

**O'ZBEKISTON RESPUBLIKASI OLIIY
TA'LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI**

**TOSHKENT DAVLAT
SHARQSHUNOSLIK UNIVERSITETI**

LEARN ENGLISH THROUGH HISTORY

**Elementary level for 1 year students
A2 LEVEL**



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**Komilova D.Sh Learning English through History (o‘quv qo‘llanma) – Toshkent:
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Mazkur o‘quv qo‘llanma Toshkent davlat sharqshunoslik universiteti “Tarix (Sharq mamlakatlari va mintaqalari bo‘yicha” hamda “Falsafa (Sharq falsafasi va madaniyati)” ta’lim yo‘nalishlari birinchi bosqich elementary darajasidagi talabalar uchun mo‘ljallangan. O‘quv qo‘llanma tarkibiga ingliz tilini o‘rganishning asosiy bosqichlari tinglab tushunish, gapirish, yozish hamda o‘qish malakalarini rivojlantirishga oid dars ishlanmalari kiritilgan bo‘lib, talabalar turli xil mavzular yuzasidan bilim va ko‘nikmaga ega bo‘ladilar.

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Introduction

This textbook is intended for first-grade elementary level students of the Tashkent State University of Oriental Studies, Faculty of Oriental Civilization and History. The English language textbook for students majoring in history and philosophy is intended for students of Higher and Secondary Special Education in the field of "Oriental Civilization and History".

The main stages of language learning are listening, speaking, listening and speaking, and lesson plans help to develop skills, and students get lessons and skills on various topics.

The textbook is also useful for those who want to enter the Tashkent State University of Oriental Studies.

UNIT 1: COUNTABLE AND UNCOUNTABLE NOUNS

Objectives

Students will be able to

- identify countable and uncountable nouns,
- understand that countable nouns can be pluralized (e.g., apples, peaches, and cherries) but uncountable nouns cannot (e.g., information),
- use the correct words before countable nouns, including articles (i.e., a, an, and the), determiners (e.g., some), and numbers,
- use the correct words before uncountable nouns, including the article *the* and determiners (e.g., some),
- use any with countable and uncountable nouns for question forms and negatives,
- use correct open question forms with countable and uncountable nouns (e.g., how many/much...?).

Warm-up activity: Checking background knowledge.

Choose the noun in each group that is usually **uncountable**.

1. holiday journey flight luggage suitcase
2. meal dish food menu dessert
3. cheque coin cash salary bonus
4. Job employee boss unemployment profession
5. pop group musical music opera concert
6. arrest violence accident crime criminal
7. motorway traffic jam hold-up rush hour

Choose the noun in each group that is usually **countable**.

1. luck happiness opportunity fun help
2. ingredient cutlery fruit meat food
3. fresh air sleep fluid health energy

Activity 2:

Match the words and the pictures.

Some coffee	A chicken	A coffee	Some cake
A cake	Some pizza	Some chicken	A pizza



Activity 3: Look at the picture of the students' canteen. Write ten sentences, using each expression in the box one.

Several a couple of a few isn't much lots of aren't many a little hardly any no
a huge amount of

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity 4: Gap filling. Complete the gaps with a word from the box.

a a a an an some some some

1. They got _____ giant prawns for dinner.
2. You'll need _____ umbrella if you go out.
3. Daisy needs _____ new phone.
4. I'd like _____ potato with my salad.
5. Get _____ garlic, please.
6. How about _____ cup of tea?
7. I've got _____ idea!
8. Could you get me _____ more tea?

Reading activity: HEALTHY DIET...long life!!!!!! Read the description of two children in a common day.

Abbey gets up at 7:00 am, feeds the dog, and has cereal and a glass of juice for breakfast. She walks to school with her friend, Julia. She has a package of chips for a morning snack, drinks water from the water fountain, and has a chicken and lettuce sandwich with a banana for lunch. She likes to play soccer with her friends at lunch and morning break time. She walks home with Julia, has some crackers with cheese and fruit juice for afternoon snack and plays with the dog for a while. She plays computer games for an hour or two before dinner, then has a shower and does her homework. She watches her favorite television show for an hour, and then usually goes to bed at about 9:30 pm.

Carl gets up at 8:30 am and has two slices of toast with jam with a glass of milk for breakfast. His mother drives him to school on her way to work. He eats cookies and a packaged fruit drink for morning snack and a pot pie ordered from the school cafeteria with a fruit drink for lunch. He likes to play card games with his friends at lunchtime and climb the fixed equipment at morning break time. He catches the bus home, has a cereal bar and a can of soda for afternoon snack, then watches some television. He has a shower before dinner, and then plays the computer for an hour or two. He goes to bed at about 10:30 pm.

Use the information from the text to rate the different aspects of the two lifestyles.

