have seen. Their partner should agree or disagree with their view as in the example.

**Suggestion:** You could remind your PP about the words they learned in class 7 for qualifying adjectives (not very, a bit, quite, very) and they could use these in their descriptions too, if appropriate.

**NOTE:** In the project lesson PP will write a review of a film they have seen. It might be a good idea to tell them this a week before the lesson so that they can:

- 1 Watch a film if they need to
- 2 Bring information about the film with them, ready for the project. See the Project lesson Activity 2a for a list of the kind of information they will need.

## Lesson 4 We'll have a wonderful time!

### Objectives:

- to talk about unreal or unlikely situations using the second conditional
- to practise reading/listening for gist and for specific information
- to practise translating the structures into mother tongue

### Activity 1a

**Objective:** to read/listen for gist

PP read and then listen to the conversation and answer the question. Ask PP what words Rustam uses to make the invitation. (Would you like to ...?)

 **See Classbook for CD script.**

### Activity 1b

**Objective:** to infer the meaning of the structure from the context

This is revision of 'will' for prediction. PP read the conversation again and answer the questions. Draw PP attention to the way to accept an invitation politely 'I'd love to'.

Also draw PP attention to the way that the prediction 'We'll have wonderful music' is used to persuade someone to accept the invitation. Ask PP to translate the conversation and compare the way this is done in mother tongue and in English.

### Activity 1c

**Objective:** to practise making invitations and persuading people to accept, and accepting politely

PP work in pairs. They use the example in 1a and make own conversations.

### Activity 2a

**Objective:** to introduce how to refuse an invitation politely

## UNIT 5

Ask two PP to read out the example. Deal first with the way to introduce a refusal. In English to say 'no' is considered rude. It is necessary to apologise (sorry), say that it is not possible (I can't) and explain why it is not possible (I'm doing ...).

Then ask PP to focus on the tense highlighted in bold. Explain that the present continuous is used to refer to the future when we have a definite arrangement. If you feel it is helpful, you might want to ask PP what other ways they can talk about the future in English and elicit:

'be going to' for intentions (which may change)

'will' for promises, spontaneous decisions, and for predictions

Ask PP to translate the example and compare the tense used with that in mother tongue.

**Activity 2b**

**Objective:** to practise inviting, and refusing invitations politely

Then help PP to work in open pairs using the examples in 2a.

**Suggestion:** Grammar Exercises 1, 2 and 3 give additional practice in using the Present Continuous with future meaning for activities that are already arranged. You could do them here or assign them for homework.

**EXTRA ACTIVITY**

**Objective:** to practise making invitations and accepting and refusing politely

1 Draw this diary page on the BB. PP copy it and add the appropriate dates for the current week (so if today is Thursday 15 February that is the day they write against Thursday).

Thursday	
Friday	
Saturday	
Sunday	

2 If you have a big class, or it is difficult to move around in your classroom, divide your class into groups. They should be big groups – eight PP or more.

3 Explain that every P is organising an event – a party or a dinner or a video, etc. You will tell them what they are doing and when. The first thing they must do is write in their diary the event that they are organising. Demonstrate how to do this with the first activity on the list.

Here are some suggestions. You can either write them on slips of paper and give one slip to each P, or ask PP to come one by one to your desk and show them which one is theirs.

1 watch an adventure film on video on Friday evening

2 play football on Thursday afternoon

- 3 come to my birthday party on Friday evening
- 4 go swimming on Thursday afternoon
- 5 go shopping in the market on Saturday morning
- 6 come to my brother's wedding on Saturday afternoon
- 7 go to a film at the Language Centre with me on Saturday afternoon
- 8 go on a picnic with my family on Sunday
- 9 sweep the streets in the mahalla and pick up litter on Saturday morning
- 10 look after my younger brothers and sisters at home on Saturday afternoon

Explain the aims of the game. These are:

- 1 to get as many people as possible to accept your invitation and come to the event you are organising
- 2 to organise the most enjoyable activities possible for yourself.

This is how the game works:

PP should go round inviting as many people as possible to their event.

**e.g.** Tohir invites Bohodir to the event.

Bohodir accepts.

Tohir writes Bohodir's name next to the event in Tohir's diary.

At the same time Bohodir writes in his diary 'film with Tohir Friday evening'.

If Tohir invites Bohodir and Bohodir has already agreed to go to a birthday party on Friday afternoon he cannot accept Tohir's invitation so he says 'Sorry ...' and moves on.

### Tohir

Thursday	
Friday	<i>My event: Watch a film on video in the evening/Bohodir</i>
Saturday	
Sunday	

### Bohodir

Thursday	
Friday	<i>Watch a film on video in the evening with Tohir</i>
Saturday	<i>My event: my brother's wedding in the afternoon</i>
Sunday	

After 7-10 minutes, stop the game and find out:

1 Who has the most people coming to their event – ask for the names and check that all the people named agreed to go to the event if so, the pupil is the first winner

2 Who thinks they have arranged a really good programme for themselves – let PP who think they have read out their programme to the class – ask the class if they think it's good, if so they are in a winner. In this part of the game there can be many winners.

UNIT 5

**Lesson 5 The Oscar is awarded to ...**

**Objectives:**

- to talk about Hollywood, its stars and the world awards
- to practise reading for gist and for detail
- to practise listening for specific information and for detailed information
- to practise reading film reviews and writing which film you would like to see and why (homework)

**Activity 1a**

**Objective:** to work with the pictures to introduce the topic and let PP discuss what they already know

PP look at the picture and answer the questions.

**Activity 1b**

**Objectives:** to read for gist

PP read the text about Hollywood and answer the questions.

**Activity 1c**

**Objective:** to encourage PP to talk freely about the topic

PP answer the questions. You can add more questions e.g. Has anybody been to Hollywood or seen the sign before? If so, where in a book or on TV? If some PP know a lot about the topic, let them tell the class whatever they know.

**Activity 2**

**Objective:** to give freer practice in talking about Hollywood actors/actresses  
In groups PP ask and answer about the Hollywood actors/actresses they know.

**Activity 3a**

**Objective:** to prepare for the next activity; to learn about different world awards  
PP look at the pictures and say the names of the awards and what they are for. You could let PP prepare the activity in pairs or groups before checking the answers with the whole class.

**Key**

The President's Cup – for tennis

An Oscar – for best actor/actress, best director, best comedy, best photography, etc.

The Nobel Prize – for many things: encouraging world peace, scientific discoveries, literature, for example.

Grammy Award – for pop music, for best new group, best girl group, best song, etc.

World Cup – for football



**Activity 3b**

**Objective:** to practice listening for specific information  
PP listen to the CD and answer the questions.

**CD script**

The first major film festival was held in Venice in 1932. Today hundreds of festivals are held every year. The largest and best-known festivals are held in France, Berlin, London, Moscow and New-York. The best-known movie awards are given each spring by the Academy of Motion Picture Art and Sciences. These awards are called the Academy Awards or Oscars. They are presented for outstanding achievements in filmmaking during the past year. There are awards for best actor, best actress, best director, best special effects, best photography, and best supporting role. The Oscars are awarded to films, film-makers and film stars from all over the world.

**Activity 3c**

**Objective:** to practise listening for detailed information  
PP listen again and answer the questions. To check the answers, ask PP the answer to a question then play the CD and pause after the answer on the CD, so PP can see for themselves if they were right or wrong.

**Activity 3d**

**Objective:** to practise predicting; to practise reading for detailed information  
PP read the text and complete it with the words from the box.

**Key:**

1 festival	5 spring	9 past
2 Venice	6 Oscars	10 awards
3 1932	7 outstanding	11 supporting
4 every year	8 filmmaking	12 film-makers

**Lesson 6 Project****Objectives:**

- to write a longer film review
- to practise writing an acronym
- to practise writing a longer film review and a nomination for an award
- to practise listening to an award ceremony (listening for detail)
- to practise/learn a procedure for reading aloud effectively in public

**Activity 1**

**Objectives:** to practise writing acronyms; to be creative

## UNIT 5

In 2a PP will write a review of a film they have seen. When you make the groups, it would be helpful if PP who know and like the same films are grouped together. PP work in groups and design and draw a film award and give it a name and an acronym. You may want to do a little work with acronyms – you could ask PP what acronyms they know – UN, NASA, WWF, UNICEF (United Nations, National Aeronautics and Space Administration, World Wildlife Fund, United Nations Children’s Fund)

### Activity 2a, 2b

**Objective:** to write a review of a film PP have seen

PP work together to make as full a report as possible. Go round and monitor the work. Help PP with language where necessary. Leave 10-15 minutes at the end of the lesson for the Oscar ceremony.

### Activity 3

**Objective:**

In turn a P from each group reads aloud the group’s review and makes their nomination and shows their Oscar. At the end of each review and nomination you could ask the class if they agree, if they would also nominate the film. Teach PP how to read aloud well. Here are some instructions you could give PP. Let them practise before the Oscar ceremony.

- 1 Hold the paper in one hand and with the other keep one finger under the line you are reading, moving the finger down the page as necessary. Hold the paper nearly at the same height as your eyes.
- 2 At the end of each sentence pause, look at the audience, and then look down and read the next sentence.
- 3 Do not read too fast.

## Pronunciation

### Pronunciation Exercises 1 and 2

1 after: <b>k, p, t</b>	[s]	coat-s, event-s
2 after: <b>b, d, g, l, m, n, r, v, w</b>	[z]	film-s, producer-s, cartoon-s, character-s, comed-ies
3 after: vowels	[z]	hero-s
4 after: <b>-ss, -sh, -ch, -x, -tch, -z</b>	[iz]	moustache-s, quiz-zes
5 after: <b>-se, -ce, -ze, -ge, -o</b>	[iz] [z]	horse-s
6 after <b>-f, -fe, -ph</b>	[vz]	photograph-s

## Word Building

1 a film star, a documentary film, a filmmaker, a feature film, a movie award, a film festival, a historical film, a comedy film, a TV director, a movie industry, a theatre actress, a film producer, a theatre role, movie studies

2 PP own answers.

**Grammar****Grammar Exercises 1 and 2**

1

- Hi. What are you doing?
- I'm doing my homework.

**Tense:** Present Continuous Tense.**Means:** the action at the speaking time.**Translation:****Uzbek**

- Salom. Nima qilyapsiz?
- Uy vazifasini bajaryapman.

**Russian**

- Привет. Чем ты занимаешься?
- Я выполняю домашнее задание.

2

- I'm having a party on Friday. Please come.
- Sorry, I can't. I'm going to Urgench with my father.

**Tense:** Present Continuous Tense.**Means:** the action (intention, arrangement) in the future.**Translation:****Uzbek**

- Juma kuni ziyofat uyustiryapman. Iltimos keling.
- Afsus, bora olmayman. Men otam bilan Urganchga ketyapman.

**Russian**

- Я устраиваю вечеринку в пятницу. Пожалуйста, приходи.
- К сожалению, но я не могу. Я уезжаю в Ургенч с отцом.

**Grammar Exercise 3**

PP own answers.

## Unit 6 Music and ballet

### Lesson 1 My favourite music

#### Objectives:

- to talk about the types of music, singers and groups that they like and explain why they like their music using the phrases 'it makes me +adj', 'it makes me + verb'
- to practise inferring the meaning of a new word from the context
- to practise listening for gist and for specific information

#### Warm up

Ask PP these questions. PP learned about musical instruments and music in class 5 so they should be able to answer you.

- 1 Do you like to listen to music?
- 2 What kind of music do you like to listen to?
- 3 When and why do you like to listen to music?

#### Activity 1a

**Objective:** to revise the vocabulary and infer the new word 'opera' from the context

Ask PP to read the texts and try to guess the meaning of the new words. Check understanding by matching. Then say the words and ask PP to repeat them.

**Key:** 1b 2a 3d 4c 5e

#### Activity 1b, 1c

**Objective:** to give freer practice in using the new words

PP work in pairs. They ask and answer about their favourite music. After working in pairs, they should report what music they like or do not like.

#### Activity 2a

**Objectives:** to prepare for the next activity; to introduce some famous singers from around the world

Ask PP to look at the photos and match them with the names. Check the answers by asking these questions. Help PP if they don't know some of the photos.

- 1 Do you know these people in the photos?
- 2 Do you know what country they are from?
- 3 Have you ever heard or seen them in real life or on TV?
- 4 Do you know what type of music they perform?

If your PP do not know the answer to question 4, make sure you tell them.

#### Key:

- a The Beatles, the UK, a pop group
- b Ella Fitzgerald, the USA, a jazz singer

- c Pavarotti, Italy, an opera singer
- d Nasiba Abdullayeva, Uzbekistan, a pop singer
- e Alla Pugacheva, Russia, a pop singer

### Activity 2b

**Objective:** to practise listening for gist

Ask PP to copy the table in their Ex.Bks and write the numbers 1-5 in the first column. Explain that PP will hear some people talking about singers or kinds of music that they like. They should listen and write which singer or kind of music the person is talking about. Play the first bit of the CD, ask PP to write their answers, check that they all understand what to do (you could check they have got the right answer) then play the rest of the CD. Check the answers by asking PP e.g. What's number 2? Do not say if their answer is right or wrong, play the CD once more and let them check for themselves. Continue in this way until all the answers have been checked.

### CD script



- 1 I like this singer very much. I think she was the best jazz singer in the world. She had an amazing voice. She could sing any kind of song. She sang over 2,000 different songs with more than 40 orchestras. People called her the "First Lady of Song" and it was true. I like her singing very much. Her music makes me want to dance.
- 2 I like Uzbek pop singers. I think their songs are a good combination of national and modern music. I like it when an old tune finds new life in modern songs. I think that she is one of the greatest stars in Uzbekistan. Her music makes me want to sing.
- 3 I don't like opera. It seems very boring to sit for several hours listening to the artists singing. I can't understand why you need to sing while you are dying. It makes me laugh not cry. But I like it when opera singers sing songs such as "Santa Lucia". It's so beautiful. Oh, they can really make you feel the emotion of the song.
- 4 I like this Russian singer. Her songs are not just a song but also a performance. She shows the whole life of a person in one song. I can laugh and cry listening to her. Her shows are always exciting and memorable. Her music makes me happy and sad.
- 5 This group from Liverpool is one of the most famous in the world. Most people recognise them in pictures or when they hear one of their songs. They became popular last century in the 1960s and they are still popular now. My grandparents and my parents liked them and I like them too. People all over the world know their songs "Yesterday" and "Yellow Submarine". They make my grandparents feel young!

UNIT 6

**Key:**

- 1 Ella Fitzgerald
- 2 Nasiba Abdullaeva
- 3 doesn't like opera but likes some songs sung by opera stars
- 4 Alla Pugacheva
- 5 The Beatles

**Activity 2c**

**Objectives:** to listen for specific information; to introduce and practise the new structures 'it makes me + adj' and 'it makes me + verb'

Draw PP attention to the Remember box. Ask PP if they understood the structures. Explain if necessary. After that PP listen to the text in 2a again. This time they complete the second column of the table.

**Suggestion:** You could do Grammar Exercises 1 and 2 here or assign them for homework.

**Activity 3**

**Objective:** to talk about singers and groups that PP like and explain why they like them

PP work in pairs. They ask and answer about their favourite singer or group. They answer using the pattern in the example.

**Lesson 2 Music of Uzbekistan**

**Objectives:**

- to talk about music and musicians in Uzbekistan
- to practise reading and listening for main ideas
- to practise translating (homework)

**Activity 1**

**Objective:** to listen for pleasure

PP listen to the song and say who sings the song.

**CD script**



The song 'Uchkuduk' by group 'Yalla'

**Activity 2a**

**Objectives:** to prepare for the next activity; to practise using the Wordlist

When PP have found out the meaning of the words, say the words and ask PP to repeat after you.

**Activity 2b**

**Objective:** to listen for main ideas

PP listen and answer the question. You could check that PP realise that the music at the beginning and end of the programme is by Burxonov.

**CD script**

(a couple of bars of a the National Anthem of Uzbekistan) ...Welcome to our programme Great Musicians of Uzbekistan. Today we are going to hear about Mutal (Mutavakkil) Burxonov, one of the great musicians of Uzbekistan. He was born in 1916 in Bukhara. In 1949 he graduated from the Moscow Conservatoire. He composed many, many pieces of music in a number of different styles, including the National Anthem of the Republic of Uzbekistan and the opera 'Alisher Navoi'. His other compositions include the film score for many films and many songs. His works form a large part of the musical inheritance of modern Uzbekistan. (a few bars of a film score by Burxonov)

**Key:**

It is about Mutal Burxonov. He came from Bukhara and he is famous for composing the National Anthem of Uzbekistan, the opera 'Alisher Navoi', music for films and many songs.

