Lutfullo Jurayev • Svetlana Khan

Fly High ENGLISH 6

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 6- sinflari uchun nashr etilgan „Fly High 6" 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, kasseta uchun yozuv materiallari, o'quvchilarni rasmiy baholash uchun qo'llasa bo'ladigan to'rtta 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 sekin bo'lgan sinflar uchun takliflar o'rin olgan.

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INTRODUCTION

1 About the authors

The team of authors working on the English textbooks consists of: experienced secondary and specialised secondary school teachers, 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 6* consist of?

Fly High 6 is the second book in a series of books for secondary classes of English. It follows on from *Fly High 5* which was published in 2000-2014, and which we hope you and your pupils have already used and enjoyed. It consists of a Classbook, Teacher's Book and a CD disk and it provides material for up to 102 hours of study, arranged in a flexible way to cater for faster and slower classes.

FLY HIGH 6 CLASSBOOK

The book is divided mainly into 12 units which cover Year 6. 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* 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.

Extra Pronunciation and Grammar Exercises and Homework

After the six lessons in each unit there are some special pages. They contain two types of activities: Pronunciation, Grammar and Wordbuilding Exercises which can be done at a convenient time during the lessons, and Classwork and Homework which can be done during the lesson and at home. 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 at the back of the Classbook after the units designed for strong pupils/classes. There is a Progress Check for units 1, 2, 4, 5, 7, 8, 10,

11 (after units 3, 6, 9, 12 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.

Materials for faster pupils and classes
Teaching materials for faster pupils and classes are given after the main 12 units in separate pages. These materials provide the teacher with additional exercises to work with strong pupils.

Grammar Reference
At the back of *Fly High 6* 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.

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.

FLY HIGH 6 CD Disk

The CD disk 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.

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

If you find that the space between items on the CD is too short use the pause button on your CD player to give your pupils more time to repeat or respond.

If you don't have the CD disk, 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 disk is designed both for use during the lesson and for pupils to use at home. The CD disk is not copyright so please make copies for your colleagues and/or pupils.

FLY HIGH 6 TEACHER'S BOOK

The Teacher's Book is an essential part of the Fly High package. Teachers must have it and use it in order to conduct their classes effectively. 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 detailed map of the Classbook arranged according to: Units, Lessons and Topics, Communicative aims of the lessons, Grammar and Pronunciation focus, Vocabulary area, Cross-cultural links
- objectives of every lesson and activity
- language and culture notes to assist teachers with explanations, answer keys for the activities
- CD scripts for the CD disk material
- four sample tests which can be used for official marks (with answer keys)
- clear explanations for teachers on how to organise the activities in the Classbook and suggestions for faster/slower classes

3 Tests

At the back of the Teacher's Book 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 and quizzes.

The tests are based entirely on the material in the *Fly High 6* 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 disk. You should read them to your class.

4 Frequently used activities in *Fly High 6*

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

Listen and repeat

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

Chain Drill

This activity is used frequently. It was used in *Fly High 5* too. Chain Drills are a good way of dealing with new material. They give every pupil a chance to practise the new language or structure. They can be done very quickly.

Chain drills are a class activity. The teacher introduces the new material. For example *I like sewing.* The teacher practises this with one pupil. S/he says *I like sewing. What about you?* The pupil answers for himself and asks the question *(What about you?)*. The teacher answers for him/herself and practises this structure with this pupil again, the other pupils watch and listen to him/her. After that the teacher can ask the pupils to do the same procedure like this:

P1: 'I like sewing.' (Turns to the next pupil.) 'What about you?'
P2: 'I like reading books.' (Turns to the next pupil.) 'What about you?'
P3: 'I like drawing.' (Turns to the next pupil.) 'What about you?'
P4: 'I like doing puzzles.' (Turns to the next pupil.), etc.

To make the process faster, the teacher can organise the Chain Drill in rows.

Point and Say

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

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

Games

Game activities are used in *Fly High 6* for two purposes: to warm up the class at the beginning of the lesson and to practise language or a structure which was studied in the lesson. These activities make lessons interesting and fun and often also offer the opportunity to drill language thoroughly. They increase pupils' interest and encourage them to learn more.

Drawing

Some activities in the book require pupils to draw. We have noticed that most pupils of this age do it willingly as it adds fun and variety to a lesson. If however some pupils are reluctant you should explain that it is not necessary to be a good artist to make quick, simple drawings.

When pupils need to be more artistic, for example in Project lessons, you should give them more time and encourage them to think hard about their design. Also try to make sure that there is at least one pupil with a talent for drawing in each group.

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/her part.

Pupil B answers Pupil A's question(s) according to the information in his/her 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. It provides an opportunity for all pupils to work at their own level; strong pupils

will produce longer, more complex work as they fulfil the task, weaker pupils will produce shorter, simpler work. Project Work gives pupils an opportunity to be proud of their work, their knowledge and their creativity.

For this reason it is very important to display the posters and pictures produced in Project Work around the classroom so that pupils have the chance to look at each other's work. Pupils can also be asked to assess the work of other pupils. During Project Work pupils are introduced to the writing process when they write ideas and some notes about the topic. Then they use their notes to write descriptions, articles, letters, stories and poems, make posters and programmes. They cut out and draw pictures, maps, graphs, organise interviews, etc. For this purpose it is useful for the teacher to have a box with materials, scissors, rulers, paper, glue, paper clips, etc. Or before the Project Work lesson the teacher could ask pupils to bring these things.

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

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

Pre, while and post reading/listening activities

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

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

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

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

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

Reading and Listening text types

The reading and listening texts in *Fly High 6* are real life texts. There is a wide variety of text types: newspaper and magazine articles, advertisements, ex-

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

Integration between skills

In *Fly High 6* the four language skills: listening, speaking, reading, writing are taught in an integrated way. The reason is that there are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. Therefore we have tried to link different skills to each other through various activities such as:

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

Pronunciation

The *Fly High* authors believe that at this level it is important to introduce some reading rules, as pupils know lots of words by this time. Research shows that it is effective and easier to learn how to pronounce words when pupils practise with words they already know.

The first activity each time is to draw pupils' attention to all the possible spellings of a sound. Then pupils practise reading words they know with the sound. Pupils are introduced to phonetic symbols. (These are included at the back of the Classbook for reference.)

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.

Extra Grammar Exercises

These introduce extra exercises for the grammar that was practised in a lesson or a unit. You can find instructions when and where to use these exercises in the Teacher's Book. The purpose of using extra grammar exercises is to give more practice and consolidate the grammatical knowledge already gained, and to give support to weaker pupils or pupils who need more practice in grammar. These exercises can also be used to give pupils the opportunity to work independently and autonomously. The extra grammar activities are given on a separate page at the end of each unit.

Translation

Translation is used to highlight the similarities and differences between Mother Tongue and English. Pupils translate single sentences, structures and short texts in book 6 as these are the first steps of translation. Translation skills will be further developed in books 7, 8 and 9.

5 The Fly High Approach

Fly High follows the State Education Standards and a syllabus for foreign languages that were developed and approved by the Scientific Methodological 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 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 6 also begins the process of developing translation skills systematically. At this level translation is used to compare and contrast new structures and vocabulary in English and the mother tongue. The purpose is to make pupils aware that there is not a one to one correspondence between English and the other languages they know.

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

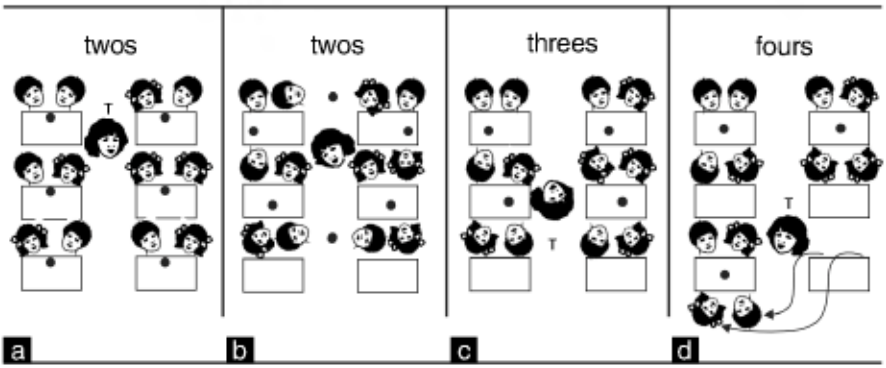
Of course you will still need to present new vocabulary and grammar to your pupils, but in the learner-centred classroom you will also spend a lot of time organising and monitoring pair and group work.

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 T.



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

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.

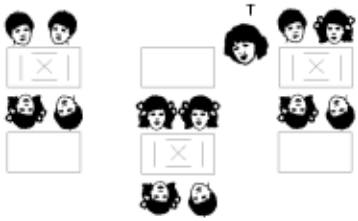
c The teacher listens to or talks with one of the pupils, who remains at her/his desk.

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

e 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.



With desks fixed

With desks moved

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.
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 look at their homework. It is a good idea to ask pupils to have two exercise books. One for classwork and one for homework.

b You can assess homework during the Project lesson.

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

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

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

Additional information

The following symbols appear in the Classbook:

Pupils listen to the CD disk or the teacher reads the CD script

Pupils write in their exercise books

Pupils work with a Classwork activity which is after the unit

* Pupils can ask the teacher the meaning of the word

① *** Pupils copy the number and write an answer

The following abbreviations are used in the Teacher's Book:
P = pupil; PP = pupils; BB = blackboard; s/he = she, he
Ex.Bks = exercise books

Enjoy *Fly High 6*!

We, the authors, had great fun writing *Fly High 6*. Now we hope that you, the teachers, will enjoy using it with your pupils. Good luck to you and your pupils!

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 6* ning tarkibiga nimalar kiradi?

Fly High 6 umumiy o'rta ta'lim maktablarining ingliz tili sinflari uchun mo'ljallangan darsliklar seriyasining ikkinchisidir. U 2000-2014 yillarda chop etilgan hamda ko'pchilik o'quvchilar va o'qituvchilar tomonidan allaqachon zo'r qiziqish bilan foydalanaliyotgan *Fly High 5* ning davomidir. U Darslik, O'qituvchi uchun metodik qo'llanma va CD diskidan tashkil topgan bo'lib, o'zlashtirishi sekinroq hamda tezroq bo'lgan sinflarga mos keladigan 102 soatlik o'quv materialini qamrab olgan.

Fly High 6 NING DARSLIGI

Darslik 6-sinfga yetarli bo'lgan 12 bo'limga bo'lingan. Har bir bo'lim 6 tadan darslarga taqsimlangan. Har bir dars bir sahifada 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* ga kiritilgan bo'lib, darslarning samaradorligini oshirishda katta hissa qo'shib kelmoqda. U oldingi darslikarda ishlatilmaganligi sababli ayrim o'qituvchilarga yangi bo'lishi mumkin. U to'g'risida „Ijodiy ish" qismida to'liqroq ma'lumot berildi.

Qo'shimcha talaffuz, Grammatik mashqlar va Uy vazifasi

Har bir bo'limning oltinchi soatidan keyin Ish daftari sahifalari berildi. Ular ikki xil mashq turlari: dars davomida qulay paytda bajarilishi mumkin bo'lgan Talaffuz va Grammatik mashqlar hamda darsda va uyda bajarishga mo'ljallangan Sinf ishi va 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 darslikning oxirida, o'zlashtirishi kuchli o'quvchilar va sinflar uchun mo'ljallangan o'quv materiallaridan keyin berilgan. 1, 2, 4, 5, 7, 8, 10, 11-bo'limlar uchun o'z bilimini tekshirib ko'rish mashqlari bor (3, 6, 9, 12-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 uyg'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.

O'zlashtirishi kuchli o'quvchilar va sinflar uchun o'quv materiallari
O'zlashtirishi kuchli o'quvchilar va sinflar uchun o'quv materiallari 12- bo'limdan keyin berilgan. Ular o'qituvchilarga kuchli o'quvchilar va sinflar bilan qo'shimcha ishlash imkoniyatini beradi.

Grammatik ma'lumotlar
Fly High 6 darsligining oxirida „Grammatik ma'lumotlar" qismi berildi. Bu o'quvchilar o'quv yili davomida o'rgangan hamma grammatik materiallar haqida qisqacha ma'lumot beradi. O'quvchi va o'qituvchilar undan foydalanishlari mumkin.

Lug'at
Fly High 6 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.

Fly High 6 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 6 NING O'QITUVCHI UCHUN METODIK QO'LLANMASI

O'qituvchi uchun metodik qo'llanma *Fly High* o'quv metodik majmuasining muhim bir qismi. O'quv mashg'ulotlarini samarali olib borishlari uchun u

o'qituvchilarning qo'lida albatta bo'lishi kerak. O'qituvchi uchun metodik qo'llanmaning boshida har bir darsning mazmunini 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 va talaffuzi hamda lug'at doirasini ko'rsatuvchi batafsil yoritilgan mundarija;
- har bir dars va mashqning maqsadlari;
- 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 to'rtta namunaviy test (javoblari bilan);
- 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 6* da qo'llanilgan materiallarga to'la asoslangan, shu sababli darslarga qatnashgan, barcha sinf hamda uy vazifalarini bajarib borgan o'quvchilar yaxshi natijalarga erishishi tayin.

Testlardagi tinglab tushunish mashqlari CD diskiga yozilmadi. O'qituvchi ularni sinfga o'qib eshittirishi lozim.

4 *Fly High 6* 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 tutishiga 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 berishidek amaldagi uslubga qaraganda anchagina qiziqarlidir. U o'quvchilarning bilish ko'nikmalarini ham rivojlantirishga yordam beradi. M-n.: ingliz tilidagi so'zni o'zlari bilgan boshqa bir til bilan taqqoslash va shu usul bilan ma'noni topa

olish yoki topa olmasliklarini sinab ko'rish orqali. Bir tildan boshqa bir tilni o'rganishda foydalanish xorijiy tilni o'rganishda muhim ko'nikma hisoblanadi. (O'quvchilaringiz so'zlar ma'nosini fahmlay olmasa yoki noto'g'ri fahmlasalarda hech qanday muammo tug'ilmaydi. Zaruriyat tug'ilganda so'zlarning ma'nosini Sizning o'zingiz aytasiz.)

Rasmlardan foydalanish

Fly High 6 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.

Tinglash va takrorlash mashqlari

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

Zanjir mashqi

Bu mashq tez-tez ishlatilib turiladi. Undan *Fly High 5* da ham foydalanilgan edi. Zanjir mashqlari yangi til materiali bilan ishlashning eng samarali usullaridan biridir. Ular har bir o'quvchiga yangi til materiali yoki qurilmani ishlatib ko'rishga imkon beradi. Ular juda tez bajarilishi mumkin.

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

O'q. 1: I like sewing. *(yonidagi o'quvchi tomon buriladi)* What about you?
O'q. 2: I like reading books. *(yonidagi o'quvchi tomon buriladi)* What about you?
O'q. 3: I like drawing. *(yonidagi o'quvchi tomon buriladi)* What about you? va h.k.

Jarayonni tezlashtirish uchun o'qituvchi Zanjirli mashqini qatorlarda tashkil etishi mumkin.

Ko'rsatish va aytish mashqlari

Bu mashqdan yangi so'zlarni mashq qilish maqsadida foydalanildi. U o'quvchilarga yangi so'zlarni yodlab olgandan ko'ra ularni amaliy yo'l bilan yodda saqlashga yordam beradi.

Ko'rsatish va aytish mashqlari rasmlar yordamida bajariladigan juftlik mashqidir.

A o'quvchi rasmdagi narsani ko'rsatadi. **B** o'quvchi esa rasmni ifodalovchi so'zni aytadi. Shundan so'ng ular navbat almashadilar.

O'yinlar

Fly High 6 da o'yin mashqlari ikki maqsadda ishlatilgan: darsning boshida sinfni faollashtirish va darsda o'rganilgan til yoki so'z birikmalarini mashq qilish uchun.

Bu mashqlar darsni qiziqroq olib borishga ko'maklashadi va tilni a'lo darajada mashq qilish imkoniyatini ham yaratadi. Ular o'quvchilarda qiziqish uyg'otadi va ularni ko'proq o'rganishga undaydi.

Chizish

Darslikdagi ba'zi mashqlar o'quvchilardan chizishni talab etadi. Biz shu narsaning guvohi bo'ldikki, kichik yoshdagi ko'pchilik o'quvchilar bunday mashqlarni bajonidil bajarishadi. Buning sababi ular darsga xush kayfiyat va o'zgacha tus bag'ishlashidadir. Shunday bo'lsa-da, ba'zi bir o'quvchilarda chizishga xohish bo'lmasa, ularga rasmlarni chizish uchun usta rassom bo'lish shart emasligini tushuntirib qo'yish kerak bo'ladi.

O'quvchilarga rasmlarni yaxshiroq chizishga zaruriyat tug'ilgan taqdirda, masalan ljodiy ish darslarida, ularga ko'proq vaqt berilishi va o'z dizaynlari ustida ko'proq o'ylashlariga ruhlantirish kerak bo'ladi. Bunday darslarda har bir guruhda kamida bitta yaxshi chizish qobiliyatiga ega bo'lgan o'quvchining bo'lishiga e'tibor qaratishingiz lozim.

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

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

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.

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

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 tushunishga yordam beradi.

O'qish, tinglashdan keyin bajariladigan mashqlar matnni o'qigandan, tinglagandan so'ng amalga oshiriladi va ular o'quvchi, tinglovchini matn mazmunidan tashqariga olib chiqadi. Ular o'quvchi, tinglovchini matnni o'z 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. Kundalik hayotimiz davomida agar gazeta o'qiydigan bo'lsak, biz avval sarlavhalarga qaraymiz va umumiy tasavvurga ega bo'lamiz, so'ngra diqqat bilan, batafsil ko'rib yoki o'qib chiqamiz.

O'qish va tinglash matn turlari

Fly High 6 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 6 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.
– o'qish va tinglash, m-n.: o'qib olingan ma'lumotni tinglash orqali tekshirib ko'rish, matn va fikrlarni solishtirish va boshqalar.
– o'qish va gapirish, m-n.: o'qish va savollarga javob berish, to'g'ri yoki

noto'g'ri ma'lumotlarni aytish, matndagi ma'lumotlarni muhokama qilish, bahslashish va boshqalar.
– tinglash va o'qish, m-n.: tinglash va matnlar tartibini joylashtirish, matndan talab qilingan ma'lumotlarni topish va boshqalar.
– tinglash va yozish, m-n.: tinglash va tushib qolgan ma'lumotlarni, jadvallarni to'ldirish, fikrlar yozish va boshqalar.
– tinglash va gapirish, m-n.: tinglash va savollarga javob berish, muhokama qilish va boshqalar.

Talaffuz

Bu bosqichga kelib o'quvchilar ko'plab so'zlarni bilib olganliklari sababli *Fly High 6* darsligi mualliflari ayrim o'qish qoidalarini tanishtirib borishni maqsadga muvofiq deb biladilar. Tadqiqot shuni ko'rsatadiki, o'quvchilar so'zlarning ma'nosini bilib olishgandan so'ng so'zlarni qanday talaffuz qilinishni o'rganish ular uchun osonroq va samaraliroq bo'ladi.
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. Darslikning har bir bo'limidan keyin berilgan bunday mashqlarni o'qituvchi va o'quvchilar bo'limni o'rganish davomida qulay bir paytda foydalanishlari mumkin.
O'quvchilarga fonetik belgilar tanishtiriladi. (Bular darslikning oxirida ma'lumot uchun kiritilgan.)

Qo'shimcha Grammatik mashqlar

Bular bo'lim yoki darslarda o'rganilgan grammatika uchun qo'shimcha mashqlarni o'z ichiga oladi. Siz bu mashqlarni qachon va qayerda qo'llash yuzasidan ko'rsatmalarni O'qituvchi uchun metodik qo'llanmadan topishingiz mumkin. Qo'shimcha grammatik mashqlarni qo'llashdan maqsad allaqachon orttirilgan grammatik bilimni ko'proq ishlatish va mustahkamlash hamda o'zlashtirishi qiyin yoki grammatika ustida ko'proq mashq qilishi kerak bo'lgan o'quvchilarga yordam berishdir. Bu mashqlar o'quvchilarga mustaqil va o'zicha ishlashga imkoniyat berish maqsadida ham ishlatilishi mumkin. Qo'shimcha grammatik mashqlar har bir bo'limning oxirida alohida sahifaga joylashtirildi.

Tarjima

Tarjima ona tili va ingliz tillari orasidagi o'xshashlik va farqlarga ahamiyat berish maqsadida ishlatildi. O'quvchilar oddiy gap, qurilma va so'zlar hamda butun matnlarni tarjima qiladilar. Tarjima qilish malakalari 7, 8 va 9- sinf darsiklarida 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 ilgarilari nazardan chetda qoldirilgan gapirish va tinglashga katta e'tibor qaratilgan. Albatta o'quvchilarga **Lug'at, Grammatika va Talaffuz** bo'yicha yaxshi bir poydevor kerak, shuning uchun bular ham muntazam ravishda rivojlantirilib borilgan. *Fly High* da lug'at mavzular bo'yicha tanlangan, grammatika esa, muloqotning tarkibiy qismi sifatida o'rgatilgan.

5-sinf darsligida dastlabki tarjima malakalarini muntazam ravishda rivojlantirib borishga e'tibor qaratiladi. Bu sinfda tarjima ingliz va ona tilidagi yangi so'z va so'z birikmalarni taqqoslash va farqini ko'rsatish uchun ishlatiladi.

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

Buning ma'nosi shuki, ilgarilari o'quv jarayonida o'quvchilarga emas, balki o'qituvchining roliga ko'proq e'tibor berilar edi. Albatta o'qituvchi ham juda muhim, ammo tadqiqot shuni ko'rsatadiki, agar o'quvchilarga yangi til materialini mashq qilish va amalda qo'llab ko'rishga imkoniyat berilsa ular samarali muloqot qilishni ko'proq o'rganadilar. Shunday qilib, *Fly High* da 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 guruhlarni qanday tashkil etish xususida o'ylab ko'rishga to'g'ri keladi. O'quvchilar bir necha marta guruhlarni tashkil qilib ko'rgandan so'ng, ularni eslab qoladi va tezlikda guruh tashkil etishga o'rganib qoladi.

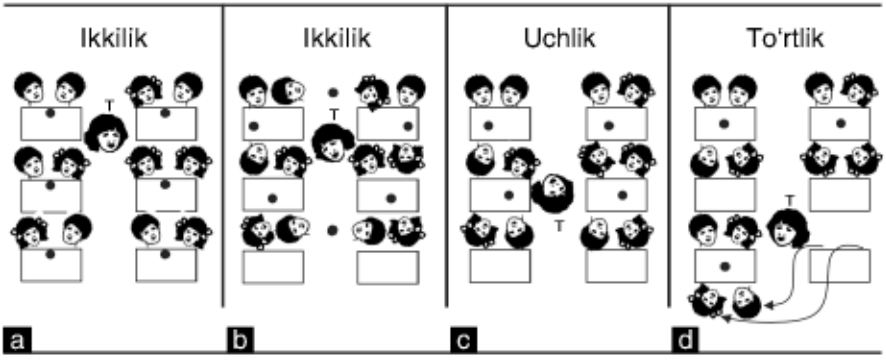
Quyida qo'zg'almas partalar joylashgan sinfxonada juftlik, uchlik va to'rtlik guruhlarni tashkil qilish yuzasidan ba'zi takliflar keltirilgan. Diagrammada o'quvchilar yoki , o'qituvchi esa T ko'rinishida tasvirlangan.

a 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.

b 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.

c 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.

d 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.

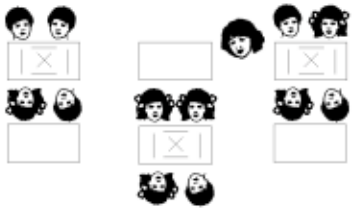
d O'qituvchi ikki o'quvchidan bir-bir bilan suhbatlashishini so'raydi (m-n.: yod olgan dialogini aytib berish).

e 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 moloqot turini ko'rishimiz mumkin.

O‘quvchiga yo‘naltirilgan sinfda kommunikativ faoliyat.



Qo‘zg‘almas partalar bilan

Qo‘zg‘aluvchan partalar bilan

Ko‘rinib turibdiki, o‘qituvchi bemalol 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 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 CD diskni tinglaydilar yoki o'qituvchi CD disk yozuvini o'qib beradi.

O'quvchilar daftarlarini ochib unda yozadilar.

O'quvchilar bo'limdan keyin berilgan yozma mashqni bajaradilar.

* O'quvchilar so'zning ma'nosini o'qituvchidan so'rashi mumkin.

①*** O'quvchilar raqamni ko'chirib oladilar va javobni yozadilar.

O'qituvchi uchun metodik qo'llanmada quyidagi qisqartmalar ishlatildi:
P = pupil; PP = pupils; s/he = she, he
BB = blackboard;
Ex.Bks = exercise books

Fly High 6 ni o'qib o'rganing!

Biz, mualliflar, *Fly High 6* ni yozish davomida ko'p izlandik. Endi biz umid qilamizki, Siz, o'qituvchilar, undan o'quvchilaringiz bilan foydalanib, o'qib-organasizlar. Sizlarga omad tilaymiz!

The map of the Classbook

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
1 Work and family pages 6–15	Lesson 1 p.6 Jobs at school	Talking about the jobs people do Inferring the meaning of words from the context Reading to check predictions Writing a longer text about a famous person	• Recycling the Present Simple Tense	Jobs	
	Lesson 2 p.7 Professions	Talking about jobs and professions Comparing the international words with mother tongue ones and identifying them Reading for detailed information	• Recycling the Present Simple Tense and Indefinite Article	Professions	International words
	Lesson 3 p.8 I want to be ..	Talking about future professions Giving reasons for wishes Listening for specific information	• Recycling the Present Simple Tense • Revision of *a(an)*+noun • Revision of *I want to be*	Recycling all the vocabulary related to jobs and professions	
	Lesson 4 p.9 A wedding in Fergana	Talking about relatives and important family events Reading for the main idea and detailed information Inferring the meaning of words from the context	• *a lot of* + countable nouns (recycling) • Recycling the Present Simple Tense • Recycling the Present Continuos Tense	Relationships	To compare honorifics for names in Uzbek and English
	Lesson 5 p.10 Uzbek and English weddings	Talking about families Talking about Uzbek and English weddings Reading for detailed information	• Recycling the Present Simple Tense • Noun + noun combinations	Recycling vocabulary about relationship Wedding	To compare weddings in Uzbekistan and Britain
	Lesson 6 p.11 Project	Talking and writing about favourite clubs and activities in the club Reading for pleasure	Recycling the Present Simple Tense	Recycling all the previous vocabulary	

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
2 Houses and homes pages 16–24	Lesson 1 p. 16 An English house	Talking about and describing houses and rooms Writing about houses Asking about and drawing house plans Inferring the meaning of words from the context Practising work with the Wordlist	• Prepositions of location: *next to, behind, in front of* • Adverbs: *upstairs, downstairs* • Recycling *there is/are* • Word stress	Parts of the	House British names and names in Uzbekistan
	Lesson 2 p. 17 Welcome to my home	Talking about furniture Reading for detailed information Practising work with the Wordlist	• Recycling the Present Simple Tense • Recycling *there is/are* • Recycling Present Continuous	Furniture	
	Lesson 3 p. 18 Tidy up your room!	Giving instructions Listening for detailed information	• Negative and affirmative imperatives (recycling)	Furniture and school things	
	Lesson 4 p.19 Uzbek houses	Talking about houses Reading for detailed information Listening for detailed information	• Recycling the Present Simple Tense • Order of adjectives before nouns (recycling)	Materials to build houses	
	Lesson 5 p. 20 Homes: yesterday, today ...	Talking and writing about electrical appliances and other things Talking about activities for purpose Listening for detailed information	• Use of infinitive to express purpose We use it to cook ... to make ... to do ...	Electrical appliances and other things	
	Lesson 6 p.21 Project	Using the knowledge about house, furniture and house activities with speaking and reading in a game Reading for pleasure	• Recycling the Present Simple Tense	Revision of all vocabulary learned in this unit	To reinforce good behaviour and hygiene

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
3 At the grocery pages 25-33	Lesson 1 p.25 What's in the fridge?	Talking and writing about food Listening for detailed information	• Countable and uncountable nouns • *some* as a determiner	Foods	
	Lesson 2 p.26 Is there any fruit?	Talking about food, fruit and drinks Listening for detailed information Reading for specific information	• *any* as a determiner and its usage in sentences • *some* and *any* as pronouns	Fruits, vegetables, drinks and more foods	
	Lesson 3 p.27 There are a lot of vegetables	Talking about food Talking about preferences and giving reasons Reading for detailed information	• *many/much, a lot of, a few, a little,* as determiners and their usage in sentences	Determiner, questions to ask quantities	Food origins
	Lesson 4 p.28 Supermarkets and shops	Talking and writing about food and shop / supermarket sections Reading for detailed information	• Use of *in* and *the* with supermarket and shop sections	Supermarket and shop sections	
	Lesson 5 p.29 A bar of chocolate, please	Talking about buying and selling food Giving instructions	• *a bottle of, a packet of, a box of, a jar of, a bar of, a kilo of* as determiners and pronouns, their usage with nouns	More quantities	
	Lesson 6 p.30 Project	Talking and writing about shop / supermarkets Reading for pleasure and detailed information	• Revision	Revision of all vocabulary learned in this unit	Information about different shopping places in Great Britain

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
4 At the market pages 34-42	Lesson 1 p.34 How much are they?	Talking and writing about fruit, weight and prices Talking about buying and selling Listening for specific and detailed information	• Contraction of be: They're • Numbers above 100 • *How much* questions	More fruits and vegetables Weight and numbers above 100	
	Lesson 2 p.35 How much does it cost?	Talking and writing about vegetables, weight and prices Talking about buying and selling Drawing and interpreting the diagram Listening for specific information	• *How much* questions	More vegetables British money	British money
	Lesson 3 p.36 Do you want to be healthy?	Reading for main, specific and detailed information Giving advice Talking about healthy and unhealthy food	• Use of *should, shouldn't* to give advice • Recycling the modal verb *must*	Recycling the vocabulary learnt in lessons 1 and 2	Healthy and unhealthy food for people
	Lesson 4 p.37 Are your animals healthy?	Talking and writing about what is good for people's and animals' health Reading for specific information Listening for specific information	• Recycling *should, shouldn't* • Recycling the modal verb *must*	Recycling the vocabulary learnt in previous lessons	Healthy and unhealthy food for animals
	Lesson 5 p.38 Whose sandwich is this?	Talking about shapes Giving and writing instructions Reading for specific and detailed information	• Recycling the Imperatives to give instructions	Shapes	
	Lesson 6 p.39 Project	Writing letters to give suggestions Reading for pleasure	• Revision	Recycling the vocabulary in this unit	

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
5 Birthday pages 43–51	Lesson 1 p.43 When's your birthday?	Talking and writing about birthdays Talking about years and important dates Listening for detailed information	• Numbers to say years	Numbers	Customs and traditions associated with birthdays in Uzbekistan and English speaking countries
	Lesson 2 p.44 Happy birthday!	Talking about birthdays, presents and birthday activities Reading an invitation card to birthday parties Reading for the main ideas	• Revision	Vocabulary relating to birthday party	British and American culture of how to write an invitation card
	Lesson 3 p.45 Birthdays are fun!	Talking and writing about birthdays and past events Reading replies to invitation cards	• The Past Simple Tense • Irregular verbs	Recycling the vocabulary relating to birthday party The Simple Past Tense verbs	Thank you letters in British and American culture
	Lesson 4 p.46 I love summer	Talking and writing about summer holidays Listening for detailed and specific information	• The Past Simple Tense (affirmative) • Regular and Irregular verbs	Recycling the vocabulary relating to summer activities in the past	
	Lesson 5 p.47 I was born in Tashkent	Talking and writing about birthplaces and dates Talking and writing about past events Reading for gist and specific information	• The Past Simple Tense (negative) • Adverbs and determines of time: *last, ago, in 1999* • Regular and irregular verbs	Recycling the vocabulary relating to summer activities in the past	
	Lesson 6 p.48 Project	Reading, writing and talking about famous people Reading for pleasure	• Revision	Recycling the vocabulary in this unit	To develop pupils' ability to reach consensus and

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
6 What you did yesterday pages 52–60	Lesson 1 p.52 I wanted to be...	Asking people to do things Talking and writing about professions Reading for detailed information Practising work with the Wordlist	• Sentences with complex objects: They want me to / We want him to } +verb	Adverbs of time	
	Lesson 2 p.53 Did you open the window?	Talking and writing about past events Practising work with the Wordlist Reading for detailed information	• The Past Simple Tense (interrogative) • Time adverb: *yesterday*	Activities at home	
	Lesson 3 p.54 What did he look like?	Talking about people's appearance Listening for specific information Practising work with the Wordlist Practising to write reports	• Recycling the previous materials	Vocabulary for describing appearance	
	Lesson 4 p.55 The best day in my life	Listening and reading for gist Talking and writing about the best day in one's life	• Recycling the Past Simple Tense • *When/after/before* clauses	Recycling the previous vocabulary	
	Lesson 5 p.56 When I was ...	Reading to infer the meaning of new words Practising to write short paragraphs Practising work with the Wordlist	• Recycling *when/after/before* clauses • Use of infinitives after verbs: *like, decide*	Recycling the previous vocabulary	
	Lesson 6 p.57 Project	Practising to write scenarios Reading for pleasure	• Revision	Recycling the vocabulary learnt in previous units	Developing abilities to work in a group and reach consensus

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
7 Cooking pages 61–69	Lesson 1 p.61 Do you like pizza?	Listening for main ideas and for detail Talking and writing about favourite meals	• Recycling the Imperatives	Countries, meals Verbs for cooking	
	Lesson 2 p.62 English pancakes	Reading for detailed information Writing instructions Talking about and writing recipes	• Recycling the Imperatives	Verbs for cooking, ingredients, recipes	Pancake Day in England
	Lesson 3 p.63 Can you cook palov?	Reading to check predictions Writing instructions and recipes Practising work with the Wordlist	• Recycling the Imperatives	Recycling the vocabulary learnt in previous lessons and units	
	Lesson 4 p.64 Who cooks on a picnic?	Practising work with the Wordlist Talking about picnic and cooking on a picnic and at home Giving reasons for choosing something Reading for detail to do crosswords	• Recycling *when* and *if* clauses	Things needed for a picnic	To reach consensus
	Lesson 5 p.65 Food for special days	Listening for detailed information Talking and writing about foods on special days Practising work with the Wordlist	• Revision	Vocabulary for describing food	
	Lesson 6 p.66 Project	Talking and writing about food and drinks Reading for pleasure	• Revision	Recycling the vocabulary learnt in previous lessons and units	To order food

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
8 At the table pages 70–79	Lesson 1 p.70 Would you like...?	Listening for specific information Offering and asking for food	• Functions to offer and request *Would you like ...?* *Help yourself to ...?* *Pass me ... please.*	Phrases that can be used while eating	
	Lesson 2 p.71 School lunches	Reading for specific information and gist Writing a letter of complaint	• Conversion of verbs to nouns	Vocabulary relating to school canteen	To compare school lunches in Uzbekistan and Great Britain
	Lesson 3 p.72 Restaurants and cafes	Reading for the main ideas and detailed information Talking about fast food Practising work with the Wordlist Talking and writing about where people can eat out	• Recycling adjectives	Eating out places Adjectives	Fast food in Uzbekistan and English speaking countries
	Lesson 4 p.73 Lay the table	Talking about laying the table and table manners Practising work with the Wordlist Listening for detailed information	• Imperatives (negative) • Prepositions: *between, next to, on the right, on the left*	Prepositions of location Eating habits	
	Lesson 5 p.74 Times, countries, manners ...	Talking and writing about table habits and customs in different countries Reading for detailed information Inferring the meaning of words from context	• Recycling impersonal Sentences	Eating habits	Table manners and eating habits and traditions in different countries
	Lesson 6 p.75 Project	Talking and writing about good manners in the classroom Reading for pleasure	• Revision	Recycling the vocabulary in this unit	

