

Fly High ENGLISH 9

Teacher's Book

„YANGIYO‘L POLIGRAF SERVIS“
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O'qituvchilar uchun mo'ljallangan mazkur metodik qo'llanma umumiy o'rta ta'lim maktablarining 9- sinflari uchun nashr etilgan „Fly High 9“ nomli ingliz tili darsligi asosida tayyorlangan. Undan darslikning bo'limlari, mavzulari, darslarning kommunikativ maqsadlari, grammatikasi, lug'ati haqidagi mundarija, har bir dars va mashqning maqsadlari, o'qituvchilar uchun til va madaniyatga oid qo'shimcha ma'lumotlar, mashqlarning javoblari, CD disk uchun yozuv materiallari, o'quvchilarni rasmiy baholash uchun qo'llasa bo'ladigan uchta namunaviy testlar (javoblari bilan), o'quvchilarning darslarni qanday o'zlashtirganliklarini tekshirishga mo'ljallangan testlar, darslikdagi mashqlarni to'g'ri tashkil etish bo'yicha aniq ko'rsatmalar, kuchli, shuningdek, o'zlashtirishi sust bo'lgan sinflar uchun takliflar o'rin olgan.

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Introduction

1 About the authors

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

2 What does *Fly High 9* consist of?

Fly High 9 is the fifth book in a series of books for secondary classes of English. It follows on from *Fly High 5-8* which were published in 2000-2014, and which we hope you and your pupils have already used and enjoyed. It provides material for up to 102 hours of study, arranged in a flexible way to cater for faster and slower classes.

***Fly High 9* CLASSBOOK**

The book is divided into 9 units which cover Year 9. Each unit is broken down into lessons. 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 5-8* and has proved very successful and popular. It was not used in textbooks in the past. So it might be new for some teachers. It is explained further in the section 'Project Work' below.

New Features: Translation

Fly High 9 contains the same kind of activities as previous books in the series. However there is more translation work, a stronger focus on grammar and more extensive writing tasks.

Grammar Reference

At the back of *Fly High 9* 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 9* Classbook is a 'Wordlist' with the vocabulary used in the book listed in alphabetical order together with parts of speech, transcription and translations into Uzbek and Russian.

Homework and Extra Grammar Exercises

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

Progress Checks

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

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

Fly High 9 CD

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

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

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

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

Fly High 9 TEACHER'S BOOK

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

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

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3 Tests

We have included some tests for you to use for official marks. We hope that you will also use these as models for your own tests. The tests are based entirely on the material in the *Fly High 9* units so a pupil who has attended classes and completed all class activities and exercises as well as homework tasks should do well.

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

4 Frequently used activities in *Fly High 9*

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

Chain Drill

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

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

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

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

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

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

Study Skills

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

Information gap

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

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

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

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

Remember boxes

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

Project Work

Project Work is an essential part of this course. It is the final activity in each unit. It is based on all the work covered in the previous lessons. It gives pupils an opportunity to use what they have learnt in these lessons in an unconscious, freer and more personal way with less control by the teacher. There is a variety of projects in *Fly High 9*. They include making posters and leaflets and giving presentations as well as debates and writing essays. Project Work provides an opportunity for all pupils to work at their own level; strong pupils will produce

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longer, more complex work as they fulfill 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.

Note that Project Work posters could be used to show parents their children's progress in English.

Debates

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

Here are the steps for how to organise the debates. The procedure looks complicated, but we have trialled it in a number of schools and pupils have enjoyed it very much. We hope you and your pupils will enjoy it too.

Steps I and II will only be needed the first time you organise a debate.

Explain to pupils that for effective debating they should respect each other's opinion and be polite. The aim of debating is not to find out whose point of view is correct but to exchange opinions, express diversity, and have fun.

Step I

Elicit what pupils know about debates. You could ask questions such as:

1) What is a debate?

- 2) Where do we have debates?
- 3) Have you ever taken part in a debate? When? What was the debate about?
- 4) Who takes part in debates?
- 5) Why do we have debates?
- 6) What happens in a debate?
- 7) Where do we sit in a debate?

Step II

Explain that today the class is going to hold a debate. They are going to debate the topic (motion), for example, ‘Sport is always a good thing. We should have sports lessons every day at school.’ The class will be divided into two. Half of the class agree with/are for the motion, and half disagree/are against.

Step III

Choose one pupil to be the chairperson. You could choose the best student in the class (so that s/he does not dominate the debate or inhibit other pupils from speaking) or you could choose a shy student who might not normally speak.

Step IV

Tell the groups they should prepare a piece of paper with a line down the middle. On the left hand side they should write the reasons they think the other group will give. On the right hand side they write their reasons. Each person in the group should have their own copy of the list.

Write the following table on the blackboard and tell pupils to do the task according to it.

For	Against
good for health	wastes time

Groups have 10 minutes to write their lists.

Step V

Once groups have started on their lists and you are confident they know what to do, brief the chairperson on his/her role and give him/her a slip of paper with some of the things she/he can say.

e.g.

Ladies and gentlemen. Welcome to class We are here today to debate the motion Pupils for the motion are sitting on my left, pupils against the motion are sitting on my right. We have ... minutes for the debate. Please raise your hand when you wish to speak. I decide the person to speak. Please be polite and don't interrupt. No-one may speak for more than 1 minute. At the end we are going to have a vote. Let's begin. (Turns to the 'For' group).

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Your time is up.
Next speaker please.
Order! Order!
That's all we have time for.
Please vote now. If you are for the motion, raise your hand. (Counts.) If you are against, raise your hands. (Counts).
The Fors/Againsts are the winners.

Step VI

Revise how to give an opinion, if necessary, and how to agree/disagree. If necessary write the phrases on the blackboard.

e.g. I think that.....

Sorry, I don't agree. We know that..... so

It's true that..... but

Step VII

Ask pupils to arrange the classroom with the "Fors" opposite the "Againsts" and the chairman in the middle. Give each person except the chairman a small piece of paper. When a pupil speaks, s/he puts the paper in a box. Every pupil must get rid of the paper, no pupil can speak if s/he has used her paper. This ensures that all pupils take part and no pupil dominates.

Explain that you will not take part in the debate. The chairperson is in charge and pupils must do what he/she says. Explain that at the end of the debate the chairperson will ask everyone to vote. At that point they may vote according to their own ideas, not according to their role in the debate.

Step VIII

Ask the chairman to begin the debate by reading from the paper you have given him/her. Do not interrupt the debate, try to sit in an inconspicuous place and note down any repeated mistakes pupils make, any particularly good things they say, any things they want to say but can't/or say in mother tongue. You will need these notes for feedback at the end of the debate.

Make sure that after the given minutes the chairperson ends the debate and organises the vote.

Step IX

After the vote bring the debate to a close. Let pupils return to their proper seats. Then ask them for feedback on the activity. You could ask:

Did you enjoy the debate?

Why?/Why not?

Then you can tell them your feedback on their performance.

Pre, while and post reading/listening activities

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

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

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

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

The objective of the three step approach is to make reading/listening manageable and also to help pupils to read in a natural way. 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 9* are real life texts. There is a wide variety of text types: newspaper and magazine articles, advertisements, extracts from dictionaries and encyclopedias, labels and packets, letters, radio broadcasts, live interviews, speeches at competitions, etc.

Integration between skills

In *Fly High 9* 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.

Extra Grammar Exercises

These introduce extra exercises for the grammar that was practised in a

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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 words as well as complete texts and they also summarise from one language to another.

5 The *Fly High* Approach

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

Fly High aims to help pupils develop the **four Language Skills**: reading, listening, speaking and writing. There is an emphasis on teaching Modern English for Communication so special attention is paid to speaking and listening, which in the past have often been neglected. Of course young learners also need a good foundation in **Vocabulary, Grammar and Pronunciation** so these are 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 9 has a stronger focus on translation. The purpose is to enable pupils to translate from a foreign language into mother tongue and to support language learning as many people learn well through contrasting languages they know.




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

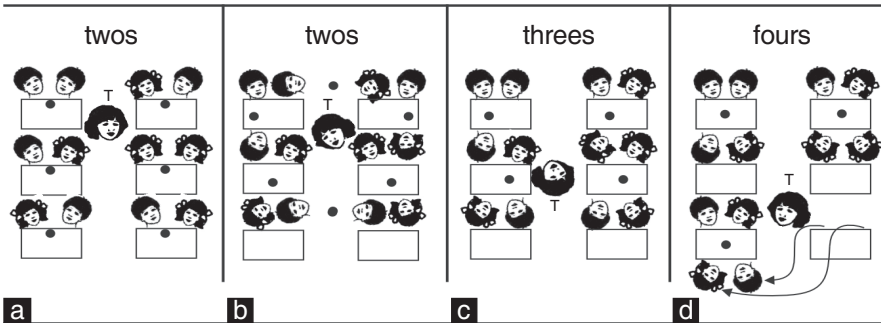
For this reason *Fly High* contains many activities, exercises, debates, projects and games, which encourage pupils to use the new language naturally through working in pairs or in groups.

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

Organising the Learner-Centred Classroom

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

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



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

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.

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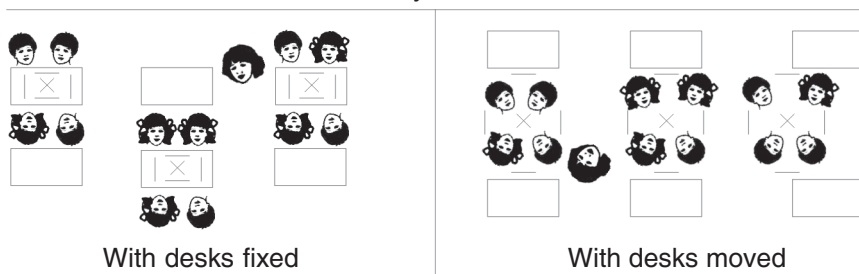
d The teacher asks two pupils to speak to each other (e.g. present a dialogue they have learnt by heart).

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

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

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

A communicative activity in a learner-centred class.



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

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

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chance to do it themselves. You can help your pupils correct their own mistakes by providing the following symbols in the margin:

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

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

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

When?

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

b You can assess homework during the Project lesson.


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


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

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

Additional information

The following symbols appear in the Classbook:

 Pupils should open and write in their exercise books.

 Play the CD or read the CD script.

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

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

Enjoy *Fly High 9!*

We, the authors, had great fun writing *Fly High 9*. 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 9 ning tarkibiga nimalar kiradi?

Fly High 9 umumiy o'rta ta'lim maktablarining ingliz tili sinflari uchun mo'ljallangan darsliklar seriyasining beshinchisidir. U 2000-2014 yillarda chop etilgan hamda ko'pchilik o'quvchilar va o'qituvchilar tomonidan allaqachon zo'r qiziqish bilan foydalanilayotgan *Fly High 5-8* ning davomi bo'lib, kuchli va o'zlashtirishi qiyin bo'lgan sinflarga mos keladigan 102 soatlik o'quv materialini qamrab olgan.

***Fly High 9* NING DARSLIGI**

Darslik 9-sinfga yetarli bo'lgan 9 bo'limga bo'lingan. Har bir bo'lim bir necha darslarga taqsimlangan. Darsning mazmuni kitobning mundarijasida bo'limma-bo'lim, darsma-dars ifodalangan. Darslar oddiydan murakkabga tomon o'sib boradi.

Ijodiy ish

Har bir bo'limning oxirgi darsi ijodiy ishni o'z ichiga oladi. Ijodiy ish *Fly High 5-8* ga kiritilgan bo'lib, darslarning samaradorligini oshirishda katta hissa qo'shib kelmoqda. U oldingi darsliklarda ishlatilmaganligi sababli ba'zi bir o'qituvchilarga yangi bo'lishi mumkin. U to'g'risida „Ijodiy ish“ qismida to'liqroq ma'lumot berildi.

Yangi xususiyatlar: tarjima

Fly High 9 oldingi kitoblardagidek bir xil turdagi mashqlarni o'z ichiga oladi. Lekin bu kitobda tarjima ustida ko'proq mashqlar, grammatikaga ko'proq e'tibor va yozuvga ko'proq mashqlar berildi.

Grammatik ma'lumotlar

Fly High 9 darsligining oxirida „Grammatik ma'lumotlar“ qismi berildi. Bu o'quvchilar o'quv yili davomida o'rgangan hamma grammatik materiallar haqida

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

Lug'at

Fly High 9 darsligining oxirgi qismi „Lug'at“ bo'lib, unda darslikda ishlatilgan so'zlarning so'z turkumi, transkripsiyasi va o'zbek hamda rus tiliga qilingan tarjimalari bilan alifbo tartibidagi ro'yxati keltirilgan.

Uy vazifasi va Qo'shimcha Grammatik Mashqlar

Har bir bo'limning oxirgi soatidan keyin Ish daftari sahifalari berildi.

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

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

O'z bilimini tekshirib ko'rish mashqlari

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

Fly High 9 NING CD DISKI

CD disk turli ingliz tili (Amerika, Britaniya, va boshq.) sohiblari bo'lgan va ingliz tilini yaxshi egallagan mahalliy o'zbek mutaxassisleri 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 9 NING O'QITUVCHI UCHUN METODIK QO'LLANMASI

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

3 Testlar

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

Testlar *Fly High 9* da qo'llanilgan materiallarga to'la asoslangan, shu sababli darslarga qatnashgan, barcha sinf hamda uy vazifalarini bajarib borgan o'quvchilar yaxshi natijalarga erishishi tayin. Testlar darslikka kiritilmadi. Testlardagi tinglab tushunish mashqlari CD diskiga yozilmadi. O'qituvchi ularni sinfga o'qib eshittirishi lozim.

4 *Fly High 9* da tez-tez uchrab turadigan mashq turlari

Bo'lim va darslarning mavzulari

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

Yangi so'zlarni rasmlar bilan solishtirish mashqlari

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

Bu mashq o'qituvchining yangi so'zlarning ma'nosini to'g'ridan-to'g'ri berishdek amaldagi uslubga qaraganda anchagina 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.

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

Rasmlardan foydalanish

Fly High 9 da barcha rasmlar til o'rganish vazifasi sifatida xizmat qiladi. Faqatgina bezak uchun rasmlar berilmadi. Rasmlardan ham o'qituvchi ham o'quvchi dars davomida faol foydalanishlari kerak. Rasmlardan noto'g'ri foydalanish yoki ularni nazardan chetda qoldirish o'qitish va o'rganishning samaradorligini pasaytiradi.

Zanjir mashqi

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

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

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

Bu jarayonni tezlashtirish maqsadda o'qituvchi uni qatorlar bo'yicha ham tashkillashtirishi mumkin.

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 faoliyati bo'lib, oldingi darslarda o'rganilgan bilimga asoslangan. U o'quvchilarga bu darslarda o'rgangan narsalarini o'zi bilmagan holda, erkinroq va o'qituvchi tomonidan kam nazorat qilingan holda o'zicha qo'llashga imkoniyat yaratadi. *Fly High 9* da turli xil ijodiy ishlar mavjud. Ular plakat va broshuralar tayyorlash, taqdimotlar hamda bahslar qilish va bayon yozishlarni o'z ichiga oladi. Ijodiy ish o'quvchilarga o'z bilimi darajasida ishlashga imkon beradi; vazifani bajarish davomida kuchli o'quvchilar ko'proq va murakkabroq, o'zlashtirishi qiyin bo'lgan o'quvchilar esa, qisqa va oddiy ishlarni bajarishadi. Ijodiy ish o'quvchilarga o'z ishlaridan, bilimlaridan va yaratuvchanligidan faxrlanishga imkon beradi. Shu sababli o'quvchilar uchun bir-birining ishlarini ko'rishga sharoit yaratish maqsadida sinfxona bo'ylab Ijodiy ish darsi davomida yasalgan plakat va chizilgan rasmlarni namoyish qilish juda muhimdir. O'quvchilardan boshqa o'quvchilarning ishlarini baholash ham so'ralishi mumkin.

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.

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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.

Bahslar

Bahslar o'quvchilarning tanqidiy fikrlash malakalarini rivojlantirishga va masalaga turli nuqtayi nazardan yondashishga yordam beradi. Ular o'quvchilarda gapirish ishonchini shakllantiradi, chunki o'quvchilar bu yerda til ravonligiga emas balki o'z nuqtayi nazarini isbotlash haqida ko'proq qayg'uradi. Bahslarga tayyorlanish davomida o'quvchilar bahs uchun ma'lumot topish maqsadida oldingi darslarni o'qib chiqadi. Shu yo'sinda bahslar o'quvchilarni ma'lumot olish uchun samarali o'qishga ruhlantiradi. Bahslar o'quvchilarga faol tinglovchi bo'lishga ham yordam beradi. Munozarada qarshi turuvchilarni tinglash paytida ular qarama-qarshi fikrlar topishga harakat qiladi va qarshi bahs yuritadi.

Quyida bahsni tashkil etish bosqichlari keltirildi. Jarayon chigal ko'rinadi, lekin u bir necha maktablarda sinovdan o'tkazilganda o'quvchilarga juda ma'qul bo'ldi. Ishonchimiz komilki, u Siz va sizning o'quvchilaringizga ham ma'qul bo'ladi. I va II bosqichlar faqatgina Siz bahsni birinchi marta tashkillashtirganingizda kerak bo'ladi.

I bosqich

O'quvchilardan bahs to'g'risidagi bilimlarini so'rab biling. Siz quyidagidek savollarni so'rashingiz mumkin.

- 1) What is a debate?
- 2) Where do we have debates?
- 3) Have you ever taken part in a debate? When? What was the debate about?
- 4) Who takes part in debates?
- 5) Why do we have debates?
- 6) What happens in a debate?
- 7) Where do we sit in a debate?

II bosqich

Bugun bahs o'tkazilishini o'quvchilaringizga tushuntiring. Ular, masalan, "Sport is always a good thing. We should have sports lessons every day at school." degan mavzu yuzasidan bahs yuritadilar. Sinf ikkiga bo'linadi. Sinfning yarmi mavzu tomonida, yarmisi esa mavzuga qarshi.

III bosqich

Bir o'quvchini bahsni olib boruvchi qilib tayinlaysiz. Bahsni olib boruvchi sinfdagi eng yaxshi o'quvchi bo'lishi kerak (uning bahsda hukmronlik qilmasligini yoki boshqa o'quvchilarni gapirishdan mahrum qilmasligini nazarda tutgan holda) yoki yaxshi gapira olmaydigan uyatchan o'quvchini tanlab olishingiz mumkin.

IV bosqich

Guruhlardan o'rtasidan pastga qarab chiziq tortilgan bir varaq qog'oz tayyorlashni so'rang. Chap tomonda ular boshqa guruh berishi mumkin bo'lgan sabablarni yozishlari kerak. O'ng tomonda esa o'zlarining sabablarini yozadilar. Guruhdagi har bir o'quvchining o'z sabablari ro'yxati bo'lishi kerak. Quyidagi jadvalni doskaga yozing, shu asosda vazifani bajarishni o'quvchilardan so'rang.

For (<i>Mavzu tomonda</i>)	<i>Against (Mavzuga qarshi)</i>
good for health	wastes time

Guruhlarga sabablar ro'yxatini yozish uchun 10 daqiqa vaqt beriladi.

V bosqich

Guruhlar sabablar ro'yxatini yozishni boshlaganlaridan va Siz ularning nima qilishlarini yaxshi tushunib olganliklariga ishonch hosil qilganingizdan so'ng bahsni olib boruvchiga uning roli to'g'risida ma'lumot bering va unga u aytishi kerak bo'lgan ba'zi narsalar yozilgan qog'ozni bering.

m-n.:

Ladies and gentlemen. Welcome to class We are here today to debate the motion Pupils for the motion are sitting on my left, pupils against the motion are sitting on my right. We have ... minutes for the debate. Please raise your hand when you wish to speak. I decide the person to speak. Please be polite and don't interrupt. No-one may speak for more than 1 minute. At the end we are going to have a vote. Let's begin. (*Mavzu tomondagi guruhga qaraydi.*)

Your time is up.
 Next speaker please.
 Order! Order!
 That's all we have time for.
 Please vote now. If you are for the motion, raise your hand. (Sanaydi) If you are against, raise your hands. (Sanaydi).
 The Fors/Againsts are the winners.

VI bosqich

Zaruriyat tug'lsa, fikrlarni qanday berishni va qanday qilib fikrga qo'shilish, qo'shilmalikni takrorlab oling. Iloji bo'lsa, so'z birikmalarini doskaga yozib qo'ying.

m-n.: I think that.....

Sorry, I don't agree. We know that..... so

It's true that..... but

VII bosqich

O'quvchilardan sinfxonani „Mavzu tomondagilar“, uning qarshisida „Mavzuga qarshilar“, o'rtada bahsni olib boruvchi shaklida tashkil etishni so'rang. Bahsni

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olib boruvchidan tashqari har bir o'quvchiga kichik qog'oz bo'laklarini bering. O'quvchi gapirganda qog'oz bo'lagini qutiga soladi. Har bir o'quvchi qog'ozlarni ishlatib bo'lishi kerak, qog'oz bo'laklarini ishlatib bo'lgan o'quvchilarda gapirish huquqi qolmaydi. Bu hammani bahsda qatnashishini ta'minlaydi va hech qanday o'quvchi bahsda hukmron bo'lmaydi.

O'zingiz bahsda qatnashmasligingizni ularga ayting. Bahsni olib boruvchi mas'ul, o'quvchilar esa u aytgan narsani qilishlari kerak. Bahs oxirida bahsni olib boruvchi har bir kishidan ovoz berishni so'rashini ularga tushuntiring. Mana shu yerda ular bahsdagi rollari bo'yicha emas, balki o'z fikrlariga ko'ra ovoz berishlari mumkin.

VIII bosqich

Bahsni olib boruvchiga unga bergan qog'ozdan o'qishni boshlash orqali bahsni boshlashini ayting. Bahsga xalaqit bermang, ko'zga tashlanmaydigan joyda o'tirishga harakat qiling va o'quvchilarning takroriy xatolarini, ular aytgan yaxshiroq narsalarni, ular aytishni xohlagan, lekin ayta olmagan yoki ona tilida aytgan narsalarni o'zingizga qayd qilib boring. Bahsning nihoyasida bahsga izoh berishda Sizga bu qaydlar kerak bo'ladi.

Berilgan vaqtdan so'ng bahsni olib boruvchining bahsni tugatishini va ovoz berishni tashkillashtirishini ta'minlang.

IX bosqich

Ovoz berilgandan so'ng bahsga yakun yasang. O'quvchilarga o'z o'rinlariga borib o'tirishini ayting. So'ngra ulardan bu faoliyatga izoh berishlarini so'rang. Siz quyidagidek savollar so'rashingiz mumkin:

Did you enjoy the debate?

Why?/Why not?

Shundan so'ng ularning qanday bahs yuritganliklari to'g'risidagi o'z izohlaringizni aytishingiz 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 9 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 9 da to'rt nutq faoliyati turlari: tinglab tushunish, gapirish, o'qish va yozuv o'zaro bog'langan holda o'qitiladi. Bunga sabab haqiqiy hayotda kamdankam 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.

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

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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. Ular, shuningdek, bir tildan boshqasiga qisqacha mazmun ham yozadilar.

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.

9-sinfda tarjim malakalari yanada ko'proq rivojlantiriladi. Endilikda o'quvchilarda ingliz tilidan yaxshi zamin yaratilgani bois tarjima ingliz tilini va ingliz tili haqida ko'proq o'rganishning ayniqsa foydali usulidir. Kundalik hayotda o'quvchilar ingliz tilida o'qishlari va ona tiliga tarjima qilishlari yoki qisqacha mazmunini aytib berishlari kerak bo'lishi mumkin. Shuning uchun ham bu malakalar bu yerda rivojlantiriladi.




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

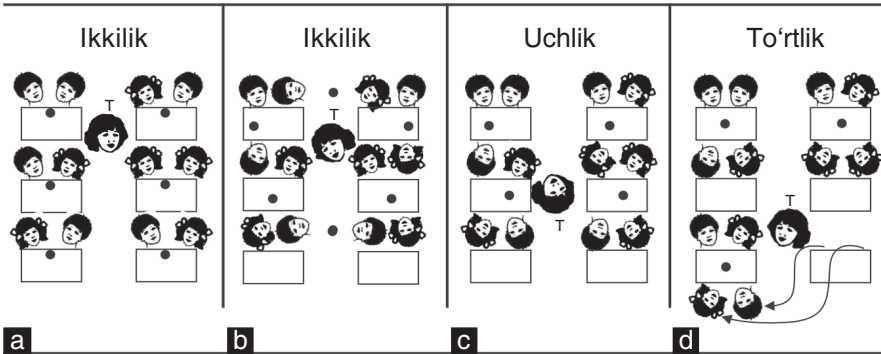
Buning ma'nosi shuki, ilgarilari o'quv jarayonida o'quvchilarga emas, balki o'qituvchining roliga ko'proq e'tibor berilar edi. Albatta o'qituvchi ham juda muhim, ammo tadqiqot shuni ko'rsatadiki, agar o'quvchilarga yangi til materialini mashq qilish va amalda qo'llab ko'rishga imkoniyat berilsa ular 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 guruhlarini qanday tashkil etish xususida o'ylab ko'rishga to'g'ri keladi. O'quvchilar bir necha marta guruhlarini tashkil qilib ko'rgandan so'ng, ularni eslab qoladi va tezlikda guruh tashkil etishga o'rganib qoladi. Quyida qo'zg'almas partalar joylashgan sinfxonada juftlik, uchlik va to'rtlik guruhlarini tashkil qilish yuzasidan ba'zi takliflar keltirilgan. Diagrammada o'quvchilar  yoki , o'qituvchi esa  ko'rinishida tasvirlangan.



- a** Bu yerda o'n ikkita o'quvchi vazifa bajarishmoqda, o'qituvchi esa tinglamokda. 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 tinglamokda.
- 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'lganligidir:

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

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

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

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

O'quvchiga yo'naltirilgan sinfda kommunikativ faoliyat.



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

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

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

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

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

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

Shovqin

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

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

Ona tilidan foydalanish

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

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Uy vazifasini tekshirish

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

Qanday qilib?

Uy vazifasini tekshirishning bir necha usullari bor.

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

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

Yashil rang — ogohlantirish.

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

Bunda o'quvchilar qilingan xato ustida ishlashadi.

Qizil rang — yomon.

O'quvchining xatosi ko'p mashqlarda takrorlansa uning tagiga qizil ruchka bilan chizing. Bunda o'quvchilar qilingan xato ustida qattiq ishlashi kerak.

Xatolarni o'zingiz tuzatishingiz mumkin, lekin o'quvchilarga uni o'zlari qilishga imkon bersangiz yaxshiroq bo'ladi. Quyidagi belgilarni hoshiyaga yozish orqali Siz o'quvchilarga o'z xatolarini tuzatishga yordam berasiz:

Gr – grammatik xato

Sp – orfografik xato

WO – so'z tartibida xato

P – imloda xato

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

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

Qachon?