Health aspects	Abbey	Carl	You
Diet			
Sleep			

Exercise			
Relaxation			

2. Read the following statements, and then decide if they are true (T)or false (F).

- a) Both of them have a healthy life. _____
- b) Abbey has a glass of milk as a snack. _____
- c) Abbey doesn't take the bus to get school. _____
- d) Carl plays soccer with his friends _____
- e) Carl get the bus to come back home. _____

Retrieved from:<https://englishcecytem2.files.wordpress.com/2011/03/worksheets-cecytem.pdf>

Choose the noun in each group that is usually uncountable.

- 1. holiday journey flight luggage suitcase
- 2. meal dish food menu dessert
- 3. cheque coin cash salary bonus
- 4. Job employee boss unemployment profession
- 5. pop group musical music opera concert
- 6. arrest violence accident crime criminal
- 7. motorway traffic jam hold-up rush hour

Say if the nouns are countable (C), uncountable (U) o both(B).

- a. beef b. coffee c. peach d. onion e. sugar f. strawberry g. tea h. pork i. pear j. jam
- k. a cup of tea l. a glass of milk m. melon n. bread o. milk p. butter

- 1. Euros _____
- 2. water _____
- 3. bottle of water _____
- 4. pollution _____
- 5. food _____

-
6. tea _____
 7. coffee _____
 8. ice-cream _____
 9. time _____
 10. box _____
 11. light _____
 12. animal _____
 13. noise _____
 14. bread _____
 15. a loaf of bread _____
 16. music _____
 17. song _____
 18. baggage _____
 19. bag _____
 20. clothes _____
 21. furniture _____

Fill in the gaps with some or any.

1. have you got _____ brothers or sisters?
2. We don't need _____ milk.
3. There are _____ pens on the table.
4. I want _____ eggs because I'm going to make a cake.
5. Is there _____ water in the fridge?
6. Are there _____ problems?

UNIT 2. PRESENT SIMPLE (TOPIC:FAMILY)

LESSON OBJECTIVES

Lesson Aim: To use the simple present tense to talk about free time activities (play, do, go)_

Life Skills: To understand leisure activities people do and talk effectively about them _ **Teacher's Aim:** To help students keep a vocabulary record

KEY VOCABULARY

Words: _eating out – restaurants; playing games; going out; go to the cinema / for a coffee; sports (ice hockey, judo, pool, etc)_ **Expressions:** _I / He (don't / doesn't) like; I'm / He is (not so) good at; I / He used to _

Warm-up

Activity:1

Family tree of Timurid: Count the family members of Amir Timur who governed the Samarkand.



Activity 2:Vocabulary:

Work in pairs. Put the family members below into three groups a) female b)male c) male or female.

**Family members: aunt brother child\children cousin daughter father(dad)
grandchild\grandchildren granddaughter grandfather (grandad) grandmother
grandparent grandson husband mother (mum) nephew niece parent sister son
uncle wife**

Activity:3 Present simple

Are the sentences true or false?

1. We use the present simple for talking about permanent states or situations.

True

False

2. We use it for things happening at the moment.

True

False

3. We use it for general facts (e.g. scientific facts).

True

False

4. We use it for talking about timetables (e.g. bus or lesson timetables).

True

False

5. We use it for future plans.

True

False

6. We use it for routines (e.g. things we do every day or week).

True

False

7. We use it for talking about likes and dislikes.

True

False

8. We use it for giving opinions (e.g. with the verbs think / believe).

True

False

Activity:4 Read the text. Then answer the questions.

- 1. Which characters in the show work together?**
- 2. Which characters live together?**
- 3. Can you name any other TV shows about friends?**

The big Bang Theory

is a TV comedy about a group of friends in Pasadena, California. Leonard and Sheldon are scientists. They work together and they and they share a flat too. Two other friends from work, Howard and Raj, often visit them. Penny lives opposite. She works in a restaurant. She likes Leonard and Sheldon, but they they are very different from her. A lot of the humour comes from this contrast. It's a simple idea for a show, but millions of people love shows about friends.

Activity:5 Complete the text with the present simple affirmative form of the verbs in brackets.

1. My stepsister Rose a scientist and she _____(love) her job. 2.She _____(work) at a university in California -she _____(study)stars and black holes. Rose isn't American, but she really _____(like) her California. Every weekend, she _____(go) to the beach. She _____(meet) friends there and they _____(go) surfing together. Rose _____(share) an apartment with one of her friends, Madison. Madison _____(work) in a restaurant and she's often at work in the evening. On those evenings, Rose _____(watch) DVD's in the apartment or she _____(have) dinner with friends in town.

Activity:6.Jeopardy online game.

Retrieved:<https://jeopardylabs.com/play/simple-present-game-536>

Activity:7 Read the passage and answer the questions: Sophia: I am Sophia Berger. Are you Jordan Turner?

Jordan: Yes, I am. Are you English?

Sophia: Hector is. I am French. Are you from the United States?

Jordan: Yes, I am. Hector, are you from London?

Hector: Yes, I am. Are you from California?

Jordan: No, I am from New York City. Is London a big city?

