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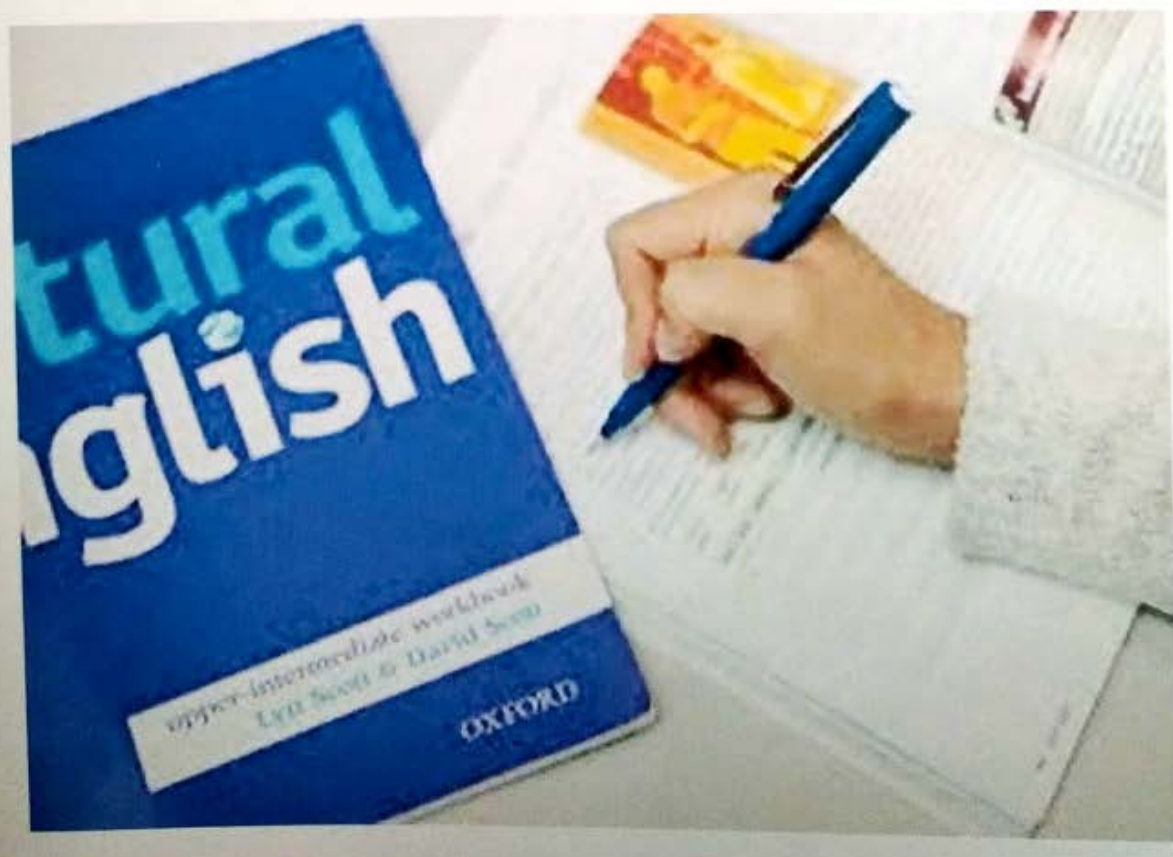
F. E.Yuldasheva, O. I. Jumayeva

“SETTING UP THE GRAMMAR GAME CLASSROOM”

“Til aspektlari amaliyoti”

fani

Amaliy grammatika moduli bo'yicha
o'quv-metodik qo'llanma



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**“SETTING UP THE GRAMMAR GAME
CLASSROOM”**

“Til aspektlari amaliyoti” fani Amaliy grammatika
moduli bo’yicha
o’quv-metodik qo’llanma

Buxoro-2020 ‘Iste’dod’

Мазкур ўқув-методик қўлланма олий таълимнинг филология ва тилларни ўқитиш (инглиз тили) таълим йўналиши I босқич бакалаврият талабалари учун мўлжалланган бўлиб, “Тил аспекти амалиёти” фани “Амалий грамматика” модули ишчи дастури асосида тайёрланган.

Ушбу методик қўлланмада талабаларга инглиз тили грамматикасини турли интерфаол методлар ва контекст асосида ўргатиш жараёнида қўлланиладиган бир қанча машқлар берилган бўлиб, улар тил ўрганиш жараёнида катта аҳамиятга эга ва ушбу жараёнда таълимнинг замонавий техник воситаларидан фойдаланиш унинг самарадорлигини янада оширади.

Мазкур методик қўлланмадан нафақат бакалаврият таълим йўналиши талабалари, балки умумтаълим мактаблари ва академик лицей ёш ўқитувчилари ва ўқувчилари ҳам фойдаланишлари мумкин.

Мухаррир: **БухДУ Инглиз тилшунослиги кафедраси мудири,**
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Такризчилар:

Н.Ф.Қосимова - ф.ф.н., БухДУ Инглиз тилшунослиги кафедраси катта ўқитувчиси

З.Р.Фаттоева - Тошкент Ирригация ва қишлоқ хўжалигини механизациялаш муҳандислари институти Бухоро филиали Тиллар кафедраси ўқитувчиси

Методик қўлланма Бухоро давлат университети Хорижий тиллар факультети кенгашининг 2020 йил 29 сентябрдаги 2- йиғилишида муҳокама қилинган ва нашрга тавсия қилинган.

SO`Z BOSHI

Hozirgi kunda fan va texnika sohasida xalqaro hamkorlikning o'sishi va rivojlanishi, fan va texnika rivojlanishidagi baynalminallik xususiyatlari oliy o'quv yurtlari talabalaridan chet tilini amaliy bilishni, qolaversa, intellektual salohiyatni rivojlantirish uchun, chet tilidagi adabiyotlarni erkin o'qish hamda undan zarur axborotni o'qishni talab qiladi.

“Til amaliyoti aspektlari” fani Amaliy grammatika moduli bo'yicha tayyorlangan ushbu metodik qo'llanma Xorijiy tillar fakultetida Ingliz tilini o'rganayotgan talabalar uchun tuzilgan bo'lib, uning maqsadi grammatikani kontekst asosida o'rgatishga mo'ljallangan, shuningdek, unda o'tilgan mavzular asosida og'zaki nutq malakalarini rivojlantirishga mo'ljallangan mashqlar ham berilgan. Har bir dars grammatik izoh, tayanch iboralar, yangi so'zlar, sportga oid, umumta'lim va texnikaga oid matnlar, dialoglar, og'zaki nutqni o'stirish uchun iboralar, o'tilgan materialni mustahkamlash uchun mashqlarni o'z ichiga oladi. Ushbu metodik qo'llanma talabalarning grammatikaga oid bilimlarini yanada boyitishni nazarda tutadi. Mazkur metodik qo'llanmaning asosiy maqsadi talabani ixtisoslikka doir adabiyot bilan ishlashga o'rgatish va shu orqali chet ellarda nashr etiladigan ilmiy jurnallarni o'qishga o'rgatish uchun zamin yaratishdir.

Metodik qo'llanmadagi matnlar orqali talabalar o'ziga kerakli ma'lumotni o'qishni ko'nikmasini va malakalarini rivojlantirishadi. Har bir darsda o'tiladigan qoidalarning to'liq grammatik izohi berilgan.

Ushbu metodik qo'llanma darslarni yangi pedagogik texnologiyalar asosida o'tishga mo'ljallangan. Mualliflar ushbu metodik qo'llanmaning tuzilishi, mazmuni haqida o'z mulohazalarini bildirgan o'rtoqlarga oldindan o'z minnatdorchiliklarini izhor qiladilar.

Mualliflar

Ролли ўйинлар ва улардан инглиз тилини ўргатишда фойдаланиш

Ўйин ўйнаш — ҲИС-ҲАЯЖОННИ, диққатни, имкониятни, мужассамликни, билимни, кучли бўлишни талаб қилади. У мустақил бир қарорга келишликка ўргатади. Ўйин ўйнаётганларни ютиш, ғалаба қозонишга интилишлари, иродалари, хоҳишлари уларнинг фаолиятини тезлаштиради. Мана шу ўйин ўйновчиларнинг хусусиятларини инглиз тилида ўйин ўйнатишга асос қилиб олинган. Ўқувчи, талаба ўйинларни инглиз тилида ўйнасагина инглиз тилига қизиқади, инглиз тилини ўрганади. Тажрибалар шуни кўрсатдики, ўйинни инглиз тилида олиб боришни таълимий томони кучли экан. Шу сабабдан инглиз тилида ролли ўйинларини ўйнатиш кенг қўлланилмоқда.

Инглизча ўқув ўйинлари ўқувчи, талаба учун энг қизиқарли машғулот, ўқитувчи учун эса ўқувчи, талабанинг тинглаб тушунишини, гапиришини, ўқишини, ёзувини фаоллаштиришда, тил материалларини ўзлаштиришда ва мустахкамлашда энг муҳим воситадир. Ўқувчи, талабалар ўйинларни қизиқиб ўйнайдилар, бутун билимини ишга солиб ютишга интиладилар, ўқитувчи улар орқали таълим-тарбия беради.

Ўқувчи, талаба инглизча ўйин ўйнаб, гапира оларканман, ўқий оларканман, тинглаб тушуна оларканман, ёза оларканман, юта оларканман деб рағбатланади, қизиқади.

Методика ўйинни вазиятли машқ, деб талқин қилади. **Ўйин** куйидаги методик вазифаларни ҳал қилишга ёрдам беради;

1) ўқувчи, талабаларни нутқни бажариши учун психологик тайёргарлигини ташқил қилади;

2) ўқувчи, талабаларга тил материалларини, нутқ намуналарини кўпроқ, кайтариб қўллашга табиий вазият, ҳолат вужудга келтиради;

3) ўқувчи, талабалар шароитга, вазиятга қараб, мустақил тайёрланмаган нутқ бажаришга ўрганадилар.

Ҳозирги пайтда бундай ўйинлар ролли ўйинлар, деб юритилади. Ўқувчи, талабалар ўйинларни ролларга бўлиб ўйнайдилар. Бу эса ўқувчи, талабани муҳитга, ролга тушишга, ўйинга фаол киришишга ёрдам беради. Ўқувчи, талабалар учувчи, ўқитувчи, инженер, шифокор, тикувчи, чет эл кишиси, таржимон, мухбир каби ролларга кирадилар.

Тил материалларини қўллашни фаоллаштириш малакалари учун лексик, грамматик, фонетик, орфографик ўйин турлари қўлланилади. Яна ижодий ўйин, мазмунли ўйин, таклид қилиш ўйин турлари бор.

Ўйинлар кўпинча мусобақа тарзида ўтади, уларда бошловчи, бошқарувчилар бўлади.

Грамматик ўйинлар.

Мухим, зарур тузилмаларни қўллашни ўргатиш, ривожлантириш учун ўтказилади. Бундай ўйинларга кўпинча to be, to have, may, must, can феъллари, there is, there are иборалар (конструкциялар) и олинади.

Грамматик ўйинларни турлари кўп:

1. This is a ...ни фаоллаштириш. ўқитувчи дарсга кириб What is this? дейди. Талаб жавоб беради. Бир ўқувчи жавоб бергандан сўнг Oh, I am so tired! Who wants to be a teacher? Come Karima, you are a teacher. Ask questions! дейди. Сўнг Карима ўқитувчи ўрнига ўқитувчи бўлиб саволларни сўрайди, ўқувчилар This is a pen, a book деб жавоб берадилар.

2. Where is my pen...?ни ҳам шундай қилиб ўйин ўйнатиш мумкин. Талабаларга маълум вақт берилиб, замонларга ёки юкоридаги иборалар билан ким кўп гап ёки савол тузади ёки савол сўрайди каби ўйинларни ўйнатиш мумкин.

Ижодий ўйинлардан бир марта тингланган матннинг мазмунини тушуниш, нутқдан асосий фикрни ажратиш, тинглашни ривожлантириш учун фойдаланилади.

Ўқувчи, талабалар at school, at the doctor's, at the library, in the sport hall мавзуларида ролли ўйинлар ўйнашлари мумкин. Ўқувчилар ролларга бўлиниб, ўйин ўйнайдилар. Бунда бир ўқувчи ёки талаба ўқитувчи, шифокор, кутубхоначи бўлиб, колганлар уларга боғлиқ бўлган мухит ҳақида ва қиладиган иш ҳақида сўрайдилар, саволларни, мулоқотни инглиз тилида олиб борадилар.

Таклид қилиш ўйинларида англиялик ёки америкалик бир таниқли ёзувчи, олим, шоир, рўзнома мухбирини таклид қиладилар, яъни уларнинг ўрнида, ролида бўладилар. Ўқувчи, талабалардан бири уларга таклид қилади, колганлари турли қизиқтирадиган масалалар бўйича саволлар сўрайдилар ва уларга жавоб берадилар. Албатта, ҳаммаси инглиз тилида бўлади.

Ўрта мактабларда инглиз тилини ўргатишни ҳамма синфларда ва лицей, коллежларда, олий ўқув юртларда ўйинлардан фойдаланилади. Ўрта мактабда ўйин ўйнаш 2 босқичга бўлинади.

Ўйинларни синфлар бўйича тақсимлашда албатта ўқувчи билими ҳисобга олинади.

Мазмунли ўйинлар, айникса, маиший хизмат мавзудидаги ролли ўйинлар кўп ўйнатилади.

Таклид қилиш ўйинлари кенг ўйнатилади. Бу ўйинларни билиш, ўйнаш, ўрганиш фаолиятни ривожлантиришга ёрдам беради.

Хозирги пайтда англиз тилини ўргатишда ролли ўйинлардан кенг фойдаланилади. Улар олдимизга қўйган мақсадга эришишга, қизиқтиришни орттиришда, дарсга жалб қилишга салмоқли ижобий ёрдам беради. Шу сабабли ўйинларни янада кенгроқ, қўллаш маъқулроқдир.

Goals

- 1) Identify factors that increase student motivation
- 2) Equip teachers with tips for engaging students
- 3) Share interactive activities that can motivate students to learn

Poll Question

How do you engage your students in the classroom?

- A. I get to know their interests
- B. I show them I respect them
- C. I cultivate trust with them
- D. I allow them to make decisions about the coursework
- E. I ask them to share their opinions

Motivation Matters

Motivation: a force or influence that causes someone to do something

Higher motivation = Higher student engagement

Students who are motivated to learn:

- have higher achievement
- better understand concepts
- are more satisfied with school
- drop out less



Intrinsic Motivation Vs. Extrinsic Motivation

What's the difference between intrinsic motivation and extrinsic motivation?

Intrinsic Motivation vs. Extrinsic Motivation

Intrinsic motivation: the natural curiosity and desire to learn that we are all born with



- ❖ Playing a game because it's enjoyable
- ❖ Competing in a class contest for the challenge

Extrinsic motivation: performing a behavior/engaging in an activity to receive an external reward



- ❖ Studying to get a good grade
- ❖ Competing in a class contest to win a prize

Tip #1 Create a Healthy Learning Environment

✪ Build good relationships



✪ Cultivate trust



✪ Indicate interest



✪ Help your students to believe in themselves

Tip #2 Figure Out What Your Students Are Into



DISCOVER

Tip #3

Incorporate Your Students' Interests Into Your Lessons



Tip #4

Engage Them in the Learning Process

How can we better engage our students?