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

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

b Ijodiy ish davomida uy vazifalarni baholashingiz mumkin.

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

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

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

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

Qo'shimcha ma'lumotlar

Darslikda quyidagi belgilar ishlatilgan.



O'quvchilar daftarlarini ochib unda yozadilar.



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

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

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

***Fly High 9* ni o'qib o'rganing!**

Biz, mualliflar, *Fly High 9* ni yozish davomida ko'p izlandik. Endi biz umid qilamizki, Siz, o'qituvchilar, undan o'quvchilaringiz bilan foydalanib, o'qib-organasizlar. Sizlarga omad tilaymiz!

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar	Vocabulary	Homework	Cross-curricular themes
1 Communications p.6-16	Lesson 1 On the telephone	Talking and writing about telephone conversations Practising the language of informal telephone calls	<i>Recycled Present Simple Tense Yes/No and Wh questions</i>	Vocabulary for informal telephone calls and social language	Translating the conversation	Learning about telephone conversations, telephoning and social language while telephoning
	Lesson 2 Making phone calls	Listening for detailed information Reading for the main idea Practising translation	<i>Present Perfect Tense Present Simple Tense Yes/No questions</i>	Vocabulary for formal telephone calls	Writing the telephone conversations in order	Learning more about telephoning, formal telephoning and social language
	Lesson 3 Business phone calls	Talking about telephones and formal telephoning Reading and listening for detailed information Writing messages Working with the Wordlist	<i>Future Simple Tense Present Simple Tense Yes/No and Wh questions Directions</i>	Vocabulary for post offices and activities in the post office	Reading the phone conversation and writing the message one leaves for the person	
	Lesson 4 At the post office	Talking about post offices and services they provide Reading and listening for gist Working with the Wordlist	<i>Punctuation Present Simple Tense Past Simple Tense Present Perfect Tense</i>	Phrases used in letters	Reading and finding the hidden message Writing the letter with correct punctuation and capital letters where appropriate	Raising awareness of the differences between formal and informal language Learning about the structure of writing letters
	Lesson 5 Letters	Talking about different kinds of written communication and recognising common phrases used Reading and recognising grammatical, lexical and cohesive links Writing letters in order	<i>'will' for future predictions Language of speculation: could/might/may Past Simple Tense Present Simple Tense Wh questions</i>	Vocabulary for media to exchange messages	Imagining that one is in 2112 and writing a diary about the day off	Learning about faxes, internet and e-mail Learning the language of speculation
	Lesson 6 Fax, internet, e-mail ... what next?	Talking about media used to exchange messages and future developments Reading to check knowledge and for specific information Practising the language of speculation	<i>All grammar related to the topic</i>	All vocabulary related to the topic	Preparing for the Progress Check	Learning a writing process which PP can use in all their school subjects, not just English
	Lesson 7 The future language	Writing an essay using the 8-stage writing process Reading for gist and detail Expressing opinions and giving supporting language				

Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar	Vocabulary	Homework	Cross-curricular themes
2 The World of Work p.17-27	Lesson 1 Attitudes to work	Talking about professions, differences between job, work and profession, salary and wages Reading for detailed information Inferring the meaning of words from context Working with the Wordlist	<i>Present Simple Tense</i> <i>Wh</i> questions <i>I'd like/enjoy doing...</i> <i>because...</i> <i>Relative clauses (defining clauses) :</i> <i>who/which/that/where</i>	Vocabulary used to describe professions, jobs and work	Writing about one's future profession and qualities needed for that profession. Interviewing parents and answering their questions	Learning about jobs and professions and qualities needed for them
	Lesson 2 Personal qualities and jobs	Talking more about professions Reading for the main ideas Identifying personal qualities through quizzes Listening for detailed information Writing about qualities for one's future profession	<i>Wordbuilding: suffix -ist</i> <i>Relative clauses (defining clauses)</i> <i>be good at smth.</i> <i>be fond of smth.</i> <i>be interested in smth.</i>	Adjectives needed for professional qualities	Interviewing parents and asking what qualities they need for their job	Learning about qualities needed for professions
	Lesson 3 Applying for a job	Talking about finding jobs and how to behave, what to wear in the interview Reading for main points Listening for specific information Completing application form Writing suggestions Practising the interview	<i>Conditionals: if you don't understand, ask a question</i> <i>Instructions</i> <i>Present Simple Tense</i> <i>Wh</i> questions	Vocabulary needed to describe an interview and activities about preparing for an interview	Writing questions to interview the person who is applying to be a childminder. Saying what jobs one can do to get some money for extra lessons or other things	Raising awareness of the behaviour and appearance that is important for the interview to get a job Learning how to complete application forms
	Lesson 4 A day in the life of ...	Talking about jobs, workplaces and work days Reading and listening for the main ideas and gist Inferring the meaning of words from context and working with the Wordlist	<i>Wordbuilding: n+n = adjective</i> <i>Relative clauses (non-defining clauses); which</i> <i>Revision of defining relative clauses with 'when'</i> <i>Present / Past Simple Tense</i> <i>Wh</i> questions	Vocabulary to describe jobs and work places	Writing about one's parents' working day	Learning about 'Take your daughters to work' day in England
	Lesson 5 A worthwhile job	Talking and writing about professions and preferences Working with the Wordlist Reading for gist and detailed information	<i>I would prefer... because ...</i> <i>Present Simple Tense</i>	Vocabulary for describing professions	Interviewing parents with the questionnaire about jobs	Learning more about professions
	Lesson 6 Project	Practising critical thinking and giving arguments about the value of things and giving reasons to support the arguments	<i>All grammar related to the topic</i>	All vocabulary related to the topic	Preparing for the Progress Check	Raising awareness of the contribution of different jobs to society

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar	Vocabulary	Homework	Cross-curricular themes
3 Education p. 28-37	Lesson 1 Education in Uzbekistan and the USA	Talking about and comparing the education system in Uzbekistan and the USA Reading for detailed information Working with the Wordlist	British and American spelling <i>Comparison: the same as ... different from</i> <i>Future Simple Tense</i> <i>Present Simple Tense</i>	Vocabulary for Uzbek and American education system	Reading the school calendar and writing a similar one for the local school	Learning about education systems in Uzbekistan and the USA and comparing them
	Lesson 2 Education in England and Wales	Talking about and comparing education systems in Uzbekistan, the UK and the USA Reading for specific information Practising translation	Relative clauses (non-defining clauses); which <i>Present Simple Tense</i> <i>Wh questions</i> <i>the same as .../different from ...</i>	Vocabulary for British education system	Doing a crossword about education	Learning about and comparing education systems of Uzbekistan, the UK and USA
	Lesson 3 Estover Community College	Talking and writing about the aims and objectives and subjects of schools Reading for the main idea Listening for specific information Inferring the meaning of words from context Working with the Wordlist	<i>Present Simple Tense</i> <i>Comparison: the same as ... different from ...</i> <i>Future Simple Tense</i>	Vocabulary for school subjects and vocabulary needed to describe aims and objectives of schools	Making a poster and writing one's school's aims and about subjects which will fulfil each aim	Learning about Estover Community College in England, its aims, objectives and subjects and comparing them with schools in Uzbekistan
	Lesson 4 A day in the life of a pupil	Talking about daily routines and school life Writing interview questions about routines Reading for gist and detailed information Inferring the meaning of words from context	<i>Before/after doing smth., I do ...</i> <i>Present Simple Tense</i>	Vocabulary needed to describe daily routines	Asking and writing about the day of one of one's family members or friends	Comparing the daily routines of Uzbek and English pupils
	Lesson 5 State versus private education	Talking about private schools and their dis/advantages Reading for the main ideas and specific information	<i>Present Simple Tense</i> <i>Future Simple Tense</i>	Vocabulary to describe private education	Writing similarities and differences between private and public schools	Comparing the features of private and public education
	Lesson 6 Project	Talking about vocabulary for radio and TV Listening for the main idea and for detailed information Debating about private education	<i>All grammar related to the topic</i>	All vocabulary related to the topic	Preparing for the test	Learning to give arguments Promoting critical thinking skills

Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar	Vocabulary	Homework	Cross-curricular themes
4 School and community p. 38-47	Lesson 1 School rules in Uzbekistan, the UK and the USA	Talking about school rules in Uzbekistan, the UK and USA Reading for the main idea Writing school rules	<i>Imperatives (positive and negative)</i> <i>Present Simple Tense</i>	Vocabulary for school rules	Writing one's school rules	Comparing school rules of Uzbekistan, the UK and USA
	Lesson 2 Ways of expressing rules	Giving instructions Practising translation Working on vocabulary Practise freer writing	<i>Imperatives (positive and negative)</i> <i>Modal verb: must</i> <i>Present Simple Tense</i>	Vocabulary for school rules	Writing rules for a school club	
	Lesson 3 School Discipline Policy	Talking about school discipline policy Reading for gist Practising translation	<i>Making nouns from verbs</i> <i>Modal verb: must</i>	Vocabulary related to school policy	Writing one's School Discipline Policy	Raising awareness of school policy
	Lesson 4 School punishments	Talking about kinds of punishment in school Reading and listening for gist and specific information	<i>I think / I don't think ... / So do I / I do too / Nor do I / Neither do I</i> <i>Sorry I don't agree</i> <i>Complex sentences with 'when' and 'if'</i>	Vocabulary related to school punishments	Looking at the list of offences and saying which are bullying Talking about the evidence of bullying	Raising awareness of the kinds of school punishments
	Lesson 5 Extra-curricular activities	Talking about extra-curricular activities of PP in the UK and the USA Listening and reading for the main ideas and specific information	<i>Present Simple Tense</i> <i>Wh questions</i> <i>Time adverbs: never, always</i> <i>It's interesting ...</i>	Vocabulary for extra-curricular activities	Writing a plan for a new club in one's school	Learning about extra-curricular activities in the UK and the USA
	Lesson 6 School Council	Talking about school councils and democratic structures in schools Reading for the main idea Listening for specific information Working with the Wordlist	<i>Future Simple Tense</i> <i>Present Simple Tense</i> <i>Conditionals: What would you do, if you were ...</i>	Vocabulary for promises to make changes	Writing about actions one would do if s/he were a member of a school council	Learning about and practising how to work with a school council
	Lesson 7 School as a centre for community	Talking and writing about the school's roles in the community Reading for the main ideas and detailed information	<i>Past Simple Tense</i> <i>Instructions</i> <i>I think we can .../I don't think ...</i> <i>It is (not) important for us ...</i>	Vocabulary related to the topic	Writing about an ideal community school	Raising awareness of the school's roles in the community
	Lesson 8 Project	Writing and presenting a school brochure Evaluating the brochures	All grammar related to the topic	All vocabulary related to the topic	Preparing for the Progress Check	Learning to write school brochures, presenting and evaluating them

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar	Vocabulary	Homework	Cross-curricular themes
5 Government and political structure p. 48-60	Lesson 1 National flags and emblems	Talking about national flags and emblems Reading for detailed information	<i>Wordbuilding:</i> <i>v+ing = adj.</i> <i>Present Simple Tense</i>	Vocabulary related to describing flags and emblems	Finding <i>adjectives + ing</i> in the text Drawing an emblem for an English club (or another club) Describing the emblem	Learning about the national flag and emblem of Uzbekistan
	Lesson 2 Democracy in Uzbekistan	Talking about the constitution and organization of government in Uzbekistan Reading for detailed information Working with the Wordlist	<i>Present Simple Tense</i>	Vocabulary needed to describe the constitution and organization of government	Writing about family members' and one's own responsibilities at home Writing about the officers of the English club (or another club) and saying what they are responsible for	Learning about the constitution and organization of government in Uzbekistan
	Lesson 3 The USA is a republic	Talking about and comparing government structures in Uzbekistan and in the USA Listening for detailed information	<i>Present Passive Comparison: the same as ... different from ...</i>	Vocabulary needed to describe the constitution and organization of government	Writing a leaflet about an English club at school	Comparing government structures in Uzbekistan and the USA
	Lesson 4 The UK is a constitutional monarchy	Talking about the system of in the UK Reading for detailed information and for gist Inferring the meaning of words from context	<i>'Will' for future predictions</i> <i>Present Simple Tense</i>	Vocabulary needed to describe the organization of government	Using the definite article correctly Learning about the British national anthem	Learning about the UK government system and national anthem
	Lesson 5 Westminster and Washington	Talking about the UK parliament and US Congress Reading for detailed information Working with the Wordlist	<i>Present Passive Present Simple Tense</i>	Vocabulary to describe Parliament and Congress	Finding information in the school library about another country and writing notes about it	Learning about the UK Parliament and US Congress
	Lesson 6 Project	Discussing and creating a self-governing committee	<i>All grammar related to the topic</i>	All vocabulary related to the topic	Preparing for the Progress Check	Learning how to award nominations

Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar	Vocabulary	Homework	Cross-curricular themes
6 Political parties p. 61-69	Lesson 1 Political parties in Uzbekistan and Great Britain	Talking about and comparing the political system and political parties in Uzbekistan and the UK Listening and reading for detailed information Working with Wordlist	<i>Present Simple Tense Comparatives</i>	Vocabulary to describe political systems and parties	Reading a Guide to British political parties and writing a guide to a political party in Uzbekistan	Learning about and comparing political parties and electoral systems in Uzbekistan and the UK
	Lesson 2 Local government	Talking about the functions of local government Listening for gist and for specific information Reading for detailed information Making a finance plan for a year	<i>Present Simple Tense We think that because ... hope to / hope not to</i>	Vocabulary to describe the activities of local government	Reading about a school in the UK and answering questions about it	Learning about local government in Uzbekistan and the UK
	Lesson 3 Small political parties in the USA	Talking about small political parties in the USA Reading for gist and for main ideas Inferring information which is not explicitly stated in the text Writing a formal letter	<i>Present Simple Tense</i>	Vocabulary to describe the activities of political parties	Writing three ideas for things that could be changed in one's place	Learning about small political parties' activities in the USA Raising awareness of Websites
	Lesson 4 This party believes that ...	Talking about a problem area in PP's own place and suggesting a concrete solution Categorising the problems Writing action plans Giving feedback on presentations	<i>It is important to ... It is necessary to ... Future Simple Tense</i>	Recycling the vocabulary from the previous lessons	Writing ten questions for interviewing a leader of a political party	Recognising a problem area and writing action plans on how to solve the problems
	Lesson 5 Our manifesto	Talking about the policy of a political party Reading for detailed information Listening for specific information Writing policy ideas	<i>We think that ... Past Simple Tense Present Simple Tense</i>	Recycling the vocabulary from previous lessons	Preparing ballot slips	Raising awareness about what a political manifesto is
	Lesson 6 Vote for us!	Writing a party leaflet Presenting a political party Holding a ballot and announcing the results	<i>Conditionals: if we hadn't built houses, nobody would have done it</i>	Recycling vocabulary from this and previous units	Preparing for the test	Learning how to hold elections

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar	Vocabulary	Homework	Cross-curricular themes
7 Advertising and marketing p. 70-80	Lesson 1 What's marketing and promotion?	Talking about buying and selling, marketing and promotion Listening and reading for detailed information Working with the Wordlist.	<i>We think... In my opinion ... It seems to me ...</i>	Vocabulary for marketing and promotion	Looking for examples of promotion. Copying them and bringing them to class Doing Grammar Exercises 2 and 3	Raising awareness of marketing and promotion concepts
	Lesson 2 Special offers	Talking about promotions and companies Reading for detailed information	<i>Present Simple Tense Past Simple Tense</i>	Vocabulary for promotion and activities of companies	Finding and copying an advertisement from a magazine or newspaper Translating all the passive sentences in the text	Raising awareness of promotion techniques and activities of companies
	Lesson 3 The power of advertising	Talking about advertising and the people involved in it Reading for detailed information	<i>Conditionals: If you did ... I would do ... Past Simple Tense Present Simple Tense Wh questions</i>	Vocabulary related to advertising	Writing five sentences about the effects of advertising	Raising awareness of the power of advertising
	Lesson 4 Advertising standards	Talking about advertising and advertising codes Reading for gist and for detailed information Working with the Wordlist	<i>Superlatives Present Simple Tense Adjectives Conditionals: If you did ... I would do ... It's (not) worth doing</i>	Vocabulary for the advertising code	Doing Grammar Exercise 4 and any other Grammar Exercises not already done	Raising awareness of the Advertising Code in Britain
	Lesson 5 I want to make a complaint	Talking about problems in advertising Reading and listening for detailed information Writing a memo after a phone call Working with the Wordlist	<i>Conditionals Present Simple Tense</i>	Vocabulary related to advertising	Writing a message to leave on an answerphone	Raising awareness of advertising problems Learning how to phone about or receive phone calls about problems
	Lesson 6 My company is ...	Talking about different companies, their activities, etc. Making a presentation about a company Asking questions and answering about a company	<i>All grammar related to the topic</i>	All related vocabulary to the topic	Preparing for the Progress Check	Learning how to make a presentation about companies

Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar	Vocabulary	Homework	Cross-curricular themes
8 Industry and services p. 81-93						
Lesson 1 We've had the house painted	Talking about activities where we arranged somebody to do something for us	Structure: Have something done <i>Present Simple Tense</i>	Miscellaneous vocabulary	Answering questions and completing the sentences using 'have something done'		
Lesson 2 At the hairdresser	Talking about the hairdresser Making appointments Listening and reading for detailed information Working with the Wordlist	Conditionals: I wish I had ... Structure: <i>Have something done</i> <i>Present Simple Tense</i> <i>I'd like to ...</i> <i>Comparatives</i>	Vocabulary related to the hairdresser	Reading and finding out how much the hairdresser will earn for a day and his/her costs Answering the questions Writing five sentences for Activity 2b	Learning how to make an appointment	
Lesson 3 I've broken my heel	Talking about footwear and its condition Giving suggestions and advice	Structure: smth. needs +doing Advice: should have smth. done <i>Wh questions</i>	Footwear	Practice in using the structure 'have something done'	Learning to give advice	
Lesson 4 Industry in Uzbekistan	Talking about branches of industry Reading for gist Practising translation Working with the Wordlist	Word combinations: n+n, adj+n <i>Present Simple Tense</i>	Vocabulary related to industries	Answering the questions	Raising awareness of industry and its branches and their websites in Uzbekistan	
Lesson 5 Industry in the UK and the USA	Talking about industry in the UK and the USA Reading and listening for detailed information Working with the Wordlist	<i>Present Simple Tense</i> <i>Comparatives</i>	Vocabulary related to industries and places	Comparing information about Uzbekistan, the UK and the USA Reading the newspaper report and write 5 questions	Raising awareness of industry in the UK and the USA	
Lesson 6 Project	Talking about possibilities for foreign companies in PP's own area Organizing an imaginary joint venture and explaining it to the class	<i>All grammar related to the topic</i>	Vocabulary related to businesses and raw materials	Preparing for the Progress Check	Learning how to organize joint ventures	

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Unit	Lessons and Topics	Communicative and Skills Development aims	Grammar	Vocabulary	Homework	Cross-curricular themes
9 Globalization and Uzbekistan p. 94-103	Lesson 1 Uzbekistan and UN	Talking about the activities of the UN in Uzbekistan and other places Summarising the text Reading to check knowledge Listening for detailed information Working with the Wordlist	Acronyms: UN, ECOSAN, UNESCO, UNICEF, WHO, FAO <i>Present Simple Tense</i>	Vocabulary related to international organizations and their activities	Looking for and finding the meaning of acronyms	Raising awareness of UN international organization and its activities
	Lesson 2 UNESCO and UNICEF in Uzbekistan	Talking about UNESCO and UNICEF and their activities in Uzbekistan Reading for detailed information	saw/heard/watched him go... I saw him going ... <i>Simple Tense Wh questions</i>	Vocabulary related to international organizations and their activities	Translating a part of the text into mother tongue	Raising awareness of UNICEF and UNESCO International organizations and their activities
	Lesson 3 NGOs are organizations which ...	Talking about NGOs and their activities in Uzbekistan Listening and reading for detailed information Working with the Wordlist	<i>Present Simple Tense</i> <i>Present Perfect Tense</i> <i>Past Simple Tense</i> <i>It takes me ...</i>	Vocabulary related to international organizations and their activities	Finding out what NGOs work in PP's own area Writing a letter to an NGO asking for help with a problem in one's place/region	Raising awareness of NGOs and their activities in Uzbekistan
	Lesson 4 Multi-nationals	Talking about companies and their origins Listening and reading for specific and detailed information	<i>Present Simple Tense</i> <i>Past Simple Tense</i>	Vocabulary related to multinational companies and their activities	Reading and translating a report	Raising awareness of multi-national companies and their activities
	Lesson 5 One world - In English?	Talking about languages and the worldwide role of English	<i>All grammar related to the topic</i>	Vocabulary related to the topic	Preparing 10 questions from any part of Fly High to include in the final test	Raising awareness of the importance of English in technology, business, tourism, etc.
	Lesson 6	Doing the final test				

Unit 1 Communications

Lesson 1 On the telephone

Objectives:

- to practise the language of informal telephone calls
- to practise listening for the main idea and detailed information
- to practise translating
- to practise saying telephone numbers

Activity 1a

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 Ex.Bks.

Key: 1c 2d 3b 4a

Activity 1b

Objective: to practise talking about telephones and telephoning

In groups PP take turns to ask and answer questions about telephones and telephoning. When they have finished, check the answers with the whole class by asking the questions one by one and letting several PP answer.

Activity 2a

Objective: to practise listening for the main idea

PP copy the dialogue in their Ex.Bks. Play the CD. PP listen and answer the questions.

Key: 1 Steve 2 to say 'Happy Birthday'

CD script



Steve: (ring, ring) Hello. Basildon **567292**.

Jane: Hello. **Could I speak to Sandra**, please?

Steve: Yes. Speaking.

Jane: Hi, **Steve**. It's Jane here.

Steve: Oh, hi. How are you?

Jane: Fine, thanks. I'm phoning to say '**Happy Birthday!**' I wish you happiness, health, success and all the best in the world.

Steve: Thanks.

Jane: Have a wonderful day. **See you soon**. Bye.

Steve: **Bye**.

Activity 2b

Objective: to practise identifying and writing telephone phrases

Play the CD again. PP listen and fill in the missing bits of the conversation in their Ex.Bks. Then you ask the questions and they should answer.

Key:

1 Hello. Basildon 567292

2 Could I speak toplease?

3 Yes. Speaking

UNIT 1



Language Note:

In English when you say a telephone number each number is said separately, and 0 is pronounced 'oh'. There is usually a pause in the middle of the number. So 567292 is 5-6-7 2-9-2.

Activity 2c

Objective: to practise identifying and writing telephone phrases
Play the CD again. PP listen and write an answer to the question.

Key: (see CD script)

Homework

Key:

PP translate the telephone conversation in Activity 2a into their mother tongue on their own. In class elicit any differences between telephone language in English and their mother tongue.

Help PP to see that there is no exact equivalent between what is said in one language and another.



Culture note:

In Britain it is usual for the person receiving the call to give his/her number before the caller identifies him/herself. In Uzbek and Russian telephone culture this is much less common.

Lesson 2 Making phone calls

Objectives:

- to practise the language of informal telephone calls
- to practise listening for the main idea and detailed information
- to practise translating

Activity 1

Objective: to practise using telephone language

PP work in pairs and sit back to back so they cannot see their partner's face (explain to them that we never see the other speaker's face in a real telephone conversation). As the pairs make their calls, walk around the class listening and prompting where necessary. Try not to interrupt the conversations too much but give PP a chance to try out the new language.

Suggestion: When most pairs have completed the four conversations ask one or two stronger pairs to 'perform' for the class.

Activity 2a

Objective: to practise listening for the main idea

Play the CD. PP listen and answer the question.

CD script



J: Hello. It's John here. Could I speak to Nick, please?

- P: I'm sorry. **He isn't here at the moment.** Can I **take a message?**
- J: Yes. Could you tell him John called? Could you ask him to **phone me?**
- P: OK. I'll tell him. Goodbye.
- J: Bye.

Activity 2b

Objective: to practise identifying and writing telephone phrases
Play the CD again. PP listen and complete the missing phrases. (See CD script above)

Activity 2c

Objective: to practise translating a simple telephone conversation
Ask PP to translate the telephone conversation into their mother tongue.

Activity 2d

Objective: to practise using telephone language
The procedure is the same as for Activity 1.

Homework**Key:**

- C: Hello. Cambridge 390485.
A: Hello. Could I speak to Chris, please?
C: Speaking.
A: Oh, Chris, hello. There's a football match on TV tonight. Would you like to come and watch it with me?
C: Yeah. I'd love to. What time is it on?
A: 6.30.
C: OK. See you then. Thanks for calling.
A: Bye.
C: Bye.
- M: Hello. Cambridge 394822.
S: Hello. It's Susan here. I'd like to speak to Victoria, please.
M: Sorry, she's out. Can I take a message?
S: Yes. Could you tell her that Susan called and I'll call back again later?
M: OK, I'll tell her.
S: Thanks.
M: You're welcome. Goodbye.
S: Goodbye.

Lesson 3 Business phone calls

Objectives:

- to practise the language of business telephone calls
- to practise listening for the main idea, specific information and writing messages
- to learn about telephone answering machines
- to practise reading for specific information

Activity 1a

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 Ex.Bks.

Key: answerphone c, mobile phone a, telephone directory b

Activity 1b

Objective: to practise talking about mobile phones, telephone directories and answering machines

In groups PP take turns to ask and answer questions.

NOTE: An answering machine is a special tape recorder linked to your phone which can play a recorded message to anyone who calls when you are out. It can also record a brief message from the caller.

Activity 2a

Objective: to practise listening for the main idea

Play the CD. PP listen and answer the question.

CD script



(ring ring ring ring) Hello. This is Uztech International. I'm sorry. All the lines are busy. Please call again later.

Key: All the lines are busy.

Activity 2b

Objective: to practise listening for the main idea

Play the CD. PP listen and answer the question.

CD script



(ring ring ring) Hello. This is Uztech International. I'm sorry there is no one here now. Please phone again. The office is open Monday to Friday 9.00 to 2.00.Or leave a message after the tone. (bleep bleep bleep.)

Key: There is nobody in the office.

Activity 3

Objective: to practise answerphone language

PP work in pairs. P1 is the answerphone and P2 is the caller. As PP practise. Walk around listening and prompting. Interrupt as little as possible. When they have finished, ask PP to change roles.

Suggestion: When most pairs have completed their calls, ask one or two stronger pairs to 'perform' for the class.

Activity 4a

Objective: to practise using the Wordlist
PP look up the two phrases in the Wordlist.

Activity 4b

Objective: to practise reading for specific information
Ask PP to read the two telephone conversations and match them with the messages.

Key 1b 2a

Activity 5

Objective: to practise listening for specific information
Ask PP to copy two message forms into their Ex.Bks as in Activity 4b.
For date they can put the date of the lesson.
PP listen to the telephone conversations and complete the message forms.
If no information is given, PP should write 'not known'.