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
9 Round the world in 14 days pages 80–89	Lesson 1 p.80 Continents, countries ...	Listening for specific information Talking and writing about countries and continents and the locations Saying and writing numbers	• Numbers above 1000 • Definite article: *the world* • Use of articles with countries and continents: to *the north*	Countries, continents Numbers above 1000 Four parts of compass	Working with maps: continents
	Lesson 2 p.81 We're in Europe	Listening for specific and detailed information Talking and writing about countries Reading for detailed information	• The superlative degree of adjectives (regulars) • Use of definite article with superlatives	More countries	Working with maps: Europe and the UK Moral values: modesty
	Lesson 3 p.82 Brr! North America	Talking and writing about countries and continents, their population and areas Listening for detailed information Practising work with the Wordlist Saying numbers Reading for detailed information	• Recycling the superlatives • Use of articles with countries and continents • Numbers	Recycling the vocabulary learnt in lessons land 2	Working with maps: North America
	Lesson 4 p.83 The longest, the biggest...	Reading for gist and inference Talking and writing about countries Talking about types of transport Talking and writing about animals	• Use of prepositions in and to with the four parts of compass	Countries Transport Animals	Zoology Working with maps: South America
	Lesson 5 p.84 Kiwis, koalas and kangaroos	Talking about countries, continents and animals Reading for inference and responding for a text Focusing on cohesion in a reading text Inferring the meaning of words from context Listening for gist	• The Superlative degree of adjectives (irregulars)	Countries Animals	Working with maps: Antarctica and Australasia Zoology
	Lesson 6 p.85 Project	Talking and writing about countries, continents, their population, nature and famous places Reading for pleasure	• Revision	Recycling the vocabulary in this unit	

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
10 Geography and population pages 90–99	Lesson 1 p. 90 Do you know Uzbekistan?	Talking and writing about regions, rivers, seas, mountains, deserts, area and population of Uzbekistan Listening to check predictions Reading for detailed information	• Use of articles with rivers, mountains, deserts • Numbers above 1000	Regions, mountains, rivers, seas and deserts Numbers	Using the knowledge about the geography of Uzbekistan
	Lesson 2 p.91 What is the UK?	Talking and writing about countries, cities, rivers, seas, mountains, area, population and nationalities of the UK Reading to check predictions and for detailed information Practising translation	• Use of articles with countries, cities, rivers, lakes, seas, oceans, mountains, mounts and nationalities • Comparative degree of adjectives • Numbers above 1000	Countries, mountains, rivers, lakes, seas and oceans Numbers Nationalities	Using the knowledge about the UK in a lesson
	Lesson 3 p.92 Welcome to the USA!	Inferring the meaning of words from the context Reading for detailed and specific information Talking and writing about rivers, mountains, area, population and nationalities of the USA	• Use of articles with countries, rivers, lakes, seas, oceans, mountains, mounts and nationalities • Comparative degree of adjectives • Numbers above 1000	Countries, mountains, rivers, lakes and oceans Numbers Nationalities	To compare the information about the geography of Uzbekistan, the UK and the USA
	Lesson 4 p.93 Australia: down under	Talking and writing about cities, rivers, mountains, area, population and animals of Australia Listening to check predictions and for specific information	• Use of articles with countries, cities, rivers, mountains and mounts • Comparative and superlative degree of adjectives	Countries, mountains and rivers Numbers	Learning about the geography of Australia
	Lesson 5 p.95 New Zealand	Talking and writing about cities, mountains, mounts, seas, lakes, area, population and animals of New Zealand Reading for specific information and gist Writing about countries	• Use of articles with countries, cities, lakes, seas, oceans, mountains and mounts • Comparative and superlative degree of adjectives	Countries, mountains, lakes, seas and oceans Nationality	Using the knowledge of geography of the world

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
	Lesson 6 p.100 Project	Talking and writing about real or imaginary countries Reading for pleasure	• Recycling the grammar of this unit	Recycling the words in this unit Cities, countries, mountains, seas, rivers, languages Numbers	Developing abilities to work in groups and reach consensus in different subjects
11 Nature and climate pages 100–108	Lesson 1 p.101 Climate of the world	Talking about countries and climate Reading to check predictions Practising work with the Wordlist	• Recycling the grammar in previous units	Climate, animals Countries and parts of the world	To get information about the climate of the world
	Lesson 2 p.102 What's the climate like?	Talking about countries and climate Reading for gist and dictionaries Reading graphs to write climates	• Recycling the grammar in previous units	Seasons Climate Countries	To compare the climate of different countries through diagrams
	Lesson 3 p.103 Save water!	Talking and writing about water problems Reading for detailed information	• Recycling the Imperatives to give instructions • Recycling the complex sentences with *when*	Vocabulary relating to water problems	To raise awareness of water problems and saving water
	Lesson 4 p.104 Save energy!	Talking about energy and water problems and how to save them Listening for specific information Reading for detailed information	• Recycling comparatives • Recycling the complex sentences with *when* • Recycling the modal verb *should* to give advice • Recycling the Imperatives	Vocabulary relating to water and energy problems	To raise awareness of energy problems and saving energy
	Lesson 5 p.105 Save our rain forests!	Talking and writing about the problems and the importance of rain forests Reading for detailed information	• Recycling the use of infinitives to express purpose • Recycling the modal verbs *must* and *can*	Vocabulary relating to forests and recycling	To raise awareness of forest problems and saving rain forests
	Lesson 6 p.106 Project	Talking about recycling, climate Reading for pleasure	• Use of suffix *re-* • Recycling the complex sentences with *when*	Recycling the words in this unit	To learn how to economise and recycle things

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
12 The world of fairy tails pages 109–116	Lesson 1 p.109 What were you doing?	Talking and writing about households and activities at a certain time in the past Reading for gist, for detailed Information and for the main ideas Reading and recognizing grammatical, lexical and cohesive links	• The Past Continuous Tense • Recycling the Past Simple Tense	Vocabulary relating to households	To raise awareness of establishing friendship relations with everyone
	Lesson 2 p.110 An accident	Talking and writing about what was happening in the past Listening for the main information and for detail Practising work with the Wordlist	• Recycling the Past Continuous Tense • Short answers to questions in the Past Continuous Tense	Vocabulary relating to driving and traffic	
	Lesson 3 p.111 Do you like fairy tales?	Talking and writing about fairy tales and characters in them Reading for specific information Practising work with the Wordlist Writing a story with the help of cues	• Recycling the Past Continuous Tense and Past Simple Tense	Recycling the vocabulary in the previous units	To compare fairy tales in Uzbekistan and English speaking countries
	Lesson 4 p.112 Can birds and animals talk?	Talking and writing about fairy tales and characters in them Reading for detailed information	• Recycling the Past Continuous Tense and Past Simple Tense	Animals, birds, insects	To make acquaintance with limericks – short humorous poems of Great Britain
	Lesson 5 p.113 Happy end	Talking about fairy tales and characters Listening for detailed information Reading for gist Writing a fairy tale/story Practising work with the Wordlist	• Recycling the Past Simple Tense and Past Continuous Tense • Recycling the modal verb: *can*	Recycling the vocabulary in the previous units	
	Lesson 6 p.114 Project	Writing a fairy tail Reading for pleasure	• Recycling the grammar in the previous units	Recycling the vocabulary in the previous units	

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
Learning review for units 1-4 pages 117–124	Lesson 1 p.117 Make your 'To Do List'	Writing To Do Lists Giving and writing instructions and suggestions Reading for the main ideas	• Recycling the Imperatives to give instructions	Recycling the vocabulary learnt in previous lessons	
	Lesson 2 p.118 You are what you eat	Talking about healthy diets Reading for detailed information Reading diagrams	• Recycling *should, shouldn't* • Recycling the modal verbs *must* and *can* • Recycling the Imperatives to give instructions	Food groups	Importance of healthy diet, compare healthy food people have in different countries
	Lesson 3 p.119 What is in your school bag?	Talking and writing about classroom things Listening for detailed information	• Recycling determiners: *a lot of, a few, some, no, a little*	Classroom things	
	Lesson 4 p.120 Do you like parties?	Talking and writing about fun and tables in parties Giving and writing instructions Reading for detailed information	• Recycling the Imperatives to give instructions	Food Party activities	
	Lesson 5 p.121 Do you know?	Talking about different ways of greetings Practising work with the Wordlist Reading for detailed information Listening for specific information and to check predictions	• Recycling the previous materials	Vocabulary relating to the ways of greetings	To compare ways of greeting in Uzbekistan and in other countries
	Lesson 6 p.122 Project	Talking about food, professions and furniture	• Recycling the use of Infinitives to express purpose	Recycling the vocabulary relating to food, profession and furniture	

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
Learning review for units 5-9 pages 125–131	Lesson 1 p.125 Mr Whitfield went fishing	Talking about hobbies and weekend activities Reading for detailed information Practising work with the Wordlist	• Recycling the Past Simple Tense	Hobbies Weekend activities	To compare hobbies and weekend activities in Uzbekistan and Great Britain
	Lesson 2 p.126 Have you got a 'bird' table?	Talking about roles of animals in people's life Reading for the main ideas	• Recycling the modal verb *can*	Things animals can do	
	Lesson 3 p.127 What's the best transport?	Talking about different kinds of transport Reading for gist Working with a diagram	• Recycling the Superlatives	Transport	
	Lesson 4 p.128 What's next to...?	Talking about the location of a place Practising to give reasons	• Sentence building • Recycling prepositions	Location of places Vocabulary for giving reasons	To develop pupils' ability to reach consensus
	Lesson 5 p.129 I can... I know...	Developing learning skills Encouraging pupils for further learning	• Revision	Recycling the vocabulary of units 1-9	
	Lesson 6 p.130 Project	Self development checking Reading for pleasure	• Revision	Recycling the vocabulary of units 1-9	

Units	Lessons and Topics	Communicative aims	Grammar	Vocabulary	Cross-cultural and intercultural themes
Learning review for units 10-12 pages 132–139	Lesson 1 p.132 Explore the country	Talking about the geographical position of South Africa and comparing geographical information of South Africa and Uzbekistan Writing adjectives to topics Listening for gist and specific information	• Recycling the use of articles with oceans, seas, lakes, rivers, mountains, deserts, and countries • Recycling adjectives	Geography, climate, rivers, mountains, seas, lakes	To compare geography of Uzbekistan and South Africa
	Lesson 2 p.133 National parks	Talking about zoos and national parks and activities one can do there Writing instructions	• Recycling the modal verbs: *can* and *must* • Use of articles with National Parks • Recycling Imperatives to give instructions	Vocabulary relating to activities in National Parks	To reinforce good behaviour in a National Park
	Lesson 3 p.134 Treasure Island	Reading for detailed information Writing invitation cards and instructions to find places	• Recycling the Imperatives to give instructions • Recycling the Past Simple Tense	Vocabulary relating to the instructions of how to find places	
	Lesson 4 p.135 Eating out	Talking about picnics and kinds of eating out Listening and reading for detailed information and gist Forming phrasal words	• Recycling the modal verb: *can* • Recycling the Comparative and Superlative degrees of adjectives • Recycling *a* and *some*	Food Vocabulary relating to eating out and eating places	To learn and compare the places for eating out in Uzbekistan and Great Britain
	Lesson 5 p.136 Famous for	Talking and writing about continents, countries and capitals Practising pronunciation of geographical names	• Recycling the grammar in the previous units	Countries and capitals	To learn famous places of the world
	Lesson 6 p.137 Project	Revising the material of the book Reading for pleasure Developing speaking skills	• Recycling the grammar in the previous units	Recycling the vocabulary in the previous units	

Progress Checks pages 142—148 Grammar Reference pages 149–165
Geographical name pages 166–168
English - Uzbek - Russian Wordlist pages 169–190

UNIT 1 WORK AND FAMILY

NOTE: During the first three lessons of this unit you are recommended to look through grade 4 syllabus and, according to its requirements, teach PP any new vocabulary or structures related to the theme "Professions".

Lesson 1 Jobs at school

Objectives:
- to practise predicting and reading to check predictions
- to practise inferring the meaning of words from the context
- to practise writing a longer text about a famous person

Vocabulary:
*concerts train win
the FA Cup Final

Activity 1a Look and answer the questions.
Objective: to use the information in the picture to prepare for reading
Ask PP to read and answer the questions. The answers to the third question may vary. You may want to ask 'Why do you like this school? / Why don't you like this school?'

Activity 1b Read the text and answer the question.
Objective: to read for detailed information to check predictions
Before PP start reading the text draw their attention to the question. After reading the text they should be able to say whether their guesses were right.

Activity 1c Read the text again and answer the questions.
Objective: to practise inferring the meaning of words from the context
Let PP read the questions and then read the text again. Then they answer the questions. Tell them the text can actually give them the answers to the question 'How do you know?', e.g. 'sick' is.....because the school doctor helps sick children'.

Activity 1d Read and answer.
Objective: to move from reading to speaking
PP read and answer the questions one by one.

Activity 2 Write the answers.
Objective: to write about the school using language from the text
PP do this activity in writing following the example.

Activity 3 The computer has a problem with the text. Work in pairs. Help it to write two texts.
Objective: to practise writing a longer text about a famous professional: choosing and copying
PP work in pairs. Pupil A chooses and copies the sentences about Munojat Yulchieva. Pupil B finds and copies the sentences about David Beckham. When they finish, they should read their stories to one another.

NB: For the next lesson your pupils will need markers and paper.

Lesson 2 Professions

Objectives:
- to present and practise words for jobs and professions
- to practise reading for detailed information

Vocabulary:
photographer interpreter computer programmer architect policeman sales assistant fireman chief gardener pilot TVstar reporter nurse airport

Language Notes
At this level you can let your pupils use the two words – *job* and *profession* – synonymously.
Job – the work that you do for money
Profession – a job that needs a lot of studying and special training

Activity 1a Look and match.
Objective: to establish the meaning of new words
It is a normal matching activity which pupils can do in pairs or individually

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

Activity 1b Listen and check.
Objective: to match the meaning, the spelling and the sound of the new words
PP listen to the CD and check their answers.

CD script

1 photographer – d	5 policeman – c	9 gardener – g
2 interpreter – f	6 sales assistant – i	10 pilot – m
3 computer programmer – b	7 fireman – h	11 TVstar – a
4 architect – e	8 chef – l	12 reporter – k
		13 nurse – j

Activity 1c Listen and repeat.
Objective: to practise saying the new words
Play the CD. PP repeat in chorus.

See Classbook for CD script.

Activity 1d Look and answer. Which words are similar in your language?
Objectives: to draw attention to similarities/differences; to help learning
Ask PP to tell you which English words sound like words in their mother tongue.

Activity 1e Find similar words.
Objective: to help memorisation of stress patterns
PP do this activity in their exercise books. They should find words with the stress on the same syllables.

UNIT 1

Answer key: TV star – policeman – reporter architect – programmer fireman – pilot – gardener photographer – interpreter – sales assistant

Activity 1f Work in pairs. Point and say.
Objective: to memorise the new vocabulary by practising it
PP work in pairs. Pupil A points to somebody in the picture of 1a and pupil B says the word. They take turns in pointing and saying.

Activity 2 Write professions using 'a'/'an'.
Objective: to revise the use of 'a' and 'an' with the new vocabulary
Remind PP about the rule for using 'a' and 'an'. Allow them to look at Activity 1a in the Classbook.

Activity 3 Work in pairs or in groups of 4. Play Guess the Profession.
Objective: to practise using the new vocabulary
You can start by demonstrating. Tell the PP that they should guess the profession you have in mind. They can use the questions from the example. Make the demonstration longer, answer the second question 'No, he isn't'. Let their third guess be right. Now make pairs or groups of four. One pupil thinks of a profession and writes it down. His/her partners must guess the profession by asking questions. The partner(s) must not use more than five guesses to find the profession. When they guess correctly in 5 questions each of them gets a point. If they do not guess within five questions, the one who wrote the question gets a point. PP take turns to write a profession for others to guess. At the end of the game the winner(s) in each group are the one(s) with the most points.

Activity 4 Read the sentences and name the jobs.
Objectives: to practise using the new vocabulary; to read for detailed information
You can ask PP to read the sentences aloud or silently. The jobs can be named by the same PP who read or by others.

Activity 5 Copy. Play Find the Jobs. Complete the table.
Objectives: to practise using the new vocabulary; to talk about families
Ask PP to copy the table. While doing the activity the PP walk round the classroom asking questions and completing the table in their exercise books. Stop the activity when several of the PP have finished. If there is time ask some PP to report to the class.

Lesson 3 I want to be ...

Objectives:
- to introduce the structure 'I want to + verb'
- to give further practice in talking about jobs and professions
- to practise listening for specific information

Activity 1 Play Guess the Profession.
Objectives: to revise and activate the new vocabulary; to warm up

For the procedure see Activity 3 in the previous lesson. This time PP can play in pairs.

Activity 2a Listen and repeat.
Objective: to introduce the new structure
PP listen to the cassette and repeat after it in chorus.

See Classbook for CD script.

Activity 2b Work in pairs. Read aloud.
Objective: to practise saying the new structure
PP read the dialogue aloud in pairs. When everyone finishes you ask one pair to read it aloud substituting other professions for 'a doctor and 'an interpreter'.

Activity 2c Translate 'I want to be a doctor'. Find the differences.
Objective: to focus on the similarities/differences with mother tongue
Ask PPto translate the sentence into their mother tongue and find the similarities/differences.

Activity 2d Say what Anvar and his friends want to be.
Objective: to practise saying the new structure and to memorise it
PP look at the pictures and say what the people want to be. If your PP are strong, let them do this in pairs, and then check the answers.

Activity 3 Play Snowball.
Objective: to give further practice in using the new structure
This is a normal Snowball activity. Pupil A says, 'I want to be a doctor'. Pupil B should be able to say two sentences as in the example. Pupil C should say 'A wants to be a doctor. B wants to be a photographer. I want to be a ....' So if you have 15 pupils in the class the fifteenth pupil will have to memorise all the fourteen sentences said before him and add her/his own. If someone does not remember what has been said, their classmates can give one word, e.g. a photographer, in order to help. If you think your PP can not remember so many sentences, divide the class into the groups.

Activity 4 Mime and write.
Objective: to practise writing the new structure to help memorisation
Ask one of the PP to come out to the front of the class and mime a profession. Start with a volunteer. Other children in pairs silently (!) guess the profession and write the sentence in the exercise book, e.g. "Jamilya wants to be a TV star". You could let four or five PP mime. Be prepared to help your PP, if they have difficulties in miming professions. You can whisper clues to them in their mother tongue. When the miming is finished check their answers. You can ask PP to write professions/jobs on the board.

Activity 5 Listen to Sevara, Laziz and Dilnoza.
Objective: to practise listening for specific information
Play the CD and let PP answer the question. If necessary you can play the CD a second time.

CD script

Laziz: Sevara, Dilnoza, it's time to go home. Let's walk together.
Dilnoza: Good idea. I am thinking about our lesson today, about jobs and professions. I like helping people so I want to be a doctor. What about you, Laziz?
Laziz: I do't know. Sometimes I want to be a film star and sometimes I want to be a reporter.... I don't know.
Sevara: A film star? Good luck! As for me, I know exactly what I want to be. I want to be a pilot. Sevara, the first woman pilot of Uzbekistan Airlines!

Activity 6a Work in groups of 5/6. Say and write what you want to be and why.

Objective: to practise talking about ourselves

Make groups of five or six. Let PP ask and answer questions as in the example. Make sure they do not forget to write the answers in their exercise books as they will have to report to the whole class after they finish. You may want to appoint the reporter or let PP choose one.

Activity 6b Report.

Objective: to check that the new language is used correctly

The reporters say who wants to be what in their groups. The members of the group can help. At the end of the lesson draw your pupils' attention to the Remember box, pointing out that you can ask either of the first two questions if you want to know someone's profession.

Lesson 4 A wedding in Fergana

Objectives:

- to introduce and practise words for relatives
- to practise reading and talking about relatives and important family events

Vocabulary:

daughter son niece cousin nephew relative wedding dress take a photo twin get married*

Activity 1 Look, listen and repeat.

Objective: to introduce and practise the new vocabulary

PP look at the family tree, listen to the CD and repeat after it in chorus and/or individually.

CD script

Anvar: Hello again. Today I'm going to tell you about a wedding. Look at my family tree. I'm Halima and Husan's son. Malika is their daughter. Ozoda is my aunt. Their children, Nigora and Bahodir are my cousins. My father is Bahodir's uncle. Bahodir is his nephew. My mother is Nigora's aunt. Nigora is her niece.

Activity 2a Read about the Abdullaev family and answer the questions.
Objectives: to read for the main meaning;
to use context to infer the meaning of vocabulary
Before you ask PP to read the text, draw their attention to the two questions. PP read the text silently and then answer the questions

Language Notes
In English we say **to *take a photo*** not **to *make a photo.***
Culture and Language Notes
In English we do not put an honorific before the names of people who are older than us except when we address them directly. When we do this we do not use the names of parents or grandparents, we say 'Grandmother' or 'Father'. For uncles and aunts we use the name **e.g.** Aunt Sally, Uncle Martin.

Activity 2b Copy and complete the sentences.
Objectives: to read for detailed meaning and to practise inferring
PP copy the sentences and complete them in the exercise book.

Activity 2c Say True, False or Don't know and give the right answer.
Objectives: to read for detailed meaning; to use the new vocabulary
This is a normal **True or False** activity. Make sure PP corrects false sentences.

Activity 3a Copy and complete.
Objective: to use the new vocabulary to talk about families
PP copy the table and complete it in their exercise books filling in the information about themselves.

Activity 3b Work in groups of 5. Ask, answer and write.
Objective: to practise talking about families in small groups
Make groups of five. PP take turns asking each other questions about their relatives, e.g. How many cousins have you got? They write the answers in the table.

Activity 3c Report. Who has more cousins, nieces, nephews, uncles and aunts?
Objective: to check that the new language is used correctly
Before you ask the groups to report, draw pupils' attention to the example. A speaker from each group reports to the whole class about her/his group.

Lesson 5 Uzbek and English weddings

Objectives:
- to practise talking about families
- to practise reading for detailed information
- to present cultural information about the UK

Vocabulary:
pageboy bride bridesmaid
top hat bridesgroom

UNIT 1

Activity 1 Play Find Someone Who.

Objectives: to revise and activate the new vocabulary; to warm up

Start by asking one of PP, 'How many sisters have you got?' After getting a reply ask this pupil to repeat the same question and address it to another pupil. Tell PP that they will ask questions about different relatives. Tell them to copy the sentences first and then take their pens and exercise books and walk around the classroom asking one another questions about their relatives, e.g. 'How many nephews have you got?' It would be good if you made this activity into a sort of competition. The first person to fill in the sentences in the exercise book correctly is the winner. Get feedback after most of the PP have finished to make sure their information is right, e.g. 'Zamira, do you have *two* brothers?'

Activity 2 Work in groups. Talk about your family.

Objectives: to revise and activate the new vocabulary;
to get to know each other better

Let PP split into groups of three or four. While they are telling each other the names of their relatives, you walk round listening. You might want to make notes, so that after they finish you can ask a few PP whether your information is right, e.g. You: Nodira's cousins' names are Bobur and Rustam. Pupil A: No, Nodira's cousins' names are Botir and Rustam.

Activity 3 Look, listen and repeat.

Objective: to introduce and practise the new vocabulary

PP listen to the teacher and repeat after the teacher in chorus and/or individually.

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

Objectives: to read for detailed information; to learn about UK traditions

Tell your PP that they will read about an English wedding. Before PP begin to read, remind them to find three differences from Uzbek weddings.

Culture and Language Notes

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

Nimadir eski,	Что-то старое,
Nimadir yangi,	Что-то новое,
Nimadir qarzga olingan,	Что-то то взятое взаймы,
Nimadir ko'm-ko'k.	Что-то голубое.

English people ask their nephews/nieces or the children of friends to be Page boys or bridesmaids at their wedding. The bridesmaids and page boys are responsible for carrying the bride's dress. After the wedding party, before leaving, the bride throws the bouquet into

the crowd. People believe that the girl who catches it is the next to get married.

PP read the text about an English wedding silently. It will prepare them for Activity 4b.

Activity 4b Work in pairs. Ask and answer. Copy and complete the table.

Objective: to talk about weddings in the UK and Uzbekistan

Everyone should copy the table before they start the activity. Then the teacher tells PP who will fill in the columns for Uzbekistan and Great Britain. Then PP make pairs, ask and answer the questions. If they fill the column about Great Britain correctly it will mean they understood the text well.

Activity 5 Listen and repeat.

Objective: to improve reading speed and sound/writing recognition

Play the CD. Make pauses at the end of each line. Let PP repeat the lines of the rhyme.

See Classbook for CD script.

Lesson 6 Project

Objectives:
- to practise correct spelling
- to read for detailed information
- to raise awareness of school clubs and how pupils and teachers can cooperate
- to practise designing and writing a poster
- to give an opportunity for pupils to work creatively

Vocabulary:
*physics logo
plants

Activity 1 Spelling Dictation.

Objective: to check the spelling of the words in Unit 1

The Spelling Dictation is to be done in the exercise book. PP work in pairs. They take turns to choose 5 words from the unit and say the words. Their partner must write them. When they have finished, PP check their work by finding the words in the unit.

Activity 2a Copy, read and tick.

Objectives: to read for detailed information; to prepare for the main activity

PP read the questions and tick those where the answer is 'yes'. In answer to the last question PP should write a complete sentence, e.g. 'I like drawing. My favourite lesson is Art.' or 'I like music. My favourite singer is...'.

Activity 2b Find 2/3 partners.

Objective: to read for detailed information to find pupils with similar interests

PP walk around the classroom comparing their questionnaires. They should form groups of three or four. All the PP in the group should have common interests and like the same or almost the same things. When groups are formed they should sit together.

Activity 3 Make a poster for your club.

Objectives: to raise awareness of school clubs and how pupils and teachers can cooperate; to practise designing and writing a poster for a club; to give an opportunity for pupils to work creatively

Tell the newly-formed groups that they are going to start a club and must make a poster for it. You will have to supply each group with paper if no one has brought any to school. Hopefully they will have markers of their own. Draw your pupils' attention to what they are supposed to do, i.e. points **a b c d** of the activity and also the picture and the short text. Allow plenty of time for the PP to complete the poster, but be sure there is some time for the presentation which is Activity 4.

Activity 4 Talk about your club. Use your poster.

Objective: to practise giving a short presentation using a poster

The reporter from each group presents their club using the poster they have made. Tell other groups that they may ask questions if they want to know details, e.g. 'On what days does your club work?' These questions can be answered by anyone from the group making the presentation, not necessarily the reporter

UNIT 2 HOUSES AND HOMES

NOTE: During this unit you are recommended to look through grade 3-4 syllabuses and, according to their requirements, teach PP any new vocabulary or structures related to the themes "My house" and "Housework".

Lesson 1 An English house

Objectives:
- to revise *there is/there are*
- to present and practise prepositions of place
- to present and practise words for rooms in a house
- to practise speaking about houses

Vocabulary:
living room dining room
bedroom kitchen hall
toilet bathroom road
two-storey house upstairs
next to downstairs
in front of behind

Language Notes

Pay attention to the difference in meaning of the two words: **house** and **home.**

House – a building where a person or a family lives.

Home – the place where you live.

Activity 1 Play What Is There In The Bag?

Objectives: to revise *there is/there are*; to revise the words for school subjects

Prepare a bright bag that will attract your pupils' attention. Put a number of small objects into it, e.g. a pen, a ball, a ruler, etc. PP should know the names of these things. Say, 'I've got a lot of things in my bag. Guess what they are. Ask me, 'Is there a pencil in your bag?' If you guess right, you'll get a point'. The pupil who gets most points is the winner. You could give him/her a small prize.

Activity 2a Look, listen and repeat.

Objectives: to establish the meaning of new words and the connection between the spelling and the sound; to teach pupils to pronounce them correctly

Ask PP to look at the picture. You point and play the CD/say the words one by one. PP repeat the words in chorus, in rows and individually.

See Classbook for CD script.

Language Notes

Pay attention to the difference in meaning of the two words: **road** and **street.**

Road – a specially prepared hard surface for cars, buses, bicycles, etc.l to travel on. **A road** can be in the town or in the country, and usually leads to another town or to another part of a town.

Street – a public road in a city or town that has houses, shops, etc. or one or both sides.

British speakers often say **in a street/road,**

e.g. the shops in the High Street.

American speakers say **on a street/road,**

e.g. the stores on Main Street.

Activity 2b Listen and say 1, 2 or 3.

Objective: to practise stress patterns

Explain that ▲ is for the stress pattern 'hall', ▲_ for 'wordlist, _▲ is for 'today', ▲_ _ is for 'living room'. For practice write these patterns and the words from 2a on the board jumbled up and ask PP to match the word and its pattern. Tell PP that now they willl have to tell you where the stress in each word is.

Activity 2c Work in pairs. Point and say.

Objective: to reinforce the new words

PP work in pairs. One pronounces a word, the other points to the picture and repeats it. Or each of them can cover the words with their fingers and say them.

Activity 2d Look at the picture and describe the house.
Objective: to practise using the new words in sentences
Ask PP to describe the house in the picture following the example. You can start by asking your best PP to give sentences, the weaker PP can repeat after them.

Activity 3 Work in pairs. Talk about your house/flat.
Objective: to give pupils freer practice in describing a house/flat
Make pairs. PP talk about their houses/flats. You walk round the classroom, listening in and giving help when necessary.

Activity 4a Read Lucy's letter. Guess the words with '*'.
Objective: to practise reading to infer the meaning of new words from the context and picture
PP read the text silently. Tell them to guess the meaning of the words in bold print.

Activity 4b Find the words in the Wordlist. Write the meaning.
Objective: to practise working with the Wordlist to check the answers
PP find the new words in the Wordlist and write them and their meaning. You can ask them whether their guesses were right.

Activity 4c Read the letter again. Is Lucy's house a or b.
Objective: to practise reading for detailed information
PP read the text again and find Lucy's house – key picture **a**

Activity 5 Work in pairs. Talk about the house in Activity 2a
Objectives: to give controlled practice in talking; to practise prepositions of place
Draw your pupils' attention to the picture in Activity 2a again and to the Remember box. This time the PP will have to talk about the house using the prepositions of place, e.g. 'The kitchen is next to the dining room. There's a garden behind the house'.

Activity 6 Work in pairs. Ask your partner about his house and draw it.
Objective: to give less-controlled practice in talking about a house/flat
PP work in pairs asking questions as in the example and drawing their partner's house.

Lesson 2 Welcome to my home

Objectives:
- to introduce and practise words for furniture
- to practise reading for detail

Vocabulary:
armchair sofa TV set
cassette recorder carpet
curtain

Activity 1 Play Backdrawing.
Objectives: to revise the words of lesson 1; to have fun
This is an activity to spell the words from the previous lesson. Make pairs. One pupil uses his/her finger to 'write' a word from Lesson 1 on his/her partner's back. S/he can repeat it several times. When the word is guessed, it is the turn of the second pupil to 'write' on his/her partner's back.

Activity 2a Look and match.
Objective: to establish the meaning of the new words
PP match the words and pictures in their exercise books; they say **e.g.** 1f, 2d, etc.

Activity 2b Listen and repeat.
Objectives: to teach pupils to pronounce the words correctly; to establish the connection between the spelling and sound
Play the CD or say the new words, PP repeat after you in chorus, in rows and individually.

See Classbook for CD script.

Activity 2c Point and say.
Objective: to reinforce the new words
For a change you could do this activity in a new way. Write the words on large pieces of paper and stick them on the wall in different parts in the classroom. PP take turns to say a word loudly. All the PP should point to the word as quickly as possible.

Activity 3a Look, read and find the difference.
Objective: to read for detailed information
PP read the text, look at the picture of the inside of the house and write the differences. When most PP have finished, check the answers with the class.

Activity 3b Read and say True or False.
Objective: to check comprehension of the text
PP read the text again silently, then ask one of them to read the first sentence aloud and say **'True'** or **'False'.** Ask the rest of the class whether they agree with him/her or not. Go on with the other five sentences. You may want to tell PP to correct the false sentences.

Activity 4 Ask your teacher about his/her house.
Objective: to practise questions about a house/flat
PP should ask you questions about your house. They may start with the one given as an example.

Lesson 3 Tidy up your room!

Objectives:
- to practise listening for detailed information
- to practise imperatives
- to practise Present Continuous

Activity 1 Work in pairs. Picture Dictation.
Objectives: to get PP warmed up; to listen for detailed information
Ask PP to draw a plan of their 'dream' room. You can give them a list of ten furniture in it. They should draw a door and a window. In pairs PP take turns to say what furniture there is in their imaginary rooms. Their partner must draw the right things.

Activity 2 Listen and draw in the correct place.
Objective: to give further practice in listening for detailed information
Play the CD. PP listen and draw things in the right places in their exercise books.

CD script

(The sound of people moving furniture)

Father: OK. This is our living room. I think we can put the TV set in the centre and the sofa ...

Mother: No, no... I think the TV set should be... er... between the two windows. And we can put the big carpet on the floor.

Son: Er... can we put the sofa in front of the TV set?

Mother: Yes, but the sofa should be near the wall and the armchair between the sofa and the door.

Father: What about the table and the chairs? We can put them between the window and the sofa. What do you think?

Mother: Oh, that's a very nice idea!

Activity 3 Look and say.
Objective: to practise affirmative imperatives
Ask PP to look at the picture and imagine that they are talking to the boy who lives in it. They should make sentences according to the example.

Activity 4a Work in pairs. Find seven wrong things.
Objective: to revise Present Continuous
Before PP start doing the activity remind them about the form of Present Continuous. You may want to write the following on the blackboard.: is/are + doing. Now PP should look at the picture and in pairs make sentences, e.g. The boy is drinking cola and jumping on the sofa. Walk round, listen in and give help with the vocabulary and grammar.

Activity 4b Write the sentences with 'Don't'.
Objective: to practise negative imperatives
PP use the picture in 4a and write 3-4 sentences beginning with 'Don't'. When they finish, ask several PP to read their sentences.

Activity 5 Work in groups. Play Do It! Don't do it!
Objective: to give freer practice in imperatives
Make groups. A pupil in each group should do something, the rest of the group must tell him not to do it, but do something different, e.g. A pupil is sitting – Don't sit. Stand up.

Lesson 4 Uzbek houses

Objectives:
- to introduce and practise words related to houses
- to practise reading for detailed information
- to practise listening for specific information

Vocabulary:
yurt brick mud felt
wood stone
*camel coal fire

Activity 1a Look and match.
Objective: to establish the meaning of the new words
PP look at the pictures and match them and the words in their exercise books.

Activity 1b Listen and repeat.
Objectives: to teach PP to pronounce the new words correctly; to establish the connection between the spelling and the sound
PP listen to you saying the words and repeat in chorus/rows/individually.

Activity 1c Work in pairs. Point and say.
Objective: to reinforce the new words
PP work in pairs. They take turns to point to the pictures in 1a and say the words.