**Activity 3a**

**Objectives:** to read for main ideas;

- to inform PP of the existence of music festivals in Uzbekistan
- to encourage them to participate in the festivals

PP read the text silently. When they finish, ask them for their suggestions for a title. Ask them to explain why they suggest the title. Accept all reasonable answers.

**Activity 3b**

**Objectives:** to practise expressing opinions and giving reasons;

- to encourage PP to consider the purpose of such festivals and how it might be helpful for their development

Give PP a minute to think about their answers. You could let PP discuss in pairs first before answering.

**Lesson 3 Music festivals****Objectives:**

- to talk about music festivals in Uzbekistan and in the UK
- to practise reading/listening for main ideas
- to practise translating part of a text (homework)
- to learn cultural information about Wales, its language and national symbols
- to learn about what information they can find on the internet

**Activity 1a**

**Objectives:** to give PP practice in talking about music festivals

## UNIT 6

PP answer the questions individually and then compare their answers with partners.

**Activity 1b**

**Objectives:** to read/listen for main ideas;

to introduce information about music festivals in the UK

Work with the picture. Ask PP if they can guess which country the things in the picture come from. They learned about Welsh national costume in class 7, so they should be able to answer. You can tell them about the dragon and the harp.

Then PP read and listen to the letter about the music festival in Wales and say what activities Katy saw there.



**See Classbook for CD script.**

**Culture Note**

The dragon is the symbol of Wales and is on the Welsh flag, the harp is the national instrument of Wales and the leek is the national vegetable.  
A bard is a poet.

**Key:**

1 in Wales;

2 Welsh;

3 choirs singing, soloists playing music, poets reading their poems; a 'bard' being crowned.

After you have checked the answers, you can draw PP attention to the information at the bottom of the page in the Classbook. If your PP have access to the Internet in your school, they could try and find out how to say the name of the longest place. Warn them that Welsh does not sound at all like English!

**Activity 2**

**Objective:** to give freer practice in writing and talking about music festivals in Uzbekistan

Ask pupils to work in groups and talk about music festivals in their region.

**Lesson 4 Young and popular****Objectives:**

- to report an interview using indirect Wh-questions and answers
- to practise asking for and giving personal information
- to practise reading for detailed information
- to practise listening for specific information
- to practise writing a report of an interview



**Warm up**

Ask PP to look at the photo. Ask them:

Have you seen this person before?

Do you know his name?

What do you think he does?

What sort of person do you think he is?

**Activity 1a**

**Objective:** to practise asking for and giving information

PP work in pairs. This is a normal information gap activity. Check the answers.

You can ask PP if they know anything about colours and what they mean.

Ask them what people who like yellow are like (cheerful).

**Activity 1b**

**Objective:** to read for detail

Ask PP to read the interview with Usher and to match the questions and answers.

When they have finished, let them compare their answers in pairs.

**Activity 1c**

**Objective:** to listen for specific information

Play the CD. PP should listen to the interview and check their matching.

**CD script**

Interviewer: If you weren't famous, what would you do?

Usher: I wanted to be a professional American footballer or basketball player but I was the smallest boy at school. It was like hard work even to carry all the kit on to the field.

Interviewer: What's the most important thing in your life?

Usher: Music. It means everything to me. When I was a little kid it taught me how to talk, walk, dance and sing. Music's my best friend.

Interviewer: What three words describe you best?

Usher: Fun, young and crazy!

Interviewer: What makes you happy?

Usher: Positive people and music.

Interviewer: What are you most afraid of?

Usher: I hate spiders.

Interviewer: What subjects were you good at?

Usher: Maths, sport and history. But I was not really a very good student because I'm much better at understanding things I can touch and experience than things I can only read about.

## UNIT 6

Interviewer: Who are your idols and why?

Usher: Michael Jackson, the basketball player Michael Jordan and Marvin Gaye – a very famous singer. Why? They worked a lot and made themselves famous, they're legends, and they're all great performers.

Then ask them to find any words they don't know and check them in the Wordlist. They should write the translation.

**Activity 2a**

**Objective:** to introduce and practise how to report Wh-questions

Ask PP to look at the second question in the interview and how it is reported in the example. They should find the differences. You could write the sentences on the BB.

What is the most important thing in your life?

I asked Usher what was the most important thing in his life.

You could ask PP to look at the Grammar Reference.

**Suggestion:** If you have a strong class, you could practise both ways of reporting – with the verb in the normal position and with the verb in end position. If you have a weaker class it may be better to stick to the pattern with the verb in normal position.

Ask PP to report the other questions in 1b.

**Suggestion:** If you have a strong class, you could ask them to report the first question with the if-clause too.

**Activity 2b**

**Objective:** to practise reporting interviews

Remind PP that they can use different words to make their report interesting e.g. He said/answered/told me ...

I asked Usher what he would do if he wasn't famous. Usher told me that he wanted to be a ...

Let PP write the exercise. PP could do the activity in pairs, if they find it easier. Go round and monitor and help any PP who has difficulty. If you feel the activity will take a lot of time, you could ask PP to write the first 3-4 sentences only and let them do the others for homework.

**Activity 3a, 3b, 3c**

**Objectives:** to practise writing about a favourite singer or group  
to give further practice in reporting an interview

Ask PP to interview each other about their favourite singer or group and then write a report of the interview without writing the name of the person they interviewed. Collect PP Ex.Bks. Read out some of the interviews and ask the class to guess who the person interviewed is.

## Lesson 5 Classical music and dance

### Objectives:

- to express an opinion on the importance of music/dance in life
- to practise reading and listening for gist
- to practise talking about what concerts they would like to go to
- to practise writing an opinion and giving a reason for it using the phrases 'it makes me +adj' 'it makes me + verb'

### Activity 1

**Objective:** to introduce and practise new topic vocabulary  
PP find the new words in the Wordlist and repeat after you.

### Activity 2a

**Objective:** to read/listen for gist

Ask PP to read about the people and then to read/listen and find a suitable concert for each of them. When they have finished, check the answers. Let PP explain why they think a particular thing is appropriate for a particular person.



**See Classbook for CD script.**

### Key:

1 Ailey 2 National Philharmonic 3 Madame Butterfly 4 Spartacus

### Activity 2b

**Objective:** to revise and extend PP knowledge of classical art

PP do the quiz in groups. When they have finished, check the answers. You could give one point for every correct answer. At the end find out which group got the most marks. Ask them who is good at music or likes music in their group, if they know works by any of the composers or have seen any of the ballets and operas on TV or in the theatre. Ask them if they enjoyed what they saw.

### Key:

- 1 Pushkin - poet, Tchaikovsky - composer, Byron - poet, Mozart - composer, MacDonald - artist, Liszt - composer, Rachmaninov - composer
- 2 Beethoven - Germany, Chopin - Poland, Liszt - Hungary, Shostakovich - Russia
- 3 Swan lake - ballet, Carmen - opera, Rigoletto - opera, Cindrella - opera/ballet, Aida - opera, the Nutcracker - opera, Traviatta - opera, Sleeping Beauty - ballet
- 4 Maia Plisetskaya - ballet dancer, Luchiano Pavarotti - singer, Bernara Karieva - ballet singer

## UNIT 6

**Activity 3a, 3b**

**Objectives:** to listen for gist; to write an opinion and give a reason for it  
PP listen to the different opinions about classical music and say which is nearest to their own. Then they can write their own opinion.

**CD script**

- Hello. We're doing some interviews for a radio programme about music. Can you tell me, do you listen to music?
- Yes, I do. I love classical music and I listen to it a lot.
- So music is important for you?
- Yes, very important. I think it's important to know about music. It's like books and paintings – they are all important. They make you see the beauty of life, make you 'feel' and understand life more. So yes, I think it's important to know about music – not only classical music though. Folk and jazz and rock – they all have something to say to us.
- Excuse me, can I ask you – is music important to you?
- Well, I like listening to music on the radio when I'm doing other things but if you mean do I sit and listen to classical music – no, I don't think it's important and I'm not interested in learning every little thing about it.

**NOTE:** *Homework:* Ask PP if they have a cassette/CD of the music they like and to write about it for homework. Tell them they should bring it to the next class and they can talk about it and play it to the class.

*Project:* Ask PP to bring to class a concert programme, if they have one at home. It will be useful for the project.

**Lesson 6 Project****Objectives:**

- to plan and write a concert programme
- to practise reporting interviews
- to practise writing short descriptions of music; writing a concert programme

**Warm up:** Ask a few PP to read what they wrote for homework about their favourite piece of music and, if possible, let them play a tiny bit of the music on the cassette recorder/CD player. Ask the class if they like the music too.

**Activity 1a**

**Objective:** to give pupils opportunity to work creatively

## UNIT 6

Make groups of 3-4. One P is in the 'hot' seat. The others ask him/her questions about his/her favourite singer or dancer. One P should be the time keeper. After 2 minutes s/he says 'Your time is up' (finished) and another P is in the 'hot' seat. Tell PP to note down their friends' answers quickly after each round of 'hotseat'. When PP have finished, they should write a report of the interviews. PP should do this individually, following the example in Activity 1b in the Classbook.

**Activity 1b**

**Objectives:** to check the answers to 1a  
to let PP learn more about each other so they can plan an appropriate concert (see Activity 2a)

Ask a few PP to read out what they have written. Listen to two or three sentences from each.

**Activity 2a**

**Objectives:** to learn how to write a concert programme  
to raise awareness of the need to plan a balanced concert programme  
to write short descriptions of pieces of music  
to stimulate PP creativity

Ask PP to work in groups to prepare a concert program. They should write a short description of each piece of music in their concert and write the programme out neatly, as in the examples in the picture.

**Activity 2b**

**Objectives:** to practise presenting information to the class  
to get feedback on the concert programme

Ask groups to present their concert programme to the class in turns.

**Grammar****Grammar Exercise 1**

- 1 Rock music makes me happy.
- 2 Opera makes him sad.
- 3 Swimming makes her fit.
- 4 Jazz makes the cat/it nervous.
- 5 Horror films make us frightened.
- 6 Homework makes you tired.
- 7 Pop music makes them feel relaxed.

**Grammar Exercise 2**

PP own answers.

**Grammar Exercise 3**

PP own answers.

## Unit 7 Famous for...

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### Lesson 1 Looking into space

**Objectives:**

- to talk and write about astronomy and astronomers
- to read and understand an encyclopedia entry
- to practise inferring information which is not explicitly stated in a text
- to practise reading for main points and for specific information
- to practise writing short factual texts about a person or thing
- to practise reading aloud
- to practise working independently in the school library (homework)

**Activity 1a, 1b**

**Objectives:** to introduce and practise topic vocabulary  
to practise working with the Wordlist

Ask PP to guess the meaning of the words first. Probably they will guess some of them. PP check their guesses in the Wordlist. Then PP listen and repeat in chorus/in rows/individually after you.

**Activity 2a**

**Objective:** to prepare for the next activity

PP do the quiz in pairs. When PP have finished, check the answers with the whole class. Ask who got all the answers right, most of the answers right, if PP are interested in this topic, etc.

**Key:** (PP will find these answers when they read/listen to the text in Activity 2b)

1 a and b

2 a

3 b

4 Ulugbek, Samarkand

5 b

**Activity 2b**

**Objectives:** to practise inferring information which is not explicitly stated in the text; to read/listen to check predictions

PP read/listen to the text and check their answers.



**See Classbook for CD script.**

**Activity 2c**

**Objective:** to practise reading for specific information

PP read the text in 2b again and answer the questions.

**Key:** 1 An encyclopedia. We know from the layout with the keyword, then the date, and then the information. This is how encyclopedia entries are always organised and presented.

2 Name

3 Date, definition of a thing or description of a person

### Activity 3a

**Objective:** to practise reading/listening for specific information

PP read/listen and check the answers.



**See Classbook for CD script.**

### Activity 3b

**Objective:** to practise reading for specific information

PP read the text in 3a again and answer the questions.

### Activity 3c

**Objective:** to practise writing short information texts

PP write a text similar to 2b or 3a.

### Activity 3d

**Objective:** to practise reading aloud; to check how well PP have fulfilled the writing task

If your class is big, ask PP to work in groups and read their stories in groups.

Draw PP attention to the Remember Box.

### Homework 1 Key:

1 Signs of the Zodiac

2 Magazines or newspapers

3 China

4 a	Aries [ˈeəriːz]	March 21 – April 20
b	Taurus [ˈtɔːrəs]	April 21 – May 21
c	Gemini [ˈdʒemɪnaɪ]	May 22 – June 21
d	Cancer [ˈkænsə]	June 22 – July 23
e	Leo [ˈliːəʊ]	July 24 – August 23
f	Virgo [ˈvɜːgəʊ]	August 24 – September 23
g	Libra [ˈliːbrə]	September 24 – October 23
h	Scorpio [ˈskɔːpiəʊ]	October 24 – November 22
i	Sagittarius [ˌsædʒɪˈteəriəs]	November 23 – December 22
j	Capricorn [ˈkæprɪkɔːn]	December 23 – January 20
k	Aquarius [əˈkwɛəriəs]	January 21 – February 19
l	Pisces [ˈpaɪsiːz]	February 20 – March 20

5 PP own answers

6 PP own answers

### Homework 2 Key:

1 We are the luckiest people on earth.

2 The earth moves round the sun.

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**Lesson 2 Who invented the telephone?****Objectives:**

- to talk about the invention, inventor and use of the telephone
- to practise reading for specific information
- to practise translating a text (homework)
- to practise talking about and writing SMS

**Activity 1a**

**Objectives:** to raise interest; to prepare for the next activity

Ask PP to read and answer the questions. Do not worry if PP cannot answer all the questions, say that they will find the answers in the next activity.

**Activity 1b**

**Objectives:** to enable PP to read/listen for detail; to check the answers

Ask PP to read/listen to the text and check their answers.



**See Classbook for CD script.**

**Activity 1c**

**Objective:** to enable PP to talk about the telephone invention

Ask PP to read and answer the questions.

**Activity 2a**

**Objective:** to enable PP to talk about the telephone invention and how people use it

Ask PP to read the example. Say that the phrases below will help them to say what people use mobiles for. Check if they know all phrases. Ask PP to work in pairs.

**Activity 2b**

**Objective:** to enable PP to talk about the abbreviations people use to communicate via mobiles

Ask PP to read the questions and find the answers. Say that there are three options for each question.

**Answer key:**

1 – Short Messaging Service    2 – wait

**Activity 3**

**Objective:** to enable PP to practise SMS language

Ask PP to look at the three short messages. Say that they should write the answers to them using SMS Dictionary.

**NOTE:** The following optional lesson “**The planets**” has been designed for those teachers who want to use it as an additional material for their faster pupils/classes.



**Objectives:**

- to talk about space and the planets using the definite article where necessary
- to talk about large distances using ‘thousand’, ‘million’, etc.
- to practise reading for specific information
- to practise writing a connected paragraph
- to practise translating a text (homework)
- to practise translating sentences with the superlative

**Activity 1a**

**Objective:** to present and practise topic vocabulary

Ask PP to listen and repeat the new words after you: *the sun, Mercury, Venus, the earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.*

**Activity 1b**

**Objective:** to revise and practise comparatives

PP write the following planets in order according to their distance from the Sun using comparatives, e.g. “Mercury is the nearest to the sun”, etc.

<i>the earth</i>	<i>150 million km from the sun</i>
<i>Pluto</i>	<i>5,929 million km from the sun</i>
<i>Jupiter</i>	<i>778 million km from the sun</i>
<i>Mercury</i>	<i>58 million km from the sun</i>
<i>Saturn</i>	<i>1,431 million km from the sun</i>
<i>Mars</i>	<i>228 million km from the sun</i>
<i>Uranus</i>	<i>2,877 million km from the sun</i>
<i>Venus</i>	<i>108 million km from the sun</i>
<i>Neptune</i>	<i>4,509 million km from the sun</i>

 **Language Note**

PP have not learned the word billion, so we have not used it here but you could introduce it if you wish. For example, Pluto is approximately 5.9 billion km from the Sun, Saturn 1.4 billion, Uranus 2.9 billion and Neptune 4.5 billion. We read these figures like this: “five point nine billion kilometres”.

**Activity 2**

**Objectives:** to stimulate PP ideas about the topic; to read to check the answers

PP work in pairs. They write their answers for the following quiz in their Ex.Bs. Give them 10 minutes. Later PP read the sentences in Activity 3 and check their answers.

- 1 Write the names of three astronauts.
- 2 Name an astronaut from Uzbekistan.