CD script



Mrs Smith:	Hello. Is Mr. Black there?
Mrs Bing:	What number are you calling?
Mr Smith:	486306
Mrs Bing:	You've got the wrong number.
Mr Smith:	Sorry. (ring ring ring ring)
Mr Smith:	I'd like to speak to Mr. Black, please. This is Paul Smith.
Secretary:	Sorry Mr Smith. He is in a meeting at the moment. Can I take a message?
Mr Smith:	No, thanks. I'll call him back later. Bye.
Secretary:	Goodbye.
Dan:	Hello. Could I speak to Lucy, please?
Lucy:	Hello. This is Lucy. I'm sorry I can't take your call now. Please leave a message after the tone and I'll phone you back. (Bleep bleep bleep)
Dan:	Hi, Lucy. It's Dan here. Will you be free after 6? I want you to do your homework with me. Call me back as soon as you return, please.

Key:

1

Date: *(date of lesson)*

For: *Mr Black*

From: *Paul Smith*

Message: *He'll call you later.*

UNIT 1

2 Date: *(date of lesson)*

For: *Lucy*

From: *Dan*

Message: *Call him back when you get home. He wants to do his homework with you.*



Language Note:

In English many different words are used for 'telephone somebody': 'telephone', 'phone', 'call' and 'ring' are all frequently used. You could draw PP attention to this – they have had examples of ring back, call back and phone back in the dialogues in Lessons 1, 2 and 3.

Suggestion: You could ask PP to do the Word Building Exercises on the Grammar page at the end of the unit here. They are quite easy and short. Grammar Exercise 1 could also be done here or for homework. Again it is quite an easy revision exercise.

Homework

Date: *(date of lesson)*

For: *Jane*

From: *Gemma*

Message: *You are invited to her birthday party at 6.00 pm on Saturday.*

Lesson 4 At the post office

Objectives:

- to talk about post offices and the services they provide
- to practise reading for gist
- to practise listening for gist
- to practise asking for things at the post office
- to raise awareness of the abbreviated language used in telegrams



Language Note:

In English we talk about what you can do **at the post office** (the place in general). When we are inside the building of a specific post office, we say **in the post office**.

Activity 1a

Objective: to practise asking and answering questions

PP work in groups of 3 or 4 and take turns to ask and answer the questions.

Activity 1b

Objective: to practise reading for gist

PP read and then say what the conversation is about.

Key: A newcomer to Tashkent is asking for directions to the main post office.

Activity 1c

Objective: to revise and practise asking for and giving directions

PP work in pairs. P1 is a new pupil at your school. P2 is a teacher. P1 asks for directions and P2 gives them.

Suggestion: Before starting this activity you may want to elicit some of the key vocabulary and phrases for giving directions.

Activity 2a

Objectives: to give further practice in talking about what you can do in a post office; to practise the use of 'can' for ability

Ask PP to look carefully at the pictures and text about parcels. Elicit sentences about what you can do in a post office.

e.g. You can make an international telephone call. You can buy stamps. You can send a parcel by air mail. You can send telegrams.

Activity 2b

Objective: to practise the Present Perfect Tense

Elicit sentences in the present perfect.

e.g. I have sent telegrams. I have bought stamps. I have made telephone calls.

Activity 3a

Objective: to practise using the Wordlist

When PP know what the words mean, say the words and ask them to repeat after you in chorus, in rows and individually.

Activity 3b

Objective: to practise listening for gist

Ask PP to read the four phrases (a-d). Tell them they must match the phrase with a conversation. Play the CD. When the CD has finished, ask PP to compare answers.

CD script



- | | |
|---|--|
| 1 | Customer: Where can I cash this postal order? |
| | Clerk: Right here, sir. Please sign your name at the bottom. Here's the money. |
| | Customer: Thank you. Now can I have two envelopes, four postcards and five stamps, please? |
| | Clerk: That's 950 soums. |
| | Customer: Here you are. Thanks a lot. |
| | Clerk: Thank you. |
| 2 | Customer: I want to send this parcel to Andijan. How much will it cost? |
| | Clerk: It's 80 soums per kilo. |
| | Clerk: Let me weigh it and I'll tell you how much to pay. |
| | Customer: All right. How much will it cost by air? |
| | Clerk: 132 soums per kilo. Do you want to send it by air? |
| | Customer: Yes. It'll get there much quicker. |
| | Clerk: Your parcel is 2.5kgs so it will cost 330 soums. |
| | Customer: Here you are. Thank you. |
| | Clerk: Thank you. |

UNIT 1

- 3 Customer: I'd like a telegram form, please.
Clerk: Here you are.
Customer: How much does the telegram cost, please?
Clerk: It depends on the number of words. Four soums per word for an ordinary telegram. An express telegram costs eight soums per word.
Customer: Thank you.
Clerk: Not at all.
- 4 Customer: I would like to send this letter. How much will it cost?
Clerk: Let me weigh it. Then I'll tell you how much to pay.
...Er It's 15 soums.
Customer: OK. And how much will it cost by registered post?
Clerk: It's 30 soums for letters up to to 20 gr.

Key: 1d 2c 3b 4a

Activity 4

Objective: to give further practice (through role play) of the language needed in a post office

PP work in pairs. P1 is the post office clerk and P2 is the customer. Ask PP to role play the 4 situations. Walk around the class listening and prompting where necessary but try not to interrupt. When they have completed the four role plays, ask them to change roles and repeat.

Suggestion: When most pairs have completed their role plays, ask one or two stronger pairs to 'perform' for the class.

Suggestion: You could do Grammar Exercise 2 here. PP change reported speech to the original telephone conversation in direct speech.

Homework

PP read and write their telegrams.



Note:

Telegrams are not used very much now in countries where fax machines and e-mail are common. It might be worth pointing out to PP that because the cost of sending a telegram depends on the number of words used some words which are not essential to the meaning are often missed out. For this reason telegrams are not always gramatically accurate.

e.g.

Telegram: Arrived safely stop will phone tomorrow Andy stop

Letter: I have arrived safely. I will telephone you tomorrow. Regards
Andy.

Lesson 5 Letters

Objectives:

- to talk about different kinds of written communication and to recognise common phrases used
- to raise awareness of the differences between formal and informal language
- to practise reading and recognising grammatical, lexical and cohesive links

Activity 1a

Objective: to practise asking and answering questions

PP work in pairs asking and answering questions. When they have finished, ask individuals for answers.

Suggestions:

For question 4 write down PP suggestions on the use of the Internet on the BB. Then ask them to number them in order of importance.

Activity 1b

Objectives: to reinforce the meaning of the new words; to prepare for the lesson.

This is a normal matching exercise. Pictures f and d are on page 11.

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

Activity 2a

Objective: to raise awareness of the function of common phrases used in letters

This is a normal matching exercise.

Ask PP to write the answers (or the beginning of the answers) so that they will be easy to check.

Key:

- 1 Dear ...
- 2 Thank you for your letter of 22 September ...
- 3 I am writing to tell you about ...
- 4 I apologise for ...
- 5 I am pleased to tell you ...
- 6 Unfortunately ...
- 7 Please let me know ...
- 8 I am looking forward to seeing you ...
- 9 Yours sincerely

Activity 2b

Objective: to raise awareness of the differences between formal and informal language

Ask PP to work individually. They note down new phrases and indicate whether they are more or less formal than the phrases in Activity 2a. Then they compare their phrases with a partner.

UNIT 1

e.g. I'm sorry that ... (less formal)

Please accept my apologies for ... (more formal)

Activity 2c

Objective: to practise reading and recognising grammatical, lexical and cohesive links

Ask PP to read carefully and put the letter into a logical order. When they have finished they should compare their letter with a partner's.

Key: The letter is an e-mail. The correct order is:

To: Lobar

From: Rustam

Date: 26 09 2002

Subject: your trip to Bristol

Dear Lobar

Thank you for your kind letter. I'm very sorry I haven't been able to write for a long time. I was doing my exams. Thank goodness they are over.

Congratulations! I'm very glad that you were successful in the competition and that you'll come to England to study. I want to show you everything, and I want you to meet all my friends. I didn't know that I could make so many friends here. I like Bristol very much and I'm sure you won't be bored here. It's great being near the seaside in the summer.

If you would like any information about the city or anything else, please contact me. I'll be pleased to help you.

I'm really looking forward to seeing you soon.

With best wishes, Rustam

Homework

Key: 1 The hidden message is that Lobar is arriving on October 12th.

2 Dear Rustam,

It was great to hear from you. Thanks for your congratulations. I'm pleased to inform you that I'm arriving in the city on 12th October. I hope that you'll help me with everything there. I'll have lots more to tell you when I come.

I'm looking forward to meeting you soon.

Lobar

Lesson 6 Fax, internet, e-mail what next?

Objectives:

- to practise reading for specific information
- to practise talking about the future using 'will' for prediction
- to practise speculating and giving opinions using 'it could/might/may ...' and 'perhaps/maybe it will'

Activity 1a

Objective: to give students practice in talking about methods of communication and to prepare them for the text

PP work in groups taking turns at asking and answering.

Activity 1b

Objective: to practise reading for specific information

PP read silently to see if their answers to the questions in Activity 1a are answered.

Activity 1c

Objective: to practise speculating and giving opinions

PP work in pairs. They discuss and make a list of how the Internet can make life easier. When pairs have finished, ask each pair for one or two suggestions and write a list on the BB. Then elicit suggestions on any negative aspects of the Internet. Remind PP to use 'it could/might/may ...' 'perhaps, maybe it will ...'

Activity 2a

Objective: to practise using 'will' to describe future developments

You might like to give a few examples of the structure before PP start the matching activity. PP work individually to match beginnings and endings.

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

Activity 2b and 2c

Objective: to practise speculating about the future using 'will'

PP work in groups and discuss life in the future. As they do this walk around listening and prompting where necessary. Check that PP are using 'will' correctly.

Suggestion: Grammar Exercises 3 and 4 are probably best done here. The first practises defining relative clauses with 'which/that/where'. The second is something which PP have met before but have not practised – short answers with 'I think so./I'm afraid not.'

Homework

Ask PP if any of them write a diary every day about what they do each day. If they do, ask them to give an example of the sort of thing they write (it can be in mother tongue). If PP do not keep diaries, suggest yourself the sort of thing people often write in diaries.

Lesson 7 The future language

Objectives:

- to practise writing an essay using the 7-stage writing process
- to practise reading for gist and for detail
- to practise expressing opinions and giving supporting evidence
- to learn a writing process which PP can use in all their school subjects, not just English

Activity 1a

Objective: to practise reading for gist

PP read silently.

Activity 1b

Objectives: to practise giving opinions with supporting evidence;
to prepare for the writing task

PP work in groups. You should walk around monitoring and prompting if ne-

UNIT 1

cessary. Encourage PP to give supporting evidence for any opinion they might have. After about 10 minutes ask one member of each group to report back.

Activity 1c

Objective: to practise researching, planning, drafting and editing an essay

Suggestion: Write the 7 stages of the writing process on the BB in jumbled order. Then ask PP to put the stages in the correct order and copy into their Ex.Bks. PP write their essay. Go round and help with vocabulary where necessary.

Key

- 1 Make sure you understand the task.
- 2 Collect some facts to support your view.
- 3 Organise your ideas and your writing.
- 4 Plan the language you will use.
- 5 Write your first draft.
- 6 Read and check it.
- 7 Give your work to a friend to check.

Grammar Exercise 1

- 1 I'm phoning to tell you there's an interesting programme on TV.
- 2 I'm phoning to wish you 'Happy Navro'z'.
- 3 I'm phoning to give you a message for Raisa.
- 4 I'm phoning to invite you to a party on Saturday.
- 5 I'm phoning to get some help with my homework.
- 6 I'm phoning to say hello and to find out all the news.
- 7 I'm phoning to ask/find out if you feel better.
- 8 I'm phoning to find out/ask if you are going to the party tonight.

Grammar Exercise 2

No exact answer but the following would be an example.

Anora: Hello. I'm phoning to wish you 'Happy Navro'z'.

You: Thank you. 'Happy Navro'z' to you.

Anora: My family is going to cook palov this evening. We'd like your family to come to our house to eat palov at 6 o'clock.

You: We'd be happy to visit. We'll look forward to it.

Grammar Exercise 3

No exact answer but the following are examples.

- 1 An answerphone is a machine which/that records messages when no one is available to answer the phone.
- 2 A telephone directory is a book which/that lists names in alphabetical order and gives telephone numbers.
- 3 A post office is a place where you can send letters and parcels.
- 4 A registered letter is a way of sending an important or valuable letter.
- 5 An e-mail is a way of sending a message from one computer to another.
- 6 A mobile phone is a phone which/that does not need to be connected to a telephone line.

Grammar Exercise 4

Pupils' own answers.

Word Building Exercise 2

quick - slow; easy - difficult; send - receive;
boring - interesting; future - past

Unit 2 The World of Work

Lesson 1 Attitudes to work

Objectives:

- to practise reading for specific and detail information
- to give controlled practice in talking about parents' professions

Activity 1

Objective: to revise professions

Write professions on one side of the BB.

Go round the class as in a chain drill but PP say what their parents do.

e.g. P1: My father's an engineer and my mother's a doctor. What about yours?

P2: My father's a teacher and my mother's a housewife.

Activity 2a

Objectives: to reinforce PP ideas about difference between work, job and profession; to prepare for the next activity

Ask PP to answer the questions.

Activity 2b

Objective: to practise reading for specific information

PP read the statements and choose three they think better describe work. You could ask PP to compare their answers in pairs before you check the answers with the whole class.

Activity 3a

Objective: to practise reading for detailed information

PP read different opinions about jobs and answer the questions.

Key: 1 Josef 2 Rita 3 Mike 4 Susan

Activity 3b

Objective: to guess the meaning of the new words

Ask PP to read text again and guess the meaning of the words in **bold**. Then they check them in the Wordlist and write in the ExBs.

Activity 3c

Objective: to practise giving opinions

PP say why these people like their job.

Activity 4a

Objective: to give controlled practice in talking about jobs

PP copy the statements and tick or cross the statements about what job they would like to choose.

Activity 4b

Objective: to give freer practice in talking about jobs

PP work in pairs and share ideas about jobs. Ask a few PP to tell you what they think about jobs and find which other PP in the class agree with them.

Lesson 2 Personal qualities and jobs

Objectives:

- to read for the main idea
- to answer a personal quiz
- to practise writing about future professions
- to practise listening for detailed information

Activity 1a, 1b

Objective: to reinforce a new grammar rule (suffix -ist)

PP read the new words and guess their meanings. They add more words to the list. They might know: dentist, hygienist (helps the dentist cleaning teeth), scientist. Write the new words on the board. Go round the class like a chain drill with students giving the meaning of the new words and the words they have thought of as in the example.

Activity 1c

Objective: to raise pupils' awareness of different professions

PP say what they know about these professions and why they are popular now.

Activity 2

Objective: to practise talking about future professions

PP say what profession they want to choose and why.

Activity 3a

Objective: to practise reading for the main idea

PP read the text and choose the main idea.

Activity 3b

Objective: to practise answering a personal quiz

PP copy the quiz and tick the phrases that apply to them, or ask PP just to choose the sentences which apply to them.

Suggestion: You could do Grammar Exercise 1 here. It practises the prepositions which follow the phrases 'be good ...' 'be fond ...', etc. It could also be done at the end of the lesson or for homework.

Activity 3c

Objective: to practise writing about abilities they need for their future profession

Ask PP to write what abilities they need for their future professions.

Activity 4a

Objective: to practise listening for detailed information

Ask PP to copy the table, then listen to the interviews and complete the table. Play the CD.

CD script



1 My name's Mary Cliff. I'm a hair stylist. I need to know what kind of person someone is, the shape of their face, the kind of hair she or he has, and even the person's lifestyle. A good hair stylist must be a 'best

friend' and give as much information as possible about hair. It's important to know about hair colours and chemistry. As I work with people all day I should be friendly, have a smart appearance and be interested in fashion and beauty.

2 Hello. My name's Mark Davis. I work in a small restaurant. I'm a waiter. I spend about 8 hours a day on my feet. It's difficult so you must be physically strong. During lunchtime a lot of people come into the restaurant and they are all different. Some of them have only half an hour for lunch so you must serve them very fast and be polite all the time. I like the evening best when people come to spend time together and relax.

3 My name's Sarah Hodson. I'm a clerk in a bank. Since I began to work here I have started to learn a little Japanese and Spanish because many foreigners visit the bank every day. You must be very responsible and polite... and have a smart appearance, I think.

Activity 4b

Objective: to practise writing qualities people need for some jobs

PP work in pairs and write what qualities they need for jobs 1-4.

Remind PP to use the qualities in the table in 4a.

Activity 4c

Objective: to give freer practice in talking on the topic of the unit

PP work in groups. They choose a person in their group who has the qualities/abilities to be a doctor, a lawyer etc. and explain why they think so.

Lesson 3 Applying for a job

Objectives:

- to practise listening for the specific information
- to practise completing an application form
- to talk about preparing for an interview
- to practise having an interview

Warm up

Objective: to have fun, warm up

Ask PP to write the profession s/he has chosen on a small piece of paper and give it to a teacher. They shouldn't show others their choice. Teacher writes all the professions on the BB or just reads the papers in order and others should guess who wants to be a ... e.g. doctor.

Activity 1a

Objective: to raise awareness about getting a job

Ask PP to answer the questions. Let them give different answers.

Activity 1b

Objective: to practise listening for specific information and completing an application form

UNIT 2

Ask PP to copy the application form, go through all the points and check their understanding. Then PP listen to the interview and complete the form.



CD script

Interviewer: Hello. Sit down please. What's your name, please?
Alisher Kabulov: Thank you. My name's Alisher Kabulov.
I: Spell your name, please.
A.K.: A-L-I-S-H-E-R K-A-B-U-L-O-V
I: Thanks. Well ... er ... Tell me a little bit about yourself.
A.K.: I was born in Karshi, in 1987... on the 15th of October. When I was five my parents moved to Tashkent. I'm still at school. I'd like to go to university and be a computer programmer. I need some money for my extra lessons so I decided to find a part-time job.
I: Good for you. I think that's a good idea. Er ... what's your address?
A.K.: 87 Bobur Street, Yakkasaray district.
I: Do you have a phone?
A.K.: Yes. The number's 5-4 9-6 4-8.
I: When can you work?
A.K.: Every day until 2 o'clock I'm busy at school so ... um ... I can work from 4 to 6 every day.
I: OK. What can you tell me about your character and interests?
A.K.: I'm energetic, enthusiastic, and strong. I have good computer skills, I know how to use e-mail and the Internet. I'm a member of our school basketball team. Oh, sorry, I forgot ... we have training twice a week on Tuesday and Thursday after school...
I: It's OK. Don't worry. I think we can give you some work on Monday, Wednesday and Friday so it will be 6 hours a week. You can start next week.

Key:

Application Form

First Name: *Alisher*

Surname: *Kabulov*

Sex: *M*

Date of birth: *15th October 1987*

Place of birth: *Karshi*

Address: *87 Bobur Street, Yakkasaray district*

Phone number: *54 96 48*

When can work: *Monday, Wednesday, Friday from 4 to 6*

Character/Personality: *Energetic, enthusiastic, strong*

Interests: *Basketball, computers*

Activity 2a

Objective: to prepare for the next activity

Ask PP to answer the questions.

Activity 2b, 2c

Objective: to read and write suggestions for the interview

Ask PP to read the suggestions, discuss in pairs and write other suggestions about clothes and behaviour.

Suggestion: If you think your PP need help with formulating suggestions, you could revise the imperative and do Grammar Exercises 2 and 3.

Activity 3a, 3b

Objective: to stimulate PP ideas about the topic

Ask pupils to imagine that they are a school principal who needs a secretary. They should look at the pictures and choose one person and say why they have chosen him/her. Ask them to explain why they haven't chosen the others.

Lesson 4 A day in the life of ...**Objectives:**

- to practise listening for the main idea and detailed information
- to practise reading for the main ideas
- to talk about the working day
- to talk about parents' working day

Activity 1a

Objective: to introduce new words

PP read the words, guess their meaning, check them in the Wordlist and write them in their ExBs. Then they should listen and repeat them.

Activity 1b

Objective: to raise awareness of advantages and disadvantages of different kinds of jobs

Ask PP to answer the questions.

Activity 2a

Objective: to practise listening for the main idea

Ask PP to listen to the CD and say what they like and dislike about this job.

**CD script**

Hello, I'm Anna Moran. I'm 24 and I work as a secretary in the Town Planning Department. My typical day begins at 7.30 am. An hour later I leave the house and walk to my Government Building. It usually takes 15 minutes. Before 9, when work starts, I have a cup of coffee with my friends. I work in a huge department with twenty other typists and office staff. There is a lot of coming and going throughout the day. From 10.30 until 11 o'clock I have a tea break. Every day I go to the cafeteria with my friends and there I meet other people from different departments. Then after the break I meet with other secretaries for a planning meeting. Work for the rest of the day is negotiated and then distributed. The planning meeting involves discussions and decision-making and lasts thirty minutes. Work continues until 12.30 pm and then I finish for the day. I'm working flexi-time. Another day I will work much later to make up the working week. But on a day like this I'm free to go shopping or relax.

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Activity 2b

Objective: to practise listening for detailed information

Ask PP to listen again and complete Anna Moran's timetable.

Key:

7.30 a.m. – Anna gets up

8.30 a.m. – Anna leaves the house to walk to work

8.45 a.m. – Anna gets to work, then has a cup of coffee with her friends

9.00 a.m. – Anna works

10.30 a.m. – Anna has a tea break for 30 minutes in the cafeteria

11.00 a.m. – Anna attends the planning meeting for 30 minutes

11.30 a.m. – Anna works

12.30 p.m. – Anna finishes work; on some days she works until a later time

Activity 2c

Objective: to talk about parents' working day

Encourage PP to talk about their parents'/guardians' work.

Activity 3a, 3b

Objective: to practise reading for the main ideas

PP read the letter and say what 'Take your daughter to work' day is. Then they answer the questions.

Activity 4

Objective: to give freer oral practice on the topic of the unit

PP work in pairs. They ask and answer about their parents' job.

Suggestion: You could assign Word Building Exercise 1 and/or 2 here or for homework. They practise words with hyphens (flexi-time) and words ending in -ist (dentist).

Lesson 5 A worthwhile job

Objectives:

- to practise reading for gist and detailed information
- to rate different jobs
- to raise awareness of worthwhile jobs

Activity 1a, 1b

Objective: to stimulate PP ideas about the topic

It should be a brainstorm. T writes professions on the BB. Then PP say why these professions are popular in our country.

Activity 2a, 2b

Objectives: to raise PP awareness about the most popular professions in Uzbekistan and practise giving reasons

Ask PP to complete the table for professions. Then they should work in pairs and compare the tables with their partner's.

Explain how to rate the jobs, ten being the highest. For example, if you think that a doctor is the most useful to society, give ten points. The same for the responsibility, stress or dangers, qualifications or skills associated with the work.

Activity 3

Objective: to practise reading for gist and detailed information
Ask PP read the interview forms and compare them.

Activity 4a, 4b

Objective: to talk about the importance of jobs
PP think about professions they want to choose and explain why they are important. Then they share ideas with their partners.

Lesson 6 Project**Objectives:**

- to provide freer practice on the topic of the unit
- to practise critical thinking giving arguments about the value of things and giving reasons to support the arguments
- to raise awareness of the contribution of different jobs to society

Divide PP into groups of five. Give each group the following professions (or others if you prefer) written on small bits of paper which are folded so PP cannot see the professions. PP choose a paper. Explain that they are in the basket of a hot-air balloon. The balloon is about to crash. Four people have to be thrown out of the balloon, leaving one winner. The winner is the person who can prove that his/her profession is the most important for society. When the groups have finished, the class should listen to the winner from each group and should choose the best explanation for the 'champion of the class'.

Jobs: disc jockey, politician, mother, ambulance driver, computer programmer.

Grammar Exercise 1

PP start as follows:

- | | | |
|--------------------------------|------------------------------|------------------------------|
| 1 I'm good at ... | 3 I'm crazy about ... | 5 I'm not keen on ... |
| 2 I'm interested in ... | 4 I'm fond of ... | 6 I'm hopeless at ... |

Grammar Exercise 2

Suggestions:

- 1 Keep calm. Don't be nervous. 2 Dress smartly. Don't wear old jeans.
3 Don't forget to eat. Have a good breakfast - and eat it all. 4 Don't keep quiet. Think of questions to ask. 5 Don't be frightened. Breathe deeply, stay calm. 6 Talk clearly. Don't talk too fast. 7 Be polite. Don't be aggressive.

Grammar Exercise 3

2 If you run fast, you become tired. 3 If you don't get enough sleep, you become tired. 4 If you eat too much, you become fat. 5 If you cool water to 0° centigrade, it freezes. 6 If you listen to loud music, you get a headache. 7 If you eat too many sweets, you get toothache. 8 If you don't eat much food, you lose weight.

Word Building Exercise 1

PP own answers.

Word Building Exercise 2

2 biologist; 3 scientist; 4 chemist

Unit 3 Education

Lesson 1 Education in Uzbekistan and the USA

Objectives:

- to talk about and compare the education system in Uzbekistan and the USA using 'the same as', 'not the same as' and 'different from'
- to raise PP awareness of different cultures
- to practise reading for detailed and specific information
- to practise speaking and writing

Activity 1

Objective: to stimulate PP ideas about the topic

Before you open the books, ask students to think of all the different types of school that they know. Write these words on the BB. Ask PP to open their books and compare the words on the BB with the types of school in the table. Are there any extra types of school in the table?

Draw PP attention to the questions and ask them to look at the information in the table and answer the questions with the help of the table.



Language Note:

- Kindergarten – a German word meaning 'a garden for children'
- Private school – a school where PP pay to attend

Key:

1 Kindergarten, secondary, specialized, specialized boarding, academic lyceum and colleges; 2 Between 3 and 6 years old; 3 Usual age is 7; 4 To academic lyceum or college

Activity 2a

Objective: to practise inferring the meaning of the new words from the context
PP read the text. They try to guess the meaning of the new words from the context first and then check them in the Wordlist.



Culture Note:

- Classes in Uzbek, English and American schools are named differently. They are called 'class 7' – in Uzbekistan, 'year 7' – in the UK, 'grade 7' – in the USA.

Activity 2b

Objectives: to practise reading for specific information; to complete a table
Ask PP to read the text silently and quickly. When they finish, ask them to complete the table.

Key:

Types of schools	Age	Grade
Kindergarten	5	0
Elementary	6-11	1-5
Middle	12-14	6-8
High	15-19	9-12

Activity 2c

Objectives: to give PP freer speaking practice; to practise using grammar for making comparisons when speaking

Remind PP of useful phrases used to compare things – ‘the same as’, ‘not the same as’ and ‘different from’. In groups, ask PP to find the similarities and differences and then discuss. When they finish, ask a number of PP to report back to the whole class.