Activity 2 Answer the questions.
Objective: to practise talking about different houses
Ask PP to read the questions aloud and answer them one by one.

Activity 3 Copy. Read and complete.
Objective: to read for detailed information
Ask PP to copy the table into their exercise books. They should then read the text carefully to be able to answer the question at the end of the text and to complete the table. Allow plenty of time to do it.

Activity 4 Talk about different houses.
Objective: to give further practice in talking about different houses
PP use the table to tell the class about different houses.

Activity 5 Listen and find a house for Karim's family.
Objective: to practise listening to match the description and picture
Play the CD. After listening to it PP should decide which house is the best for Karim's family: a, b or c.

CD script

Karim's father has got a new job. The family must go to a new city. Karim's father has got a nice car. Karim's mother wants a kitchen in the yard. Karim's sisters and brothers want a garden to play in.

When they have finished, check the answers and ask PP to give reasons for their answers.

Answer key: c

Lesson 5 Homes: yesterday, today...

Objectives:
- to enable PP to use the infinitive of purpose
- to practise writing about unusual things
- to practise listening for detail

Activity 1a Listen and repeat.
Objective: to establish the meaning of the words and the connection between the spelling and the sound
PP listen to you and repeat after you in chorus/rows/individually.

Activity 1b Work in pairs. Look at 2b. Point and say.
Objective: to reinforce the new words
PP work in pairs. They take turns to point to the pictures. Their partner should say the word.

Activity 2a Look and say.
Objectives: to present and practise *use something to do/make/...*; to enable PP to talk about ways of using things
You can start by giving a very simple example. Show the PP a pen and say: *This is a pen. We use it to write letters and words.* Draw your pupils' attention to the use of the infinitive, you may want to ask them to look at the Remember box. Now ask PP to read the example in the book. After that they should be able to make their own sentences about things.

Activity 2b Match the dates and things.
Objective: to help PP to think about how machines developed during the last century
Ask PP to look carefully at the pictures and write the answers in their exercise books in two columns 1900 and 1990

Answer key:

1900	d	m	b	g	h	i		
1990	a	n	c	o	e	j	k	l

Activity 3a Draw things for 2020 and 2050. Write about these things.
Objectives: to have fun; to encourage imagination
Ask PP to draw one or two things for the year 2020. After PP have finished drawing their pictures, tell them to write two sentences about each picture following the example in 3a. Walk round, help with the vocabulary and correct mistakes.

Activity 3b Work in groups. Choose the best machine.
Objectives: to practise talking about things; to choose the best machine
Make groups. PP show each other their pictures and read their sentences. Each group should choose their most interesting machine. Walk round and listen in.

Activity 3c Work in groups. Ask and answer.
Objectives: to explain the machine to other groups; to choose the best machine
Each group should visit other groups in turn and show and explain their machine. The other groups can ask questions. At the end the class can choose the best machine of all.

Activity 4 Listen and write Y for Yes and N for No.
Objective: to listen for detailed information
Ask PP to write the numbers 1 -9 in their exercise books. Play the CD. PP listen and write 'Y' or 'N'. Play the CD again so PP can check/ complete their answers. Then play it a final time, stopping after each answer so pupils can check their answers.

CD script

I'm a new machine for children. I can do a lot of things. I can open doors and windows. I can show videos and sing songs. I can tell interesting stories. I can make chocolate cakes and ice creams. I can wash dishes. But I can't brush your teeth and I can't do your homework. Sorry!

Lesson 6 Project

Objectives:
- to revise the material studied in the Unit
- to have fun in English
- to reinforce good behaviour and hygiene

Vocabulary:
Miss a go.
Move forward.
Move back.

UNIT 2

Activity 1 Spelling Dictation.
Objective: to check the spelling of the words in Unit 2
For the procedure see Unit 1 Lesson 6 Activity 1

Activity 2 Play Find the Key.
Objective: to revise the vocabulary of the unit
The activity can be done in groups. One pupil writes where the key is. The rest guess by asking questions. They may use the picture on this page. The pupil who guesses is the next to think of a place 'to put' the key in.

Activity 3a Listen and repeat.
Objective: to introduce and practise language for playing the game
Say each word in turn and explain the meaning. Then say them again and ask PP to repeat after you.

Activity 3b Work in groups. Play Dice Game.
Objective: to revise and consolidate the material of the Unit
Make groups. Give them counters and dice. Teach the PP the words 'forward', 'back' and 'miss a go'. PP play the Dice Game not just moving their counters, but reading the sentences given underneath the picture. You can ask your pupils to use T instead of 'You', e.g. if a pupil is on square 9, s/he reads 'I don't brush my hair'. Her/his partners play the next round which s/he misses. PP must throw the exact score to finish e.g. if they are on 49 they must throw a '2' on the dice to finish. The first pupil to finish is the winner.

UNIT 3 AT THE GROCERY

NOTE: During units 3 & 4 you are recommended to look through grade 1 syllabus and, according to its requirements, teach PP any new vocabulary (e.g. eggplant, pepper, strawberry) or structures related to the theme "Fruit and vegetables".

Lesson 1 What is in the fridge?

Objectives:
- to present and practise *some* with mass nouns
- to practise talking about food
- to practise listening for detailed information

Vocabulary:
egg butter bread milk sweet cheese coffee oil salt sugar ice cream meat

Activity 1 Match, listen and repeat.

Objectives: to present new words; to establish the meaning of the words and the connection between the spelling and the sound

Say a word, ask PP to repeat it after you several times and match the word with the pictures in the exercise book, e.g. by pointing at the word on the page and the picture, then ask each row to say it, then ask individual PP to say the word. Go on till the end of the list. If necessary you could ask individual PP to pronounce the words again.

Answer key:

1h 2c 3a 4j 5g 6d 7b 8f 91 10i 11k 12e

Activity 2 Read and put the words from Activity 1 in the right column.

Objectives: to revise the use of *a* and *an*;
to present and practise *some* with mass nouns

Ask PP to read the example from the book. Ask them to tell you why *an* and not *a* is used before the word *egg*. Explain or elicit the meaning and use of *some* before *butter*. Ask PP to look at the Remember box. Draw their attention to the fact that mass nouns have no -(e)s. Now PP should use the words from activity 1 with numbers or with *some*, e.g. some bread, some milk, three/some sweets, etc.

Language Notes

In English there are countable nouns and mass nouns. Many nouns can be both countable and mass, depending on what they stand for. For example, *ice cream* can be countable, in which case we mean a single, complete ice cream.
However, *ice cream* can also be a mass noun, in which case we mean a container of ice cream and possibly we want to talk about only a part of the ice cream in the container, but we cannot give this part a definite shape or amount, so we call it *some ice cream*. Because liquids have no clear shape, they are always mass, e.g. *some oil*, *some milk*, etc. The only exception is when we say: *Would you like a coffee/tea/Coca Cola?* but this actually stands for *Would you like a cup of coffee?*
In English it is always *some bread* because no-one eats a whole loaf of bread. Bread is an uncountable/mass noun, so if we want to refer to *a loaf of bread* we must use the partitive *a loaf of*. We cannot say *a bread*. It is possible to say *a slice of bread* or *a piece of bread* instead of *some bread* but PP have not learnt this yet.

Activity 3 Write the word in the right column.

Objectives: to reinforce the new rule; to give practice in copying new words

PP do this activity in the exercise book. They should have three words in each column.

Answer key: an apple, an ice cream, a sweet; some butter, some meat, some oil.

Activity 4 Look and say.
Objectives: to revise the construction *there is/there are*; to give practice in using *some*

Remind your PP about the construction *there is/are*. Ask one of them to read the example in the activity. Then they should give more sentences about the food in the fridge.

Activity 5 Work in pairs. Finish Mum's part.
Objective: to give practice in using the construction *there is/are some* and *there is a/an ...*

PP work in pairs taking parts of the boy and his mother. When a pupil who says the part of the mother has finished talking about the fridge, they can change parts so as to give a second pupil a chance to practise talking about the cupboard.

Activity 6 Work in pairs. Ask and answer.
Objectives: to give further practice in talking about food;
to revise prepositions

Draw your pupils' attention to the questions in the example. Tell them that they will have to answer these questions giving detailed information about where this or that food is, so they will need the following prepositions of place: *in, next to, on*. PP practise in pairs. If any PP finish quickly, they could begin Activity 8.

Activity 7 Listen and draw.
Objective: to practise listening for detailed information

When all PP have finished doing Activity 6 ask them to listen to your sentences and draw the food in the fridge in their exercise books.

CD script

Mum: It's time for lunch. Dilbar, please help me. On the first shelf in the door of the fridge there are six brown eggs. Bring the eggs to me. And under them on the second shelf there are two bottles of milk.
Dilbar: Do you want the two bottles?
Mum: No, you can give me one bottle. That's enough. And on the second shelf in the fridge there's some qaimok and some tomatoes. Please bring them to me. On the fourth shelf there are some grapes and four peaches. Please wash them and put them on the table. There's some bread in the cupboard. You can put that on the table too.
Dilbar: OK, Mum.

Mum: Oh yes, and there are three ice creams in the freezer. You can put them on the table too. They are very cold. Now it's lunch time so please go and find your brothers and wash your hands.

Activity 8 Draw your fridge/cupboard. Write the things in it.
Objective: to give freer practice in writing about food
This is an optional activity which may be done in stronger classes or as part of extra-curricular work.

Lesson 2 Is there any fruit?

Objectives:
- to present and practise *any* in interrogative and negative sentences
- to practise listening for detail
- to practise reading for specific information
- to practise inferring rules from language sample

Vocabulary:
apricot peach banana chips sausage tomato(es) juice lemonade honey rice any bold*

Language Notes
The words *some* and *any* are both determiners and pronouns. As determiners they suggest an indefinite quantity or number and are used when it is not important to say exactly how much/many we are thinking of, e.g. *I want to buy some vegetables. Is there any milk left?*

Activity 1 Match, listen and repeat.
Objective: to establish the meaning of the words and the connection between the spelling and the sound
Say a word, ask your PP to repeat it after you and then match it with the pictures in their exercise books. Go on till the end of the list, after which you may want to ask individual pupils to repeat the words.

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

Activity 2a Listen and repeat.
Objective: to teach PP to pronounce -(e)s correctly
Tell PP that -(e)s of plural nouns is pronounced differently. PP listen and repeat the words. The words are in a table in 2a in the Classbook. If you think your PP can formulate the rule, ask them to do this in their mother tongue, if not, you can explain the rule.

Activity 2b Copy. Write the words from 1 and 2a in the right column.
Objective: to revise and activate *some + mass nouns*
Ask PP to copy the table into their exercise books. PP write the words from Activity 1 and 2a in the right column.

Answer key:
an apricot, **a** peach, **a** banana, **a** tomato;
some chips, sausage, tomatoes, juice, lemonade, honey, rice, apricots, sweets, eggs, bananas, peaches, sausages, oranges

Activity 3a Read and say what is for lunch.
Objectives: to read for specific information; to focus on the use of *any*
You can ask PP to read the dialogue in pairs. When they finish, ask them to tell you what there is for lunch.

Answer key: sausages, chips, tomatoes, tea, bananas and apricots

Activity 3b Look at the sentences with bold words in Activity 3a
Objective: to help infer the rule for the meaning and use of *any*
First ask PP to find and read aloud the sentences with bold words in Activity 3a. Then ask them the questions from Activity 3b.

Answer key: b and c; both

Now you may want to draw their attention to the Remember box.

Activity 4 Work in pairs. Play Mothers and Children.
Objective: to practise using questions with *any*
In pairs PP take turns to be mothers and children. They talk about lunch or breakfast asking questions as in the example.

Activity 5a Work in pairs. Find seven differences.
Objectives: to give further practice in using questions with *any*;
to practise listening for detailed information
This is an 'information gap' activity. Pupil A looks at the picture on page 19 and Pupil B looks at the picture on page 29. They ask each other questions to find differences in the pictures. At the end of the work get feedback on the differences. This will prepare your PP for the next activity.

Answer key: 1 lemon-Cola, 2 coffee-tea, 3 tomatoes-peaches, 4 apricots-bananas, 5 honey-sugar, 6 oil-salt, 7 sugar-rice

Activity 5b Write the differences.
Objective: to practise writing positive and negative sentences with *some* and *any*
PP write the sentences in the exercise book following the given examples.

Lesson 3 There are a lot of vegetables

Objectives:
- to enable PP to use the quantifiers 'many/much/a lot of/a few/a little' correctly
- to practise reading for detailed information

Vocabulary:
a few a little

Before you begin the lesson, teach PP the word 'vegetable'. Draw their attention to the fact that the word has 3 syllables: ['vedʒtəbəl]

Culture Notes

Ask PP if tomatoes, chips and chocolate come from North America or South America. Chocolate and tomatoes come from South America. They were discovered by Spanish explorers in the fifteenth century and brought to Europe. Then they spread across the world. Chips are made from potatoes. The Spanish also discovered potatoes in South America.

Language Notes

a) In the UK these are *chips*. In the USA they are called *French fries*.

What is called *chips* in Uzbekistan is called *crisps* in the UK.

b) In English the word *sausage* is used for small and large sausages. Small sausages are countable, large sausages are also countable, but we usually talk about large sausages as mass because we talk about part of the sausage, e.g. *"Have you got any salami sausage?" "Yes. How* ***much*** *would you like?"*

Activity 1 Look and say. What is not on the table that we often eat now?

Objective: to practise using the construction *there is/are/a/some/no*

Ask PP to look at the picture and tell you what food that we often eat now is not on the table. Write their answers on the blackboard.

Activity 2a Look, read and add to your list.

Objectives: to practise reading for detailed information;
to give further practice in using *there is no/there are no*

PP read the text silently. Repeat the question, *'What is not on the table that we often eat now?'* It may be that after reading the text your PP will add one or two more things to the list. After that ask PP to give complete sentences about these things, e.g. *There is no chocolate.*

Activity 2b Copy. Write the things from the text in the right column.

Objective: to revise *some + mass nouns*

PP copy the words into their exercise books, write the words from the text in the right column in the exercise book.

Activity 2c Work in pairs. Answer the questions.

Objectives: to present and practise questions with *How many/How much*;
to present and practise quantifiers *a lot of/ a few/ a little*

Draw your pupils' attention to the sentences with *a lot of, a few, a little* in the text. Explain or elicit the meaning and use of these words. Now let PP look at the sentences in the Remember box. Then PP should practise asking and answering questions in pairs. As the material is new, you should walk round the classroom giving as much help as they need.

Activity 3 Complete the sentences with: a lot of/a little/a few.
Objective: to practise writing sentences with quantifiers
PP look at the picture, copy the sentences and complete them in their exercise books with *a lot of, a few* and *a little*

Lesson 4 Supermarkets and shops

Objectives:
- to enable PP to talk about shops/supermarkets and food
- to practise reading for detailed information

Vocabulary:
backery meat
fruit and veg

Activity 1a Look, listen and repeat.
Objectives: to help establish the meaning of new words;
to teach PP the pronunciation of the new words
Ask PP to look at the pictures and listen to you. Say the first word. Ask PP to repeat after you all together, then in chorus, then individually. To check their understanding of the new words ask PP to translate them.

Activity 1b Work in pairs. Say what you can get in each section.
Objective: to practise talking about food and shops
In pairs PP use the pictures to say what they can get in different sections of a supermarket, e.g. '*We can get tea in the grocery*'.

Activity 2 Read and put in the right section.
Objective: to give further practice in talking about food and shops
PP read the text silently. Then ask individual PP to say where Anvar can get the food. e.g. *'Anvar can get a lot of carrots in the fruit and veg section of the supermarket or in the market'*.

Activity 3a Listen and repeat.
Objective: to give practice in listening and help with intonation and phrasing
PP listen to the CD. Then play the CD again sentence by sentence, PP should repeat after it in chorus. Mime the phrase *'This much or this much'* by putting your hands nearly together (a small quantity) and then apart (a big quantity).

See Classbook for CD script.

Activity 3b Work in pairs. Play Supermarket.
Objective: to give freer practice in talking about what can be bought in a supermarket
In pairs PP are brothers and sisters deciding what to buy at the supermarket. The dialogue in Activity 3a serves as an example.

Activity 4 Copy and complete the dialogues.
Objective: to practise the material of Lessons 1-4 in writing
This is an optional activity for those who finish the previous activity earlier than others. Ask them to copy and complete the dialogues in the exercise book.

Lesson 5 A bar of chocolate, please

Objectives:
- to present and practise the structure *noun + of noun*
- to have practice in talking about buying food

Vocabulary:
a bottle of a packet of
a box of a jar of
a bar of a kilo of
*buy customer

Activity 1a Read the poem and answer the questions.
Objectives: to revise Present Simple, third person singular; to teach pupils to read the poem well; to prepare for the next activity
PP listen to the CD, then read the poem silently. When they finish, ask them if the poem describes someone in the class, so that they answer the question. If it doesn't describe anyone in their class, ask them to change the last line to make the poem describe themselves.

See Classbook for CD script.

Activity 1b Write your own poem. Read it to your class.
Objectives: to give PP an opportunity to write a poem; to practise reading the poem with correct stress and intonation
PP write their own poems in their exercise books. Ask as many of them to read them aloud as time allows.

Activity 2a Look and match.
Objectives: to help establish the meaning of new words; to present the structure *noun + of noun*
Say the phrases. PP listen and match orally.

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

Activity 2b Listen and repeat.
Objective: to practise saying the new words
PP listen to the CD and repeat the phrases all together/in rows/ individually.

See Classbook for CD script.

Activity 3 Write the words in the right column.
Objective: to reinforce the structure
PP copy the table and do the activity in their exercise books following

the example. After they have finished, have a quick check. PP can give different possible answers, so they are in the answer keys.

Answer key: a bottle of Fanta, Coca Cola, mineral water, juice; a packet of sugar, biscuits; a box of juice; a jar of honey; a kilo of sugar, peaches, honey

Activity 4 Work in pairs. Tell Malika what to buy.
Objective: to practise using the new structure in imperative sentences
Ask PP to read the example. Make sure they understand that they are to use the words in the 'cloud'. While they are working in pairs, you walk round and listen in, checking the correctness and also that one pupil does not dominate her/his partner.

Activity 5 Listen and read.
Objective: to improve reading speed, pronunciation and intonation
Play the CD. PP listen. Then play the CD sentence by sentence and ask PP to repeat after it in chorus. Then ask them to read in pairs, all pairs should do this at the same time. Finally ask one or two pairs to read the dialogue to the class.

See Classbook for CD script.

Activity 6 Work in pairs. Play Customer and Sales Assistant.
Objective: to give freer practice in talking by means of a role play
Pupils take turns to play the roles of a sales assistant and a customer. The dialogue in Activity 5 serves as an example.

NOTE: For the next lesson your pupils will need paper and markers/ crayons.

Lesson 6 Project

Objectives:
- to present cultural information about the UK
- to practise talking and writing on the subject of the unit
- to give pupils practice in working creatively while designing a poster

Vocabulary:
supermarket
market
shop sell

Activity 1 Spelling Dictation.
Objective: to check the spelling of the words in Unit 3
For the procedure see Unit 1 Lesson 6 Activity 1.

Activity 2a Look, listen and read.
Objectives: to present cultural information about the UK;
to practise reading for detailed information

PP look at the pictures, listen to the teacher reading and then read the text silently.

Activity 2b Work in pairs. Point and say.
Objective: to obtain feedback on pupils' comprehension
PP look at the pictures and point to the supermarket, market and small shop.

Activity 2c Write the words in your language.
Objective: to check pupils' understanding of the words from the text
PP write the words for the three English words in their mother tongue in their exercise books. Those who are not sure may be allowed to consult the Wordlist.

Activity 3 Look at the leaflets. Answer the questions.
Objective: to prepare for the main activity
Ask PP to look at the leaflets and read the information. One pupil reads the first question, another pupil answers it. Go on till the end of the list. NB Question 5 is a tricky one. The answer is not '8.30 in the morning', but 'from half past 8 in the morning till/to 8 o'clock in the evening'.

Activity 4 Work in groups. Make a poster for your shop. Use the questions in Activity 3.
Objectives: to provide freer oral and written practice on the topic of the unit; to give pupils practice in designing a poster
Make groups. Hopefully each group has a sheet of paper and some crayons and/or markers. Tell your PP to create a poster for a shop of their own. Help them allocate responsibilities – everyone in the group should have something to do. Remind them about the questions in Activity 3 which can help a lot. Give as much help to PP as they need. At the end each group should put their names on their poster and then display their poster. Groups walk round and look at the posters. Each group should decide:

a) which shop they like best and why
b) find one good thing about each poster and be ready to tell the class that thing.

When groups are ready, hold a feedback session. Ask each group to say which poster they liked most of all and why. Then groups give their positive comments about each poster. The purpose of this procedure is to draw pupils' attention to what makes a good shop/poster, to practise drawing up criteria and to create a friendly atmosphere.

UNIT 4 AT THE MARKET

Lesson 1 How much are they?

Objectives:
- to present and practise language for buying things
- to practise listening for specific information and for detailed information

Vocabulary:
plum pear cherry melon
one hundred and thirty
water melon half a kilo
grape apple pay
*decide price

Activity 1 Listen and repeat.
Objective: to help to establish the meaning of the new words
Say the words one by one. PP repeat after you all together, then in rows and individually. Then they try to match the words and pictures. Tell them that the words '*one hundred and thirty, half a kilo, pay*' are not in the picture.

Activity 2 Chain Drill.
Objective: to practise saying the new words in sentences
PP practise talking about their favourite fruit. If you wish, you can revise the question '*What about you?*' and ask PP to add it when addressing the next pupil.

Activity 3a Listen and repeat.
Objectives: to improve pronunciation and sentence stress;
to prepare for the next activity
Read the first sentence of the model dialogue. PP should repeat after you in chorus. Read the second sentence and ask PP to repeat it too. Pay attention to the stress and intonation. Ask one or two pairs to read the model dialogue before you do the next activity.

Activity 3b Work in pairs. Ask and answer.
Objective: to give pupils less-controlled practice in talking about fruit and prices
PP practise in pairs. They take turns to be customers and sales assistants. **e.g. Customer**: A kilo of pears, please.
Sales Assistant: That's one hundred soums.

Activity 4a Listen and answer.
Objectives: to practise listening for specific information;
to provide a model for pupils' work in Activity 6
Pupils listen to the text and answer the question.

Answer key: 100 soums.

See Classbook for CD script.

Activity 4b Listen and repeat.
Objectives: to improve reading speed, pronunciation and intonation;
to memorise the model dialogue
Play the CD. Make a pause at the end of each sentence. PP should repeat it.

Activity 5 Look, listen and find Anvar's bag.
Objective: to practise listening for detailed information
PP listen to the CD and write the number of Anvar's bag.

Answer key: c

CD script

Yesterday Anvar went to the market and bought some fruit. He bought 1 g of grapes, two small round melons, six red apples and half a kilo of peaches.

Activity 6 Work in groups. Play Customers and Sales Assistants.
Objective: to give practice in writing about buying fruit
Make two groups. The group of customers writes a list of 5 things they want to buy; they also write how much money they have. The group of sales assistants writes a list of fruit they have on sale and the prices. When they finish, make pairs in which PP will play the roles of customers and sales assistants. If time allows, you can ask one or two pairs to act their conversation to the whole class.

Lesson 2 How much does it cost?

Objectives:	**Vocabulary:**
• to present and practise language for buying things • to introduce cultural information about the UK	cabbage potato pumpkin radish cucumber onion cost pound pence each

Activity 1 Play Backdrawing.
Objective: to revise the words from Lesson 1
Make pairs. Ask PP to sit with their backs to each other. Each pupil in a pair should think of a word from Lesson 1 and try and 'write' it with her/ his finger on the back of his partner. Demonstrate how it is to be done with one of your good pupils. This game is a good way of revising vocabulary, provided your pupils have nothing against touching each other.

Activity 2 Listen and repeat.
Objective: to establish the meaning of the new words

Ask PP to look at the Activity 5b to get the meaning of 'pound £', 'pence p'. See if they remember the word 'carrot' from Unit 3.

Culture Notes:
In the UK certain vegetables are not sold by weight but by quantity. Cabbages and cucumbers are sold at a fixed price for one; radishes are sold in a bunch.

Activity 3 Listen and repeat.
Objective: to practise the pronunciation of nouns in the plural
Ask PP to repeat the plural nouns after the CD all together.

See Classbook for CD script.

Language Note:
'pence' is the plural of 'penny'

Activity 4a Work in groups of 4/5. Play Find Someone Who.
Objective: to practise the question *Do you like ..?*
Start by demonstrating. Ask one of your best PP *'Do you like carrots?'* Listen to the answer. Make pretence that you are drawing a cross or a tick. Ask this pupil to repeat your question and tell another pupil to answer it. When the second pupil answers the question, ask the first what s/he must draw: a tick or a cross. Now make groups of 4/5. Ask each pupil to write the names of everyone in their group in the first column and write 4/5 vegetables. Then PP will take turns to ask and answer the question *'Do you like ..?'* and draw ticks or crosses as in the example.

Activity 4b Complete the diagrams.
Objectives: to teach PP to make pie charts; to revise numbers
PP work in groups of 4/5. Each pupil is responsible for one of the fruit or vegetable and for recording the total. When the group finish, tell them to make the pie charts. Each pupil makes his/her pie chart for the whole group. e.g. Pupil A is responsible for carrots. Two pupils like carrots. Pupil A's pie chart is ***carrots***

Activity 5a Look, listen and repeat.
Objectives: to prepare for the next activity;
to present symbols for British money
Read the first sentence of the model dialogue. PP repeat after you all together. Do the same with the second sentence. Draw pupils' attention to the symbol **p** which stands for **pence.** Remind them that it is the plural of **penny.** Now ask PP to read the sentences from the Remember box. Explain that £ stands for **pound sterling.**

Culture Notes

There are 100, 50, 20, 10 and 5 notes; there are 2 and 1 coins. There are 50p, 20p, 10p and 5p coins which are silver-coloured and 2p and 1p coins which are copper-coloured.

Activity 5b Work in pairs. Ask and answer.
Objective: to give PP less-controlled practice in talking about prices
In pairs PP take turns to be customers and sales assistants. They make dialogues following the model in 5a.

Activity 6a Listen and answer.
Objectives: to practise listening for specific information;
to provide a model for pupils' work in Activity 6c
Play the CD. PP listen and answer the question.

Answer key: 40 pence

See Classbook for CD script.

Activity 6b Listen and repeat.
Objective: to improve reading speed, pronunciation and intonation
Play the CD. Make a pause at the end of each sentence. PP should repeat it after the CD.

See Classbook for CD script.

Activity 6c Play Customer ans Sales Assistant.
Objective: to practise talking about buying things
In pairs PP take turns to be customers and sales assistants. They can talk about different fruit and vegetables. Tell them that the prices must be in British money.

Lesson 3 Do you want to be healthy?

Objectives:
- to present and practise the modal verb 'should'
- to provide useful information about healthy food
- to practise talking about food and healthy life styles
- to read for the main ideas, for specific and detailed information

Vocabulary:
should healthy
*fats milk products
energy vitamin
mineral skin

Activity 1a Work in pairs. Ask and answer.
Objective: to practise talking about food
Start by telling PP about yourself, e.g. *'I have bread and butter and coffee for breakfast'*. Ask one of your good PP *'What about you?'* Listen

to her/his answer, then ask PP to work in pairs. Walk round, listen in and give help if/when necessary.

Activity 1b Look, copy and complete the table with the right food.
Objectives: to practise writing; to teach PP to differentiate between different types of food

Ask PP to look at the picture and write the words for different food in the right column. Pre-teach the words 'fats' and 'milk products'. Get feedback after they have finished.

Activity 2a Read and say. Does 'should' mean can/must/like?
Objectives: to practise reading for main information; to focus on *should*
PP read the text silently, then answer the question. Now ask them to read and translate the sentences from the Remember box.

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

Activity 2b Read and write answers.
Objective: to read for detailed information
PP read the text again, think and answer the two questions.

Activity 3 Chain Drill.
Objective: to practise using *should* in sentences
This is an ordinary Chain Drill activity in which PP practise *should*. Each pupil must make a sentence with *should* as quickly as possible. You can let PP speak in the order in which they are sitting. But it is good to change the order sometimes.

Activity 4 Work in pairs. Read and answer the questions.
Objective: to practise reading for specific information and talking about healthy food

Ask PP to work in pairs. First they should read the information in the table silently. Then they should take turns to ask and answer the seven questions. It is much better if PP give complete sentences in answer to the questions, e.g. 'Apricots are good for skin and eyes'.

Lesson 4 Are your animals healthy?

Objectives:
- to practise talking about what is good for people's and animals' health
- to practise listening for detailed information
- to develop writing skills through a controlled activity

Vocabulary:
*nail
hour
bitter

Activity 1a Answer the questions.
Objectives: to practise talking about feeding rabbits; to get ready for the reading text
Ask one of the PP to read the first question. Listen to your pupils' answers about what they feed rabbits. If none of your PP has a rabbit, move on to the second question, which provides discussion on the topic of what is good for rabbits and prepares PP for the next activity.

Activity 1b Write T for True and F for False.
Objectives: to stimulate pupils' ideas about the topic and to help them predict what the text will say
This is an ordinary True or False activity which PP do in their exercise books.

Activity 1c Read the text and the sentences. Match them.
Objective: to practise reading for detailed information PP read and match the gaps in the text with the sentences.

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

Activity 1d Listen and check.
Objectives: to practise listening for specific information; to check predictions
Play the CD. PP listen and check their predictions and matching. You may want to ask them whether all of their predictions were right.

CD script

Doctor White tells us how to look after our rabbits. "Well, the first thing I want to tell you is that rabbits shouldn't eat carrots. A lot of people don't know this. But carrots are bad for rabbits' teeth. Rabbits' teeth grow very quickly: two millimetres a week. Usually this is OK because in the wild rabbits eat a lot of grass. In the wild rabbits eat for half the day. But domestic rabbits always stay at home. They don't eat much grass. We give them other things like carrots. But this gives rabbits a problem. Their teeth grow and grow fast. They get very long and this is bad for the rabbit. So remember — don't give your rabbit a lot of carrots. One or two carrots a week is good".

Activity 2a Choose one of the topics and write a radio programme.
Objective: to practise writing a paragraph
Make 4 groups. Each group should choose one of the suggested topics. Make sure not all the groups choose the same topic. In groups PP should discuss and then write the text of their radio programme. They should have something like this:

1 We know that sheep, cows and horses eat grass. But do you know that new grass in spring is dangerous for these animals? If they drink water after new grass it makes them sick and can kill them.

2 Do you know that birds' nails grow fast? In the wild birds fly and sit on stones. But a bird in a cage at home does not fly. Its nails grow fast and it is bad for your bird.
Remember – put a stone in the cage. When your bird sits on it, its nails do not grow.

If your pupils have difficulties in creating a cohesive text, help them by giving sentences in their native language which they can translate into English.

Activity 2b Read your programme to the class.
Objectives: to practise reading aloud; to teach simple presentation skills
Now the groups should read their programme to the class. Before they do it tell them that they must choose a speaker. This boy or girl should have a loud voice. As soon as the speakers are chosen, tell them that they will come out in front of the class with the text of their programme. They should not be in a hurry when they read it and they should observe all the punctuation marks, i.e. they should make pauses after commas and full stops. At the end of the presentation give feedback - say how good the presentation was.

Activity 3a Answer the questions.
Objectives: to practise talking about what is good for people's health;
to prepare for the homework
Read the first question. Ask several PP to say what they think. Go on till the end of the activity. Note that pupils' answers may vary, and it would be better if you didn't tell them the right answers at this stage, because they will learn the true facts while doing the homework.

Activity 3b Find the answers in the homework.
Objective: to read silently and independently for the main ideas
PP read homework 1c silently and check their answers in 3a.

Lesson 5 Whose sandwich is this?

Objectives:
- to present and practise new words
- to practise reading for detailed information
- to develop writing skills through a controlled activity

Vocabulary:
triangle square
circle raisins
lettuce flour

Activity 1a Match the words and pictures.
Objective: to establish the meaning of new words
This is a normal matching activity which is to be done orally.

Activity 1b Listen and repeat.
Objective: to teach the correct pronunciation
Read the words for your pupils to repeat after you in chorus and/or individually.

Activity 1c Find triangles, squares and circles in the classroom.
Objectives: to reinforce the new words; to teach pupils to be observant
Ask your PP to look round the classroom and try and find the shapes. At this stage they may simply point to an object and say out loud the words for the shapes.

Activity 2 Look and match.
Objective: to revise the words for food
PP look at the pictures and read the shopping lists. Then they do the matching in their exercise books.

Activity 3a Look, read and find Malika's and Anvar's sandwiches.
Objective: to practise reading for detailed information
Tell PP that Malika and Anvar have made very interesting sandwiches and it will be everybody's task to find them. PP should read both parts, **a** and **b** and find the answers, then compare their answers with their partner. If there isn't enough time pupils can work in pairs where one pupil reads the sentences in **a** and finds Malika's sandwich in the picture and shows it to her/ his partner. The second pupil does the same with Anvar's sandwich **(b).**

Activity 3b Draw your sandwich. Write instructions.
Objective: to give practice in writing
Ask PP to draw a sandwich they would like to make and write instructions following the model in Activity 3a, e.g. "Cut a circle nose from a carrot. Cut a triangle mouth from a cucumber. etc."

Activity 3c Work in pairs. Picture Dictation.
Objectives: to practise listening for detailed information; to have fun
In pairs PP take turns to describe a sandwich they would like to make and their partner draws it.

Lesson 6 Project

Objectives:
- to revise the material of the Unit
- to give freer practice in talking and writing

Vocabulary:
committee*

Activity 1 Spelling Dictation.
Objective: to check the spelling of the words in Unit 4
For the procedure see Unit 1 Lesson 6 Activity 1.

Activity 2a Work in groups. Answer the questions.
Objective: to practise talking about shopping in villages
In groups PP discuss the questions. After they have finished ask each group to say what they think on each point.

Activity 2b Work in groups. Read the letter and draw your plan.
Objectives: to practise reading for main information; to practise talking about the sections of a supermarket
In the same groups PP read the letter and start a discussion about what sections they would like to have in their supermarket. Ask them to draw a plan of their supermarket in their exercise books. Remind them to write the names of the sections, e.g. Meat, Grocery, etc. Help them to make this plan look realistic, e.g. if pupils think people in the villages do not need a Fruit and veg section, they should not include it.

Activity 2c Copy and complete your letter to your village committee.
Objectives: to give practice in writing a formal letter; to revise words for supermarket sections
Tell PP to write a short letter to the village committee and attach their plan to it.

UNIT 5 BIRTHDAY

Lesson 1 When's your birthday?

Objectives:
- to enable pupils to say the years
- to practise writing and talking about important dates
- to listen for detailed information

Activity 1 Play Birthday Line.
Objective: to revise ordinal numbers and the names of the months
Start by asking two PP to read the dialogue in the first picture. Make sure everybody understands the question which is also the title of the lesson. Practise repeating the question several times. Now ask your PP to stand up. Point to one place in the classroom and say that it is the first of January, the place opposite it is the thirty-first of December. PP should ask the question about each other's birthday and form a birthday line in which everybody occupies the right place. Check after they have finished by asking the same question.
You can use the pictures to practise with pupils. It is the same picture three times, but with less and less language support so PP must do more.

Activity 2 Write your friend's birthday.
Objective: to practise writing ordinals and months
Draw attention to the difference betwen how dates are written and how they are said, e.g. we write "My birthday is 3 February" but we say 'My birthday is on the third of February'. Each pupil may write in the exercise book the birthday of her/his friend, not necessarily their usual partners in class.