- Let your students make choices
- Allow them to share their expectations
- Teach students to reflect and take control over their own learning
- Empower students by showing them where they can access additional resources

Motivating Activities



Spotlight on Motivation: Teaching With Technology

- Short films
- Music
- Social media
- Video chat apps
- Podcasts
- Photography
- E-pals



Teaching With Technology: App Competition

Objective: Teams will create new concepts for an app and present them to the class

- ① Brainstorm
- ② Poster
- ③ Presentation
- ④ Vote



Teaching With Technology: Online Newspaper Hunt

Objective: Students will skim through an online newspaper in order to answer focus questions.

1. What's the temperature in Washington, D.C.?
2. How many people were hurt in the California storm?
3. What's the number-one pop song in America this week?
4. What is the top-grossing American movie ever?



Teaching With Technology: Video Interview

Objective: Students will practice speaking with an “expert in the field.”



Other Technology Ideas

- E-pals
- Music (Tabitha Kidwell's song re-write exercise)
- Social media
- Short films ("The Black Hole," "The Gift")
- Podcasts (Jeff Kuhn's "Podcasting For The Classroom")

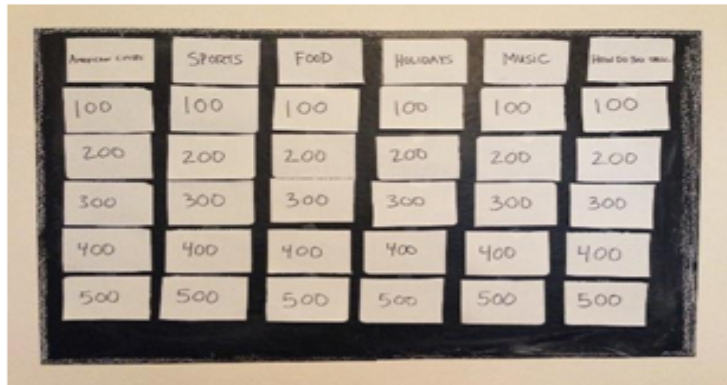


Spotlight on Motivation: Games



Using Games: Jeopardy

Objective: Students will compete in teams to answer trivia questions.



American Cities	Sports	Food	Holidays	MUSIC	How to be nice
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300
400	400	400	400	400	400
500	500	500	500	500	500

**American Cities
100**

This American city is home to the Statue of Liberty...

New York City

Using Games: Questions Jenga

Objective: Students will practice English skills playing a fun game.



Classic Board Games for the English Classroom

Taboo
Scrabble
Bingo
Bananagrams
Scattergories
Balderdash
Activate
Make Your Own!



Spotlight on Motivation: Promote Active Learning

Discover
Investigate
Interpret
Use hands-on activities



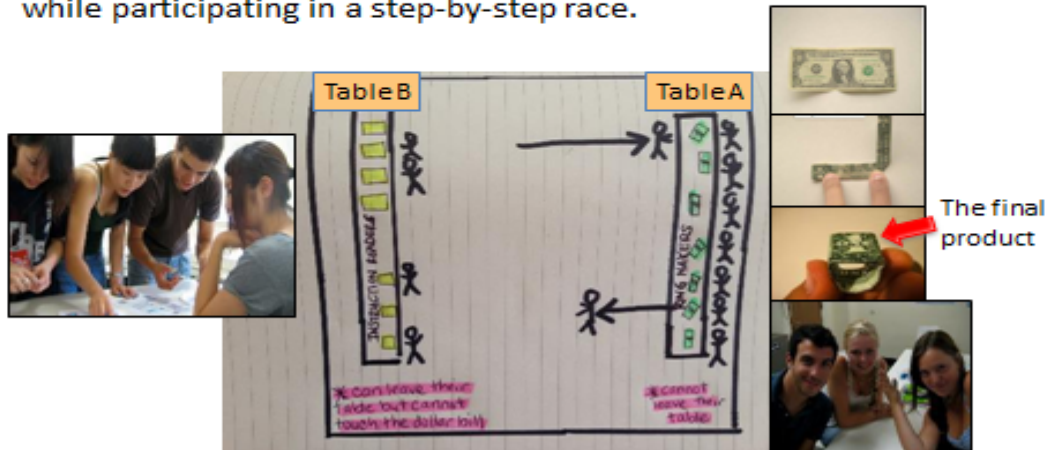
Stoking Student Interest: Cooking Demo

Objective: Students will demonstrate how to make a dish from their culture.



Active Learning: Dollar Bill Ring Race (or any step-by-step race)

Objective: Students will practice giving and interpreting instructions while participating in a step-by-step race.



Active Learning: Stoke Student Interest

Objective: Students will practice speaking English in a meaningful way.



Spotlight on Motivation: Get out of the Classroom

- ✓ Authentic language
- ✓ Builds confidence
- ✓ Independent learners



Get out of the Classroom: Photo Scavenger Hunt

Objective: Students will race to take pictures of items that were pre-selected by the teacher.

Easy

- Bus
- Taxi
- Bicycle
- Traffic light
- Stop sign
- Intersection
- Bridge
- Crosswalk

More Difficult

- An unusual sign
- A landmark
- Something spooky
- This was the site of a famous battle in 1600.
- This building is nicknamed "The Needle" for its needle-like shape.

Get out of the Classroom: Culture in Action

Objective: Students will learn about American culture firsthand.



Get out of the Classroom: Language Exchange

Objective: Students will engage in a language exchange with the English-speaking community.



Other Get out of the Classroom Ideas:



The Intrinsic Reward

- ✓ Make an exhibition of your photo walk
- ✓ Perform in front of other classes, parents, in public
- ✓ Create a class magazine
- ✓ Maximize inter-student interaction



1. Board Race

There isn't an [EFL teacher](#) I know who doesn't use this game in the classroom. Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach.

How to play:

This is best played with 6 students or more - the more, the better. I've used it in classes ranging from 7-25 years of age and it's worked well in all age groups. Here's a step by step explanation:

- Split the class into two teams and give each team a colored marker.
- If you have a very large class, it may be better to split the students into teams of 3 or 4.
- Draw a line down the middle of the board and write a topic at the top.
- The students must then write as many words as you require related to the topic in the form of a relay race.
- Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

2. Call My Bluff / Two Truths and A Lie

Call My Bluff is a fun game which is perfect at the start of term as a 'getting to know you' kind of game. It is also a brilliant ice breaker between students if you teach classes who do not know one another -- and especially essential if you are teaching a [small class size](#).

The game is excellent for practicing speaking skills, though make sure you save a time for after the game to comment on any mistakes students may have made during the game. (I generally like to reserve this for after the game, so you don't disrupt their fluency by correcting them as they speak).

With older groups you can have some real fun and you might be surprised what you'll learn about some of your students when playing this particular EFL game.

How to play:

- Write 3 statements about yourself on the board, two of which should be lies and one which should be true.
- Allow your students to ask you questions about each statement and then guess which one is the truth. You might want to practice your poker face before starting this game!
- If they guess correctly then they win.
- **Extension:** Give students time to write their own two truths and one lie.
- Pair them up and have them play again, this time with their list, with their new partner.

- If you want to really extend the game and give students even more time to practice their speaking/listening skills, rotate partners every five minutes.

- Bring the whole class back together and have students announce one new thing they learned about another student as a recap.

3. Simon Says

This is an excellent game for [young learners](#). Whether you're waking them up on a Monday morning or sending them home on a Friday afternoon, this one is bound to get them excited and wanting more. The only danger I have found with this game is that students never want to stop playing it.

How to Play:

- Stand in front of the class (you are Simon for the duration of this game).
- Do an action and say Simon Says [action]. The students must copy what you do.
- Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it.
- Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down.
- The winner is the last student standing.
- To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

4. Word Jumble Race

This is a great game to encourage team work and bring a sense of competition to the classroom. No matter how old we are, we all love a good competition and this game works wonders with all age groups. It is perfect for practicing tenses, word order, reading & writing skills and grammar.

How to play:

This game requires some planning before the lesson.

- Write out a number of sentences, using different colors for each sentence. I suggest having 3-5 sentences for each team.
- Cut up the sentences so you have a handful of words.
- Put each sentence into hats, cups or any objects you can find, keeping each separate.
- Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around.
- Teams must now put their sentences in the correct order.
- The winning team is the first team to have all sentences correctly ordered.

5. Hangman

This classic game is a favorite for all students but it can get boring quite quickly. This game is best used for 5 minutes at the start to warm the class up or 5 minutes at the end if you've got some time left over. It works no matter how many students are in the class.

How to play:

In case you've never played, here's a quick rundown.

- Think of a word and write the number of letters on the board using dashes to show many letters there are.
- Ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.
- Continue until the students guess the word correctly (they win) or you complete the diagram (you win).

6. Pictionary

This is another game that works well with any age group; children love it because they can get creative in the classroom, teenagers love it because it doesn't feel like they're learning, and adults love it because it's a break from the monotony of learning a new language - even though they'll be learning as they play.

Pictionary can help students practice their vocabulary and it tests to see if they're remembering the words you've been teaching.

How to play:

- Before the class starts, prepare a bunch of words and put them in a bag.
- Split the class into teams of 2 and draw a line down the middle of the board.
- Give one team member from each team a pen and ask them to choose a word from the bag.
- Tell the students to draw the word as a picture on the board and encourage their team to guess the word.
- The first team to shout the correct answer gets a point.
- The student who has completed drawing should then nominate someone else to draw for their team.
- Repeat this until all the words are gone - make sure you have enough words that each student gets to draw at least once!

7. The Mime

Miming is an excellent way for students to practice their tenses and their verbs. It's also great for teachers with [minimal resources](#) or planning time, or teachers who want to break up a longer lesson with something more interactive. It's adaptable to almost any language point that you might be focusing on.

This game works with any age group, although you will find that adults tire of this far quicker than children. To keep them engaged, relate what they will be miming to your groups' personal interests as best as possible.

How to play:

- Before the class, write out some actions - like washing the dishes - and put them in a bag.
- Split the class into two teams.
- Bring one student from each team to the front of the class and one of them choose an action from the bag.
- Have both students mime the action to their team.
- The first team to shout the correct answer wins a point.
- Repeat this until all students have mimed at least one action.

8. Hot Seat

This is one of my students' favorite games and is always at the top of the list when I ask them what they want to play. I have never used this while [teaching ESL to adults](#), but I imagine it would work well.

Hot Seat allows students to build their vocabulary and encourages competition in the classroom. They are also able to practice their speaking and listening skills and it can be used for any level of learner.

How to play:

- Split the class into 2 teams, or more if you have a large class.
- Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.
- Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.
- Continue until each team member has described a word to the student in the Hot Seat.

9. Where Shall I Go?

This game is used to test prepositions of movement and should be played after this subject has been taught in the classroom. This game is so much fun but it can be a little bit dangerous since you'll be having one student in each pair be blindfolded while the other directs them. So make sure to keep *your* eyes open!

It is also excellent for the adult EFL classroom, or if you're [teaching teenagers](#).

How to play:

- Before the students arrive, turn your classroom into a maze by rearranging it. It's great if you can do this outside, but otherwise push tables and chairs together and move furniture to make your maze.
- When your students arrive, put them in pairs outside the classroom. Blindfold one student from each pair.
- Allow pairs to enter the classroom one at a time; the blindfolded student should be led through the maze by their partner. The students must use directions such as step over, go under, go up, and go down to lead their partner to the end of the maze.

10. What's My Problem?

This is a brilliant EFL game to practice giving advice. It should be played after the 'giving advice' vocabulary lesson has taken place. It is a great way for students to see what they have remembered and what needs reviewing. This game works well with any age group, just adapt it to fit the age you're working with.

How to play:

- Write ailments or problems related to your most recent lesson on post-it notes and stick one post-it note on each student's back.
- The students must mingle and ask for advice from other students to solve their problem.
- Students should be able to guess their problem based on the advice they get from their peers.
- Use more complicated or obscure problems to make the game more interesting for older students. For lower levels and younger students, announce a category or reference a recent lesson, like "Health", to help them along.

Lesson plan № 1

Motto: Language is a means of communication which takes human being far. (N.Hawthorne).

Theme: Unit 1. Learning.Great teachers.

Objectives:

- ✓ Improve reading skill by doing exercises ;
- ✓ Speak creatively;
- ✓ Enlarge the lexical resource with the new vocabulary.

Skills to be emphasized: listening, reading, speaking, writing.

Materials: laptop, tape, handouts,pictures

Greeting : 10 min. Greeting with students, asking home task. Revise the previous lesson by asking questions.

Lead in : 5 min . focusing students' attention to the topic. To make a cluster.in this activity students will be asked to write words connected with "Education"

Speaking. Activity 1 : 10min. look at the picture and answer the questions.

1 What can you remember about your first day at school? How did you feel? What did you do? What did you think of the teachers?

2 a Look at the picture below. What do you think this teacher is like?



Reading. Activity 2: 15 min. read the extract from *Matilda* by Roald Dahl. Were you right about Miss Trunchbull.?

1 After the usual business of going through all the names of the children, Miss Honey handed out a brand-new exercise book to each pupil.
‘You have all brought your own pencils, I hope,’ she said.
5 ‘Yes, Miss Honey,’ they chanted.
‘Good. Now this is the very first day of school for each one of you. It is the beginning of at least eleven long years of schooling that all of you are going to have to go through. And six of those years will be spent right
10 here at Crunchem Hall, where, as you know, your headmistress is Miss Trunchbull. Let me for your own good tell you something about Miss Trunchbull. She insists upon strict discipline throughout the school, and if you take my advice you will do your very best to behave yourselves in her presence. Never argue with her. Never
15 answer her back. Always do as she says. If you get on the wrong side of Miss Trunchbull she can liquidise you like a carrot in a kitchen blender. It’s nothing to laugh about, Lavender. Take that grin off your face. All of you
20 will be wise to remember that Miss Trunchbull deals very severely with anyone who gets out of line in this school. Have you got the ‘message?’
‘Yes, Miss Honey,’ chirruped eighteen eager little voices.
From *Matilda* by Roald Dahl

Activity 3: 5 min. read the text again and write true (T) or (F) false.

- | | | |
|---|---|--------------------------|
| 1 | Miss Honey reads the names of all the children. | <input type="checkbox"/> |
| 2 | The school provides pencils for the children. | <input type="checkbox"/> |
| 3 | All the children are new to the school. | <input type="checkbox"/> |
| 4 | They will stay at the school for eleven years. | <input type="checkbox"/> |
| 5 | Miss Trunchbull is the class teacher. | <input type="checkbox"/> |
| 6 | Miss Honey tells the children how to behave in front of the headmistress. | <input type="checkbox"/> |
| 7 | Miss Honey advises the children not to argue with each other. | <input type="checkbox"/> |
| 8 | The children are happy about being at school. | <input type="checkbox"/> |

Activity 4:

| Look at the words/phrases from the extract and underline the correct definition.

- 1 strict discipline (line 13): *making people obey rules/have fun*
- 2 take my advice (line 14): *do what I suggest/give me a suggestion*
- 3 behave yourselves (lines 14–15): *act like a good/bad child*
- 4 argue (line 15): *agree/disagree with someone by talking or shouting*
- 5 answer back (line 16): *reply politely/rudely (especially for children)*
- 6 deals severely with (lines 20–21): *punishes/rewards*

Activity 5: 5 min.

5 a Complete the sentences using some of the words and phrases in exercise 4.