Hector: Yes, it is a big city. Sophia, are you from Lyon?

Sophia: Yes, I am from Lyon.

Hector: Is Lyon near Florence?

Sophia: No, it isn't. Florence is in Italy.

Hector: Oh, isn't it in France? I am a real fool.

Jordan: No, Hector. Of course, you are not a fool! Are you and Sophia students?

Hector: I am a student. She is an actress in France. We are tourists in the United States.

Sophia: Are you a student, Jordan?

Jordan: No, I am not a student. I'm a lawyer. I am on a holiday.

**Give long answers. If the answer is negative, then give the right answer: Example:
Is Sophia from Paris? ...No, she isn't..... She is from Lyon.....**

1. Is Jordan from California?.....

2. Is Florence in Italy?

3. Are Sophia and Hector students?

.....

4. Is Hector from Manchester?

.....

5. Is Sophia a dancer?.....

Activity:8Write True or False:

1. Hector is English.

-
2. Sophia is from the United States.
 3. Hector isn't from Manchester.
 4. Jordan is from New York City.
 5. London is not a big city.
 6. Florence is in Italy.
 7. Hector is a student.
 8. Jordan is a teacher.
 9. Sophia is an actress in London.
 10. Sophia and Hector are tourists.

Activity:9 Circle the correct form of the verb to complete each sentence.

1. Doctor Moffett love / loves his job.
2. He study / studies ants.
3. A salesperson sell / sells products for a company.
4. You and Anita work / works on weekends.
5. Nurses help / helps people.
6. We write / writes science books.
7. Our office close / closes at 7:00 p.m.
8. She take / takes classes at the business school.
9. You walk / walks to work every day.
10. I start / starts work at 8:00 a.m. every morning.

Activity:10 Complete the paragraphs with the correct form of the verbs in parentheses.

Manuel and Lila Vega Manuel and Lila Vega (1)have (have) a busy lifestyle. Manuel is a doctor at a hospital. He works at night, so he (2)(go) to work at 7:00 p.m. and comes home at 7:00 a.m. His wife Lila works at a bank. She (3)(go) to work at 8:00 a.m. and comes home at 6:00 p.m. They don't see each other a lot during the week. Manuel and Lila also (4)(have) two children, Luis and Carla. Every morning they all (5).... (have) breakfast together at 7:30. Then, Luis and Carla (6).... (go) to school, and Lila (7).... (go) to work. Manuel (8).... (do) the

dishes, and then (9).... (go) to bed. Carla usually (10).... (do) her homework at a friend's house in the afternoon, and Luis (11).... (have) soccer practice. Manuel gets up at 4:00 p.m. At 6:00 p.m., he (12).... (have) dinner with Lila, Luis, and Carla. After dinner, he (13).... (go) to work. Manuel and Lila (14).... (have) a busy schedule during the week, but on weekends they relax.

UNIT 3: PREPOSITIONS OF TIME (DANGEROUS JOURNEY)

By the end of class SWBAT...

- **Identify and use 'at,' 'in' and 'on' in sentences in the context of TIME.**
- **Show their comprehension of when to use 'at,' 'in' and 'on' as related to time by filling out a calendar with 'appointments' and events and then participating in an interview with their partner.**

Warm-up Activity:1 Speaking.

- 1. What do you know about Education system in the history of Bukhara?**
- 2. What kind of schools were popular in the back time? (single sex\mixed sex)**
- 3. Do you like education system in abroad? (Why? Why not?)**

Activity: 2 The explanation of Prepositions. Watch video

(<https://www.google.com/search?q=video+about+prepositions+of+time&oq=video+about+prepos&aqs=chrome.2.0i512j69i57j0i512j0i22i30l2j0i10i15i22i30i625j0i15i22i30j0i22i30l3.11712j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:ef86c7ff,vid:fRrVkXG0-v4>)

Activity:3 Read what Rachel says about her school and fill it with necessary prepositions.

‘Students start secondary school when they are eleven, and leave when they are eighteen. Most secondary schools in the UK are mixed.

The school year starts in September and finishes in July. In my school, lessons start at nine o’clock in the morning, although some students go in _____ nine and have breakfast in the canteen. Lessons continue _____ 3:30 in the afternoon. _____ school we sometimes go to school clubs.

We go to school _____ Monday _____ Friday, but not at the weekend. In some private schools students have school on Saturday morning, but no one goes to school on Sunday.

The school year has three terms. Each term lasts about thirteen or fourteen weeks. We have a two-week holiday at Christmas and the same at Easter. We sometimes have to do homework _____ the holidays -I hate that’.