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- 3 Who was the first man in space?
- 4 When did the first man travel in space?
- 5 Who was the first man on the moon?
- 6 When did the first man travel to the moon?

**Activity 3**

**Objectives:** to practise reading for specific information; to practise writing to reinforce topic vocabulary and to practise writing a connected paragraph

Pupils work in pairs. Pupil A finds and writes about astronauts, Pupil B writes about Space 'Firsts' from the following sentences. After that ask two PP to read their texts aloud and the rest of the class should listen and check their own texts.

- 1 *The space race began on 4th October 1957, when Russia launched the first satellite.*
- 2 *There are a lot of boys who want to be pilots.*
- 3 *And there are many pilots who want to be astronauts.*
- 4 *In future I hope there will be many astronauts in Uzbekistan.*
- 5 *The first astronaut in space was Yuri Gagarin.*
- 6 *But there are only a few astronauts in our country.*
- 7 *He made one orbit of the earth on 12th April 1961.*
- 8 *Neil Armstrong and Buzz Oldrin were the first men on the moon.*
- 9 *They got there on 21st July 1969.*
- 10 *An astronaut must be well-educated, healthy and a specialist in his/her field.*
- 11 *The astronaut Vladimir Djonibekov and academician Shavkat Vokhidov are the founders of the 'The International School for Young Astronauts'. The purpose of the school is to train the astronauts of the future.*

**Activity 4**

**Objectives:** to revise and practise using the definite article "the" with space vocabulary

Write the following on the BB: *the sun the moon the earth the sky Jupiter Saturn Pluto Mars*. Ask PP to look at them. Explain that the definite article is used with the sun, the earth, the moon and the sky except the other planets. After that PP can do the following exercise by copying the numbers and writing the articles where necessary.

*When we look at (1) sky in the morning, we can see (2) sun. (3) earth is a planet. It turns around itself and moves around (4) sun once a year. There are 9 other planets. They move around (5) sun too. (6) nearest one is (7) Mercury. (8) furthest one is (9) Pluto. We do not know if there are people, animals or plants on other planets. But some scientists believe that there might be life on (10) Mars. When we look at (11) sky at night, we can see (12) moon. It is*

*the nearest satellite to (13) earth. If you use a telescope, you can see mountains and plains on (14) moon.*

**Key:** 1 the 2 the 3 the 4 the 5 the 6 the 7 no article 8 the 9 no article 10 no article 11 the 12 the 13 the 14 the

**Suggestion:** Grammar Exercises 1a, 1b, 2 could be done here. They all practise the use of articles. Exercise 2 also practises translation.

### Lesson 3 The first electronic computer was built by...

#### Objectives:

- to practise talking about inventions
- to practise talking about computers, gadgets and their use
- to practise reading for detailed information

#### Activity 1a

**Objectives:** to introduce new words; to prepare for the next activity  
Ask PP to look at the three words. Ask whether they can guess what they mean. Say that they can check the answers in the Wordlist.

#### Activity 1b

**Objectives:** to enable PP to do quizzes; to practise Past Passive  
Ask PP to do the quiz alone and then compare the answers in pairs.

#### Activity 1c

**Objective:** to listen to check predictions  
PP listen and check their answers.

#### CD script



- 1 The first electronic computer was built by John Atanasoff and Clifford Berry.
- 2 The first aeroplane was built by the Wright brothers.
- 3 The first quartz clock was developed by Warren Morrison.
- 4 Dynamite was invented by Alfred Nobel.
- 5 The CD was invented by James T Russell.
- 6 The vacuum cleaner was patented by Huber Booth.

#### Activity 2

**Objective:** to prepare for the next activity  
Ask PP to answer the questions.

#### Activity 3a

**Objective:** to enable PP to talk about how people use mobile phones  
Ask PP to copy the table. Check if PP know all the words. Then say that first

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they should complete the “Me” column by putting ticks (✓) for positive or crosses (×) for negative answers.

When PP have finished completing the “Me” column for themselves, make groups of 4. Explain that now they must write their partners’ names in the upper row of the table after “Me”.

After that PP must ask and answer questions in turns like the one in the example. The others in the group listen and put a tick (✓) if a pupil says a positive sentence or cross (×) if s/he says a negative sentence.

**Activity 3b**

**Objective:** to enable PP to report

When all the groups finish Activity 3a, ask a representative from each group to report about his/her group. For example: “Malika and Amir send e-mails. I and Rasul play games,” etc.

**Activity 4a**

**Objective:** to enable PP to do quizzes

Ask PP to do the quiz alone and then compare the answers in pairs.

**Activity 4b**

**Objective:** to listen to check predictions

PP listen to the CD and check their answers.

**CD script**

Mobile phone lets you talk to people wherever you are.

Web camera sends live video pictures.

Handheld organizer keeps your schedule.

Digital music player stores music files.

Portable DVD player plays movies.

Remote control helps you operate your TV, DVD player and video.

Microphone helps you to sing.

**Activity 4b**

**Objective:** to enable PP to describe and guess things

PP work in pairs. Pupil A describes a gadget from Activity 4a and Pupil B names the gadget.

**Activity 5**

**Objective:** to enable PP to guess things from a context

PP read the text and guess the gadget.

**Answer key:** smart phone

**NOTE:** The following optional lesson “Unidentified flying objects (UFOs)” has been designed for those teachers who want to use it as an additional material for their faster pupils/classes.

**Objectives:**

- to speculate using 'perhaps/maybe it was' and modal verbs 'it could/ may/might be'
- to practise listening for specific information and for detail
- to practise talking about hypothetical situations using the second conditional
- to practise writing a paragraph expressing their opinions about UFOs (homework)

**Activity 1a**

**Objectives:** to stimulate PP ideas about the topic; to prepare for the next activity

PP answer the following questions.

- 1 *Have you seen/has anyone you know seen anything strange in the sky?*
- 2 *Do you believe in UFOs?*
- 3 *How would you feel if you saw one?*

**Activity 1b**

**Objective:** to revise and practise second conditional for hypothetical situations  
Read the following dialogue to PP. PP listen and say what they would do if they saw one of UFOs, e.g. "I'd say hello," etc.

*(Jingle) Good morning. Welcome to 'Strange but true'. First on our programme today – interviews with people who think they've seen something veeeeery straaaaange.*

**Reporter:** *You saw a UFO last week. Can you tell me about it?*

**Mrs Brown:** *We were driving along the road. It was almost midnight. Then it happened. First we heard a loud voice. And then a big, bright silver object flew low over our car. And the engine died. Then as we watched the object went straight up into the sky and disappeared.*

**Reporter:** *Why do you think it was a UFO?*

**Mrs. Brown:** *It looked strange. It wasn't like anything we've ever seen before so I think perhaps it was a UFO.*

**Reporter:** *And what about you, did you see the same thing?*

**Mr Salter:** *No, it wasn't the same. It was a long thing – like a fat cigar and about the size of a large airplane. It had lots of windows and there were lights on in the windows. From out of the back of the plane there was a long stream of reddish-orangish fire and at the front too. The thing flew at tree top level and I saw it very clearly because it was just a few yards away. We all saw it – I was with my family. It was so close that my cousin said: 'If there had been anybody in the UFO near the windows, I would have seen them.'*

**Reporter:** *Why do you think it was a UFO?*

**Mr Salter:** *Well, the next morning we heard it was supposed to have been a*

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*meteor. But meteors don't have windows and turn corners like it did. That's why I think maybe it was a UFO. The only other possible explanation is that the military are secretly testing a new plane and they aren't telling us about it.*

**Reporter:** *Well, what do you think folks – that's two possible UFOs. Our last guest today is Mrs Graves. Let's find out what she saw.*

**Mrs Graves:** *Well, we were driving home from seeing our relatives. We were in the countryside. Suddenly everything was quiet and this round silver object flew low over the car. It seemed to land a little way away from us but we didn't see anyone get out. I don't know what it was. You know lots of people in our world would like to be tourists in space. I myself would like to go on a trip to the Moon and to look at other planets from space. I think it could be a tourist ship from another planet. I've heard that the Japanese have already designed a space hotel and a spaceship for tourists. So maybe this was beings from another planet coming to have a look at earth?*

### Activity 2

**Objectives:** to practise listening for detail and to focus on the new structure for expressing speculation or possibility

Write the following on the BB: *Perhaps/maybe it is/was ...*

*It may/might/can/could be ...*

Ask PP to look at them. Explain the use and meaning of the structures. Then PP will listen to the text again and complete the gaps in their Ex.Bks.

*Why do you think it was a UFO?*

*It looked strange. It wasn't like anything we've ever seen before so I think (1)... a UFO.*

*The next morning we heard it was supposed to have been a meteor. But meteors don't have windows and turn corners like it did. That's why I think (2) ... a UFO.*

*I think (3) ... a tourist ship from another planet. I've heard that the Japanese have already designed a space hotel and a spaceship for tourists. So (4) ... beings from another planet coming to have a look at earth?*

### Key:

- 1 perhaps it was
- 2 maybe it was
- 3 it could be
- 4 may be this was

### Activity 3

**Objectives:** to stimulate PP ideas about the topic; to enable PP to talk about the topic using *perhaps/maybe it was* and modal verbs *could/may/might be*

PP look at the table and talk about the information in Activity 1b using the table. Ask PP to guess the meaning of the modal verbs.

**Key:**

They mean 'possible' and 'possible but not sure'.

Perhaps Maybe	s/he	has a strong imagination. doesn't see well. needs glasses.
	it is	a UFO. a laser. a computer picture. a new military invention. a spaceship from Mars.
	It could/may/might be	

**Activity 4**

**Objective:** to practise expressing opinions

PP say what they think about UFOs, e.g. "I believe/don't believe in UFOs because ...". Ask as many PP as you can.

**Lesson 4 Space exploration and us**

**Objectives:**

- to talk and write about the benefits of space exploration and possible drawbacks
- to talk about possible future inventions using 'will' for prediction
- to practise reading for specific information and for gist
- to practise word building: making nouns for people from 'the+adjectives' e.g.the poor
- to practise translating sentences with 'the+adjective' into mother tongue
- to learn to reach consensus rather than to win

**Warm up**

Have PP read the quizzes they wrote for homework. You can do this with the whole class or in groups.

**Activity 1a, 1b**

**Objective:** to present and practise topic vocabulary

PP look the words in the Wordlist and write their translation.

**Suggestion:** one of the words is not new: 'global warming' was introduced in Class 6. You could ask PP if they can remember this.

Then PP listen to the CD and repeat the words in chorus/in rows/individually.



**See Classbook for CD script.**

**Activity 2a**

**Objectives:** to prepare for the next activity; to give controlled practice in talking about space exploration

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PP could discuss the questions briefly in groups before you discuss them with the whole class. Do not tell PP if their answers are right or wrong – they will check their answers by reading/listening to the text in Activity 2b.

**Suggestion:** PP learnt the full name of NASA in Class 6 – you could remind them about that and about Helen Sharman, the British woman astronaut.

### Activity 2b

**Objective:** to practise reading/listening for specific information

PP read and listen to the text and check their answers. Draw PP attention to the Remember Box.



**See Classbook for CD script.**

**Suggestion:** You should do Grammar Exercise 3 here. It practises adjectives used as nouns to describe particular groups of people. Use translation to help PP find the equivalent way of expressing this idea in their own language.

### Activity 2c

**Objective:** to practise reading for gist

PP read the text and give it a title.

### Activity 2d

**Objectives:** to revise and practise n+n combinations  
to extend PP topic vocabulary

PP find and write the words with 'space' in the text.

### Activity 3a

**Objective:** to prepare for the discussion in 3b

PP find and write reasons for/against space exploration to use in their mini-debate.

### Activity 3b

**Objectives:** to practise expressing opinions and giving reasons for them  
to teach PP to reach consensus

PP debate in groups. Tell them that the aim is not to win but to exchange ideas.

### Activity 4

**Objective:** to enable PP to talk about new inventions

PP talk about what new inventions there will be in the next 20 years. Remind PP to use will for predicting what there will be in the future.

**Suggestion:** Grammar Exercises 4 and 5 could be done here. PP practise the use of the definite article 'the'.

## Lesson 5 The International School for Young Astronauts

### Objectives:

- to talk about the role and purpose of the International School for Young Astronauts and about some famous astronauts and members of the Academy of Sciences of Uzbekistan



- to practise listening for specific information
- to practise reading for detailed information
- to practise writing an application to study at a specific institution (homework)
- to identify the characteristics of a good letter of application

**Activity 1a****Objective:** to prepare for the next activity

This is a usual matching activity.

**Key:** 1b, 2a, 3c**Activity 1b, 1c****Objectives:** to practise working with the Wordlist  
to prepare for listening

PP find the words in the Wordlist and translate them. Then say the words and ask PP to repeat after you in chorus, rows and individually.

**Activity 2a****Objective:** to prepare for the next activity

PP read and answer the questions.

**Activity 2b****Objective:** to practise listening for specific information

PP listen and check their answers to questions 3-5 in Activity 2a.

**CD script****Music**

... Welcome to our programme 'Stars in their Eyes'. The only programme for young astronauts. Today we go right across the world to Central Asia where, in Uzbekistan, there is an unusual school for young astronauts. Hello John.

**Reporter:** Yes, Hello to you and to all 'Stars in their Eyes' listeners. Today I'm in Tashkent and I'm talking to a very special gentleman, Mr Shavkat Ahadovich Vokhidov. Good morning, Shavkat Ahadovich.

**Shavkat A:** Good morning.

**Reporter:** Aviation and space science go together in our minds. Many young people want to be astronauts. We know that you and Mr Djonibekov are the founders of the (IYAS), the International School for Young Astronauts. Why did you found the school?

**Shavkat A:** We want to teach the theoretical and practical study of astronomy, basic space science and some other disciplines necessary for astronauts. We also want to train keen young students to be future space explorers so we teach them

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the basics of engineering, logic, design and mathematics. We get to know our students very well while they are studying at IYAS. When they finish with us, we recommend them to study at higher educational establishments in Uzbekistan that specialise in aviation technology.

Reporter: Shavkat Ahadovich, who are the teachers at the school?

Shavkat A: Traditionally, the President of the Academy of Sciences of Uzbekistan gives the first lecture. After that the rest of the programme is taught by academics, the leading professors from Uzbekistan's specialist colleges. Lectures on special disciplines are given by famous astronauts such as Mr V Djonibekov and Mr S Sharipov, who have been teaching the children at the IYAS for many years now.

Reporter: How do you select children to this enter the school?

Shavkat A: Every year in August at a beautiful spot in the mountains of Uzbekistan, a place close to the stars, we gather 50 gifted children interested in space. We select children from all over Uzbekistan and from neighbouring CIS countries. Today the school is a place for children from many countries who come to study and communicate.

Reporter: Thank you for talking to us today.

Shavkat A: You are welcome.

Reporter: Well, thanks for listening to 'Stars in their Eyes'. Don't forget to join us again next week – same time, same place, for another fascinating edition of 'Stars in their Eyes'... (music)

**Activity 2c**

**Objective:** to prepare for the next activity

PP read and answer the questions. You could ask several PP to answer question 1.

**Activity 3**

**Objectives:** to practise reading for detail; to identify the characteristics of a good application letter; to practise expressing opinions

PP read the applications and answer the questions. They identify what makes a good application. This may be easier to do by looking at the bad application and seeing why it is bad.

**Key:**

The bad application includes irrelevant information (e.g. It's a serious profession and demands much knowledge. They are all strong and healthy.), there is no explanation of why the person is a good candidate for the school. Linguistically it is also poor: the first two sentences are about the writer, then a general sentence, then about the writer again, then general again, then the job, then back to astronauts – the result is an illogical string of sentences

rather than a clear explanation of why the person is a good candidate for the school.

## Lesson 6 Project

### Objectives:

- to write a 'for and against' composition
- to write about space exploration using the Present Simple, Present Perfect, 'will', 'may' and 'could'
- to practise reading for detailed information
- to practise writing a composition
- to learn a procedure for editing their work

Ask PP to read each step carefully. Discuss each step to make it clear for everybody. Discuss with your PP how they will check each other's work. Maybe you will make an agreement to use only pencils and to underline or put a question mark if/when they want to change/correct anything. Ask them to consult you when necessary. Monitor their work and give help if necessary.