Activity 3 Listen and repeat.
Objective: to teach PP to say years
PP listen to the CD and repeat the years after it. Tell PP to look at the Remember box and explain or elicit how to say years. Now ask them to practise saying the years. You may want to ask several pupils to repeat the same year to ensure better understanding and memorisation.

See Classbook for CD script.

Activity 4 Play Bingo.
Objective: to listen for detailed information
PP copy the table from this activity 'Bingo' but without years in their exercise books. Then ask PP to write the years from Activity 3 in each space of the first card. They should write six of them in a random way. When everybody finishes, call out these years. If PP have them in their cards, they cross them out. As soon as a pupil crosses out all the years in the card, s/he shouts out 'Bingo!' This pupil is the winner. More than one pupil can win. Repeat this procedure with the second card. If you wish to you could make it more challenging by adding 3-4 new years on the card which PP may also choose from.

Activity 5 Work in pairs. Point and say.
Objective: to reinforce the studied material (years)
PP work in pairs. In turns they point to a year in Activity 3 and their partner says the year.

Activity 6 Work in pairs. Year Dictation.
Objectives: to give further practice in listening for detailed information; to practise writing and saying dates
Working in pairs PP take turns to say a year to their partners, which should be written in figures in the exercise book.

Activity 7a Work in pairs. Write five important dates in your life.
Objectives: to practise writing and saying the dates; to practise listening
Ask PP to copy the table. One table for 'Me' and the other for 'My partner'. Each pupil writes 5 important dates in the table for 'Me'. Tell them that these may be birthdays of the people in their families, favourite holidays or any other important dates provided they can explain them in English. Then they must dictate the dates to their partners without saying

why it is an important date. After that they change turns and complete the table for 'My partner'. They write in the table in column 'Date'.

Activity 7b Work in pairs. Ask, answer and write.
Objectives: to give less-controlled practice in talking about important dates; to practise writing
Ask two PP to read the example dialogue. In the same pairs they should ask and answer the question in the example, talking about their important dates using the tables from their exercise books. Then they should write this important date in the table in the exercise book in the column 'Reason'

Lesson 2 Happy birthday!

Objectives:
- to present and practise words related to birthdays
- to enable pupils to talk about birthdays and presents
- to read for detail

Vocabulary:
get a birthday card
get a present
go to a restaurant
have a party birthday cake
children grown up hope*

Activity 1a Look and guess the new words.
Objective: to establish the meaning of new words and phrases
This is a normal matching activity in which PP try and find objects and people in the picture to match the words or establish the meaning of a phrase with the help of the whole picture. Ask PP to copy the words and phrases and give the translation in their exercise books.

Activity 1b Listen and repeat.
Objective: to teach PP to pronounce the new words and phrases correctly
Say the words and phrases. Let your PP repeat after you in chorus, then rows, then individually.

Activity 2 Work in pairs. Read and answer.
Objective: to practise asking and answering questions about birthdays
In pairs PP make questions and ask their partners to answer them. While they are doing this, write words and phrases from 1a on the board. It would be better if you write them not in a column but in different corners of the board. This is the preparation for the next activity.

Activity 3 Play Slap the Board.
Objective: to help memorise the new words
Make two teams. Explain that you will say one of the words or phrases from 1a in your pupils' native language. Two PP, one from each team, should go to the board as quickly as possible and slap that English word

or phrase. The team which gets the most points is the winner. The first team to slap the board gets two points if the answer is correct, none if it is wrong. The second team to slap the board gets a point if the answer is correct, none if it is wrong. It is a noisy activity, but it offers a lot of fun and practice in recognising and memorising English words and their translation/meaning.

Activity 4a Choose a present for one of your family/friends and write.
Objective: to practise writing about presents
PP write two sentences according to the given example in their exercise books. To help them avoid constant repetition of 'He/She likes ...'. tell pupils that they can write 'He/She wants a ...'.

Activity 4b Talk about the presents.
Objectives: to practise talking about presents;
to prepare for the next activity
Ask several good PP to say the sentences they have written to the whole class. That will probably be some help to those who had difficulty in coping with the task.

Activity 4c Work in groups. Listen, copy and complete.
Objective: to practise listening for detailed information
Make groups of five or six. First ask PP to copy the table and write the names of everybody in the group. Then in turns they say their sentences and the rest complete the table.

Activity 5 Look at the invitation and say what John wants.
Objective: to practise reading for specific information
Tell PP to read the text silently and tell you in their mother tongue what John wants.

Lesson 3 Birthdays are fun!

Objectives:
- to present and practise the Past Simple of three irregular verbs;
- to enable PP to write about their birthdays

Activity 1 Copy and complete the Word Spider.
Objective: to warm up
Ask PP to read the word on the spider's leg and write their own Word Spider in their exercise books. They will obviously repeat some of the words, which is only natural because the topic should be the same - 'Birthday'. Nevertheless tell them that you would appreciate it if they wrote some words of their own and did not merely copy the words from

the Classbook. Possible answers can be: birthday-card, song, cake, greeting, palov, boy, girl, game, etc.

Activity 2a Listen to the teacher's story.
Objective: to present the Past Simple of three irregular verbs
Tell PP that usually schoolchildren want to know more about their teachers. Ask them whether they would like to know about your last birthday and translate the word *'last'*. Hopefully PP will be quite eager to listen to your story, which may be like the following:

Script

I am ... years old. My birthday **was** on .... I **got** a lot of presents on that day. I **got** two books, a handbag and some flowers. They **were** very nice. I **had** a good birthday party in a restaurant (at home). I **was** very happy.

The whole story should be written on the board before the lesson. It may be covered with paper, if you do not want your pupils to pay attention to it before the right time. While you are telling the story, point to the Past Simple forms of some verbs. Tell PP that as it was your last birthday the story is in the past tense and elicit the meaning of the forms.

Activity 2b Read the teacher's story.
Objectives: to focus on the Past Simple of some irregular verbs;
to practise reading aloud
PP should read aloud your story on the board sentence by sentence Pay special attention to the pronunciation of **was, were, got, had.**

Activity 2c Copy and complete the story.
Objective: to give controlled practice in writing
With your story on the board as an example PP copy and complete the story in the exercise book. After this activity, draw your pupils' attention to the Remember box.

Activity 3a Write about your birthday.
Objective: to give less-controlled practice in writing on the topic of the lesson PP write 6-7 sentences about their last birthdays in their exercise books. While they are doing this give as much help as PP may need, particularly in using the correct forms of the verbs. However, if PP use your story and Activity 2c as examples, they will not have great difficulty in writing a story of their own.

Activity 3b Work in groups. Read your texts. Say who had the best birthday.
Objective: to practise reading and listening

Make groups of 3-4. PP read their stories and decide whose birthday party was the best.

Activity 4 Read and put in order.
Objective: to revise the structure of a letter
Give PP time to read the parts of the letter silently and think about the right order. If necessary remind them of the structure of a letter. Then ask individual PP to read aloud sentence by sentence.

Activity 5 Sing the birthday song.
Objective: to practise listening and singing
PP listen to the CD and sing a song 'Happy Birthday to You!' in Uzbek and Russian.

Uzbek version
Tabriklaymiz sizni
Tabriklaymiz sizni
Tabriklaymiz sizni qadrli Olim
Tug'ilgan kuningiz bilan!

Russian version
Поздравляем тебя
Поздравляем тебя
Дорогая Светлана
С днем рожденья тебя!

CD music

The English version of the poem is not in the CD. Only tune of the song is recorded.

Activity 6 Make a birthday card for your friend/relative.
Objective: to make a birthday card for a friend/relative
Ask PP to draw a birthday card for a friend/relative in their exercise books.

Lesson 4 I love summer

Objectives:
- to present and practise the Past Simple of more irregular verbs
- to introduce the Past Simple of regular verbs
- to enable pupils to talk and write about their holiday
- to listen for detailed and specific information

Vocabulary:
irregular verbs:
be – was/ were
give – gave
get – got
have – had
go – went
swim – swam
read – read

Activity 1a Listen to Rustam's story about his summer holidays. Find the odd picture out.
Objectives: to present the Past Simple of more irregular verbs;
to practise listening for gist
PP look at the pictures, listen to the CD and put the pictures in order.

CD script

Shavkat: Rustam, what did you do in the summer holidays?

Rustam: The first four weeks I stayed at home here in Samarkand. It was very, very hot. I think you weren't here then Shavkat.

Shavkat: That's right. My family went to Agalyk. It was beautiful in the mountains.

Rustam: Well, when it was hot I watched TV, played computer games and read some books. You know I like Uzbek poetry. In the evening when it was cool I played fotball with some of our classmates. Then in August we visited my Granny at our summer house. That was great. I swam in the river with my cousins and helped my family pick apples and pears. And my Granny gave us lots of fruit to eat. I loved it at our summer house.

Answer key: e, c, d, b, f / **no** a

Activity 1b Listen again and answer the questions.

Objectives: to practise listening for specific information; to focus on the meaning of the new grammar

PP listen to the story a second time. Ask PP to tell you when it all took place. They should be able to tell you, in their mother tongue naturally, that it was in the past.

Activity 1c Read the text aloud.

Objectives: to practise reading aloud; to focus on the Past Simple of regular and irregular verbs

The story itself is on the board prepared before the lesson and covered with paper before the time comes to read it. Ask PP to look at the board. They should read the text aloud sentence by sentence. They can do it in rows and individually. After each sentence stop them and ask what word indicates that the action happened in the past. To double check their understanding you may want to ask PP to translate the Past Simple verbs into their mother tongue. Make the text into a game, rubbing out parts of the story each time, until almost nothing remains on the board. In this way PP wiil memorise the story and the past tenses in context.

Activity 1d Tell the story. Use the words from the blackboard.

Objective: to practise new grammar, retelling the story

Now ask pupils to retell the story.

Activity 2a Listen and repeat the verbs in the Past Simple.

Objective: to teach PP the correct pronunciation of regular verbs in the Past Simple

Play the CD with the Past Simple verbs from the text. PP listen to it and repeat them ail together, then in rows, then individually.

See Ciassbook for CD script.

Activity 2b Listen and write the words in the right column.
Objective: to check pupils' understanding of the pronunciation of *-ed*
PP listen and write the given verbs into the right column in the exercise book.

Answer key: [t] – worked, helped, watched; [d] – lived, played;
[id] – visited

See Ciassbook for CD script.

Activity 2c Copy and complete the table of regular verbs.
Objective: to practise copying for memorisation
Ask PP to copy and complete the table. Before PP do this activity ask them to look at the Remember box to revise the Past Simple of the irregular verbs. Those who know these forms well will be able to cope with the task without the Classbook. However, there will be some pupils who will copy the words. Let them do it as it wiil help them to memorise the Past Simple forms.

Activity 3a Write five sentences about your summer holidays.
Objective: to practise using the Past Simple in writing
PP should choose five verbs from those given and write five sentences in their exercise books describing what they did during their summer holidays.

Activity 3b Work in groups. Listen to your friends, copy and complete.
Objective: to practise listening
Make groups. Ask pup PP to copy the table. PP take turns to listen to each other's story and complete the table.

Activity 4 Write your report.
Objective: to practise writing a report in the Past Simple
Each pupil writes a report about her/his classmates with the help of the information from the previous activity. Make sure they do it in the Past Simple.

Lesson 5 I was born in Tashkent

Objectives:
- to present and practise new words
- to introduce negative sentences in the past Simple
- to read for gist

Vocabulary:
I was born in ...
ago bull move to
sell – sold
last month cart*

UNIT 5

Activity 1 Look, listen and repeat.
Objective: to establish the meaning of the new phrases
PP look at the pictures, listen to the teacher's reading and repeat the phrases in chorus, rows and then individually.

Activity 2a Chain Drill.
Objective: to reinforce the new phrases
This is an ordinary Chain Drill activity in which every pupil says where s/he was born and asks the next pupil '*And you?*'. You can start by speaking about yourself.

Activity 2b Work in pairs. Copy and complete the table.
Objective: to give less-controlled practice in writing
First each pupil should write several sentences about herself/himself copying and completing the table about '*Me*'. Then they copy the table '*My partner*'. Working in pairs, they listen to each other and write about their partners.

Activity 3a Read and give the text a title.
Objective: to practise reading for gist
PP read the text and give it a title.

Activity 3b Read and answer the questions.
Objective: to focus on negation in the Past Simple
Before PP begin reading the text, ask them to pay special attention to the words in bold. PP read the text silently. Then ask them to translate the words in bold into their mother tongue. Draw their attention to the Remember box and explain how to form the negative of the Simple Past.

Activity 4 Listen and repeat.
Objective: to teach the correct pronunciation of the new words
Say each word in turn and ask your PP to repeat after you all together and/or individually.

Activity 5 Chain Drill. Say what you didn't have five years ago.
Objective: to reinforce negation in the past
This is an ordinary Chain Drill activity which PP are to do according to the example.

Activity 6 Work in pairs. Ask, answer and write.
Objective: to practise writing sentences in the Present and Past Simple
First PP write two sentences about themselves. Then they ask their partners and write about them. Make sure they fully understand the difference in the two sentences.

Lesson 6 Project

Objectives:
- to revise the material of the unit
- to practise reading
- to give pupils an opportunity to work creatively

Activity 1 Spelling Dictation.
Objective: to check the spelling of the words in Unit 6
For the procedure see Unit 1 Lesson 6 Activity 1.

Activity 2 Work in groups. Find the texts on page 141.
Objective: to prepare for the next activity
Make groups of 4-5. Ask PP to turn to page 141 where they will find a number of texts.

Activity 3 Choose one of the people and read about him/her.
Objectives: to teach PP to reach consensus; to read quickly for gist
Before PP decide which one of the people to choose, ask them to read all the texts quickly. Give them a time limit for this, e.g. 2 minutes. This will ensure that they read fast rather than read the texts through. Tell them that if they disagree as to which person to take they can decide it by voting. Your role in their final decision is important. You can advise your pupils tactfully so that all the groups do not choose the same text.

Activity 4 Copy and complete the table.
Objectives: to give PP practice in finding the necessary information in texts for reading; to practise reading for specific information and writing
PP read the chosen text carefully. Then they copy and complete the table in the exercise book.

Activity 5 Use your notes to make a poster.
Objective: to give PP an opportunity to work creatively while designing and writing a poster
Working in groups PP design and create their posters. The most difficult thing will definitely be the portrait of the person. You can help your pupils if you try and make photocopies of the portraits before the lesson. Do not forget to display posters when they are ready and get feedback on them from all the groups. See the procedure in Unit 3 Lesson 6 for how to do this.

UNIT 6 WHAT YOU DID YESTERDAY

Lesson 1 I wanted to be ..

Objectives:
- to introduce and practise the structure 'somebody wants smb to do something'
- to practise reading for detailed information to revise questions in the Present Simple

Vocabulary:
*still
after
advice
come back
allow

Activity 1a Listen, copy and complete.
Objective: to listen for detailed information
Play the CD. PP listen to the song and complete it in the exercise books. You can play the CD a second time, if you feel your PP need it.

CD script

Do you want to be a TV star?
Do you want to be a dancer?
Do you want to be a singer?
What do you want to be?
What do you want to be?
Do you want to be a teacher?
Do you want to be a driver?
Do you want to be a doctor? What do you want to be?

Activity 1b Sing the song.
Objectives: to memorise the words of the song; to have fun
Before you ask PP to sing the song you may want to ask them to read the words of it all together. Then play the CD. PP should sing together with the CD.

Activity 2a Work in pairs. Interview your partner.
Objective: to practise talking about professions
In turns PP ask and answer questions in their exercise books.

Activity 2b Listen and repeat.
Objectives: to focus on the new language item;
to practise correct intonation and sentence stress
Read the first sentence. PP should repeat after you in chorus, then in rows and individually. Repeat the procedure with the second sentence. Then draw your pupils' attention to the Remember box.

Activity 2c Chain Drill.
Objective: to reinforce the new structure
This is an ordinary Chain Drill activity in which PP practise the new structure. See Unit 4, Lesson 3 Activity 3 for procedure.

Activity 3a Look at the past of these verbs. Write the present.
Objective: to revise irregular verbs
PP write the answer in their exercise books.

Activity 3b Check your answers in the Grammar Reference.
Objective: to practise working with the Grammar Reference
When PP finish tell them to check their answers in the Grammar Reference section of the Classbook.

Activity 4a Read and find the words with '*' in the Wordlist.
Objectives: to read for detailed information;
to give pupils practice in working with the Wordlist
Before PP start reading the text, tell them that you will not translate the new words for them. They will have to find the words in bold in the Wordlist. PP read the text silently. To check that they have found the correct meaning of the new words you can ask PP to translate the sentences with the words in bold into their mother tongue.

Activity 4b Work in pairs. Answer the questions.
Objective: to check comprehension of the text
PP work in pairs. In turns they ask and answer the questions on the text. When they finish, get feedback.

Activity 4c Write five sentences.
Objective: to reinforce the new structure; to practise writing (copying)
PP should write five sentences following the given example. If time allows, you can play a game. PP ask their classmates to do what they want them to do. In this case they should only read the sentences with 'you', e.g. pupil A reads her/his sentence, 'I want you to stand up and bark'. Then s/he should say the name of one of her/his classmates, and that girl or boy must do what has been asked.

Lesson 2 Did you open the window?

Objectives:
- to introduce and practise interrogative sentences in the Past Simple
- to revise the Past Simple of regular and irregular verbs

Vocabulary:
draw-drew put-put

Activity 1a Look, listen and repeat.
Objectives: to introduce interrogative sentences in the Past Simple;
to teach pupils correct intonation in questions
Ask PP to look at the sentences in the first column and in the second. Elicit the meaning of the words 'affirmative' and 'interrogative'. Read the

first affirmative sentence. PP should repeat after you in chorus. Now read the first interrogative sentence, which PP also repeat. Ask them what they notice in it. PP should be ready to say that they see '*Did*' at the beginning of the question. Hopefully some will also notice that there is no '*-ed*' at the end of the main verb. If no one notices this, draw their attention to the main verb. Repeat the procedure with the second and the third lines. Then play the CD and ask PP to repeat after the CD.

See Classbook for CD script.

Activity 1b Copy and complete the table.
Objective: to practise questions in the Past Simple
PP copy the table into their exercise books and do the task individually. Walk round giving help, correcting mistakes.

Activity 2a Write two sentences about yesterday.
Objective: to practise writing affirmative sentences in the Past Simple
Ask PP to read the example. Now they should write two sentences of their own. Remind PP that they should use the Past Simple.

Activity 2b Play What You Did Yesterday.
Objective: to give further practice in questions in the Past Simple
Start by asking two PP to read the model dialogue aloud. Then ask one of your best PP to come up to your table and write a sentence about what s/he did yesterday. Ask her/him to write on a sheet of paper that only you can see. Now the rest of the class must ask Yes/No questions. They do it until the pupil says 'Yes'. Repeat the procedure with another pupil.

Activity 3a Read and say what the children did.
Objectives: to read for detailed information;
to practise talking about past actions
PP read the dialogue silently. When they finish, ask them to say what the children did. They should give complete sentences, e.g. *Sally moved her chair to the door.*

Activity 3b Find in the Wordlist and write the Past Simple of the verbs.
Objective: to revise the Past Simple of regular and irregular verbs
After the previous activity PP should have no difficulty in remembering the Past Simple of these verbs, the only possible problem may be the spelling of **moved** and **drew.**
You may want to help PP check their answers by writing the four words on the board.

Activity 3c Write what the children did.
Objective: to reinforce the Past Simple of the new irregular verbs

PP write the sentences in their exercise books. When most PP have finished, check the answers by eliciting from the PP and writing in the blackboard. If you are short of time, this activity could be done as homework.

Activity 4 Play Did You ...?
Objectives: to give less-controlled practice in asking questions in the Past Simple; to have fun
For the procedure see Activity 2b.

Lesson 3 What did he look like?

Objectives:
- to revise vocabulary related to appearance
- to practise listening for specific information
- to practise speaking and writing

Vocabulary:
coat happen
unusual disappear

Activity 1 Play I Want You To ... .
Objective: to warm up
Ask PP to turn to Lesson 1 Activity 4c. Tell them that they can give sentences from this Activity or make their own ones according to the example. One pupil comes to the front of the class and tells the class her/his sentence. Notice those who perform the action correctly and choose the next pupil to say her/his sentence from them. Do this several times. All the PP who make no mistakes in performing the actions are winners.

Activity 2 Find the words in the Wordlist. Write the meaning.
Objectives: to teach PP how to say the words correctly;
to prepare for the next activity
Say the words. PP should repeat after you in chorus/ rows/ individually. Now tell them to find the meaning of the words in the Wordlist.

Activity 3a Listen and say: What's the problem with Jackie?
Objective: to practise listening for specific information
PP listen to the CD. Tell them to find the answer to the question "*What is the problem with Jackie*?' They may need to listen twice to be able to answer.

CD script

At the police station
The Keeper: Help me! Help me!
The policeman: What happened?
The Keeper: Jackie ... oh! My poor Jackie ... He disappeared.

The policeman: When did it happen?
The Keeper: I came in the morning, opened the cage and saw... Oh, my poor Jackie! Where are you?
The policeman: Please, think. Did you notice something unusual?
The Keeper: I don't know. Oh, yes! That man... He came every morning and gave him sweets. And today I didn't see him.
The policeman: Here are some photos. I want you to look at them. Can you see the right man?

Activity 3b Work in pairs. Help the Keeper find the man.
Objective: to practise talking about someone's appearance
This is an 'information gap' activity. PP work in pairs. They take turns to ask questions as in the example in order to find the man.

Activity 3c Work in pairs. Write a description of the man.
Objective: to develop writing skills
After PP have found out all the information they can write sentences describing the man. Walk around giving help and correcting mistakes.

Activity 3d Report.
Objective: to give less-controlled practice in describing someone's appearance
Ask several PP to say their sentences to the whole class. You can ask the rest to add some sentences if some details have been omitted.

Activity 4a Find in the Wordlist and write the Past Simple.
Objective: to give practice in working with the Wordlist
PP look up the verbs in the Wordlist and write the Past Simple of the verbs.

Activity 4b Write the policeman's report.
Objective: to revise the Past Simple of some verbs
This is an optional activity which can be part of pupils' homework if there is no time in class.

Answer key: 1 went, 2 could, 3 was, 4 came, 5 asked, 6 visited, 7 gave, 8 showed, 9 looked at, 10 found

Lesson 4 The best day in my life

Objectives:
- to pactise listening and reading for gist
- to present the new structure
- to practise talking about the best day in one's life

Vocabulary:
astronaut steward
autograph NASA*

Activity 1 Play Bingo.
Objectives: to revise the Past Simple of irregular verbs; to warm up

Ask PP to write six irregular verbs in the Past Simple on the Bingo card. They do it at random. Tell them that you will say verbs in the form of the infinitive. If they have this verb in the Past Simple they must cross it out. Then start calling out verbs, e.g. 'write'. Those PP who have 'wrote' in their cards should cross it out. The first pupil(s) to cross out all six verbs is(are) the winner(s).

Activity 2 Copy and play Favourites.
Objective: to practise the question '*What's your favourite ...?*'
Ask PP to copy the table into their exercise books. Begin by demonstrating. Ask a pupil, '*What's your favourite game?*' After s/he has answered, tell her/him to repeat your question and ask another pupil to answer it. Do this several times. Now PP are ready to ask each other about all the things in the table in their exercise books. Make groups of 6. First PP should write the names of everyone in the group. Then they should ask each other questions and complete the table.

Activity 3a Listen and read. Answer the questions.
Objective: to practise listening for gist
PP listen to the CD, read the text silently and then answer the questions.

See Classbook for CD script. Both texts are on the CD.

Activity 3b Write the questions Jenny asked Helen Sharman.
Objective: to practise questions in the Past Simple
Tell PP to think about all the questions which Jenny could have asked Helen Sharman. Draw their attention to the example. Tell them that they can also ask Yes/No questions and questions which begin with 'What' and 'When'. If you feel that it is difficult for your PP to think of any questions, say questions in their mother tongue for them to translate these questions into English.

Activity 4 Ask your teacher about the best day in his/her life.
Objective: to give further practice in asking questions in the Past Simple
Before you do this activity think carefully about what you are going to tell PP. PP should ask questions beginning with 'When', 'Where', 'What', 'Why' and Yes/No questions. Your answers should be interesting and understandable to PP.

Activity 5a Write about the best day in your life.
Objective: to give less-controlled practice in writing
Before PP begin writing, you can draw their attention to the Remember box. Now ask them to find a similar sentence in the text in Activity 3a. It is '*When I went home, I wrote a letter to her*'. Tell PP that it would be good if they had one sentence like that in the story about their best day. Give them plenty of time to complete the story in the exercise books as well as help and advice about what to write.

Activity 5b Work in pairs. Ask and answer.
Objective: to practise talking about the best day
In pairs PP take turns to ask and answer questions about the best day in their lives.

Activity 5c Report.
Objective: to develop speaking skills (monologue)
If time allows, you can ask two or three PP to tell the class about their partner's best day.

Lesson 5 When I was ...

Objectives:
- to practise inferring the meaning of new words from context
- to introduce the structure 'like/decide to + verb' to develop writing skills

Vocabulary:
smell
taste
attractive
wheat

Activity 1 Play When I Was ... .
Objective: to revise the Past Simple
Start by saying a sentence like, for example, this: '*When I was in Tashkent in January I went to the theatre*'. Now tell PP that you will give them only the beginning of the sentence, and they must guess the second part of it. You can give them the following beginning: '*When I was ten I* ...' PP should say the complete sentence, e.g. '*When I was ten I played volley-ball*'. Let them continue until they give the right sentence, it might be '*When I was ten I sang a lot of songs*'.

Activity 2a Look, read and guess the new word.
Objectives: to help to infer the meaning of the new word from the context; to practise reading aloud
Tell PP to read the dialogue silently. Ask them to pay attention to the new word which is marked with '*'. When they finish, ask them to translate the word into their mother tongue. Now ask PP to tell you how the characters feel when they talk to each other. Help them to understand that Mr Lee is angry and Andrew is ashamed. Tell them that now they will read the dialogue aloud. Half of the class will read the part of Mr Lee, the other half- the part of Andrew. Read the dialogue sentence by sentence. Do not forget to sound indignant when you read Mr Lee's part. When you read the words of Andrew, try to sound apologetic. PP read after you. Now ask your two best PP to read the dialogue aloud. Remind them that they should sound angry and ashamed. You may want to ask

one or two more pairs to read the dialogue. If you do this, ask the rest of the class to say whose reading they liked and why.

Activity 2b Write Andrew's story. Begin with: Yesterday we played ...
Objective: to give controlled practice in writing in the Past Simple
PP should write the story which begins with the sentence given as an example. The other sentences of the story may look like this: '*We kicked the ball into his house. The ball was in his living room. Mr Lee was angry. We were sorry.*' While PP are writing, walk round the classroom, correcting mistakes and giving help.

Activity 3a, 3b, 3c, 3d Read and guess the word. Answer the question.
Objectives: to read to infer the meaning of the new words from context;
to focus on the structure '*like/decide to +verb*'
PP read the text silently and answer the questions in 3a. Then ask them to guess the meaning of the new words. When they finish, tell them to compare their answers with a partner. Then you can either tell them to check their answers in the Wordlist or ask PP to say the meaning of the words out loud, after which you can say whether it is true or not. Now ask them to look at the Remember box. Remind them of the meaning of the word 'verb'. Tell pupils to find two sentences with 'like to + verb' and 'decide to + verb' in the text. Ask one pupil to read aloud and translate the first sentence, then ask another pupil to do the same work with the second sentence. Finally pupils answer the questions in 3d.

Activity 4a Write two sentences.
Objective: to practise the construction 'like to + verb'
Pupils write two sentences according to the given example.

Activity 4b Write two sentences.
Objective: to practise the construction 'decide to + verb'
Pupils write two sentences according to the given example.

Activity 4c Work in groups. Report.
Objective: to develop speaking skills
Make groups. Pupils read sentences to each other. Then they choose the speaker, who reports to the whole class about her/his group.

Lesson 6 Project

Objectives:
- to revise and consolidate the material of the Unit
- to give pupils practice in narrative writing using the Past Simple

Vocabulary:
scenario*

UNIT 6

Activity 1 Spelling Dictation.
Objective: to check the spelling of the words in Unit 6
For the procedure see Unit 1, Lesson 6 Activity 1.

Activity 2a Work in groups of 3/4. Write the scenario for a film.
Objectives: to teach PP to reach consensus;
to practise creative writing
Ask PP to look at the suggested topics for films. Tell them that they will have to write the scenario for a film working in groups. Make 4 groups. Now each group should choose the film they would like to write the scenario for. Tell them that if don't agree they can take a vote. While they are discussing the topics, walk round helping the groups to reach agreement. If two or more groups have chosen the same film, try to persuade some of them to choose another one, as it will be more interesting if different groups have different films. Now tell them to read the scenario which is given as an example. Make sure everybody understands that they should write six sentences, which are easy enough to act out. Suggest that they do not have more characters than there are pupils in the group. It would be good to have a narrator. Give the groups plenty of time to write their scenarios. Help them, suggesting ideas, providing vocabulary and correcting mistakes. If one group finishes earlier than others, tell them to decide who will play which role and rehearse. If possible, organise the rehearsal in one corner of the classroom. Ask PP to be quiet so that they do not disturb the other groups.

Activity 2b Show your film silently. Other groups must guess and write what you did.
Objectives: to have fun; to provide cues for writing
In turns groups show their 'films'. Narrators do not say anything, neither the characters. Other groups watch and make notes.

Activity 2c Listen to other groups' versions of your film. Show your film again with word.
Objectives: to develop speaking skills;
to practise listening
Tell group B to give their version of the 'film' shown by group A. Then groups C and D should do the same. Do the same for the 'films' of groups B, C and D. If you think you will have no time to listen to all the groups, you can get only one group to say their version of the shown 'film', e.g. group B speaks about A's film, C speaks about B's film, D speaks about C's and A about D's film. At the end each group shows their film with words.

UNIT 7 COOKING

Lesson 1 Do you like pizza?

Objectives:
- to present and practise new words
- to practise listening for the main ideas and for detailed information
- to enable PP to talk about favourite meals

Vocabulary:
South America China Italy Korea the USA pizza cheeseburger lagmon spicy

Activity 1a Listen and point.
Objectives: to teach how to say the words correctly and to establish their meaning
Say the words. PP repeat them after you all together/in rows/individually. Check if PP understand the meaning of the words. It might be that some PP will have to look up some of the words in the Wordlist, but most of them are international and can be easily guessed.

Activity 1b Point and say.
Objective: to practise and memorise the new vocabulary
PP work in pairs. They take turns to point to something in the picture. Their partner says the word.

Activity 1c Complete the sentences.
Objective: to practise writing the new words
Using the pictures of Activity 1a PP complete the sentences in writing.

Activity 2a Look, listen and repeat.
Objective: to pronounce the new words correctly and establish their meaning
Say the words. PP repeat after you in chorus and/or rows, then individually. Then PP try to guess the meaning of the words with the help of the picture. Some PP may want to check in the Wordlist.

Activity 2b Point and say.
Objective: to practise and memorise the new words
PP work in pairs. They take turns to point to something in the picture. The partner says the word.

Activity 3a Listen to Anvar's cassette letter and answer the questions.
Objective: to listen for the main ideas
Play the CD and let pupils answer the question.

CD script

Hello Lucy
How are you? I hope you are OK. I am sending you a cassette letter.

Hope you like it! I don't like writing. Yesterday was a very difficult day for me. Early in the morning my dad, Olim and I got up and went into the kitchen. We decided to cook breakfast for Mum, Dilnoza and Malika because it was their holiday. I went to the shop and bought milk. We mixed milk, eggs and flour in a pot. We mixed it well and cooked pancakes. It was very difficult! The pancakes were small and big, round and square, white, yellow and black. But we made them! Mum was very happy. Dilbar and Malika smiled and looked at each other. We had our pancakes and looked at each other too: we didn't add sugar or salt!
What did you do on this day?
Love Anvar

Activity 3b Listen and answer the questions.
Objectives: to listen for detailed information; to check comprehension of the text
Play the CD a second time. Ask one of the PP to read the first question. Ask another pupil to answer it. Repeat with the second and third questions.

Activity 4a Work in pairs. Talk and write about your family's favourite meals.
Objective: to give practice in talking and writing about favourite meals
First each pupil should complete the table in the exercise book about his/her family. Then they work in pairs. They ask questions following the example and write the answers about their partners in the second column.

e.g.

Mine		My partner's
Father		***shashlik***
Mother	***manti***	

Activity 4b Report.
Objective: to develop speaking skills
If you have time, ask several PP to tell the class about their partners.

Lesson 2 English pancakes

Objectives:
- to present and practise words related to recipes
- to practise reading for detailed information
- to give pupils practice in writing instructions

Vocabulary:
throw ingredients
recipe squeeze
both sides roll up
pour fry
frying pan

Activity 1a Look and guess the words. Write the meaning.
Objective: to establish the meaning of the new words
This is a guessing activity. Tell PP to check in the Wordlist whether their guesses were right.

Activity 1b Work in pairs. Say and mime or show the words in 1a.
Objectives: to reinforce the new words; to have fun
In pairs PP take turns to say one of the words from 1 a for their partners to mime it. It will not be easy for some of the words,
e.g. for 'ingredients', but it will be good fun for others.

Activity 2 Read and put the pictures in 1a in order.
Objective: to read for detailed information
PP read the letter silently. When they finish, ask them to read aloud those sentences which match with the pictures below. Explain to PP that this is an English recipe. English pancakes are very thin.

Activity 3a Work in groups of 3/4. Write a recipe and draw pictures. Cut into pieces.
Objective: to give PP practice in writing instructions
Make groups of 3-4. PP should discuss and then write a simple recipe on a separate sheet of paper. Make sure they begin each new step on a new line. They should also make some drawings. Then help them to cut the recipe. Each step should be a separate bit. Do the same with the pictures. For example, PP can write how to make tea. One of the steps can be '*Put some tea into the teapot*'. In the picture there can be a hand with a teaspoonful of tea above a teapot.

Activity 3b Play Recipe Circle. Use recipes from 3a.
Objective: to reinforce the words related to recipes
Choose and assign groups dishes that PP will know. e.g. Fried egg/ Boiled sausages/Rice and milk/Milk tea/Boiled egg/Omelette. Make sure PP have some paper. Organise groups and give each group one of the recipes. They should look at the list of ingredients for their recipe. Then they should write the recipe. Finally they draw one picture for each sentence in the recipe. They cut up the recipe and the pictures and jumble them on the desk. When all groups are ready one person from each group should stay with their jumbled text. The rest of the group moves to the next desk. They match the pictures and text. The pupil who stayed checks that the answer is correct. When all groups have finished, they move on to the next desk and repeat the process. While they move the pupil who stayed quickly jumbles the text ready for the new group.

Lesson 3 Can you cook palov?

Objectives:
- to practise reading and talking about food
- to consolidate vocabulary related to recipes
- to give further practice in writing instructions

Vocabulary:
special army
scrambled eggs
buy-bought; eat-ate

Activity 1 Listen and repeat.
Objective: to teach how to say the new words correctly
Say the words and explain the meaning. Then say the word again and ask PP to repeat after you.

Activity 2a Look and match the pictures and names.
Objective: to introduce the topic and prepare for reading
PP look at the two pictures and match the names and pictures.

Activity 2b Answer the question.
Objectives: to practise making predictions;
to generate interest in the origin of food
It is better to do this activity with the Classbook closed. Listen to many answers but don't spend too much time on this activity.