Activity:4 Put the words and phrases in the correct groups

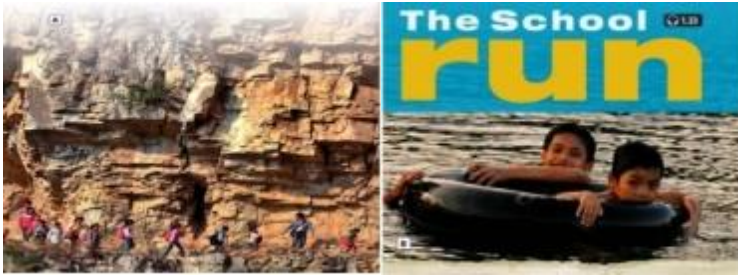
The past New Year’s Eve Tuesday lunchtime the afternoon my birthday the 60’s Easter the weekend Monday morning 17 th March 1997 August Christmas

in

on

at

Activity: 5 read the text. Match texts (1-4) with photos (A-D)



Activity:6 Match the sentences (A-G) with the texts (1-4).

Which group of children ...

- A. Sometimes put a family member inside a bag**
- B. Cannot use the bridge across the river?**
- C. Travel very fast**
- D. Have to swim across the river?**
- E. Have to walk along a dangerous path?**
- F. Have a long walk as part of their journey to school?**
- G. Travel to school with their head teacher?**

How dangerous is your journey to school? Perhaps you have to walk across a busy road or ride your bike in traffic. But in general, your journey is probably safe. For some children, it's very different...

- 1. Banjo Elementary School in China is on a mountain The path to school is very narrow and dangerous. The children have to walk in a line. When they meet somebody, they have to stand against the mountain while the person passes. For the parents, it is very worrying Fortunately, the head teacher of the school walks with the children every morning.**
- 2. A group of children in Sumatra, Indonesia have to cross a wide river every morning on their way to school. The bridge across the river is broken,so about 20 children have to walk across a rope. The rope is ten metres above**

the water. After that, they have to walk ten kilometers through the jungle. And of course, at the end of the school day they have to do the same journey again on their way home.

3. Students in Minh Hoa in Vietnam have to cross a river on their way to and from school every day. There are no bridges or boats, so the children swim. They put their books and clothes in large plastic bags so they do not get wet. The bags also help the children to stay safe in the water (the water is 20 metres deep). When they reach the other side, they take their dry clothes out of the bag and put them on.
4. Near Bogota, the capital of Colombia, some children have to cross a large valley to get to school. At the bottom of the valley is the Rio Negro, a huge river. There is only one way to cross the valley on a zip wire. That's a metal rope, 800 metres long and 400 metres above the river. The journey is very fast. In fact, it only takes about one minute! Small children cannot travel across the valley alone, so their brother or sister put them in a bag.

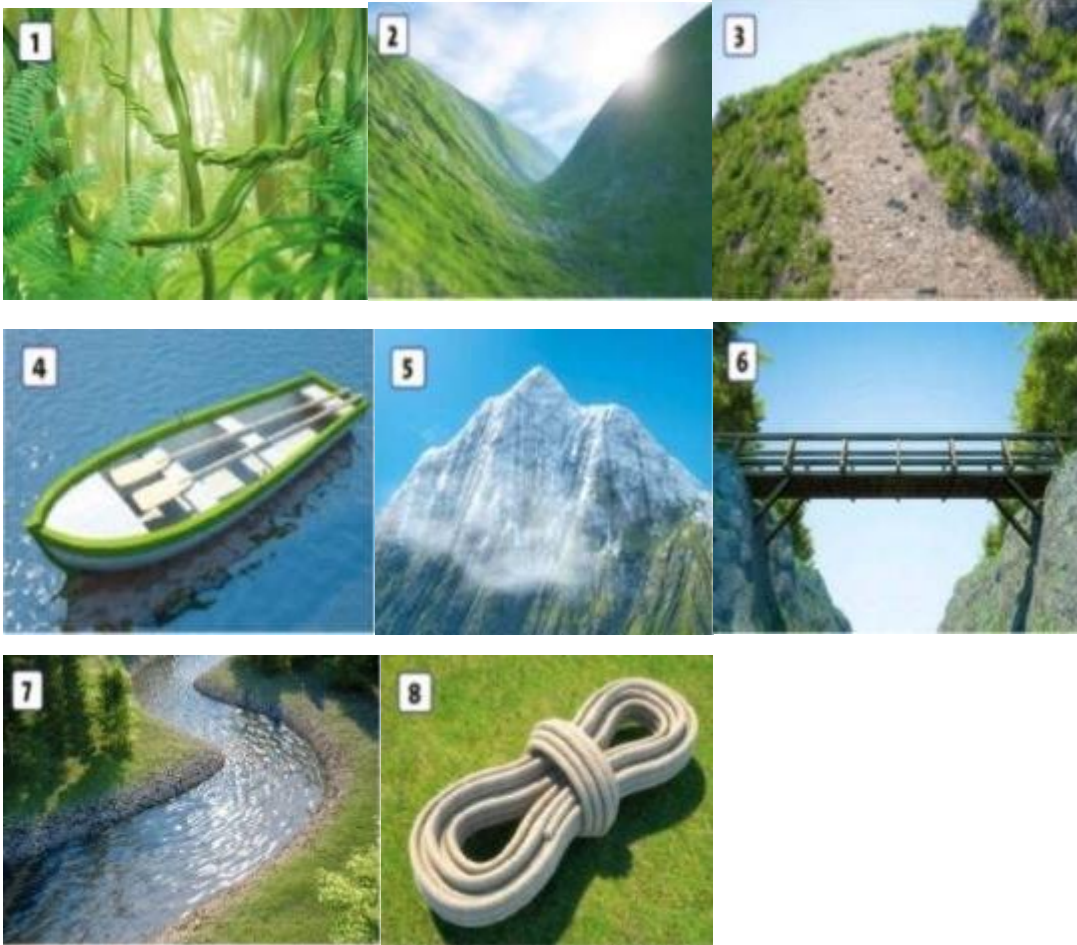
Activity:7 Put the highlighted adjectives in the text into four pairs of opposites.