## Pronunciation

### Pronunciation Exercise 1

**fast**, Uzbekistan, car, part, market, jar, Kyrgyzstan, sharp, heart, half, aunt

### Pronunciation Exercise 2

stone, rose, suppose, road, coal, coast, roll, go, grocery, macaroni, volcano, although, throw

## Grammar

### Grammar Exercise 1a

One day Jenny was walking to the market. She was thinking about what to buy. After a while she heard a strange noise. Whrrr whrrr... She looked up and there in the sky coming towards her was a round silver... well, what was it? It wasn't an airplane. Jenny had never seen anything like it before. It was coming closer. She began to feel afraid. The thing came nearer and nearer...

### Grammar Exercise 1b

- 1 It is the market in Jenny's place. So we know which market it is so we use "the".
- 2 We don't know how long she was walking. So we use 'a' with 'while'.
- 3 She heard a strange voice for the first time and it has not been mentioned before. So we use 'a' here.

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4 We always use 'the' with 'sky'.

5 A round silver object, an airplane are mentioned for the first time in the text. So we use 'a' with them.

6 The silver object is mentioned again and we know what we are talking about. So we use 'the' here.

### Grammar Exercise 2

1

1 It was the best film I'd ever seen.

2 It was the most expensive dress I'd ever bought.

3 She was the most beautiful girl I'd ever spoken too.

4 They were the naughtiest children I'd ever looked after.

5 She told me the funniest joke I've ever heard.

6 Shoira is the oldest girl in the family.

2

### Uzbek

1 U men ko'rgan filmlarning eng yaxshisi edi.

2 U men sotib olgan ko'ylaklarning eng qimmatini edi.

3 U men suhbatlashgan qizlarning eng go'zali edi.

4 Ular men qaragan bolalarning eng sho'xi edi.

5 U men eshitgan latifalarning eng kulgisini aytib berdi.

6 Shoira oiladagi eng katta qiz.

### Russian

1 Этот фильм – самый лучший из всех, что я когда-либо смотрел.

2 Это платье – самое дорогое из всех, что я когда-либо покупала.

3 Эта девушка – самая красивая из всех, с кем я когда-либо разговаривал.

4 Они самые непослушные из всех детей, за которыми я когда-либо ухаживал.

5 Она рассказала самый смешной анекдот из всех, какие я когда-либо слышал.

6 Шаира – самая старшая девочка в семье.

### Grammar Exercise 3

1

1 The English like music.

2 This machine helps the blind to work in banks.

3 We should give money to the poor.

- 4 The rich can live a wonderful life.
- 5 We should respect the old.
- 6 Marathon running is a sport for the trainees.

2

### **Uzbek**

- 1 Inglizlar musiqani yoqtirishadi.
- 2 Bu uskuna ko'rlarga banklarda ishlashga yordam beradi.
- 3 Biz kambag'allarga pul berishimiz kerak.
- 4 Boylar ajoyib hayot kechiradilar.
- 5 Biz qarilarni hurmat qilishimiz kerak.
- 6 Marafon yugurish shug'ullanuvchilar uchun mo'ljallangan sport turidir.

### **Russian**

- 1 Англичане любят музыку.
- 2 Это оборудование помогает незрячим работать в банках.
- 3 Мы должны дать деньги бедным.
- 4 Богатые могут жить прекрасно.
- 5 Мы должны уважать старших.
- 6 Марафонский бег является видом спорта для занимающихся спортом.

### **Grammar Exercise 4**

- 1 The United Kingdom consists of four parts.
- 2 Edinburgh is the capital of Scotland.
- 3 London is on the river Thames.
- 4 The Tian Shan mountains are in the west of China.
- 5 The Aral Sea problem is very serious.
- 6 The Pacific Ocean is the biggest ocean in the world.

### **Grammar Exercise 5**

PP own answer.

## Unit 8 Painting and sculpture

### Lesson 1 Art galleries around the world

#### Objectives:

- to talk about when and who made things by using the Past Passive Voice in the affirmative
- to practise talking about museums, galleries and works of art
- to practise reading for specific information
- to practise inferring the meaning of a new structure from the context
- to practise translating sentences in the Past Passive
- to learn about famous art galleries in Uzbekistan, the USA and the UK

#### Activity 1a

**Objective:** to present and practise topic vocabulary

Help PP to understand the meaning of the new words. You can use the picture of a sculpture, for example. Then say the words or play the CD and ask PP to repeat after you/the CD in the usual ways.

#### Activity 1b

**Objectives:** to stimulate PP ideas about the topic;  
to prepare for the next activity

PP look at the pictures and ask and answer the questions. When they have finished working in groups, you can quickly elicit their answers, but do not say if they are right or wrong as PP will check their answers themselves in the next activity.

#### Activity 1c

**Objective:** to practise reading/listening for specific information

PP read the leaflets or listen to the CD and check their answers.



**See Classbook for CD script.**

#### Activity 1d

**Objective:** to enable PP to talk about galleries and museums

PP read the questions and answer them.

#### Activity 2a, 2b

**Objectives:** to introduce the Past Passive Voice;  
to practise inferring the new structure from the context

PP read the sentences, translate them and then answer the questions. Then PP find other sentences in the Past Passive in the text and translate them.

#### Activity 2c

**Objectives:** to give less controlled practice in using the new structure;  
to practise expressing opinions

PP write sentences as in an example. PP can use the pictures from the text or write about the pictures they know and like. Draw their attention to the Remember Box.

**Suggestion:** Word Building Exercises 1a and 1b could be done here. You could set them for homework or use them later for revision.

## Lesson 2 Who was it painted by?

### Objectives:

- to ask and answer about paintings using the Past Passive Voice with Wh-questions and in the affirmative
- to express feelings provoked by works of art using 'it makes me feel' and 'it reminds me of'
- talking about paintings
- reading and listening for specific information
- expressing opinions and feelings about works of art
- to learn how to understand pictures

### Activity 1

**Objective:** to introduce and practise Wh-questions in the Past Passive  
Ask Pupil A to copy the table on this page and Pupil B the one on the Homework page. PP ask questions in turn and write their partner's answers in their tables.

#### Key:

Picture	Artist	Date
1 Mother Portrait	Akhmedov	1970
2 Mill in the Wood	Shishkin	1870
3 Still Life	Peale	1820
4 Flatford Mill	Constable	1816
5 Flowers and Birds	White	1972
6 Lake George	Kensett	1869

### Activity 2a

**Objectives:** to teach PP to understand pictures; to practise expressing opinions; to enable PP to talk about pictures

PP look at the picture and answer the questions.

### Activity 2b

**Objective:** to practise listening for specific information

PP listen to the CD and answer the questions.

### CD script



Teacher: When was the picture painted?

Pupil 1: It was painted in 1772.

Teacher: Where did the artist live?

Pupil 2: In Britain.

Teacher: What can you see in the picture?

Pupil 3: I can see flowers in a vase. The vase is on a table. Near the table there is a box with birds on it. On the other side of the

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table there is a hat. In front of the vase there is a glass with small flowers, a packet with seeds for birds and playing cards.

T: Is the table in a room?

P4: I don't think so because we can see a bird on the tree behind the table.

T: How many sorts of flowers are there?

P3: Lots and lots.

T: What colour are the flowers?

P2: They are lots of colours.

T: How is the light in the picture?

P2: Some flowers are bright and the background is dark. That's why we can see the flowers better.

T: Do you like the picture?

P1: Yes, I do.

T: What does the picture remind you of?

P1: It reminds me of my summer holidays.

T: What do you feel when you look at this picture?

P3: I feel sad because summer has gone away.

T: What do you like?

P3: I like the vase. It reminds me of a beautiful kettle.

**Activity 2c**

**Objective:** to infer the purpose of the conversation from context

If necessary, play the CD once more. PP answer the questions. Discuss the questions with PP and try to make them see that the teacher is helping PP to understand the picture and then, having understood, to think about what message the picture gives to them.

**Activity 3**

**Objective:** to introduce and practise ways of expressing feelings

You could present the new language by asking yourself the question and then answering it. Draw PP attention to the structure of your answer. Remind them about what the P in the lesson with the Art Teacher said. Ask them to look at the Remember Box.

**Suggestion:** You could ask PP to repeat the phrase after you in chorus, in rows and individually.

If your PP do not know some of the adjectives in the cloud, explain to them and ask PP to repeat them after you before you begin the activity.

**Activity 4**

**Objective:** to introduce and practise ways of expressing feelings

Repeat the same procedure as above but this time with 'It reminds me of + n'.

**Suggestion:** Grammar Exercises 1, 2 and 3 could be done here. You also could use Grammar Exercise 4 on page 76 in the Classbook. You could set them for homework or use them later for revision.



### Lesson 3 Pictures at an exhibition

**Objectives:**

- to describe a painting and a piece of sculpture
- to disagree about things using the negative form of the Past Passive
- to practise talking and writing about paintings and sculpture

**Activity 1**

**Objective:** to revise the interrogative form of the Past Passive Voice  
PP ask each other questions about the pictures they brought from home. If they forgot to bring any, they can use the pictures available on pages 65-66. This activity could also be done in groups.

**Activity 2**

**Objective:** to introduce and practise the negative form of the Past Passive  
This is a usual True/False activity. If the sentence is false, PP should correct it as in the example.

**Activity 3a, 3b**

**Objective:** to describe a painting and a piece of sculpture  
PP look at the picture, and then at the sculpture and answer the questions as in the example.

**Activity 4**

**Objective:** to enable PP to talk about pictures  
PP talk about the picture. They may want to write down their answers. They can use the answers for the review they write in 5.

**Suggestion:** If your class is big, this activity and 5 could be done in bigger groups of 4-5.

**Activity 5**

**Objective:** to write a review of a picture  
PP write about the picture using the plan. They can use the adjectives from Lesson 2.

### Lesson 4 Famous statues

**Objectives:**

- to talk about some famous statues in Uzbekistan, the USA and the UK
- to practise comparing statues using the superlative
- to practise talking about a statue they would like to have using 'will'
- to practise listening for detailed information
- to practise writing a description of a statue (homework)

**Activity 1**

**Objectives:** to stimulate PP ideas about the topic; to prepare for the next activity  
PP look at the statues and answer the questions.

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**Activity 2a**

**Objective:** to practise listening for detail

PP listen to the CD and complete the table. Before listening, write the words ‘unveil, weapon, tablet, at the foot of’ on the BB and explain their meaning.



**CD script**

- 1 Uzbek people don't forget their ancestors. Sculptor Ilkhom Jabarov made the statue of the great statesman Amir Temur. It was unveiled in 1993 in the centre of Tashkent. It is made of bronze. It shows Amir Temur on his horse. He holds the horse with his left hand and his empty right arm stretches ahead. He has no weapon. He wishes peace and happiness to all peoples. His words "Strength is in justice" are written at the foot of the statue. It will always make our people feel proud.
- 2 The Statue of Liberty is the largest statue ever made. It stands 93 metres high and weighs 225 tons. It's a steel female figure. The right arm holds a great torch and the left arm holds a tablet with the date of adoption of the Declaration of Independence, July 4th. The statue was designed by Frederic Bartholdi, a French sculptor and it was presented to the people of the United States by the people of France to remember their friendship on July 4, 1884. The Statue of Liberty is a symbol of freedom to millions around the world.
- 3 Nelson's Column stands in the centre of Trafalgar Square in the very centre of London. The statue is of Admiral Viscount Horatio Nelson, a great British Naval hero. It was paid for by the people of Britain. The statue is made of stone and it stands on a bronze base at the top of a very high stone column. The column was designed by William Railton in 1842 and the statue by E. H. Bailey in 1843. The column is 172 feet high and the statue 18 feet high. That's approximately 58 m and 6 m. Admiral Viscount Nelson lost an eye and his right arm in battles. If you look carefully you can see that he has a sword, pointing to the ground in his left hand and his right arm is in his jacket. The four famous lions which guard the foot of the column were added in 1868. They are made of bronze and were sculpted by Edward Landseer.

**Key:**

	Amir Temur	The Statue of Liberty	Nelson's Column
Sculptor	Jabarov	Bartholdi	column designed by William Railton; statue by E.H.Bailey
Sculpture	Amir Temur	Liberty	Lord Nelson
Date	1993	July 4th, 1884	1843

Location	Tashkent	New York	London
Words	Strength is in justice	not known	not known
Metres	not known	93 m	column 172 feet; statue 18 feet
Kilos	not known	225 tons	not known
Material	bronze	steel	stone

**Activity 2b**

**Objectives:** to practise superlatives;  
to enable PP to talk about sculpture

PP work in groups. They ask and answer the questions. When PP are getting near the end, bring the class together and discuss some of the answers with the whole class.

**Activity 3a, 3b**

**Objectives:** to give an opportunity to work creatively;  
to revise the Future Simple;  
to give further practice in talking about sculpture

Ask PP to work in pairs or groups to discuss their ideas and come up with a plan. They should note down their ideas and be ready to present them to the class. When some groups have finished, stop the activity and ask groups to tell the class about their sculptures.

**Lesson 5 Art is for enjoyment, isn't it?****Objectives:**

- to talk about works of art using the Past Passive Voice in the affirmative
- to practise talking about the value of art
- to practise reading/listening for gist and for detailed information
- to practise inferring the meaning of a new expression from the context

**Activity 1**

**Objectives:** to practise expressing opinions; to enable PP to talk about art;  
to prepare for the next activity

PP read the statements, say their opinions and add one of their own.

**Activity 2a**

**Objective:** to practise reading/listening for gist

Ask PP to read, listen to the text and answer the questions.



**See Classbook for CD script.**

**Activity 2b**

**Objectives:** to practise reading for detail; to practise making notes;  
PP read the text and complete the notes.

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**Activity 2c**

**Objectives:** to present 'in spite of'; to practise inferring the meaning of an expression from the context

PP find 'in spite of' in the text. Ask them to guess the meaning from the context. If they have difficulties, explain the meaning yourself.

**Activity 3**

**Objective:** to give freer practice in talking about art

PP answer the questions in groups. Try to listen to all groups' answers. You could write their suggestions on the BB.

**NOTE:** Ask PP to look at the homework with you. They should bring pictures to the next lesson. Tell them to bring pictures of different kinds of painting. There should be some information written on them – title, date, painter. The pictures should be big enough to see the details.

**Lesson 6 Project****Objectives:**

- to give a talk about a painting (describing the painting, interpreting it and explaining why they like it)
- to practise listening for main ideas and for detailed information
- to work independently and co-operatively
- to get to know more paintings

**Activity 1**

**Objectives:** to give freer practice in talking about paintings

PP take turns to talk about the picture they brought to class. Monitor their work to see if they need your help. They should choose one of the paintings to present to the class.

**Activity 2**

**Objectives:** to give a freer practice in talking about painting and preparing a presentation

PP prepare to present the painting they have chosen to the class. Encourage them to prepare/write really full descriptions of the painting they are going to present and the reasons that they like it.

**Activity 3**

**Objectives:** to give a talk about a painting and to explain to others why you like it; to listen for main ideas and for detail; to teach how to reach consensus

PP listen to the presenters talk about the paintings and make notes. PP can give the paintings marks e.g. 1 = I like it very much; 2 = I like it; 3 = I don't like it. When all the groups have finished, hold a vote. PP can vote for two pictures. Find the three most popular paintings in the class. It would also be good to talk to PP and ask them what they feel they have learned from this unit.

## Pronunciation Exercise

[t]	[d]		[id]	
work	name	display	paint	educate
ask	agree	disturb	add	excite
like	answer	embroider	celebrate	found
work	capture	frighten	collect	include
develop	contain	name	complete	locate
	describe	puzzle	decorate	sculpt

### Rules:

- 1 after unvoiced consonants: **k, p** [t]  
 2 after voiced consonants: **b, g, l, m, n, r, v, w** [d]  
 3 after vowels: **ee, ay** [d]  
 3 after: **t, d** [id]

## Word Building

### Word Building Exercise 1a

add	addition
celebrate	celebration
collect	collection
complete	completion
decorate	decoration
describe	description
educate	education
found	foundation
include	inclusion
locate	location

### Word Building Exercise 1b

- The Tate Gallery has a wonderful **collection** of modern art.
- The most recent **addition** is a sculpture by Damien Hirst.
- With the **completion** in 2000 of its new building, the Tate Gallery is now Britain's leading gallery of modern art.
- The **location** of the new building is impressive. It is on the South Bank of the Thames.
- There was a big **celebration** when the new building was opened.
- The catalogue has **description** of all the works of art.
- The gallery has an **education** department.
- I am not sure if there is a **decoration** on the building.

## Grammar

### Grammar Exercise 1

- "Mill in the wood" was painted in 1870. It was painted by Shishkin.

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- 2 "Still life" was painted in 1820. It was painted by Peale.
- 3 "Mother's Portrait" was painted in 1989. It was painted by Akhmedov.
- 4 "Mother and Child" was painted in 1953. It was painted by Moore.
- 5 "Lake George" was painted in 1869. It was painted by Kensett.
- 6 "Flatford Mill" was painted in 1816. It was painted by Constable.