Activity 3

Objective: to compare differences in spelling and vocabulary between British and American English.

Ask PP to find these words in the Wordlist and identify the differences.

Suggestion: Ask stronger PP to write their own sentences with words, e.g. I don't go to a specialized school, I go to a secondary school.

Homework: to practise guessing the meaning of new words

Ask PP to find the words in the Calendar and to guess or find out their meaning in the Wordlist. PP then write their own school calendar.

Lesson 2 Education in England and Wales**Objectives:**

- to talk about and compare education systems in Uzbekistan, the UK and the USA
- to present and provide practice in the use of the relative pronoun ‘which’ in ‘extra information’ clauses
- to raise PP awareness of different cultures
- to practise reading for specific information
- to practise using the new structure in sentences

Activity 1a

Objective: to pre-teach some of the vocabulary in the reading passage

Start by checking the homework. You could ask these questions:

Compare the calendars for Uzbekistan and the USA.

1 Who has the most holidays?

2 Are any of the holidays the same date?

Ask PP to describe briefly the reasons for the holidays in the school calendar.

Continue by asking PP to make phrases with the word ‘school’, then ask them to try guessing their meaning.

Activity 1b

Objective: to identify vocabulary from Activity 1a in context

Ask PP to read the text and find the words from Activity 1a.

**Culture Note:**

Terminology to do with the school system in Britain can be confusing. Schools funded by the government, either directly or via local education authorities, are called ‘state schools’ and education provided in this way

UNIT 3

is known as 'state education'. This distinguishes it from 'private education', which comprises 'independent schools'. Some independent schools (a varying number, because the term is not exact) are known as 'public schools'. The possibility of confusion is especially great because in the USA schools organized by the government are called 'public schools' and the education provided by the government is called the 'public school system'.

Culture Note:

In Britain in 1965 the Labour Government introduced the policy of comprehensive education. Before that time, all children took an exam at the age of 11 called '11+'. Approximately the top 20 per cent were chosen to go to the academic grammar schools. Those who failed the '11+' (80 per cent) went to secondary modern schools. A lot of people thought that this system of selection at the age of 11 was unfair on many children, so comprehensive schools were introduced to offer suitable courses for PP of all abilities. Some Local Education Authorities started to change over to comprehensive education immediately, but some were harder to convince and slower to act. There are few Local Education Authorities who still keep the old system of grammar schools, but most Local Education Authorities have now changed over completely to non-selective education in comprehensive schools.

Activity 1c

Objective: to practise reading for specific information and inferring meaning from context

Ask PP to answer the questions with the help of the text.

- Key:** 1 Nursery, primary (infant and junior), secondary, private
2 5 years old
3 infant and junior
4 PP have to pass an exam to go to grammar schools.
5 Public schools

Activity 1d

Objective: to practise reading for specific information

Ask PP to complete the table with information from the text.

Types of schools	Age
Nursery	4-5
Infant	5-7
Junior	8-11
Comprehensive	11-18
Private	the same as for state schools, though only take pupils from 7 years old

Activity 1e

Objectives: to practise talking about the differences and similarities in education between three countries; to provide PP with freer speaking practice

PP talk about the education systems in Uzbekistan, the UK and the USA using information from the text and the example sentences.

Activity 2a

Objective: to practise using 'which' in 'extra information' clauses

Draw PP attention to the use of 'which' in the text. Check that they understand what it means and how it is used. Translate the first sentence together on the BB and then ask the PP to find the other sentence and write it in their notebooks and translate it.

After PP have tried translating the sentence, you can explain the rules for relative clauses. You can refer to the grammar reference section - to practise reading for specific information 'Relative clauses with *who/that/which*'.

Activity 2b

Objective: to provide further practice in the target structure and to provide the opportunity for PP to compare their mother tongue with English

Ask PP to translate the sentences into their mother tongue.

Suggestion: There is an additional Grammar Exercise 1 on defining relatives clauses on the grammar page. As this is a difficult point, it is best to begin it in class. PP could complete it for homework. It is necessary to write at least some of the examples (rather than just doing them orally) because the commas are important in this kind of clause. Remind PP that, when needed, in English the commas come before not after 'which'. There is a further exercise to practise this point in Unit 4 too (Grammar Exercise 1). You can choose to space the exercises over several weeks, or do them all together intensively.

Homework

Complete the crossword:

Clues – down: 1. lyceum 2. public 3. primary 4. boarding 5. elementary

Clues – from left to right: 6. university 7. middle

Clues – up: 8. infant 9. high 10. college

Clues – from right to left: 11. nursery 12. private 13. junior
'kindergarten' is the word for the marked place.

Lesson 3 Estover Community College**Objectives:**

- to provide extensive practice in talking and writing about the aims and objectives of schools
- to practise inferring the meaning of new words
- to read for the main idea
- to practise listening for specific information

UNIT 3

Activity 1a

Objective: to use context to infer the meaning of new vocabulary

Ask PP to read the text silently and translate the bold words with the help of the Wordlist.

After PP deal with the meaning of these words, you can read them aloud and ask PP to repeat after you. Explain that PP must memorise the meaning of these words in order to use them in the debate in this unit.

Suggestion: You could ask the PP to test each other on the new words in pairs or small groups.



Culture Note:

A community college is a type of comprehensive school. It also has classes for adults and its facilities (library, sports centre) are open to the community, not just children. In this way there is no duplication of facilities in the mahalla, and children's behaviour is better because often their grandparents may be at school during the day doing adult education! In Britain the word 'pupil' is used for school children and 'student' is used for university; in the USA 'student' is used for school, college and university.

Activity 1b

Objective: to practise reading for the main idea

PP read the text and then discuss the questions and talk about their ideas with the rest of the class.

Ask PP to report to the class. While they report, write the aims they say on the BB. When they finish, ask them to copy all the aims in their Ex.Bks. Explain that they will need to use these aims in their homework.

Suggestions could also be made in their mother tongue and translated by the teacher and then included in the list on the BB.

Activity 2a

Objectives: to practise inferring the meaning of new vocabulary from context; to pre-teach vocabulary for the speaking activity in 2b

PP read the school brochure and find the new words. If PP cannot guess the meaning they translate them with the help of the Wordlist. It will prepare them for the next activity.



Language Note:

When we mean a particular College/Principal, etc. not colleges/principals, etc. in general, we write them with capital letters. A 'tutorial' is a lesson where one student or a pair of students receive personal instruction from a teacher, usually to prepare them for writing an assignment or when a marked assignment is returned. 'Double science' is two lessons of science one after the other.

Activity 2b

Objective: to practise reading for specific information

Ask PP to write the numbers of the College's aims first and then the subjects

which will help to fulfil each curriculum aim next to the numbers. Explain that they will need to read the aims carefully and think about the content of different school subjects.

Activity 2c

Objective: to practise comparing subjects learned in Uzbekistan and the UK
PP find the subjects that PP of their age study at Estover Community College and compare them with the subjects they themselves study in Uzbekistan.

Activity 3

Objective: to practise listening for specific information.
Play the CD. Ask PP to listen to the text very carefully and answer the question.



CD script

At Estover we want every student to get the best education we can provide. We believe that this is also the wish of parents. Together we can achieve this aim!

We believe that our curriculum is worthwhile. It offers a wide education for all. We offer suitable programmes for all abilities. In addition, it offers equality of opportunity to all students and, where possible, guided choice. Our aim is to give students the skills and knowledge they need to become fulfilled and responsible adults. We use a variety of teaching approaches. These arouse interest and enthusiasm for learning. Whatever age or ability, students will have a wide and varied curriculum which meets legal regulations and gives them skills for adult life and lifelong learning.

While each subject offers its own particular skills, knowledge and understanding, a great deal of attention is given to making the overall learning experience coherent. Each curriculum area links its work to others, as appropriate, and students are encouraged not only to develop concepts, knowledge and understanding but also transferable skills such as those of literacy, numeracy, problem-solving and information technology.

Key

The curriculum:

- 1 offers a wide education (not a narrowly academic one)
- 2 offers programmes for all abilities
- 3 provides the skills and knowledge necessary to be a fulfilled and responsible adult
- 4 arouses interest and enthusiasm for learning through a variety of teaching methods

Lesson 4 A day in the life of a pupil

Objectives:

- to provide PP with practice in talking about their daily routines and school life in particular

UNIT 3

- to present and practise with the new structure 'before' or 'after' + v + ing
- to practise inferring the meaning of the new words from the context
- to practise reading for gist and detailed information

Activity 1a

Objective: to present the v + ing structure

Draw PP attention to the example sentences in 1a. If possible, elicit the form from the students or explain the use of v + ing here. Ask PP to look at the Grammar Reference to check their understanding.

Ask PP to translate the sentences. Do the first one together with the PP. After PP translate the sentence, explain that if we want to say a verb after 'before' or 'after', the verb is usually in the '-ing' form. e.g. Before reading a book, I look through it.

Ask some of your best PP to give examples using this construction.

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

Activity 1b

Objective: to provide controlled oral practice with before + verb + ing

After that ask PP to talk about themselves answering the question 'What do you do before going to bed?' Ask PP to ask each other this question as a chain drill.

Suggestion: You could also ask the PP to do this activity in pairs.

Activity 2a

Objective: to provide further controlled written practice with the new structure
PP work in pairs. They write 10 questions in their exercise books to interview another pair in the class. Ask them to use the phrases in Activity 3b on the next page.

Activity 2b

Objective: to provide further controlled oral practice with the new structure
Put PP in groups of 4. PP ask each other about their day. One pupil in a pair interviews one pupil from the other pair. During the interview the other pupil takes notes. The PP change roles.

As PP work on this activity, go round the class making notes of any errors that they make. Try not to interrupt.

Activity 2c

Objective: to provide feedback to the class and to provide the opportunity to focus on error correction

Discuss with the class any common errors that you heard and write the correct form on the BB. Ask PP to report their notes as an example. If PP make a mistake, try to elicit the correct form.

Activity 3a

Objective: to use context to infer the meaning of vocabulary

Ask PP to read the text silently and find the words in the list. Then they should look them up in the Wordlist and write them and their translation in their Ex.Bks.

When PP are sure of the meaning of the target vocabulary, say the words one by one for your PP to repeat in chorus, then in rows and/or individually.



Culture Note:

At the age of 14 or 15, in the third or fourth form of secondary school (Year 9 or 10), PP begin to choose their exam subjects. In 1988 a new public examination – the General Certificate of Secondary Education (GCSE) – was introduced for 16 year-olds. This examination assesses PP on the work they do in the 4th and 5th year at secondary school (Years 10 & 11), and is often internally assessed, although there may also be an exam at the end of the course.

PP who stay on into the sixth form or who go on to a Sixth Form College (17 year-olds in the Lower Sixth and 18 year-olds in the Upper Sixth, Years 12 & 13), usually fall into two categories. Some PP will be retaking GCSE in order to get better grades. Others will study two or three subjects for an 'A' Level (Advanced Level) GCE exam (General Certificate of Education). This is a highly specialised exam and is necessary for University entrance. Since 1988 there has been a new level of exam: the 'AS' Level (Advanced Supplementary), which is worth half an 'A' Level. This means that if PP wish to study more than two or three subjects in the sixth form they can take a combination of 'A' and 'AS' Levels.



Culture Note:

PP at comprehensive schools are quite often put into 'sets' for the more academic subjects such as mathematics or languages. Sets are formed according to ability in each subject, so that for example the children in the top set for maths will not necessarily be in the top set for French.

Registration – At the beginning of each morning and afternoon all children must go to their classroom and the teacher must complete a register or list for every pupil saying whether s/he is present or absent.

Activity 3b

Objectives: to practise taking notes; to practise reading for detailed information
Ask PP to complete the table for the English student with the help of the text.

Key:

Time the school starts: 8.50

Length of lessons: 45 minutes

Number of lessons: 6 (5 in the morning and 1 after lunch)

Routine things pupils do before lessons: registration

Types of lunch: sandwiches, hot and cold meals

School ends: 3.20

Activities after school: homework, gymnastics (and other sports)

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Evening activities: reading, watching films, chatting on the phone
Time she goes to bed: 10 o'clock

Activity 3c

Objectives: to provide PP with freer speaking practice comparing routines of Uzbek and UK PP; to provide further practice in the use of target structures and vocabulary

Ask PP to compare Uzbek and English PP day. Look at the example with the PP. Ask one or two strong PP to provide further examples. Ask PP to work together to make other sentences.

Suggestion: You could ask your PP to find the sentences with 'which' and translate them. Then say whether they are extra information or defining relative clauses.

Homework

PP ask and write about the routine of one of their family members or friends.

Suggestion: You could also ask PP to imagine that they are a famous person and to write about their daily routine.

Lesson 5 State versus private education

Objectives:

- to provide further speaking and listening practice in the context of talking about schools
- to practise reading for specific information

Activity 1

Objectives: to stimulate PP ideas about the topic of private and public education; to give PP freer practice in speaking

In groups, ask PP to answer the questions with the knowledge gained in previous lessons. PP can look at their notes if necessary. Ask one or two PP to give feedback to the group and discuss any interesting points that come up.

Activity 2a

Objectives: to practise reading for specific information; to provide further free speaking practice

Before PP read the text, focus attention on the question above it. PP read the interview and then compare their answers to the question. One or two PP report back to the class.

Activity 2b

Objective: to practise speaking and making notes

In groups PP discuss the questions and make notes. They then report back to the class. Their answers vary.

Homework

PP write similarities and differences between private and public schools in America.

Lesson 6 Project

Objectives:

- to revise and consolidate the material of the Unit
- to practise listening for the main idea and for detailed information
- to practise giving a short presentation using notes
- to provide free speaking practice in the form of a debate
- to promote critical thinking

Activity 1a

Objective: to practise listening for the main idea

Tell PP they will hear a radio reporter on the street interviewing people about their views on public schools in America. Ask PP to read the questions. Play the CD. PP listen and answer the questions.



Language Note

'Faculty' (see the end of CD script) is the American word for 'teachers' or 'teaching staff'.



CD script

Interviewer: We're making a program about private schools. I'm outside the campus of a well-known private school and I'm going to ask people as they come and go what they think about private schools. Er ... Excuse me ... Can I ask you ... er ... to tell me who you are and your opinion about private schools?

A teacher: Yes, sure. I'm a teacher at a private school. What I think about private schools? Well, we're good with the very talented and with the kid in trouble. Some kids in the middle, who are not outstanding in any way, can just get lost. We don't get to know them, and it's difficult for them to find recognition here.

Interviewer: OK, thanks. Now, you look like a student ...

A student: Yes, I am. What I think? Well, public school has no clear purpose. You can do your own thing and nobody minds. The private school has an absolutely clear mission - learning, especially the kind of learning that prepares you for the 4-year colleges. Public school is a 'playground', a social place. Many people go there to have a good time. The private school I went to was in contrast simply a school, a place to study and to learn.

Interviewer: Thanks. What about your thoughts, can you tell us your opinion?

A girl: Yes, I went to a public school first, then a private school so I can compare the two. At the public school to do well you have to work harder to learn. It was easier to learn at the private school because you don't have as many things to overcome.

Interviewer: I see. What do you think?

A boy: In a private school your whole life centers around school.

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- A parent: Yes, he's right. And parents of kids at the private school know that they have more power than they have in public school. They are the true consumers that the school must satisfy. If my son needs extra help I expect him to get it and I can demand that he gets it. The other thing I like about private schools is that education and moral development are very important. Private schools keep the old traditions. Also, the principal of a private school has more power. Faculties meet together more often, and have more power too. In a private school we really push kids to work.
- Interviewer: Thanks for taking the time to talk to me. Well folks, that's all we have time for today. Hope you found the show has given you food for thought.

Activity 1b

Objective: to practise listening for detailed information

Play the CD. Ask your PP to listen again. After each opinion pause the CD so that PP could analyse the information and say True or False.

Key: 1F 2F 3T 4T 5F 6T 7T

Activity 2 Debate

Objectives: to provide students with free oral practice and to practise the language used in discussions and debates; to promote critical thinking

Divide the class into groups of 4. Group A should prepare an argument that supports the motion. Group B should prepare reasons why they support the motion. Remind PP that they should prepare reasons for their group even if this is not their real idea. In this way, the debate provides practice in thinking critically. Revise language for giving opinions and agreeing and disagreeing.

Grammar Exercise 1

- 1 Labor Day, which is a holiday in the USA, is not a holiday in the UK.
- 2 The elementary schools, which are called primary schools in England and Wales, are not usually in the same building as the comprehensive schools.
- 3 Secondary schools, which are called comprehensive schools, are much larger than primary schools.
- 4 The Abdumavlonov brothers, who are karate champions, live in Bekobod.
- 5 *Pygmalion*, which most British children read at school, is an interesting play.
- 6 A secretary's job, which is quite demanding, is not well paid.
- 7 Shakespeare, who lived in Stratford upon Avon, is the best known British playwright.
- 8 I want to be a software engineer, which is a job that is interesting.
- 9 The doira, which is a type of drum, is a traditional Uzbek musical instrument.

Grammar Exercise 2

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

Unit 4 School and community

Lesson 1 School rules in Uzbekistan, the UK and the USA

Objectives:

- to give PP practice in talking about school rules of Uzbekistan, the UK and the USA
- to practise reading for the main idea
- to provide practice in writing rules

Activity 1

Objective: to prepare PP for the next activity by eliciting useful vocabulary
Ask PP to think of all the rules in their school and give some examples.

Suggestion: At this point you could draw PP attention to the use of the imperative form in English when writing rules.

Activity 2a

Objectives: to enable PP to talk about school rules in their school and generally in Uzbekistan; to provide practice in reading for the main ideas

Ask PP to read through the rules/promises quickly and elicit any unknown vocabulary. Ask PP to read through the rules/promises again and decide if there are any that they would like to have in their school. Are there any that are not necessary in Uzbekistan?

Suggestion: Grammar Exercise 2 gives additional practice in the use of “will” when promising.

Activity 2b

Objective: to practise reading for the main ideas

Encourage PP to use the information in the text to make comparisons between rules in Uzbekistan and the USA.

Homework

PP continue writing the school rules that they started in the lesson.

Lesson 2 Ways of expressing rules

Objectives:

- to practise inferring the meaning of words from context
- to revise structures for expressing obligation in English – the imperative, ‘must’
- to practise translating and comparing how English expresses rules in comparison with PP mother tongue
- to practise freer writing using the target structures in the context of writing rules for a school club.

Activity 1a

Objective: to give PP practice in inferring the meaning of words from context
Ask PP to look through the rules from the UK and the USA in Lesson 1 again and to find words which match the definitions in the text.

Key: 1 property 2 campus, site 3 jewellery 4 Reception 5 guardian
6 written permission

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Activity 1b, 1c

Objective: to focus on the grammatical forms for expressing rules
PP identify the structures used in the texts for expressing rules. Write the structures on the BB and draw attention to the form and meaning of the structures used. Focus on the example sentences and the other forms that PP identified in the text. Ask which they prefer.

Activity 2

Objective: to practise translating and to compare how English expresses rules in comparison with PP mother tongue
Divide the class into pairs or groups and ask them to translate the sentences. Then ask one or two PP to write their sentences on the BB. Discuss the translations with the whole class.

Activity 3

Objective: to provide semi-controlled practice in the use of the target structures
Divide the PP into pairs and ask them to write school rules as if the PP were in charge. Ask the pairs to make groups of four and to compare their rules. Ask groups to find any rules which they have in common. Ask one or two PP to write one or two of the rules on the BB to be discussed by the whole class.

Suggestion: Grammar Exercise 3 gives additional practice in stating rules using the Present Passive.

Homework

PP write rules for a school club.

Make sure that PP understand all the words given, explain any problem words, and provide a translation if necessary. Look at the example sentence together with the PP and ask one or two PP to provide other examples as a model for the rest of the class.

Lesson 3 School Discipline Policy

Objectives:

- to exchange opinions on school discipline policy
- to provide practice in reading for gist
- to introduce and practise new vocabulary

Activity 1

Objective: to raise PP awareness of the topic of punishment in schools and to set the scene for the remainder of the lesson

Draw PP attention to the picture and ask what is happening. Go through the questions in the class book.



Culture Note:

Physical punishment used to be common in British schools up until about thirty years ago but it is now illegal for a teacher to hit a pupil.

Activity 2a

Objectives: to introduce new vocabulary; to provide practice in identifying parts of speech and stressed syllables in words

PP find the words in the Wordlist and translate them. Help them to understand and pronounce correctly. Drill PP in the pronunciation of the words.

Activity 2b, 2c

Objective: to raise PP awareness of how word stress changes in different parts of speech

PP match the words with the words in 2a. Drill PP in the pronunciation of the words and focus their attention on the different stress patterns in the words.

Activity 2d

Objective: to provide further pronunciation practice

Ask PP to carry out a chain drill and then ask PP to repeat the activity in pairs.

Activity 3a

Objective: to provide practice in reading for gist

Draw PP attention to the questions in the classbook and check that PP understand the meaning. PP read the text and answer the questions individually.

Key: 1 PP 2 good behaviour from PP 3 punishment and being sent to the head teacher

Activity 3b

Objective: to practise talking about school discipline policy

PP work in groups. Ask PP to talk about school discipline policy. Explain that PP can do this activity using the language and structure for rules from the previous lessons.

Homework

PP write their school discipline policy. Explain that Activity 3b can be a good example for it.

Lesson 4 School punishments

Objectives:

- to exchange opinions on the use of various kinds of punishment in school
- to introduce and practise 'it is good/bad because ...'
- to provide practice in reading and listening for gist and specific information
- to introduce and practise new vocabulary

Activity 1a

Objective: to prepare for the next activity

PP answer the questions in pairs.

Activity 1b

Objective: to give practice in reading for specific information

Ask PP to read the text and find the answer to the question.

Key: Exclusion and Expulsion

Activity 1c

Objective: to provide further practice in the expressions 'the same as', 'different from', and 'not the same as'

PP compare school policy on punishments in Uzbekistan and the UK.

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Activity 1d

Objectives: to introduce and practise 'it is good/bad because ...'; to revise structures which are useful in discussions such as 'So do I' and 'Nor do I'

Ask PP to read the text again and to identify some punishments which they agree and disagree with. Draw PP attention to the structures given in the example sentences for agreeing and disagreeing. Ask one P for his/her opinion on one of the punishments and elicit the use of one of the target structures. Ask PP to work in small groups to discuss the other punishments. Finally, discuss one or two of the punishments with the whole class, encouraging PP to use the target structures.

Activity 2a

Objective: to set the scene for the next activity in the context of talking about the problem of bullying

PP look at the picture and describe it. Elicit the word 'bullying' from PP.

Activity 2b

Objective: to provide practice in listening for gist and for specific information
Tell PP that they are going to listen to a teacher talking about bullying and that while listening they should answer questions 1, 2, and 3.

PP listen to the CD and answer the question.



CD script:

Teacher: Bullying? Yes, I can tell you about bullying.

In recent years, teachers and parents have become more concerned about the problem of bullying. Bullying happens when one pupil (or a group) threatens and sometimes physically attacks a younger, weaker, quieter or more timid pupil. This type of behaviour is now considered a serious offence and articles have been published in the national press about the troubling effect that bullying can have on young people. The victim of bullying can suffer psychologically and the school can suffer too. It is also obviously very worrying for parents. Persistent bullying of other pupils can lead to the bully being excluded. Exclusion is the worst possible punishment in a British school!

Key: 1 when one pupil (or a group) threatens and sometimes physically attacks a younger, weaker, quieter or more timid pupil
2 PP own answers
3 Yes

Activity 2c, 2d

Objective: to practice listening for main ideas and specific information

PP listen again to the CD and write T for True and F for False.

Ask PP to check their answers in pairs and then with the whole class. If necessary, replay some parts of the CD again.

Key: 1T 2F 3T 4F

Lesson 5 Extra-curricular activities

Objectives:

- to acquaint PP with the extra-curricular activities of PP in the UK and USA
- to give practice in listening for specific information and writing
- to give PP the opportunity to personalise the topic and to provide oral practice

Warm up

This is an optional activity – only do it if you think you will have time. Each P draws a picture of his/her hobby. After five minutes the teacher collects all the pictures and sticks them on the BB. Ask a P to read his/her description. The other PP look at the pictures on the blackboard and ask each other about any words for hobbies that they do not know in English.

Activity 1

Objectives: to introduce the theme; to revise vocabulary that PP already know

PP look at the pictures and say who the people are, what they are doing, where they are, if they have ever done any of these things.

Key: a visit to a factory, a school play, a school excursion

Activity 2a

Objectives: to acquaint PP with the UK and USA extra-curricular activities and to compare them with activities in Uzbekistan; to present vocabulary to describe extra-curricular activities

PP look at the pictures, read about extra-curricular activities in the UK and the USA then compare with Uzbekistan.

Activity 2b

Objective: to give practice in listening for specific information

Tell PP that they are going to hear a CD of a pupil talking about her extra-curricular activities. Ask PP to listen and answer the question.



CD script:

Hi! I'm Lucy. Thanks for listening to the school radio. I want to tell you about some really fun things you could be doing here at school... Maybe you're like me. You like watching TV. If your parents are at work and there is no one at home to encourage you to do something active, you get comfy in front of the TV and stay there for hours just resting and relaxing... uh huh ... Well, I was a couch potato too until my friend Emma told me about these great things I could be doing. I'm having such a good time now I want to share this news with you ... The school organises activities for us to do in our free time after school and at the weekend. They're really great! I've learnt such a lot and made good friends. I've never been bored, I'm always busy. Did you know that there's a video club, a modern dance club, a tennis club and a local history club in our school? I'm a member of the

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school video club. We watch films and sometimes also make films when school has finished at 4 o'clock. ... Let's see ... I've learned to use the projector and once a month I'm responsible for showing the film. When I finish secondary school, I hope to go to university and, if I can show I have already made some short films, it will help me to get a place at university. Our teachers help and supervise the clubs in their free time. For example in the local history club ... they organise visits to local industry. These visits may be to a power station, a factory or ... or the local newspaper office. We write about the visits in class. A lot of us are in sports clubs too. Being part of the badminton team is fun and keeps us fit and looking great. So – you too could have all this fun. Just join any of the clubs today – and see for yourself! Hope to see you there!

Activity 2c

Objective: to give practice in listening for specific information

Ask PP to listen again and take notes about the advantages of going to a club that Lucy mentions. Ask PP to compare their answers in pairs and then as the whole class.

Activity 2d, 2a

Objective: to give PP the opportunity to personalise the topic and to provide oral practice

Ask PP to talk about questions 1 – 4 in pairs and then compare answers with the whole class.

Suggestion: If you have a faster class and have some time left, you could give them some practice in freer writing. Ask PP to make two more sentences of their own on the topic “How to spend your free time”.

Homework

Go through the instructions in the classbook with PP. Ask one or two stronger PP to make some example sentences. PP write a plan for a new school club.