- 1 I didn't _____ myself when I was at school.
- 2 I believe that _____ is important when you are bringing up children.
- 3 I think you should _____ your father's _____. He is usually right.
- 4 My brother and I _____ a lot, but we still get on well.
- 5 My teacher _____ with anyone who arrives late at school.

Activity 6 : 10 min.

- 6 a** Check you understand the meaning of the words in the box. Is each one the quality of a good or a bad teacher?

boring calm clear encouraging
enthusiastic frightening imaginative
inspiring interesting knowledgeable
patient strict tolerant understanding

- b** Choose the correct words in *italics*.

- 1 Her classes were so *boring/inspiring* that everyone fell asleep.
- 2 My teacher is very *patient/knowledgeable*. He explains things many times.
- 3 When students have problems, our teacher helps them. He is very *understanding/calm*.
- 4 The students know everything about the topic. They are extremely *patient/knowledgeable*.
- 5 My teacher is rather *strict/interesting*. No one dares to break the rules.
- 6 Our teacher is very *encouraging/boring* when we find things difficult, so we don't give up.

Conclusion: to conclude the lesson with students' opinions.

Marking :

Hometask :

Lesson plan № 2

Motto: Language is a means of communication which takes human being far. (N.Hawthorne)

Theme: Unit 2. Learning

Objectives:

- ✓ Listen for gist and listen for detailed information;
- ✓ Reading for detailed information;
- ✓ Speak creatively;
- ✓ Enlarge the lexical resource with the new vocabulary

Skills to be emphasized: listening, reading, speaking, writing.

Materials: laptop, tape, handouts

Greeting : 5 min. Greeting with students, asking home task, revising the previous lesson.

Lead-in: 10 min. On the board the word education will be written. Students write down 5 words connected with education. Students work in pairs (A and B). Student A describes his/ her words to student B without saying the word. Student B guesses the words. Students change their roles.

Activity 1 : 5 min. make as many verb/ noun collocations as possible using the nouns in the box and the verbs in the table below.

a course a decision a degree an exam from university good marks
 a mistake notes progress some research
 a subject (History, Law, Architecture, etc.) a suggestion to a lecture
 to class your best well at something

Get	Take	Do	Pass	Fail	Revise	Go	Make	Graduate
	<i>a course</i>							

Activity 2 : 5 min. Complete the sentences with verbs from the table in activity 1.

- 1 Before exams do you usually _____ alone or with friends? Which is better?
- 2 Do you think that to learn anything you have to be willing to _____ mistakes? Why/Why not?
- 3 What other courses have you _____/done in the past? What was good/bad about them?
- 4 If you _____ to a lecture, do you make lots of notes or just listen?
- 5 How can you _____ good marks in your English test?
- 6 What is more important? To _____ well at something or to _____ your best?



cd2track09.mp3



cd2track10.mp3



cd2track11.mp3



cd2track12.mp3



cd2track08.mp3

Listening .

Activity 3 : 15min. Listen to 5 people describing a learning experience. Match the speakers (1-5) with the pictures (A-E). What are they doing in each picture?



Activity 4 : 10 min.listen again and complete the sentences with between two or three words.

- 1 Natalie started playing the drums when she was _____. When she was _____ she was given her first drum kit.
- 2 Philip started learning Yiddish about _____ ago. He found it quite easy because he had studied _____ at school.
- 3 When Rachel got a job at a kids' camp she was surprised that she had no _____ herself.
- 4 Sean asked for a parachute jump for his _____ birthday. He went on a one-day course with _____ other students and made his jump at the end of the day.
- 5 Yvette went to work in Indonesia about _____ years ago. The job was challenging because she had to manage _____ as well as teach classes.

Reading. Activity 5: 15 min...what do you think is he connection between light bulbs, crisps, bread and post-it notes? Read the article and find it out.

Mistakes that work ...

People who don't make mistakes are unlikely to learn anything.

The best way to learn something is to make mistakes first. Thomas Edison, who invented the light bulb, told his colleagues: 'Of the 200 light bulbs that didn't work, every failure told me something I was able to incorporate into the next attempt.' Benjamin Franklin, the US statesman and scientist once said: 'I haven't failed, I have had 10,000 ideas that didn't work.'

Both these people understood that failures and false starts are the condition of success. In fact, a surprising number of everyday objects had their beginnings in a mistake or a misunderstanding. Post-it notes, packets of crisps and even bread are all unexpected inventions. In 2600 BC, a tired Egyptian slave invented bread when the dough rose during his sleep. And crisps were first cooked by a chef in the USA when a customer complained that his fried potatoes were not thin enough.

In 1968 Spencer Silver was trying to develop a strong adhesive when he accidentally invented a very weak glue instead. His colleague, Art Fry, decided to use it six years later, in 1974, to hold his bookmarks in his books and the post-it note was invented.

Successful businesspeople have often made big, expensive mistakes in their past. When an employee of IBM made a mistake that cost the company \$600,000, Thomas Watson, the chairman, was asked if he would fire the man. 'Of course not,' he replied. 'I have just spent \$600,000 training him. I am not going to let another company benefit from his experience.'

The important thing to remember is that you need to learn from your mistakes. If you don't, then there is no sense in making them.

Activity 6: 5 min. write questions for the following answers and discuss the questions

200

How many of Edison's lightbulbs didn't work?

- 1 10,000
- 2 2600
- 3 1968
- 4 1974
- 5 600,000

- 1 Do you agree with what the article says about mistakes?
- 2 Give an example of a time when you did/didn't learn from your mistakes.

Conclusion: .5min The lesson is concluded with brainstorming questions.

Marking :

Hometask : exercise 12 a. write questions for the statements in quizzes A and B.

Lesson plan № 3

Motto: Language is a means of communication which takes human being far. (N.Hawthorne).

Theme: Unit 3.Changing the world.

Objectives:

- ✓ Improve reading skill by doing exercises ;
- ✓ Develop creative speaking;
- ✓ Enlarge the lexical resource with the new vocabulary.

Skills to be emphasized: listening, reading, speaking, writing.

Materials: laptop, tape, handouts, pictures

Greeting :5 min. Greeting with students, asking home task. Revise the previous lesson by asking questions.

Lead in :10 min .

Aim: focusing students' attention to the topic. Playing a game " Find the neighbour". Students are given pieces of papers with the beginnings of sentences written on some of them and of the endings of sentences on the others. Student A reads the beginning of the sentence and student B must find the continuation of this sentence and read it .thus the game is continued with the other students.

Activity 1: 10 min.Students are given some questions, students have to find all the answers for these questions. At the end they must write only the first letter of the answers and find the theme of today's lesson. Students work in groups and each group will draw the picture of what they understand under the name of the new theme and give description of what they have drawn.

Reading .

Activity 2:15 min.Read the newspaper article and answer the questions.

- 1 What is Izzard's age and usual job?
- 2 What was his marathon-running in aid of?
- 3 How much training did he do for the marathon?
- 4 What effect did the run have on his body?
- 5 How did it change his view of himself?



Comic marathon man raises £200,000

To the cheering of taxi drivers and the honking of horns, the comedian and actor Eddie Izzard ran into London yesterday to complete his 43rd marathon in 52 days. In total he had covered 1,100 miles.

Fighting blisters that have caused the nails on his smaller toes to fall off and his larger toes to swell into 'alien monsters', he ran up The Mall and into Trafalgar Square where he had started 7½ weeks ago.

In finishing he proved what many thought was an impossible task: that a 47-year-old comedian with no sporting experience could do something a top athlete might find difficult.

His 43 marathons were in aid of the charity *Sports Relief*, which raises money for the poor all over the world. So far Izzard has raised more than £200,000.

After only six weeks' training he started out on a journey that would take him to every corner of the British Isles. 'The first three weeks were the hardest,' he said. The non-stop pressure on his body led to sleepless nights and he would wake exhausted with 'blisters on top of blisters'.

But the people he met along the way cheered him up. 'People stopped their cars and cheered, they gave me money and food.'

More than 500,000 people 'followed' the comedian, in a different sense, on Twitter. Running into London he looked lean and muscular. 'Everyone says my legs look very good but I thought they looked quite good beforehand,' he said.

Simon Blease, 51, a sports doctor and mountain runner who has been following his progress, was waiting on Tower Bridge. 'I didn't think he could do it,' he said. 'Like a lot of people I thought he would have a good try, but his body would break down. Someone with so little training, I find it extraordinary that he has done it.'

Asked what he had gained, Izzard said: 'I know now I can do that. Sport is one of those words that stopped being part of my life when I was about 14. Sporting success was not something I ever associated myself with.' He now plans to continue jogging and hopes to inspire others into sport.

He then excused himself – to take an ice bath. 'I'm going to have a party somewhere that is dry and then I'm going to sleep for a week,' he said.

Activity 3: 5 min. Put the words and phrases in the box under the following headings. More than one answer may be possible.

- Environment
- Global economic issues
- Global political issues
- Health

climate change conflict cure debt(s)
 disease fair trade global warming
 intensive farming mortality rate
 organic farming peace pollution
 poverty recycling solar power
 standard of living war wealth

Activity 4: 5min complete the sentences with words and phrases in activity 3.

- 1 _____ caused by cars and factories contributes to _____. What do you think can or should be done about it?
- 2 People argue that _____ is better for the environment and healthier, but _____ produces more food. Which do you think is better?
- 3 Are you happy to pay a bit extra to buy goods which are _____? Why/Why not?
- 4 Do you think that doctors will find the _____ for many _____, such as cancer?
- 5 Do you think that poorer countries should be forced to pay their _____? Why/Why not?

Listening

Activity 5: 10 min. Listen to two people talking about how world has changed since they were children.

What issues in activity 3 they talked about.



cd2track25.mp3

Speaking

Activity 6. 10 min.

a. Work in two groups.

Group 1: you are optimists. Write five things that have made the world better in the last twenty-five years.

Group 2: you are pessimists. Write five things that have made the world worse in the last twenty-five years.

Activity 7: do this testing and find out your result

- 1** Your house is too small for your needs. Would you ...
- A** put up with it for as long as possible because you hate moving?
 - B** be anxious about it, as it is a big decision to make and you might get it wrong?
 - C** draw up a checklist of things to do and plan the move for the future?
 - D** love the idea of moving and rush off to the estate agent during your lunch break?
- 2** Someone you know suggests that you should change your image. Would you ...
- A** make an appointment at the hairdresser's and arrange to go shopping with a friend?
 - B** feel very offended as the way you look has suited you for a long time?
 - C** feel you would like to change, but what to? You'll probably go back to how you always look anyway.
 - D** look through magazines for a few days before making any decisions?
- 3** At an interview, you are offered promotion. It means moving to another city. Would you ...
- A** say no immediately as you'd never leave the city where you grew up?
 - B** ask for time to think about it and start researching the new city?
 - C** feel you should accept the offer because it is a better job, but be a bit worried that you might regret it later?
 - D** say yes immediately as you are always up for a new challenge?
- 4** You get on well with one of your friend's guests at a party. Would you ...
- A** take the plunge and suggest meeting for a coffee later that week?
 - B** ask colleagues and friends about them before starting a friendship?
 - C** know you have too many friends already, so you really don't want another?
 - D** worry that they might not find you interesting enough for a further meeting?

1	2	3	4
A = H	A = L	A = H	A = L
B = W	B = H	B = P	B = P
C = P	C = W	C = W	C = H
D = L	D = P	D = L	D = W

Mostly L

You love change

You find it difficult to understand why others find change a problem because you really enjoy it. People who love change can be exciting people to be with, but don't forget to explain your ideas to friends, colleagues and family.

Mostly P

You like to plan for change

You think that change is necessary but you like to have a careful plan. This usually works very well, but be careful that you don't miss a good opportunity because you want more time to plan.

Mostly H

You hate change and will do anything to avoid it

Change can be difficult, but we all need to make changes sometimes. If you don't change, then others around you will, and leave you behind. With a little planning and small steps you can feel more comfortable about change.

Mostly W

You worry a lot about change

People who worry about change always think that the outcome will be negative, but it usually isn't. Instead of worrying about what is ahead, think about good change, with positive outcomes.

Conclusion :students conclude the lesson by expressing their opinions.

Marking:

Hometask : write answers and form the following questions.

- 1 Which continent has the most people?
- 2 What percentage of the world's people don't have enough food to eat?
- 3 What percentage live in houses without running water?
- 4 What percentage of people can read/have been to university/own a computer?

Lesson plan № 4

Motto: A beautiful thing about learning is that no one can take it away.

Theme: Unit 4 World Travel

Objectives:

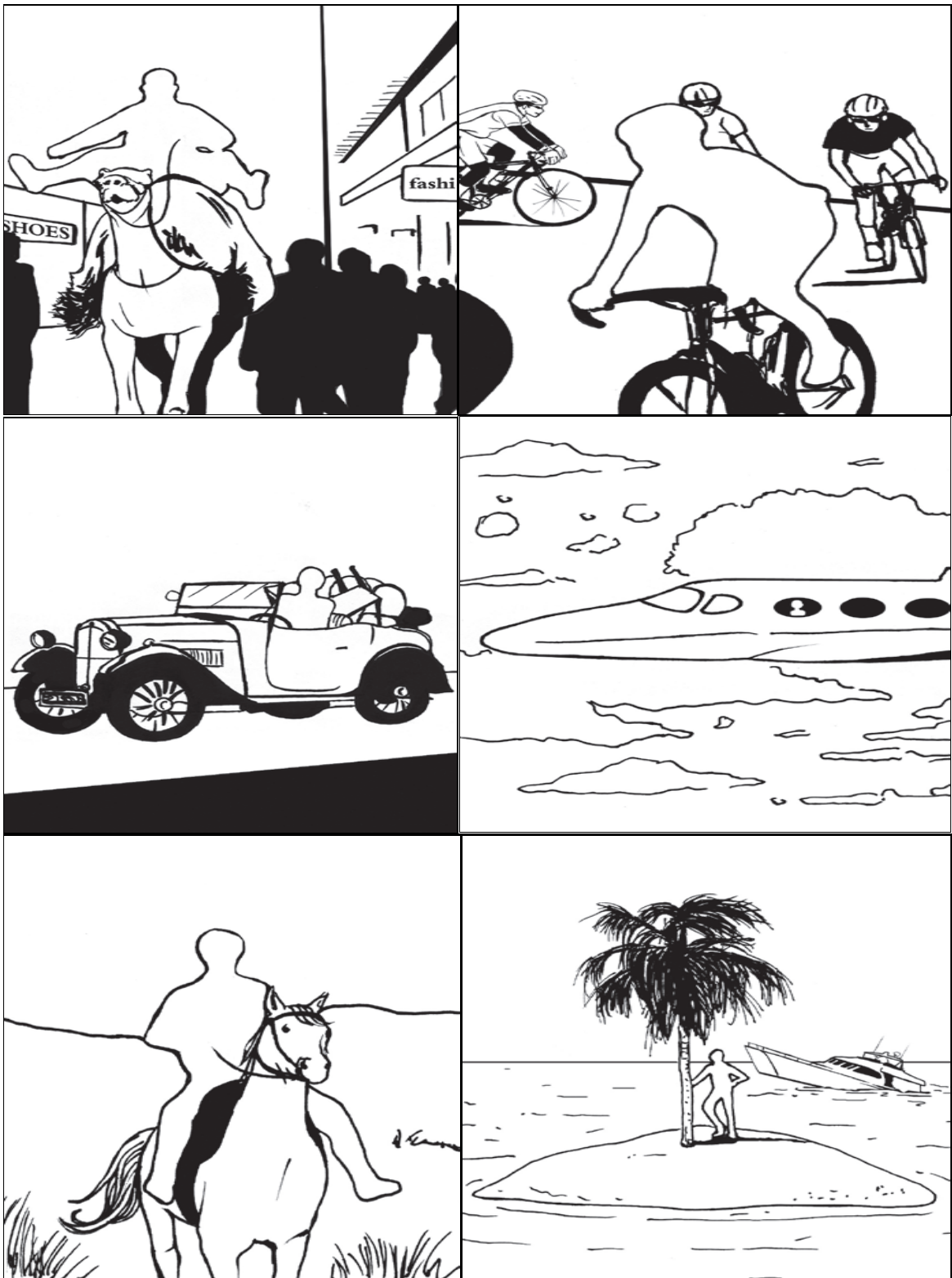
- ✓ Improve visual ,auditory skills
- ✓ Develop students' creative abilities
- ✓ Enlarge the lexical resource with new vocabulary.