### Grammar Exercise 2

The National Gallery of Art in Washington was created for the people of America. The American Congress accepted art collector A. W. Mellon's gift of his collection for the nation. Mellon hoped that the National Gallery would attract gifts from other collectors. This hope was realized. But the paintings and sculpture which were given by Mellon are the centre of the growing collection. Tours of the collection are offered in many different languages and the museum is open all year round.

### Uzbek

Washington'dagi Milliy San'at Galleriyasi Amerika xalqi uchun yaratilgan. Bu umid ushaldi.

Lekin Mellon tomonidan berilgan sur'at va haykallar o'sib borayotgan kolleksiyaning markazidir.

Kolleksiya turlari har xil tillarda olib boriladi va muzey yil davomida ochiq.

### Russian

Национальная Галерея Искусств в Вашингтоне была создана для Американского народа.

Эта надежда сбылась.

Но картины и скульптура, подаренные Меллоном, находятся в центре пополняющейся коллекции.

Экскурсии проводятся на разных языках и музей открыт круглый год.

### Grammar Exercise 3

The greatest names are often connected with an unhappy life. Rembrandt was born in the 17th century in a little town in Holland. His talent for art was seen when he was still a boy; and for a few years he was taught by well-known masters of art. He was asked to paint many portraits of rich people. In those days people expected painters to make them beautiful. But Rembrandt refused to tell lies. So fewer people asked Rembrandt to paint their portraits. He became poorer. Many years passed before Rembrandt's work was discovered. But today the name of Rembrandt is known all over the world.

## Unit 9 The environment

### Lesson 1 Energy from the Earth

#### Objectives:

- to talk about global warming and ways mankind could tackle the problem
- to practise listening for specific and detailed information
- to practise working with tables

#### Activity 1a

**Objective:** to introduce the new vocabulary

Explain the meaning of the new words to PP and then ask them to listen and repeat the words after you/the CD in chorus, in rows and individually.

 **See Classbook for CD script.**

#### Activity 1b, 1c

**Objective:** to think and talk about sources of energy and types of energy using the new vocabulary

PP work in pairs answering the questions. When they are ready, check the answers with the whole class. Ask as many PP as possible to give ideas. Then ask PP to do the task in 1c. Answers PP could give are listed below. It is best not to tell PP about answers they do not give, as they will learn about different sources in the listening text in 2b.

#### Key:

##### Fossil Fuels

coal, gas, oil  
nuclear power

##### Renewable Fuels

wood, straw, dung, hydroelectric electricity, wind power,  
wave power, solar power

#### Activity 1d

**Objectives:** to study and understand a picture; to talk about how global warming occurs

PP look at the picture, study and understand it and answer the question. Go through the steps in the process one by one, asking different PP to contribute one sentence to the explanation and helping where necessary.

#### Activity 2a, 2b

**Objectives:** to prepare for listening; to listen for specific information

Remind PP about their answers in 1b. Then tell them they are going to listen to a radio programme. A scientist is talking about sources of power. PP listen and check their answers. They can note down any answers they hear in the CD which they did not have on their lists.

#### CD script

Announcer: For a long time, electricity's been made by burning the fossil fuels of coal, oil and gas. We know that they're running out and they also cause damage to the environment. Scientists are looking at new, safer ways to make the power we need. Today, our guest is Mr Beckerson, a government spokesman on energy and a leading scientist.

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- A: Good morning, Mr Beckerson. Could you tell us ... what are the alternative sources to fossil fuels?
- B: The most important sources are ... nuclear power, solar power ... and the power of the wind.
- A: Are they modern inventions?
- B: Not really. Nuclear power ... yes, it's modern ...but solar and wind power ... no. The power of the wind was first used ... about 5,000 years ago, when people began to make sails for their boats. Then for hundreds years people used windmills
- A: ... windmills.
- B: Yes... people used them to grind corn ... to make flour.
- A: Oh ... yes... I remember, my granny told me stories about it. But nowadays people don't use them any more.
- B: You're right. But ... as you said ... we have problems with fossil fuels... and people in many countries are starting to use the power of the wind and the Sun.
- A: You said that people used solar power long ago ...
- B: Yes... for example, over 3,000 years ago a King's palace in Turkey was warmed by water heated by the Sun...
- A: How can we use solar energy?
- B: er ... When people talk about using solar energy... they mean finding ways of using the Sun's energy directly ... a simple example is when we hang out our washing on the line to dry in the sunshine.
- A: Can people collect the Sun's energy?
- B: Yes ... The first place for collecting the Sun's energy was built in France in 1714. Nowadays a lot of solar power stations have been built in Japan, the USA, France ... Israel ... Australia.
- A: What places are the best for solar power stations?
- B: er ... that's a very good question ... The whole planet gets more energy from the Sun than ... from all other fuels put together... er... even a cool country like the UK gets 80 times more sunshine energy than ... its population can use.
- A: Is solar power cheap or expensive?
- B: hm... it's not cheap but ... it has many good points: for example, it doesn't send poisonous gasses into the atmosphere, it's not dangerous like nuclear power and it'll be another 5000 million years of the sunshine!

**Activity 2c**

**Objective:** to listen for detailed information and complete a table summarising the content of the listening text

PP listen again and complete a table summarising the content. If PP find it difficult to listen and complete the table at the same time, play the CD in sections, stopping and giving PP time to write. It is important that PP complete the notes as they will need them for homework.



**Key:**

Source of energy	Dangerous	Poisonous	Running out
Fossil fuels	✓	✓	✓
Nuclear power	✓	?	?
Wind power	x	x	x
Solar power	x	x	x

**Lesson 2 The power of the Sun****Objectives:**

- to talk and write about how things can be done and what can be done using the Present Passive with Modal Verbs
- to practise reading/listening for detailed information
- to practise work with diagrams and a map
- to practise writing rules using 'must be done'
- to learn about simple ways of using solar power

**Activity 1**

**Objectives:** to stimulate PP ideas; to talk about PP own experience; to work with a map

PP look at the map and discuss the questions. If necessary, help them to understand the map.

**Activity 2a**

**Objectives:** to read/listen for detail; to work with a diagram

Ask PP to look at the diagram and try and understand it first without reading/listening. Then tell them to read and then listen and see if they have understood correctly. In general this procedure is the best way to read complex text which has a diagram to make the text easier to understand. When they have done this, PP can complete the labels on the diagram in their Ex.Bks.



**See Classbook for CD script.**

**Activity 2b**

**Objective:** to raise awareness of the meaning and form of the Present Passive with Modal Verbs

Ask PP to read and answer the questions. Draw their attention to the example in the text and the ones in the Remember box where there is a summary of the grammar of the unit.

**Suggestion:** You could do Grammar Exercise 1 and 2 here or assign them for homework.

**Activity 2c**

**Objective:** to practise writing a paragraph based on a diagram using the Present Passive with Modal Verbs to explain a process

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Ask PP to look at the diagram and understand it. Then they should write a description like the one in 2a using the words in the cloud. This work could be done in pairs/groups. When PP have finished, read out one or two of the descriptions to the class. If you are short of time, this activity could be completed at home and you could begin the next lesson by asking some PP to read out their descriptions.

### Lesson 3 Can we save trees?

#### Objectives:

- to talk about what is possible to do to conserve the environment using the Present Passive with Modal Verb 'may'
- to practise reading for specific and detailed information
- to practise listening for specific information
- to practise inferring information which is not explicitly stated in the text (homework)

#### Activity 1a

**Objective:** to present and practise new vocabulary

This is a normal Wordlist activity. Make sure PP can say the words properly.

#### Activity 1b

**Objective:** to read for specific information

PP look at the pictures, read the texts and answer the question. You could tell them that the information in picture 1 is not the only answer and they should read on.

#### Key:

Possible answers: trees, energy, water, and chemicals

#### Activity 1c

**Objectives:** to read for detailed information; to infer information which is not explicitly stated in the text

PP read the text again and write a problem for each picture. Encourage PP to 'think round' the text and find things which are not explicitly stated (as in the first example) as well as the things which are stated in the text.

Accept all reasonable answers.

#### Activity 2a

**Objective:** to prepare for listening; to raise awareness of what PP can do to conserve resources

PP write down all the ways they can think of to save trees. If they find it difficult to think of reasons, help them with a suggestion e.g. use paper on both sides; when it is used on both sides, recycle it or use it to light the fire, etc. Many answers are possible.

**Activity 2b****Objective:** to listen for specific information

Tell PP they are going to listen to some PP in the UK. They are on an environmental studies class visit to a factory. They are talking to the Managing Director of the company, Mr. Green.

 **CD script**

Pupil 1: Mr Green, ... is it effective to recycle material? We hear that this factory uses a lot of energy, water...

Mr Green: Yes... you're right. We use a lot of energy and water but ... in fact, we use only half the energy and much less water than is needed to make paper from trees.

Pupil 2: Oh, that's interesting – so, making recycled paper uses fewer resources than making new paper. But, Mr Green, we've heard that a lot of chemicals are used in the factory.... Chemicals are very dangerous for people .... and animals...

Mr Green: Hmm ... Yes. But I want to point out two good facts: number 1 – as you say, if paper is recycled there is less waste and more trees are saved and number 2 - we use less harmful chemicals – for example, we don't use bleach in our paper so the paper is not white.

Pupil 3: Can children do something ... to save trees?

Mr Green: Oh, yes! Have you ever collected paper for recycling?

Pupils: Yes, but ...

Mr Green: 'But?' ...

Pupil 3: You see, ... we collected paper when we were small ...but not now ...

Mr Green: Oh...I see, well ... that's not good.... I think you understand now how it is important to collect paper...

Pupil 1: Yes. We'll collect paper...

Pupil 2: And we'll write about this in our school newspaper...

Pupil 3: And we'll make a poster for our school.

Pupil 4: And we can make a leaflet and send to other schools.

Pupils: Thank you very much, Mr Green, it was very interesting.

**Key:**

Recycle paper because it saves trees and making paper from recycled paper uses less energy than making new paper

**Activity 2c****Objective:** to listen for specific information

PP listen again and answer the questions.

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**Activity 2d**

**Objective:** to introduce and practise talking about what it is possible to do using the Present Passive with Modal Verb ‘may’

PP read the example. Draw their attention to the modal passive structure in the example and in the Remember box. There is also a section in the Grammar Reference. Remind them about the agent in the passive ‘by’. Ask them to translate the examples. Then ask them to look at the pictures and make one or two sentences orally as a class before they write two sentences.

**Lesson 4 Our green planet**

**Objectives:**

- to talk about ways of maintaining soil quality using the Present Passive with Modal Verb ‘to be able/can’
- to practise reading for detailed information
- to practise inferring information not explicitly stated in the text
- to practise writing a paragraph about recycling in the soil
- to learn about recycling in soil

**Activity 1**

**Objectives:** to introduce the topic; to raise awareness of how to save energy and reduce pollution

PP work in pairs and make sentences about what is wrong in the pictures. Many answers are possible e.g. A farmer shouldn’t burn straw because it is useful for the earth, it causes pollution, etc. Accept all reasonable answers.

**Activity 2a**

**Objective:** to present and practise new vocabulary

This is a normal Wordlist activity. Make sure PP can say the words properly.

**Activity 2b**

**Objectives:** to raise awareness of maintaining and recycling soil; to prepare for reading

PP work in pairs and answer the questions. Accept all possible answers. Do not say if they are right or wrong, as PP will check their answers in 2c.

**Activity 2c**

**Objectives:** to infer what is not explicitly stated in the text; to check the answers to 2b

PP read, listen and check their answers to 1 and 2b. The answers are not stated directly. PP must infer from the text e.g. that burning straw is a wrong because putting the straw back into the earth makes the earth better. For this reason burning is a waste.



**See Classbook for CD script.**

**Activity 2d, 2e**

**Objectives:** to read for detailed information and complete a text about the recycling system in soil; to listen to check predictions

PP first read the text and use words from the box to complete the text. Then they listen and check their answers.

**Key:**

1 are stored 2 fall 3 are eaten 4 are eaten 5 fall 6 break down  
7 are taken

**CD script**

- 1 Nutrients are stored in leaves and fruits.
- 2 Dead plant parts and some fruits fall to the ground.
- 3 Some leaves and fruits are eaten by animals.
- 4 Some plant eaters are eaten by birds.
- 5 Animal droppings and dead animals fall to the ground.
- 6 Insects and bacteria break down the remains.
- 7 Nutrients are taken in by roots.

**Activity 3**

**Objective:** to talk about what should be done to protect the land from desertification

PP do the task in groups. Go round and check that all groups understand what to do and can manage the task. After a while hold a short round up session and go through possible suggestions. Give a chance to all groups to contribute.

**NOTE:** You could assign Grammar Exercise 3 and 4 for Homework.

**Lesson 5 Life on Marginal Land****Objectives:**

- to talk about the causes, consequences and possible solutions to desertification
- to practise writing about problems and how they were caused
- to practise reading/listening for main ideas
- to learn about different ways of preventing desertification
- to talk and write about ways of preventing desertification using the Present Passive with Modal verb 'can'

**Activity 1a**

**Objectives:** to introduce the topic,  
to raise awareness of causes of desertification

PP look at the picture and do the task.

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**Activity 1b**

**Objective:** to read/listen for main ideas

Before PP begin, check that they understand the word 'desertification' (good land becoming dry and difficult to use). They know the word 'desert' from class 5. Help them to pronounce the word 'desertification'.

Check the answers with PP.



**See Classbook for CD script.**

**Activity 1c**

**Objective:** to talk about what can be done to protect the land from desertification

PP do the task in groups. Go round and check that all groups understand what to do and can manage the task. After a while hold a short round up session and go through the answers with the class.

**Activity 1d**

**Objective:** to introduce the Present Passive with Modal Verb 'to be able/can' Ask PP to look at the words in bold and answer the questions.



**Language Note**

The meaning is close to 'may be done'. The difference is that 'may be done' only indicates possibility, not ability. The meaning of 'can be done' is 'it is possible to' and 'we are able to'.

**Activity 1e**

**Objectives:** to practise writing about ways of preventing desertification using the Present Passive with Modal verb 'can'

Ask PP to look Activity 1c and write five sentences.

**Lesson 6 Project**

**Objectives:**

- to talk about ways of raising awareness about environmental issues through organising activities such as Earth Day
- to practise listening for specific and detailed information
- to practise reading for detailed information and making notes in a table
- to practise inferring information which is not explicitly stated in the text
- to practise designing an informational poster
- to practise presentation skills
- to practise finding information on the Internet

**Activity 1**

**Objective:** to introduce the topic and stimulate PP ideas

PP look at the pictures and talk about what is happening in them, where they might be, who they can see, what might be the purpose of the activities. Encourage PP to use can/could/may/might be. Do not tell PP if they are right or wrong in their guesses as they will discover this for themselves when they listen to the text in 2b.

### Activity 2a

**Objectives:** to give PP an opportunity to say what they already know about Earth Day; to ask any questions they have or to think about what it might be

PP answer the question about Earth Day. It does not matter if they know nothing about Earth Day, they will learn about it in 2b. They can just say what they think it might be.

### Activity 2b

**Objective:** to listen for specific information

Tell PP they are going to listen to a radio programme about Earth Day. PP listen and check their answers in 2a, or, if they didn't know anything about Earth Day they find answers to the questions.



### CD script

**Announcer:** Good morning, listeners. We begin our programme today with a focus on the environment. Our guest today is Senator Gaylord Nelson, the founder of Earth Day. Welcome, Senator. Can you tell us, how did it all start and what's the purpose of Earth Day?

**Senator:** Thank you. Well, most of you will know that today is 21st March – but did you know that it is also the first day of spring and the equinox? The equinox is when the day and night are in perfect balance. It was because of this idea of balance that I chose March 21st as the date for a movement which I wanted to start. I was concerned about the environment and so in 1969 I started to try and set up an organisation to raise public awareness about the need to protect the environment. In 1970 Earth Day was launched and it was very successful. Since 1872 Earth Day has been celebrated every year by the ringing of the great Peace bell at the United Nations headquarters in New York and all over the world people celebrate nature and the environment, and try to persuade governments and other people to adopt policies which will help nature and the environment, not harm it...

### Key:

- 1 It is on 21 March
- 2 To promote care for the environment
- 3 There are many celebrations and events to think about and care for the environment

UNIT 9

**Activity 2c**

**Objective:** to listen for detailed information

PP Listen again and answer the questions.