Activity 2c Read and check your answer.
Objective: to practise reading to check predictions
Ask PP to open their Classbook and read the text silently. When they finish, they should be able to say who was right while answering the question in 2b.

Activity 2d Answer the question. Which story do you like best? Why?
Objective: to practise talking about the stories and giving reasons
Give PP a minute to think and formulate their answers before you ask them. Some PP may need to explain why in mother tongue.

Activity 3a Look and read Dilbar's menu.
Objective: to practise reading for detailed information
PP read Dilbar's menu and her words in the speech bubble silently. You may want to ask them to tell you why Dilbar must cook for the family.

Activity 3b Work in pairs. Look at the shopping list and say which meal Dilbar bought the things for.
Objective: to practise talking about food
Now PP should read the shopping list. In pairs they tell their partners which things she bought for each meal.

Activity 3c Look at Dilbar's shopping list and answer the questions.
Objective: to give further practice in talking about food
Work with the whole class. Read question 1 and ask several PP to say

what they think. There will definitely be no mistakes in answer to the second question.

Activity 4 Put the sentences in order. Match the pictures and sentences.
Objective: to reinforce vocabulary related to recipes
This is an ordinary matching activity.

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

Homework 1
Objective: to give less-controlled practice in writing instructions
If PP do not know the word 'omelette', translate it for them. Make sure PP know how to cook omelette or milk tea. If they do not, tell them to consult their mothers or grandmothers and do this activity at home.

Lesson 4 Who cooks on a picnic?

Objectives:
- to present and practise new words
- to enable pupils to talk on the subject of the lesson
- to check whether pupils can spell words correctly

Vocabulary:
knife matches spoon saucepan teaspoon fork can opener thermos flask picnic tent piala kazan

Activity 1a Find the words in the Wordlist and write the meaning.
Objective: to practise working with the Wordlist
PP find the words in the Wordlist and write them and their meaning in their exercise books.

Activity 1b Listen and repeat.
Objective: to teach pupils how to say the new words correctly
Say the word from 1a. PP repeat after you in chorus/rows/ individually.

Activity 1c Work in pairs. Point and say.
Objective: to reinforce the new words
PP work in pairs. They take turns to point and say the words in 1a.

Activity 2a Look at these pictures. Find what is the same/different.
Objective: to practise talking about differences between Uzbek and Brititsh cultures
PP compare the two pictures and say what is the same and what is different.

Activity 2b Answer the questions.
Objective: to practise talking about cooking at home and on a picnic

PP answer the questions. Be prepared to listen to more than four pupils as there will certainly be different ideas.

Activity 3a Write a list of 12 things for a picnic.
Objective: to check the knowledge of vocabulary
The picture in the book can help PP to write the corresponding words. However, there may be some other ideas, e.g. *'a box of matches'*.

Activity 3b Work in groups. Compare your list. Write one list of seven important things.
Objectives: to practise the spelling of words correctly;
to give pupils practice in reaching consensus
When PP finish Activity 3a, make groups of 4-5. Give them some time to compare their lists. Then ask them to say the words and to spell them. Write them on the board for everyone to see whether their spelling was right. As a result you can have a long list on the board. Now in groups they should decide which seven things are the most important ones and write a new list in their exercise books.

Activity 3c Report. Say what you choose and why.
Objective: to give less-controlled practice in talking about things for a picnic
Following the given example reporters from groups tell the whole class what they have chosen and explain why. There may be more than one, reporter from each group.

Activity 3d Listen and compare.
Objectives: to give cultural information about British picnics;
to listen for detailed information
PP should have their group list in front of them and listen and tick those things which are the same with British girls' list. If you have time play the CD again and ask PP to write down what British girls take on their picnic.

CD script

Julia: Susie, what have we got for a picnic? We should put the things in a bag.
Susie: The things are on the table in the kitchen.
Julia: OK (noise of people walking to the kitchen, opening the door). Wow! That's a lot of things .... OK. Let's see... big things first.
Susie: Here you are... the cassette player... and four batteries so we can use the cassette player.
Julia: OK. What next?
Susie: Bread, salad, cheese, two bottles of Coca Cola, **a** packet of chocolate biscuits, some apples ...
Julia: OK, OK. Wait a minute ... Right. Anything else?

Susie: Yes, four plates, four forks and a knife.
Julia: OK.

Lesson 5 Food for special days

Objectives:
- to practise listening for detailed information
- to enable pupils to talk about food on special days
- to practise writing

Vocabulary:
smell taste
attractive wheat

Activity 1a Find the words in the Wordlist and write the meaning.
Objective: to give pupils practice in working with the Wordlist
PP work with the Wordlist and write the new words and their meaning. When they finish, ask them to work in pairs and compare the answers.

Activity 1b Listen and repeat.
Objective: to teach PP to pronounce the words correctly
Say the first word, your pupils should repeat it after you in chorus/rows/individually.

Activity 1c Chain Drill.
Objective: to reinforce new words in phrases
PP take turns to say one of the sentences from the table.

Activity 2a Work in groups. Answer the questions.
Objective: to practise talking about activities on special days
In groups pupils discuss the two questions. After they have finished, get feedback. You can write on the board the special days PP name and the activities they do. Try to do it as quickly as possible.

Activity 2b Listen to Anvar's letter to Lucy and answer the questions.
Objective: to have practice in listening for the main ideas
Before you play the CD, draw pupils' attention to the questions. Tell PP that they will have to give the answers to these questions after the first listening.

CD script

Hello, Lucy
I'm glad you liked my cassette letters. Thanks for writing about pancakes. My mum says she can make them at the weekend. Mmm. They look delicious. I want to tell you about a special thing called Sumalak. We make it in spring. We eat it at Navruz. Navruz is on 21 March. It's our eastern new year. Only good cooks can make Sumalak-oh, and Sumalak is only made by women. The ingredients are sprouted

wheat, oil, flour, water, stones and nuts. Women cook the mixture slowly all night. In the morning it cools. Then it's ready. It's delicious. We usually eat it with bread. Can you guess what the stones are for? Write to me again soon. Good bye
Anvar

Activity 2c Copy, listen again and complete.
Objective: to listen for detailed information
PP copy the table in their exercise books. Play the CD a second time. PP listen and complete the table.

Activity 2d Answer the questions.
Objective: to practise talking about sumalak
PP answer the questions working as a whole class or in groups. The answers may vary, particularly the answers to questions 2 and 3.

Activity 3 Look, copy and write the names of the food and the days we cook it.
Objective: to practise writing
PP write in their exercise books following the example.

Activity 4 Write your favourite food for a special day.
Objective: to give less-controlled practice in writing
Encourage PP to write more than just a word. They can have at least a sentence, e.g. *'My favourite food is ...'*. Tell your good pupils to write who usually cooks it and on what days.

Lesson 6 Project

Objectives:
- to revise and consolidate the material of the unit
- to have freer written and oral practice

Vocabulary:
*dessert
pepper
mushroom

Activity 1 Spelling Dictation.
Objective: to check whether pupils can spell the words of the Unit correctly
For the procedure see Unit 1, Lesson 6 Activity 1.

Activity 2a Work in groups. Look, read and choose.
Objectives: to practise reading about food;
to have practise listening to and writing an order
Make several groups of three PP. Let your pupils decide who will be customers and who the waiter. First all of them read the menu of Pizza Cafe and the words in the speech bubbles. Then customers choose food and make an order. The waiter writes the order and tell them how much to pay.

Culture Note
Pizza is a round piece of bread with a mixture of cheese, tomatoes, etc. on top. Pizza is originally an Italian food but is now very popular in Great Britain, the USA and many other countries. In these countries restaurants can deliver them hot to your door when you make your order by telephone.

Activity 2b Work in groups.
Objectives: to give PP an opportunity to work creatively;
to practise designing and writing a leaflet;
to develop speaking skills

Make larger groups. Tell them that they will have to make a leaflet for their cafe. They should not have many items in their menu, but they should advertise it properly. Draw pupils' attention to the way it is done on this page: *'Welcome to land of ...,* etc' The prices can be given in soums, unless your pupils prefer to have them in some other currency. When the leaflets are ready, display them. Let one pupil from each group advertise their cafe orally. Ask the class to say what they think of each cafe.

UNIT 8 AT THE TABLE

Lesson 1 Would you like ... ?

Objectives:
- to present and practise more words for food
- to practise listening for specific information
- to enable pupils to talk about food

Vocabulary:
roll yogurt a piece of
I am full.
Pass me .... please.
Help yourself to some...
It's delicious. Would you like some cereal?

Activity 1a Find the words and phrases in the Wordlist.
Objectives: to establish the meaning of the new words and phrases;
to practise working with the Wordlist

Set a time limit for PP to find the words in the Wordlist. Help them to understand the meaning of the phrases and sentences, after they have found the meaning of separate words, like, for example, 'pass' or 'delicious'.

Culture Note
A roll is a small loaf of bread for one person.

Activity 1b Listen, read and repeat.
Objective: to teach pupils how to say the new words and phrases correctly
Say the words and phrases from 1a. PP repeat after the CD in chorus, then in rows and/or individually.

See Classbook for CD script.

Activity 2 Chain Drill.
Objective: to practise using the new words and phrases in sentences
This is a normal Chain Drill activity. Before you do it, draw your pupils' attention to ***'It's** delicious'* which is used when we speak about mass nouns or countable nouns in the singular and ***'They're** delicious*' which is used about countable nouns in the plural. For the procedure se Unit 4, Lesson 3 Activity 3.

Activity 3 Play At The Table.
Objective: to give PP freer practice in using the new words and phrases
Play the CD. Let the PP listen to the first dialogue. Then practise reading the first dialogue aloud with the whole class. Half of the class reads the part of Mother, the other half - Anvar's part. Then ask one or two pairs to read the dialogue aloud again and mime their actions. Then pupils read the same dialogue in closed pairs. Repeat the procedure with the second dialogue. Now your pupils are prepared to make up their own dialogues. The only thing they have to do is substitute the words 'yogurt', 'sugar', 'a roll', 'cheese' for some other words. Ask two or three pairs to show their 'At the Table' scene to the class.

Activity 4a Answer the questions.
Objectives: to practise talking about food for breakfast;
to give PP an opportunity to predict before listening
PP read and answer the questions. Their answers may vary.

Activity 4b Copy. Listen and tick the things Anvar and Malika eat for breakfast.
Objective: to listen for specific information
Play the CD. PP listen and tick the things that the children have for breakfast.

CD script

(Noise of mother calling, groan, water running, brushing teeth, breathless)
Mother: Anvar would you like some tea. There's yogurt, help yourself and you should have some fruit.
Anvar: Thanks, Mum. I don't want fruit today. But I'd like some bread and butter and yogurt. Mm the yogurt is delicious.
Mother: Here's your tea. Malika, pass Anvar the sugar. And what about you Malika?

Malika: Here you are Anvar. Lots of sugar. I'd like some grapes and some tea too, but no sugar.
Mother: OK - but just grapes and tea. That's not much. You should eat more. Pass her the biscuits Anvar.
Malika: OK Mum, 3 biscuits - look!

Activity 4c Answer the questions.
Objective: to practise choosing a thing and giving reasons for it
After listening and completing the table PP write if they like Anvar or Malika's, or their own breakfast and give reasons.

Activity 5a Work in pairs. Look and say.
Objective: to give pupils less-controlled practice in talking about breakfast
In pairs PP talk about what the two families eat.

Activity 5b Copy and complete.
Objective: to practise writing
PP should copy and complete the table. If some pupils finish quickly they could write a sentence or two based on the table.

Activity 5c Answer the questions.
Objective: to develop speaking skills by means of a freer activity
Ask PP to work in pairs or groups of three. When they finish the discussion, let the reporters tell the whole class what they think.

Lesson 2 School lunches

Objectives:
- to present and practise new vocabulary
- to practise reading for specific information and gist
- to develop writing skills

Vocabulary:
to be hungry
to be thirsty
a cook a queue
to queue
pasta a kind of

Activity 1a Match the words and phrases with the picture.
Objective: to establish the meaning of the new words
This is a normal matching activity in which PP try to establish the meaning of the words and phrases by guessing.

Activity 1b Listen, read and repeat.
Objective: to teach PP how to say the new words correctly
For the procedure see a similar activity in one of the previous units. Ask PP to look at the Remember box and tell you what they notice.

Activity 1c Work in pairs. Play Mime It.
Objective: to reinforce the new vocabulary

Pupil A will mime e.g. 'I'm hungry/thirsty/a cook/queuing' and pupil B will say the phrase.

Activity 2a Work in groups. Ask and answer.
Objective: to practise talking about meals in school canteens
PP will do this activity if there is a canteen in the school. In groups of four PP ask and answer the questions. The first three questions need only a tick or a cross for an answer, whereas the last three questions require a word or a phrase for an answer.

Activity 2b Report.
Objective: to give PP further practice in talking about meals in school canteens
A reporter from each group tells the whole class how many PP eat and queue in their school canteen and also what food they eat.

Activity 2c Read the report from a British newspaper. Write the foods the English pupils like/don't like.
Objective: to practise reading for specific information
PP read the text silently. Help them if they have any questions. Then they should write what food the English pupils like and what they do not like.

Activity 2d Work in groups. Write a list of the food you like.
Objective: to practise writing
Pupils can work in the same groups as in Activity 3a. Make sure your pupils understand that from the food in the school canteen they should choose and write those things they like.

Activity 3a Read the letter. Answer the questions.
Objective: to read for gist
PP read the text and answer the questions:
1 Why did the pupils study the school canteen meals?
2 What food do they think is healthy?

Language note
Salad is a countable word, so it can be used in the plural, e.g. different salads. When you mean a part of it, then it is uncountable, e.g. I want to have some more salad.

Activity 3b Write a letter to your school director.
Objective: to provide an opportunity to write a formal letter
Before PP do this activity ask them how this letter is different from a letter to a friend. Draw their attention to the end of it. They should be able to say that there is no '*Love*' at the end. Tell them that in formal letters people do not write this word. Now they should try and write a letter to their school director about their school canteen, if there is one, or about the necessity of having a canteen if there is not.

Lesson 3 Restaurants and cafes

Objectives:
- to present and practise new vocabulary
- to practise reading for the main idea and for detailed information
- to practise talking about fast food

Vocabulary:
comfortable snack
choyhona eating
habits fashionable
fast food fries
cheap expensive

Activity 1a Find the words in the Wordlist.
Objectives: to establish the meaning of the new words;
to practise working with the Wordlist
PP find the words in the Wordlist. Do not forget to set a time limit.

Activity 1b Listen, read and repeat.
Objective: to teach PP how to say the new words correctly
This is an ordinary 'Look and repeat' activity. For the procedure see one of the previous lessons.

Activity 1c Point and say.
Objective: to reinforce the new vocabulary
In pairs PP take turns to point to a word from 1 a for their partner to say it.

Activity 1d Copy and tick the snacks.
Objective: to focus on the difference between snack and meal
PP look at the pictures and tick the things that refer to the snacks.

Answer key: a, c

Activity 2a Work in pairs. Write other words you know.
Objective: to think of adjectives used to describe places people go to when they eat out
In pairs PP read the given adjectives and add to the list. When they finish, write their words on the board. The suggestions may be: *'small, popular, famous, comfortable, national, outside, inside'*. The pupils do not know the last word, but as they know '*outside*', they can easily guess the meaning of *'inside'*.

Culture Notes
In the west a cafe (choyhona) often has tables outside. Restaurants do not. Both women and men go to cafes alone and together.

Activity 2b Work in groups. Answer the questions.
Objective: to practise talking about places where people can eat out
PP work in groups. They look at the pictures and answer the questions.

Activity 3a Read and choose the best title.
Objective: to read for gist
PP read the text silently and choose the best tittle.

Activity 3b Read and say True, False or Don't know.
Objective: to check comprehension of the text
PP read the sentences aloud and say whether they are true or false. Ask them to correct the false ones, e.g. 1 Millions of Americans go to fast food restaurants.

Activity 3c Work in groups. Answer the questions.
Objective: to give pupils freer practice in talking about fast food
Make groups. While PP are discussing the questions, walk around, help with the vocabulary and correct mistakes. If time allows, ask groups to report.

Lesson 4 Lay the table

Objectives:
- to present and practise new vocabulary
- to practise listening for detailed information
- to practise talking about how the table can be laid
- to revise prepositions of place

Vocabulary:
fork sideways
to lay the table
on the left
on the right
to refuse napkin
to accept

Activity 1a Find the words in the Wordlist.
Objective: to practise work with the Wordlist
PP find the words in the Wordlist and write them and the translation in their exercise books.

Activity 1b Listen, read and repeat.
Objective: to teach pupils to say the new words correctly
Read the words in 1a one by one. PP repeat after you all together, in rows and/or individually.

Activity 1c Play Next.
Objective: to reinforce new vocabulary and revise vocabulary
Tell your PP that they must make sets of words, e.g. *knife, fork, spoon.* They must go as quickly as possible in a chain.

Answer key: knife, fork, spoon; restaurant, choyhona, fast food restaurant, cafe; hungry, thirsty; right, left; please, thank you

Activity 1d Play Mime It.
Objective: to practise the new vocabulary

Words that can be mimed are 'accept, refuse, on the left, on the right, lay the table, sideways (e.g. walk sideways), napkin'. Pupil A mimes the word and pupil B says it.

Activity 1e Play Where Is It?
Objective: to practise using the new structure in dialogues
PP work in pairs. They make dialogues according to the example.

Activity 2a Match the boys and Dilbar's suggestions.
Objective: to listen for detailed information
Ask PP to copy the numbers 1 -7. Play the CD. PP listen and match the suggestions and the boys in the picture. You may want to warn that one boy can be doing more than one thing.)

CD script

(A lot of noise)
Dilbar: What are you doing?
Anvar, Olim and Hamid: We're having fun.
Dilbar: You are making a lot of noise. Aziz - you've got a napkin. Use it. Olim don't talk when you eat. It's not nice.
Olim: OK. Sorry.
Dilbar: OK. Karim, don't sit sideways on your chair. You can break it like that. And Hamid, hold your spoon with your right hand.
Hamid: Sorry, sorry.
Dilbar: OK. But you are not good. Look at Karim. Don't read when you eat, Karim. And Sherzod. Really! Use a fork for fish. And Farhod you are not polite. Say 'No, thank you' if you don't want something.
All the boys: Sorry, Dilbar.

Activity 2b Play Who Is It?
Objective: to revise prepositions of place
Play this game with the whole class or make groups. PP take turns to say sentences with the prepositions from the box and guess the people.

Activity 3 Work in pairs. Play Who Is It?
Objective: reinforce the prepositions
The procedure of the game is the same with 2b.

Activity 4a Draw how you lay the table.
Objective: to prepare for the next activity
In their exercise books pupils draw the table laid with the things in the picture. Set the time limit to finish the drawing, e.g. two minutes.

Activity 4b Work in pairs. Picture Dictation.
Objectives: to revise 'should' and prepositions;
to practise listening for detailed information
PP work in pairs. They take turns to describe their table, which should be drawn by the partner. When they finish, let them look at each other's pictures to compare their picture and their partner's.

Lesson 5 Times, countries, manners ...

Objectives:
- to make pupils aware of strategies for inferring the meaning of unknown words
- to practise inferring the meaning of new words from context
- to talk about different table manners
- to read for detailed information

Vocabulary:
*chopstick
customs villages
tray nearest
kneel impolite
manners noise

Activity 1 Look at the picture and answer the questions.
Objective: to introduce the topic and arouse interest in it
In pairs PP look at the picture and answer the questions. Then you can elicit their answers from the class. Do not say if the answers are right or wrong.

Activity 2 Answer the questions.
Objective: to practise responding to the text
In pairs PP read, ask and answer the questions. Then you can check the answers with the whole class.

Activity 3 Read and say True or False.
Objectives: to present cultural information; to read for gist
PP read the True/False sentences. Then they read quickly (you should give them only 1 minute) and decide True or False.

Activity 4a Read and choose the best title.
Objectives: to present cultural information; to read for gist
PP read quickly and silently and decide on the best title for the five texts together. Discuss the reasons for the best/not the best titles with the class.

Activity 4b Read and write the meaning of the words marked with '*'.
Objectives: to make PP aware of strategies for inferring the meaning of unknown words; to practise inferring the meaning of new words from context
Ask PP to read the five short texts again and this time to try to guess the meaning of new words. You could also ask PP to say the translation

of the words with asterisks. Then, in their mother tongue, the pupils should tell you how they guessed. Help them to realize that they can often guess correctly without the help of the Wordlist or a dictionary if they pay attention to the context and what they already know, other forms of a word, etc.
Then they should check in the Wordlist and write the meaning in their exercise books or vocabulary notebooks. If some PP find it difficult to understand some words, allow them to use their Wordlist without trying to guess.

Activity 4c Copy and complete the table.
Objective: to practise reading for detail
If you are using the single version of the book, ask pupils to copy the table into their exercise books. Then they read the texts again and copy the right information into the table.

Activity 4d Work in groups. Answer the questions.
Objective: to help pupils to respond to the text by talking about table manners using the information in 3b and relating the information to themselves
Make groups. PP discuss the questions. You walk around giving help with vocabulary and grammar. Finish by working with the whole class and asking 1 -2 groups about their answer to each question.

Lesson 6 Project

Objectives:
- to practise talking about good manners
- to raise awareness of the importance of good manners

Activity 1 Spelling Dictation.
Objective: to check whether pupils know the spelling of the words of this Unit
For the procedure see one of the previous units with this kind of activity.

Activity 2 Discuss with your teacher 'Good manners' in your classroom.
Objectives: to make children aware of the importance of good manners in their everyday school life; to prepare for the next activity
Tell the class that for 5-6 minutes you and they will discuss rules of good behaviour - good manners - in the mother tongue. You could ask them to tell you why they consider this or that thing to be important. Explain that this work will prepare them for the next activity which they will do in English. You may want to write the best ideas on the blackboard in

pupils' mother tongue. If possible try to get more than ten rules, so that later pupils can choose the most important ones.

Activity 3 Work in groups. Decide on and write ten 'Good manners' for your class. Use the list in Lesson 4 Activity 2a to help you.
Objectives: to give practice in writing;
to give pupils practice in reaching consensus
Make groups. PP should discuss good manners for their class and write ten sentences. They can use the ideas on the blackboard. In this case they will just have to translate them into English. They may want to add something new though. They can choose 'must1, 'should' or imperatives in their sentences. However, it would be good if they stick to the same style, i.e. if a group chooses modal verbs, all their sentences should have 'must' and '*should*', e.g. *'We must not be late for the lessons'*; '*Girls should come into the classroom before boys*'. If a group chooses imperative sentences, their sentences can be like this: '*Don't be late for the lessons*'; '*Ask girls to come into the classroom first*'.

Activity 4 Show your teacher your list. Then write the list on a poster.
Objective: to help PP to make a poster
Before PP start making a poster, look at their lists, help them to cor-rect mistakes, advise how to write things on the poster, e.g. if they have imperative sentences, you could tell them to write all the affir-mative sentences first, and then there should be those with '*Don't* ...'.

Activity 5 Discuss with the class and agree on ten 'Good manners' for your class.
Objective: to practise talking about good manners
When the posters are ready, display them. Let PP read the posters of other groups. It is likely that there will be different rules on the posters. Now PP should discuss and choose the best ten 'Good Manners'. This can be done by asking PP to vote by raising their hand. Ask one group to make a poster of these best ten and keep it on the classroom wall. You can remind pupils about their 'Good Manners' when necessary, and better, pupils can remind each other.

UNIT 9 ROUND THE WORLD IN 14 DAYS

NOTE: During units 9, 10 & 11 you are recommended to look through grade 4 syllabus and, according to its requirements, teach PP any new vocabulary or structures related to the themes "Uzbekistan and English speaking countries" and "Sights".

Lesson 1 Continents, countries

Objectives:
- to present and practise new vocabulary
- to practise listening for specific information
- to enable pupils to talk about countries and continents and location
- to present and practise numbers over 1,000

Vocabulary:
the world continent route capital Asia Europe Australia North America Africa South America Antarctica Which continent is ... in? trip* win-won

Activity 1a Look, listen and repeat.
Objective: to establish the meaning of the new words and the connection between the spelling and the sound

Say the word. PP repeat it after you all together, then in rows and/or individually. Go on till the last word in the list. Draw your pupils' attention to the article which is used with '*world*' and to the absence of articles in geographical names. Help them to understand the meaning of the first, the third and the fourth words. You could do it with the help of eliciting questions, e.g. *Is the world larger or smaller than a continent?* Or you can give sentences, e.g. '*Heggy and his friends are going from one continent to another, from one country to another. It is their route*'.

Activity 1b Point and say.
Objective: to reinforce the meaning of the new words

This is a 'Point and say' activity. Work with the whole class or ask PP to work in pairs. PP take turns to point to a place in the picture and say the word.

Activity 2a Copy. Read and listen. Label the continents.
Objectives: to practise listening for main information;
to provide practice in writing the new vocabulary

PP listen and write the continents on the map in their exercise books.

CD script

OK. Have you got the map of the world in your exercise book? Now write the names of the continents in the right place. Start with the four that begin with the letter A: Asia, Africa, Australia, Antarctica. Now write the rest: Europe, North America and South America. That's it. Remember: there are seven continents in the world.

Activity 2b Listen, draw the route and answer the questions.
Objective: to listen for specific information

PP listen to the CD. It might be easier for them to answer the question first. Then let them listen to the CD a second time and draw the route of Heggy and his friends on the map in their exercise books.

CD script

(Jingle music)
Anchorwoman: Hello and welcome to Around the world in 14 days. For the next 14 days you can follow the progress of Heggy and his friends as they travel round the world. Hello Heggy.
Heggy: Hello. First of all I want to tell you about our route round the world in a balloon. Our wonderful trip starts in Central Asia. We leave from Tashkent and fly to Europe. After a few days in Europe we fly on to North America. Then we continue to South America. I want to see the Amazon. After South America we go to a very cold place - Antarctica. I don't think there are any hedgehogs there. Too cold! Finally we go to Australasia. We all want to see kangaroos. Australasia is the last place. Then we come back to Tashkent.

Activity 3 Look, ask and answer.
Objective: to practise talking about countries and continents
Tell PP to read the model dialogue after you in chorus. Then in pairs PP read the dialogue substituting 'Kazakhstan/Astana', 'Kyrgyzstan/Bishkek', etc. for 'Uzbekistan' and Tashkent'.

Activity 4a Look, listen and repeat.
Objective: to present 'to the north/south/east/west of...'
Ask PP to look at the map and the compass in the Remember box. Read the sentence. PP repeat after you in chorus, then in rows and/or individually'. Check their understanding either by asking them to translate the whole sentence or just the phrase '*to the north*'. Draw pupils' attention to the letter N in the picture. Elicit or tell them what the letters S, E and W stand for.

Activity 4b Look, ask and answer.
Objective: to enable pupils to talk about the location of some countries in Central Asia
PP work in pairs. They look at the picture and ask and answer questions about the location of countries.

Activity 5a Read the numbers. What do you notice?
Objective: to present numbers over 1,000
Read the first number aloud. PP should repeat all together after you. Do the same with the second and the third numbers. Now ask your pupils to tell you what they notice. They should answer that there is '*and*' after '*hundred*'. Read the next number. PP repeat it after you. Go on till the

end of the list. Ask PP what they notice in these numbers. The answer is: 'There is a comma after the first figure in thousands, no spaces, e.g. 10,000, there is no '*and*' after the word '*thousand*', it is used only after '*hundred*'".

Activity 5b Number Dictation.
Objective: to reinforce numbers
Choose several numbers to dictate to PP, e.g. *259 (two hundred and fifty-nine), 637 (six hundred and thirty-seven), 1,400 (one thousand four hundred), 2,891 (two thousand eight hundred and ninety-one),* etc. PP should not write in words, just in figures. You can check the dictation in the following way: partners exchange their exercise books. You write the numbers on the board (259, 637, 1400, ...), PP check each other's work.

Lesson 2 We're in Europe

Objectives:
- to practise listening for specific information and for detail
- to present cultural information about the UK
- to present and practise superlatives

Vocabulary:
Great Britain
Germany France
Russia Poland

Activity 1a Look, listen and repeat.
Objectives: to introduce the names of some European countries;
to teach PP correct pronunciation
Ask PP to look at the picture. Say the word, your PP should repeat after you all together, then in rows and/or individually. Go on till the end of the list.

Activity 1b Listen and copy. Draw the route and answer the question.
Objective: to listen for detail
PP listen to the CD, draw the route on the world map in their exercise books and answer the question.

CD script

(Music Jingle)
Anchorwoman: Hello and welcome to the second programme in our series Around the world in 14 days. Heggy and his friends are travelling round the world in a hot air balloon. Today they are in Europe. Hello Heggy.
Heggy: Hello, everyone. This is Heggy and friends. Today we're in Europe. First we flew from Tashkent to Moscow. We had a good time in Moscow. Then we went to Poland and Germany. We ate a lot of cabbage and sausage in Germany. It was delicious. Then we went to

France. The weather was good. It was hot and sunny so it was nice in our balloon. We're in Britain today and ... (fades away)

Activity 2a Read and match the country and capital.
Objective: to present cultural information about the UK
PP read the text. In their exercise books they write: Country: Great Britain. Capital: London; Country: England, Capital: London.

Activity 2b Listen, check and repeat.
Objectives: to practise listening to check check answers in 2a;
to teach pupils correct pronunciation and sentence stress
Play the CD. PP listen and check their answers in 2a. Note that the part of the text in italics is new (it is not in Activity 2a). Play the CD a second time. Pause after each sentence. Let your PP repeat after the announcer.

CD script

Great Britain has four parts: England, Scotland, Wales and Northern Ireland. London is the capital of Great Britain and of England. Scotland is to the north of England. Its capital is Edinburgh. Wales is to the west of England. Its capital is Cardiff. The capital of Northern Ireland is Belfast.

Activity 2c Work in pairs. Ask and answer.
Objective: to practise reading and talking to consolidate pupils' knowledge of countries and capitals
Ask one or two pairs to read the model dialogue. Then in pairs pupils should talk about England, Scotland and Northern Ireland.

Activity 3a Listen and answer the questions.
Objective: to listen for the main information
PP listen to the CD and answer the three questions. They may need to listen twice.

CD script

(Music jingle) ...Yes, we're in Britain today and guess where we are - Yes, London Zoo. London Zoo's famous all over the world. It was one of the first zoos. We're having a great time. The animals here are not in cages. The zoo is like a park and our animal friends here have their own fields and swimming pools. We saw the elephants, and a giraffe and a bear. Then we talked to Mr Peacock. He told us an interesting story... OK, that's it from us for today. Our next stop is ... brrr... North America! Goodbye and don't forget to listen again tomorrow.

Activity 3b Look and answer the questions.
Objective: to introduce the topic of the reading text
Ask PP to look at the picture and answer the first question. Before they answer the second question, you may need to explain the meaning of the word 'popular'. Tell PP that in this question it means 'liked by everyone' or you can translate the word into their mother tongue. The answers to the second question may vary.

Activity 3c Read and answer the questions.
Objectives: to present superlatives; to read for pleasure
PP read the text silently. When they finish, ask them if they liked the story. You could also ask your better PP to say why or why not. Then it is time for the question "What do you notice?" Pupils should say that they noticed three bold words: **the tallest, the most beautiful, the strongest.** Elicit or explain the meaning of these words. To check pupils' understanding ask them to translate the sentences with these words into their mother tongue. Ask pupils to look at the Remember box and tell you how the superlative form of a short adjective is formed. The answer is with **the** before the adjective and **-est** at the end of the adjective. Now ask them to say how the superlative of a three-syllable adjective is formed. The answer is with **the most** before the adjective. You can write the following example on the blackboard:
strong - the strongest beautiful - the most beautiful

Activity 3d Copy and complete the table.
Objective: to reinforce superlatives
PP do the activity in writing in their exercise books. If time allows, get feedback. You could ask PP to come to the board one by one and write the superlative adjectives. Or you could ask PP to spell the superlatives and write them on the board yourself.

Lesson 3 Brr! North America

Objectives:
- to present and practise new vocabulary
- to enable pupils to talk about countries, population and territory
- to practise superlatives

Vocabulary:
approximately(approx.)
population million area
square kilometre (sq.km)
*put on leave

Activity 1 Look at Workbook Lesson 2 Activity 3d. Talk about the animals.
Objective: to practise superlatives while talking about animals
PP look at Lesson 2 Activity 3d and talk about the animals according to the example.

Activity 2a Read and answer the question.
Objective: to introduce the topic of the listening Pupils look at the picture, read the text and guess the answer to the question.

Answer key: North America

Activity 2b Look at the world map. Listen and draw the route.
Objective: to practise listening for detail
PP listen to the CD and draw the route in their exercise books.

CD script

(Music Jingle)
Anchorwoman: Hello and welcome to the third programme in our series Around the world in 14 days. Heggy and his friends are travelling round the world in a hot air balloon. Today they are in North America. Hello Heggy.
Heggy: Hello, listeners. This is Heggy and friends. Today we're in North America. Brrr... it's freezing. Yesterday we visited Canada. It's very, very big and very, very cold up in our balloon. We're in the USA now. It's cold here too. Tomorrow we go to Mexico and then it's goodbye to North America! We're having a great time ... (fades away)

Activity 2c Copy and tick the things Heggy and his friends see.
Objective: to practise listening for specific information
Ask PP to look at the list of things and write the numbers 1-3 in their exercise books. PP listen to the CD a second time and tick the things that Heggy and his friends see.

CD script

We're having a great time... First we went to Washington. We saw the White House and the president. He waved to us. Great! On the way we flew over Florida. We visited Disney World and met Mickey Mouse and Minnie Mouse.
Then we left for Mexico. A lot of cowboy films are made in Mexico (not in the USA). We want to visit a film studio there. Maybe I can even be a film star!

Activity 3a Find the words in the Wordlist. Write the meaning.
Objective: to practise working with the Wordlist
PP find the words in the Wordlist and write their meaning in their exercise books.

Activity 3b Look, listen and repeat.
Objective: to teach PP to pronounce the words correctly
Say the words from 3a. PP should repeat them after you all together, in rows and then individually.

Activity 4a Look at the table. Ask and answer.
Objectives: to practise reading for detail; to give pupils practice in copying; to practise superlatives; to enable pupils to talk about three countries
PP read the information in the table silently and then write the countries and their capitals on the map in their exercise books. Practise the model dialogue with a pair of PP. Then tell them to ask and answer the second question in the activity. Ask two other PP to answer the second question. PP can do questions 3 and 4 in closed pairs.

Activity 4b Look at the table. Ask and answer.
Objective: to give less-controlled practice in talking about countries
Practise two model dialogues with two pairs of PP. Then PP should work in closed pairs independently.

Lesson 4 The longest, the biggest...

Objectives:
- to present and practise new vocabulary
- to practise reading for gist and inference

Vocabulary:
Brazil transport Amazon boat helicopter airplane scary jaguar armadillo vampire bat alligator *back maybe blood insects

Activity 1a Look, listen and repeat.
Objective: to teach pupils how to say the new words correctly
Say the words in the list one by one. PP should repeat them after you in chorus/rows/individually.

Activity 1b Point and say.
Objective: to help to establish the meaning of the new words
PP point to a certain thing in the picture and say the word. You can work with the whole class or, if your pupils are good enough, you can tell them to work in pairs. In this case you should get feedback when they finish.