Skills to be emphasized: listening, speaking, writing.

Materials: pictures, handouts, laptop, tape

Greeting : 10 min. Greeting with students, asking home task. Review over the previous lesson.

Lead in : 15 min. focusing students' attention on the topic.



Procedure

Put students into groups of three and ask them to walk around the classroom and choose three of the pictures on the walls. Explain that students are going to imagine that each picture shows them going on a journey. They must imagine that they are the blank cut-out person. Tell students to invent an interesting story about why they were travelling in the way shown in the picture. Tell students to work together to make up a different story for each card that they have chosen. Encourage students to use the phrases from the Students' Book to make the story more interesting, e.g. *Something really frightening happened to me the other day ...*. Give students enough time to devise and practise their stories together.

When they are ready, rearrange the class into new groups so that students from different groups work together. Give each new group a worksheet and tell them to take turns to tell their stories about the pictures, e.g. *Oh, this picture was me yesterday. Do you know what happened to me? Well, I was late, so I had to go to work in my plane and ...* .Encourage the other students to listen and respond in an interested way and to ask questions about the stories they hear.

Get feedback from the whole class.

Doing exercises: 30 min.

Exercise 1. Work in pairs. Look at the photos and discuss the questions.

1 Are there any travel programmes in your country?

If so, what kinds of places do they show?

2 Do you like watching this kind of programme?

Why/Why not?

3 Do you think travel writers have an easy life?

Why/Why not?



Exercise 2. Watch a video about Gill, a travel

writer. Try to complete what she says with the words and phrases in the box.

**at my desk film crews laptop computers
scripts travel editor travelling
two million readers writing about them**

'I'm a travel writer and TV programme maker. I spend much of the year (1)_____, visiting countries and (2)_____. I work with (3)_____ to make programmes in amazing places. In fact, I've just got back from Antarctica. I'd like to travel most of the year but I need to spend time here (4)_____ writing stories for newspapers and (5)_____ for television programmes. Many journalists today use (6)_____ but I prefer travelling light. I'm the (7)_____ of a British newspaper called the *Sunday Mirror*. Sometimes I have eight pages to write every week and sometimes we have (8)_____.'

Exercise 3

.Watch the video again. Which of the places is Gill referring to in each of these quotes?

- a 'I haven't been to ... yet.'
- b 'It's the most amazing place I've ever been to.'
- c 'They're the friendliest people I've ever met.'
- d 'I was nearly eaten by an angry shark.'
- e 'It's the coldest, driest, windiest continent on Earth.'

Discussion :20 min. work in pairs, discuss the questions.

- Did you like the video? Why/Why not?
- 2 Which of the places in the programme would you most like to visit?
- 3 Would you like to have Gill's job? Why/Why not?

Conclusion: 5 min. students, giving their opinions, conclude the lesson. Assesment of students.

Hometask :5 min. make situation on the topic " Travelling"

Lesson plan № 5

Motto: Good manners are just the way of shoving other people that we have respect for them.

(Bill Kelly)

Theme: Unit 5 World guide to good manners

Objectives:

- ✓ Reading for gist and reading for specific information.
- ✓ Speak creatively;
- ✓ Enlarge the lexical resource with good manners.

Skills to be emphasized: reading, speaking, writing.

Materials: pictures, handouts

Greeting : 10 min. Greeting with students, asking home task.

Lead in : 10 min. playing the game “ shopping bag” - a memory game for warming up . The teacher begins the game saying “ Yesterday I went shopping and bought some eggs”. Student repeats the teacher's sentence and adds his/her sentence which must be connected with the previous one (for ex: Yesterday I went shopping and bought some eggs and some milk). Thus, each student ,firstly, repeats all that has been said and adds theirs.

Reading : 30 min to read the text “ A world guide to good manners “ and translate.

A world guide to good manners

- Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in your eyes. In many parts of Asia , there is no physical contact at all. In Japan, you should bow, and the more respect you want to show, (1)_____. In Thailand ,greeting is made by pressing both hand together at the chest, as if you are praying.

- Clothes

Many countries have rules about what you should and shouldn't wear. In Asian and many muslim countries, you shouldn't reveal your body, especially women, who (2)_____

- Food and drink.

In Italy, Spain and Latin America, lunch is the biggest meal of the day, and can last two or three hours. For this reason many people eat light breakfast and a late dinner. In Britain, you might have a business lunch and do business as you eat. In Mexico and Japan, (3) _____

- Doing business.

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position. In Japan you must present your card with both hands, with the writing facing the person you are giving it to. In many countries business hours are from 9.00 or 10.00 to 5.00 or 6.00. However, in some countries, such as Greece, Italy, and Spain, (4)_____ then remain open until the evening.

Doing exercises : 20 min.

Exercise 1. Fill in the gaps

- a many people prefer not to discuss business while eating
- b some businesses close in the early afternoon for a couple of hours
- c the deeper you should bow
- d should wear long sleeved blouses and skirts below the knee

Exercise 2. Answer the questions.

1. What are the two differences between American and the Japanese greeting?
2. List some of the clothes you think women shouldn't wear in Asian and many Muslim countries?
3. Is your main meal of the day the same as in Italy and Spain?
4. In which countries do they prefer not to discuss business during meals?
5. What are some of the rules about business cards ?
6. Why is it not a good idea to say to your Japanese business colleagues, "I don't feel like staying out late tonight"?

Conclusion: 5 min.

To conclude the lesson, and assessment of students

Homework: writing answers to the following questions:

1. There is a saying in English: "When in Rome do as Romans do". What does it mean? Do you have a similar saying in your language?
2. Think of one or two examples of bad manners in your country
3. What advice would you give somebody coming to live and work in your country ?

Lesson plan № 6

Motto: Language is a means of communication which takes human being far. (N.Hawthorne).

Theme: Unit 6 Case study. Cosmetic surgery.

Objectives:

- ✓ Listen for gist and listen for detailed information;
- ✓ Speak creatively;
- ✓ Enlarge the lexical resource with Cosmetic surgery.

Skills to be emphasized: listening, reading, speaking, writing.

Materials: laptop, tape, handouts

Greeting : 10 min. Greeting with students, asking home task.

Lead in : 10 min. playing the game “ Find the lie”for warming up . Asking students tell 3 facts about themselves, one of which must be wrong. The other students in the class have to find the wrong one.

Listening.

Pre-listening: 5 min. pre-teaching new vocabulary. Asking students find the definitions of new words in the audio and copy them out on their notebooks.

While- listening : 20 min. listening for detailed information.



cosmetic_surgery.mp3

Exercise 1. Fill in the gaps.

Would _____ change your face and body? Would you like movie star looks?

A lot of people _____ this. They _____ money to go to a cosmetic surgeon and change their appearance. The most common operation we call _____ . People who are unhappy with their nose have it reshaped. Other

people want _____ to disappear to make themselves look younger. People also go _____ and have things made bigger or smaller. I think this is a _____. I'm not the best-looking person _____ but I would never consider plastic surgery - _____ was free. Some people have so many operations they end up looking like they're made of plastic. I'd _____ looking human.

Exercise 2. Correct the spelling.

Would you like to cnageh your face and body? Would you like movie star looks? A lot of people want to do this. They pay lots of money to go to aetoicsmc surgeon and change their appearance. The most nmomoc operation we call a nose job. People who are unhappy with their nose have it reshdaep. Other people want their rniklsw to disappear to make themselves look younger. People also go under the niekf and have things made bigger or smaller. I think this is a stewa of money. I'm not the best-looking person in the world but I would never rcdsineo plastic surgery - even if it was free. Some people have so many asetronipo they end up looking like they're made of plastic. I'd rather stay looking uhmna.

Post listening: 20 min .practicing introduced material in speech. Dividing the class into 2, and asking the 1st group approve The cosmetic surgery and the 2nd group disapprove it, and doing discussion.

Reading : 10 min. reading the text about cosmetic surgery for detailed information,

Exercise 3: true / false activity.

Conclusion: 5 min. concluding the lesson with the students' opinions.

Hometask: asking at least 5 person their opinions about cosmetic surgery and write them on notebooks.

Lesson plan № 7

Motto: It has been my observation that most people get ahead during the time that others waste.
(HenryFord)

Theme: Unit 7 Great teachers.

Objectives:

- ✓ Listening for gist and read for detailed information;
- ✓ Improve grammar by doing exercises;
- ✓ Enlarge the lexical resource with new vocabulary.

Skills to be emphasized: listening, reading, speaking, writing.

Materials: pictures, handouts, laptop, tape

Greeting : 10 min. Greeting with students, asking home task. Review over the previous lesson.

Lead in: 10 min. students are given papers to draw about the first day of school in their life and then describe their pictures.

Activity 1:

a Check you understand the meaning of the words in the box. Is each one the quality of a good or a bad teacher?


boring calm clear encouraging
enthusiastic frightening imaginative
inspiring interesting knowledgeable
patient strict tolerant understanding

Activity 2:

b Choose the correct words in *italics*.

- 1 Her classes were so *boring/inspiring* that everyone fell asleep.
- 2 My teacher is very *patient/knowledgeable*. He explains things many times.
- 3 When students have problems, our teacher helps them. He is very *understanding/calm*.
- 4 The students know everything about the topic. They are extremely *patient/knowledgeable*.
- 5 My teacher is rather *strict/interesting*. No one dares to break the rules.
- 6 Our teacher is very *encouraging/boring* when we find things difficult, so we don't give up.

Activity 3:

a  2.13 Listen to two people discussing their teachers. Write the subjects the teachers taught.

Mr Halsworth _____

Miss Matthews _____

Mrs Sharp _____

Mr Ford _____

b Listen again. Make notes about each teacher's good/bad qualities. Add any further information.

a Complete the table with the missing words.

Verb	Noun	Adjective
1 _____	<i>imagination</i>	_____
2 <i>know</i>	_____	_____
3 _____	<i>fright</i>	_____
4 <i>encourage</i>	_____	_____
5 _____	_____	<i>inspiring</i>
6 _____	<i>tolerance</i>	_____
7 <i>bore</i>	_____	<i>boring</i>
8 <i>clarify</i>	_____	<i>clear</i>

Activity 5:

a Complete the sentences (1–5) in the Active grammar box by looking at the audioscript for track 2.13 on page 172. Then choose the correct underlined words to complete rules (A–D).

b Underline other examples of *used to* and *would* in the audioscript.

Active grammar

A We use *used to* + verb and *would* + verb to talk about single actions/repeated actions in the past which don't happen now.

- 1 *We* _____ throw paper at him. (action)
- 2 *She* _____ play us Mozart. (action)

B We only use *used to* + verb/*would* + verb to talk about states in the past.

- 3 *She* _____ live in Zimbabwe.
- 4 *I* _____ like her lessons at all. (state)

NOT: ~~*She would live in Zimbabwe.*~~ or ~~*I wouldn't like her lessons at all.*~~

C Used to/Would is usually contracted to 'd in spoken English.

- 5 *We'* _____ learn about the stars.

D The negative and question form is use to/used to.

Activity 6:

Complete the sentences with *use to* or *used to* and a verb from the box.

be not behave do eat not go like live not watch

- 1 Did your life _____ very different when you were a child? How?
- 2 I _____ playing outside with my friends.
- 3 I _____ TV in the evenings.
- 4 We _____ in the countryside, but now I live in Vienna.
- 5 My family _____ to the seaside at the weekend.
- 6 Did you _____ ice cream every day?
- 7 My best friend at school was called Sam. We always _____ our homework together.
- 8 I _____ very well at school.

Conclusion : students concluded the lesson by expressing their opinions.

Hometask

a Think about a good (or bad) teacher from your past. Use the questions to help you write notes.

- 1 What did he/she look like? What clothes did he/she use to wear?
- 2 What subject did he/she use to teach?
- 3 What did he/she use to do that was so special/bad?
- 4 Did all the students particularly like/dislike this teacher? Why?
- 5 How did this teacher treat you personally? Was he/she very different from the other teachers you had?
- 6 Would you like to meet him/her again? What would you say to him/her now?

Lesson plan № 8

Motto: It is never late to learn.

Theme: Unit 8. Dream holidays.

Objectives:

- ✓ Improve visual, auditory skills
- ✓ Develop students' creative speaking skills
- ✓ Enlarge the lexical resource with new vocabulary

Skills to be emphasized: listening, speaking, writing.

Materials: pictures, handouts, laptop, tape

Greeting : 10 min. Greeting with students, asking home task. Review over the previous lesson.

Lead in : 10 min. focusing students' attention on the topic. Students are divided into pairs A and B. Student A looks at the photo on the paper and describes it. Student B draws the picture according to this description on his / her notebook. When student A has finished describing, student B compares his/her drawing with the photos. Thus, the game may be continued by A and B changing their places.

Exercise 1: 10 min. Work in pairs. Look at the photos and discuss the questions.

- 1 Which place looks (a) the most relaxing, (b) the most interesting and (c) the most enjoyable?
- 2 What other kinds of holidays can you think of?
- 3 What kind of holiday do you like best?



Exercise 2: 10 min. Put the holiday activities from the box under the headings in the table. Some activities can go under more than one heading.

Diving going on day trips hiking lazing in the sun people watching reading long novels
 sailing skiing sleeping a lot visiting historical sites visiting museums windsurfing

A. Learning about the world :

B. Practising a skill/an activity:

C. Relaxation:

Watching the video.

Exercise 3: 20 min. Watch the video and complete the table.

	What does the speaker say about activities and things to do?	What does the speaker say about nature and animals?
The Maldives		

New Zealand		
--------------------	--	--

Egypt		
--------------	--	--

Exercise 4: 10 min. Work in pairs and discuss the questions.

- 1 Did you enjoy the video? Why/Why not?
- 2 Which holiday would you choose? Why?
- 3 Do you agree that many holidaymakers are active: they want to learn a skill, discover more about the world and make the most of the outdoors?
- 4 How did you spend your last holiday?
- 5 What is the best holiday you have ever had?

Listening : 10 min. song A million voices by *POLINA GAGARINA*.

Conclusion : 5 minutes. The lesson is concluded by giving questions about the theme.

Hometask :learn the song by heart .

Lesson plan № 9

Motto: First think then speak

Theme: UNIT 9. FILLING IN FORMS.LESSON 1.FORMAL AND INFORMAL TEXTS. (90 MIN)

Objectives: By the end of the lesson students will be able to:

Listen for gist and listen for detailed information.