**Key:**

- 1 The day in the year when the night and the day are of equal length.
- 2 Because it symbolises balance and Earth Day is about man living in harmony or balance with nature.

**Activity 3a**

**Objectives:** to read/listen for detailed information; to infer information which is not explicitly stated in the text

Ask PP to look at the notes. Draw this table on the BB and let PP copy it. Then ask them to read and then listen to the text and complete the notes for each country mentioned. Warn PP that not all the answers for 'purpose' are in the text. They will have to think and interpret to complete this information. Check the answers with PP.



**See Classbook for CD script.**

**Key:**

Place	The Philippines	Kenya	Thailand	The USA	A hundred cities round the world
Event	50km bike ride	protests against deforestation and trees were planted	tree planting programmes	a human message	car-free activities
Purpose	to raise awareness about alternative transport which does not use fossil fuels, is healthy and does not pollute the environment	to conserve trees and protect the environment	to conserve trees and protect the environment	to promote renewable energy use and so reduce global warming and reduce pollution	to conserve energy supplies, reduce pollution and promote healthy living by reducing use of cars and oil

**Activity 3b**

**Objective:** to talk about a topic using the notes made from the listening text  
PP use the notes in the table to help them talk about what some people have done to raise awareness about the need to protect the environment.



**Activity 4, 5**

**Objectives:** to talk about what PP can do to promote protection of the environment in their own communities; to raise awareness of how PP can be active and work as catalysts in their own communities through organising activities; to give an opportunity for PP to express their own ideas; to give an opportunity to work creatively; to practise presentation skills

This is a normal project activity and can be handled in the usual way.

When PP have finished, draw their attention to the website addresses at the bottom of the page, where they can find more information about Earth Day. If you have access to the Internet in your school, you could ask them to contact the sites and find out what events are planned around the world to celebrate Earth Day this year, whether there is any mention of Uzbekistan on the sites, etc.

**Grammar****Grammar Exercise 1**

**Before you leave the building:**

- all doors must be closed;
- all windows must be closed;
- all books of the library must be given back;
- floors must be cleaned;
- wastepaper baskets must be emptied;
- all lights must be turned off.

**Grammar Exercise 2**

- 1 School uniform must be worn at all times.
- 2 No jewellery may be worn at any time.
- 3 All pupils should be polite.
- 4 No pupil may be absent without a note from his/her parents.
- 5 All homework must be handed in on time.
- 6 All pupils must come to school on time.
- 7 No food may be eaten during lessons.

**Grammar Exercise 3**

- 1 He got very fat of eating too many sweets.
- 2 She forgot to water the plants and as a result they all died.
- 3 The water was not clean and they were all ill.
- 4 Their mother was a very good cook and they were all strong.
- 5 Her eyes are bad of working too much on the computer.
- 6 He wrote many wonderful books and he became very famous.

**Grammar Exercise 4**

PP own answers.

## Unit 10 All the world's a stage

### Lesson 1 Who's who in the theatre

#### Objectives:

- to practise reading for detailed information
- to practise listening for main ideas and for detailed information
- to talk about people who involved in theatre and their jobs
- to practise working with the Wordlist
- to practise translation

#### Activity 1

**Objective:** to present new vocabulary

PP read three dictionary entries. Besides asking them to translate the words into their mother tongue, you could also ask them to translate the examples.

#### Activity 2a

**Objectives:** to present new vocabulary; to develop PP skills in working with the Wordlist

Among the words in the activity some are well-known, so PP have to work carefully writing out only those words which are new for them.



#### Language Note

'props' comes from the word 'properties' and refers to all the things used on the stage which are not clothes – cups, books, etc.

#### Activity 2b

**Objective:** to establish the connection between the written form of the words and their pronunciation

Say the words one by one or play the CD. PP should repeat after you/the CD in chorus and individually.



**See Classbook for CD script.**

#### Activity 2c

**Objective:** to practise the new vocabulary

PP follow the example and say sentences about people who work in the theatre.

#### Key:

A playwright is someone who writes plays

A scene painter paints (makes) scenery.

A stage director stages plays.

A musician plays music in an orchestra.

A sound technician plays music on cassettes.

A wardrobe mistress looks after costumes.

A make-up artist makes up the faces of actors and actresses.

An actor/actress plays roles.

A lighting technician lights the stage.

**Suggestion:** You could do Grammar Exercise 2 and 3 here or assign them for homework.

**Activity 3a**

**Objective:** to practise listening for the main ideas

PP listen to the CD and say that the children are talking about the play they are going to stage.



**CD script**

Pupil 1: OK, so now we know who is going to play each role. Let's think about the things we need.

Pupil 2: I need some help. We need three big feathers for Liza's hat: one bright blue, another bright orange and the third bright red. They really must be very big so that people in the back row can see them.

Pupil 3: OK. I've already found a basket for flowers and a big old shawl for Liza to wear and I can make three feathers out of paper. Then I'll paint them blue, red and orange.

Pupil 2: There's one other thing. We'll need some beautiful light music for the last act and for the end when the audience claps.

Pupil 1: That's going to be a problem. Our cassette recorder is broken, so ... (voice fades)

**Activity 3b**

**Objective:** to practise listening for detailed information

PP copy the table into their exercise books, listen to the CD a second time and complete it.

**Key:**

What has been done	What needs to be done	Problems
The roles have been decided.	Three big feathers need to be made.	The cassette recorder is broken.
They have found a basket and a big shawl.	They need beautiful music.	

**Activity 4a**

**Objective:** to practise talking about taking part in a school performance

In groups PP discuss what they could do if they staged a play in their school.

Each P should have a job to do in an imaginary or some-day-real production.

**Activity 4b**

**Objective:** to give PP further practice in talking about participating in the work of a school theatre

A speaker from each group tells the class what each P in the group could do for producing a play in a school theatre.

## UNIT 10

**Lesson 2 Pygmalion****Objectives:**

- to ask and give information about literary figures and their work using Wh-questions
- to practise listening for gist and for detailed information
- to practise talking about literary figures and their work
- to learn about the famous British playwright George Bernard Shaw and his best known play, Pygmalion

**Activity 1a**

**Objectives:** to raise PP awareness about what makes a play; to practise talking about plays

If your PP have never seen or read a play, much will depend on you. You have to tell them that each play consists of acts. There are usually two or three acts in a play. The action in each act may be in a different place. However, there are also one-act plays. Each act may consist of a number of scenes. Actors and actresses know how to speak, where to move, and stage directors know when to make a noise because playwrights say this in their plays, in other words, playwrights give stage directions.

**Activity 1b**

**Objective:** to present new vocabulary related to the theatre  
PP read the sentences with the new words and translate them.

**Activity 2a**

**Objectives:** to practise talking about the appearance of the man in the photo;  
to revise vocabulary related to appearance

You could start by telling your PP that the man in the picture is a British playwright George Bernard Shaw. In pairs pupils describe his appearance. When they finish, you could ask each pair to give a sentence without repeating what has been already said.

**Activity 2b**

**Objective:** to practise asking and answering Wh-questions

This is a normal information gap activity. PP should ask questions beginning with the words in brackets.

**Activity 3a**

**Objective:** to prepare for the next activity

PP can answer the question working in pairs or groups.

**Activity 3b**

**Objective:** to practise listening for gist

You may want to tell your PP some words about the main characters in 'Pygmalion'. Professor Higgins is a professor of phonetics. He and his friend Colonel Pickering live together in London. One day they meet a common street flower seller, Eliza Doolittle. The way she speaks English is far from

‘Received Pronunciation’, the way educated people speak, and because of that she cannot find a better job, for example, in a flower shop. Professor Higgins thinks she will spend all her life in the streets selling flowers. He is sure he can teach her how to speak correct English. The scene PP will listen to is one of the first lessons he gives Liza.

PP listen to the scene and answer the question.

 **CD script**

HIGGINS	Say your alphabet.
LIZA	I know my alphabet. Do you think I know nothing? I don't need to be taught like a child.
HIGGINS	[thundering]. Say your alphabet.
PICKERING	Say it, Miss Doolittle. You will understand presently. Do what he tells you; and let him teach you in his own way.
LIZA	Oh, well, if you put it like that. Ah-ye-e, bay-ee, cay-ee, day-ee —
HIGGINS	[with the roar of a wounded lion]. Stop. Listen to this, Pickering. This unfortunate animal has been locked up for nine years in school to teach her to speak and read the language of Shakespeare and Milton. And the result is Ah-ye-e, ba-ye-e, ca-ye-e. [To Eliza.] say A, B, C, D.
LIZA	[almost in tears]. But I'm saying it. Ah-ye-e, bay-ee, cay-ee —
HIGGINS	Stop. Say a cup of tea.
LIZA	A capete-ee.
HIGGINS	Put your tongue forward until it squeezes against the top of your lower teeth. Now say cup.
LIZA	C-c-c — I can't. C-Cup.
PICKERING	Good. Splendid, Miss Doolittle.
HIGGINS	By Jupiter, she's done it at the first shot. Pickering, we shall make a duchess of her. [To Eliza.] Now do you think you could possibly say tea? Not te-ye-e, mind: if you ever say ba-ye-e, ca-ye-e, da-ye-e again you shall be dragged round the room three times by the hair of your head. [Fortissimo.] T, T, T, T.
LIZA	[weeping]. I can't hear no difference cep that it sounds more genteel-like when you say it.
HIGGINS	Well, if you can hear that difference what are you crying for? Pickering, give her a chocolate.
PICKERING	No, no. Never mind crying a little, Miss Doolittle: you are doing very well, and the lessons won't hurt. I promise I won't let him drag you round the room by your hair.
HIGGINS	Be off with you. Think about it. Try to do it by yourself and keep your tongue forward in your mouth. Another lesson at half past four this afternoon. Away with you.

UNIT 10

**Activity 3c**

**Objective:** to practise listening for detailed information

PP listen to the CD a second time and then say True or False. You can ask them to correct the false statements.

**Key:** 1T 2T 3F - He isn't kind, he is a very strict teacher. 4F - Pickering thinks Liza is doing very well. 5T

**Activity 3d**

**Objective:** to practise talking about the role of teachers in people's lives; to practise talking about the importance of clear speech

In pairs PP discuss the two questions. When they finish, bring the class together and listen to their ideas.

**Lesson 3 Great playwrights**

**Objectives:**

- to report what people order, ask and tell in indirect speech
- to practise listening for the main ideas
- to learn about the most famous British playwright and poet William Shakespeare and some of his plays

**Activity 1**

**Objective:** to revise Reported Speech

Emphasise to pupils that while reporting speech they need to pay careful attention not just to the actual words, but also to what was said in the conversation before and to the relationship between the speakers. In the first sentence both 'told' and 'ordered' are correct, because Higgins is quite demanding and not very polite. In the second sentence 'asked' is the best verb because even though he does not say 'please', Pickering is very mild and courteous. He addresses Liza very politely – he says 'Miss Doolittle'.

**Activity 2a**

**Objective:** to make PP aware of what stage directions are like; reading for specific information

Stage directions are in sentences 1, 3, 4 and 6. The words in brackets say who the speaker addresses (1, 4, 6) and how the words are said (3).

**Activity 2b**

**Objectives:** to help PP improve their intonation; to have fun

Ask as many PP as possible if there are volunteers to say these sentences. Special attention should be paid to emotions, thus Higgins is very often impatient and speaks in a commanding tone of voice, Pickering is very polite, Liza is almost crying.

**Activity 2c**

**Objective:** to practise Reported Speech

Draw PP attention to the Remember Box and revise the ways imperatives are reported. Explain if necessary. Then PP do the activity in their exercise books.

**Key:**

- 1 Pickering asked Liza to do what Higgins told her.
- 2 Higgins told Pickering to listen to that.
- 3 Liza said that she was saying it.
- 4 Higgins told Liza to say a cup of tea.
- 5 Higgins asked Pickering to give her a chocolate.
- 6 Higgins told Liza to think about it and to try to do it by herself.

**Suggestion:** You could Grammar Exercise 1 here or assign it for homework.

**Activity 3a**

**Objective:** to practise reading for specific information

PP read the text silently and answer the questions.

**Activity 3b**

**Objective:** to practise expressing opinions

PP can do this activity in pairs or as a whole class.

**Activity 4a**

**Objective:** to practise listening for the main ideas

Play the CD. PP listen and match the pictures, the information on the CD (in the order it comes) and the titles of the plays.

**CD script**

This is 'Drama on the Radio' and I'm Sarah Silverstream bringing you up to date with all the latest theatre news. I am happy to tell you that next week we're going to broadcast scenes from three theatre productions.

On Monday at 5.00pm you can hear an extract from a story about two young people from the Italian city of Verona. They love each other but cannot be happy because their families hate each other. Sad, isn't it?

The second one is even sadder, in my opinion. The two elder daughters tell lies to their father, the king, but he believes them. Finally, when they treat him very unkindly, he realises that it is only his youngest daughter who really loves him, but this understanding comes too late. You are invited to listen to this tragic story on Wednesday at 4.30pm.

The last play will be broadcast on Thursday again at half past four. It is a comedy about two twins who look exactly alike. They become separated when they are little boys. Well, they live in different countries, and when they are grown up, one of the brothers arrives by accident in the town where the other brother lives. Of course they are mistaken for each other, and because of this there are a lot of funny scenes in the play, and we'll hear one of them. Well, now the usual competition question: what are the plays called? Our young listeners should send their answers to 74 Blackfriars Road... (voice fades)

**Key:** King Lear - Picture b      Romeo and Juliet - Picture c  
The Comedy of Errors - Picture a

UNIT 10

**Activity 4b**

**Objective:** to practise talking about the three Shakespeare's plays  
In pairs PP answer the questions.

**Key:**

- 1 William Shakespeare
- 2 The Comedy of Errors
- 3 King Lear
- 4 Answers will vary.

**Lesson 4 Actors and actresses**

**Objectives:**

- to talk about theatres for young people
- to practise listening for the main ideas and for specific information
- to practise taking notes
- to learn about the traditional British puppet theatre 'Punch and Judy'

**Activity 1**

**Objective:** to get PP warmed up

Give PP some time to think which character they would like to be. Ask as many PP to show their character as time allows.

**Activity 2**

**Objective:** to give PP an opportunity to work with the Wordlist

PP work independently finding the words in the Wordlist. They write the meaning in their exercise books.

**Activity 3a**

**Objective:** to practise listening for the main ideas

PP listen to the CD and match the texts and pictures.



**CD script**

- 1 Well, I'm going to talk about my job. I'm a puppeteer. I suppose not everybody understands what that means. To make it simpler I'm an actor, but not ... er ... an ordinary actor. I work in the streets and now I'm in Covent Garden with my booth and my puppets. Here, on my right hand is Punch. Do you know him? Well, he's the chief character in my puppet show. My left hand is for other characters... Judy, Punch's wife, er... the doctor, the policeman and the priest. Do I like my job? Yes, I do. I like making people laugh. I think that when people, and especially children, laugh, they're happy. And it's important to make children happy, isn't it? I don't earn much money, but... money isn't everything, is it? Of course now that I'm quite old, it's not easy for me to work, especially to talk in that high-pitched voice that Punch must have... but I've got two young assistants. One day they're going to be good puppeteers, well, I hope they will like this art as much as I do.
- 2 I'm an actress and I work in children's theatre. I was trained at a special drama school. I've always dreamt about being an actress, and my profession is very important for me, but ...I can't say that I am very



pleased with what I'm doing now. I've always dreamt about main parts in classical tragedies, like Greek tragedies, you know. But here I am, playing the parts of silly rabbits or sly foxes. Uhh,...I know I mustn't complain, because children like our performances and, in general, they are such a responsive audience, unlike grown ups, who don't go to the theatre very much. Why not? Well, because it's so much easier to go to the cinema or watch TV or video at home. So, maybe, working in children's theatre is not such a bad thing after all. What do you think?

**Activity 3b**

**Objective:** to practise listening for specific information and taking notes  
PP listen again and take notes. You might want to let them listen twice.

**Key:** 1 He works in the streets. He thinks it's important to make children happy.

2 She works in a children's theatre. Her profession is important for her.  
She doesn't like playing the parts of rabbits and foxes.

**Activity 4a**

**Objectives:** to get PP interested in the next activity;  
to help PP develop their predicting skills

PP read the title and give their ideas about the theme of the article. You might want to write these ideas on the blackboard so that after they have read the article they will be able to see whose idea is the most correct.

**Activity 4b**

**Objective:** to practise reading/listening for specific information  
PP read the article silently and then listen to it. Then they answer the questions.