Activity 2 Look, copy and tick the transport Heggy and his friends use.
Objectives: to reinforce the meaning of the new vocabulary;
to prepare (vocabulary and ideas) for the reading text
Ask PP to look at the list of things and write the numbers 1-8 in their exercise books. PP look at the picture and tick the transport they see in the picture.

Activity 3a Read Heggy's letter and match the animals and texts.
Objectives: to practise reading for gist; to practise reading for inference
PP read the texts silently and match them with the pictures.

Activity 3b Translate.
Objective: to focus on the difference in the meaning of the two prepositions
PP read and translate the two phrases. You can also ask them to read and translate the sentences in the Remember box.

Lesson 5 Kiwis, koalas and kangaroos

Objectives:
- to present and practise new vocabulary
- to present and practise irregular superlatives
- to raise pupils' awareness of cohesion in a reading text
- to read for gist
- to develop speaking skills

Vocabulary:
kiwi koala
kangaroo penguin
Australia
New Zealand
pollution*

Activity 1a Look, read and repeat.
Objective: to teach pupils how to say the new words correctly
For the procedure see Activity 1 a of the previous lesson.

Activity 1b Match the animals and countries.
Objective: to practise talking about the four animals
Following the example PP should be able to say:
'Koalas live in Australia.'
'Kangaroos live in Australia.'
'Penguins live in Antarctica and in New Zealand.'

Activity 1c Point and say.
Objective: to help establish the meaning of the new words
This is the usual 'Point and say' activity. For the procedure see Activity 1b in the previous lesson.

Activity 2a Read, listen and write T for True and F for False.
Objective: to listen for gist
Write the following statements on the BB.
1 Heggy and his friends are in New Zealand now.
2 Penguins fall over when an airplane flies near them.
3 Heggy and friends visited Sydney, Melbourne and Canberra.
4 Heggy and friends ate fish in Australia.
5 Heggy likes koalas.

PP copy the numbers of the statements in their exercise books. Play the CD. PP should write T or F for each number. Play the CD once more stopping after each answer on the CD so that PP can check their answers. When you have done this, explain the meaning of 'spit'.

CD script

(Music Jingle)
Anchorwoman: Hello and welcome to another programme in our series Around the world in 14 days. Heggy and his friends are travelling round the world in a hot air balloon. Today they talk about Antarctica, Australia and New Zealand. Hello Heggy.
Heggy: Hello, listeners. This is Heggy and friends telling you more about our trip. We're in New Zealand now. First we went to Antarctica. It was very cold so we didn't stay there long but I wanted to see the penguins. They say that when an airplane flies penguins look up. And when penguins look up they fall over. Well, we flew and penguins looked up, but they didn't fall over! After Antarctica we went to Australia. It was great. We went to Sydney and Melbourne. We ate fish from the sea. It was good. We saw kangaroos and koalas. Something interesting. Koalas look small and friendly. But in fact they are not friendly at all. They sleep all the time. If you wake them up, they spit at you! Anyway, that's all for now. We want to visit some kiwis now. Goodbye.

Activity 2b Match the words and the kind of transport.
Objective: to revise some kinds of transport
PP match the pictures and the words. Check they can say the words correctly.

Activity 2c Work in pairs. Talk about the best/worst kinds od transport.
Objective: to present and practise irregular superlatives
Before PP start doing this activity, tell them to look at the Remember box. Elicit or explain that these adjectives are irregular and pupils will have to memorise their superlatives. Now practise the model dialogue. Ask two other pupils to talk about other means of transport.

Activity 3a Look at the picture. Answer the questions. Guess the bold words.
Objectives: to practise talking about the picture;
to help to infer the meaning of the new words from the context
Individually PP think over the answers to the questions on the picture and try to guess the new words. When they finish, listen to their answers.

Activity 3b Read and put the story in order.
Objective: to practise reading for gist
Ask PP to read the story silently and put the parts of it in order.

Answer key: c, b, a, d

Activity 3c Listen and check.
Objective: to practise listening to check the answers in 3b
Play the CD. PP listen and check their answers.

CD script
(The story is printed in the Workbook, Activity 3b)

Activity 3d Discuss in groups. Report to the class.
Objective: to develop reading for inference and responding to a text
In groups of four PP read the questions and discuss possible answers. PP can do it in their mother tongue. After they have finished, a speaker from each group should give the answer to one of the questions and should do it in English. You can listen to more than one answer, providing they differ.

NB: If any of your pupils has pictures or picture postcards of some of the English-speaking countries, ask them to bring them to class next time. They will need them in their Project lesson. You can bring some if you have any. It would be a nice surprise if you had prepared very simple paper medals for your pupils beforehand and gave them in the lesson. (See Lesson 6 Activity 2)

Lesson 6 Project

Objectives:
- to consolidate the material of the unit
- to offer pupils an opportunity to work creatively and cooperatively

Activity 1 Spelling dictation.
Objective: to check whether PP can spell the words correctly
For the procedure see the Spelling Dictation Activity in one of the previous units.

Activity 2a Work in groups of 3/4. Make a poster. Write about the size, population, famous places and nature of the country.
Objectives: to develop writing skills; to design a poster
Make groups. Tell PP to choose one country. Make sure they all do not choose the same country. Tell them to find information in the lessons in the unit. If you or your PP have brought pictures to the class, they should be used in the posters. When the posters are ready, display them and organise a discussion. Ask PP which poster would get the medal because it:

– is the most colourful – has the best pictures
– is the most interesting – has the best layout
– has the neatest writing. PP can give each medal once.

Activity 2b Display your poster and talk about the country.
Objective: to practise talking about the size, population, famous places and nature of different countries

PP display their posters and make a short presentation about the country. Make sure as many members of the group are involved. One pupil can talk about famous places and show them on the poster, another about nature etc.

UNIT 10 GEOGRAPHY AND POPULATION

Lesson 1 Do you know Uzbekistan?

Objectives:
- to present and practise geographical names
- to talk about the location of mountains, rivers, cities, etc. in Uzbekistan
- to practise numbers over 1,000
- to read for detailed information

Vocabulary:
the Chimgan Mountains
the Fergana Valley
the Aral Sea
the Zarafshan River
the Kyzylkum Desert

Activity 1a Look and match.
Objective: to acquaint PP with some geographical names in English
PP look at the map, read and match the geographical names and places on the map.

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

Activity 1b Listen and check.
Objective: to establish the connection between the spelling and the sound form
PP listen to the CD and check if they have matched correctly.

See Classbook for CD script.

Activity 1c Listen and repeat.
Objective: to teach pupils to say the new words correctly
Play the CD. PP listen and repeat after the announcer. Then you could ask them to repeat the words in rows and individually.

See Classbook for CD script.

Activity 2 Chain Drill.
Objective: to reinforce the geographical names
This is a normal Chain Drill activity in which pupils practise questions beginning with '*Where's*'. See Unit 4, Lesson 3 Activity 3 for procedure.

Activity 3 Work in pairs. Ask and answer.
Objective: to give further practice in using geographical names
In pairs PP take turns to ask and answer questions about the places in Uzbekistan that have been given in 1a.

Activity 4a Look and match.
Objective: to raise awareness of the geography of Uzbekistan
PP look at the map of Uzbekistan and match the cities and towns with their location on the map.
Answer key: 1g, 2e, 3j, 4a, 5f, 6h, 7i, 8b, 9d, 10c

Activity 4b Work in pairs. Ask and answer.
Objective: to practise talking about cities and towns in Uzbekistan
This is an ordinary information gap activity. For the procedure look at one of the simiiar activities in the previous units. Do not forget to walk round the classroom giving help if necessary. For the procedure see Unit 3, Lesson 2 Activity 5b.

Activity 5 Choose the right answer.
Objectives: to find out what pupils know about geography;
to practise numbers over 1,000
Work with the whole class. Ask PP to think and read aloud the answer which they think is correct.
Answer key: 1 – 26,5 million, 2 – 17 million, 3 –1,500 km, 4 –1,900 km, 5 – 447,400 sq.km, 6 – 2,700,000 sq.km, 7 – 877 km.

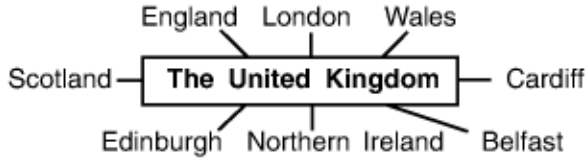
Activity 6 Work in groups. Play Uzbekistan Quiz.
Objective: to practise using the new vocabulary
Say you will play a game. Make groups of 3-4. One of the PP reads the sentence and the rest complete it themselves in their exercise books not saying to each other. After completing the sentences they read their answers and count how many answers they know.

Lesson 2 What is the UK?

Objectives:
- to present cultural information about the UK
- to present and practise comparatives
- to talk about parts of the UK, its mountains, rivers, etc.

Vocabulary:
*Scots
Welsh
Irish
sailing

Activity 1a Help your teacher complete the Word Web.
Objective: to help pupils remember what they know about the UK In the centre of the board write The United Kingdom'. Draw lines in all irections. Ask your pupils to give you as many words as they can related to this country. Write these words at the end of the lines. Your Word Web can look as follows:



Activity 1b Work in pairs. Write what you know about Great Britain.
Objective: to prepare for the main activity
In pairs PP write what they remember about the UK. In case they do not remember much, let them use their Classbooks, as it is always useful if pupils can find information themselves. Let them use mother tongue to write about Great Britain if they don't know the spelling.

Activity 2a Listen and read the text. How many of these things did you know?
Objective: to practise reading for detailed information
First PP listen to the text. Then they read it silently. Give them help with the words which they do not know. When they finish, ask them to say what things they knew. PP might want to know the pronunciation of some geographical names, e.g. Snowden [ˈsnəʊdən]; Lough Neagh [ˌlɒk ˈneɪ]; Windermere [ˈwɪndəmiə]; Ullswater [ˌʌlzˈwɒtə].

See Classbook for CD script.

Activity 2b Work in pairs. Answer the questions.
Objective: to practise talking about the UK
In pairs PP take turns to ask and answer questions about the UK. You might want to ask them to read the text again before they start doing this activity.

Activity 3a Talk about two things.
Objective: to present and practise comparatives
Tell PP, possibly in their mother tongue, that you are going to compare things. Ask them to look at the Remember box. Read the sentence in the Remember box yourself or ask one of your good pupils to read it. Ask the class to tell you what they notice. The answer is: *-er* at the end of the adjective and the word '*than*'. Then tell them to look at the two other adjectives and draw their attention to double '*g*' in a '*bigger*' and one '*e*' in '*larger*'. Say pairs of words. PP should repeat after you all together. Now ask one of your good PP to read the example in the activity. You might want to ask the class to repeat the last sentence in chorus. Proceed with the five sentences. If you wish, you can ask PP to repeat the sentences with comparisons in chorus or let individual PP repeat them several times.

Activity 3b Translate into your language. What is similar/different?
Objective: to reinforce the new structure
Ask PP to translate the sentence into their mother tongue and tell you what is similar or different in it as compared to the English sentence and write these sentences with translation in their exercise books.

Activity 3c Copy and complete the table.
Objective: to give pupils practice in writing the comparatives and superlatives of some adjectives

PP copy and complete the table in their exercise books. Ask them to use the Remember Box.

Activity 3d Look at Activity 5 in Lesson 1. Make sentences.
Objective: to give further practice in using comparatives in sentences
PP look at activity 5 in Lesson 1 and make sentences with comparatives according to the example.

Lesson 3 Welcome to the USA!

Objectives:
- to introduce cultural information about the USA
- to practise using comparatives
- to practise talking about three countries

Vocabulary:
*advertisement tour
including relax
campfire delay
has boarders with

Activity 1 Play Knowledge Quiz.
Objective: to practise talking about the geographical information in Lessons 1 and 2
PP work in groups. They take turns to ask a question about a country and others in the group should answer. e.g. A: Where's Termez? B/C/D: It's in the south-east of Uzbekistan.

Activity 2a Work in pairs. Say three things. you know about the USA.
Objective: to revise pupils' knowledge about the USA
PP work in pairs. They share knowledge about the USA. Each says three things s/he knows about this country.

Activity 2b Read the advertisement. Did you find your ideas in the text?
Objective: to read for the main idea
Ask PP to read the text and find main ideas of the text. They write these sentences in their exercise books.

Activity 2c Read again and guess the words with '*'. Say how you know.
Objective: to practise inferring the meaning of new words from context
PP read the text silently and guess the meaning of the words with asterisks. When they finish, check whether their guesses were right. Ask them to say what helped them to guess. Then ask PP to write these words with translation in their exercise books.

Activity 2d Read the text again, copy and complete the map.
Objective: to read for specific information
PP read the text again, then copy and complete the map. The geographical names are pronounced as follows: St. Lawrence [sənt `lɔ:rəns], Mississippi [ˌmɪsɪ`sɪpi], Colorado [ˌkɒlə`rɑ:dəʊ], Rocky Mountains [`rɒki `maʊntɪnz], Washington [`wɒʃɪŋtən]

Activity 2e Where would you like to go in the USA? Why?
Objective: to practise giving reasons for going somewhere/to the USA
Ask PP where they would like to go in the USA and why.

Activity 3 Work in pairs. Ask and answer.
Objective: to practise talking about the USA
Make pairs. PP should ask and answer questions about the USA.

Activity 4 Look at the tables and ask questions.
Objective: to practise comparatives
PP look at the tables and ask questions as shown in the example. First they ask questions about Uzbekistan and the USA, then about Uzbekistan and the UK.

Lesson 4 Australia: down under

Objectives:
- to practise listening for specific information
- to practise talking about countries using superlatives

Vocabulary:
north-west
south-west
north-east
south-east

Activity 1 Play Where Is It?
Objectives: to check the homework from the previous lesson;
to practise talking about countries and geographical features
PP work in pairs/fours. They take turns to ask and answer. They use the questions they wrote for homework after lesson 3.

Activity 2 Write ten things you know about Australia.
Objective: to practise making predictions
Individually pupils write things they know about Australia in their exercise books. You could ask them to work in pairs/fours and compare what they have got.

Activity 3a Listen and check. Are your ten things right?
Objective: to practise listening to check predictions
Play the CD. PP listen to check whether the things they wrote were right.

CD script

(Noise of someone coming into a room and closing the door. A class of pupils standing up.)
Miss Jones: Good morning class 8b.
Class: Good morning Miss Jones, (class sits down noisily)
Miss Jones: What country did we talk about last lesson?
Pupil A: Australia, Miss.

Miss Jones: Yes, that's right. Now, Where's the Murray river?
Pupil B: In the south-west, Miss.
Miss Jones: Yes. Well done. And who can tell me ... Where are the Australian Alps?
Pupil C: In the north-east, Miss.
Miss Jones: Do you agree, class?
Pupils A/B/C: No.
Miss Jones: Where are they?
Class: In the east.
Miss Jones: Right. And what about the cities of Australia. Where's Perth?
Pupil D: In the south-west.
Miss Jones: Yes. And Sydney. Hands up please. Yes, Jane.
Pupil E: In the east and a bit south.
Miss Jones: Yes, well done. What about the capital... Canberra. Who knows? ... Hands up please. Come on now... Yes, Paul.
Pupil F: It's in the south, Miss Jones.
Miss Jones: Yes. And finally, Where's Melbourne?
Pupil G: It's in the south.
Miss Jones: Yes. Well done class. I am pleased with you. That's enough for today. Please stand up. (noise of class standing up) Goodbye class 8b.
Class: Goodbye, Miss Jones.

Activity 3b Copy. Listen and complete the map.
Objective: to listen for specific information
Ask PP to copy the map from the Workbook. Then PP listen to the tape again and complete the map.

Activity 4a Listen and repeat.
Objective: to learn four more points of the compass
PP listen and repeat four points of the compass.

Activity 4b Play Where Is It?
Objectives: to practise talking about Australia; to reinforce the new material PP work in pairs/fours. They take turns to ask and answer about Australia. e.g. A: *It's in the west of Australia. B: Is it Perth?*

Activity 5 Say True, False or Don't Know. Correct the false sentences.
Objective: to check the pupils' comprehension of the text and practise talking about Australia
This is a normal True and False activity in which PP should also be ready to give true sentences instead of the false ones.

Activity 6 Ask and answer.
Objectives: to talk about 4 countries; to practise superlatives

This activity can be done with the whole class, in groups or in pairs. PP ask questions as shown in the example and answer them.

Lesson 5 New Zealand

Objectives:
- to introduce cultural information about New Zealand
- to practise talking about English-speaking countries
- to practise comparatives and superlatives

Vocabulary:
*arrive
ferry
sulphur

Activity 1 Play Geographical Quiz.
Objectives: to get pupils warmed up; to practise questions on geography
Divide PP into two or three groups. Each group should choose a country and prepare three questions about it. Set a time limit, e.g. five minutes. When groups finish, they ask each other questions: group A asks group B group B asks group C and group C asks group A. The authors of questions should say whether the answers given by pupils are correct. Each correct answer brings pupils a point. The group with the most points is the winner.

Activity 2a Look at the picture and answer the question.
Objective: to prepare to the main activity
Ask PP to look at the picture and answer the question.

Activity 2b Read the letter and answer the questions.
Objective: to read for detailed information
PP read the text and answer the questions.

Activity 2c Read the letter and draw the route.
Objective: to practise reading for specific information
PP read the text silently, then copy the map and complete the route.

Activity 2d Answer the questions.
Objective: to encourage pupils to respond to the text
PP answer the questions and give reasons for their answers.

Activity 2e Read the text and write three questions.
Objective: to give further practice in asking questions
PP read the text again and write three questions about it.

Activity 2f Work in pairs. Ask and answer.
Objective: to practise talking about New Zealand
After PP have finished, ask them to work in pairs. In turns they should ask and answer their questions.

Activity 3 Look at Lessons 2, 3, 4 and 5. Write which country you want to visit and why.
Objective: to develop writing skills

Ask PP to read the example. Now they should write one or two sentences about one of the English-speaking countries in their exercise books. You could let them use material from the previous lessons. After PP have finished doing the activity, ask as many children as time allows to tell the class about the country they want to visit.

Activity 4 Make sentences.
Objective: to practise comparatives and superlatives
Work with the whole class. PP should make sentences according to the example. You may want to draw their attention to the Remember box before they begin making sentences. Their answers starting from number 3 may vary.
e.g. 1 The spider is less poisonous than the cobra. The mosquito is the least poisonous of them. (Or: The spider is more poisonous than the mosquito. The cobra is the most poisonous of them.)

Answer key:
1 The cobra is the most poisonous.
2 The crocodile is the most dangerous.
3, 4, 5 (answer is up to the pupils)
6 The tram is the cleanest.
7, 8 (answer is up to the pupils)

Lesson 6 Project

Objectives:
- to offer PP a possibility to work creatively and cooperatively
- to develop writing and speaking skills

Activity 1 Spelling Dictation.
Objective: to check whether pupils can spell the words of the unit correctly
For the procedure see one of the same activities in the previous units.

Activity 2 Work in groups. Make a poster about a real or an imaginary country.
Objectives: to give PP practice in reaching consensus;
to prepare for the next activity
PP perform this task in groups. If they choose a real country, it would be of great help to your pupils if you could bring pictures of different flags, postcards or magazine cuttings with the scenery of this or that country. If your school has an encyclopedia or The World Book you could bring it to class and let PP use it. If there are no materials available, pupils can use what they find in this book. If some groups choose an imaginary country, help them with ideas, e.g. they should think carefully about the flag of their country and be ready to explain what the things depicted on it mean.

Activity 3 Write about ...
Objective: to develop writing skills
In the same groups pupils should write about the country they have chosen. Help them to arrange the material on their posters, check for mistakes. When their posters are ready, display them.

Activity 4 Talk about your country to the class.
Objective: to practise talking about a real or an imaginary country
Since there will be a lot of information on posters, it is good to have two PP from each group who will make a presentation of their countries. It is obvious that an imaginary country may arouse the greatest interest, so it would be good to let PP ask questions to get more information about this country.

UNIT 11 NATURE AND CLIMATE

Lesson 1 Climate of the world

Objectives:
- to present and practise new words
- to practise reading to reinforce general knowledge
- to enable PP to talk about climates

Vocabulary:
climate the Equator
the Arctic Circle
the Antarctic Circle
tundra *record

Activity 1a Answer the questions.
Objective: to introduce the topic
To answer the question PP can use their mother tongue.

Activity 1b Read and check.
Objective: to practise reading to reinforce general knowledge
PP read the text silently in order to check if they gave the right answer to the question in 1a.

Activity 1c Answer the questions.
Objective: to practise talking about the climate of the place where pupils live
Work with the whole class. PP talk about the climate of the place where they live using the words they know from Book 5 and following the example.

Activity 2a Write the meaning of the words. Check in the Wordlist.
Objective: to practise working with the Wordlist
PP can first try and guess the meaning of the new words. Then they can check their answers in the Wordlist.

Activity 2b Look, listen and repeat.
Objective: to establish the connection between the spelling and the sound
Play the CD. PP listen the words in 2a and repeat in chorus. You may want to play the CD a second time for PP to repeat in rows and/or individually.

See Classbook for CD script.

Activity 3 Match the animals and climates.
Objective: to reinforce the vocabulary for animals and climate
PP do the matching in their exercise books.

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

Activity 4 Chain Drill.
Objective: to practise talking about places where animals live
This is an ordinary Chain Drill activity in which PP can talk both about the animals in the picture and about any other animals if they know where they live. For the procedure see Unit 4, Lesson 3 Activity 3.

Activity 5a Look, listen and point.
Objective: to practise talking about climates in different part of the world
PP look at the map in 1a. You say, for example, 'Brazil'. All PP must point to it on the map and one pupil should say, 'Hot and wet'. You can name two more things and then PP can continue working in groups. They should take turns to name places on the map for the rest to point and say what the climate is.

Activity 5b Answer the question.
Objective: to give further practice in talking about climates
PP look at the map in 1a and answer the question.

Activity 6 Chain Drill.
Objective: to reinforce the vocabulary related to climate
This is an ordinary Chain Drill activity in which PP practise the vocabulary for climate.

Activity 7 Work in pairs. Ask and answer.
Objective: to give less-controlled practice in talking about climates in different parts of the world
In pairs PP talk about climates in different part of the world. Walk around, listen in and give help if necessary.

Lesson 2 What's the climate like?

Objectives:
- to practise reading for the main ideas

Vocabulary:
rainfall average

- to practise reading and interpreting diagrams and graphs
- to acquaint pupils with an entry in an English-English dictionary

Activity 1 Look at diagram A. Answer the questions.
Objective: to practise talking about the climate of Uzbekistan
PP will be able to answer the first question without looking at the diagram A, but they will certainly need it to answer the second and the third question.

Answer key:
2 The longest season is summer, the shortest one is winter.
3 The summers begin on April 17, the winter on December 27.

Activity 2 Read and guess the climate.
Objective: to practise reading for the main ideas
PP read the text silently and guess the climate.

Answer key: tundra

Activity 3a Look at graph B. Listen and repeat.
Objectives: to present and practise the new words;
to practise interpreting the graph
Say the words. PP repeat after you in chorus. Ask them to look at the graph and answer your questions: *Which month is the hottest? Which month has the greatest rainfall?* On the top of the graph PP find the letters which stand for the months, the numbers on the left mean the temperature. So PP can see that the hottest month is July and the greatest rainfall is in March.

Activity 3b Read the dictionary page. Say what information you can get from the dictionary.
Objective: to acquaint PP with an entry in an English-English dictionary
Tell PP that this is a part of the page from an English-English dictionary in which they will not find translation into other languages. Ask them to read the page silently and tell you what information they can find there. If PP find it difficult to discuss such things in English, they can do this in their mother tongue.

Answer key: Part of speech - noun; explanation; examples

Activity 3c Answer the questions.
Objectives: to reinforce the new vocabulary;
to practise talking about the climate of Uzbekistan
PP look at graph B in 3a and answer the questions.

Answer key:

1 The average temperature in January is 5 degrees and in July - 35 degrees

2 The average rainfall in January is low and in July if s very low - there is no rain.

Activity 4a Write the climate for each graph.
Objective: to give further practice in interpreting graphs
In their exercise books PP write the about the climate for each graph.

Answer key:
a - hot and wet; b - cold in winter, warm in summer; c - very cold in winter, warm in summer; d - hot and dry

Activity 4b Match the graphs and countries.
Objective: to give futher practise in interpreting graphs using their knowledge about climate from other units.
Pupils continue working in their exercise books. They match the graphs and countries.

Answer key: a - Indonesia; b - Great Britain; c - Russia; d -Turkmenistan

Activity 4c Add and write more countries for each climate.
Objectives: to reinforce general knowledge; to give pupils practice in writing
Ask PP to read an example first. Then they should write in their exercise books.

Answer key:
hot and wet – Malaysia, Brazil, Australia, New Zealand
hot and dry – Turkmenistan, Uzbekistan, Kazakhstan, Kyrgyzstan, Tadjikistan
cold – Canada, some parts of the USA
warm – Great Britain, France, Germany, Poland
tundra – a part of Canada, a part of Russia

Activity 5 Work in groups. Choose a country. Talk about it. Use the questions.
Objective: to give less-controlled practice in talking about countries and climates
In groups PP choose a country, read and discuss the questions.

Lesson 3 Save water!

Objectives:
- to enable PP to talk about the water problem in Uzbekistan
- to practise reading for specific and detailed information

Vocabulary:
recycle reduce
washing up
wait
*salty

Activity 1 Say what places have water problems.
Objective: to introduce the topic

Work with the whole class. PP can name any place they know. It may be even the district of the town or city where they live, or their village.

Activity 2a Look at the maps and answer the questions.
Objective: to practise talking about the water problem in Uzbekistan
PP look at the pictures. Ask them to read the questions and answer them.

Answer key:
1 It was bigger. 2 It goes to the fields. 3 It went to the sea. 4 Because the water of the rivers doesn't go into it. 5 No, it can't.

Activity 2b Read and answer the questions.
Objectives: to practise reading for detailed information;
to practise talking about ways to save water
PP read the text silently and then answer the questions. Listen to as many PP as are willing to answer.

Activity 2c Read and answer the question.
Objective: to reinforce pupils' knowledge of parts of speech
PP read the sentences silently and then tell you what part of speech is used in each sentence.

Answer key: 1 verb; 2 adjective; 3 v; 4 adj; 5 adj; 6 v; 7 adj.

Activity 3a Read. Then copy the table in the Workbook and complete it.
Objectives: to practise reading for detailed information;
to practise completing tables
PP read the text silently. Then they copy the table into their exercise books and complete it.

Activity 3b Answer the questions.
Objective: to practise work with the table
PP will be able to answer these questions looking at the tables they have completed for themselves.

Activity 3c Work in pairs. Write instructions.
Objective: to practise writing instructions
Ask PP to read the examples first. Then in pairs they discuss and write instructions to save water.

Lesson 4 Save energy!

Objectives:
- to introduce the concept of global warming and to enable pupils to talk about it
- to practise talking about ways to save energy

Vocabulary:
global warming
*electricity
seconds

UNIT 11

Activity 1 Play Favourite Drinks.

Objectives: to get pupils warmed up; to revise the vocabulary for drinks PP should describe their favourite drinks for others to guess them. For example, pupil A says, *'My favourite drink is good for health. It's bright yellow. I like it when it's cold'*. Pupil B: *Is it apple juice?* Pupil A: *No.* Pupil C: *Is it orange juice?* Pupil A: *Yes, it is.* After you have played the game with the whole class, PP can play it in groups.

Activity 2 Look and answer.

Objective: to practise interpreting pie charts

PP look at the chart with the names of the drinks the Abdullaevs have. They can see that the largest section is taken by **Tea,** so it is the Abdullaevs' favourite drink. PP can answer these questions working in pairs.

Activity 3 Listen and answer the question.

Objective: to practise listening for the main ideas

Pre-teach the word '*beans*' and explain that '*Fair trade*' is the name of a company. Play the CD.

PP listen and answer the question. If you have very weak pupils you can let them listen again.

CD script

Lucy:	Hello, Ann. I want to ask you what you drink.
Ann:	My favourite drink's Coca Cola but I really like hot chocolate too. My mum says hot chocolate is good in winter time.
Lucy:	Thanks. Hello, Sally. Can I ask you about your favourite drinks?
Sally:	Sometimes I drink Coca Cola. But my favourite's tea with milk. I drink ten cups a day -two cups at 7.30, two cups at 10.30, at 12.30, at 4.00 and at 6.00. My mum says I look like a cup of tea!
Lucy:	Thanks, Sally. Now you, Andrew.
Andrew:	I don't like tea or coffee. I usually drink water. In the evening I have hot chocolate. My mother says we must use Fair Trade chocolate. The Fair Trade company gives farmers fair* money for their cocoa beans*.

Answer key: Coca Cola, hot chocolate, tea with milk.

Activity 4a Read and guess the new words. What helped you to guess the new words?

Objective: to practise inferring the meaning of the new words from context PP guess the meaning of the new words. Hopefully it will be easy for them to guess as these words are similar in many languages.

Activity 4b Read and answer.
Objective: to enable pupils to talk about energy problems and how to save energy
PP read the text silently and answer the questions.

Activity 4c Look, read and match.
Objectives: to practise reading for detailed information;
to raise awareness of the ways to save water
PP do the matching in their exercise books. Tell them that more than one answer can be right. **Answer key:** 1d,c,e; 2d; 3a,b,f,g; 4e

Activity 5a Work in groups. Talk about how we can save energy and water at school and at home. Draw a picture. Give a short slogan.
Objectives: to give further practice in talking about the energy problem;
to offer an opportunity to work cooperatively and creatively
In groups PPs draw a picture with a slogan like in the example. Set time limit to complete this work.

Activity 5b Report to the class.
Objective: to give further practice in talking about the energy problem
Groups display their pictures and in turns tell the rest of the class how they can save energy and water at home/school.

Lesson 5 Save our rain forests

Objectives:
- to practise reading for gist
- to practise talking and writing about rain forests
- to raise awareness of environmental issues

Vocabulary:
rain forest
destroy
oxygen
cut down

Activity 1 Look, read and answer.
Objective: to practise talking about rain forests
Ask PP to read the first two sentences. You may want to add more information to them, e.g. you can say that in rain forests trees grow thickly together. Then PP read and answer the questions.

Activity 2a Work in groups. Read and give a title to the text.
Objective: to practise reading for gist
PP read the text silently and in groups think about a title. When they are ready, ask them to tell you their titles and write them on the blackboard. Then PP can choose the best title from the list.

Activity 2b Say what information you can find in the dictionary.
Objective: to present new words with the help of an English-English dictionary

PP read the entries and then say what information they can find in them.

Answer key: part of speech (verb or noun), explanation, examples

Activity 2c Work in pairs. How can we help rain forests?
Objective: to give further practice in talking about rain forests
Working in the same groups PP answer the questions. Draw their attention to the phrases in the cloud. They can be very helpful in the discussion.

Activity 3 Look and answer.
Objective: to introduce the concept of recycling
PP look at the pictures and answer the questions.

Answer key:

1 – The first picture means 'to recycle', the second one – 'Keep your country clean'.
2 – We can recycle all the things in the pictures, even bread, because we can use stale bread to make other food.

You can discuss this issue with PP in their mother tongue, but do not get carried away as you have one more activity to do.

Activity 4 Work in groups. Complete the poster.
Objective: to give less-controlled practice in writing about rain forests
In groups PP should complete posters working in their exercise books.

Lesson 6 Project

Objectives:
- to raise awareness of the importance of reusing things
- to teach pupils to recognise words with the prefix '*re-*'
- to practise talking about saving water, electricity, etc.
- to practise reading for detail

Vocabulary:
turn off*

Activity 1 Spelling Dictation.
Objective: to check whether pupils can spell the words of the unit correctly
For the procedure see Unit 1, Lesson 6 Activity 1.

Activity 2 Answer the question.
Objective: to raise awareness of the importance of reusing things
Make sure PP understand what 'reuse' means. Work with the whole class. Write the words PP say on the blackboard. Possible ideas are:

paper (clean sides of sheets of paper), glass bottles, plastic bags, clothes (parents' or elder children's clothes can be made into things for small children). Tell children that it is not good to reuse plastic bottles because this is not good for our health. It is better to recycle plastic bottles.

Activity 3a Answer the question.
Objective: to teach PP to recognise words with the prefix '*re-*'
PP do this activity in their exercise books.

Answer key:
In the words 'rewrite', 'reuse', 'resell', 'refill', redo', 'recycle'.

Activity 3b Look and say what we can reduce, recycle, reuse and turn off.
Objective: to practise talking about saving water, electricity, etc.
PP look at the picture and say sentences according to the model.

Answer key:
We can save water if we turn it off. We can save gas if we boil a little water. We can save energy if-we reuse glass bottles. We can save energy if we recycle plastic bottles. We can save trees if we recycle newspapers and cardboard. We can save energy if we reuse plastic bags. We can save electricity if we turn the TV off when we aren't watching it.

Activity 3c Say True or False.
Objective: to practise reading for detail
Ask PP to read sentences one by one and say whether they are true or false.

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

Activity 3d Do the quiz.
Objectives: to practise reading for detail; to check pupils' general knowledge
It is up to you to decide whether PP will do this activity individually or in pairs.

Answer key: 1,4 The answers may vary. 2 Rabbits. 3 Warm. 5 Tea.

Activity 3e Work in groups of 4. Write 10 sentences for your group quiz.
Objectives: to revise the material studied in Units 10 and 13;
to develop writing skills
Tell PP that they can use the material of Units 10 and 13 to write ten sentences for their quiz. Walk around, giving help with grammar and vocabulary. It would be good to do these quizzes in one of the future lessons or in extra-curricular work.

UNIT 12 THE WORLD OF FAIRY TALES

Lesson 1 What were you doing ...?

Objectives:
- to present and practise Past Continuous
- to practise reading for gist and for detailed information

Vocabulary:
sweep rubbish
bin dust
vacuum cleaner
*across stick

Activity 1a Look and match.
Objective: to help establish the meaning of new words
This is a normal matching activity. PP look at the pictures and match them and the words in their exercise books.

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

Activity 1b Listen and repeat.
Objective: to establish the connection between the spelling and the pronunciation of the words
Say the words one by one. PP should repeat in chorus, then in rows and/or individually.

See Classbook for CD script.

Activity 2 Write the verbs.
Objective: to revise the form of present participles
Ask PP to look at the way present participles are formed. Let them tell you what they notice in the second and third verbs. Then PP should copy and complete the table with the six verbs in their exercise books.

Activity 3a Read Anvar's story and answer the question.
Objectives: to present the new structure; to practise reading for gist
PP read the text silently. When they finish, ask them to answer the question. The answer may be: '*The children were busy because their rooms were untidy, and they were tidying them up*'. You can accept any answers with correct information, even if there are mistakes in the language. PP may also want to add what each of the children was doing.

Activity 3b Answer the questions.
Objective: to highlight the meaning of the Past Continuous
The possible answers to the questions are: 1 *They were tidying up their rooms. 2 Yes, we do. Some time before 11 o'clock. 3 Yes, they were. Dilbar was dusting the room. Malika and Olim were sweeping the yard. Anvar was cleaning the carpet.* If you think it will be difficult for PP to answer the questions in English, you could ask them to use their mother tongue. Draw pupils' attention to the Remember box.

Activity 3c Compare and translate into your mother tongue.
Objective: to reinforce the meaning of the new structure
Ask one of PP to read the first sentence aloud and translate it. Ask the class to compare the original sentence and the translation. Repeat the procedure with the second sentence. Ask PP to copy the sentences and write the translations in their exercise books.

Activity 4 Chain Drill.
Objective: to practise the structure
This is a normal Chain Drill activity. PP practise Past Continuous. Note that the word **you** in the question should be stressed. For the procedure see Unit 4, Lesson 3 Activity 3.