Wet-dry....

Activity:8 Vocabulary

Find these words in the text. Then match them with the pictures below.

In the wilderness boat bridge jungle mountain path river rope valley



Activity:9 Complete the questions about the text using the question words below.

How how many what where which who why

1. in_____country is Banjo Elementary School?
2. _____ walks with the children on the mountain path?
3. _____ high is the rope across the river in Sumatra?
4. _____ children have to walk across the rope?
5. _____ is Minh Hoa?
6. _____ do the children in Minh Hoa have to swim across the river?
7. _____ is the name of the river near Bogota?

Activity:10 Underline the correct preposition of time in the brackets.

1. The train arrives (on, at, in) 3 o'clock.
2. We have to catch the plane (at, on, in) Monday.
3. We are going on a holiday (in, at, on) the summer.
4. I am going back to the hotel (at, on, in) the evening.

Activity:11 Draw two big squares on the board, side by side. Leave one square blank but draw a simple geometric design in the other square. Use lines and simple shapes. E.g. Note: For stronger students add more language by including extra elements in the picture. E.g. wavy/straight/dotted/zig-zag lines, an upside-down triangle.

Answer the questions.

Write a time, day, month or year. Use the correct preposition.

1. When do you leave for work? _____
2. When do you finish work? _____
3. What days don't you go to work? _____
4. When do you get paid? _____
5. When do you have your holidays? _____
6. When did you last take a day off? _____
7. When do you have to do your taxes? _____
8. When did you start working at the place you are now? _____
9. When is the busiest time of year for you at work? _____
10. When is the slowest time of year for you at work? _____

Rewrite the sentences with very little, a little, very few, a few, fewer, less.

Change all the underlined words.

1. There was a lot of wine at the party, but hardly any was drunk. Very little
2. I'm on a diet so I'll just have four or five chips.
3. Children don't have as much respect for their teachers as they used to.
4. Lots of people have tried to climb Everest, but not many have succeeded.
5. Dave can speak fluent Norwegian and some Swedish.



UNIT 4 COMPARATIVES AND SUPERLATIVES (PLACES)

Objectives of this lesson are:

- **To recognize and recall adjectives: degrees of comparison.**
- **To describe and explain adjectives: degrees of comparison.**
- **To use rules of using adjectives: degrees of comparison.**
- **To draw links between degrees of adjectives for comparison.**
- **To justify the right use of adjectives: degrees of comparison.**
- **To produce descriptions using adjectives: degrees of comparison.**

After attempting these New Bloom's Taxonomy-based activities students will be able to:

- **Identify the positive, comparative and superlative degree of adjectives.**
- **Identify the degree of comparison of the given adjectives in the given sentence.**
- **Form and use comparative and superlative adjectives to modify nouns.**
- **Change the degree of comparison of an adjective without changing the meaning of the sentence.**
- **Identify the errors to ensure the right use of adjectives based on their degrees of comparison.**
- **Choose between comparative and superlative adjectives depending on what is to be modified**
- **Warm-up activity:**



Follow-up questions:

1. What place is it?
2. Where is it situated?
3. Why it was established and by whom?

Activity: 2 Vocabulary places in towns and cities. Play game: saying definition with simple words



Activity:3 Listen.Where are the people? Choose from all the places in activity 2.

- | | | | |
|----|----|----|----|
| 1. | 3. | 5. | 7. |
| 2. | 4. | 6. | 8. |

Activity:4 Answer the questions using places from activity 2.

Where do people go to...

1. Report a crime?.....
2. Do some exercise?.....
3. Catch a train?.....

4. Buy some new clothes?.....
5. See some animals?.....
6. Play football or have a picnic?.....
7. Leave their car?.....
8. See a doctor?.....
9. Change pounds into dollars?.....
10. Borrow a book?.....

Activity:5 Read the Internet forum. Which city should Cassie choose in your opinion?