**Activity 5**

**Objectives:** to practise talking about theatres for young people;  
to practise expressing opinions

In groups PP discuss the two questions. If time allows, ask speakers from each group to report what their groups have said.

**Lesson 5 One day I'll stage a play****Objectives:**

- to use intonation more accurately to express meaning
- to talk about what theatre is and its value in the life of human beings
- to practise reading/listening for detailed information
- to practise expressing opinions
- to learn about J.B.Priestley, a British playwright, and his views on the role of theatre
- to develop appreciation of the need to read beneath the surface of a text and to interpret it

**Activity 1**

**Objectives:** to raise PP awareness of the importance of intonation; to get PP warmed up

George Bernard Shaw once said that there were at least fifty ways to say

## UNIT 10

'No'. Ask PP to think how they can say this word. Ask them to say it in turn for the rest of the class to guess how (with what feelings) the word was said. You can start yourself. You can say this word as if you were bored, surprised, happy, unhappy, angry, tired or very strict. We also suggest that you take other words after 'No', and they can be 'Yes', 'Hello', 'Oh'.

**Activity 2a**

**Objective:** to practise talking about what theatre means for PP

PP read the four questions asked by J. B. Priestley and answer the two questions given underneath. Answers will vary. There are no good or bad answers. Accept them all, except 'I don't know'.

**Activity 2b**

**Objectives:** to practise reading/listening for detailed information; to ensure understanding of J. B. Priestley's opinion about the theatre

Tell PP that the three sentences are a summary of the text which follows them. The text is the end of the one which began in Activity 2a. PP read and listen to the text and choose the best summary. We think the best is number three, but your PP may prefer a different summary. It would be good if they could explain their choice.



**See Classbook for CDscript.**

**Activity 2c**

**Objective:** to practise reading and interpreting the text in 2b

The last sentence is really difficult to explain and you might prefer to do it in PP mother tongue. Make sure they do not simply translate the sentence, but tell you how they understand it.

**Activity 3a**

**Objective:** to make PP aware of the existence of different kinds of plays

This is a normal matching activity.

**Key:** 1e 2d 3b 4c 5a

**Activity 3b**

**Objective:** to practise talking about PP favourite kinds of plays

PP choose among the plays in Activity 3a their favourite ones.

**Activity 3c**

**Objectives:** to present vocabulary related to different types of roles;  
to practise talking about different types of roles

You could start this activity by asking your PP to find the words they do not know in the Wordlist. Working in groups of 3 or 4 each P first says what role s/he sees herself/himself in and then listen to others as they say which type of role they think is good for her/him.

**Activity 4**

**Objectives:** to practise reading/listening for detailed information;  
to help PP make the reading material into a play

PP read the story silently and then listen to it.

**See Classbook for CD script.**

Help them with new vocabulary if there is any. In pairs they talk about how they could make this story into a play. When they finish ask them for their ideas. Try to bring out the following: a play should have

– a dialogue

– stage directions

and stage directors should have a list of props to be used in the play.

Tell PP that *at home* they should write a play based on the story with all the necessary elements, i.e. dialogue, stage directions and a list of props. If time allows they can start writing in the lesson. Tell them to bring some props for the next lesson as they will stage and perform their plays. It would be a good idea if you could also make or bring some things for the play, e.g. a leaf made from brown paper to imitate a tobacco leaf, some details of clothes, like scarves or belts, for PP to wear. You know your most reliable PP and you should get their full support, which you can do if you talk to them after the lesson.

**Lesson 6 Project****Objectives:**

- to write a simple play script
- to discuss the moral of a play
- to practise listening to plays
- to practise talking about plays, performances and the message of plays
- to take part in writing and staging a play

**Activity 1a**

**Objectives:** to give PP an opportunity to work collaboratively;  
to teach PP to see pluses in each other's work

In groups PP compare their homework. Ask them to choose the best in everybody's work. These things can be used in their play.

**Activity 1b**

**Objective:** to teach PP to reach consensus

Tell PP that they should decide whose play is the best and get ready to stage it. They can certainly add things, like clever remarks and interesting stage directions, from different plays into their joint version. The next step is to decide who will play which role. We suggest the following roles: the wise old man, two or three merchants, three or four people of the village. Then comes the most difficult part of the activity: PP must have some space to rehearse their play. They will also need quite a lot of time. If it is not possible to do this during the lesson, you could ask them to stay after classes for a rehearsal. In this case it will be easier to find empty classrooms and time will not be pressing. Then activity 2a will take place some other time, maybe next lesson.

**Activity 2a**

**Objective:** to teach PP to be a good audience

Groups take turns in showing their plays. Make sure everybody in the audience is listening and watching and doing this with respect.

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**Activity 2b**

**Objective:** to practise talking about the moral of the play and the way plays were performed

After all the plays have been shown, PP discuss them according to the suggested plan. Try to connect the moral of the play to present day life, e.g. 'The play teaches people not to smoke and not to believe tobacco companies' advertising'. Then PP should choose the best play, the best actor or actress and the best props. This can be done by voting.

**Pronunciation**

**Pronunciation Exercise 1**

where, there, hair, pair, wear, bear, share, compare

**Pronunciation Exercise 2**

fear, hear, here, theatre, deer

**Grammar**

**Grammar Exercise 1**

**At the doctor's**

- 1 He asked me to spell my name.
- 2 He asked me to wait a minute.
- 3 He told me to take those tablets three times a day.
- 4 He told me to drink lots of hot green tea.
- 5 He ordered me to sign my name there.

**At home**

- 1 He asked me to go to the shop and buy some tea.
- 2 He ordered me to put that cigarette out then.
- 3 He ordered me to go and ask granny for an aspirin.
- 4 He ordered me to do my homework, before I watch TV.
- 5 He ordered me to brush my teeth before I go to bed.

**On a school trip**

- 1 He asked me not to sing.
- 2 He told me not to walk on the grass.
- 3 He asked me not to feed the animals.
- 4 He ordered me not to drop litter.
- 5 He ordered me to be quiet.

**Grammar Exercise 2**

- 1 The actor who played Aladdin is my favourite.
- 2 The play which was on at the theatre this week was written by George Bernard Shaw.
- 3 The man who we saw on the bus is a famous actor.
- 4 The traditional theatre which is popular in Japan is called Kabuki.
- 5 The cartoon which was on TV last week was made by Walt Disney.
- 6 I like the actress who plays Liza Doolittle.

**Grammar Exercise 3**

PP own answers.

## Unit 1 Public holidays and traditions

### Progress Check

**NOTE:** Before you begin the Progress Check draw PP attention to questions 3 and 4 and explain that PP can write their own ideas – there is no right or wrong answer – of course, the language must be correct! You can check their answers by collecting their books and marking them or by going round and checking while PP are completing the rest of the Progress Check, or by having PP read out their answers during the class.

### LISTENING

**1 Listen and say what will take place in Alice’s school on Halloween.**  
(10 marks)



**CD script:**

**Alice (excitedly):** Mum, Mum, you know, we’re going to have a “Best Pumpkin Lantern” competition on Halloween. I’m dying to take part in it.

**Mother:** All right, all right, Alice, you will.

**Alice:** And there will be a fancy dress ball. I want to be Cinderella and ...

**Mother:** Well, darling, but people usually dress up as scarecrows or witches...

**Alice:** I don’t want to be a scarecrow, and everybody will dress up as a witch or wizard. I’m going to be different and look glamorous.

**Mother:** Where will we get Cinderella’s crystal shoes?

**Alice:** Can I wear your new blue ones?

**Mother (reproachfully):** Oh, Alice...

**Key:** The “Best Pumpkin Lantern” competition and a fancy dress ball.

**2 Listen again and complete the sentences.** (20 marks)

1 There will be a “**Best Pumpkin Lantern**” competition in Alice’s school.

2 Alice **wants to be** Cinderella.

3 Her mother thinks that usually people **dress up** as scarecrows and witches.

4 Alice wants to wear her mother’s **new (blue) shoes**.

### WRITING

**3 Answer the questions.** (15 marks)

**NB or Key:** Answers will vary.

### READING/WRITING

**4 Read the invitation and answer the questions.** (15 marks)

**Key:** Answers will vary.

*PROGRESS CHECKS*

**VOCABULARY**

**5 Match.** (16 marks)

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

**GRAMMAR**

**6 Find the odd word out in the word class.** (24 marks)

**Key:** 1 fireworks 2 stocking 3 merry 4 celebrate 5 send 6 tried

**Total:** 100 marks

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**Unit 2 Mass Media**

**Progress Check**

**NOTE:** In question 4 your answers to PP questions will provide the material for reporting. You should make a note of how you answer the questions! Before you begin the Progress Check draw PP attention to question 6 and explain that PP can write their own ideas – there is no right or wrong answer – of course, the language must be correct! You can check their answers by collecting their books and marking them – or by going round and checking while PP are completing the rest of the Progress Check, or by having PP read out their answers during the class.

**READING/VOCABULARY**

**1 Read and choose the best word.** (20 marks)

**Key:** 1 women; 2 weekly; 3 articles; 4 useful; 5 cities; 6 advice; 7 recipes; 8 stories; 9 reading; 10 recommend

**2 Answer the questions.** (6 marks)

**Key:** 1 Once a week./Every week.

2 Yes, it is.

3 Yes, I do./No, I don't.

**READING/GRAMMAR**

**3 Read the joke. Write what the men said. Change the tenses, pronouns, etc.** (20 marks)

**Key:**

1 One man said **that his** Push **was** a very clever dog.

2 He **said that** he always **brought him** his newspaper.

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PROGRESS CHECKS

- 3 The second man **said that his Pull didn't** do that.  
4 **He said that Pull read** the newspaper himself and **marked** the most interesting articles with a red pen.  
5 **He said that** then **he** picked the newspaper and **read those** articles.

**SPEAKING/GRAMMAR**

**4 Ask your teacher.** (20 marks)

- 1 What newspapers or magazines do you read?  
2 What sections do you like reading?  
3 When do you usually read newspapers/magazines?  
4 What articles can you write for the (our) class newspaper?

**5 Write about your teacher.** (20 marks)

**Key:** 1 My teacher said (that) s/he reads ... . 2 She/He said (that) s/he likes reading ... section. 3 My teacher said (that) s/he usually reads newspapers (magazines) in the ...(time of the day)/on ... (days of the week). 4 She/He said (that) s/he can write an article/a story/ a poem about ... .

**WRITING**

**6 Write five sentences about your, your father's or your mother's favourite newspaper or magazine.** ( 10 marks)

**Key:** Answers will vary, but all the four sentences must be about one and the same newspaper or magazine. PP can use the text in 1 as an example.

**PRONUNCIATION**

**7 Find the odd word.** (4 marks)

**Key:** 1 business    2 financial  
          3 joke         4 ship

**Total:** 100 marks

*PROGRESS CHECKS*

## **Unit 3 Radio and TV**

### **Progress Check**

#### **READING/GRAMMAR**

**1 Read and choose the best summary.**

(5 marks)

**Key:** b

**2 Read again. Find and write the verbs in the Past Perfect.**

(20 marks)

**Key:** hadn't been; had laughed; had been; had dreamt

**3 Write three questions about the text.**

(15 marks)

**Key:**

1 Had she been quick to answer her pupil's question?

2 Had she been a good student at university?

3 Had she dreamt of becoming a good teacher?

#### **VOCABULARY**

**4 Write the words on the topic 'TV'.**

(14 marks, 2 for each correct word)

**Key:** documentary, interviewer, news, channel, watch, chat show, cartoon.

#### **WRITING** (30 marks)

**5 Write about your favourite radio or TV programme. Write about**

**Key:** Answers will vary.

#### **SPEAKING**

**6 Tell the teacher about a TV or radio advert which you don't like. Explain why you don't like it. (16 marks)**

**Key:** Answers will vary.

**Total:** 100 marks



## Unit 5 Cinema

### Progress Check

#### LISTENING/WRITING

**1 Listen and for each film write if you would like to see the film and why/why not. (20 marks)**

 **CD script**

#### 'Great Amir Temur'

It is one of the latest films made in Uzbekistan.

It is about the great Amir Temur's life and his wish for a better life for the people of his time and of the future. The famous filmstar Behzod Muhammadkarimov played the role of Amir Temur.

#### 'Revenge and Law'

This is an exciting film made in India. The main purpose of the film is to show people that the truth always wins in the end. The famous filmstar Amitabh Bachan is the hero of the film.

#### READING

**2 Read and match the film title and the reviews. Write the type of each film. (20 marks)**

**Key:** 1b, a comedy

2a, a historical film (or a feature film. It can be considered as either of these.)

#### PRONUNCIATION

**3 Write the words in the right columns. (10 marks)**

<b>Key:</b>	<b>[s]</b>	<b>[z]</b>	<b>[iz]</b>
	cups	thrillers	prizes
	events	movies	actresses

#### GRAMMAR

**4 Write sentences. (25 marks, deduct marks for spelling mistakes)**

**Key: 1 – What are you doing on Sunday?**

– Nothing special. **Why are you asking?/Why do you ask?** (Both are correct)

– **I'm having a party.** Would you like to come?

– I'd love to.

**2 – What are you doing after school?**

– **I'm going to the library.** Would you like to come with me? **I want to get a book about Harry Potter.**

*PROGRESS CHECKS*

- Oh, I'm reading this book now.
- Are you enjoying it?
- Oh, yes, very much. **You'd like it too/You will like it too.** (Both are possible)

**NB** PP can write full forms, e.g. 'I am', but because these are conversations, contractions are better.

**SPEAKING**

**5 Talk about two characters from a film you like.** (25 marks)

**Key:** Answers will vary.

**Total:** 100 marks

**Unit 6 Music and ballet**

**Progress Check**

**NOTE:** The final question in the test could be done as Speaking or Writing. You can make your own choice.

**LISTENING**

**1 Listen and say what the text is about.** (10 marks)



**CD script**

They love modern music. They're the people who listen to it, talk about it, read about it, buy it. They're the fans (which is short for 'fanatics', by the way) and there are millions of them all over the world. Why do they like rock and pop so much? Well, there are a lot of answers. Here are just some of them.

- It's an international youth language.
- It has lots of different styles.
- It's always changing.
- It brings people together at discos and concerts.
- It helps people to forget about their problems.

But being a fan can have a negative side too. Some doctors think that rock is unhealthy because loud music can damage your hearing. Psychologists say that some kind of music can make people aggressive. And one more thing – fans spend a lot of money on cassettes and CDs and DVDs.

**Key:** About rock and pop music and fans of these kinds of music.

**2 Listen again and disagree.** (10 marks)

**Key:**

1 No, there aren't. There are millions of modern music fans all over the world.

PROGRESS CHECKS

2 Yes, there are answers to the question 'Why do young people love rock and pop?'

3 Rock music is always changing.

4 Pop music brings people together at discos and concerts.

5 Loud music is (can be) very bad for your hearing.

**READING**

**3 Read and find the right title for each part.** (20 marks)

**Key:** 1b 2d 3a 4c

**4 Read again and answer the questions.** (10 marks)

**Possible answers:**

1 Because she liked the dance class she visited.

2 They had a small performance.

3 She was very impressed and wanted to learn to do the same.

4 Watching movies and reading.

**READING/VOCABULARY**

**5 Read and choose the right word.** (10 marks)

**Key:** 1 succesful 2 pop 3 song 4 top 5 melodic 6 beautiful 7 greatest  
8 happy

**GRAMMAR**

**6 Complete the sentences.** (10 marks)

**Key:** 1me angry 2 me excited 3 me happy 4 us nervous

**7 Report the sentences in 6.** (10 marks)

**Key:**

1 Dad said that he **doesn't** like soap operas because they make him angry.

2 My friend said that he loves thrillers because they make him excited.

3 Fred said that he likes Pavoritti because his singing makes him happy.

4 They said that they don't like horoscopes because they make them nervous.

**SPEAKING/WRITING** (20 marks)

**8 Say/write what you would do if you were**

a a pop singer

b a ballet dancer

c a film star

d an orchestra conductor

e a TV presenter

**Key:** Answers will vary.

**Total:** 100 marks

PROGRESS CHECKS

## Unit 8 Painting and sculpture

### Progress Check

#### LISTENING/SPELLING

**1 Listen and write how the museum is using modern technologies.**  
(2 marks)

 **CD script**

The Hermitage is the largest museum in St.Petersburg. It started more than two hundred years ago. Its collection has about three million works of art beginning from the Stone Age up to the present century. Today using modern technology the museum is trying to create a virtual collection, which can be seen on the website [www.hermitagemuseum.org](http://www.hermitagemuseum.org) You can find any object which interests you, choose any part of it, enlarge it and see even the smallest details. For example, you can see the details of the decoration on a miniature clock from the 16th century. You wouldn't be able to do that if you were looking at the real clock in the real museum.