Activity 5a Read and put in order.
Objective: to practise reading and recognising grammatical, lexical and cohesive links
PP should read and put the parts of the story in order. Help them with the new words.

Answer key: b e d a c

Activity 5b Answer the questions.
Objective: to practise talking about the story
PP read and answer the questions. Hopefully the answer to the second question will be: *'It is better to smile.'* You may want to ask them one more question:'*Why is it better to smile?*' A possible answer is: '*Because you can have more friends if you smile.*'

Lesson 2 An accident

Objectives:
- to practise listening for gist
- to practise talking about what was happening in the past

Vocabulary:
get off traffic
get on accident

Activity 1 Play Guess. Ask Yes/No questions.
Objective: to revise Past Continuous
Ask one of the PP to think about what s/he was doing at 7pm yesterday. Then s/he should whisper her/his sentence to you, so that then you can be sure s/he answers the questions correctly. The rest of the class ask questions as in the example until they guess. The next person should be asked questions about what s/he was doing at 7pm the day before yesterday and the third about Saturday. If after the first round you feel that PP understand the game and feel confident playing it, they can play the second and the third rounds in groups.

Activity 2a Find the words in the Wordlist. Write the meaning.
Objective: to practise working with the Wordlist
PP find the translation of the new words in the Wordlist and write the words and translations in their exercise books.

Activity 2b Listen and repeat.
Objective: to establish the connection between the spelling and the sound of the new words
Say the words in turn. PP must repeat after you all together, then in rows and/or individually.

Activity 3a Answer the questions.
Objective: to prepare for the next activity
PP read and answer the questions.

Activity 3b Look and listen. Answer the question.
Objective: to practise listening for gist
PP should look at the picture and listen to the CD. Then ask them to answer the question.

CD script

I work in a small cafe in Chestnut Street. Usually there isn't much traffic in the street and it's quiet. But yesterday it was different. At 3... er... about 3 o'clock in the afternoon I heard a loud noise and went out to have a look. Two dogs were barking at two boys who were hiding behind a tree. There was a bus near the bank and the bus driver, well... he was laughing loudly at the boys and the dogs. And then I saw an accident: a big red car was against a tree. The driver was a woman. She was standing near her car. She looked really unhappy. Well, I decided that I should help her and phoned the traffic police.

Activity 3c Listen again. Find differences.
Objective: to practise listening for detailed information
Play the CD again. PP should find how the man's story is different from what really happened, i.e. from the picture. Ask PP to look at the Remember box to use the negative form of Past Continuous. They should use the Past Continuous Tense in their sentences wherever possible.

Answer key:
Two dogs were not barking at two boys. A dog was barking at a cat. The cat was sitting in a tree. The car was not big. It was small. The driver was not a woman. The driver was a man. The driver was not standing near the car. He was sitting near it.

Activity 3d Work in pairs. Close the Classbook. Play Memory Game.
Objective: to practise Past Continuous while talking about the picture

Ask PP to look at the picture once again and read the example. Then tell them to close their books. In pairs they should take turns to say wrong sentences and correct them.

Lesson 3 Do you like fairy tales?

Objectives:
- to practise reading for specific information
- to practise talking about fairy tales and characters in them

Vocabulary:
fairytale servant bite-bit
fly-flew taste-tasted
please-pleased
*to be continued
character main

Activity 1 Play Miming
Objective: to revise Past Continuous
Ask PP to recollect what they were doing before you came into the classroom. Tell them that one of them will do the action and the rest will ask questions as in the example. The pupil who guesses the action is the next to show what s/he was doing.

Activity 2a Find the words in the Wordlist. Write the meaning.
Objective: to practise working with the Wordlist
PP find the translation of the new words in the Wordlist. Draw their attention to the two irregular verbs. You can ask them what they notice about the second and the third word. Hopefully most of PP will be able to say that they are irregular verbs. If they fail to give this answer, give them an example, which they will easily recognise, e.g. go-went, have-had. Ask them to copy the words and give translation in their exercise books.

Activity 2b Listen and repeat.
Objective: to establish the connection between the spelling and the sound of the new words
Say the words one by one, ask PP to repeat after you in chorus, in rows and/or individually.

Activity 3a Answer the questions.
Objectives: to practise talking about fairy tales;
to prepare for the next activity
PP read and answer the questions.

Activity 3b Look at the picture. What do you think the story is about?
Objective: to generate the interest to prepare for the next activity.
Ask PP to look at the picture and answer the question.

Activity 3c Listen and answer the question.
Objective: to listen for specific information
PP listen to the CD and answer the question.

See Classbook for CD script.

Activity 3d Read. Say how fairy tales begin in English.
Objective: to read for specific information
It is obvious that the answer to the question in the very first sentence. Nevertheless, you should let PP read the whole text before asking them to say how fairy tales begin in English. Explain that '*Once upon a time*' corresponds to whatever beginning exists in their mother tongue and should not be translated word for word.

Activity 3e Read and answer the questions.
Objective: to give further practice in reading for specific information
PP read and answer the questions. Help them with the word with an asterisk.

Activity 4 Work in groups. Talk about the characters. Guess the fairy tale.
Objective: to practise talking about fairy tales and characters in them
Start with reading the example. Make groups. Tell PP that they should talk about a fairy tale that everyone knows, so that it will be possible for their friends to guess it.

Lesson 4 Can birds and animals talk?

Objectives:
- to practise reading for detailed information
- to practise talking about fairy tales and characters in them
- to give pupils controlled practice in writing

Vocabulary:
swallow *shade
nearby inside
consequence
ride – rode

Activity 1 Complete the table.
Objective: to revise Past Simple and Past Continuous
PP copy and complete the table with the forms of the verbs in the Past Simple and Past Continuous Tense in their exercise books.

Activity 2 Listen and read. Match the lines and pictures.
Objective: to acquaint pupils with a limerick and to practise reading it

Language notes
A limerick is a short humorous poem with three long lines and two short ones. It is a sort of a mini-story. Many limericks begin with '*There was*' or '*There once was*'. In this limerick the word '*Niger*' is pronounced [ˋnaɪdʒə], so the first and the second line have a so-called visual rhyme/ but not sound rhyme.

Play the CD (Read the poem). Pupils listen and then match the lines of the poem and the pictures in their exercise books; then they can read aloud the lines that refer to each picture. You could ask your pupils to tell you who the word 'they' in the third line refers to. The answer is: '*the tiger and the lady*'. You might want to play the tape again, pausing at the end of each line and asking your pupils to read aloud in chorus or in rows. If you wish, you may tell them the information from the Language Note.

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

See Classbook fo CD script.

Activity 3a Answer the questions.
Objective: to prepare for the next activity
PP look at the picture of a swallow and answer the questions.

Activity 3b Listen and answer the question.
Objective: to listen for detailed information
Play the CD. PP listen to the fairy tale and answer the questions.

See Classbook for CD script.

Activity 3c Read. Guess the new words.
Objective: to practise reading to infer the meaning of new words from context
Ask PP to look at the pictures, then read the story silently and guess the meaning of the words with asterisks. When they finish, let them check their answers in the Wordlist.

Activity 3d Read and say True, False or Don't know. Correct false sentences.
Objective: to practise reading for detail
PP read the story again, then read the sentences and say if they are true, false or if they don't know.

Answer key:
1F (The baby was sleeping in the shade of the tree, but his mother wasn't. She was cooking food nearby.)
2T 3T 4D
5F (The mosquito came to the snake's house in a big tree.)
6F ("Oh, my King," said the mosquito, "I know which is the sweetest meat of all".)

Activity 3e Answer the questions.
Objective: to practise talking about the story and about personification in stories
Work with the whole class. PP read and answer the questions.

Activity 4 Work in pairs. Copy and play Consequences.
Objective: to practise writing a story with the help of cues
Make pairs. Study the example. Make sure PP understand what each of them will write.
They should take a strip of paper and write on it in turns. The first pupil answers the first '*Who-question*', writing the answer at the top of the strip. Then s/he folds the strip, so that the second pupil does not see what is written. After the second pupil writes the answer, s/he folds the strip too. They continue in this way till the last question is answered, so in the end the story comes as a surprise for both pupils. Tell PP that while answering the question '*When*' they should write some time in the past. Then ask PP to read their stories.

Lesson 5 A happy end

Objectives:
- to practise reading for gist and for detailed information
- to practise talking about fairy tales and characters
- to prepare pupils for writing a fairy tale/story _

Vocabulary:
*paragraph event just hate nest

Activity 1a Work in pairs. Copy and play Consequences.
Objectives: to get PP warmed up; to revise Past Continuous
In pairs PP play the same game as in the previous lesson.

Activity 1b Read your story to another pair.
Objectives: to practise listening for detailed information; to have fun
Pairs should read their stories to other pairs. At the end of work you can ask them if all the stories were funny. Obviously there will be a lot of nonsense in these stories, but this should not discourage either you or your PP, because this is good practice in listening for pleasure

Activity 2a Find the words in the Wordlist.
Objective: to give pupils practice in working with the Wordlist
PP find the translation of the new words in the Wordlist. Ask PP to copy the words and give translation in their exercise books.

Activity 2b Listen and repeat.
Objective: to establish the connection between the spelling and the sound of the new words
Read the words. PP should repeat them.

Activity 3a Agree or disagree.
Objective: to practise talking about fairy tales and characters in them

Ask PP to read the statements and say if they agree or disagree and why. The opinions about some statements will most certainly differ. If a pupil expresses an opinion contradicting others, ask her/him to say why s/he thinks so or to give an example of a fairy tale proving her/his point of view.

Activity 3b Listen and answer the question.
Objective: to listen for detailed information
PP listen to the CD and answer the question. Explain that 'V is a shape of swallow tale.

See Classbook for CD script.

Activity 3c Read and choose the best title for the fairy tale.
Objective: to practise reading for gist
PP read the story silently and choose the best title. To our mind the best title is '*The Snake and the Swallow*', but if most pupils prefer '*Why the Mosquitoes cannot speak*', ask them why they like it.

Activity 3d Look at 3d in Lesson 3 and 3c in Lesson 4. Choose the correct answer.
Objective: to give pupils useful tips that can be used while writing a story
PP read the questions and choose the right answers. Make sure PP remember them well, as they will have to write a story next lesson. To help your pupils answer to the 2nd question. Ask them to look at the Remember Box.

Answer key:
1 b; 2 a – tells about the event and b – describes somebody;
3a; 4c; 5a (We do not use contractions in writing, unless it is direct speech or an informal letter); 6b.

Lesson 6 Project

Objectives:
- to provide an opportunity for pupils to work creatively and cooperatively
- to develop writing and reading skills

Vocabulary:
exchange* caption*

Activity 1 Spelling Dictation.
Objective: to check whether PP can spell the words of the unit correctly
For the procedure see Unit 1, Lesson 6 Activity 1.

Activity 2a Work in groups. Write a fairy tale.
Objective: to develop writing skills

Make groups of 3-4. Explain to PP that they should write a fairy tale. It can be their own fairy tale or one that everybody knows. If they choose to write a fairy tale of their own, they should think about characters, events and descriptions. Make sure PP remember that they have to use all the conventions of story writing. Set a time limit, e.g. 20 minutes. While they are discussing, walk round, listen to their ideas and give help. When they start writing, help with vocabulary and grammar.

Activity 2b Exchange your fairy tales.
Objective: to practise reading for pleasure
After groups have finished writing their fairy tales, ask PP to exchange them. Each group should read a new fairy tale and think of a title. They should also decide what picture to draw to illustrate this fairy tale and what caption to write for their picture. Explain to them that the best caption is usually a phrase or a sentence from the text. It would be better if PP use separate pieces of paper for titles and pictures with captions. If everything goes right, in the end you will have a nice collection of fairy tales and pictures, which you can bind and make a journal.

LEARNING REVIEW FOR UNITS 1-4

Lesson 1 Make your 'To Do List'

Objectives:
- to practise talking about things on To Do Lists
- to practise reading for the main ideas
- to practise listening for detailed information

Vocabulary:
*just
happen

Activity 1a Read and answer the questions.
Objective: to read for the main ideas
Ask PP to read Tobby's To Do List and the words in the speech bubbles. Then they answer the questions.

Activity 1b Write your suggestions for Tobby.
Objective: to practise writing sentences with *Don't*
Make sure PP understand they do not have to change every sentence from the list into a negative one. They should write good meaningful sentences. The sentences could be: *'Don't check today's To Do List. Don't write tomorrow's To Do List.'* Some of your PP may want to write '*Don't bark at cats*'. They may also want to write some sentences of their own about things which are not on the list.

Activity 2a Listen and do.
Objective: to practise listening for detailed information
PP listen to the CD and do the actions.

CD script

Stand up. Touch your nose. Touch your ears. Turn left. Close your eyes. Turn right. Open your eyes. Blow on your hands. Don't blow on your hands.

Activity 2b Write five instructions for your partner. Use Do/Don't.
Objective: to practise writing imperative sentences Before PP start doing the activity ask them to read the examples. Then they should write five sentences of their own in their exercise books. They can use the words in the cloud.

Activity 2c Work in pairs. Play Do It!
Objective: to give less-controlled practice in listening for detailed information
In pairs PP tell each other to do or not to do something. All pairs should work simultaneously.

Activity 3 Write your To Do List for today.
Objective: to give freer practice in writing a To Do List
Pupils do this activity in their exercise books. They should not write about small insignificant things. Ask them to write about the five most important things they must do.

Lesson 2 You are what you eat

Objectives:
- to practise reading for gist and for detailed information
- to raise awareness of the importance of a healthy diet in people's life

Vocabulary:
protein starch western hamburger

Activity 1 Find the words in the Wordlist. Write the meaning.
Objective: to practise working with the Wordlist
PP find the words in the Wordlist and write the word and the translation in their exercise books.

Activity 2a Read and translate the title.
Objective: to practise reading for gist
PP read the text silently and translate the title into their mother tongue. The suggested versions are as follows: Russian - 'Вы - то, что едите?'. Uzbek - Siz, bu siz yeydigan narsadir?'

Activity 2b Look at the diagrams. Answer the questions.
Objective: to teach PP to read diagrams
Ask PP to look at the diagram and answer the questions.
Answer key: The usual western diet is not healthy because there is too much fat and sugar in it.

Activity 3a Look and read. Draw a diagram for the man's diet.
Objectives: to practise reading for detailed information;
to practise drawing a diagram
PP read the text silently. Then they draw a diagram in their exercise books. It may look almost the same as the first diagram in Activity 2a.

Activity 3b Talk about the man.
Objectives: to practise talking about a healthy diet; to revise *should*
PP express their opinions about what the man should eat.

Activity 4 Copy. Do the quiz.
Objective: to raise awareness of the importance of healthy food in pupils' life; to practise reading for detailed information
Pupils should copy the numbers of the questions from the Workbook section into their exercise books and answer them. When they finish, ask them to count their score and read the sentence. You may want to ask them to tell you if what they read is true about them.

Lesson 3 What's in your school bag?

Objectives:
- to practise talking about things in children's school bags;
- to practise listening for detailed information

Activity 1a Write the things you have got in your school bag.
Objectives: to revise determiners and the construction *there is/are*;
to practise writing about things in a schoolbag
In their exercise books PP write sentences their school bags following the model.

Activity 1b Work in groups of 4/5. Write your group list.
Objective: to revise 'have got'
In groups PP write a list of things they have got in their school bags.

Activity 1c Report.
Objective: to practise talking about things PP have got in their school bags
Ask each group to report and make a list on the blackboard. When the list is ready, ask PP to say sentences,
e.g. PENS - pupil A: Our class has got a lot of pens.
MONEY - pupil B: Our class has got a little money, etc.

Activity 2a Look and say. Use a/a lot of/some/a few.
Objective: to practise talking about the things the English pupils have got in their school bags
Pupils look at the picture and make sentences according to the example.

Actvity 2b Write five sentences.
Objective: to reinforce the vocabulary of 2a in writing
In their exercise books PP write any five sentences about the things the English children have got.

Activity 2c Work in pairs. Say differences.
Objective: to give less-controlled practice in speaking
In pairs PP say differences between the things which the English PP and Uzbek PP have got in their school bags.

Activity 3 Listen and find Mary, John and Natalie's lunch boxes.
Objective: to practise listening for detailed information
Play the CD. PP listen and find the children's lunch boxes.

CD script

Jane (the interviewer who is herself a pupil and who is doing a survey of what kids in her class have in their lunch boxes).
So Mary, you're in class 8, that's the second year of secondary school. And I see you've got your lunch box with you. What've you got in your lunch box?
Mary: Well, let's see er.. yes, as usual I've got a banana and some sandwiches, yes … three meat sandwiches and a piece of chocolate cake and a bottle of coke ... Oh …and a packet of cheese crisps.
Jane: Thanks Mary. Now John, I see you've got a lunch box too.
John: Yes. Let's see.... I've got a bottle of mineral water, some meat sandwiches, a packet of crisps, and a chocolate bar.
Jane: Thanks John. And what about you, Natalie?
Natalie: I've got some cheese and tomato sandwiches, a box of juice, a banana, two packets of crisps and a packet of sweets. This is making me feel hungry!
Jane: Yeah, me too. Thanks Natalie.

Answer key: a John b Mary c Natalie

Lesson 4 Do you like parties?

Objective:
- to practise talking about parties
- to practise reading for detailed information

Vocabulary:
ingredients
wallnut

LEARNING REVIEW FOR UNITS 1-4

Activity 1 Copy and complete the Word Web.
Objective: to revise the vocabulary related to parties
PP copy the Word Web into their exercise books and complete it.

Activity 2a Look and say. What is important for a good party?
Objective: to practise talking about what makes a good party
PP look at the picture and make sentences following the example. They can give any names to the children in the picture, though we hope they will remember Anvar's friend's name, which is Rustam, and Anvar's younger brother Olim.

Activity 2b Work in pairs. Make a list for a party.
Objective: to reinforce the vocabulary of the previous activities in writing
In pairs PP write a list of things for a party. They should give at least four more items.

Activity 3 Look, copy and complete the sentences. Use a lot of, some, a little and a few.
Objectives: to revise determiners
PP look at the picture, copy the sentences into their exercise books and complete them.

Activity 4 Read about Lucy's favourite sweet and write a list of ingredients for Dilbar.
Objective: to practise reading for detailed information
PP read the text silently and in their exercise books write the ingredients.

Answer key: a banana, some cream or yogurt, a bar of chocolate, some walnuts

Lesson 5 Do you know?

Objectives:
- to raise pupils' awareness of different cultures
- to practise reading for detailed information
- to practise listening for specific information and to check predictions

Vocabulary:
chief important kiss
shake clasp nod
*traditional Maori
Bulgarian Greek
Eskimo

Activity 1 Find the words in the Wordlist. Write the meaning.
Objective: to give practice in working with the Wordlist
Tell PP to find the meaning of the following words in the Wordlist and write them in the exercise books. You may want to organise this activity in the form of a competition. The person who is the first to wnte all the meanings correctly is the winner.

Activity 2 Answer the question.
Objective: to practise talking about Uzbek people

Your PP are supposed to say that Uzbek people are warm and friendly that they like guests, drink a lot of tea and that their food is very good.

Activity 3a Work in pairs. Answer the questions.
Objective: to practise talking about the ways people greet each other in Uzbekistan
In pairs PP answer the questions. After they have finished, it would be interesting if you asked several PP to tell the whole class how they greet their friends.

Activity 3b Read and say how African people greet each other.
Objective: to practise reading for specific information
Let your PP read the text silently. Then ask them to say how people in Africa greet each other, or you may ask them to match the photographs and sentences from the text.

Activity 4a Work in pairs. Answer the questions.
Objectives: to give further practice in talking about how people greet each other; to practise making predictions
In pairs PP answer the questions. Tell them not to worry if they are not sure about what the correct answer is, as their task is to guess rather than give true sentences.

Activity 4b Listen and check.
Objective: to practise listening to check predictions
Play the CD. PP listen and check their predictions. At the end of the activity you can ask them to tell you how many of their predictions were true.

CD script

Announcer: You're listening to Fly High Radio and it's 10.30. (Music) Hello and welcome to today's programme 'Different people, different habits'. On today's programme we talk to young people about meeting and greeting. (Noise of the two Uzbek boys, and then two Russian boys, greeting each other and shaking hands)
Announcer: First of all you, Timur and Ulugbek. What do Uzbek boys do when they meet?
Timur: We shake hands each time we meet.
Announcer: And what about you, Boris and Andrei?
Boris: We shake hands too - like Timur and Ulugbek.
Announcer: And what about in England, David and Victoria?
David: Well, it's different. In England boys don't shake hands when they meet.
Victoria: Yeah, and girls don't shake hands when they meet. Only grown ups shake hands. And they shake hands when they meet and when they say goodbye. Grown ups who don't know each other well shake hands. Friends don't shake hands. And it's the same in America.

Announcer: So that's different from Uzbekistan.
Timur: Yes. Men in Uzbekistan shake hands with their friends. But it's different for women. Women kiss each other.
Victoria: Women in England kiss each other if they are relatives or good friends. But if they don't know each other they shake hands.
Announcer: Well, that's all for today. Timur, Ulugbek, Boris, Andrei, David and Victoria – thanks. (Music)

Activity 4c Listen and write T for True and F for False.
Objective: to practise listening for specific information
PP listen to the CD and perform the task in the exercise books.

CD script

Uzbek men and boys shake hands each time they meet. Russian men and boys do this too. English and American men and women shake hands, but only if they do not know each other well. Boys and girls never shake hands. In England and America people shake hands each time they meet and each time they say goodbye. Uzbek women kiss each other each time they meet. English women do this too with relatives and good women friends.

Activity 5a Read, copy and complete.
Objective: to develop writing skills with the help of a reading activity
PP read the text silently, copy and complete the table in their exercise books. Remind PP that they should include the information about greeting only, not about nodding and shaking heads.

Activity 5b Work in groups of three. Play Guess the People.
Objectives: to consolidate the cultural knowledge in the form of a game;
to have fun
Make groups of three. Two PP in each group should decide what people they are going to be. Tell them to keep it a secret from the third pupil. Then they greet each other without saying anything, *the* third pupii should guess what people they are.

Lesson 6 Project

Objectives:
- to revise and consolidate the material of the Unit
- to have fun

Activity 1 Spelling Dictation.
Objective: to check the spelling of the words in Units
For the procedure see Unit 1 Lesson 6 Activity 1.

Activity 2 Play I Want/I'd Like/We Use It.
Objective: to revise the vocabulary studied in the previous units
PP will need a dice only at the beginning of the game. They should play either in pairs or in groups of three. Tell each pair or group to throw a six to start, i.e. the person who gets six on the dice will move first. They can not begin until they throw a six! On each circle they should say what they see, e.g. 3 - a bar of chocolate; 5 - A pen. We use it to draw, to write letters, to write birthday cards. While playing children should remember the instructions and move forward/back accordingly.

Activity 3a Sing a song.
Objective: to revise the alphabet; to have fun
Play the CD. PP listen to the song. Play the CD a second time, now PP should sing together with it.

See Classbook for CD script.

Activity 3b Write your own song.
Objective: to offer an opportunity for writing a song following the model
In their exercise books PP write the same kind of song. In fact, the only thing they will have to do is to think of a different adjective. The following words can be used: nice, tall, strong, funny, lucky, etc. Your PP and you may want to sing the song written by one of the class.

LEARNING REVIEW FOR UNITS 5-9

Lesson 1 Mr Whitfield went fishing

Objectives:	**Vocabulary:**
• to practise talking about hobbies and weekends • to revise Past Simple	*weekend catch

Activity 1 Play My Hobby.
Objectives: to get pupils warmed up;
to revise vocabulary related to hobbies
Start the activity with the whole class. Say three key words about your hobby, e.g. poems, birthdays, friends. PP should try and guess what your hobby is. The answer here is: *'My hobby is writing poems for my friends on their birthdays'*. When the procedure is clear, PP continue playing the game in groups. They take turns giving key words and guessing each other's hobbies.

Activity 2a Answer the questions about your last weekend.
Objectives: to get ready to talk about weekend activities;
to revise Past Simple

PP work individually. They read the questions and write their answers in their exercise-books. Ask them not to write long sentences. They can give **a** word or a phrase, e.g. in answer to question 3 they can write 'By bus'.

Activity 2b Work in pairs. Ask your friend about his/her last weekend.
Objective: to give less-controlled practice in talking about weekend activities
In pairs first one pupil asks the questions in 2a and the other answers, then they swap over.

Activity 2c Report.
Objective: to give further practice in talking about weekends
Ask three or four PP to report to the whole class about their partners' weekends.

Activity 3a Look and make a story. Use the words.
Objective: to practise making a story using the pictures and the suggested vocabulary
Work with the whole class. Using the words in the cloud PP make a story about Mr Whitfield. You could ask more than one pupil to talk about each picture.

Activity 3b Work in pairs. Answer the questions.
Objectives: to practise talking about events in the past;
to practise inferring meaning from context
In pairs PP read and answer the questions.

Activity 4 Copy and complete the sentences.
Objectives: to revise the vocabulary; to reinforce the story structure
PP copy the sentences and complete them in their exercise books.

Lesson 2 Have you got a 'bird table'?

Objectives:
- to practise talking about how animals can help people, and about how people can help animals
- to practise reading for the main ideas

Activity 1 Look and answer the questions.
Objective: to practise talking about how animals can help people
Pupils look at the picture of the boy and the dolphin. You might want to ask them to tell you how the dolphin is helping the boy. A possible answer is: The dolphin is helping the boy to swim'. Among other animals that help people pupils can name horses, elephants, donkeys, dogs, etc. They all help people to do different kinds of jobs.

Activity 2a Read and answer the questions.
Objective: to practise reading for the main ideas
PP read the text silently and answer the questions.

Activity 2b Work in pairs. Answer the questions.
Objective: to practise talking about the role of animals in people's life
In pairs PP take turns to read the questions and answer them. When most PP are ready, discuss the questions and answers with the whole class.

Activity 2c Work in pairs. Answer the question.
Objective: to practise talking about the jobs dogs can do
Tell your PP that the pictures and the words in the cloud can help them to answer the question.

Answer key: 2 Dogs can work with the police. 3 Dogs can work in space. 4 Dogs can find people in the mountains and save them. 5 Dogs can help farmers to look after their sheep. 6 Dogs can save people in water. 7 Dogs can find people after earthquakes and save them. 8 Dogs can work in a circus.

Activity 2d Write five sentences.
Objective: to reinforce the vocabulary
PP choose and write five sentences about the jobs dogs can do. If your PP are strong, they can think about some other things and write sentences of their own.

Activity 3 Work in groups. Answer the questions.
Objective: to practise talking about how people can help animals
In groups PP discuss the two questions. If time allows, you can ask several groups to report.

Lesson 3 What's the best transport?

Objectives:
- to practise talking about different kinds of transport
- to practise reading for gist
- to revise superlatives

Vocabulary:
train
plane
ship

Activity 1 Play Simon Says.
Objectives: to get pupils warmed up; to revise directions
This is a normal Simon Says game. The only difference is that PP play in groups, one against the other. First in groups they discuss the things they would like the other group to do. When they are ready, a pupil from group A tells group B what to do. Group B do it only if they hear the words 'Simon Says we want Group B to...'. Then it is the turn of a pupil in group B to say what they want group A to do and so on.

Activity 2 Look, listen and match.
Objective: to establish the meaning of the new words and the connection between the spelling and the sound
First ask PP to match the words and pictures. They should do this in their exercise books. After they have finished, say the first word in the list and ask PP to repeat it after you all together and in rows. Repeat the procedure for the rest of the words in the list.

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

Activity 3 Chain Drill.
Objectives: to revise superlatives; to practise the words for transport
In this Chain Drill PP practise the superlatives. Tell them they can use the adjectives in the cloud when they talk about the transport in activity 2. Pupils' answers will depend on what they think about particular kinds of transport, e.g. some may say 'Boats are the slowest transport', while others may think that bicycles are the slowest. See Unit 4, Lesson 3 Activity 3 for procedure.

Activity 4a Make a diagram.
Objective: to reinforce the vocabulary related to transport
PP should draw a linear diagram, marking kinds of transport starting from the slowest to the fastest. The suggested answer is:
1 bicycles, 2 boats, 3 trams, 4 buses, 5 trains, 6 ships, 7 cars, 8 metro, 9 helicopters, 10 planes
It is obvious that pupils will have different opinions about which kind of transport is faster and which is slower that others, but the order in the diagram really does not matter much, as the objective is not to create a perfect diagram but to practise superlatives.

Activity 4b Work in groups of 4/5. Answer the question.
Objective: to practise talking about different kinds of transport using the superlatives
In groups of four or five PP talk about which transport they think is the best. Ask them to use the example and the adjectives in the cloud.

Activity 5a Look at the picture and answer the questions.
Objectives: to practise talking about caravans;
to prepare for the next activity
Ask PP to look at the picture and read and answer the questions.

Answer key: 2-In eighteen hundred; 4-As the question is rather difficult and the general knowledge of pupils can be different, the answers can be given in pupils' mother tongue.

Activity 5b Read the text and give a title.
Objective: to practise reading for gist

PP read the text silently and think of a title. Accept all titles, write them on the blackboard and ask pupils to choose the best.

Activity 5c Answer the questions.
Objective: to give further practice in talking about caravans
Work with the whole class. Listen to as many answers as pupils are willing to give, but make sure you have enough time for the next activity.

Activity 5d Look and answer the questions.
Objective: to practise talking about animals people can use for work and transport
As in the previous activity, listen to as many PP as time allows. **As part of homework ask PP to copy the plan in Lesson 4 Activity 2a.**

Lesson 4 What's next to...?

Objectives:
- to practise talking about the location of places
- to practise giving reasons
- to revise prepositions

Activity 1 Play I Spy ...
Objectives: to get pupils warmed up; to revise prepositions of place
Pupil A thinks of an object in the classroom and says its first letter as in the example, in which 's' can stand for 'schoolbag'. The rest should ask questions using the prepositions in the cloud and try to guess the word. The person whose guess is right can be the next to think of a word.

Activity 2a Work in pairs. Copy and complete the plan.
Objective: to practise talking about the location of places
Make sure PP have copied the plan from the page into their exercise books. In pairs they each look at the plans on page 69 and 59, and ask and answer questions as in the example. They should use the same prepositions of place as in the previous activity.

Activity 2b Look and find what places you can add.
Objectives: to revise the names of places; to prepare for the next activity
Ask PP to look at their completed plans and think about the places that are not on the plan but could be there, e.g. a school. You could write the places they suggest on the blackboard.

Activity 2c Work in groups. Add to the map.
Objective: to practise giving reasons
PP work in groups. Ask them to read the words in the speech bubbles first. This will help them to carry on a discussion, at the end of which

they should be able to add one more place to the plan, say where they would like to have it and explain why they think it is a good location. PP can choose from the list on the blackboard.

Activity 2d Present your group plan.
Objective: to give further practice in talking about the location of places
Each group reports to the whole class using the example in the book.

Activity 2e Choose and make your class plan.
Objective: to give PP an opportunity of reaching consensus while working as a class
From the groups' suggestions the ones approved by the whole class should be added to the plan. Simple voting can do this. From 4-5 suggestions PP should choose 1-2 which suit everybody.

Activity 3 Play the Longest Sentence.
Objective: to practise sentence building with attention to the word order
A pupil says a sentence. The second pupil should make it longer by adding a word. The third pupil adds another word and so on. Make sure pupils observe the word order and do not say things which have no meaning.

Lesson 5 I can... I know...

Objectives:
- to give pupils an opportunity to assess their progress
- to encourage PP into further learning

Activity 1 Do the quiz. What can you do in English? How much do you know? Write correct sentences.
Objective: to train pupils to be able to assess their knowledge, skills and overall progress
This quiz does not test memory, it is a learning opportunity, so pupils should be allowed to use their Classbooks and exercise books. Pupils should work individually.

Answer key:
Learning Skills
2 learn-learner; polite-impolite; like-dislike; tidy-untidy
3 verb, adjective
4 Did you go to school yesterday?
5 fell, found, left
6 guess (v., n.), work (v., n.)
7 How do you spell it? What does it mean?
8 cucumbers [zj; cabbages [iz]; carrots [s]
10 added [id]; arrived [d]; hoped [t]

General Knowledge
2 The first diet
8 Avicena or Alexander the Great's cook
14 This is a poem
The rest of the answers will vary.

Activity 2 Now check your answers with your teacher. How did you do?
Objectives: to provide PP with correct answers where possible;
to help them decide how well they have done
Ask PP to count any 25 things they can do out of the 25 things (10+15). Each thing is worth 4 marks, giving a total of 100. PP may want to compare their results with some other PP in the class. We suggest the following rating scale:
100-80 79-60 59-40. *I need to work more.*
This rating scale may not be the same as the one accepted in your school. In this case use the official scale.

Lesson 6 Project

Objectives:
- to encourage pupils to revise the material they have learnt
- to check self-development

Activity 1 Finish the quiz. Work with your partner.
Objective: to revise the material studied in Units 1-9
PP work in pairs. They discuss the answers and write them in their exercise books. You can go round and check what pupils have written.

Answer key:
10 triangle, circle, square
20 e.g. The palov smells good. The cake tastes delicious. The flowers look beautiful.
23 five, twenty-three, one hundred and eight, eighty-seven thousand, four hundred thousand
27 e.g. We can go to the zoo on Sunday.
29 e.g. I want a kilo of sugar/sausages. I'd like a bottle of milk/a box of chocolates.
30 e.g. You should drink more water.
31 e.g. The best transport is the plane because it's the cheapest.
32 e.g. Work in pairs. Don't close your books.
33 e.g. We must not write in the Classbook.
34 e.g. My parents want me to go to bed at 10.
The rest of the answers will vary.

Activity 2 Count how many things you can do. Compare with others in the class. How did you do?

Objectives: to let pupils see how much they can do in English; to encourage them into revising the material they have not learnt properly

Ask PP to count any 33 things they can do out of the 37 things. Each thing is worth 3 marks, giving a total of 99 (they can call it 100). Ask pupils to count how many things each of them can do. They may want to compare their results with some other pupils in the class. You may want to use the rating scale given in Lesson 5 or the official scale in your school.

LEARNING REVIEW FOR UNITS 10-12

Lesson 1 Explore the country

Objectives:
- to raise pupils' awareness of the geography of South Africa
- to practise talking and writing about South Africa and Uzbekistan

Activity 1 Copy and complete the Word Web.

Objectives: to get pupils warmed up;
to revise language and ideas about the topic

Write the word 'Africa' in the middle of the blackboard. PP must say words which they associate with Africa. You write them and thus create the Word Web. It might look like this:

Activity 2a Work in pairs. Point and say what is to the north/south/west/east of South Africa.

Objective: to revise/practise the structure *to the north/south ...*

Before PP start doing this activity, draw their attention to the Remember box. Remind them that 'to' is used when we speak about some place out of the country and 'in' is used to speak about a place inside the country. Tell pupils that in this activity they should talk only about places outside the country. In pairs PP take turns to point to a place on the map and say a sentence according to the example.

Activity 2b Work in pairs. Point and say what is in the north/south/west/east of South Africa.

Objective: to revise/practise the structure *in the north/south ...* and *north-east,* etc.

In this activity PP should talk about places inside the country and thus use the preposition 'in'.