Lesson 6 School Council

Objectives:

- to provide PP with extensive speaking and listening practice in the context of talking about student councils
- to enable PP to talk about democratic structures in schools
- to practise reading for the main idea
- to practise listening for specific information

Activity 1

Objective: to build vocabulary

PP check the words in the Wordlist.

Activity 2a

Objectives: to set the scene for the listening and speaking activities to follow;
to introduce PP to the concept of student councils in the USA

PP look at the picture and describe it.

Activity 2b

Objective: to give practice in listening to check specific information

PP listen to the CD and find the person who is described in the pictures in Activity 1a.

**CD script:**

Hi! My name is Michael. I'm a senior at the Pleasant Valley High school in Chico California. Our school has an educational responsibility to promote an understanding of discipline. I think where there is good discipline there are good results. I'm a student councillor of my school. I was elected at an election at the end of the school year. My project is: "For the best school discipline". A student council in our school is elected each year at the end of the school year and forms a student council for the next school year. As a student councillor I lead a "student government" lesson which is once a week. There are 40 senators in the government. There are senators from each class of the school and they make 10 groups. Each group has a leader and he/she is responsible for his/her group work and for sport, environment, discipline, finance etc. The "Student government" has its own project and constitution. Our goal is to help our school to develop as fully as possible.

Activity 2c

Objective: to practise listening for specific information

PP listen to Michael speak about a school council in California, and then answer the questions in pairs. Check the answers with the whole class.

Activity 3a

Objective: to develop speaking skills

PP discuss the questions.

Activity 3b

Objective: to provide practice in reading for the main idea

Divide PP into groups. Ask them to say which speech they like best and why.

Suggestion: Divide your class into two halves. Group A reads the first text and Group B reads the second text. Match one P from Group A with one from Group B so that PP can compare answers.

Homework: Ask PP to think of what they would like to improve in their school if they were a member of the student council. Ask one or two PP for examples to write on the blackboard. Ask all PP to prepare their speeches for homework.

Suggestion: Word Building Exercise 1 in this unit revises jobs, but this time it focuses on jobs with the suffixes -er and -or made from verbs. This exercise can be done in class or at home. PP can use the Wordlist to help them.

Lesson 7 School as a centre for community

Objectives:

- to enable the PP to talk about the role of schools in the community
- to practise reading for the main ideas and for detailed information
- to develop critical thinking
- to develop reference skills

Activity 1

Objective: to raise PP awareness of the possible roles of the school in the community

Help PP answer the questions fully.

Activity 2a, 2b, 2c

Objective: to provide practice in reading for the main ideas

Pre-teach some of the vocabulary that you think will be new for PP.

Ask PP to compare together what members of their family or an English family can do in the school.

Ask PP look at the role of the school in the community in the UK and compare it with Uzbekistan. Ask students to identify similarities and differences.

Activity 3

Objectives: to develop oral fluency based around the task of identifying the roles of a community school; to provide the opportunity for PP to make an oral presentation on a topic

Divide the class into four or five groups. Ask PP to suggest some more ideas for the ideal community school. Put these ideas on the BB. PP work in groups and prepare a description of the ideal community school to present to the class. Ask each group to nominate a speaker. After all the groups have presented their school, ask the PP to vote on the best school for their community.

Activity 4a

Objective: to develop speaking skills and the ability to think critically

Divide the class into three groups. Draw PP attention to the problem areas. Ask PP to think about the suggested activities of the ideal community school that they developed in Activity 3. Ask PP to identify any problems that the activities of the community school cannot deal with. Can PP make up new activities for their ideal school that would help with these problems?

Ask each group to choose one of the topics. Can they think of any other ways that these problems could be focussed on in the community? PP discuss in groups. Ask PP to form new groups and to present their ideas for solving these problems to each other.

Activity 4b

Objectives: to give PP an opportunity to work creatively and to read for detailed information; to develop skills in using manuals such as the telephone directory and how to find information

PP work in pairs. They choose one topic from Activity 4a and decide what specific help they would need to begin to solve one of the problems that are identified. If possible they look at a telephone directory and find an organization that can deal with one of the needs that they have identified. PP complete the table with the information from the telephone directory.

Activity 4c

Objective: to enable PP to talk about how (if at all) their own schools play a role in solving some of the problems of their own community

PP talk about schools and their roles in their community in solving some of the problems mentioned in this lesson.

Suggestion: Grammar Exercise 4 practises defining relative clauses in a new context. This is an open exercise, PP can give true answers about themselves, so it is best done in class where you can correct them if necessary, or in writing for homework. Remind PP that this kind of clause has no commas. PP could also do Word Building Exercise 2 here. They use the words they made in Word Building Exercise 1.

Homework

Ask PP to prepare written information about their ideal community school as in the example in the classbook.

Lesson 8 Project

Objectives:

- to consolidate the material learned in this unit
- to develop pupils' creativity
- to develop speaking and reading skills
- to develop evaluation skills

Activities 1, 2 and 3

Objective: as above

PP look at the brochure. Ask them to list the different types of information in the brochure. Put these on the BB.

PP work in groups to prepare their own illustrated brochure and to be prepared to present it to the class.

Display the brochures for the PP to see and discuss.

Encourage PP to make constructive comments as they evaluate the work of other groups.

Grammar Exercise 1

- 1 The weather, which is wonderful here, will make your holiday a success.
- 2 I liked *The Secret*, which is written by Arthur C Clarke.
- 3 Arthur C Clarke has a house in the capital of Sri Lanka, which is Colombo.

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- 4 Bullying, which must be stopped, is becoming a problem in many schools now.
- 5 The National Curriculum of the UK includes maths, English, science, a modern foreign language and design and technology, which are all compulsory.
- 6 The food in the canteen, which is very cheap, is tasty.
- 7 The sculpture of Amir Temur, which is very impressive, is in the central square in Shakhrisabz.
- 8 American Independence Day, which is celebrated with fireworks, parties and other special ceremonies, is on 4th July.

Grammar Exercise 2

PP own answers.

Grammar Exercise 3

- 1 Bullying is not tolerated in this school.
- 2 In Wales lessons are taught in Welsh.
- 3 Physical punishment is not permitted in schools in the UK.
- 4 Food and drink is not allowed in the computer laboratory.
- 5 Knives are not permitted on the school campus.
- 6 Good behaviour is encouraged in this school.
- 7 Chewing gum is not allowed in this school.
- 8 All pupils are encouraged to take part in clubs and other extra-curricular activities.

Grammar Exercise 4

PP own answers.

Word Building Exercise 1

- | | |
|----------------------|-------------|
| 1 teacher | 8 driver |
| 2 organiser | 9 worker |
| 3 telephone operator | 10 voter |
| 4 gardener | 11 elector |
| 5 child minder | 12 governor |
| 6 instructor | 13 senator |
| 7 manager | 14 trainer |

Word Building Exercise 2

PP own answers.

Unit 5 Government and political structure

Lesson 1 National flags and emblems

Objectives:

- to enable pupils to talk about national flags and emblems
- to introduce and practise adjectives made from verbs, v+ing
- to introduce and practise topic vocabulary
- to practise reading for detailed information
- to introduce cultural information about Uzbekistan and about some English speaking countries

Activity 1a

Objectives: to build vocabulary; to teach PP to pronounce the words and phrases correctly

PP check the words in the Wordlist and write their translations. Then say the words and phrases. Ask PP to repeat after you in chorus, then in rows or individually.

Activity 1b

Objective: to reinforce vocabulary

PP work in pairs. Pupil A points to a part of a picture in Activity 1c and Pupil B says the word matching to it from Activity 1a.

Activity 1c

Objective: to prepare for the next activity

Ask PP to look at flags and guess the names of the countries.

Key:

Top row: Uzbekistan, the UK, the USA

Lower row: Canada, New Zealand, Australia

Activity 1d

Objective: to develop speaking skill

PP may work in pairs or fours. One of them describes the flag, not saying the name of the country, the others can guess the name of the country. You could ask PP to tell you what 'it's' stands for each time in the example.

Key: 'it has'

Activity 2

Objective: to stimulate PP ideas about the topic

Ask PP to answer the questions using the pictures of the passports.

Activity 3

Objective: to prepare for the main activity

Ask PP to look at the emblems and match them with the countries. When they are ready you can check the answers and ask them how they guessed. What clues helped them (if any)?

Key: 1 USA 2 UK 3 Uzbekistan 4 Canada 5 Australia 6 New Zealand

UNIT 5

Activity 4a

Objective: to read for detailed information

Ask PP to read the description of the British emblem. Then looking at the picture of the British emblem they should guess the meaning of the phrases. Say the phrases and ask PP to repeat after you until they can say them fluently. Draw PP attention to the words with -ing in the short text and ask them what part of speech the words are. (They are adjectives made from verbs). Then draw their attention to the Remember box and, if you think it necessary, to the Grammar Reference.

Suggestion: If you feel PP need further practice with -ing form adjectives, you could do Grammar Exercise 1.

Activity 4b

Objective: to practise translating a text

Ask PP to translate the text into their mother tongue.

Activity 5a

Objective: to prepare for the next activity

Ask PP to guess the meaning of the phrases and match them with the emblem of Uzbekistan.

Activity 5b

Objective: to teach simple presentation skills

Ask PP to describe the state emblem of Uzbekistan with the help of the phrases.

Suggestion: If you have a strong class you could let them choose one of the other national emblems and they could describe this too. Help them if they need any vocabulary.

Suggestion: Grammar Exercise 4 practises phrases of position, etc. You could use it if you think your PP need more practice with this.

Homework

- 1 Explain that PP will write the descriptions of Uzbekistan flag and national emblem with the help of the phrases they have learnt during the lesson.
- 2 For the 2nd activity PP draw an emblem for an English club or another club and write its description according to the instructions.

Lesson 2 Democracy in Uzbekistan

Objectives:

- to enable PP to talk about the constitution of Uzbekistan and the organisation of government
- to introduce and practise topic vocabulary
- to practise reading for detailed information
- to practise working independently with the Wordlist

Activity 1

Objective: to stimulate PP ideas about the topic

Ask PP to look at the picture and answer the questions. You could add some extra questions e.g. Have any of you seen the building in real life? Have any of you been inside the building? Would you like to? What do you like about the design of the building? etc.

Activity 2

Objective: to practise working with the Wordlist

Ask PP to find the words from the Wordlist, then write them and their translation in their Ex.Bks. Say the words. Ask PP to repeat after you in chorus, then in rows and/or individually.

Activity 3

Objectives: to reinforce the new words; to practise reading for gist

PP read the definitions quickly and silently and then match them and the words.

Key: 1b 2d 3e 4a

Activity 4a

Objective: to practise talking about the constitution of Uzbekistan

Ask PP to answer the questions in pairs. Then check the answers with the whole class. If any PP know more information about the constitution, they can add it to their answers.

Activity 4b

Objective: to read for detailed information

PP read the text silently and check their answers.

Activity 5

Objective: to practise writing about roles and responsibilities

Ask PP to write about the different responsibilities by looking at the leaflets and using the example.

Suggestion: If you think your PP need more practice using the passive, you could do Grammar Exercise 3 here – or in Lesson 3 (see the note there)

Homework

Make sure that PP understand that they should write similar sentences as in Activity 5, but this time about their family and about an after school club.

Lesson 3 The USA is a republic

Objectives:

- to give freer practice in talking about and comparing government structures in Uzbekistan and in the USA
- to discuss government structures using the Present Passive
- to practise listening for detail

Activity 1a

Objective: to practise interpreting information in a table

PP read the information table and answer the questions.

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Activity 1b

Objective: to practise listening for detailed information to check predictions
Play the CD. PP listen to check whether their answers were right. Tell PP that they will hear a conversation with the member of the Senate Mr John Tolbertson talking about the State Structure of the USA.



CD script

Reporter: Good morning Senator Tolbertson.

Mr Tolbertson: Good morning.

R: Today we're going to talk about the structure of the government of the USA. Can you tell us all about it?

T: Sure.

R: Please, tell us a few words about the branches of the US government.

T: Well, under the Constitution, the USA is a federal republic and the federal government is divided into three branches: the legislative, the executive and the judicial. Each is chosen in a different manner, and each is able to check and balance the others.

R: Who is the head of the executive branch?

T: The executive branch is headed by the President together with the Vice President.

R: What about the legislative branch?

T: The legislative branch is made up of two houses: the Senate and the House of Representatives.

R: How many members are there in the Senate and the House of Representatives?

T: There are 435 seats in the House of Representatives. It depends on the states' population, but every state has at least one representative. The Senate has 100 members. Each state elects two members.

R: What does the judicial branch consist of?

T: The judicial branch is made up of the Supreme Court and the Federal District Court. Federal judges are appointed by the President with the approval of the Senate.

R: Thank you for your information.

T: You're welcome.

Activity 1c

Objective: to practise describing the structure of government using the Present Simple Passive

Ask PP to copy and complete the sentences with the correct form of the Present Simple Passive.

Ask them to translate the sentences.

Activity 2a

Objective: to help PP to understand the similarities and differences between the structure of government in Uzbekistan and in the USA

PP copy the table and complete it on the basis of what they discussed about Uzbekistan in the last lesson and what they learned about the USA in Activities 1b and 1c.

Key:

Country	Official name	Capital	State Structure	Head Branch of government	Constitution adopted
Uzbekistan	Republic of Uzbekistan	Tashkent	Republic	Oliy Majlis	1992
USA	United States of America	Washington	Federal Republic	Congress	1788

Activity 2b

Objective: to give freer practice in talking about and comparing government structures

Ask PP to work in groups and discuss the questions and find similarities and differences between the structure of government in Uzbekistan and the USA using their tables to help them.

When PP are ready, organise a short presentation. Ask a spokesperson from each group to report to the class. Remind PP that they should not repeat everything that the previous group has said, but can say 'We made the same points as the first group. But we also said that ...'. When the first group reports, don't let them give everything on their list, but just allow them to mention two or three points.

Suggestion: If you think that your PP need more practice with the Present Passive, you could do Grammar Exercise 3 here if you didn't do it in Lesson 2, or assign it for homework.

Homework

- 1 PP write about Uzbekistan with the help of the information they have learnt during the lesson.
- 2 For the 2nd activity PP write a leaflet about their English Club according to the instructions.

Lesson 4 The UK is a constitutional monarchy

Objectives:

- to enable PP to talk about the system of government in the UK
- to practise reading for detailed information and for gist
- to practise inferring the meaning of words from the context
- to introduce cultural information about the UK

Activity 1

Objectives: to establish the meaning of the new words; to teach PP to say the words correctly

Ask PP to match the words and the labels on the picture.

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

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

Activity 2a

Objective: to prepare for the next activity

Ask PP to answer the questions with the help of the picture.

Key: 1 Buckingham Palace 2 God Save the Queen

Activity 2b

Objective: to read for detailed information

Ask PP to read the text silently. When they finish, they should be able to say if they were right or not when they answered the questions in 2a.

Activity 2c

Objective: to practise reading for gist

Ask PP to re-read the text quickly and silently. In groups they decide on the best 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 2d

Objective: to practise inferring the meaning of words from the context

PP try to guess the words and write them and their translation in their Ex.Bks.

Ask PP to tell you what they guess the words mean and how they found out. Then tell them if they are right or wrong, or let them check their answers in the Wordlist.

Activity 2e

Objective: to practise talking about the British monarchy

PP answer the questions about the British monarchy.

Activity 2f

Objective: to practise correct use of the article 'the'

PP find the sentences with the expressions in the text and say why 'the' is used.

Key:

- 1 The context – if we talk about a queen and we are talking about the UK we assume it is the Queen of England.
- 2 The Mall – same reason as above. People in the UK assume this means the Mall leading up to Buckingham Palace.
- 3 The best known palace – superlative
- 4 The Prince of Wales – the phrase 'of Wales' defines which prince so we use 'the' for a definite phrase.

Suggestion: If you think your PP need more practice, Grammar Exercise 2 could be used here or assigned for homework.

Activity 3a and 3b

Objective: to introduce cultural information about the UK

PP write the numbers 1-5 in their Ex.Bks. Play the CD. PP listen to the anthem and try to write the missing words. Then play it once more and PP can check.

**CD script**

God save our gracious Queen
 Long live our noble Queen
 God save the Queen
 Send her victorious
 Happy and glorious
 Long to reign over us
 God save the Queen.

Homework

The homework revises the use of the definite article. Remind PP that they have learned all these things before. They studied a text about 'the blind' in class 8, about the location of places 'the south-east' in class 6 and class 7, etc. So they should think back and try to remember what they have learned over the years!

Lesson 5 Westminster and Washington**Objectives:**

- to introduce and practise new topic vocabulary
- to practise reading for detailed information and to take notes
- to practise using the Wordlist
- to practise doing a research task (homework)

Activity 1

Objectives: to practise working with the Wordlist; to practise pronouncing the words correctly

Ask PP to find the words in the Wordlist and write them and their translation in their exercise books. Then you read the words. Let your PP repeat after you in chorus, then in rows and/or individually.

Activity 2a

Objective: to practise reading for detailed information

Ask PP to read the text carefully and then find the answers to the questions.

Activity 2b

Objective: to read for detailed information and to take notes from reading

Ask PP to copy the table, re-read the text in 2a and complete the table. It is similar to the table they completed for Uzbekistan and the USA in Lesson 3. If they like, PP could simply add to that table.

Activity 3a

Objective: to read for the main information

PP read the text and answer the questions.

Key: 1 Washington 2 Congress 3 Capitol

Activity 3b

Objective: to read for detailed information and to take notes from reading

Ask PP to copy the table, re-read the text in 2a and complete the table.

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You could ask PP to look at the four tables and talk about and compare the systems in the four countries, using the example in Lesson 3 Activity 2b.

Homework

Discuss with PP which countries they could try to find out about. You could suggest Canada, Australia and New Zealand. Explain that they can find the information in their mother tongue if it is not available in English. Discuss with them where they might find the information e.g. in an encyclopedia, in an atlas, and, if your school has access to the Internet, on the Internet. (They can use a search engine, key in the name of the country, then government, and then see what they can find.)

Remind PP not to write the name of their country on their work. PP bring their work for others to read and guess the country.

NOTE: Remind PP to bring to class for the next lesson the things they prepared for homework in Lessons 1 and 2.

Lesson 6 Project

Objectives:

- to revise and consolidate the materials learned in this unit
- to provide an opportunity for PP to work creatively and cooperatively
- to teach PP how to draw up a club constitution and rules

Warm up

Ask some PP to read out their descriptions of the political structure of another country (their homework from Lesson 5). Ask the class to guess which country it is.

Activity 1a, 1b

Objectives: to give PP practice in working cooperatively in a group;
to give practice in reaching consensus; to teach PP how to write a club constitution

Help PP make groups. In their groups they should compare the things they prepared in Lessons 1 and 2 and choose one P's club as the focus for their project.

They should follow all the instructions in the Classbook and produce a small booklet or a poster. While they are working, go round and help with language, etc. Do not let PP spend too long on getting ready. They must have some time to present their work to each other as well.

Activity 1c

Objective: to practise giving a short presentation using a poster

Ask PP to present their work to the class.

Grammar Exercise 1

PP own answers.

Grammar Exercise 2

- 1 Lake Issyk Kul is a popular place for holidays.
- 2 Sergei and Oleg live in St Petersburg.
- 3 Go'zal is the youngest in my family.
- 4 Don't sit in the sun too long. You'll get a headache.
- 5 My father met Prince Charles when he visited Tashkent in 1996.
- 6 The British national anthem is called 'God save the Queen'.
- 7 Termez is in the south of Uzbekistan.
- 8 Yuri Gagarin was the first man in space.

Grammar Exercise 3

- 1 The Aral Sea is divided between Uzbekistan and Kazakhstan.
- 2 The British monarch is not elected.
- 3 When is Independence Day celebrated?
- 4 The British Houses of Parliament are situated right beside the River Thames.
- 5 The legislative branch of the British government is made up of two houses - the Lords and the Commons.
- 6 The party is lead by an experienced politician.
- 7 In Britain government ministers are appointed by the Prime Minister.
- 8 Uzbekistan is divided into twelve regions and the Republic of Karakalpakstan.

Grammar Exercise 4

PP own answers.

Unit 6 Political parties**Lesson 1 Political parties in Uzbekistan and Great Britain****Objectives:**

- to enable PP to discuss and compare the political system and political parties in Uzbekistan and the UK
- to practise listening and reading for specific information
- to practise summarising from mother tongue into English (homework)
- to introduce cultural information about the UK

NOTE: You may find it helpful to read the information in the homework task as background before you begin this lesson.

Activity 1a

Objective: to stimulate PP ideas about the topic

Divide PP into pairs and ask them to read the questions and answer them. If they have difficulty in expressing their answers, help them. They might want to say 'direct and secret vote' or 'proportional representation' and they do not know these phrases in English yet. Alternatively, you can let them answer in mother tongue. Do not tell PP if their ideas are right or wrong. They will check them in the next activity.

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Activity 1b

Objective: to practise listening for specific information

Ask PP to listen to the radio programme. They will hear Mr Zakirov talking about the system in Uzbekistan. They should check their answers to the questions in Activity 1a.



CD script

Presenter: Hello. This is Radio 4. Welcome to *Today in Politics*. Today we have a special guest from Uzbekistan, Mr Zakirov, a member of the Oliy Majlis. Did I say it right?

Mr Zakirov: Yes...

P: Mr Zakirov ... could you tell us what is the Oliy Majlis?

Z: ... Well ... it's like the parliament in Great Britain... you've got a parliament, we've got the Oliy Majlis.

P: Oh... I see ... our electoral system makes two parties, the Conservatives and the Labour party powerful... other smaller parties are not happy about this... What about your country? How does the system work?

Z: We have a system of proportional representation ... so, the number of members a party has in the Oliy Majlis is based on the number of people who vote for a party...

P: Could you tell us about political parties in Uzbekistan?

Z: ... erm ... we have four main political parties... they're The People's Democratic Party of Uzbekistan ... Progress for Motherland ... Justice Socialist Democratic Party ... the National Renaissance Democratic Party...and Uzbekistan Liberal Democratic Party.

P: What party do you belong to?

Z: I'm a member of the People's Democratic Party of Uzbekistan. Our party is the oldest ... it was established in 1991.

P: Which party do you think is the most popular in Uzbekistan?

Z: ... erm ... I think our party is the most popular. We have about 420,000 members and ... we have 48 members in the Oliy Majlis.

Activity 2a

Objective: to practise reading for specific information

Ask PP to read the questions and answer them after reading the text. The text is quite detailed so PP will probably need quite a long time for reading. When checking the answers it would be helpful to draw a diagram on the BB. Divide your BB in half and on the left-hand side you can write the main points about the system in Uzbekistan, on the right you can add the same points about the UK as you go through PP answers.

Activity 2b

Objectives: to practise talking about the electoral system in Britain;
to practise working with diagrams

Ask PP to look at the diagrams and answer the questions about the electoral system in Britain.

Activity 2c

Objective: to revise comparative forms

Remind PP about how to form the comparative if they have forgotten. You can refer to the example in the Remember box. Then ask them to compare the number of MPs the different political parties have according to the diagrams in 2b.

Homework

For homework PP read the information and then write similar information about a political party in Uzbekistan. They have this information in their citizenship textbooks, but they will need to summarise from their mother tongue into English.

Lesson 2 Local government**Objectives:**

- to enable PP to talk about the functions of local government
- to practise listening for gist and for specific information
- to practise reading for detailed information
- to practise working with diagrams
- to present information about the UK
- to teach PP about financial planning

Activity 1a

Objective: to stimulate PP ideas about local government in Uzbekistan

Divide pupils into pairs and ask them to try to answer the question. Elicit some answers from pairs and let the class say if they agree. You could ask if PP know what things local government in Uzbekistan is responsible for and give examples to help them.

Activity 1b

Objective: to practise reading for detailed information

Ask pupils to read the text and compare local government in the UK with what they said about Uzbekistan in Activity 1a.

Activity 2

Objective: to practise listening for gist and for specific information

Ask pupils to read the question, then listen to the interview and answer the question after listening. You should play the CD twice. The second time you can pause in the relevant places and ask PP to note down which things local government does for people.

**CD script**

Presenter: Today our guest is Mr Farrell, a councillor in a London Borough Council. Mr Farrell ... could you tell us: is local government important for people?

Mr Farrell: Yes ... Well ... For people, who live in ...er... say Hammersmith in the west of London, the decisions of Parliament at West-

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minster or ... of the European commission in Brussels are not always that important in their everyday lives. Local government affects people more.

- P: Why does local government affect people more than central government? Isn't central government also very important for people?
- F: Yes.. you're right, it is. Central government affects citizens in many ways ... for example, it provides them with hospital treatment when they are ill ... and ... with a pension in old age. But Local government probably affects them more closely.
- P: Could you give us any examples?
- F: Well ... local governments make sure that children are taught in school, that the streets are cleaned and that there are street lights, that the police and fire brigade protect life and property, that dustbins are emptied ... all things which affect people's daily lives. ... And the council also owns a lot of low-cost housing, and makes all the planning decisions - where a new cinema can be built ... and whether a club can have dancing.
- P: Some cities have Lord Mayors ... are they lords?
- F: No ... Borough Councils call the chairman 'Mayor', and big cities like Birmingham or Plymouth call him 'Lord Mayor' but he is not really a lord.
- P: How are councillors elected?
- F: The councillors are politicians who have won their seats in local elections. They also usually live in the borough and are known to the public ... so there is a high degree of local democracy.
- P: So, councillors are politicians like MPs in Parliament ...
- F: Well... yes and no ... The council is a Parliament in miniature ... except that the councillors, unlike MPs in Parliament, are part-time and unpaid. This is the system in towns, cities and rural areas throughout the country.

Activity 3a

Objective: to practise writing a finance plan for a year

Divide PP into groups and ask them to look at the diagram and write a finance plan for a year for their town or area. Remind them to think about what services they think are important for their community. PP should draw a diagram and choose a spokesperson to report for the group.

Activity 3b

Objective: to practise talking about a finance plan for a year

Ask PP to look at the Remember Box. Explain to them the use of the structure 'hope to' and its negative 'hope not to'. You could also do Grammar Exercise 1 here.

After that ask one member of each group to report about their finance plan for the year using the diagram they have drawn.

Homework

This is a normal reading activity for homework.

Lesson 3 Small political parties in the USA

Objectives:

- to familiarise PP with website materials and how they are presented
- to introduce cultural information about the USA and its small political parties
- to practise reading for gist and for main ideas
- to practise inferring information which is not explicitly stated in the text
- to practise writing a formal letter making suggestions

Begin by checking the homework from the previous lesson.

Activity 1a

Objective: to practise reading for gist

Ask PP to read the text and answer the question.



Culture Note:

There are Green parties in most countries in Europe and the USA. Their platform is environmental protection, and freedom and social justice for all groups in society. They are usually in favour of non-violence and against any kind of fighting or war. They have strong support at the local level. They act as a pressure group, lobbying government on environmental issues and non-violence.