@Cassie I'm planning a short holiday in the USA. Should I visit New York or LA? Can I have some advice, please?
@Grace What do you want to do? LA is a more relaxing city.it has wider streets and lower buildings than New York. New York is bigger and noisier. People call it the city that never sleeps.
@Jack When are you going? The climate in Los Angeles is better, I reckon-winters are sunnier and summers are more comfortable.
@Ben Do you like flying? For Europeans, Los Angeles is further than New York: the flight is four hours longer.

Activity: 6 Watch You Tube video about the usage of comparatives.

Retrieved from: <https://youtu.be/wXiD0FdON7k>

Activity: 7 Write given adjectives in comparison form.divide students into two groups

bad	
good	
slow	
noisy	

difficult	
beautiful	
important	
hot	
cold	
happy	
nice	

Activity:8 Write sentences comparing New York and Los Angeles. Use information from the text in activity 6 and the comparative form of these adjectives.

1. Be\small

Los Angeles is smaller than New York.

2. Be\quite

3. Have\narrow\streets

4. Have\tall\buildings

5. Have\bad\climate

6. Be\near

beautiful, slim, ripped*, active, buff *, smart, ordinary, tough, handsome, sensible, independent, peng*, stupid, short, boring, attractive, ugly, thin, hot*, ambitious, chubby, sensitive, loyal, fit*, moody, scruffy, friendly, energetic, gorgeous, cute, confident, selfish, shy, stubborn, reliable, geeky, tall, intelligent, cool*, inked*, clapped*

Handout 1

Physical appearance	Character
beautiful	sensible

Handout 2

1. What's he like?

2. What does he like to do?

3. What does he look like?

4. What does he like doing?

A. We ask these questions when we want to find out about someone's physical appearance.

B. We ask these questions to ask about someone's hobbies or interests.

C. We ask this question to find out about someone's character.

Handout 3

His/her name is _____. He/she... is _____ years old. is _____.

(Nationality) speaks _____. is from _____. lives

in _____. He/she... [is single / married / divorced / widowed] [has a

boyfriend / girlfriend]. He/she... likes _____ +

ing. likes to _____. doesn't like

_____ + ing. doesn't like to

_____. What does he/she look like?

_____ He/she ... is [tall

/ short] [fat / skinny] [has long / short hair] [has black / brown / red / blond / grey

hair] [is bald]. has [brown / blue / green eyes] has [a moustache / a beard] [has a

piercing / a tattoo (is inked)]. What is he/she like?

Read the following sentences then fill in the blank with an adjective of your choosing. 1. The _____ apples were delicious. 2. _____ people went to the fair. 3. We played with _____ goats at the petting zoo. 4. John had a _____ time. 5. Class was _____ today. 6. Her _____, _____ bicycle looked cool. 7. Kylie's friend was _____. Say whether the adjectives describe a noun or pronoun. 1. He planned a trip with his friends. Noun Pronoun 2. Vince used his trusty old rod and reel. Noun Pronoun 3. They were tired but happy with themselves. Noun Pronoun

UNIT 5 PAST SIMPLE (MISSING SOUNDS)

Warm-up activity: Snowball game. Students will tell different verbs to each others, others should tell past form of these verbs.



Activity:2 Read and listen to the text about exploring the Kalahari Desert. What three different jobs does it mention?

Searching for the lost city

The successful Canadian entertainer William Hunt lived and worked in Europe under the name The Great Farini. But he wanted a new challenge and loved the idea of exploration. So in 1885, he sailed to Africa and crossed the huge Kalahari Desert on foot. A photographer travelled with him and photographed the journey. After the journey, they described a lost city in the middle of the desert. Their story caused a lot of excitement and many other explorers studied the photographs and then tried to find the city, but without success. In the end, people stopped looking. Perhaps Farini invented the lost city-nobody knows for sure.

Activity:3 Identify given highlighted words in the text and match them with each spelling rule.

- A) With the most verbs, we add -ed to the infinitive without to:work-worked
- B) If the verb ends in -e, we just add -d: Like-liked
- C) If the verb ends in -y, the -y changes to -ied: carry-carried
- D) If the verb ends in a vowel and consonant, we usually double the consonant before adding -ed:chat-chatted

Activity:4

1. I... (buy) some food for lunch.
2. Who ...(meet) you at the airport?
3. We all ...(have) the same idea.

4. ...(do) you speak to Sophie?
5. I ... (see) the weather forecast earlier.
6. He ... (give) us a lift into town.
7. She ... (read) three books in one week/
8. They ...(take) a taxi to the hotel.

Activity:5 Work in pairs. Describe the photo. Use the nouns below to help you.

Bear chair grass paw sleeping bag tent



Activity:6 Complete the safety advice with the verbs below.

SAFETY IN THE NATIONAL PARK

1. _____ someone where you are going.
2. Do not _____ on mobile phones. You often can't get a signal in the world.
3. _____ a map and compass with you.
4. Never _____ bears or other wild animals.
5. Don't _____ food in your tent. Put it in your car or in a box a few meters from your tent.
6. If you see a bear, _____ slowly away from it. Do not _____. Don't _____ at the bear's eyes.
7. Do not _____ a tree. Most bears are good climbers.