Use *linking words* in meaningful situations.

Enlarge the lexical resource with job etiquette.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure:The usage of *linking words*.

Target vocabulary: informal conversation, awkward, comic relief, drinks or meals, formal conversation, work out, limitations

Materials: photos, a tape, textbooks

Starter Time: 5 min.

Aim: involving students into the lesson.

Tell students to discuss with their partner. Ask them to tell the differences between *formal* and *informal writing*. Elicit the answers in a whole class discussion. Write on the board:

-What way do you use most? Why?

Students' own answers.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

a. Tell students to look at the words below. Ask them to sort out the following sentences from the letters into formal and informal.

Answers:

Formal: Yours faithfully/ Dear Sir/I would like to remind you that your car is due for service/I'm writing about your bank account/ Dear madam.

Informal: We are having a lovely time at the seaside/ Dear Ahmed/ See you soon/ Dear Fatima/The weather is wet/ Aunt Sara sent me 3 birthday cards last week/It is Auntie Jasmine's birthday tomorrow.

b. Tell students to look through the following abbreviations. Explain that they are important parts of texting language.

Elicit more abbreviations that students know.

c or © - *copyright* (©1949)

e.g. - *for example*

ed. - *editor, edited, edition*

etc. (*et cetera*) - *an so on*

Mrs. - *referring to a married woman*

Mmes. - *Plural of Mrs*

Mr. - *Mister*

Messrs. - *Plural of Mister*

Dr. - *doctor*

IDK - *I Don't Know*

WBU - *What About You?*

IDC - *I Don't Care*

WDYMBT - *What Do You Mean By That?*

JK - *Just Kidding*

UOK - *Are You OK?*

TBH - *To Be Honest*

OMG - *Oh My God!*

LOL - *Laughing Out Loud*

NVM - *Never Mind*

CUL8R - *See You Later*

DW - *Dear Wife*

DS - *Dear Son*

DD - *Dear Daughter*

DH - *Dear Husband*

DB - *Dear Brother*

BTW - *By the Way*

WB - *Welcome Back*

NP - *No Problem*

PLZ - *Please*

TYVM - *Thank You Very Much*

ASAP - *as soon as possible*

While-listening Time: 15 min.

Aim: listening for specific information.

1. Tell students to listen to the following information and find out which statements belong to formal and informal conversation. Elicit the answers.

1. Make sure that students know the words from the box. Ask students to listen again and fill in the gaps:

Tape script

Answers:

Formal conversation is left at work. Don't bring it out when you are having drinks or meals with co-workers. It is an important conversation. Usually joking around is not a good sign. However, a **comic relief** is always good when situations get too serious when it doesn't need to be. With this type of conversation there are always ways to meet and greet others, try hard not to step over the line that could make a situation tense or **awkward**.

Informal conversation is when you go out with your friends and have fun. Depending on how close you are with those casual conversation can go so far. Keep it clean if you need to but usually there are no **limitations**. Don't bring your **work out** with you when you are with friends. Keep these conversations at work. In this way you will show your true selves and you may actually be great to have as a friend.

1. Play the tape again. Students should listen and check their answers.

Post-listening Time: 10 min.

Aim: using introduced materials.

Ask students to write an informal short message to their partners. After finishing, let them read and check each others' messages.

Grammar Time: 20 min.

Aim: introducing linking words

Tell students to look through the grammar spot.

Ask them comprehension questions:

1. What happens if you don't use linking words between your ideas?
2. What kind of linking words join contrasting ideas?

Establish that without linking words your ideas may not be clear and connected.

1. Tell students to link the following sentences with appropriate linking words.

Answers:

When you are in the office use a formal language, especially in front of the boss.

1. This conversation is left at work **and** don't bring it out when you are having drinks or meals with co-workers.
2. Usually joking around is not a good sign **but** a comic relief is always good when situations get too serious when it doesn't need to be.
3. Keep it clean if you need to **but** usually there are no limitations.
4. Formal speech is more accurate **however** informal speech is the opposite.
5. I saw someone applying their make-up **although** they were driving!

2. Encourage students to try to make the same structured sentences using linking words:

e.g.: Formal speech is used indoor, while informal one outdoor.

Pre-reading Time: 10 min.

Aim: raising students' interest.

. Write the following sentence on the board and conduct the conversation.

Have you ever written any letters to anyone?

Students' own answers.

While-reading Time: 15 min.

Aim: reading for specific information

Tell students to find the differences between these two letters:

Tell them to read two letters and ask them to fill each space with one of the formal expressions you see in the table below. In each space in the second letter, they should write the number that corresponds to the correct phrase.

Text 1

Hi Darren,

Sorry I wasn't able to get to your house warming party last Friday. I was really looking forward to it and I was all ready to leave the house when my aunt from Ireland arrived at the house for a surprise visit!! She was only in town for the one evening before she went to my brother's house so I had to stay with her. I'm really sorry Dazza. **39 40**

I tried to telephone you but your line was busy the two times when I telephoned. Then I was out with my aunt in town and didn't have the chance to ring again.

I hope you understand. I know you wanted to get me to meet that girl, Yvonne, who you work with. Oh well, next time maybe! My evening was really boring...if that makes you feel any better.

See you soon

Regards

Nicholas.

1. *Later, I was otherwise engaged.*
2. *I hope this will be possible at the next available opportunity.*
3. *I hope you can understand my difficulties.*
4. *I hope the dinner went well for all concerned.*
5. *a relative arrived unexpectedly.*
6. *I regret not being able.*
7. *Please accept my sincerest apologies.*
8. *was twice engaged.*
9. *introduce me to Ms. Phoenix.*
10. *Dear Mr. Jones.*
11. *Sincerely*
12. *I look forward to hearing from you soon*

Text 2

Answers:

10,
2 to get to your business dinner last Friday. I was really looking forward to it and I was all ready to leave the house when **4**. She was only in town for the one evening before she went to my brother's house so I had to stay with her. **3**.
 I tried to telephone you but your line **8** when I called. **1** and didn't have the chance to ring again.
5. I know you wanted to **9** who you work with. **6**.
7.
12
11.
 Nicholas

Lesson plan № 10

Motto: It is never late to learn.

Theme: Unit 10. Dream holidays.

Objectives:

- ✓ Improve visual ,auditory skills
- ✓ Develop students' creative ly speaking skills
- ✓ Enlarga the lexical resource with new vocabulary

Skills to be emphasized: listening, speaking, writing.

Materials: pictures, handouts, laptop, tape

Greeting : 10 min. Greeting with students, asking home task.Rewiev over the previous lesson.

Lead in : 10 min. focusing students' attention on the topic. Student are devided into pairs A and B. Student A looks at the photo on the paper and describes it. Student B draws the picture according to this description on his / her notebook. When student A has finished describing, student B compares his/her drawing with the photos. Thus , the game may be continued by A and B changing their places.

Exercise 1: 10 min.Work in pairs. Look at the photos and discuss the questions.

- 1 Which place looks (a) the most relaxing, (b) the most interestingand (c) the most enjoyable?
- 2 What other kinds of holidays can you think of?
- 3 What kind of holiday do you like best?



Exercise 2: 10 min. Put the holiday activities from the box under the headings in the table. Some activities can go under more than one heading.

Diving going on day trips hiking lazing in the sun people watching reading long novels
 sailing skiing sleeping a lot visiting historical sites visiting museums windsurfing

D. Learning about the world :

E. Practising a skill/an activity:

F. Relaxation:

Watching the video.

Exercise 3: 20 min. Watch the video and complete the table.

	What does the speaker say about activities and things to do?	What does the speaker say about nature and animals?
The Maldives		

New Zealand		
------------------------	--	--

Egypt		
--------------	--	--

Exercise 4: 10 min. Work in pairs and discuss the questions.

- 1 Did you enjoy the video? Why/Why not?
- 2 Which holiday would you choose? Why?
- 3 Do you agree that many holidaymakers are active: they want to learn a skill, discover more about the world and make the most of the outdoors?
- 4 How did you spend your last holiday?
- 5 What is the best holiday you have ever had?

Listening : 10 min. song A million voices *by POLINA GAGARINA.*

Conclusion : 5 minutes. students conclude the lesson with expressing their opinions about the theme.

Hometask :learn the song by heart .

Lesson plan № 10

Motto: Work as if you were to live a hundred years, learn as if you were to die tomorrow.

Theme: Unit 10. Holidays . Down under

Objectives: by the end of the lesson students will be able to:

- ✓ Listen for gist and read for detailed information.
- ✓ Improve students' speaking skills
- ✓ Enlarge the lexical resource with new vocabulary.

Skills to be emphasized: listening, speaking, reading, writing.

Materials: pictures, handouts, laptop, tape

Greeting : 10 min. Greeting with students, asking home task. Review over the previous lesson.

Lead in : 10 min. focusing students' attention on the topic. Asking students close their eyes. Tell them the word Australia, they have 30 seconds to think about this word with their eyes closed. Next they open their eyes and have another 30 seconds to write their thoughts, then comparing their notes, write the most interesting ideas on the board.

Vocabulary: places in a city.


Exercise 1: 10 min. work in pairs and find differences in meanings between each pair of words.

- 1 a castle/a palace
- 2 a museum/an art gallery
- 3 a pub/a café
- 4 a park/a garden
- 5 a lake/a fountain
- 6 a bookshop/a library
- 7 a shop/a market
- 8 a square/a roundabout
- 9 a hostel/a hotel
- 10 a canal/a river

A palace is a large building where a king or queen lives (or lived), but a castle is an old building, built to defend people from attack.

Listening : 15 min .

Listening

2  2.2 Mark and Kate are travelling around Australia. Listen to their dialogues (1–5). Where do you think they are in each instance?

3 Listen again and answer the questions for each dialogue.

- 1 What do they want or need?
- 2 What is the problem?

Reading and speaking: 20 min.

Speaking : 5 min.

a What country do you think is shown in the photos? Why?

b If you went to this country, which of these things would you like to do?

- 1 eat food from many different cultures
- 2 visit a rainforest
- 3 go to the beach
- 4 see wildlife
- 5 go deep-sea diving
- 6 visit a vineyard



Reading: 15 min. read the article and answer the questions.

Dannii Minogue loves travelling the world as much as her sister Kylie, but after working away she says there's no place like home ...



Melbourne is where I grew up so it obviously means a lot to me. It's a city that is constantly evolving. Melbourne people, like all Australians, enjoy travelling and their increasing experience of other countries means local tastes have changed. The city has become much more cosmopolitan.



82

One of the best places to visit is the Crown Casino, which features more than forty eating places all under one roof. Someone told me that in Melbourne you can sample the cuisines of seventy-five different countries; I haven't managed to eat my way through them all, but it's a wonderful challenge. And besides the top-class restaurants, you mustn't miss Melbourne's vibrant cafe culture, with wonderful beachside places at St Kilda.

If you enjoy your food, you will love exploring local produce markets. One I really like is the Queen Victoria Market on the corner of Queen and Elizabeth streets, which is open five days a week and sells a huge variety of fruit and vegetables.

My boyfriend joined me for my most recent trip home. It was fun showing him all the familiar landmarks, but also going to places I've never been before. From Melbourne, we took the Great Ocean

Road, a 150-mile highway that is a scenic delight. You pass through an area that includes the world-famous Twelve Apostles rock formations, the Otways rainforest and Bells Beach along with resort towns such as Torquay and Apollo Bay. We loved spending time on the beach, as well as visiting vineyards and taking in jazz music. It really was an amazing summer.

That said, we've still got a pretty extensive 'to do' list, including a trip to Queensland and the Barrier Reef. And although I've been to Hayman Island a couple of times, I'd like to get to know some of the more exclusive resort islands that can be reached only by private boat or helicopter.

The flight to Australia is a long one but perfectly comfortable if you follow a routine like mine. I get on board and immediately change into my flight pyjamas – one day I'm going to work out how to accessorise them with fashion items, but until then I just look like someone wearing pyjamas!

I just love to travel. It's an Aussie thing: as a people we are up for jumping on a plane and going off to explore. I can't wait to see where I'll go next.

- 1 Why does Dannii think Melbourne has become more cosmopolitan?
- 2 What does Dannii think is 'a wonderful challenge'?
- 3 What is St Kilda well known for?
- 4 What does the Queen Victoria Market sell?
- 5 What can you see as you drive along the Great Ocean Road?
- 6 What area of Australia does Dannii still hope to visit?
- 7 Why is it quite difficult to visit some of the resort islands?
- 8 What is Dannii's tip for making the long flight to Australia more comfortable?

Doing grammar: 5 min.

a Do these extracts from the article use *like* as a verb or as a preposition?

Do you like it? (verb) *What's it like?* (preposition)

- 1 There's no place like home.
- 2 Melbourne people, like all Australians ...
- 3 One I really like is the Queen Victoria Market ...
- 4 I'd like to get to know some of the more exclusive resort islands ...
- 5 ... if you follow a routine like mine.
- 6 ... I just look like someone wearing pyjamas!

Conclusion: concluding the lesson asking students' opinions.

Homework: write a short article about a city or place you know well, recommending things a visitor should go. Use the expressions below:

One of the best places to visit is . . .

If you enjoy . . . , you will love . . .

You mustn't miss . . .

One I really like is . . .

Lesson plan № 11

Motto: Language is a means of communication which takes human being far. (N.Hawthorne).

Theme: Review. Unit.11 Making the right decisions.(continuation).

Objectives:

- ✓ Reading and listening for gist and for detailed information.;
- ✓ Improve students' creative speaking skills;
- ✓ Enlarge the lexical resource with the new vocabulary;
- ✓ Learn the usage of IF Conditionals.

Skills to be emphasized: listening, reading, speaking, writing.

Materials: laptop, tape, handouts, pictures

Greeting : 10 min. Greeting with students, asking home task.

Activity 1: Read the text and complete the sentences with the third conditionals.

There was a lot of snow and Rosa's flight was delayed. She decided to go for a cup of coffee. There was a bag on the floor but she didn't see it and tripped over. She spilt her coffee on Paulo. They started talking and a year later they got married.

If it hadn't snowed, Rosa's flight wouldn't have been delayed.

- 1 If her flight hadn't been delayed, _____ .
- 2 _____ , she wouldn't have tripped over.
- 3 _____ tripped over, she _____ her coffee.
- 4 If _____ , _____ talking to Paulo.
- 5 _____ talking, they _____ .

Activity 2: Draw two circles in your notebook and label one of them “ Now ”, the other “10 years ago”.read the questions and write answers in the “Now” circle.

- 1 Where are you living?
- 2 What do you do?
- 3 Who is your closest friend?
- 4 How do you spend your free time?
- 5 Do you spend much time with your family?
- 6 Are you studying anything?
- 7 Do you play any sports?
- 8 What music do you enjoy?
- 9 What are your dreams/ambitions?

Activity 3: change the questions in activity 2 to make questions about the past.write short answers for these questions in the “Ten years ago” circle.

Activity 4:

| Work in pairs and discuss the questions.

- 1 What have been the important turning points (important moments or events which have changed things) in your life?
- 2 How might your life have changed if these turning points had been different?
- 3 Do you think you have always made the right decisions?

Activity 5:

Write a paragraph describing an important turning point in your life and the effect this had. Think about what happened before/ after the event, and how things might have been different.



Activity 6:

Look at the table and add your own example words.