Activity 1b

Objective: to practise reading for specific information

Divide PP into pairs and ask them to read the questions first. Then let them read the text and answer the questions. You may need to draw attention to the date to give them a clue about what the disaster was (the attack on the World Trade Center on 11 September 2001, in which many people, including some from Uzbekistan, died).

Activity 1c

Objective: to practise writing a formal letter

Ask PP in pairs to write a letter to the National Coordinating Committee of Green Party USA with their suggestions for what can be done.

Activity 2

Objective: to practise talking about small parties

Ask PP to work in pairs and answer the questions. When most PP have finished, you can have a class discussion about the answers to the questions. You could ask PP if they think it would be good to have a Green Party in Uzbekistan and what problems the party could help with e.g. the Aral Sea problem.

Activity 3a

Objective: to practise listening for gist

Ask PP to listen to the BBC 1 programme and answer the question. You could introduce the word 'pressure group' explaining that the Green Party is a pressure group for environmental issues and non-violence in the USA. In the

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UK there are also pressure groups who draw attention to issues that they feel are important. In the interview they will hear a representative of such a group talking about a demonstration to raise awareness about an environmental issue. Explain that there is nothing wrong with such demonstrations if they are organised and do not involve violence. In western countries it is traditional for people to express their opinions through peaceful demonstrations.



CD script

Reporter: (Noise of people talking and moving) Hello everybody. Today we're going to join protesters in Berkshire. The environmental pressure group, Friends of the Earth, wants to stop the building of a new road in Newbury. Newbury's a pretty country town in Berkshire with lots of pleasant country sights. We can see a lot of people here. I would like to talk to some of them. Hello, can you introduce yourself?

Mr Colebrook: Yeah ... My name's John Colebrook, I'm a member of the environmental pressure group ... Friends of the Earth.

R: Mr Colebrook, could you tell us the aim of this demonstration?

C: Yeah ... sure... The government wants to build a new motorway ... around Newbury ... and we don't want it!

R: But a new motorway will be more comfortable ... and better ... than the old one...

C: ...yea ... you see ... the problem is ... a new motorway will cut straight through some of the most beautiful countryside in the south of England. ... And thousands of beautiful trees will be chopped down ... it's terrible! We must stop them.

R: Thank you very much Mr Colebrook. Now let's listen to a police officer, who works here. Hello, officer, could we talk a little?

O: Yes, of course.

R: Can you tell us what you're doing here?

O: Well, we're here to protect workers.

R: To protect them? ... Is there anything dangerous here?

O: ...Well... you see ... there're a lot of people ... they're protesting against building a new motorway...

R: What do you think about these people?

O: ... erm ... I think they're right ... but ... we're sent here to protect workers and we'll do it...

R: Thanks a lot.

Activity 3b

Objective: to practise talking about environmental problems

Ask PP to work in pairs and compare their answers.

Suggestion: If you think your PP need practice with 'should', ask them to do

Grammar Exercise 3 here or for homework. This exercise requires the use of sentences with 'should'.

Lesson 4 This party believes that ...

Objectives:

- to enable PP to talk about a problem in their own area and to suggest a concrete solution
- to practise collecting and categorising ideas
- to practise careful listening
- to practise writing an evaluation

Activity 1a

Objective: to practise talking about different problems in their area
Divide PP into groups. They read the ideas they wrote for their homework. They can discuss differences and similarities.

Activity 1b

Objective: to practise putting different ideas into categories
Ask PP to work in groups and write down their ideas into categories.

Activity 1c

Objective: to practise talking about the problems in PP own area
Ask groups to report their ideas, category by category. So, for example, you can ask all the groups to say what ideas they have about the environment and listen to them, then all the ideas about another category. As groups report, you can note the ideas on the BB. Help PP find similar ideas and put them together. At the end of the discussion groups choose one area to work on. If some groups want to choose the same area they can.

Activity 1d, 1e

Objectives: to practise writing an action plan; to practise making presentation
PP work in the same groups and write their action plan either on a poster or put together separate sheets of paper. They try to formulate the plan in a concrete way, using the guidance in the Classbook. Then PP prepare their group presentation using the phrases in the Classbook.

Activity 1f

Objectives: to practise listening to classmates' ideas; to practise evaluating others' ideas
Ask PP to listen to each group's presentation carefully. After listening to each presentation, PP, as a group, should write about one thing they liked and one suggestion using the model in the Classbook.

Homework

PP prepare questions to interview a political leader.

Lesson 5 Our manifesto

Objectives:

- to enable PP to talk about the policy of a 'political party'
- to practise listening for specific information and note-taking
- to practise reading for detailed information
- to practise writing a simple report about a person (biography)
- to raise awareness about what a political manifesto is

Activity 1a

Objectives: to practise listening to and talking to a 'leader of a political party';
to practise taking notes

Ask PP to work in pairs and use their homework questions to interview each other.

Activity 1b

Objective: to practise writing the biography of a 'leader of a political party'

Ask PP to write a report about their partner as a 'political leader'. They should use reported speech where necessary, begin in the past tense, and finish in the present tense with information about the political leader now.

Activity 1c

Objective: to practise reading for detailed information

Ask PP to check their partner's report.

Activity 2a

Objectives: to practise writing about political policies; to introduce and practise the third conditional for impossible conditions

First ask PP to read the introduction to the exercise. It sets a clear context. Then explain the new structure to PP. You can refer to the Remember box and/ or to the Grammar Reference. Then help PP to make more examples using the cues in the activity. When they finish the drill, they can proceed to 2b.

Activity 2b

Objective: to practise speaking skills

Ask pairs to find two pairs with similar statements or simply pairs who they would like to work with and proceed to 2c.

Activity 2c

Objective: to practise writing a party policy leaflet

Ask PP to work in groups and write their party policy leaflet.

NOTE: It would be good if you could bring a large box for the next lesson with a hole in it which can be used as a ballot box during the election.

Suggestion: If you feel your PP need more practice with the third conditional, you could do Grammar Exercise 2. This is quite a long exercise so be prepared to spend some time on it.

Homework

PP do Grammar Exercise 4.

Lesson 6 Vote for us!

Objectives:

- to revise and consolidate the material of this unit
- to practise preparing a party policy poster
- to practise presenting a political party
- to practise holding a ballot and announcing the results

Activity 1a

Objective: to practise preparing a party policy poster

Ask PP to work in groups of 4-5 and prepare a poster or stick sheets of paper together for their display.

Activity 1b, 1c

Objective: to practise talking about parties

Ask each group to present its party. During the group presentations each P should listen carefully. At the end of the presentations PP complete their ballot slips. Remind PP they should just write the name of the 'party', nothing else, on the ballot slip and they should fold the paper and post it secretly in the box. Remind PP they are not allowed to vote for their own party.

Count the votes yourself. Appoint a P to announce the results like this:

"I am proud to declare that the winning party is the '...' party. They have won ... votes. The (name of party) is second with ... votes".

Activity 2

Objective: to practise talking about parties

Ask PP to discuss what party won the majority of votes and why.

Grammar Exercise 1

- 1 PP own answers
- 2 PP own answers

Grammar Exercise 2

1

1 If I hadn't woken up late, things would have been OK.

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- 2 If I hadn't been in a hurry, I would not have spilled my tea over my shirt.
- 3 I ran and ran, but I missed the bus. If I hadn't woken up late, I wouldn't have spilled my tea and I wouldn't have missed the bus.
- 4 I was late for work. My boss was angry. If I hadn't missed the bus, I wouldn't have been late for work, and my boss wouldn't have been angry.
- 5 Because I was late for work, my boss said I must stay late. If I hadn't been late for work, I wouldn't have had to stay late.
- 6 I stayed at work until 7 o'clock. My family was worried about me. If I hadn't woken up late, I wouldn't have been late for work. If I hadn't been late for work, I wouldn't have had to stay late. If I hadn't had to stay late, I wouldn't have got home late and my family wouldn't have been worried.

2 PP own answers

Grammar Exercise 3

- 1 Dad thinks they should improve the street lighting.
- 2 Mum thinks they should keep the streets cleaner.
- 3 Jack and Paul think they should build a new sports centre.
- 4 Sue and Tracy think they should modernise the local library.
- 5 Grandad thinks they should provide a free bus service for pensioners.
- 6 Granny thinks they should stop kids writing on walls.
- 7 Most people think they should reduce local taxes.

Grammar Exercise 4

- 1 She asked me why I chose politics as a career.
- 2 She asked me when I entered parliament.
- 3 She asked me what my party stands for.
- 4 She asked me how many MPs my party has in parliament.
- 5 She asked me if I believe in nuclear disarmament.
- 6 She asked me why MPs shout so much during debates.
- 7 She asked me where my constituency is.
- 8 She asked me if I am an honest politician.



Culture Note

Unit 6 Grammar Exercise 4, sentence 6: It is traditional in the UK and USA for MPs and Congressmen to ask questions during the debate, to applaud good points or shout out when they agree or disagree with the speaker.

Unit 7 Advertising and marketing

Lesson 1 What's marketing and promotion?

Objectives:

- to learn about how products are marketed
- to distinguish between concepts with similar meanings
- to practise listening for specific information
- to practise expressing opinions and giving reasons for them

Activity 1a

Objective: to stimulate PP ideas about the topic

Ask PP to work in pairs. They take turns to ask and answer questions. When pairs have discussed all the questions, ask some to report back noting any key words used by PP on the BB.

Activity 1b

Objective: to practise using the Wordlist

Ask PP to find the words in the Wordlist and check the translation.

Activity 2a

Objective: to introduce the key vocabulary of the unit

Ask PP to match the three words with their definitions. Help them to see the relationship between them. Advertising is one method of promotion. Both advertising and promotion are part of marketing.

Key: 1a 2c 3b

Activity 2b

Objective: to encourage PP to talk freely about products and why they bought them

Ask PP to work in pairs. They should think of some products they bought recently and then tell each other why they bought them. Possible reasons for buying are given in the cloud.

Activity 2c

Objective: to practise listening for specific information

Ask PP to look at the two incompleting sentences before they listen to the CD so that they know what specific information they need. Then play the CD and ask PP for answers.

Key: 1 product, price, placement, promotion;
2 advertising, personal selling, sales promotion, public relations



CD script

Reporter: Dear friends, welcome to our business information programme. Today we have a guest from a leading company, Mr Azimov. Mr Azimov, welcome to our studio. Our studio gets a lot of letters, and our listeners have asked us to explain the differences between marketing and promotion. Please answer their questions.

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Mr Azimov: Thank you. Well, I'm a manager of the car production company UzDAEWOO. You ask me about marketing and promotion. I'll try to answer your question. Buying, selling, market research, transportation, storage, advertising - these are all part of the complex area of business known as marketing. Simply, marketing means the movement of goods and services from manufacturer to customer in order to satisfy the customer and to achieve the company's objectives. Marketing can be divided into four main elements that are popularly known as the four P's. These are: product, price, placement and promotion. Each one plays a vital role in the success or failure of the marketing operation. The product element of marketing refers to the goods or service that a company wants to sell. A company next considers the price to charge for its product. The third element of the marketing process - placement - involves getting the product to the customer. This takes place through the channels of distribution. A common channel of distribution is: manufacturer - wholesaler - retailer - customer. Wholesalers generally sell large quantities of a product to retailers, and retailers usually sell smaller quantities to customers. Finally, communication about the product takes place between buyer and seller. This communication between buyer and seller is known as promotion. Promotion is one of the four key components of any marketing strategy. Promotion itself is also considered to be comprised of four elements: advertising, personal selling, sales promotion and public relations. There are two major ways promotion occurs: through personal selling, as in a department store, and through advertising, as in a newspaper or magazine and TV or radio. The four elements of marketing - product, price, placement and promotion work together to develop a successful marketing operation that satisfies customers and achieves the company's objectives.

Reporter: Thank you for your information. I hope now our listeners can understand the differences between marketing and promotion.

Activity 2d

Objective: to check deeper understanding of the listening passage
PP should explain the words and then translate them.

Activity 3

Objective: to encourage PP to think critically and to form and exchange opinions
Ask PP to read the various teenagers' opinions of promotion and to discuss them in a group. As they discuss, walk around monitoring and prompting where necessary but try not to interrupt. Note any common errors and deal with them with the whole class at the end of the lesson. When they have discussed for 5-10 minutes, ask one P from each group to summarise opinions in the group.

Homework

- 1 PP bring examples of promotions to class for the next lesson. It might be a good idea to collect some yourself in case PP cannot find many.
- 2 PP do Grammar Exercises 1 and 2.

Lesson 2 Special offers

Objectives:

- to learn about promotion techniques
- to talk about well known companies and products
- to practise reading for detailed information
- to practise planning a marketing strategy

Activities 1a and 1b

Objective: to stimulate ideas and opinions and introduce some key vocabulary on the topic

Ask PP to give you the examples of any promotions they found at home. Add your own examples. Distribute the promotions among the groups. Ask PP to find examples of the different kinds of promotion. When they have finished, groups can exchange promotions. Then ask groups to report back. Finally ask individual PP to give their answers to the questions in Activity 1b.

Activity 2a

Objective: to practise talking about companies and products

Ask PP if they recognise the company logo. Then find out how much they know about the company and other similar companies.

Key: The logo belongs to the Shell Oil Company.

Suggestion: It might be a good idea to collect some other company logos and begin the lesson asking PP if they know the companies and their products.

Activity 2b

Objective: to practise reading for detailed information

Make sure PP read the four questions before they read the text. Check the answers when all or most of the class have finished.

Key:

- 1 Because they want to win customers by being the first to use a new technique.
- 2 By matching the two halves of a bank note.
- 3 By only printing a limited number of matching halves.
- 4 Sales increased by over 50% in ten weeks and motorists continued to buy Shell products even after the promotion had finished.

Activity 3

Objective: to practise reading and understanding real texts found on products and promotions

Ask PP to look at pictures of real promotions and answer the questions.

Suggestion: If you can find more examples of promotions, bring them to the class.

Activities 4a and 4b

Objective: to practise group planning, reaching a consensus and reporting

Ask PP to work in groups. They should imagine that they are going to set up

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a new company. They must decide on a name for their company and a product they will manufacture. They should also discuss product price and how it will be marketed. As groups discuss you should monitor and prompt in the usual way. When groups have finished ask them to report back.

Suggestion: You could make this competitive by acting as a judge and deciding which company and product presented is most likely to succeed.

Homework

- 1 Ask PP to find and copy advertisements from magazines and bring them to the next class.
- 2 PP find and translate all the passive sentences in the text in Activity 2b.

Lesson 3 The power of advertising

Objectives:

- to learn about advertising
- to interpret and describe one's reactions to adverts
- to practise reading for gist and specific information
- to practise writing advertising slogans

Activity 1a

Objective: to help PP interpret and describe adverts

Ask PP to talk about the adverts they found for homework. You can stick a few more adverts cut from magazines or newspapers on the BB and ask PP to talk about them too.

Activity 1b

Objective: to stimulate ideas and opinions on the advertising industry

Ask PP to answer the questions individually. When they have finished ask some PP to say their answers.

Activity 2a and 2b

Objective: to practise reading for gist and for specific information

PP read the text and try to answer question 4 from Activity 1b. Then they read the text again and answer the questions in Activity 2b.

Activity 3

Objective: to practise writing advertising slogans

Ask PP to work in groups. Give the class some examples of well known advertising slogans (in Uzbek or Russian). Ask them to say what makes a successful slogan. Then remind them of the products they described in Lesson 2 Activity 4a. Ask them to write an advertising slogan for one or more of these products. When they have finished, ask each group to write its slogans on the BB. Then PP can choose which slogans are the most successful.

Homework

- 1 PP write five sentences about the effects of advertising.
- 2 PP do Grammar Exercise 3.

Lesson 4 Advertising standards

Objectives:

- to learn more about advertising
- to practise reading and interpreting advertising slogans
- to practise reading for gist
- to practise expressing opinions and giving reasons for them

Activity 1

Objective: to practise using the Wordlist

Ask PP to find the new words in the Wordlist and write their mother tongue translations.

Activities 2a and 2b

Objective: to give further practice in interpreting and talking about adverts and slogans

Ask PP to work in pairs. They should look at the three slogans for fruit juice and discuss whether or not they can be believed. Then they can think of other well known adverts on TV or hoardings and discuss them in the same way. When pairs have finished, ask some to give you examples of adverts and their opinion of them.

Activities 3a and 3b

Objective: to practise reading for gist

Make sure PP understand the questions in 3a and 3b before they read the texts. Ask some PP for their answers when they have finished reading.

Activity 3c

Objective: to reinforce understanding of the text

Ask pairs to look again at the fruit juice adverts in Activity 2a and to consider them in the light of the Advertising Code they have just read about. Then they should try to rewrite them to make them pass the code.

e.g. 1 One of the best juices in Uzbekistan; 2 Probably the best juice in the world; 3 One of the best!

Activity 4a

Objectives: to practise translating a structure; to prepare for the next activity

Ask PP to read Grammar Reference 14 at first. Then they can try to translate the two sentences into their mother tongue.

Suggestion: If you feel your PP need more practice with this structure, you could do Grammar Exercise 2 on page 91 here or assign it as homework.

Activity 4b

Objective: to give freer practice in talking about advertising

Groups can discuss the questions using the words in the cloud to help them. Ask them to think about what adverts show visually as well as the words they

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use. As they discuss you should monitor, prompt and note common errors in the usual way.

Homework

PP do Grammar Exercise 4 and Grammar Exercise 2 on page 91.

Lesson 5 I want to make a complaint

Objectives:

- to learn more about advertising
- to practise reading and interpreting advertising slogans
- to practise listening for specific information
- to practise expressing opinions and giving reasons for them

Activity 1a

Objective: to revise understanding of the texts in Lesson 4

Ask PP how they would react if they saw an advert that was not true.

Activity 1b

Objective: to practise using the Wordlist

PP check the words in the Wordlist.

Activities 2a and 2b

Objective: to practise listening for specific information

PP listen and answer the questions in 2a and 2b.



CD script

(Ring, ring, ring...)

Secretary: Advertising Standards Authority. Good morning.

Caller: Could I speak to someone who knows about TV adverts?

Secretary: Hold on, I'll connect you.

Assistant: Hello, TV adverts department.

Caller: I'd like to speak to the head of department.

Assistant: Sorry, he's out of the office at the moment. Can I help you?

Caller: I want to make a complaint. I'm the father of two young children. I can't understand why you allow so many adverts for sweets and chocolate to be broadcast at times when kids are watching TV. These adverts tell children that sweets are tasty and fun when in fact they are very bad for their teeth. I think this is disgusting. Something should be done about it.

Assistant: I understand your concern, sir. I have a young daughter too. If you would like to come to our office, you could discuss this

problem in more detail with my manager and we can show you the Advertising Code of Practice. Would you be able to come?

Caller: OK. Could I have your manager's name?

Assistant: Yes, of course. His name is Yusuf Juraev. His direct telephone number is 179-06-44

Caller: What's the address of your office?

Assistant: 41 Buyuk Turon Street. And could I have your name please?

Caller: Shuhrat Rasulov. When could we meet?

Assistant: Any time that is convenient for you.

Caller: All right. The 20th of March, at 11 a.m. Is that OK for you?

Assistant: Yes that's fine. I'll pass the message to my manager.

Caller: I look forward to meeting Mr Juraev on the 20th of March, then.

Assistant: Thank you for calling, Mr Rasulov.

Caller: Not at all. Goodbye.

Assistant: Goodbye.

Activity 2c, 2d, 2e, 2f

Objectives: to practise listening for understanding; to practise note-taking and writing

Ask PP to listen to the dialogue again and then do the tasks.

Activity 2g

Objective: to practise listening to check predictions

Ask PP to listen to the dialogue again and check if they have written the correct questions.

Activity 3a

Objective: to practise reading for detail

Ask PP to read the memo carefully and then correct the mistakes according to the information in the dialogue. It is important to check this activity with the class before they go on to 3b.

Key: (correct answers in bold)

A message for: Yusuf **Juraev**

From: **Shuhrat** Rasulov on tel #**179-06-44**

To protest about the number of adverts for sweets and chocolates at times when children watch TV. The meeting is the **20th** of March at **11 a.m.** at the office.

Activity 3b

Objective: to give freer practice in speaking

In pairs PP make a dialogue. One of them should copy the form in 2c.

Homework

PP write a message to leave on the answerphone as shown in the instruction.

Lesson 6 My company is ...

Objectives:

- to revise and consolidate the material of the unit
- to give an opportunity to work creatively and cooperatively
- to practise listening for the main idea and detail

Activity 1a

Objectives: to stimulate PP ideas about the topic; to practise speaking
Ask PP to answer the questions.

Activity 1b

Objective: to practise listening for the main idea
Ask PP to listen to the text and then answer the question.



CD script

First speaker: About half our sales are to the consumer market and half are to the professional and industrial markets. Altogether we manufacture and sell over a million different electrical products.

Second speaker: We have a turnover of over sixty two billion dollars and there are two hundred and fifteen thousand employees worldwide. We manufacture and sell advanced information processing products and we are the market leader in micro electronics, data storage, communications and many other fields. It's the most exciting industry in the world and it's changing fast. And we are changing too.

Key: Philips and IBM

Activity 1c

Objective: to practise listening for detail
Play the tape again and ask your PP to listen and then answer the questions about IBM.

Activities 2a and 2b

Objectives: to obtain feedback on pupils' comprehension of the unit; to practise writing notes for a presentation
In groups PP should prepare to make a short presentation about their company to the class. They may choose one person to make the presentation, but they decide on the structure of their presentation together.

Activity 2c

Objective: to practise giving a short presentation
Groups make a presentation about their company to the class. They can use the phrases in the cloud in their presentation. PP can ask any questions at the end of each presentation.

Homework

Ask PP to prepare for the Progress Check.

Grammar Exercise 1

PP own answers.

Grammar Exercise 2

1

- 1 If I had a company, I would sell plastic products.
- 2 If I had a company, I would advertise in the newspaper.
- 3 If I had a company, I would use "buy one get one free" to promote my products.
- 4 If I had a company, I would be rich.
- 5 If I had a company, I would grow fruit and vegetables.
- 6 If I had a company, I would develop new promotion techniques.

2 PP own answers.

Grammar Exercise 3

- 1 If I hadn't seen the advert, I wouldn't have bought this soap powder.
- 2 If you had bargained in the bazaar, you would have got a better price.
- 3 If the company had marketed the new product more aggressively, it would be more successful.
- 4 If I hadn't tasted the new tea myself, I wouldn't have believed it was so good.
- 5 If I had studied harder, I would have got a better mark in the exam.
- 6 If she had met Sanjar earlier, she would have married him rather than Rustam.
- 7 If you had taken my advice, you wouldn't have wasted your money on that CD.
- 8 If Michael Jordan hadn't agreed to advertise Nike, they wouldn't have sold so many trainers.

Grammar Exercise 4

- 1 Buy a Daewoo Nexia - the safest and most reliable car in Uzbekistan.
- 2 Watch Yoshlar Channel for the most entertaining and interesting programmes.
- 3 Visit Samarkand to see Uzbekistan's oldest and most beautiful buildings.
- 4 Drink milk - the freshest and most delicious drink you can buy.
- 5 Travel by Metro - it's the cleanest and quickest way to get around Tashkent.
- 6 Support Manchester United - the largest and most successful football club in Britain.
- 7 Wear Nike training shoes - they're the most fashionable and most comfortable you can find.
- 8 Don't miss Ozodbek Nazarbekov in concert - it's the biggest and the best show in town.

Unit 8 Industry and services

Lesson 1 We've had the house painted.

Objectives:

- to enable PP to talk about things that someone else has done for us
- to present and practise the structure 'I've had my room painted'
- to practise writing about things that someone has had done

Activity 1a

Objective: to introduce the context for presenting the new structure

Ask PP to tell you all the differences between the two pictures. You could list the things on the BB like this: house / paint; extra storey / build

This will be very helpful for PP when they do the drill in Activity 2.

Activity 1b

Objective: to establish the meaning of the new structure

Ask PP what kind of people the women in the picture are: young/old, rich/poor, etc. Ask them if they think the family did all these things themselves? (The answer should be 'no'.) Ask them who they think did the work. (PP should answer 'builders'.)

Activity 1c

Objective: to introduce the new structure

Ask PP to read the speech bubbles and say what structure is used to tell us that the family did not do the work themselves. Draw PP attention to the Remember box. If they have difficulty in understanding the structure, ask them to look at the Grammar Reference. Help PP to translate the structure and compare it with how this idea is expressed in their mother tongue. Then ask them to read the bubbles in chorus and in rows, to help them memorise the structure.

Suggestion: If you think your PP need more practice with this structure, you could do Grammar Exercise 3, Activity 1 here.

Activity 2

Objective: to practise the new structure

Working with the whole class, ask PP to look at the pictures and use the words which you wrote on the BB in 1 and to ask and answer, as in the example. When you have practised all the examples with the whole class, let PP work in closed pairs and do the exercise again.

Activity 3

Objectives: to practise the word order in the new structure; to write for reinforcement

Ask PP to read the sentences and write them in order in their Ex.Bks.

Activity 4

Objective: to give further practice with the new structure

PP work in closed pairs taking turns to ask and answer about what their parents have had done. When they have finished, check the answers with the whole class.

NOTE: You could ask PP to copy the page from the Appointments book in Lesson 2 into their Ex.Bks ready for the next lesson.

Homework

PP answer the question and write sentences with the new structure that they have learned.

Lesson 2 At the hairdresser

Objectives:

- to enable PP to talk about running a small business
- to enable PP to tell the hairdresser how they would like their hair
- to revise and practise greetings and responding to greetings on the telephone
- to revise and practise asking for the spelling of words
- to practise reading for detailed information
- to raise awareness of issues in running a small business (homework)

Note

There is a lot of material in this lesson and you will probably need two class periods to cover it.

Activity 1a

Objective: to establish the context and prepare for reading and listening
PP look at the picture and answer the question.

Key: 1 At the hairdresser. 2 She is having her hair cut.

Activity 1b

Objective: to listen for detail

Ask PP to copy the Appointments book page into their Ex.Bks. if they have not already done so. Ask PP to listen to the conversation and complete the page in the Appointments book.



CD script (as in the Classbook)

Activity 1c

Objective: to revise and practise making telephone calls

This is a normal information gap activity. PP work in pairs and do the activity. When they finish they can compare their Appointment books.

Activity 2a

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

PP find the words in the Wordlist and translate them (or, if you prefer, you can simply tell PP). Then practise the pronunciation of the words with PP. PP say the words after you in chorus/rows and individually.



Language Note

Perm is short for 'permanent wave' and is the normal term used.

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Activity 2b

Objectives: to introduce and practise 'I wish' + Past Simple to express regrets about things which are true now; to practise the new vocabulary

Ask PP to read the example in the exercise and explain the meaning and the form. You could also ask them to look at the Grammar Reference, if you feel this would be helpful. Then let PP do the exercise. It is a very simple one.