Climb	feed	keep	look	rely	run	take	tell	walk
-------	------	------	------	------	-----	------	------	------

Activity:7 Listen to four people describing their experiences in the wild. Match the speakers with the sentences A-E. There is one extra sentence.(3.10)

- A) The speaker describes a problem with a vehicle.__
- B) The speaker camped in a beautiful place.__
- C) We learn how a mobile helped to solve the problem.__
- D) The speaker explains why it's important always to take a phone with you.__
- E) The speaker nearly lost some possessions. __

Activity:8 Biography The text should not be too long, but should be informative, relatively speaking. students need to work in pairs or small groups and read it, firstly for gist, but then for factual detail. Michael Schumacher was born on January 3rd, 1969, in Hürth Hermülheim, Germany. He is a former Formula One driver, and a seven-time world champion. Many people say that in his heyday he was the greatest ever. He was the first German to win the Formula One World championship. In a 2006 survey, Michael Schumacher was voted the most popular driver among Formula One fans. After winning two championships with Benetton, Schumacher moved to the Ferrari team in 1996, which had not won a drivers' championship since 1979. While he was driving for Ferrari, during a period from 2000 to 2004 Schumacher won five consecutive driver's titles with the team. In August 1995, he married Corinna Betsch. They have two children, Gina-Maria who was born in 1997 and Mick, born in 1999. The family currently lives in Gland, Switzerland near Lake Geneva. In 2010 Schumacher returned to the sport of Formula One with his new team, Mercedes but during that year did not regain the form that had seen him dominate the sport. Throughout the season driving for the German team, he has not made any impact on the higher reaches of the drivers' table.

In 2005 Eurobusiness magazine said Schumacher was the world's first billionaire sportsman. He donated \$10 million for aid after the 2004 Indian Ocean tsunami. His donation was bigger than that of any other sports person, most sports leagues, many worldwide corporations and even some countries.

Activity:9

Irregular Simple Past Pronunciation and Storytelling Teacher's instructions Cut up one set of cards per group of two to four students. There are two games, which can be played with either of the two games going first: Students take turns continuing a story (perhaps starting with a line that you give them) with the verbs there until all of them are finished, they finish the story or they give up. Students work together to put the verbs into columns by their Simple Past vowel sound. To help them, you can tell them that one vowel sound has just one example, the next vowel sound has two examples etc, all the way up to eight for the vowel sound with most examples.

UNIT6. PREPOSITIONS OF MOVEMENT AND PLACE (STRANGER THAN FICTION?)

Lead-in Activity 1 Speaking. Look at the photo and the title of the text. What do you think happened?



Activity 2 Read the text and check your ideas.

Survival in the rainforest

Gileno Viera da Rocha is a Brazilian engineer. He helps to build roads in the Amazon rainforest. Last year he was in the forest, 300 miles from the nearest big town. When he finished work one day, he decided to walk back to the camp, ten kilometers away. His workmates walked across a field, and into the jungle. But he got lost. He couldn't see any other people and he couldn't return to his workmates. He continued to walk through the trees. He climbed over tree trunks and crawled under bushes. At night he rested in a tree or on the ground. After a few days he was very hungry, but he couldn't find any fruit or animals to eat. So he decided to catch bees and flies for food! Finally, after twelve days, he arrived at a river and started to walk along it. There were people by the river and they helped him. Gileno almost died, but he finally arrived home safely. He was a very lucky man!

Activity3:

Student A

-
1. Gileno Viera da Rocha\Brazilian engineer\builds roads\Amazon rainforest
 2. Last year\rainforest
 3. Decide\walk\camp\workmates\walk\usual path
 4. Gileno\decide\take shortcut\walk\field\rain forest
 5. He\lost\couldn't see\people\couldn't return\workmates

Student B

6. After a few days\hungry\couldn't find\fruit\animals
7. Decide\catch bees and files
8. Twelve day arrive\river\walk\along river
9. There\people\by\river
10. He\almost\die\very lucky man

Activity:4 In pairs, read the paragraph. Then answer the questions below.

Hundreds of years ago, travelers shared stories about strange animals from other parts of the world. But in most people's opinion, these stories were just myths: the animals were not real. However, in a few cases, they were wrong- the animals were real. And hundreds of years later, people proved it!

Follow-up questions:

1. What is a myth?
2. What were people wrong about?

Activity:5 Read the first section of the text. Decide if the statements are true or false. Write T or F.

The first people to describe a giant squid were

- A) The Ancient Greeks.___
- B) Sailors in the Middle Ages.___
- C) Two fisherman in 1873.___

Activity:6

1. Giant squid

In Ancient Greek times, there were stories about huge sea monsters with very long arms. Similar stories appeared in the Middle Ages. These monsters lived in very deep water, but sometimes they attacked sailors. However, were these creatures real or were they a myth? For hundreds of years, scientists were not sure. But that changed in 1873. A giant squid attacked a small boat near the east coast of North America. The fishermen in the boat used an axe to cut off two of the giant squid's arms. They were six metres long! They showed the arms to the scientists at a local museum. The scientists were amazed! Today, everyone knows that giant squid are real, but people very rarely see them. In fact, only one video exists of a giant squid in its natural habitat.