Activity 3 Work in pairs. Find and write information about South Africa.
Objectives: to practise finding information on the map; to revise superlatives
In pairs PP find the necessary information on the map and write sentences about the highest mountains, the longest rivers, etc.
Answer key:
The longest rivers are the river Orange and the Limpopo.
The biggest cities are Pretoria and Cape Town
The highest mountains are the Drakensberg mountains in the north-west.
The capitals of South Africa are Cape Town and Pretoria.
Botswana is to the north of South Africa.
The Indian Ocean is to the east of South Africa, etc.

Activity 4 Look at the map and find 2 interesting facts about South Africa.
Objective: to practise talking about South Africa
Ask PP to look at the map again and find facts that they think are interesting.

Culture Note/Answer key:
There are two small countries inside South Africa. There are two capitals: Cape Town and Pretoria. Johannesburg is the financial centre and is considered the unofficial capital.

Activity 5a Read and compare the information about the 2 countries.
Objective: to practise talking about the two countries
Do this activity with open pairs first. When PP feel confident about what they should do, let them work in closed pairs.

Activity 5b Write about similarities and differences.
Objective: to practise writing and talking about the two countries
PP should write sentences as shown in the example. After they have finished, ask as many PP as time allows to read their sentences aloud.

Lesson 2 National parks

Objectives:
- to practise listening for gist, specific information
- to raise pupils' awareness of what national parks are
- to practise talking about national parks
- to raise awareness/reinforce good behaviour in a national park

Vocabulary:
*Restricted Nature Reserve

Activity 1a Work in pairs. Point and say.
Objectives: to revise vocabulary; to present and practise new words in sentences
In pairs PP take turns to point to an animal and say a sentence about it.

Activity 1b Answer the questions.
Objective: to practise talking about wild animals
Ask PP to read the first question and answer it. Repeat the procedure for the second and the third questions.

Answer key: 1 In a zoo. 3 In national parks.

Activity 2a Answer the question.
Objective: to prepare for the next activity
Ask PP to read the question and answer it. Ask as many PP as time allows.

Answer key:
Possible answers are: national parks are big; they are usually bigger than zoos. Animals do not live in cages in national parks. Some dangerous animals live in national parks. There are many birds in national parks, etc.

Activity 2b Listen and answer the questions.
Objective: to listen for gist

Language Notes:
The word '*antelope*' is often used with no plural as a collective noun in the same way that '*sheep*', '*fish*' and '*duck*' are used. All of these words 11 are now also used in the plural form but older books still have the singular.

Play the CD. PP listen and choose the correct answer to the questions.

CD script

Hello, everyone. My name's Peter and I'm your guide here in the Kruger National Park. So I'd just like to say welcome to you all. As you probably know, the Kruger National Park is the biggest and the most famous national park in South Africa. We have all the big five here - lions, leopards, black rhinos, elephants and Cape buffaloes. There are also antelopes, hyenas, hippos and many different birds. All the animals live wild. I hope you enjoy your visit with us today.
Now... just before we begin ... I'd like to tell you what we are going to do and some of our 'Dos' and 'Don'ts' here in the park to help you enjoy your day. When we are in the bus please stay in the bus and keep the doors and windows closed. In the second part of the tour we can visit a special area where we can get off the bus and have a short trip in a safe part of the park - the biological centre. That's the place where scientists work. They study the flora and fauna of the park there, and ... er, you can see some of the animals in this place. When you are there, you can take photographs but please do not feed the animals or get close to them. Move slowly, don't run - and don't throw litter. OK - so now if you're ready, please close the doors and that window...

You should remind PP that they can choose more than one answer from the list.

Answer key:

1 A guide in the Kruger National Park (and probably a Park Ranger who looks after the animals and the park, but this is not on the cassette);
2 He tells them the rules (Dos and Don'ts). These rules are to make sure that the visitors enjoy their visit.

Activity 2c Copy. Listen again and tick the animals you can see in the national park.

Objective: to practise listening for specific information

PP look at the Workbook and copy the numbers 1-11 in their exercise books. Play the CD again and PP should tick the animals they hear.

Answer key: 1, 4, 5, 6, 7, 9, 10, 11 1c 2 b, d & e

Activity 2d Answer the questions.

Objective: to give further practice in listening for specific information

PP write the numbers 1 -16 in their exercise books. Play the CD again. This time PP should listen and tick what visitors to the National Park can do and what they mustn't.

Answer key: Can do: 2, 5, 8 Mustn't do: 9, 11, 12, 14, 15

Activity 3a Work in pairs. Answer the questions.

Objective: to practise talking about national parks in Uzbekistan

Ask PP to read the example. Then in pairs they work with the map, talking about national parks in Uzbekistan.

Activity 3b Match the signs and the sentences.

Objective: to revise imperatives

PP read the signs and match the warnings and the signs.

Answer key: 1c, 2a, 3b

Activity 3c Write sentences for the signs.

Objective: to practise writing imperative sentences

PP read the example, then look at the pictures and write the sentences.

Possible answers: b Don't touch the animals, c Don't break the trees

Activity 3d Work in groups. Draw signs for our national parks.

Objective: to give freer practice in writing about what must not be done in national parks

Ask PP to read the example. In groups they should think of some new signs and sentences that will go with them.

Answer key:

Possible answers: a flower with a red cross - Don't take/pick flowers; a hedgehog and a hand holding it crossed - Don't take wild animals.

Lesson 3 Treasure Island

Objectives:
- to revise vocabulary for directions
- to practise reading for gist and reading for detail
- to practise reading and writing directions

Vocabulary:
*captain sailor pass go along go over take the road will hill arrive castle follow

Activity 1a Look at the map and answer the questions.
Objectives: to introduce pupils to the topic;
to establish the purpose of the map
PP look at the map. You can ask PP to ask and answer the questions.

Answer key: 1 old; 2 hidden treasure

Activity 1b Work in pairs. Look at the map, point and say.
Objectives: to revise vocabulary needed for the activity;
to introduce and practise the new word *hill*
Introduce the meaning and pronunciation of the new word *hill*. Then ask PP to work in pairs to do the usual 'Point and say' activity.

Activity 1c Read the text and say what the captain found.
Objective: to practise reading for gist
PP read the first part of the text silently. When they finish, you may want to ask them to tell you what kind of papers the Captain found in a boat.

Activity 1d Read the directions in A, B and C. Help the Captain find the right way to the treasure.
Objective: to practise reading and understanding directions
Then PP read the directions A, B and C and find the right way to the treasure.

Answer key: c

Activity 1e Read and choose a plan for the Captain's house. Write instructions how to get to the Captain's house.
Objective: to practise writing instructions
PP read the beginning of the Captain's letter and write instructions about how to find his house.

Activity 2a Work in pairs. Choose a place on Treasure Island for your house and write instructions about how to get there.
Objective: to give further practice in writing directions
In pairs PP read the text silently and choose a place for the Captain's house. Then they complete an invitation saying how to get there. Tell PP they must not tell anyone where the Captain's house is! When they complete the second part, they can use such expressions as *'Go along ...', 'Turn right/left', 'Turn to the north/south/east/west', 'Take the road...',* etc.

Activity 2b Work in pairs. Find your partner's place.
Objectives: to practise reading directions; to have fun
When PP have finished, they can exchange books, read the directions in the invitation and find the place on the map where their partner has put the Captain's house. Their partner should tell them if they are right or not.

Lesson 4 Eating out

Objectives:
- to practise talking about food and places for eating out
- to practise listening for specific information
- to practise reading for gist

Vocabulary:
*common counter waiter serve take-away

Language Notes:
'To eat out' means 'to eat in a restaurant/caf6' but not at home. A picnic is not eating out, nor is eating at another person's house. Explain this to your pupils at the beginning of the lesson or before you do Activity 3a.

Activity 1 Play Snowball.
Objectives: to get PP warmed up; to revise food vocabulary
This is a normal snowball activity in which pupils practise food vocabulary. For procedure Unit 1, Lesson 6 Activity 3.

Activity 2a Answer the questions.
Objectives: to practise talking about picnics;
to prepare for the next activity
Work with the whole class. PP read and answer the questions. If PP never go for picnics themselves, ask them to tell you where they think people can go and who with.

Activity 2b Look, listen and answer the question.
Objective: to practise listening for specific information
Play the CD. PP listen, look at the picture and answer the question.

Answer key: a box of biscuits

CD script:

L: Hello, Jane.
J: Hello, Lucy.
L: What about the picnic on Sunday? What can you bring?
J: Er...er... I don't know. I'm usually very hungry on picnics. So I

can bring ... a big pizza with mushrooms, some cheese sandwiches, er... two packets of chips and a litre of Coca Cola.

L: Wow! That's a lot! I like sweets and fruit so I can bring a box of chocolates and a kilo of apples.

J: That's great! We forgot about dessert. I can bring a box of vanilla biscuits, some chocolate and an apple pie. I make pies. They're delicious. What about some pears and bananas too?

L: Sure. Great idea. But can you carry all these things?

Activity 2c Write a list of the food you can bring for the picnic.
Objectives: to revise vocabulary for food;
to raise awareness of what is suitable for a picnic
Individually PP write a list of food they can bring for a picnic. Tell them to be realistic and write what they usually have or can have for picnics (so if bananas are not available in your area PP should not put them on their list.)

Activity 2d Work in pairs. Tell your partner your list.
Objective: to practise talking about food for picnics
In pairs PP tell each other what food they can bring for the picnic. For example, they can say :*'I can bring cucumbers and tomatoes, two eggs, some meat pies and a flask of green tea'*.

Activity 3a Answer the question.
Objective: to prepare for the next activity
Ask as many of PP as possible to answer these questions.

Activity 3b Read and match the texts and the pictures.
Objective: to practise reading for gist
PP read the texts silently and match them and the pictures.

Answer key: 1b, 2c, 3a

Activity 3c Work in pairs. Answer the questions.
Objective: to practise talking about places where people can eat out in Uzbekistan
In pairs PP discuss their answers to the questions. After they have finished, get feedback.

Activity 4 Work in groups of 4/5. Play the Best Waiter.
Objectives: to practise talking about food that can be ordered in restaurants/choyhonas/etc; to have fun
Make groups of four. Each group should choose one waiter. Other people in group ask for some food, e.g. 'I'd like a pot of green tea, two shashliks and some fresh non.' The waiter should remember all the orders. Then s/he 'brings the food', i.e. repeats what has been ordered by each person.

Pupils should take turns to be the waiter. The winner is the pupil who remembers all the things.

Lesson 5 Famous for

Objectives:
- to present and practise geographical names
- to practise talking about countries, capitals and famous places

Activity 1a Match the capitals and the countries.
Objective: to present/revise the names of countries and capitals
Before PP start doing this activity tell them that the first column has the names of some capitals and the second - the names of the countries. PP should match them.

Answer key: 1e 2f 3g 4h 5b 6k 7i 8j 9d 10a 11c

Activity 1b Listen and repeat.
Objective: to establish connection between the spelling and the sound of the geographical names from 1a
Say the name of the first capital 'Berlin' and the name of the country 'Germany'. PP should repeat after you in chorus/ rows and individually. Go on till the end of the list.

CD script

Berlin [bɜ:`lɪn]; Cairo [`kaɪ(ə)rəʊ], Paris [`pærɪs], Warsaw [`wɔ:sɔ:], Rome [rəʊm], London [`lʌndən], Moscow [`mɒskəʊ], Washington [`wɒʃɪŋtən], Tashkent [`tɑ:ʃkent], Tokyo [`təʊkɪəʊ], Ankara [`æŋkərə], Germany [`dʒɜ:məni], Egypt [`i:dʒɪpt], France [frɑ:ns], Poland [`pəʊlənd], Italy [`ɪtəli], Russia [`rʌʃə], Japan [dʒə`pæn], Turkey [`tɜ:ki]

Activity 1c Work in pairs. Play Capitals and Countries.
Objective: to reinforce the countries and capitals
PP work in pairs. Pupil A names a country and pupil B names its capital, then pupil B names a country and pupil A its capital.

Activity 1d Say more countries you know.
Objectives: to give further practice in talking about countries and capitals; to show pupils how much they know
As a class ask PP to name more countries and their capitals. They will be able to name some countries of Central Asia and their capitals. You may also want to teach them the following:

China [`tʃaɪnə], Beijing [ beɪ`dʒɪŋ], India [`ɪndiə], Dehli [`deli], Canada [`kænədə],

Ottawa [`ɒtəwə], Cuba [`kju:bə], Havana [hə`vænə], Spain [speɪn], Madrid [mə`drɪd], Greece [gri:s], Athens [`æθənz]

Activity 2a Find the country and say where it is.
Objective: to practise talking about the location of the countries
PP look at the map of the world and say the sentences according to the example.

Answer key:
Brazil's in South America. Canada's in North America. Malaysia's in (southeast) Asia. France's in Europe. Germany's in Europe. Japan's in (east) Asia. Mexico's in North America. India's in Asia. Italy's in Europe. Namibia's in Africa.

Activity 2b Work in pairs. Play Find the Country.
Objective: to give further practice in talking about the location of countries
PP work in pairs. Looking at the map they ask and answer questions about different countries of the world.

Activity 3a Say what Uzbekistan is famous for.
Objectives: to raise awareness of what a country may be famous for;
to prepare for the next activity
Work with the whole class. PP should say what Uzbekistan is famous for. Possible answers are: 'Uzbekistan is famous for its old cities (history, fruit, vegetables, hot summers, two long rivers, etc.) PP may want to say that Uzbekistan is famous for its cotton. Help them with the word 'cotton' and other words which they might want to use, but do not let them spend too much time on this activity as they are going to do a similar activity working in groups.

Activity 3b Work in groups. Play It's Famous For.
Objective: to give less-controlled practice in talking about what countries may be famous for
Make groups. Explain to PP that they should talk about different countries. One pupil names a country. Any other pupil who knows what this country is famous for, gives an answer.

Possible ideas: Japan is famous for its computers. China is famous for its tea. India is famous for its dances. Canada is famous for its forests. Etc.

Activity 4a Match the places and the countries.
Objective: to raise pupils' awareness of some famous places
PP match the pictures and the countries. When they finish, ask them to say the sentences as in the example.

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

Language Notes:
'Big Ben', St Basil's Cathedral and Sydney Opera House are used without the definite article 'the'. All the rest have 'the' before them, i.e. the Eiffel [aɪfəl] Tower, the Statue of Liberty, the Pyramids, and the Great Wall. St Basil's Cathedral is called "Собор Василия Блаженного" in Russian and "Avliyo Vasiliy Sobori" in Uzbek.

Activity 4b Listen and repeat.
Objective: to practise the pronunciation of the famous places

CD script

1 St Basil's Cathedral is in Moscow in Red Square.
2 Sydney Opera House is in Sydney, Australia.
3 The Eiffel Tower is in Paris.
4 The Statue of Liberty is in New York.
5 Big Ben and the Houses of Parliament are in London.
6 The Pyramids of Giza are in Cairo.
7 The Great Wall is in north China.
8 The Coliseum is in Rome.

Activity 4c Work in pairs. Ask, answer and guess.
Objective: to give freer practice in talking about countries and famous places

Ask PP to read the example. Practise the question '*What's your country famous for?*' in chorus and individually. Make sure PP understand that they will have to imagine they come from different countries and talk about famous places. In pairs PP will ask the question, give the answer and guess the country. Tell them to use the information in 4a.

NB: Please read the notes for Lesson 6.
You need to prepare in advance for the Project.

Lesson 6 Project

Objectives:
- to revise the material studied in the unit
- to develop speaking skills

Activity 1 Spelling Dictation.
This is the usual spelling dictation activity.

Activity 2 Work in groups. Choose a name for your team and make badges for each team member.
Objectives: to teach pupils to reach consensus;
to offer an opportunity to work cooperatively

Divide PP into two teams. Explain to them that in order to play Auction they should think of a team name and a badge. Set time limit, e.g. 5 min., for them to make badges for each member of the team. When they are ready, explain the rules of the game. Say that there are five categories in the game and write them on the blackboard:

1 House, 2 Food, 3 Geography, 4 Famous Places, 5 Famous People. There are four questions in each category; the easiest questions are worth 5 points, more difficult ones – 10 points, still more difficult –15 points and the most difficult and challenging questions – 20 points. Tell you pupils that if they choose the fourth question, you will give them time to prepare. Pupils must answer in turns, so that everybody has a chance to speak.

Activity 3 Play Auction.
Objectives: to revise the material of the unit;
to develop speaking skills

PP of team A choose a category and a question. If they choose the question that is worth 20 points, give them time to think. Meanwhile you can ask team B to choose a category and a question for themselves. PP discuss and then a speaker gives an answer. If the answer is correct, the team wins a certain number of points. If the answer is not correct, it is the turn of the second team to answer their question. In the category **Famous Places,** the 5-point question, you can show PP pictures of famous places, e.g. Big Ben or the Tower of London, the Statue of Liberty, etc. If you have no pictures, you can ask a pupil to name five famous places and say where they are, e.g. The Great Wall is in China. In the category **Famous People,** the 15-point question, you should prepare a card with some information about a famous person,
e.g. Name: Yuri Gagarin
Place of birth: Russia
Job: a pilot, a cosmonaut
Famous for: the first man in space

HOUSE
Questions for 5 points
Choose the odd word.

flat, house, office	**Key:** office

Questions for 10 points
Make words.

vacuum	machine	**Key:** vacuum cleaner
washing	cleaner	washing machine
air	conditioner	air conditioner

Questions for 15 points
Complete with the correct preposition: in, on, at

I live... the Fergana Valley.	**Key:** I live in the Fergana Valley.
I live ...Flat #32.	I live at Flat #32.
I live ... Gagarin Street.	I live in Gagarin Street.
I live ... 48 Gagarin Street.	I live at 48 Gagarin Street.

Questions for 20 points
Say 5 things you do at home.
e.g. I wash dishes after dinner.

FOOD
Question for 5 points
What you can't eat.
Soap, meat, pie, cream **Key:** soap

Question for 10 points
Match the words.

A bar of	biscuits	**Key:** a bar of chocolate
A packet of	chocolate	a packet of flour
A bottle of	flour	a bottle of juice
A box of	juice	a box of biscuits

Question for 15 points
Put things in the right column.
Little/Few
eggs, lemonade, tea, carrots, bread, tomatoes, oil.
Key: little: lemonade, tea, bread, oil
few: eggs, carrots, tomatoes

Question for 20 points Tell how to make tea.
e.g. Take a kettle and fill it with cold water. Boil the water, etc.

GEOGRAPHY
Question for 5 points
Read these words and say what we don't have in Uzbekistan.
desert, mountain, river, jungle, sea, ocean, valley. **Key:** We have no jungle or ocean

Question for 10 points
Choose an adjective for the word and give its comparative and superlative forms.

e.g. River – long – longer – the longest
Mountain Ocean Town

Question for 15 points
Show the continents, show 2 countries and their capitals on the map.

Question for 20 points
Talk about nature in Uzbekistan.

FAMOUS PLACES
Question for 5 points
Say where these famous places are.

Question for 10 points
Say what your country is famous for.

Question for 15 points
Say where you'd like to go and what you want to see there.

Question for 20 points
Invite your friend from the UK to Uzbekistan.
Say what Uzbekistan is famous for and what s/he can see here.

FAMOUS PEOPLE
Question for 5 points
Name 5 famous people and their professions. Say why they are famous.

Question for 10 points
Look at the 3 pictures (pictures of famous people who PP know)
Say who these people are and where they are from, why they are famous.

Question for 15 points
Read the information about a famous person and tell others about him/her.

Question for 20 points
Talk about a favourite person, it can be your friend, a relative, a parent, an actor, a singer etc. Give some facts about him/her and explain why you like him/her.

Progress Check 1 (Units 1-2)

1 Choose the correct form of the verbs.

Answer key:

1 She speaks Uzbek to her friends.
2 Farhod's mother works in a school.
3 A lot of people work in your school.
4 My father helps me do my homework.
5 I live in Uzbekistan.
6 My mother cooks lunches and dinners.

2 Write the questions.

Answer key:

1 What does the librarian do?
2 What does the school doctor do?
3 What is your job at school?
4 Where does the gardener work?
5 What is your teacher's job?

3 Complete the sentences.

Possible answers:

1 A chef cooks lunches.
2 A photographer takes photos.
3 A doctor helps sick people.
4 A gardener likes trees and flowers.
5 A pilot flies for Uzbekistan Airlines.
6 An interpreter translates texts.

4 Match the two halves of the sentences.

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

5 Write the words in the correct place.

mud icy wool freezing fireman interpreter stone windy reporter

Answer key:

Material	Job	Weather
brick mud wool stone	architect fireman interpreter reporter	rainy icy freezing windy

6 Match the sentences and words.

Answer key: 1d 2a 3b 4c

Progress Check 2 (Units 4-5)

GRAMMAR

1 Fill in the blanks with some, any, a, an, many, much.
Answer key: 1) any 2) much 3) some 4) many 5) a 6) an.

2 Read the text. Write T for True, F for False and D for Don't know. Answer key: 1F, 2D, 3T, 4T, 5D, 6F, 7T

LISTENING

3a Look at the shopping list. Copy, listen and tick what the customer buys.

Script

A: Good morning.
B: Good morning.
A: Can I have some milk, please?
B: How many bottles?
A: Two, please, and a jar of honey.
B: Here you are.
A: And I want eggs.
B: How many eggs? Ten? Six?
A: Six, please, and can I have some bread?
B: Sorry, we don't sell bread.
A: Oh, what about biscuits?
B: What kind?
A: Chocolate biscuits, please.
B: Sorry, we haven't got any chocolate biscuits, but we've got nice fruit biscuits.
A: Ok, give me a packet, please.

Answer key: Milk v Honey v Eggs v Bread x

3b Listen again. What does the customer buy that is not on the shopping list?
Answer key: biscuits / a packet of biscuits

VOCABULARY

4 Match the words and definitions.
Answer key: 1j 2a 3d 4b 5i 6f 7h 8c 9e 10g

5 Find the odd word out.
Answer key: 1 kettle 2 bread 3 pilot 4 cucumber

6 Write the names of fruit and vegetables.
Answer key: radish, onion, pumpkin, cucumber, apple

7 Write the words in three columns.
Answer key:

[s]	**[z]**	**[iz]**
flats	rooms	matches
yurts	roads	boxes

WRITING

8 Write five things you should/shouldn't do.

Answers will vary.

SPEAKING

9 Talk about your aunt/cousin/the director of your school.
Talk about:

- **her/his name**
- **her/his age**
- **The way s/he looks**
- **Where s/he lives**
- **Her/his likes**

Answers will vary.

Progress Check 3 (Units 7-8)

GRAMMAR

1 Write the Past Simple.
Answer key: came, drew, swam, knew, wrote

2 Write questions and answer them.
Answer key:

1 What did you do yesterday?
2 Where and when were you born?
3 Where were your parents yesterday?
4 When did you come to school today?

Answers to the questions will vary.

WRITING

3 Spelling Dictation.

4 Write two sentences. Use one of the phrases from the Spelling Dictation.

Answers will vary.

5 Look at the map. Complete the sentences. Use: in, to the right, to the left, at, behind. (There are more words than you need.)

Answer key: 1) to the right 2) behind 3) to the right/left 4) in

6 Write three sentences with 'don't' for your little brother/sister. Answers will vary.

SPEAKING

7 You are standing in front of your school.

Answers will vary.

LISTENING

8 Listen to the radio news and choose the right answers.

Script

The Ministry of Education in Singapore think that a lot of children in Singapore are fat. Doctors say this is because those children drink a lot of Coca Cola, Fanta and Sprite. These drinks are not good for children's health. People from the Ministry say that next year school canteens must not sell so many sweet drinks. They must sell more juices and mineral water.

Answer key: 1a 2c

9 Look, listen and write the places.

Script

A: Look at the picture. Here's a hospital.
B: Behind the hospital there's a bank. The bank is a big and modern building.
A: Yes, and to the left of the bank there's a college. The college is also big.

B: You're right. Next to the college, there's a school. Pupils of classes 1-9 go to this school.
A: Yes. It is near the college. And when pupils finish school, they can go to college.
B: Look! There is a farm behind the small houses. Can you see the tractor there?
A: Of course. I love tractors very much!

Answer key: a) school b) college c) bank

Progress Check 4 (Units 10-11)

READING

1a Read and put in order.
Answer key: d, a, c, b

1b Read again and write True, False or Don't know.
Answer key: 1T 2T 3F 4DK 5F

VOCABULARY

2 Read and choose the right words.
Answer key: 1b 2a 3a 4b 5c 6a 7c 8a 9b 10c

WRITING

3 Look at the chart. Write six sentences about the population of the cities of Canada.

Answer key:

1 The population of Ottawa is smaller than the population of Winnipeg.
2 The population of Winnipeg is approximately five hundred and twenty thousand people.
3 The population of Montreal is bigger than the population of Vancouver. / There are more people in Montreal than in Vancouver.
4 The population of Toronto is more than two million five hundred thousand people. / The population of Toronto is approximately three million people.
5 The total population of Ottawa and Winnipeg is approximately eight hundred and fifty thousand people.
6 The total population of Vancouver, Toronto and Montreal is approximately seven million people.

SPEAKING

4 Choose a country and talk about its:

- location
- area
- oceans, seas
- rivers, lakes, mountains
- population
- capital
- interesting places

Answers will vary.

In the suggested tests all four skills, i.e. listening, reading, writing and speaking, as well as grammar and vocabulary are tested. We think it is better to start with listening and conclude with speaking. If you do not have enough time to complete the test in one lesson, you could do the speaking part next time. While you ask your pupils one by one, the rest of the class can go over the first parts of the test again or do some other kind of work, which will not require your immediate attention.

Test 1 (Unit 3)

1 Write the words in plural and put them in the correct places.

[s] [z] [iz]

banana, egg, peach, carrot, chocolate, sausage, cake, orange, apple

(**Answer key:**
[s] carrot, cake, chocolate
[z] banana, apple, egg
[iz] sausage, peach, orange)

2 Put the words in the correct order.

1 There/the/some/carrots/are/in/fridge.
2 on/the/isn't/any/rice/There shelf.
3 sweets/Are/any/in/the/box/there?
4 juice/in/Is/any/the/there/bottle?

(**Answer key:**
1 There are some carrots in the fridge.

2 There isn't any rice on the shelf.
3 Are there any sweets in the box?
4 Is there any juice in the bottle?)

3 Complete the sentences. Use *any* or *some.*
1 Is there ... rice?
2 There are ... peaches in the fridge.
3 Are there .. apricots?
4 On the table there are ... tomatoes.
5 Is there ... juice?

(**Answer key:** 1 any, 2 some, 3 any, 4 some, 5 any)

4 Complete the sentences. Use *a, an* or *some.*
1 There's ... butter in the fridge.
2 There are ... eggs on the plate.
3 There's ... orange and … apples on the shelf.
4 There's ... cake on the table.

(**Answer key:** 1 some, 2 some, 3 an/some, 4 a

PRONUNCIATION
5 Match the words which rhyme.
1 sweet 2 twin 3 honey 4 some 5 rice
a plum b nice c meat d money e skin

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

Test 2 (Unit 6)

LISTENING
1 Listen and choose the right answer.

Script

Hello Anvar. How are you? I'm not very well. Yesterday was a bad day for me, you know. I wanted to play volleyball, but I didn't know where my ball was. I looked in my bedroom ... but it wasn't there. I looked in the kitchen ... but it wasn't there. I asked my cousin. He said 'Look in the dog's house'. I looked in the dog's house ... but ...

no ... it wasn't there. I asked my Mum – but she didn't know. I didn't ask my father because ... because, well, he doesn't like it when I don't know where my things are. What can I do? Give me some advice, please.

1 The boy's ball
  A was good.
  B disappeared.
  C was at home.

2 The boy
  A spent a lot of time when he looked for his ball.
  B did not look for his ball that day.
  C spent a little time when he looked for his ball.

3 The boy doesn't want to ask ... about his ball.
  A his mother
  B his cousin
  C his father

4 At the end of the story the boy
  A talks about his parents.
  B asks for advice.
  C finds his ball.

(**Answer key:** 1b, 2a, 3c, 4b)

PRONUNCIATION

2 Match the words and sounds.

1 moved 2 wanted 3 invited 4 helped 5 played 6 visited
7 opened 8 liked

a) [d] b) [t] c) [id]

(**Answer key:** 1a 2c 3c 4b 5a 6c 7a 8b)

VOCABULARY

3 Fill in the blanks. There are more words than you need.

cake, salads, new, was, friends, were, came, got, cooked, party, uncle, presents

Matluba (1) ... twelve yesterday. She (2) ... a lot of nice (3) ... : books, sweets and a (4) ... schoolbag. She invited her (5) ... to her birthday (6)

... Her (7) ... and aunt (8) ... too. Matluba's father (9) ... plov and her mother made a (10) ... .

(**Answer key:** 1 was, 2 got, 3 presents, 4 new, 5 friends, 6 party, 7 uncle, 8 came 9 cooked, 10 cake)

READING AND GRAMMAR

4 Read and put in order.

e.g. 1b

a) Jane: Did you help your granny with the cake?
b) Jane: Mmm, that's good. Did you cook the spaghetti or your Mum?
c) Valerie: My grandmother. It's her favourite recipe.
d) Jane: But you can write the recipe and learn to make this tasty cake.
e) Valerie: My Mum cooked it. And I made the salad. I put carrots, garlic, pepper and salt into it. But there are no onions. I know you don't like onions.
f) Jane: I really don't. And who made the cake?
g) Valerie: No, I don't know the recipe.

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

5 Read the dialogue again and write 4 sentences about what Valerie didn't do.

e.g. Valerie/She didn't write the recipe.

(**Answer key:**
1 Valerie/She didn't write the recipe.
2 Valerie/She didn't cook the spaghetti.
3 Valerie/She didn't put onions in the salad.
4 Valerie/She didn't help her grandmother to make the cake.)

6 Talk about professions.

Say five sentences about:

- **what your mother/father/older brothers/sister are**
- **what they want you to be**
- **what you want to be**
- **why you want to be a...**
- **what you do to be a good...**

(**Answers will vary)**

Test 3 (Unit 9)

LISTENING
1a Listen and answer the questions.

Script

You can now travel from England to France by train. In May 1994 Queen Elizabeth 11 of England and President Mitteran of France opened the new tunnel under the sea. The tunnel is 53 kilometres long. There is a train every half an hour. You can now get from England to France in 45 minutes. The tunnel cost ten billion pounds and it took nine years to build. So it's expensive, but if you travel very early in the morning, it's quite cheap.

1 What is the story about?
2 When is the tunnel* cheap to travel?

(**Answer key:**
1 About the tunnel under the sea/how you can travel from England to France.
2 (It's cheap to travel) very early in the morning.)

1b Listen again and choose what these numbers mean.

1 fifty-three
a kilometers b minutes c pounds

2 forty-five
a pounds b years c minutes

3 ten billion* (10,000,000,000)
a years b kilometers c pounds

4 nine
a minutes b years c kilometers

(**Answer key:** 1a, 2c, 3c, 4b)

2 Number Dictation.

GRAMMAR

3 Fill in the correct form of the adjectives. (comparative and superlative)

New Zealand is an island country. Its capital is Wellington. Wellington is the third (1)... (large) city in New Zealand and one of its (2)... (busy) ports. Most people in New Zealand live in North Island. South Island is (3)... (large) than North Island and has (4)... (high) mountains. Some people say that South Island is the (5)... (beautiful) place in the world. It is famous for its Sunderland Falls where water falls 600 metres. This makes Sunderland Falls one of the (6)... (high) waterfalls in the world.

(**Answer key:**
1 largest 2 busiest 3 larger 4 higher 5 most beautiful 6 highest)

4 Translate into your mother tongue.

1 Would you like a cheese sandwich?
2 Which do you like: chips or boiled potatoes?
3 Termez is in the south of Uzbekistan.
4 The North Sea is to the east of England.

VOCABULARY

5 Find 10 words: 4 nouns, 3 verbs and 3 adjectives.

bbhoy rexla tcach tycalpi anepl
stfa melca helitercop msell carys

4 nouns:	3 verbs:	3 adjectives:
c...	r...	s...
h...	s...	t...
h...	c...	f...
p...		

(**Answer key:**
4 nouns: camel, hobby, helicopter, plane

3 verbs: relax, smell, catch

3 adjectives: scary, typical, fast)

READING

6a Read the story and the dictionary information about the three words. Answer the questions:

1 Why does the bird sing every night?

2 Why don't people like the bird?

Once upon a time there was a very rich boy who liked to do bad things to people. God* (Худо, Бог) changed him into a bird. People called the bird "Boi Ughli", which means "a rich boy". Now every night he sings in a pitiful voice because he wants to help people. He wants to warn them of something bad. But people do not like this bird. They think it only brings unhappiness.

Change (v) To make something or somebody different. **e.g.** In autumn leaves change colour.

Warn (v) To tell somebody that something bad or dangerous can happen. **e.g.** I warned him of the danger.

Pitiful (adj) Sad. When somebody or something is pitiful, you are sorry for them. **e.g.** The old dog was very hungry and looked at us with pitiful eyes.

(**Answer key:**

1 Because it wants to help people/to warn people of something bad.

2 Because they think it (only) brings unhappiness.)

6b Read the story again and translate the sentences with the new words into your mother tongue.

Test 4 (Unit 12)

GRAMMAR

1a Complete the sentences. Write the verbs in brackets in the correct tense: Past Simple or Past Continuous.

Yesterday when John (1)... (work) in his garden he saw a beautiful butterfly. It (2)... (sit) on a flower. John (3)... (want) to catch it, but it (4)... (fly) away. John (5)... (run) after it, but the butterfly (6)... (be) very quick. John understood that he (7)... (cannot) catch it. He (8)... (go) home and (9)... (get) a camera. Then he (10)... (take) a good photo of the butterfly.

(**Answer key:**
1 was working 2 was sitting 3 wanted 4 flew 5 ran
6 was 7 could not 8 went 9 got 10 took)

1b Write questions and short answers to the questions.

e.g. bird/John/did/a beautiful/his garden/see/in
– Did John see a beautiful bird in his garden?
– No, he didn't.

A was/on/the butterfly/a flower/sitting
B the butterfly/John/did/run/after
C it/catch/could/John
D he/get/home/a book/did/from
E take/a good photo/the butterfly/of John/did

(**Answer key:**
A – Was the butterfly sitting on a flower?
– Yes, it was.
B – Did John run after the butterfly?
– Yes, he did.
C – Could John catch it?
– No, he couldn't.
D – Did he get a book from home?
– No, he didn't.

E – Did John take a good photo of the butterfly?
– Yes, he did.)

2 Complete the sentences.

Yesterday my mother came home early. I was (1)... (watch) TV. My brother was (2)... (play) with his toys. The rooms (3)... (be) untidy. The cat was (4)... (sit) on the table and (5)... (eat) sausage! We (6)... (start) to tidy up the rooms. I was (7)... (sweep) and my brother was (8)... (put) rubbish in the bin.

(**Answer key:**
1 watching 2 playing 3 were 4 sitting 5 eating
6 started 7 sweeping 8 putting)

SPEAKING
3 Answer the questions.

1 Do you like reading fairy tales?
2 Are they boring?
3 When did you start to read fairy tales?
4 What is your favourite fairy tale?
5 Who were the characters in the fairy tale?
6 Did the fairy tale teach you something?

WRITING
4 Write the answers to the question about you.

1 When did you get up last Sunday?
2 Did you want to watch TV after breakfast?
3 Were the rooms untidy?
4 When did you start to tidy up the rooms?
5 What were you doing yesterday when your mother/father came home?

Ingliz tilida

LUTFULLO JO'RAYEV, SVETLANA XAN

FLY HIGH

O'qituvchilar uchun metodik qo'llanma

6-sinf

Qayta ishlangan va to'ldirilgan 2- nashri

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