Activity 2c

Objectives: to give further practice with 'I wish' + Past Perfect to express regrets about things which happened in the past and cannot be changed

This is quite a challenging activity and if you have a weak class it may be better to omit it. Ask PP to read the example in the exercise and explain the meaning and the form. You could also ask them to look at the Grammar Reference, if you feel this would be helpful. Then let PP do the exercise.

Activity 2d

Objective: to revise the material of Lesson 1 and to practise reading for detail
Ask PP to read the conversation and say what Lucy would like to have done with her hair.

Suggestion: If you think your PP may have forgotten the construction 'it makes me feel' + adj., you could do Grammar Exercise 1 here, or assign it for homework, if you think your PP need to do it.

Activity 3

Objective: to practise conversations at the hairdresser's
Divide PP into pairs (hairdresser and customer). Ask them to role play using the conversation in 2d as an example and using the price list to give support with vocabulary. They can take turns to be the hairdresser. While PP are role playing, go round and monitor. Help out where necessary and make a note of any common mistakes. When most PP have finished, let a few pairs perform their conversations for the class. Then tell PP about any mistakes you noticed and ask them to correct the mistakes.

Activity 4

Objective: to practise talking about prices using the comparative
PP make sentences using the phrases in the cloud.

Homework

1 Leave time to explain the homework to PP. The first part is a bit different from the kind of things PP usually do. This time they are going to think about running a small business. They have to look at the appointments for the day in Activity 3, work out how much money the hairdresser will make, then work out the costs for the day, take the costs away from the money the hairdresser will make and so work out the profit.

Key: total earnings are 210, costs are 80, so profit is 130. The hairdresser can make more money by working longer in the afternoon.

2 PP write five sentences for Activity 2b to practise the new structure.

Lesson 3 I've broken my heel.

Objectives:

- to introduce and practise giving advice using the new structure 'You should have something done'
- to introduce and practise the structure 'something needs verb+ing'
- to practise translation skills

Activity 1a

Objective: to introduce and practise the new structure 'you should have something done' in context

Ask PP to look at the picture. Explain that Andrew is going for an interview for a job. Ask PP if he looks OK. Ask them to say what is wrong and then say that they can give advice. Ask PP how they usually give advice (with 'should') and tell them that they can use the same thing for Andrew, but that he won't do these things himself so they will also use 'to have something done'. Read the example with PP. Draw their attention to the Remember box and use the Grammar Reference if you think it necessary. Then let them say what Andrew should have done to smarten himself up.

Suggestion: If you feel your PP need more practice with this structure, you could do Grammar Exercise 3, Activity 2 here.

Activity 1b

Objectives: to practise translating the structure; to ensure all PP understand the meaning of the structure

Help PP to translate their sentences into their mother tongue and to compare the differences between how their mother tongue expresses these ideas and the English structure. It may be helpful to write the translation of one or two sentences on the BB. Then let PP continue. You could ask PP to write two of the sentences in English with the translation in their Ex.Bks.

Activity 2a

Objective: to introduce and practise topic vocabulary

Ask PP to look at the picture and say what is wrong with the shoes.

Activity 2b

Objectives: to give further practice with the new vocabulary; to practise 'something needs doing'

Ask PP to look at their shoes and comment on their condition using the table and the example to help them. You could draw PP attention to the structure in the Remember box if you think they do not know the structure already. Check they understand the meaning of the structure. You could ask them to translate the sentence in the Remember Box.

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Activity 2c

Objective: to practise giving advice using 'you should have something done'
PP practise the structure by giving themselves and their classmates advice about their shoes. Go round and listen to the groups. Help where necessary.

Activity 3

Objective: to give further practice in giving advice

Divide PP into pairs. Ask them to read the sentences and give advice as in the example.

Activity 4

Objective: to practise talking about shoe-repair shops and problems

Ask PP to work in groups and to answer the questions.

Homework

Explain that PP should write sentences with the structure 'have something done' in the Present Perfect as shown in the example.

Lesson 4 Industry in Uzbekistan

Objectives:

- to enable PP to talk about industry in Uzbekistan and about the industries in their own region
- to practise reading for gist
- to practise inferring the meaning of words from the context
- to practise word formation with suffixes -er, -or, -tion
- to give information about industry in Uzbekistan

Activity 1a

Objective: to introduce new words

Ask PP to find the nouns in the Wordlist and to check if they have an adjective form. Where there is no adjective form, the noun will form a n+n combination with 'industry'.

Key: 'agriculture' has an adjective form 'agricultural' so in this case the industry will be 'agricultural industry' adj+n.

Activity 1b

Objective: to work with the new words

This is a normal matching activity. When PP have done the activity let them compare their answers with a partner's, then check the answers with the class.

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

Suggestion: If you have a stronger class, you could ask PP to give their answers using the Present Passive: e.g. Clothes are made by the textile industry. Warn PP they should choose the right verb: make/produce.

Activity 1c

Objective: to revise the vocabulary for types of energy

PP quickly write a list of the kinds of energy they know. Then they very quickly read the text in 2b to see which kinds of energy are found or produced in Uzbekistan.

Key: electricity, oil, gas

Activity 2a

Objectives: to prepare for reading; to work with the Wordlist

This is a normal vocabulary activity. Make sure PP also practise saying the words.

Activity 2b

Objective: to practise reading for gist

Ask PP to read the leaflet and match the headings and the paragraphs.

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

Activity 2c

Objective: to practise inferring the meaning of words from the context

Ask PP to read the texts again and write down the words in the texts with the same meaning.

Key: 1 reputation 2 to seek 3 to boost

Activity 2d

Objective: to talk about the industries in PP own region

PP do the activity using the example to guide them. You could ask PP to write one or two of their sentences to reinforce the new vocabulary. You could also ask them to translate the sentences.

Activity 2e

Objective: to introduce and practise word formation

Ask PP to read the text again and find all the words with the same root as 'export', etc. and translate them. Then ask them to make new words with suffixes -er, -or, -tion from: import, invest, construct, associate, attract, create, manufacture and write them down in their Ex.Bks. Ask them to translate the words.

Key: importer, investor, creator, manufacturer, constructor, association, creation, attraction, construction

Homework

PP should write answers to the questions and bring them to the next lesson.

Lesson 5 Industry in the UK and the USA

Objectives:

- to enable PP to talk about industry in the UK and the USA
- to practise working with the map of the UK
- to practise reading for specific information

Activity 1

Objective: to prepare for reading

Ask PP to work in groups. They should copy the table into their Ex.Bks. Then each group should discuss and agree on three things they know, three things they think they know and three things they would like to know about industry in the UK and in the USA.

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Activities 2a and 2b

Objectives: to practise reading for specific information; to practise asking for and giving information about industry in the UK

Ask PP to work in pairs. One P reads the card for Pupil A on the Classbook page, the other reads the card for Pupil B on page 90. Ask PP not to look at each other's pages. Each P copies the card into their Ex.Bk. Then they read the text and complete the information in their Ex.Bks. Go round and monitor and make sure all PP are doing the task correctly. When pairs have finished, ask them to move on to 2b, which is a normal information gap activity.

Activity 3a

Objective: to practise listening for specific information

Ask PP to copy the list of industries into their Ex.Bks. Then tell them they are going to listen to an information broadcast about industry in the USA. They should tick the industries which are mentioned in the broadcast.



CD script

Good morning and welcome to today's programme. The USA remains a world leader in industry and high technology. It exports cars, consumer goods, food and machinery. It also exports pop culture (movies, music, fashion, sports and more). Most American industry is located in the eastern and mid-western parts of the country. The south and west are where the agricultural industry is located. The main branches are cattle-farming, poultry-farming and vegetable-growing. The main crops are corn, wheat, cotton, tobacco and fruit.

Now for some details about the industries. Washington is the centre of the atomic and electronic industries. There is also some light industry there and a large food industry. New York is the centre of the shipbuilding, machine-building, aircraft, and chemical industry, and, like Washington, it is a centre for light industry and the food industry. Chicago is famous for its tinned meat industry. Detroit is one of the biggest producers in the motorcar industry and Kansas City is well known for its coal mines. The textile industry is concentrated in Boston. And Los Angeles ... well, I'm sure you all know what Los Angeles is famous for.

Key:

- | | |
|--------------------|--------------------------|
| ✓ Machine-building | ✓ Atomic/Electronic |
| ✓ Chemical | ✓ Poultry-farming |
| ✓ Aircraft | ✓ Film business |
| ✓ Cattle-farming | ✓ Vegetable-growing |
| ✓ Light | ✓ (Los Angeles is famous |
| ✓ Shipbuilding | for its film business.) |
| ✓ Food | |

Activity 3b

Objective: to practise summarising the information

At the end of the lesson PP look through the texts very quickly / remember the information from the listening activity and check if their information was correct in Activity 1, and if they have found answers for their questions. (If they haven't you could suggest they look in an encyclopaedia in the school library and/or try logging onto an appropriate site on the Internet.)

Homework

1 Explain that at first PP should study the information in the table and then compare Uzbekistan, the UK and the USA using the words in the cloud.

2 PP read the newspaper report carefully and write 5 questions about it.

Lesson 6 Project**Objectives:**

- to raise awareness of what is involved in a joint venture
- to give PP information about industrial potential in Uzbekistan
- to practise reading for specific information
- to recycle material from the unit
- to give an opportunity for PP to be creative
- to promote critical thinking

Begin by checking the homework. Then move on to the project.

Activity 1

Objectives: to read for specific information; to prepare for the next activity; to give PP information about industrial potential in Uzbekistan

PP work in pairs. Ask them how they will find the information quickly. They should answer that they will read only the right-hand column first, and then when they see their area mentioned, they will read in detail across the columns to find out exactly what can be made there. If they don't give you this answer, draw their attention to this strategy for efficient reading. When PP are ready, check their answers. You could ask them if they agree with the information in the table, or whether there is something they would like to add to it.

**Language Note**

You and your PP may find the spellings of some of the names of places a little strange. We have given the English spellings. English does not have a spelling for many of the place names in Uzbekistan, but where it does, e.g. Uzbekistan, Karakalpakstan, Tashkent, Andijan, etc. we have used it because it is useful for PP to know that these words are spelled differently in the UK and the USA.

Activity 2

Objectives: to raise awareness of what is involved in a joint venture; to re-

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cycle material from the unit; to give an opportunity for PP to be creative; to promote critical thinking

PP work in three groups. Explain that they are going to set up a joint venture. Half the group are going to be the foreign company and the other half the company in Uzbekistan. Go through each of the steps in the Classbook with PP to make sure that they understand what they have to do. Then let them begin. While they are working go round and monitor their work. At the beginning check that all PP understand what to do and how to get started. Then go round and help PP with any language they need, ideas, etc. Be careful about time. It would be good if there was time for all groups to give a brief report about their company - what it is called, what the foreign partner is called, what they produce/sell, and how they decided to split their profits.

Grammar Exercise 1

PP own answers.

Grammar Exercise 2

- 1 **It's not worth being** dishonest in advertising because people will complain.
- 2 **It's worth planning** your advertising carefully so that it will be really effective.
- 3 **It's worth advertising** because it will increase your sales.
- 4 **It's worth working** hard because you can get a better job.
- 5 **It's not worth eating** fast because you will probably get stomachache.
- 6 **It's worth going** to bed early because you will be fresh in the morning.
- 7 **It's worth watching** TV because there are some very good educational programmes.
- 8 **It's not worth staying** up late to finish your homework because you will be sleepy the next day.
- 9 **It's not worth doing** your homework in a rush because you will make mistakes.
- 10 **It's not worth being** dishonest because in the end people usually find out.

Grammar Exercise 3

1

- 1 Ann checks her tyres herself. Bill **has his tyres checked** at the garage.
- 2 Ann changes her oil herself. Bill **has his oil changed** at the garage.
- 3 Ann repairs her car herself. Bill **has his car repaired** at the garage.
- 4 Ann cleans her shoes herself. Bill **has his shoes cleaned** on the way to work.
- 5 Ann does the gardening herself. Bill **has the gardening done** for him.

2

- 1 Mary's watch isn't going. **She should have it repaired.**
- 2 Mike's trousers are dirty. **He should have it cleaned.**
- 3 John and Helen's kitchen window is broken. **They should have it repaired.**
- 4 Peter's hair is getting very long. **He should have it cut.**
- 5 Tom and Janet's new car has done 10,000 km. **They should have it serviced.**

Unit 9 Globalization and Uzbekistan

Lesson 1 Uzbekistan and the UN

Objectives:

- to enable PP to talk about the role of global organizations in our lives
- to give PP information about the UN and about Uzbekistan's membership of the UN
- to read for specific information
- to practise translating and summarising a text
- to listen for gist and for detailed information
- to introduce and practise acronyms with and without 'the'

Note You will need to explain some things about the homework research so make sure you leave enough time for this.

Activity 1a

Objective: to introduce the topic

PP look at the logo of the UN. They try to answer the questions. If they do not know the answers, move on to the next activity because they will find the answers in the text in 1c.

Activity 1b

Objectives: to introduce and practise the new vocabulary; to prepare for reading

PP find the words in the Wordlist (or you may tell them the meaning of the words if you prefer). Then teach PP how to say the words in the usual way.

Activity 1c

Objective: to practise reading for specific information

PP read the text and check their answers/find answers to the questions in 1a.

Key: 1 United Nations.

2 An organization of most of the countries in the world.

3 To help maintain peace and security in the world.

4 Chinese French Russian Spanish English.

Activity 1d

Objective: to practise translating and summarising a text

Ask PP to find information under the four headings and note it down in their mother tongue (translation). Then they should make four single sentences in their mother tongue which sum up the main messages of the text. As this is the first time PP have done this kind of activity, you may need to help them quite a lot.

Activity 2a

Objective: to listen for gist

Tell PP they are going to listen to some information about Uzbekistan and the UN. Teach them the expression 'a nuclear free zone'. Remind them that they should try to find the answer to the question. PP listen to the CD.

**CD script**

Since independence, Uzbekistan has made great efforts to take her place in the world community. Uzbekistan became a member of the UN on March 2, 1992. In 1993 President Islom Karimov introduced Uzbekistan as a new, young country at the 48th session of the General Assembly. In his speech he touched on topics where action was needed such as the fight against drugs and improving the Aral Sea situation. 1993 also saw the opening of a UN office in Uzbekistan. Today the UN is involved in a number of development programmes in Uzbekistan. These range from industrial development programmes and programmes against drugs, to programmes to promote children's health and school development programmes.

In 1994 the UN held an international meeting on the 'Silk Road'. Many issues were discussed such as the possibility of making Central Asia a nuclear free zone. In 1997 an international conference on this theme was held in Tashkent. Representatives from 56 countries and 16 international organizations attended the conference.

Key Yes, it is. (PP may want to give you reasons why. If they can remember any of the reasons from the CD, that is fine. If not, it does not matter because they will deal with this in the next activity.)

Activity 2b

Objective: to listen for detailed information

PP listen again and add events for each of the years.

Key:

1992 Uzbekistan became a member of the UN

1993 President Karimov introduced Uzbekistan at the UN; the UN office opened in Uzbekistan

1994 An international meeting was held on the 'Silk Road' and making Central Asia a nuclear free zone

1997 An international conference was held in Tashkent to discuss making Central Asia a nuclear free zone

Homework

Draw attention to the Remember box. First explain to PP that when we use letters to stand for words in the title of something, we call it an acronym. You could ask them what acronyms they know. Then explain to PP that where an organization has only one or two letters we usually say the letters and put 'the' in front of them, e.g. the UK, the USA, the UN. But where an organization has enough vowels and consonants to make a 'word', the article 'the' is not used. So we say, e.g. 'Ecosan is an environmental organization. For homework PP find out about other acronyms.

Lesson 2 UNESCO and UNICEF in Uzbekistan

Objectives:

- to give information about two UN organizations which are active in Uzbekistan
- to stimulate PP to think about issues in their own region where these UN organizations might be able to offer support
- to raise PP awareness of how to go about finding help to solve the problems of their own communities
- to teach PP to be concrete in stating a problem and the help they require
- to develop reading, writing, speaking and listening skills
- to develop translation skills (homework)

Warm up

Ask PP to work in groups and compare what they found out for homework. Then check the answers with the whole class.



Key and Notes

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNICEF - United Nations International Children's Emergency Fund/United Nations Children's Fund

In 1953 the General Assembly decided to extend the Fund's mandate indefinitely and to drop the words 'International' and 'Emergency' from the official title so the second title is the current one. UNICEF works in more than 100 countries to improve conditions for children. It supports projects to improve health care, nutrition, water supply and sanitation, education and services for women and women with young children. It was created in 1946 and has received the Nobel Prize for its work for children.

WHO - World Health Organization

FAO - Food and Agricultural Organization of the United Nations

WWF - World Wide Fund For Nature

Activity 1a

Objectives: to read for specific information; to make notes in a table

This is the first step in an information gap activity. Make sure all pairs know who is A and who is B and that Bs find their table and text on page shown in the instruction. PP read their text and complete the appropriate table for their text, leaving the other one empty.

Activity 1b

Objective: to ask for and give information

First of all divide PP into groups of four with two As and two Bs. Ask the As to compare their notes and check them together and the Bs to do the same. Then, when this has been done, the group work together taking turns to ask, answer and complete the table. When PP have finished, you can check the answers quickly with the class. You might also ask the class if they enjoyed the activity and why/why not.

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Activity 2a

Objectives: to stimulate PP to think about issues in their own region where these UN organizations might be able to offer support; to raise PP awareness of how to go about finding help to solve the problems of their own communities; to teach PP to be concrete in stating a problem and the help they require

PP continue to work in groups. Go through the questions with PP using the examples in the table and show how the answer to each question has been written in the table. Then ask PP to think of other problems and to repeat the process of filling in the table. Remind them that the words in the cloud may help them to think of problems.

Activity 2b

Objective: to develop speaking and presentation skills

Groups should appoint a spokesperson or persons. They take turns to present their ideas to their colleagues. Encourage them to draw their tables on the BB or show them in some other way so that their presentation has a visual element as well as a listening one. Explain that it is easier for an audience to understand when they see as well as hear, and that this is important for them if they want to make a strong impression on their audience!

Homework

PP translate the first two paragraphs of the text about UNESCO into their mother tongue.

Lesson 3 NGOs are organizations which ...

Objectives:

- to enable PP to talk about NGOs and their activities in Uzbekistan
- to stimulate PP interest in working with NGOs to give social service to their communities
- to give cultural information about the UK and the USA and NGOs
- to introduce and practise 'it takes me ... to do'
- to practise reading and listening for specific information
- to revise 'for' to show the person or organization for whom something is done

Activity 1a

Objective: to introduce the topic

PP look at the logo of the Red Crescent and the Red Cross and answer the questions. If they do not know the answers, move on to the next activity because they will find the answers in 1c and in the text in 2a.

Activity 1b

Objectives: to introduce and practise the new vocabulary; to prepare for reading
PP find the words in the Wordlist (or you may tell them the meaning of the words if you prefer). Then teach PP how to say the words in the usual way.

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

PP listen to the first part of the radio programme and check their answers/find answers to the questions in 1a.

**CD script (part 1)**

Hello and welcome to 'Five Minutes of Education A Day'. Our programme today's about.., er.. some famous non-governmental organizations .. or .. NGOs. These organizations are independent from the government. They have their own Programme and Statutes and do not report to the government. But they obey the laws of government on NGOs. ... Now ... most of you will be familiar with the words the Red Cross and the Red Crescent... yes, and most of you will know their logos ... the red cross on a white background and the red crescent also on a white background. These emblems are recognized all over the world as symbols of aid and relief. As I said, the Red Cross and the Red Crescent are probably the best known NGOs in the world. They exist to assist people who have been hit by natural disasters and wars, and those living in difficult or dangerous situations. And just recently they have been very busy. But first, a word or two about how they began.

Key:

- 1 Non-governmental organization
- 2 Accept all answers that PP give you. Medecins sans Frontieres is a French organization of volunteer doctors and health workers who have been active in Central Asia - the Business Women's Association is another and there are many working at the local level.
- 3 and 4 They are NGOs working to give help in emergencies and in wars.

Activity 1d**Objective:** to listen for specific information

PP read the question and listen to find the answer.

**CD script (part 2)**

The Red Cross was founded by a Swiss citizen, Henri Dunan, in 1863 after he had visited the scenes of battles in the north of Italy. He saw the terrible suffering of the soldiers lying on the battlefields without any medical services and he decided to do something about it so he began helping the soldiers and called local people to help. Later he wrote a book about his experiences. In the book he asked the people of the world to organize a voluntary association to help those in need in peace time, and he also asked them to establish an organization of medical nurses ready to care for the wounded during a war. In addition he asked for an international agreement which guaranteed health and medical services provided by volunteers who were honest. In this way the Red Cross and the Red Crescent were established... (voice fades)

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Key: It was the result of one man's experience of seeing the wounded in a war zone. Henri Dunan decided to create an organization to offer relief in emergencies in peace time and help for the wounded in war time.

Activity 2a

Objective: to practise reading for specific information

PP read the questions and then read the text to find the answers. You could ask PP to compare their answers and read again to solve any cases where they have different answers. When they have finished check the answers with them.

Activity 2b

Objectives: to stimulate PP to think about issues in their own region where the Red Crescent might be able to offer support; to raise PP awareness of how to go about finding help to solve the problems of their own communities; to teach PP to be concrete in stating a problem and the help they require

PP continue to work in groups. Remind PP about how they worked in Activity 2a in the previous lesson. Suggest they might try to use a similar table and procedure to guide their thinking this time too.

Activity 2c

Objectives: to develop speaking skills; to stimulate PP interest in working with NGOs to give social service to their communities

Groups should appoint a different spokesperson to present each idea.

Remind them about the previous lesson on using a visual to support a report. Then let them report their ideas.

Activities 3, 4a, 4b

Objectives: to give cultural information about the UK and the USA; to introduce and practise 'it takes me ... to do'

Ask PP to read the text and give their opinions. Then draw their attention to the new phrase and do the two activities to practise it.

Suggestion: If you feel your PP need more practice with this phrase, you could do Grammar Exercise 2 here.

Homework

Encourage PP to use the table they prepared in Activity 2b to help them prepare their letter. Remind them about the layout of formal letters.

Lesson 4 Multi-nationals

Objectives:

- to enable PP to talk about multi-national companies which work in Uzbekistan
- to practise listening for specific information and for the main ideas
- to practise reading for gist
- to practise expressing opinions and giving reasons for them
- to practise translating and summarising

- to respond to the content of the text
- to stimulate PP to think about how to control the behaviour of companies

Activity 1a

Objectives: to introduce the topic; to raise awareness about foreign companies which work in Uzbekistan

PP look at the pictures and say which companies work in Uzbekistan, as far as they know.

Key: Daewoo, Xerox, Siemens, Beta Tea, British American Tobacco

Activity 1b

Objectives: to revise the names of some countries

Ask PP if they know what countries the companies come from. If they do not, write the countries (in the key) on the board and then ask PP to match the companies with the countries they are from.

Key:

Daewoo - South Korea

Xerox - USA

Siemens - Germany

Beta Tea - Sri Lanka

British American Tobacco - USA/UK

Activity 1c

Objective: to enable PP to talk about any companies they may know in their area which have their parent company overseas

PP give the names of any foreign companies they know who work in their area or who work in other parts of Uzbekistan.

Activity 1d

Objective: to prepare for the next activity

PP talk about any companies which work in two or more than two countries. They may know that Daewoo, Xerox, Siemens, Newmont and British American Tobacco work in many countries.

Activity 1e

Objective: to introduce different names for these large companies which work in several countries

Some PP may know the answer to the question. If not, you can lead them to the answer by asking them some eliciting questions:

Key: 1 What is a joint venture? If you call a company a joint venture, what aspect of the company are you focusing on? (That it is a partnership.)

2 What is a multi-national? If you call a company a multi-national, what aspect of the company are you focusing on? (That it works in many countries.)

Explain that the companies in 1a are multi-nationals who have set up joint ventures in Uzbekistan.

Activity 2

Objectives: to prepare for listening; to stimulate PP to think about what it is like to work for a joint venture; to practise all kinds of questions

You could ask PP to do this activity in groups. PP write their questions.

Activity 3a

Objective: to practise listening for specific information

Explain that PP will hear an interview between a reporter and an employee of a joint venture company. PP should listen to the CD and find out if the reporter's questions are the same as theirs.



CD script

Mrs Salimova: Good morning.

Reporter: Good morning. I'm the reporter from *Asaka Today*. Thank you for agreeing to take part in our programme. Can I ask you how long you have worked for the company?

S: It's three years now.

R: Do you enjoy working for the company?

S: Very much. It is a very good company to work for.

R: Can you tell us why you enjoy working here?

S: Firstly because the company has a good kindergarten and I can leave my children there. I know they are safe, well looked after and get a good education. The facilities in the kindergarten are very good - and you know, if one of them is ill or there is any problem, I can be there in five minutes.

R: Yes, that's important, isn't it?

S: Very important. Another reason I enjoy working here is that the company gave me foreign language lessons and now I can speak Korean. I am very proud of that. After I had learnt some Korean I went to Korea and I got training there. It was very interesting.

R: How long did you go for?

S: I spent six months in Seoul, the capital. I learnt about modern production methods and modern management techniques. And when I came back I was promoted.

R: Are there any differences between working for a multi-national and working for a local company?

S: Well, one difference is that some foreign companies bring part of their culture with them. For example in our company everyone must do special exercises to music. We do it all together and we do it every morning. The exercises are part of a tradition. They are to make us calm, concentrated, build a team feeling and make us ready to work productively.

R: I see. Any negative points about the company?

S: Not really. The only thing I can think of is that for the first five years 50% of the profits of the company go back to the parent company and 50% stay in Uzbekistan. But after five years the profits stay here - so it's not really a disadvantage.

R: Thank you for talking to us today. I know many of our young listeners will be very interested as they will be leaving school soon and will be thinking about getting a job.

Activity 3b

Objective: to practise listening for the main points

PP listen to the CD again and complete the notes. When they have finished, check the answers. If there is something which many PP have missed, or got wrong, you could play that part of the CD again so they can hear what they missed.

Activity 4

Objectives: to express opinions and give reasons for them; to stimulate PP to think about what kind of job they would like

Put PP into groups. They talk about what they would like to do. You could get feedback on the activity by asking a few PP to report briefly about the members of their group.

Activity 5a

Objectives: to read for gist; to translate and to practise summarising in their mother tongue

PP read the text and summarise it in a couple of sentences in their mother tongue.

Activity 5b

Objectives: to respond to the content of the text; to stimulate PP to think about how to control the behaviour of companies

Try to elicit some suggestions from PP. Remind them about the Advertising Standards Code. This may help them to come up with some suggestions.

Homework

- 1 PP read and translate the radio report.
- 2 PP do Grammar Exercise 3.

Lesson 5 One world - in English?**Objectives:**

- to enable PP to see the relevance of English to their lives
- to equip PP with some strategies to continue learning English after school
- to practise reading for specific information
- to practise writing questions (homework)
- to give PP a sense of responsibility by involving them in the creation of the end of year test

Warm up

Start by asking PP a few questions about Coca-Cola.