Prefix	Meaning	Example	Your examples
<i>over-</i>	too much	<i>overcook</i>	
<i>under-</i>	not enough/ below	<i>underdeveloped</i>	
<i>dis-</i>	used to make an opposite meaning	<i>dishonest</i>	
<i>in-/im-</i>	not or no	<i>inhuman</i>	


Look at the table and add your own example words.

Suffix	Example	Rules	Your examples
<i>-tion/-ation</i>	<i>creation</i> <i>civilisation</i>	If the verb ends in <i>-e</i> , cut the <i>-e</i> . If the verb ends in <i>-se</i> , the suffix is usually <i>-isation</i> .	
<i>-ence/-ance</i>	<i>intelligence</i> <i>ignorance</i>	There are no clear rules about which words end <i>-ence</i> or <i>-ance</i> . You have to learn them.	
<i>-ment</i>	<i>movement</i>	Add <i>-ment</i> to the verb.	
<i>-ness</i>	<i>darkness</i>	If the word ends in <i>-y</i> , change the <i>-y</i> to <i>-i</i> . <i>happy</i> → <i>happiness</i>	

Conclusion: the teacher concludes the lesson by asking questions.

Marking:

Homatask: complete the sentences with prefixes.



Many people dislike their job. Maybe they are (1) _____ worked or (2) _____ paid. Maybe they feel (3) _____ valued in the company or they (4) _____ agree with the company's methods. If you are one of these people, why not change things? LifeCHANGE workshops show you how to be (5) _____ dependent. You will see (6) _____ credible differences in your life as your problems (7) _____ appear. Change is never (8) _____ possible, but you have to make the first move.

Call us on **0879 997 5543** for an (9) _____ formal chat.

Lesson plan № 12

Motto: It is never late to learn.

Theme: Unit 12. Free time. Are you creative?

Objectives:

- ✓ Improve auditory skills
- ✓ Listen for gist and read for detailed information.
- ✓ Improve students' speaking skills
- ✓ Enlarge the lexical resource with new vocabulary.

Skills to be emphasized: listening, speaking, writing.

Materials: pictures, handouts, laptop, tape

Greeting : 10 min. Greeting with students, asking home task. Review over the previous lesson.

Lead in :10 min. focusing students' attention on the topic. Asking each student mime their free time activity, and other students have to guess what is it. Writing these activities on board and put them in the rank of class popularity
Speaking :10 min., discussing focusing students' attention on the pictures questions



Listening: 30 min

Exercise 1 : 10 min. Listen to the three people talking in the tape, and number the pictures in the order they talk about.



cd1track39.mp3

Exercise 2: 10 min. Listen again to the track, tick phrases for each picture description.

It makes me feel...

I like the way...

It reminds me...

It looks (as if)...

I think it meant to show...

Exercise 3: 10 min. Listen to the track, find which adjectives are used for each picture description.

Working in groups: 10 min. discuss which of these activities is creative, and prove why.

Painting

Discovering a new scientific theory

Learning a language

Cooking

Writing poems or stories

Solving a problem at work

Housework

Conclusion: teacher concludes lesson.

Homework: writing own opinions about the pictures given .

Lesson plan № 13

Motto: Language is a means of communication which takes human being far. (N.Hawthorne).

Theme: Self evaluation and peer observation. Unit.13 Making the right decisions.

Objectives:

- ✓ Reading and listening for gist and for detailed information.;
- ✓ Improve students' creative speaking skills;
- ✓ Enlarge the lexical resource with the new vocabulary;
- ✓ Learn the usage of IF Conditionals.

Skills to be emphasized: listening, reading, speaking, writing.

Materials: laptop, tape, handouts, pictures

Greeting : 10 min. Greeting with students, asking home task.

Lead in :10 min.

Tell Ss about a moment in your life when you had to make a decision about something important. In pairs, Ss guess what the decision was and what happened to you as a result. Get feedback from the class and check if any Ss correctly guessed your decision and its consequences. Ask Ss if they think it was the right decision to make.

Reading: 15 min.

- 1** Read the problems and advice from a website. Do you agree with any of the advice? Do you have any different ideas?

Your life, your decisions

This week's problems

1

After leaving university, Linda got a well-paid job with a big city bank. She has now worked there for eight years and has been **promoted** twice. However, she isn't really happy in her work. She hates having to commute through the rush hour, doesn't enjoy office politics or the stress and long hours.

She has been considering quitting her job and going to work as a **volunteer** overseas. She would like to be doing a job where she is really making a difference to other people's lives. But should she **take the plunge**?

It depends what other responsibilities she has. If she doesn't have a family to support, then why not? You only live once.

Jack, UK

If she is so unhappy then I think she has **no real alternative**. She should leave – if she doesn't, she'll **regret** it.

Vikram, India

I think she has a number of different options. She could, for example, ask for a year's **unpaid leave** so that she could try out her new lifestyle and still come back to her job if it doesn't work out.

Chiara, Italy

2

Jack and his girlfriend Suzie have been together for six years. They were planning to get married and **start a family** in the near future, but Jack has just been offered **a once-in-a-lifetime opportunity** abroad. His employers want him to spend two years at the New York office. Suzie doesn't want to follow him to New York as she has just **landed her dream job** in London. Can they realistically maintain **a long distance relationship**? What should Jack do **for the best**?

If they want to make the relationship work long distance, then it's certainly possible. But maybe Jack secretly wants to put some distance between them. Is he ready for marriage?

Beata, Poland.

I don't think long distance relationships ever work. Maybe for a while at the beginning of a relationship, but not like this. If he wants to stay with Suzie, he shouldn't go.

Ana, Brazil

I don't see the problem. They can talk to each other every day if they want to – it's cheap enough now online. Flights aren't that expensive either, and presumably the salary will be good. Jack should **go for it!**

Katie, Ireland

2 Match the words and phrases in **bold** in the texts with the definitions below.

Problem 1

- 1 decide to do something important and risky, after thinking about it carefully
- 2 time off work with no salary
- 3 someone who does work without being paid
- 4 given a better job, usually with more money
- 5 no choice
- 6 feel sorry about something that has happened

Problem 2

- 1 a relationship when the two people live very far apart
- 2 try to get or do something you want
- 3 a chance to do something that may never come again
- 4 have your first child
- 5 to have the best result
- 6 got the perfect job for her

Speaking

- 3 a** Work in pairs and discuss the questions.
- 1 Are you good or bad at making decisions?
 - 2 If you have an important decision to make, who do you talk to about it? Why?

Listening

- 4 a**  2.26 Listen to these people talking about important decisions they have taken. Which decisions from exercise 3 does each person talk about?

Grammar | Third Conditional

5 a Read the extracts from the listening and answer the questions

If I had stayed at work, I wouldn't have spent time with Jack when he really needed me.

- 1 Did Roger stay at work?
- 2 Did he spend time with Jack?

I wouldn't have met Nancy if I hadn't come to France!

- 3 Did Tunde come to France?
- 4 Did he meet Nancy?

6 Match the sentence beginnings (1–8) with the endings (a–h).

- 1 If I had known the test was today,
 - 2 I wouldn't have missed the last train
 - 3 If I'd known it was you on the phone,
 - 4 If you'd asked me out to dinner,
 - 5 I wouldn't have felt so tired this morning
 - 6 If I hadn't gone on holiday to Greece,
 - 7 I would have organised a party for you
 - 8 I wouldn't have spent so much time with my children
- a if I'd gone to bed earlier.
 - b I'd have said 'yes'.
 - c I would have done some revision.
 - d if I'd known you were coming.
 - e I would've answered it.
 - f if I hadn't stopped work.
 - g if I had left home earlier.
 - h I wouldn't have met my husband.

Conclusion : students are asked questions about how to make right decisions, and answering the questions, students concluded the lesson.

Marking:

Hometask:

b Choose three or four decisions you have made from the list below, or use your own ideas. Make notes about the decisions you made and how you decided.

- which subjects to study at school/university
- to leave school
- to go to university
- to buy or sell a house/flat
- to get married
- to start or change your career
- to start your own business
- to leave a job
- to take up or give up a hobby/sport
- to retire or give up work

Lesson plan № 14

Motto: It has been my observation that most people get ahead during the time that others waste.
(HenryFord)

Theme: Unit 14. Wealth.Spend more.

Objectives:

- ✓ Improve visual ,auditory skills
- ✓ Read for gist and read for detailed information.
- ✓ Develop students' creative abilities
- ✓ Enlarge the lexical resource with new vocabulary.

Skills to be emphasized: listening, reading, speaking, writing.

Materials: pictures, handouts, laptop, tape

Greeting : 10 min. Greeting with students, asking home task.Rewiev over the previous lesson.

Lead in :10min. focusing students' attention on the topic.

Warm up:elicit from students smth they have recently bought. Ask Ss: why did you buy this item ?
How did you hear about it ? writing different ways of finding out about a product on the board, e.g. from an advert, a recommendation, etc.discussing which factors influence their buying decision the most.

Explanation of new theme: 15 min.

Work in pairs. Look at the photos and discuss the questions.

- 1 How do supermarkets/salespeople/ advertisements persuade people to spend money?
- 2 Have you ever bought something because you saw an advert, or bought something from a supermarket you didn't plan to buy? Why?



Reading:15 min.

Reading the text “How you are persuaded to spend more. Write new vocabulary with definitions. Translate the text.

How you are persuaded to spend more by ...

salespeople.

If you really believe in a product, this will help you sell it. But the best professional salespeople can sell anything, to anybody, at any time. They do this by using very simple psychological techniques. It is human nature to prefer to speak rather than to listen, and good salespeople use this. They ask buyers what they want before showing how their product is the best.

Most salespeople will get to know their client by asking questions about hobbies, family and lifestyle. If customers think of the salesperson as a friend, they will probably keep coming back to the same man or woman.

Salespeople will try to behave like the buyer. If the buyer makes jokes, the salesperson does too. If the buyer wants detail, the seller provides it. The salesperson may even try to 'mirror' the body language of the buyer. Lastly, salespeople will use careful language. They will not say 'if you buy ...', but 'when you buy', so that they cannot fail.

Doing exercises: 15min.

Exercise 1: 5min. Decide what information could complete the sentences.

Exercise 2: 10 min. work in groups and discuss the questions.

- 1 What are your favourite/least favourite advertisements? Why?
- 2 Do you prefer shopping at supermarkets or small, specialised shops? Why?
- 3 Have you ever bought something that you didn't really want because of a good salesperson? What happened?

Listening 10 min.

Exercise 4.

Listen to a radio programme and check your ideas.

b Look at the statements below. Then listen again and write true (T) or false (F) according to the speakers.

- 1 It is easier to avoid watching ads on TV nowadays.
- 2 Companies who use behavioural advertising know what websites you have visited.
- 3 Companies who use behavioural advertising know where you live and work.
- 4 Ninety-five percent of people in a recent poll liked the idea of behavioural advertising.
- 5 Sixty percent of people in the same poll would rather have adverts than pay for online content.

c Work in pairs and discuss the questions.

- 1 How do you feel about behavioural advertising?
- 2 Would you rather have adverts or pay for online content? Why?

Conclusion: 5 min. teacher, asking students' opinions, concludes the lesson.

Hometask : find the difference in meaning between each pair of words.

- 1 debit card/credit card
- 2 receipt/bill
- 3 coin/note
- 4 fare/fine
- 5 price/fee
- 6 reduction/refund
- 7 change/cash

Lesson plan № 15

Motto: Language is a means of communication which takes human being far. (N.Hawthorne).

Theme: Group work. Presentation on the topic. Unit. 15 Making the right decisions.

Objectives:

- ✓ Reading and listening for gist and for detailed information.;
- ✓ Improve students' creative speaking skills;
- ✓ Enlarge the lexical resource with the new vocabulary;
- ✓ Learn the usage of IF Conditionals.

Skills to be emphasized: listening, reading, speaking, writing.

Materials: laptop, tape, handouts, pictures

Greeting : 10 min. Greeting with students, asking home task.

Lead in :10 min.

Tell Ss about a moment in your life when you had to make a decision about something important. In pairs, Ss guess what the decision was and what happened to you as a result. Get feedback from the class and check if any Ss correctly guessed your decision and its consequences. Ask Ss if they think it was the right decision to make.

Reading: 15min.

- 1** Read the problems and advice from a website. Do you agree with any of the advice? Do you have any different ideas?

Your life, your decisions

This week's problems

1

After leaving university, Linda got a well-paid job with a big city bank. She has now worked there for eight years and has been **promoted** twice. However, she isn't really happy in her work. She hates having to commute through the rush hour, doesn't enjoy office politics or the stress and long hours.

She has been considering quitting her job and going to work as a **volunteer** overseas. She would like to be doing a job where she is really making a difference to other people's lives. But should she **take the plunge**?

It depends what other responsibilities she has. If she doesn't have a family to support, then why not? You only live once.

Jack, UK

If she is so unhappy then I think she has **no real alternative**. She should leave – if she doesn't, she'll **regret** it.

Vikram, India

I think she has a number of different options. She could, for example, ask for a year's **unpaid leave** so that she could try out her new lifestyle and still come back to her job if it doesn't work out.

Chiara, Italy

2

Jack and his girlfriend Suzie have been together for six years. They were planning to get married and **start a family** in the near future, but Jack has just been offered **a once-in-a-lifetime opportunity** abroad. His employers want him to spend two years at the New York office. Suzie doesn't want to follow him to New York as she has just **landed her dream job** in London. Can they realistically maintain **a long distance relationship**? What should Jack do **for the best**?

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Katie, Ireland

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Match the words and phrases in **bold** in the texts with the definitions below.

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- 4 given a better job, usually with more money
- 5 no choice
- 6 feel sorry about something that has happened

Problem 2

- 1 a relationship when the two people live very far apart
- 2 try to get or do something you want
- 3 a chance to do something that may never come again
- 4 have your first child
- 5 to have the best result
- 6 got the perfect job for her

Speaking

3

a Work in pairs and discuss the questions.

- 1 Are you good or bad at making decisions?
- 2 If you have an important decision to make, who do you talk to about it? Why?

Listening

- 4 a**  2.26 Listen to these people talking about important decisions they have taken. Which decisions from exercise 3 does each person talk about?

Grammar | Third Conditional

- 5 a** Read the extracts from the listening and answer the questions

If I had stayed at work, I wouldn't have spent time with Jack when he really needed me.

- 1 Did Roger stay at work?
- 2 Did he spend time with Jack?

I wouldn't have met Nancy if I hadn't come to France!

- 3 Did Tunde come to France?
- 4 Did he meet Nancy?

- 6** Match the sentence beginnings (1–8) with the endings (a–h).

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 - 4 If you'd asked me out to dinner,
 - 5 I wouldn't have felt so tired this morning
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 - 8 I wouldn't have spent so much time with my children
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Conclusion : students are asked questions about how to make right decisions, and answering the questions, students concluded the lesson.

Marking:

Hometask:

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- which subjects to study at school/university
- to leave school
- to go to university
- to buy or sell a house/flat
- to get married
- to start or change your career
- to start your own business
- to leave a job
- to take up or give up a hobby/sport
- to retire or give up work

Lesson plan № 16

Unit: Life style

LESSON: Unit 16 Your place or mine.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use going to in meaningful situations.
- ✓ Enlarge the lexical resource with adjective.

Skills to be emphasized: Listening, speaking, reading, writing

The aim of the lesson: To learn the place of adjective. To increase translating skill of the students.