**Possible answer:**

The museum has a website (for people to see its collection.)

**2 Listen again and fill in the gaps.**

(33 marks, 3 for each correct word)

**Key:**

1 **The museum is more than two hundred years old.**

2 The Hermitage **collection** has about **three million** works of art.

3 If you go to the website of the museum, you will **find** any object which **interests** you.

4 When you **enlarge** the object you can see the **smallest** details.

5 You can see the decoration on a miniature **clock** from the **16th** century.

#### READING

**3 Read the three texts and find the right places for the italicized phrases.**

(10 marks, 2 for each correct answer)

**Key:** 1 was opened 2 is located 3 was unveiled 4 was brought  
5 were presented

**4 Read the texts again and write True, False or Don't Know.**

(30 marks, 5 for each correct answer)

**Key:** 1 F 2 DK 3 T 4 DK 5 T 6 F

## PROGRESS CHECKS

## VOCABULARY

**5 Match. Careful, there are more words than definitions!**

(10 marks, 2 for each correct answer)

**Key:** 1e 2a 3 – 4c 5b 6d**SPEAKING** (15 marks)**6 You and your friends are asked to organise a school art gallery. Talk about:**

- paintings you would have in the gallery
- place for the gallery in your school
- people who can be guides

**Key:** Answers will vary.**Total:** 100 marks**Unit 9 The Environment****Progress Check****LISTENING****1 Listen and give a title.** (5 marks)**CD script**

Welcome to 'Science and You' radio programme. We have wonderful news for all lovers of nature – no more deforestation! Very soon mankind can stop cutting trees because we will use man-made wood. It took Japanese scientists almost 20 years to create it. They made successful experiments with the juice of live trees. They got that juice without hurting any trees, added chemicals, paper and wood chips to it and got a new material. It is very similar to natural wood and **very** strong. Specialists say it is quite cheap to make it. More than that, this 'wood' can be recycled many times.

**Key:**

Answers will vary but should include something about a new discovery which will save trees because we can make wood without cutting them down.

**2 Listen again and answer the question.**

(12 marks, 6 for each correct answer)

What was not mentioned in the text?

**Key:** d, e

*PROGRESS CHECKS*

**READING/WRITING**

**3 Read and answer the question.**

(20 marks)

**Key:**

Answers will vary. Marks should be given for:

*content:* saying which you think is most interesting and explaining why (PP may say they are all interesting but they must still choose one and explain why it is particularly interesting)

*grammar:* correct use of I think (that)/in my opinion ...; superlative; explanation with because

*range of vocabulary and expression*

*length of response*

**READING/GRAMMAR**

**4 Write questions and answer them.**

(24 marks for questions, 4 for each correct question + 24 marks for answers = 48 marks)

**Key:**

1 Where did the wolf which carried its baby in a bag of skin live? – In Tasmania.

2 How often are streets washed in Singapore? – Every day.

3 Why are pink flamingoes pink in nature? – Because of certain ingredients in the food they eat in nature.

4 What kind of forests are there in Tasmania? – They are thick.

5 What does the rule say about chewing gum? – It says that people must not use it and tourists must not bring it to Singapore.

6 What happens to pink flamingoes in some zoos? – They lose their pink colour (and become dirty white).

**VOCABULARY**

**5 Find words**

(10 marks, 2 for each correct word)

**Key:** 1b 2c 3c 4a 5b

**PRONUNCIATION**

**6 Write out words with silent letters. Underline silent letters.**

(5 marks)

**Key:** sign calm modern grandson exhibition

**Total:** 100 marks

**TEST 1 Units 1-4****(for pupils)****LISTENING****1 Listen to the boy and answer the question.** (4 marks)

Which of the following things doesn't he talk about?

- a his younger sister's illness
- b how his sister feels now
- c his father's profession
- d things he would like to buy for his mother
- e a thing he would like to buy for himself
- f a girl he would like to make friends with

**2 Listen again and write True, False or Don't Know.** (18 marks)

- a The boy has only got one dream.
- b He would like to become a scientist.
- c Last year his mother was seriously ill.
- d His father needs a car for his job.
- e The boy would like to have a bicycle.
- f The boy hasn't got many friends.

**READING****3 Read and answer the questions.** (9 marks)

Have you ever heard about 'talking books'? If you have not, you may be surprised to learn that in some countries new books appear simultaneously as a book and as a cassette or CD. A famous actor or actress reads a story and the reading is accompanied by sounds and music.

- 1 Do you like the idea of 'talking books'?
- 2 Who are 'talking books' good for?
- 3 Would you like to have 'talking books' at home? Why/Why not?

**GRAMMAR****4 Join the two sentences. Use the Past Perfect.** (16 marks)

e.g. Mr Bolton told the interviewer about his youth. He worked as a sales assistant.

Mr Bolton told the interviewer that he **had worked** as a sales assistant in his youth.

- 1 Mr Bolton told the interviewer about his job. He sold newspapers, magazines, books, camera films, etc.

### TESTS

- 2 Mr Bolton told the interviewer about his working day. He started work at 8 am.
- 3 Mr Bolton told the interviewer about people. Some well-known actors and musicians bought newspapers in his shop.
4. Mr Bolton told the interviewer about his weekends. He visited his sister in Wales.

### 5 Choose the correct form. (16 marks)

- 1 If I (could/couldn't) travel to one place in the world, I (would/will) choose Japan.
- 2 If I (found/find) a good teacher, I (will/would) learn Japanese before going there.
- 3 I (would/ wouldn't) read horoscopes if I (didn't/don't) believe in them.
- 4 I (will/would) write an article for the class newspaper if the editor (asked/ didn't ask) me to.

### WRITING

#### 6 Write four sentences about what you would do if you were the director of your school.

Begin 'If I were the director of our school, I ...' . (16 marks)

### SPEAKING

#### 7 Answer the questions. (21 marks)

If you were a writer, what would you write?

- science fiction, poetry, detective stories, stories about animals, etc.

What would your book be about? Who would read your book?

**Total:** 100 marks



**TEST 1 Units 1-4 (for teachers)****LISTENING****1 Listen to the boy and answer the question. (4 marks)**

Which of the following things doesn't he talk about?

**CD script**

You want to know about my dream? Oh, I have so many dreams, I really don't know which one to start from. My biggest dream is to become a doctor. Not a doctor who works in a hospital and treats patients. I want to be a scientist. I want to make a medicine which can cure all illnesses. If I could create such a medicine, nobody would ever be ill for more than two days. You know, last year my younger sister was seriously ill, and everybody in the family was so unhappy. My mum was so worried she nearly fell ill herself. Now my sister is OK, but it took her such a long time to get well. Well, now you know about my biggest dream. But of course I've got some smaller ones too. If I had a lot of money, I could buy a car for my dad and a really good bike for myself. And er... there's a girl in our class... she's very nice. If I could only make friends with her...

**Key:** c, d

**2 Listen again and write True, False or Don't Know. (18 marks)**

**Key:** 1F 2T 3F 4DK 5T 6DK

**READING****3 Read and answer the questions. (9 marks)**

**Key:** Answers will vary

**GRAMMAR****4 Join the two sentences. Use the Past Perfect. (16 marks)**

**Key:** 1 Mr Bolton told the interviewer that he had sold books, newspapers, magazines, camera films, etc.

2 Mr Bolton told the interviewer that he had started work at 8 am. 3 Mr Bolton told the interviewer that some well-known actors and musicians had bought newspapers in his shop. 4. Mr Bolton told the interviewer that he had visited his sister in Wales (at weekends)

**5 Choose the correct forms. (16 marks)**

**Key:** 1 could; would 2 found; would 3 wouldn't; didn't 4 would; asked

**WRITING****6 Write four sentences. (16 marks)**

**Key:** Answers will vary.

**SPEAKING****7 Answer the questions. (21 marks)**

**Key:** Answers will vary.

**Total:** 100 marks

TESTS

**TEST 2 Units 5-7**

**(for pupils)**

**SPELLING**

**1 Spell the words your teacher dictates.**

(16 marks, 2 for each correct word)

**READING**

**2 Match.** (10 marks, 2 for each correct answer)

1 Look, what is that silver object to the left of the Moon?

2 Is there life on any planet in our solar system?

3 I've just seen a falling star!

4 Do you know your sign of the zodiac?

5 The first question in the quiz is: Who was the first astronaut?

a Oh, I know the answer!

b Have you? Perhaps it was a meteor.

c Yes, I do. Do you know yours? Do you believe in horoscopes?

d Wow! It might be a UFO!

e I don't think so.

**3 Read/listen and answer the questions.**

(20 marks, 5 for each correct answer)

**Litter in Space.**

Man-made satellites which finished their work can still move in their orbits around the Earth. With time they are destroyed and their parts make the 'cloud' of litter around our planet bigger. When astronauts go out into open space, they sometimes lose some small things. These are also added to the 'litter cloud'. These things can be very dangerous for new spaceships and orbital stations. Specialists at Space Monitoring Centres in the USA and Russia have the most modern technology. It helps to get information about the size and density\* of the 'rubbish cloud' and to control the ecological situation in space.

1 What happens to satellites which move around the earth?

2 How do astronauts add to the 'litter cloud'?

3 Who watches the 'litter cloud'?

4 Why is it important to control the ecological situation in space?

**GRAMMAR**

**4 Fill in the table with the words from the text 'Litter in Space'.**

(14 marks, 2 for each correct word)

TESTS

NOUN	VERB	ADJECTIVE
movement		<b>x</b>
danger	<b>x</b>	
orbit	to orbit	
	<b>x</b>	spesial
ecology	<b>x</b>	
<b>x</b>	to make	
addition		<b>x</b>

**5 Choose the correct form of the adjective in brackets.**

(10 marks, 2 for each correct answer)

- 1 I think exploring space is (important/ more important) than exploring oceans.
- 2 Even (the smallest/smaller) thing can be dangerous for spaceships or orbital stations.
- 3 We can see stars, even (more distant/the most distant) ones, with the help of telescopes.
- 4 Mercury is (nearer/the nearest) planet to the Sun.
- 5 Living beings in other world may look (the funniest/funnier) than we think.

**WRITING**

**6 Write why some people want to become astronauts.**

(30 marks)

**Total:** 100 marks

TESTS

**TEST 2 Units 5-7**

**(for teachers)**

**SPELLING**

**1 Spell the words.** ( 16 marks, 2 for each correct word)

**Key:** Venus Uranus Saturn Pluto Neptune Mars Mercury Jupiter

**READING**

**2 Match.** (10 marks, 2 for each correct answer)

**Key:** 1d 2e 3b 4c 5a

**3 Read/listen and answer the questions.**

(20 marks, 5 for each correct answer)

**Possible answers:** 1 They are destroyed. 2 When they go out into open space they sometimes lose their things. 3 Specialists at Space Monitoring Centres (in the Usa and Russia). 4 Because the ecology of space is important for the ecology of the Earth. Or: Because this can help in exploring space.

**GRAMMAR**

**4 Fill in the table with the words from the text ‘Rubbish in Space’.**

(14 marks, 2 for each correct word)

**Key:**

NOUN	VERB	ADJECTIVE
movement	<b>move</b>	<b>X</b>
danger	<b>X</b>	<b>dangerous</b>
orbit	to orbit	<b>orbital</b>
<b>specialist(s)</b>	<b>X</b>	special
ecology	<b>X</b>	<b>ecological</b>
<b>X</b>	to make	<b>man-made</b>
addition	<b>add</b>	<b>X</b>

**5 Choose the correct form of the adjective in brackets.**

(10 marks, 2 for each correct answer)

**Key:** 1 more important 2 the smallest 3 the most distant 4 the nearest  
5 funnier

**WRITING**

**6 Write why some people want to become astronauts.** (30 marks)

**Key:** Answers will vary. Marks can be reduced if there are bad mistakes or the meaning is not clear.

**Total:** 100 marks

**TEST 3 Units 8-10****(for pupils)****LISTENING****1 Listen and say what the woman's profession is.**

(3 marks)

**2 Listen again and write True, False or Don't Know.**

(32 marks, 4 for each correct answer)

- 1 It is a radio programme about a dancer.
- 2 The woman's name is Audrey Hepburn.
- 3 She was born in 1929.
- 4 She was born in Belgium.
- 5 Audrey Hepburn played the role of Eliza Doolittle in the film based on Bernard Shaw's play.
- 6 She played in more than thirty American films.
- 7 She helped poor and sick children.
- 8 She travelled to the places where these children lived.

**READING****3 Read and find the words which mean.**

(21 marks. 3 for each correct answer)

- a good in every way (line 1)
- b chance (line 2)
- c during (line3)
- d behind the stage, especially in the dressing rooms of actors (line 4)
- e people who earn money by playing in a theatre (line 5)
- f practise a play in order to prepare for a public performance (line 5)
- g without payment (line 6)

- 1 The Northcott Theatre Youth Group programme offers young people aged 13 to 21 the ideal
- 2 opportunity to get to know the Northcott Theatre better. The Northcott Theatre Youth Group has over
- 3 200 members who can take part in different activities throughout the year, for example, they
- 4 can participate in 'Backstage Tours' and learn how the theatre works. If members join the actors
- 5 in an 'After Show Talk' they can ask the professionals questions about how they rehearse.
- 6 The talks are free and everyone is welcome.

TESTS

**4 Answer the questions.**

(9 marks, 3 for each good answer.)

- 1 What country do you think the Northcott Theatre is in?
- 2 How do you understand the phrase 'After Show Talk'?
- 3 What question would you like to ask actors if you had an opportunity?

**GRAMMAR**

**5 Report the following.**

(30 marks, 5 for each correct answer)

- 1 The teacher said, "Read the play by the next lesson."
- 2 The girls asked, "Tell us about your young actors, please".
- 3 She said to her little son, "Look at the stage."
- 4 The stage director said, "Amanda, I'd like you to try again".
- 5 She asked the stage director, "Give me any role".
- 6 He said to his assistant, "Get me the text of the tragedy now!"

**PRONUNCIATION**

**6 Answer the question.** (5 marks)

What letters in the following words are silent?

(There are more than one silent letter.)

- 1 scenery
- 2 playwright
- 3 role
- 4 colonel
- 5 listen

**Total:** 100 marks

**TESTS 3 Units 8-10****(for teachers)****LISTENING****1 Listen and say what the woman's profession is. (3 marks)****CD script**

In today's programme you will hear about an actress who was famous for being extremely beautiful and graceful, as well as talented. Audrey Hepburn was born in Belgium and appeared in both British and American films. She played the main role in MY FAIR LADY, which is the cinema version of Bernard Shaw's play PYGMALION. The music by Lowe helped the actress to show her talent as a dancer. Audrey Hepburn also worked for UNICEF, helping poor and sick children in places like Africa and Latin America.

**Key:** an actress**2 Listen again and write True, False or Don't Know.**

(32 marks, 4 for each correct answer)

**Key** 1F 2T 3DK 4T 5T 6DK 7T 8DK**READING****3 Read and find the words which mean.**

(21 marks. 3 for each correct answer)

**Key** a ideal b opportunity c throughout d backstage e professionals  
f rehearse g free**4 Answer the questions. (9 marks, 3 for each good answer)**

1 Answers will vary.

2 Possible answer: A meeting after the performance during which the people who watched the play can talk to the actors who acted in it.

3 Answers will vary.

**GRAMMAR****5 Report the following. (30 marks, 5 for each correct answer)**

1 The teacher told them to read the play by the next lesson.

2 The girls asked him to tell them about their young actors.

3 She told her little son to look at the stage.

4 The stage director asked Amanda to try again.

5 She asked the stage director to give her any role.

6 He ordered his assistant to get him the text of the tragedy.

**PRONUNCIATION****6 Answer the question. (5 marks)**

What letters in the following words are silent?

scenery playwright role collonel listen**Total:** 100 marks

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**LUTFULLO JO'RAYEV, SVETLANA XAN**

**FLY HIGH**

**O'qituvchilar uchun metodik qo'llanma**

**8-sinf**

*Qayta ishlangan va to'ldirilgan 2- nashri*

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Nashriyot litsenziyasi AI № 161.14.08.2009. Original-maketdan bosishga ruxsat etildi 10.06.2014. Bichimi 60x90<sup>1/16</sup>. Kegli 10 shponli. «Helvetica» garniturasida. Ofset bosma usulida bosildi. Ofset qog'ozi. Shartli b.t. 10,5. Hisob-nashriyot t. 12,65. Adadi 18510 nusxa. Buyurtma №

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