- 1 Do you drink Coca-Cola?
- 2 Do you know what it is made from? (plant extracts, sugar and some secret

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ingredients) Check the translation PP did for homework and help with any difficulties.

Activity 1a, 1b

Objectives: to link back to the first unit of the book; to raise awareness about the role of English in the world

Ask PP to answer the questions. Then let them read and check their answers. You could ask them if they are surprised at the answers, and what the implications are for them (that most people will not be native speakers of English and that they will speak a kind of International English and that they will make mistakes too so PP should not worry too much if their English is not perfect!)

Key: 1c 2d

Activity 2a, 2b

Objective: to raise awareness of why PP are learning English and how it might be relevant to their lives

PP answer the question individually and then discuss their answers in their group. You can encourage them to be honest. Then let groups report their answers one by one. If some of them feel it is not relevant for their life, accept their view. You can just say something like: 'Maybe you are right, but anyway I hope it has been enjoyable!'

Activity 3a, 3b

Objectives: to raise PP awareness of the increasing importance of English for their lives whatever their job; to read for specific information

PP think about what job they would like to do and then see if it is in one of the areas mentioned in the table. Tell them that if it is not, they can ask you for help. Try to think of reasons why every job might need English, e.g. farmers want to find out about the latest methods, fertilizers, pesticides, etc. and many reports are in English. For example Israel is a leading country in growing crops in desert conditions similar to Uzbekistan's. Israeli reports are written in English.

Activity 4a, 4b

Objective: to help PP think of strategies to maintain their English after leaving school

Some PP are very creative with this kind of activity. Let PP work in groups and try to come up with strategies. If they get stuck, you can help them with a few ideas: radio, TV, pop songs, films, reading books, newspapers, magazines, joining a language centre with adult classes, start your own English corner, log on to the Internet and use a chat room ... there are many possibilities. When groups are ready, let them report in turn and write a list of the ideas on the BB. Each group can add to the list until it is really long!

Homework

Explain that there will be a test for the end of the year. Tell PP you would like their help in making the test. Their homework is to go through the book and write ten questions/tasks for their classmates. Tell PP you will collect their homework the next day so that you have time to go through the questions before the test.

When you get the papers go through them and correct them. Select the best questions for the test that you will give for the end of the year.

Lesson 6

Use this lesson to give the Units 7-9 Test.

Grammar Exercise 1 Part 2

- 1 Yes, I saw him come.
- 2 Yes, I saw them leave.
- 3 Yes, I watched him do it.
- 4 Yes, I watched him do it.
- 5 Yes, I heard the clock strike ten.
- 6 No, I saw him go.
- 7 Yes, I watched him do it.

Grammar Exercise 2

PP own answers.

Grammar Exercise 3

- 1 International Women's Day is celebrated on March 8th each year.
- 2 A celebration in honour of A. G'ijduvoni was organized by UNESCO in 2002.
- 3 Vitamin tablets are being distributed by Save the Children Fund (SCF) in Karakalpakstan.
- 4 A new international terminal is being constructed by engineers at Tashkent airport.
- 5 Their head of state is not elected by the people in Britain.
- 6 Khiva has been listed by UNESCO as a World Heritage Site.
- 7 Many seminars have been held by the Red Crescent in Uzbekistan to teach students about the dangers of drugs.
- 8 Much is being done by the Government to reduce unemployment.

Unit 1 Communications

Progress Check

LISTENING

1 Listen to the phone call and write down the message. (25 marks)

 CD script

A: Hello. Could I speak to Ms Mell?
B: I'm afraid she isn't here at the moment. Can I take a message?
A: It's Mr Burne here. Can you tell Ms Mell that the conference will start next Monday at 11 a.m., not 10 a.m. as we thought?
B: I'm sorry, I didn't get your name. Is it B-U-R-M ?
A: No, it's B-U-R-N-E.
B: Right. I'll tell Ms Mell about the time of the conference.
A: Thanks a lot. Bye.
B: Goodbye.

Possible text:

Date and time: the date and time of the actual lesson

For: Ms Mell

From: Mr Burne

Message: Conference will start next Mon(day) at 11 a.m., not 10 a.m.

READING

2 Read the following. Find three wrong sentences. Correct them. (18 marks, 6 for each correct sentence)

Key:

Wrong - Ask Fiona to come to the telephone. **Right** - Could I speak to Fiona, please?

Wrong - Wait for a minute. **Right** - Hold on a minute, please.

Wrong - I'm Jack. **Right** - It's Jack here.

3 Read and choose the best title. (10 marks)

Key 2 The man who invented the telephone

GRAMMAR

4 Make questions and ask your teacher. Note down her/his answers. (10 marks, 2 for each correct question)

All PP should write their questions. Then you can let one P ask each question in turn and you can give a short answer. PP need these answers for Exercise 5.

Key:

- 1 Have you got a telephone at home?
- 2 How often do you use the telephone?
- 3 Who do you talk to on the telephone?
- 4 Do you know the telephone number of our school?
- 5 How much do people pay for using the telephone?

5 Report your teacher's answers. Write the reported sentences.

(25 marks, 5 for each correct sentence)

Key: Reported sentences should begin, 'My teacher/Name/She/He said that ... + Present or Past Simple tense.

VOCABULARY

6 Choose the right word. (12 marks, 2 for each correct answer)

1c 2a 3c 4b 5b 6a

Total: 100 marks

Unit 2 The World of Work

Progress Check

GRAMMAR (15 marks)

1 Fill in the gaps with the correct prepositions. Choose from the following: at for in of with

Key: 1 in 2 for 3 with 4 at 5 of

VOCABULARY (15 marks)

2 Match. Careful, there are more words than definitions. Translate the words which have no definitions into your mother tongue.

Key: 1f 2d 3 needs to be translated 4b 5c 6e 7 needs to be translated 8a

GRAMMAR (15 marks)

3 Each sentence has a mistake. Find it and correct it.

Key:

- 1 Nobody told me how to behave **at** the interview.
- 2 If you're good at drawing, you could be **an** architect.
- 3 It is the **secretary's** duty to answer the phone.
- 4 She is respected for her efficiency **at** work.
- 5 I **prefer** to work slowly.

PRONUNCIATION (20 marks)

4 Arrange the words into three groups: words with 2 syllables, 3 syllables and 4 syllables. Mark the stress.

Key:

- 1 mobile wages police
- 2 uniform profession interview
- 3 ecojogist application responsible development

WRITING (20 marks)

5 Write about your mother's (father's, uncle's, aunt's) work.

Key: Answers will vary.

Content: 5 marks for answering the questions.

Grammar: 5 marks for accuracy.

PROGRESS CHECKS

Fluency: 5 marks for length of response and variety of structures used.

Vocabulary: 5 marks for range and appropriacy of vocabulary.

SPEAKING (15 marks)

6 Read and answer the questions.

Key: Answers will vary.

Content: 5 marks for making relevant points.

Grammar and Vocabulary: 5 marks for accuracy and range of structures and vocabulary.

Fluency: 5 marks for fluency, pronunciation and intonation.

Total: 100 marks

Unit 4 School and community Progress Check

LISTENING

1 Listen to the two advertisements and answer questions. (15 marks)

CD script

1 There's never been a better time to start learning English! If you are a doctor, a lawyer, a computer programmer, etc. join us at the Resource Centre to learn English at the English for Specific Purposes (ESP) course.

We offer:

- flexible timetable
- experienced teachers
- modern coursebooks
- low price

2 Is your child behind the rest of the class in English or German and you don't know what to do? Why not ask for professional help at the Resource Centre? Our centre has got:

- groups of 5-8
- friendly teachers
- regular lessons - good textbooks
- video lessons - cartoons and feature films in English and German
- low price

Key 1 The first. 2 The second. 3 English for Specific Purposes. 4 Doctors, lawyers, computer programmers, etc. 5 Video lessons.

READING

2 Read the two texts and find the right place for the italicised phrases. (18 marks)

Key: 1 should not be given 2 no proof 3 to everyone's surprise 4 have been discussed 5 for the real world 6 a survival skill

3 Read again and write 'True', 'False' or 'Don't Know'.

(15 marks)

Key: 1T 2T 3DK 4F 5DK

PRONUNCIATION

4 Write the words in two groups: the words with 2 syllables and the words with 3 syllables. Mark the stress. (16 marks)

Key: 1 expel maintain finance truant
2 discipline permission government citizen

WRITING (20 marks)

5 Write what you would do if you were a teacher.

Key: Answers will vary

Content: 5 marks for answering the questions.

Grammar: 5 marks for accuracy.

Fluency: 5 marks for length of response and variety of structures used.

Vocabulary: 5 marks for range and appropriacy of vocabulary.

SPEAKING (16 marks)

6 Talk about behaviour.

Key: Answers will vary.

Content: 4 marks for making relevant points.

Grammar: 4 marks for accuracy and range of structures used.

Vocabulary: 4 marks for accuracy and range of vocabulary.

Fluency: 4 marks for fluency, pronunciation and intonation, length of response.

Total: 100 marks

Unit 5 Government and political structure

Progress Check

LISTENING (20 marks, 4 for each)

1 Listen and complete the notes.

 **CD script**

Membership of the 'On Stage' club is open to any pupil who completes an application form. The form must be given to Mrs Tulaganova, who organizes the club together with an executive committee which decides policy and organizes an open meeting for members once every three months. The club meets every Wednesday after school. Members must attend regularly. The membership of any member who does not attend for three weeks will be cancelled. Members may take part in the following activities: watching videos, acting in drama productions, visiting theatres, etc.

PROGRESS CHECKS

Key:

Joining requirements: complete an application form

Name of organizer: Mrs Tulaganova

Committees: Executive committee

Day club meets: Wednesday after school

Activities: watching videos, visiting theatres, taking part in drama productions, etc.

READING

2 Read and complete the notes. (24 marks)

Key:

Country and capital city	State Structure	Head of State	Head of the Government	Name of Upper and Lower Houses	How the country is divided up for administration
India Delhi	multi-party democracy	President	Prime Minister	Raihya Sabha Lok Sabha	25 states and seven union territories

GRAMMAR (10 marks)

3 Write 'a', 'the' or nothing as appropriate.

Key: 1 the 2 the 3 (no article) 4 The 5 the

4 Complete the sentences with the correct form of the adjective. (9marks)

Key: 1 sprouting 2 flowering 3 roaring

5 Write about two of your responsibilities. (10 marks)

Answers will vary, but PP should use the phrase 'I am responsible for...'

TRANSLATE (20 marks)

6

Hindiston bayrog'ida uchta keng yo'l-yo'l chiziq bor. Yuqorisidagi to'q sariq, ikkinchisi oq, pastdagisi to'q yashil. Oq qismning markazida g'ildirak bor.

Флаг Индии имеет три широкие полосы. Верхняя – оранжевая, вторая – белая, нижняя – темно зеленая. В центре белого частья есть колесо.

VOCABULARY

7 Complete the sentences with an appropriate word. (7 marks)

Key:

1 background 3 shining 5 was adopted 7 currency

2 eight-pointed 4 consists of 6 monarch

Total: 100 marks

Unit 7 Advertising and marketing Progress Check

LISTENING (15 marks)

1 Listen to the advert and answer the questions.

CD script

Uzbekistan-England-Russia JV Khiva produces the highest quality medical cotton wool. This JV is the only one in the CIS, and turns out 2,400 tons of medical cotton wool every year. The JV's prices are set by mutual agreement. The medical cotton wool can also be purchased by cash transfer. With increasing success, the JV is supplying a lot of medical institutions with its medical cotton wool.

READING (20 marks)

2 Read the advert and write "True" or "False".

Key: 1 true, 2 false, 3 false, 4 true, 5 true

GRAMMAR

3 Read the answers and write the questions. (10 marks)

Key: Answers may vary. Check for sense and correct question word order.

- 1 What do companies do to win customers?
- 2 What techniques do they use?
- 3 What promotion did the Shell company invent?
- 4 Do advertisers want us to be interested?
- 5 What can result in consumer tiredness?

4 Write 5 sentences about reasons for buying or not buying products. (15 marks)

Key: Answers will vary. Check for the correct use of the third conditional.

WRITING

5 Describe one promotion technique used to win customers.

Write 5 sentences. (20 marks)

Key: Answers will vary.

Content: 5 marks for making relevant points.

Grammar: 5 marks for accuracy and range of structures used.

Vocabulary: 5 marks for appropriacy of vocabulary.

Fluency: 5 marks for length of response and coherence.

SPEAKING (20 marks)

4 Talk about companies. Say 5 sentences.

Key: Answers will vary.

Content: 5 marks for the points outlined in the class book.

Grammar: 5 marks for accuracy and range of structures used.

Vocabulary: 5 marks for appropriacy of vocabulary.

Fluency: 5 marks for fluency, pronunciation, and intonation.

Total: 100 marks

Unit 8 Industry and services

Progress Check

LISTENING

1 Listen to the radio report and write what it is about. (20 marks)



CD script

Coca-Cola has opened its fifth bottling **plant** in Uzbekistan. The new plant, which will specialize in the **production** of carbonated soft drinks, is Coca-Cola's largest plant in Central Asia. Equipped with the latest **technology**, it has created more than 160 new **jobs** for highly-skilled **specialists**. William Casey, President of Coca-Cola Greater Europe Group said: "We are convinced that Uzbekistan will continue to make **progress** in creating **support** for international **investment** and we are proud to play a role in the **development** of the Uzbekistan economy.

Key: Coca-Cola's bottling plant.

2 Read and listen to the report again and write down the missing words. (18 marks)

Key: 1 plant 2 production 3 technology 4 jobs 5 specialists 6 progress 7 support 8 investment 9 development

READING

3 Read the article and write 5 questions. (20 marks)

Pupils can get 20 points - 4 for each correct question.

GRAMMAR

4 Write 5 sentences about what you have had done at each of these places. (20 marks)

Pupils can get 20 points - 4 for each correct sentence.

Key: Answers will vary. Check for the correct use of the 'have something done' structure.

VOCABULARY AND WRITING

5 Spelling dictation. (10 marks)

Dictate 10 words you would like PP to write. Use the Wordlist to help you choose the words. (10 marks)

6 Make new words with suffixes -er, -tion from produce, import, invest, manufacture, fertilize and reflect. Translate them. (12 marks)

Key:

producer, importer, investor, manufacturer, fertilizer, reflection

Total: 100 marks

TEST 1 Units 1-3 (for pupils)

LISTENING (20 marks)

1 Listen to the conversation and write:

- a) what the parents think about their son's school.
- b) what they think a good school means.

READING

2 Read the article and write what it is about. (10 marks)

1 Your idea to invite 'occasional teachers' such as writers or footballers to
 2 visit schools is nothing new. Schools have always invited experts to
 3 share their skills and knowledge in various subjects. Indeed, earlier this
 4 month, last year's Nobel prize winner for medicine, Dr Tim Hunt, gave a
 5 master class at Ashford school to an audience of pupils, staff and
 6 parents. We, teachers, are happy to welcome 'the best people' as you
 7 describe them, to enrich our pupils' education.

3 Read again and write the words which mean (15 marks)

- a not regular (line 1)
- b people with special skills or knowledge which comes from training (line 2)
- c different (line 3)
- d all the workers, e.g. in a school (line 5)
- e to improve the quality (line 7)

VOCABULARY/GRAMMAR (15 marks)

4 Write the missing words.

- | | |
|------------------------------|----------------------------------|
| 1 skilful (adj) – ... (n); | 4 intelligent (adj) – ... (adv); |
| 2 believe (v) – ... (n); | 5 achieve (v) – ... (n); |
| 3 application (n) – ... (v); | |

SPEAKING (20 marks)

5 Talk about your school. Say:

- what it is best known for
- what it means to you.

Is it the place where you:

- get knowledge?
- where you meet your friends?
- where you waste your time?
- where you learn how to live?

Explain your answers.

WRITING (20 marks)

6 Write about your typical day.

TESTS

**TEST 1 Units 1-3
(for teachers)**

LISTENING (20 marks)

- 1 Listen to the dialogue and write** a) what the parents think about their son's school.
b) what they think a good school means.

Script:

A: Today we're going to talk about private schools again. If you remember, last time we had teachers from three secondary schools in our capital, Tashkent, here in our studio. Now our guests are a couple from Fergana, Mr. and Mrs. Xo'jaeva who are the parents of two children: a son and a daughter. Is that right?

Mrs. Xo'jaeva: Yes.

A: How old is your son?

Mrs Xo'jaeva: He's 15.

A: And he's a pupil ...

Mrs. X: ... in Secondary school number 43, the 9th class.

A: As parents, are you satisfied with the standard of education your son gets at school?

Mr X: Well, on the whole, yes. But ...

A: Ah! So there are 'buts'.

Mr X: Well, we'd like our son to be able to use all the modern technology at school. Unfortunately his school's got old computers and just one teacher in Computer Studies. So when the teacher isn't at school none of the pupils are allowed into the Computer Room. They can't work on their own.

Mrs X: I feel sorry for my son and his friends because they sometimes use very old books and there aren't enough of them in the school library. But apart from this, the school's good, and Aziz, that's our son, loves it.

A: If you had a private school in your city, would you send your son to it?

Mr.X: We would, if it were a good school, of course.

A: And 'good' means ...

Mr X: Modern, with smaller classes, experienced teachers ...

Mrs X: ... friendly teachers. And it should be warm in winter.

A: But education in a school like that would cost a lot of money.

Mr X: We're prepared to pay for our son's education. We think it's more important than buying him music and new clothes and ...

A: And does Aziz understand this?

Mr X: I think he does. He's a clever young man.

A: What about your daughter? Would you like her to go to a private school too?

Mrs X: Let her grow up first. She's only four.

Possible answers

a) It is good, but it has old computers and the pupils cannot work on their own, without their teacher.

Sometimes pupils have to use old books. The school library has not got enough books for all the pupils in the class.

b) They think a good school should be modern and warm. The teachers should be experienced and friendly.

2 Read the article and write what it is about. (10 marks)

Possible answer: About inviting people of different professions to schools where they can help teachers to enrich pupils' education.

3 Read again and write the words which mean (15 marks)

Key: a occasional b experts c various d staff e enrich

VOCABULARY/GRAMMAR (15 marks)**4 Write the missing words.**

1 skilful (adj) – **skill** (n); 4 intelligent (adj) – **intelligently** (adv);

2 believe (v) – **belief** (n); 5 achieve (v) – **achievement** (n).

3 application (n) – **apply** (v);

SPEAKING (20 marks)**5 Talk about your school.**

Key: Answers will vary.

Content: 5 marks for making relevant points.

Grammar: 5 marks for accuracy and range of structures used.

Vocabulary: 5 marks for range and appropriacy of vocabulary.

Fluency: 5 marks for fluency, pronunciation and intonation, length of response.

WRITING (20 marks)**6 Write about your typical day.**

Key: Answers will vary.

Content: 5 marks for answering the questions.

Grammar: 5 marks for accuracy.

Fluency: 5 marks for length of response and variety of structure used.

Vocabulary: 5 marks for range and appropriacy of vocabulary

Total: 100 marks

TESTS

TEST 2 Units 4-6
(for pupils)

READING (20 marks)

1 Read the text and write the best title.

a voluntary contribution **b** national service agencies **c** welfare projects

Each year Americans make voluntary contributions to religious organizations, social service agencies, education, the arts, and civic and public organizations. Some 22,000 foundations in the United States, established mainly by wealthy individuals and groups, spend about 3 million a year to promote educational, medical and welfare projects at home and abroad. In addition to these donations, many Americans participate in volunteer work. National service agencies, including the Heart Fund, the American Red Cross, the Boy Scouts and Girl Scouts of America and the Salvation Army, rely on volunteers to raise funds and perform a great variety of work. These agencies would have to hire 4 million additional employees to duplicate the work of the volunteers.

LISTENING (20 marks)

2 Listen to the text and complete the table.

	Number	Head	Age	Period of work
The Senate The House of Representatives				

GRAMMAR (15 marks)

3 You are school-leavers. Write 3 sentences about what is important, necessary and high time for you to do now.

4 You think of joining one of the small parties. Write 3 conditions of your joining.

e.g. I'll join a party if I like its ideas. (15 points)

SPEAKING (15 marks)

5 Read the text and answer the questions.

Have you heard about Scouts? It's an organization of boys intended to develop character and teach discipline and social awareness. The first World Chief Scout was the Englishman Robert Baden-Powell, or B-P. The first Boy Scout camp was organized in 1907 in England. It was a great success. Today there are Scouts in hundreds of countries all over the world. Scouts do not look the same everywhere, but they usually wear a uniform. The officers, called Scout-masters, lead a troop of Scouts. They often have international camps where they live in tents, swim, sing songs round the camp fire and do a lot of interesting things together. They go hiking in the forest and boating on the lake or the river and cook all their food. Scouts enjoy camp life very much and make a lot of new friends.

- 1 What do Scouts do when they have international camps?
- 2 Why do you think these Scout camps are useful?
- 3 Do you want to be a Scout? Why? Why not?

WRITING (15 marks)

6 Write a Guide to Scout Organization

History:

Traditions:

Leaders:

**TEST 2 Units 4-6
(for teachers)**

READING (20 marks)

1 Key: a

LISTENING (20 marks)

2 Listen to the text and complete the table.

Script:

The US Congress consists of two Houses - the Senate and the House of Representatives. The Senate has 100 senators, two from each state, and they are elected for six years. The head of the Senate is the Vice-President who is elected for four years. A senator must be at least 30 years old. The House of Representatives consists of 435 members. They are elected for two years. The head of the House of Representatives is the Speaker. He must be at least 25 years old.

Key:

	Number	Head	Age	Period of work
The Senate	100	Vice-President	30	4 years
The House of Representatives	435	The Speaker	25	2 years

GRAMMAR (15 marks)

3 You are school-leavers. Write 3 sentences about what is important, necessary and high time for you to do now.

Ask pupils to write an action plan.

Key: Answers will vary. Check for appropriate vocabulary and accurate use of structures to express these ideas.

4 You think of joining one of the small parties. Write 3 conditions of your joining. (15 marks)

e.g. I'll join a party if I like its ideas.

Ask pupils to write 3 conditions of their joining any small party as in the example.

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Key:

Answers will vary. Check for correct use of the first conditional.

SPEAKING (15 marks)

5 Work in pairs. Read the text and ask and answer the questions.

Tell pupils to work in pairs, asking and answering questions about the topic.

WRITING (15 marks)

6 Write a *Guide to the Scout Organization*

History: the first World Chief Scout was Robert Baden-Powell. The first Boy Scout camp was organized in 1907 in England.

Traditions: they develop their characters and teach discipline. They organize international camps where they do everything themselves. They enjoy their time and make a lot of new friends.

Leader: scout-master

Total: 100 marks

TEST 3 Units 7-9

(for pupils)

LISTENING (20 marks)

1 Listen and write notes.

Name of the organization:

Date of foundation:

Place of foundation:

Aim:

Countries it operates in:

READING (20 marks)

2 Read and answer the question.

What is the role of UNICEF in the world?

UNICEF was originally intended to carry out relief in Europe after the Second World War. The goal of this organization is to help provide the needs of children living in developing countries by providing medical, nutritional and educational services. The Fund was created by the UN General Assembly in December 1946. In 1953 the General Assembly decided to extend the Fund's mandate indefinitely and to drop the words "International" and "Emergency" from the official name. The activities of the Fund are financed in their entirety through voluntary contributions from governments, private organizations and individuals. The Fund is currently engaged in programmes in about 150 countries in all continents to help protect children from disease and prepare them for healthy, productive adult lives.

WRITING (20 marks)

3 You are interested in working for a joint venture. What do you want to know? Write 5 questions.

GRAMMAR (30 marks)

4 Read the dialogue and change the direct speech into reported speech.

Mr Azimov: You wanted to look at our tobacco factory, didn't you, Mr Brake?

Mr Brake: Yes, I'd appreciate it if you could arrange a visit for me to your factory.

Mr Azimov: That's possible. We could take you to the plant in Samarkand, it's one of our biggest manufacturers.

Mr Brake: That would be wonderful. I'd like to see their production and training facilities.

Mr Azimov: We can show you round the main work shops and then can have a talk in the chief engineer's office.

Mr Brake: Good. Can you tell me how many employees they have?

Mr Azimov: About a thousand.

VOCABULARY (10 marks)

5 Write acronyms for the following names and translate them:

- 1 British Broadcasting Corporation
 - 2 American Public Health Association
 - 3 National Bank of Uzbekistan
 - 4 Federal Bureau of Investigation
 - 5 North Atlantic Treaty Organization
-

TEST 3 Units 7-9

(for teachers)

LISTENING (20 marks)

1 Listen and take notes.

Script:

The WWF - World Wide Fund For Nature - is one of the largest nature conservation organizations in the world and one of the best known NGOs. It collects money to save rare animals like the tiger, as well as to save environments where animals live. It provides money for jeeps, speed boats, two-way radios and laboratory supplies. It educates people to use natural resources, like water and timber, in ways which do not exhaust supplies. It has over three million members in all five continents. The organization began in 1961. It began in Switzerland and that is where its first headquarters were. At first it was called the World Wildlife Fund but it changed its name in 1988. You probably know its logo - a panda. By the time the WWF reached its twenty-fifth birth-

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day in 1986, it had spent more than US\$110 million on four thousand projects in 130 countries, many in collaboration with UNEP, the United Nations Environmental Programme.

Key:

Name of the organization: World Wide Fund for Nature

Date of foundation: 1961

Place of foundation: Switzerland

Aim: to conserve animals and nature

Countries it operates in: more than 130

READING (20 marks)

2 Read and answer the question.

Key:

Its role is to help protect children in all countries from disease and prepare them for healthy and productive adult lives.

WRITING (20 marks)

3 You are interested in working for a joint venture. What do you want to know? Write 5 questions.

Tell pupils to ask 5 questions about what they want to know about any JV.

4 marks for each correct question.

GRAMMAR (30 marks)

4 Read the dialogue and change direct speech into reported speech.

Mr Azimov asked if Mr Brake wanted to visit their tobacco factory. Mr Brake replied that he would appreciate it if Mr Azimov could arrange for him a visit to their factory. Mr Azimov said that that would be possible. He said they could take Mr Brake to the plant in Samarkand, which was one of their biggest factories. Mr Brake said that that would be wonderful. He said that he would like to see their production and training facilities. Mr Azimov said that he could show Mr Brake round the main work shops and then they could have a talk in the chief engineer's office. Mr Brake said that would be good. He asked how many employees the company had. Mr Azimov told him they had about a thousand.

VOCABULARY (10 marks)

5 Write acronyms for the following names and translate them:

Key:

1 BBC

2 APHA

3 NBU

4 FBI

5 NATO

Total: 100 marks

Ingliz tilida

Lutfullo Jo'rayev, Svetlana Xan

**O'QITUVCHILAR UCHUN INGLIZ TILIDAN METODIK QO'LLANMA
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