Warm-up activity: papers on which is written the adjectives are handed out for warm-up activity of the students, that they should translate quickly these words.

2. While the lesson.



This is a **small** village. It looks **peaceful**. There are some **lovely old** houses.

- ◆ **Adjectives** describe nouns (a **big** car). They have the same form in the singular and plural. *e.g. a small house – small houses*
- ◆ Adjectives go before nouns. *e.g. a beautiful girl*. They can also be used alone after the verb **to be** and after verbs such as *look, smell, sound, feel, taste, etc.* *e.g. Jack is tall. You look sad.*
- ◆ There are two kinds of adjectives: **opinion adjectives** (*beautiful, good, etc.*), which show what a person thinks of somebody or something, and **fact adjectives** (*long, strong, young, etc.*), which give us factual information about age, size,

ORDER OF ADJECTIVES

- ◆ **Opinion adjectives go before fact adjectives.**
e.g. a beautiful silk dress
- ◆ **When there are two or more fact adjectives in a sentence, they usually go in the following order:**

	Size	Age	Shape	Colour	Origin	Material	
a	small	old	square	blue	Thai	silk	scarf

- ◆ **We do not usually have a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.**
e.g. an expensive Persian silk carpet

Exercise 1.

1 There are ... people in the South than in the North Wales

- a) more b) the most c) most d) –

2 My room is as ... as my parents

- a) large b) - c) larger d) the largest

3 My dog runs ... than the his does

- a) fastest b) fast c) - d) faster

1 Fruit in Uzbekistan is some of ... in the world

- a) better b) good c) the best d) best

2 Their house is ... than their neighbors

- a) smaller b) the smallest c) small d) smallest

3 It is ... to go by car than by train

- a) cheap b) cheaper c) - d) cheapest

Exercise2

Listen to the music read it attentively and find the adjectives in the text.

Young and Beautiful

I've seen the world
Done it all had my cake now
Diamonds, brilliant and Bel air now
Hot summer nights mid july
When you and I were forever wild
The crazy days, the city lights
The way you'd play with me like a child

Will you still love me
When I'm no longer young and beautiful
Will you still love me
When I got nothing but my aching sael
I know you will I know you will
I know that you will
Will you still love me
When I'm no longer young and beautiful

I've seen the world lit it up asmy stage now
Channeling angels in the new stage now
Hot summer days, rock and roll
The way you'd play for me at your show
And all the ways I got to know
Your pretty face and electric soul

Dear lord when I get to heaven
Please let me bring my man
When he comes tell me
That you'll let me
Father tell me if you can
Oh, that grace , oh that body
Oh, that face, makes me wanna party

He's my sun he makes me shine like diamonds

Will you still love me

When I'm no longer young and beautiful

Will you still love me

When I got nothing but my aching soul

I know you will I know you will

I know that you will

Homework: read the text "Depression of teenagers", translate it find the adjectives in it.

Lesson plan № 17

Unit 3. Lifestyle

Lesson: Unit 17 City I love

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use comparative and superlative in meaningful situations.
- ✓ Enlarge the lexical resource with cities.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: the degrees of adjective

adjective+er+subject bigger class, fatter man

adjective+est+subject biggest class, fattest man

more+ polysyllabic adjective more expensive cloth

the most+ polysyllabic adjective most expensive cloth

Target vocabulary: swish, sputter, shimmer, scurry, swash, pacing, swoosh

Warm-up activity:

Look at the adjectives in the box. And find pairs of words that mean the opposite.

Bustling, clean, dull, intelligent, enormous, friendly, sharp lively, low, hot, modern, picturesque, dirty, polluted, quite, tiny, touristy, well, traditional, ugly, shy, fast, real, unwelcoming, unspoiled, blunt, alive, short, loose, forward, beautiful, young, terrible...

The main part of the lesson:

Exercise:

1 **a**  1.23 Listen to some sounds. Are you in the city or the country? Tick (✓) the sounds in the box you hear.

bees buzzing birdsong
car horns engines
people talking sirens
waves crashing

b Think about where you live. What sounds can you hear ...

- in the morning?
- in the evening?
- in the afternoon?
- at night?

c Do you enjoy these sounds? Work in pairs and compare your answers.



cd1track23.mp3

Exercise:

2

a  1.24 Listen and read the poem. Match the photos (A–D) with the verses (1–4).

b What can the poet hear and see in each verse? Does he enjoy the sounds and sights of the city?



cd1track24.mp3

4

Work in pairs. Do you enjoy city life, or do you prefer a smaller town or the country? Why?

Answers 20% town. 80%city.

Homework: learn the poem by heart and retell from exercise 2.

Lesson plan № 18

Unit: Life style

LESSON: Unit 18 Your place or mine.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use going to in meaningful situations.
- ✓ Enlarge the lexical resource with adjective.

Skills to be emphasized: Listening, speaking, reading, writing

The aim of the lesson:To learn the place of adjective. To increase translating skill of the students.

Warm-up activity:papers on which is written the adjectives are handed out for warm-up activity of the students, that they should translate quickly these words.

2. While the lesson.

Exercise 1.

1 There are ... people in the South than in the North Wales

b) more b) the most c) most d) –

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Exercise2

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Will you still love me
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Will you still love me
When I'm no longer young and beautiful

I've seen the world lit it up asmy stage now
Channeling angels in the new stage now
Hot summer days, rock and roll
The way you'd play for me at your show
And all the ways I got to know
Your pretty face and electric soul

Dear lord when I get to heaven
Please let me bring my man
When he comes tell me
That you'll let me
Father tell me if you can
Oh, that grace , oh that body
Oh, that face, makes me wanna party
He's my sun he makes me shine like diamonds

Will you still love me
When I'm no longer young and beautiful
Will you still love me
When I got nothing but my aching soul
I know you will I know you will
I know that you will

Lesson plan № 19

Unit 4. Wealth

Lesson 1: Unit 19 Catch me if you can

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use intonation to check and confirm information.
- ✓ Enlarge the lexical resource with wealth.

Skills to be emphasized: Listening, speaking, reading, writing

Target structure: **subject+can+do**

Target vocabulary: charm cheated consultant egotistical
good-looking illegally mystery pretended
prison \$3 million trickster

Warm-up activity:

Now practise by brainstorming the following easy topics.

1. People should not be allowed to become too rich. Do you agree or disagree?
2. The rise in the number of elderly people is a cause for concern. Discuss.
3. Traditional cultures are being lost as migrants settle in foreign countries. To what extent do you agree?

Exercise 1.

Reading and listening

1 a Look at the photos and film poster. How do you think they are connected?

b Work in pairs. Look at the words in the box from the article below. What do you think the article is about?

c Read the article. Match the headings (1–5) to the paragraphs (A–E).

- 1 Childhood and tricks
 - 2 Frank today
 - 3 Wanted all over the world
 - 4 The FBI's opinion of Frank
 - 5 Three top jobs and five happy years
-

2

a. Read the article again and answer the questions.

- 1 How old was Frank when he left home?
- 2 What did he look like?
- 3 How did he get his first \$40,000?
- 4 How did he get a pilot's uniform?
- 5 Who was Joseph Shea? What type of person do you think he was?
- 6 What does Frank do now?
- 7 How does Frank feel about his past?

b



1.29 Close your books

and listen to a summary of Frank's story. Write down seven mistakes in the summary and correct them.

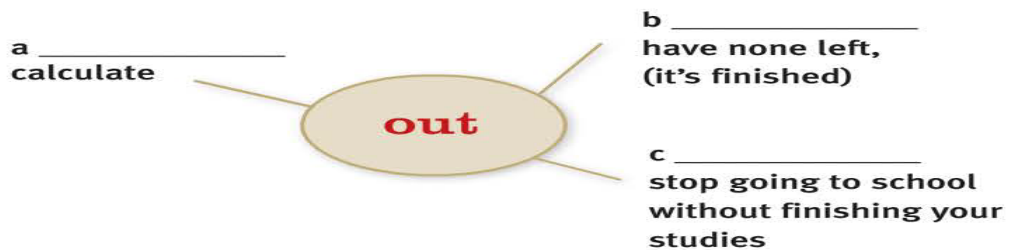
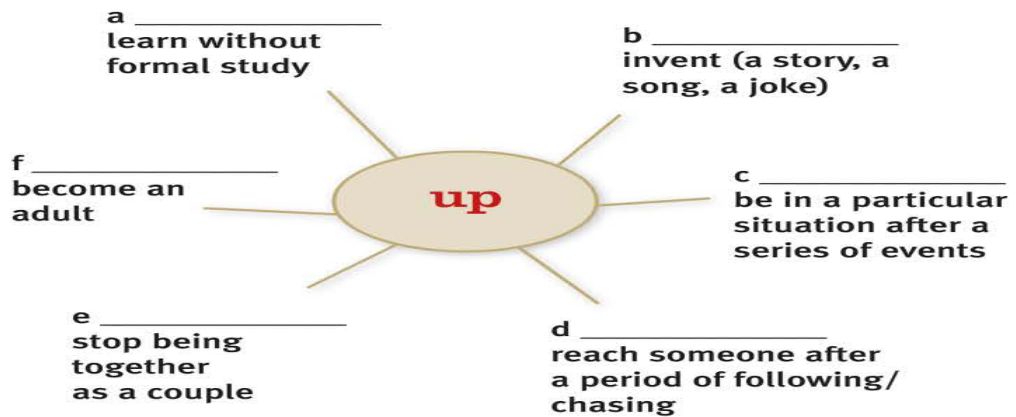
Frank Abagnale wasn't English. He was American.

3 Work in pairs and discuss the questions.

- 1 Joseph Shea said, 'I think he's a good man and a moral character.' What do you think of Frank?
- 2 Frank says, 'I thought it would be great to have a movie about my life.' Would you like a movie about your life? Why/ Why not? Which actor would you choose to act as you?

Vocabulary | phrasal verbs

4 Find nine phrasal verbs in the article and put them in the correct place in the mind maps.



Homework:

5 One of the sentence endings is not possible. Which one?

He dropped out of (a) ~~his exams~~ (b) school (c) university.

You can drop out of school and university but not exams.

- 1 I broke up with (a) my girlfriend (b) my relationship (c) my husband.
- 2 They made up (a) stories (b) an excuse (c) acting.
- 3 We worked out (a) what the problem was (b) the answer (c) wrong.
- 4 She picked up (a) Spanish very quickly (b) some information (c) a new haircut.
- 5 We ran out of (a) enough milk (b) money (c) things to do.
- 6 I caught up with (a) my studies (b) myself (c) you easily.
- 7 She ended up (a) living with me (b) work as a doctor (c) in Warsaw.

Lesson plan № 20

Unit 4. Wealth

Lesson 6: Unit 20 Good with money.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use intonation to check and confirm information.
- ✓ Enlarge the lexical resource with types of shopping.

Skills to be emphasized: Listening, speaking, reading, writing

Aim of the lesson: Enlarge students speaking skill.

Active grammar

A I strongly advise you to do it.

1 _____ 2 _____

C It's the right thing to do, in my opinion.

3 _____

B I strongly advise you not to do it.

4 _____

D It isn't the right thing to do in my opinion.

5 _____

E It is not necessary but you can do it if you want to.

6 _____

Look at these pairs of sentences. In each case do the modal verbs express advice (A) or obligation (O)?

1 *You **mustn't** smoke in here.*

*You **mustn't** waste your money.*



2 *You **have to** wear a suit to work.*

*You **have to** see that film!*

3 *You **must** believe in yourself.*

*You **must** have a passport if you want to enter the country.*

Listening

- 4** **a**  1.33 Listen to the first part of a seminar and answer the questions. Who is it for? What is the topic?
- b**  1.34 Listen to the rest of the seminar. What entrepreneurial qualities does the speaker mention?
- c** Listen again and complete the notes below.

How to be an entrepreneur

Be mean. You **shouldn't** (1) _____. You **should** start (2) _____. You **mustn't** (3) _____ your money. Bill Gates doesn't care about looking good because he **doesn't have to** (4) _____. Be confident. You **must** (5) _____ in yourself. You **have to** work (6) _____. Be ambitious.

- 6** Complete this advice for people setting up their own business with a suitable modal verb from the Active grammar box in exercise 5. Use each modal verb once.
- 1 You _____ have a good idea.
 - 2 It _____ be different from anything else on the market.
 - 3 You _____ have financial skills as well as technical skills.
 - 4 You _____ buy expensive equipment – try renting it.
 - 5 You _____ give up easily.
 - 6 You _____ start a business just because you can't find a job.

C Letter writing

1 Study the letter below and make notes about the following questions.

a Where is Brenda writing from?

b How did she and Mariel get there?

c How did she feel when she first arrived? How does she feel now?

.....

d What differences are there between Brenda's and Mariel's characters?

.....

e What is Brenda's job? What is Mariel's?

f Who is David?

g How formal is the letter? How do you know?



Flat 3
156 Centenary Road
Mumbai
India

15th June

Dear Rosemary,

I've just received your letter - thanks. It was nice to hear from you.

Well, we've been here for three weeks already. I still can't believe it. But things have definitely improved since the bus left us at the roadside on that first day. For a minute I wanted to turn round and go home again. You know me, I'm a great pessimist. But Mariel always thinks everything is going to be fine. In less than a day she had found us a flat and here we are.

I've found myself a job giving private conversation classes. Not quite what I'm used to, but it's still teaching and my students are lovely. Mariel hasn't got a job yet, but she's made contact with various people in the film industry here and hopes she'll get work soon.

So the big news is, we've made our decision. We've decided to stay. This is our home.

Please give my love to David and the kids. Why not come and visit us soon?

Lots of love,

Brenda

Homework:

7 a Complete the second sentence so it means the same as the first, using a suitable modal verb. More than one answer may be possible.

- 1 It is essential not to give up.
You _____ give up.
- 2 It is not necessary to work twenty-four hours a day.
You _____ work twenty-four hours a day.
- 3 He can't go home until he has switched off all the lights.
He _____ switch off all the lights before he goes home.
- 4 Smoking is forbidden here.
You _____ smoke here.
- 5 I think it's a good idea to have a plan.
You _____ have a plan.
- 6 I strongly suggest you get an accountant.
You _____ get an accountant.

b Decide whether each sentence in exercise 7a is giving advice (A) or talking about obligation or prohibition (O).

Lesson plan № 21

Unit 21. Wealth

Lesson 1: Vocabulary and communication.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use intonation to check and confirm information.
- ✓ Enlarge the lexical resource and new vocabulary .

Skills to be emphasized: Listening, speaking, reading, writing

Aim of the lesson: Enlarge students speaking skill with a source of vocabulary.

Warm-up activity: Choose one student in the middle of the class and stand there without looking at the blackboard, the teacher writes new words on the blackboard sitting students help him to guess the word with explanation , who helps him last he will goes to blackboard. It helps them to increase their vocabulary base.


While activities:

Exercise 1.

Work in pairs. Look at the advertisements and discuss the questions.

- 1 What are these advertisements for? Do you think they work? Why/Why not?
- 2 Do you like watching advertisements on TV? Why/Why not?
- 3 Are there any advertisements which you particularly like/dislike? Describe them to your partner and explain why.

Exercise 2.

a  1.36 What do you think 'behavioural advertising' might be? Listen to a radio programme and check your ideas.

b Look at the statements below. Then listen again and write true (T) or false (F) according to the speakers.

- 1 It is easier to avoid watching ads on TV nowadays.
- 2 Companies who use behavioural advertising know what websites you have visited.
- 3 Companies who use behavioural advertising know where you live and work.
- 4 Ninety-five percent of people in a recent poll liked the idea of behavioural advertising.
- 5 Sixty percent of people in the same poll would rather have adverts than pay for online content.

c Work in pairs and discuss the questions.

- 1 How do you feel about behavioural advertising?
- 2 Would you rather have adverts or pay for online content? Why?

Exercise 3.

Work in pairs. Discuss the difference in meaning between each pair of words.

- 1 debit card/credit card
- 2 receipt/bill
- 3 coin/note
- 4 fare/fine
- 5 price/fee
- 6 reduction/refund
- 7 change/cash

Exercise 4.

Choose the correct word in *italics*.

- 1 a Hurry up. We're going to *lose/miss* the bus.
b I have *lost/missed* my wallet. I can't find it anywhere.
- 2 a Did you have a good *travel/trip*?
b My job involves a lot of *travel/trip*.
- 3 a Yes, I enjoyed the picnic. It was good *fun/funny*.
b Charlie Chaplin films are so *fun/funny* that I laugh out loud.
- 4 a He *said/told* me to come at 11:00.
b He *said/told* the train was late.
- 5 a She found a good *work/job* in a bank.
b She is lazy and doesn't like *work/job*.
- 6 a She is going to *lend/borrow* me another book.
b Can I *borrow/lend* your pen?
- 7 a Can you *remember/remind* me to call Giovanni tomorrow?
b I can never *remember/remind* his name!
- 8 a The National Bank was *robbed/stolen* last week.
b \$200 million was *robbed/stolen*.

Exercise 5

Complete the sentences with words from exercises 1 and 2.

- 1 Am I too early? You _____ me the shop opens at 8:00 a.m.
- 2 I can _____ you €10. Can you pay me back soon?
- 3 'Waiter! Could we have the _____ , please?'
- 4 I have come to report a crime. My bag was _____ last night.
- 5 Do you have any _____ for the bus? I only have a £5 note and I need the exact money.
- 6 On my last holiday I went on a _____ to India.
- 7 I parked my car in a no-parking area and had to pay a _____ .
- 8 That's great! Jenny got the new _____ she applied for.
- 9 Do you think the Mr Bean films are _____ ? I always laugh when I watch them.
- 10 I'm sorry I'm late. I _____ the train.
- 11 I prefer to use a _____ card so I can pay later.
- 12 I'm sorry but this jumper doesn't fit. Can I have a _____ , please?
- 13 The museum charges an entrance _____ .

Homework:

Choose ten words on this page you find particularly difficult to remember. Write sentences which are true for you using these words.

When I buy something I always put the receipt in my bag.

Lesson plan № 22

Unit 22. Free time.

Lesson 3: Memorable meals.

Objectives: By the end of the lesson students will be able to:

- ✓ Listen for gist and listen for detailed information.
- ✓ Use intonation to check and confirm information.
- ✓ Enlarge the lexical resource and different kinds of meals.

Skills to be emphasized: Listening, speaking, reading, writing.

Aim of the lesson: to teach student in an untraditional way using hand-outs, videos, tracks, grammar and extra books.

Warm-up activity:

Look at the adjectives in the box. And find pairs of words that mean the opposite.

Bustling, clean, dull, intelligent, enormous, friendly, sharp lively, low, hot, modern, picturesque, dirty, polluted, quite, tiny, touristy, well, traditional, ugly, shy, fast, real, unwelcoming, unspoiled, blunt, alive, short, loose, forward, beautiful, young, terrible...

The main part of the lesson:

Exercise:

1 **a** Do you know anything about food in Argentina? If not, what do you think the food is like?

b  1.44 Listen to Julia talking about some typical Argentinian dishes. Complete the notes.

'Asado' is *grilled* (1) _____, on a kind of barbecue.

'Chimichurri' is *a kind of marinade, made with* (2) _____.

(3) _____ are a kind of pie, baked in the oven. They are *stuffed with* (4) _____ and *can be served* (5) _____.

'Dulce de leche' is a kind of (6) _____. It's *made by* (7) _____. It is usually *served with* (8) _____.

c Work in pairs. Use the words in *italics* in exercise 1a to describe some typical dishes from your country.

Reading

2 a You are going to read about a strange restaurant experience. First, try to match these words from the story.

- | | |
|-------------|---------------|
| 1 long | a café |
| 2 roadside | b existed |
| 3 delicious | c road |
| 4 hungry | d soup |
| 5 never | e imagination |
| 6 wonderful | f and tired |

3 Read the story to check your ideas. Why do you think the man never found the café again?

The world's best restaurant

When I was working as a civil engineer in Iran I had to visit a factory in Marinjab – the centre of a recent earthquake. Marinjab is about 150 miles from Tehran and is a quiet and isolated place. As we drove back along the long road, my colleague and I were both hungry and tired. We didn't have much hope of finding anything to eat, however, as the next town was 80 km ahead. Our only hope was of finding a small roadside café, where you are unlikely to get more than some weak tea and a little sugar to eat.

Just then we came to a village made of small huts with flat roofs. Outside one of the many huts was a sign, 'ghahvehkhaneh' (café) so we went in. It was cool inside, and there were men sitting around smoking pipes. The owner, a proud man, came in from the back and greeted us. 'Good afternoon,' he said, in perfect English. 'My name is Hosseini. My wife is Russian. We do not usually get any foreigners here. It will be a pleasure and an honour to prepare a meal for you.'



A pale-faced lady appeared with a tablecloth, and some knives and forks, shortly followed by Mr H himself, carrying a couple of bowls of soup. Made with spinach and yoghurt, and served hot, it was the most delicious soup I have ever eaten. Soon, the next course arrived – dolmas, stuffed vine leaves. These were so delicious I asked Mr H for the recipe. He replied, 'vine leaves and rice'. It is not an Iranian dish.

The next course was a chelo kebab – the national dish of Iran. The meat was marinated in yoghurt and spices. We ate in silence, and finished with Turkish coffee. There was something almost unreal about the atmosphere of the place. When it was time to go, we asked Mr H how much it cost, and I can tell you the price was astonishingly cheap. It was a fantastic meal – the best I have ever had, and I told him so. Mr H blushed. 'I am glad,' he said. 'As I told you, we do not see many foreigners here. Do come again, and tell your friends.'

I told a lot of friends about the meal I had, yet no one believed me. 'How could you get such a meal in such a remote place?' an English engineer friend asked me.

A few months later, I returned on exactly the same route with this engineer friend and was determined to show him my special restaurant. We reached the village – I recognised the flat roofs – but there was no sign of the café. It was as if the building had never existed. I asked a villager. 'Ghahvehkhaneh?' he said. 'There has never been one here in all the time I have been here. And that is forty years.' We drove away disappointed. Naturally, my companion laughed at me. 'You have a wonderful imagination,' he said. I don't have any explanation. I only know that I definitely had a meal in this village, in a café which, ever since, I have called 'the world's best restaurant'.

Grammar:

Active grammar

- A Separate objects which we can count are usually (1) _____ nouns. (2) _____ nouns are often liquids, substances or abstract qualities, but some just need to be learnt.

Examples:

Countable	Uncountable
<i>village café</i>	<i>sugar water money</i> (4) _____ <i>coffee</i>
<i>meal</i> (3) _____	<i>soup luggage travel information news</i>
	<i>advice furniture weather hair bread</i>

Some nouns can be countable (5) _____ uncountable. This is either because we understand how much someone is talking about:

Can I have a (cup of) coffee please?

Sure. Do you take one (spoonful of) sugar or two?

Or it might be because we can look at the noun both as something that can be (6) _____ and as a substance.

chocolate (a bar) *a chocolate* (in a box)

ice cream (in a bowl) *an ice cream* (in a cone)

B Quantifiers

	None	A small amount	A large amount
Countable		<i>A _____ months</i> <i>later ...</i>	<i>Outside one of</i> <i>the _____</i>
		<i>A _____ of</i> <i>bowls of soup ...</i>	<i>huts ...</i>
Uncountable		<i>We didn't have</i> <i>_____ hope ...</i>	
		<i>a _____ sugar ...</i>	
Countable and uncountable	<i>We do not ...</i> <i>get _____</i> <i>foreigners here.</i>	<i>_____ weak</i> <i>tea ...</i>	<i>I told _____</i> <i>friends about</i> <i>the meal ...</i>

Note that *any*, *much* and *many* are usually used in negatives and questions.

Complete the questions with a suitable quantifier from the Active grammar box.

- 1 Do you drink more than a _____ of cups of coffee a day?
- 2 How _____ vegetables can you name? Which ones do you eat most often?
- 3 Do you eat _____ meat? Why/Why not?
- 4 Some people only eat _____ meat. Do you think this is a good idea?
- 5 How _____ portions of fruit and vegetables should you eat a day?
- 6 Some people only eat _____ different kinds of fruit. Do you think it's better to eat a larger variety?

Homework:

Some of the following sentences are incorrect. Decide which ones and correct them.

- 1 How many money do you have?
- 2 We need to buy a new furniture.
- 3 Sam ate almost all the chocolates in the box.
- 4 She has a beautiful long blonde hair.
- 5 I don't have some luggage.
- 6 Would you like some rice with that?

Lesson plan № 23

Unit 23. Holidays

Lesson 1: Across Africa.

Objectives: By the end of the lesson students will be able to:

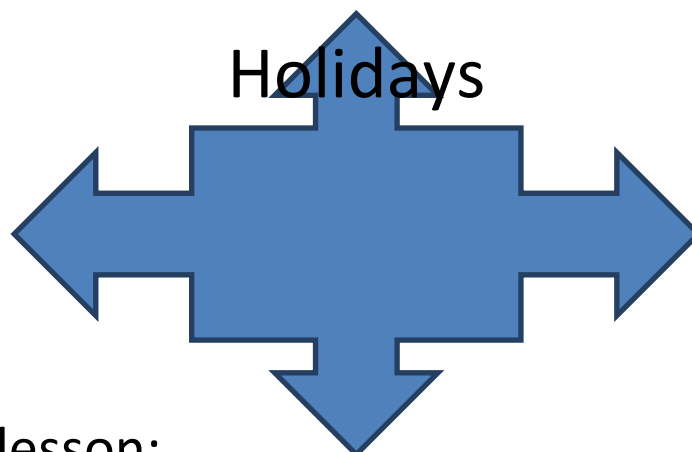
- ✓ Listen for gist and listen for detailed information.
- ✓ Use intonation to check and confirm information.
- ✓ Enlarge the lexical resource with types of holidays.

Skills to be emphasized: Listening, speaking, reading, writing

Aim of the lesson: To increase students' knowledge about learning English through new pedagogical methods.

Warm-up activity: Students will be divided into two groups, every group should write about only one of the best of their holiday in 5 minutes. Then two representatives of the class should come to the blackboard, and they read their little essays one by one. While one is reading the second will draw it on the blackboard.

While the lesson: the teacher will give several lists to the students where the pictures of different holidays are described and they will find the name of the holidays. After they find the cluster will be filled with it.



While the lesson:

Exercise 1

a Work in pairs and look at the photos. What type of holidays do they show? Describe them using words and phrases from the box.

adventure holiday beach holiday camping holiday
(river) cruise package holiday safari sailing holiday
sightseeing tour

Adventure holiday- sarguzashtli ta'til

Beach holiday- plyaj ta'til

Camping holiday- yozgi ta'til (lager)

Cruise- dengiz sayohati

Package holiday- hammasi ichida ta'til (lager)

Safari- ovchilik ta'tili

Sailing holiday- kema sayohati

Sightseeing tour- turistik sayohat

2 Cross out one adjective which does not collocate with the noun.

- 1 rocky/pebbly/snow-capped/scenic mountains
- 2 dramatic/sandy/scenic waterfall
- 3 snow-capped/green/lush/scenic valley
- 4 unspoilt/scenic/pebbly/rocky coastline
- 5 sandy/pebbly/tropical/rocky/lush beach
- 6 tropical/snow-capped/desert island
- 7 sandy/unspoilt/dramatic scenery

6.1 Across Africa

Grammar Past Perfect Simple

Can do describe a memorable photo

TRAVELS ACROSS AFRICA

For six hours we shot through the barren landscape of the Karoo desert in South Africa. Just rocks and sand and baking sun. Knowing our journey was ending, Daniel and I just wanted to remember all we had seen and done. He used a camera. I used words. I had already finished three notebooks and was into the fourth, a beautiful leather notebook I'd bought in a market in Mozambique. Southern Africa was full of stories. And visions. We were almost drunk on sensations. The roaring of the water at Victoria Falls, the impossible silence of the Okavango Delta in Botswana. And then the other things: dogs in the streets, whole families in Soweto living in one room, a kilometre from clean water.

As we drove towards the setting sun, a quietness fell over us. The road was empty – we hadn't seen another car for hours. And as I drove, something caught my eye, something moving next to me. I glanced in the mirror of the car; I glanced sideways to the right, and that was when

I saw them. Next to us, by the side of the road, thirty, forty wild horses were racing the car, a cloud of dust rising behind them – brown, muscular horses almost close enough to touch them, to smell their hot breath. I didn't know how long they had been there next to us.

I shouted to Dan: 'Look!' but he was in a deep sleep, his camera lying useless by his feet. They raced the car for a few seconds then disappeared far behind us, a memory of heroic forms in the red landscape. When Daniel woke up an hour later I told him what had happened.

'Wild horses?' he said. 'Why didn't you wake me up?'

'I tried. But they were gone after a few seconds.'

'Typical,' he said. 'The best photos are the ones we never take.'

We checked into a dusty hotel and slept the sleep of the dead.



Read the extract again. Write true (T), false (F) or not given (NG).

- 1 They drove slowly through the busy desert.
- 2 Sophie wrote about her experiences in a notebook.
- 3 Daniel took photos of the Victoria Falls.
- 4 They had seen a lot of things, and heard many stories.
- 5 Daniel was driving when they saw the horses.
- 6 They had seen other animals, but they hadn't seen wild horses before.
- 7 The horses didn't come near the car.
- 8 Sophie woke Daniel so that he could take photos.

Active grammar

(Past Simple)

(Past Perfect Simple)

We wanted to remember all we had seen ...

Which action happened first?

- 1 *We saw things ...*
- 2 *We wanted to remember ...* (the experience)

We use the Past Perfect/Past Simple to make it clear that one event happened before another one in the past.

We make the Past Perfect Simple with *had/hadn't* + past participle/infinitive.

Read the text and put the verbs in brackets into the Past Simple or the Past Perfect.

I had been warned about the dangers in Peru, but no one (1) _____ (tell) me how incredibly beautiful it was. The mountains (2) _____ (be) all shades of green and purple and as we arrived at Machu Picchu early in the morning, I was glad we (3) _____ (decide) to walk there rather than take the tourist train. The sun had only just come up and the air (4) _____ (smell) very fresh and sweet.

Machu Picchu (5) _____ (be) built in around 1450 but archeologists think it (6) _____ (be) abandoned by the time the Spanish (7) _____ (arrive) in the area a hundred years later.

Homework:

a Complete the sentences using the Past Perfect and your own ideas.

- 1 I got lost in the city because ...
- 2 My first evening on holiday went well because ...
- 3 I missed the flight because ...
- 4 I decided to travel overland because ...
- 5 There was a traffic jam because ...

b Have you ever been in any of the situations in exercise 8a? Work in pairs and discuss.