2. Gorillas

About 2,500 years ago, an Ancient Greek explorer called Hanno travelled to Africa. On one island near the coast, there was a group of strange people with black hair on their faces and bodies. He asked the local people for information about them they were 'gorillae', they answered. These people were violent, bad-tempered and very strong. And for hundreds of years, there were similar stories about strange creatures- half human and half animal-in the forests of Africa. The first scientific description of gorillas only appeared in the 19th century. And mountain gorillas were a complete mystery until a German soldier discovered them in 1902.

3. Okapi

The Ancient Egyptians were familiar with the okapi a strange creature from the forests of Africa. It looked like a mix between a zebra and a horse. In the 19th century, the famous British journalist and explorer Henry Stanley described the same animal. But was it all a myth? An English politician in central Africa, Henry Johnston, was very interested in Stanley's description. He decided to find the animal. It was not easy, but in 1901 Johnston finally managed to get a complete

okapi skin. He sent it to London and the scientists there were amazed. Later, they realized that the okapi is not a type of zebra-in fact, it is a relative of the giraffe.

4.Komodo dragons

During the First World War (1914-18) a pilot crashed into the sea near Indonesia. Luckily, he could swim well. He reached one of the smaller islands. He was safe! Or was he? On the island, he discovered a horrible monster. It looked like a dragon: it was very big with short legs and a long tongue. It attacked and killed large animals for food. The pilot survived and later he described the monster to his friends. They laughed at him! But in fact, the animal was real, it was a Komodo dragon, the largest lizard in the world. In 1927, London Zoo opened its new Reptile House and it included the first pair of Komodo dragons in Europe.

Activity:7 Vocabulary Match the highlighted professions in the text with the definitions below.

1. Scientists: people who do scientific work.
2. _____: somebody who fights in an army.
3. _____: somebody who writes for newspapers and\or magazines.
4. _____: somebody who goes to new places to discover what they are like.
5. _____: somebody who helps to make a country's laws.
6. _____: people who go out in boats to catch fish.
7. _____: somebody who flies a plane.
8. _____: people who work on a boat.

Activity:8 Match the picture showing prepositions of movement with the words.

- A) Through...
- B) Over...
- C) Down...
- D) Across...

E) Out of from...

F) Past...

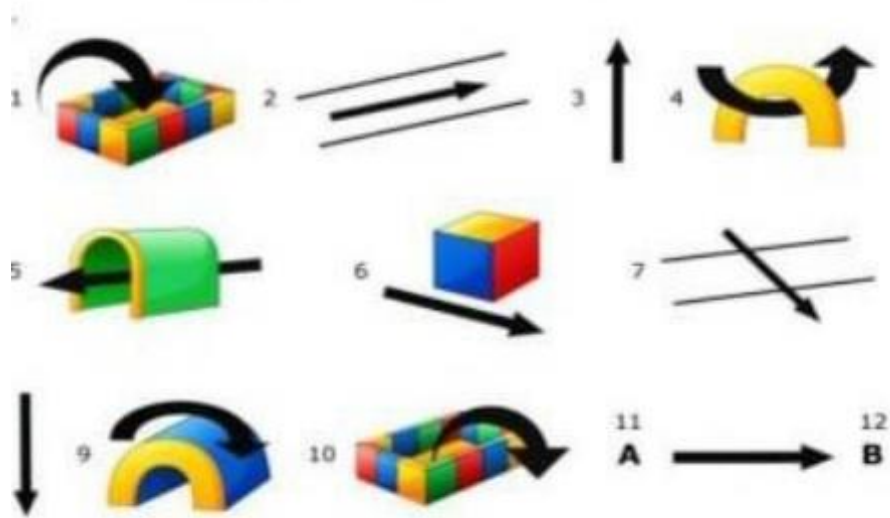
G) Into...

H) To...

I) Along...

J) Up...

K) Under...



UNIT7 SPORTS AND HOBBIES (GOING TO)

Warm-up activity: Check your vocabulary: picture matching.

Write the correct words in the boxes below the pictures.

Athlete	ticket	stadium	medal	bronze	medal	flag	gold
medal	spectator	team	silver medal	winner			



Activity:2 Watch video about Skateboarding heroes. Speak about what can we learn from this video?

Retrieved from: <https://learnenglishteens.britishcouncil.org/study-break/video-zone/skateboarding-heroes>

Activity:3 Put the events in the correct order.

___ In the 1940s and '50s, surfers invented skateboards so that they could practise on land when there weren't any waves.

___ Skateboarding competitions grew and some professional skaters got famous.

___ In the 1970s, there was a drought in California and some people made their swimming pools into skating ramps.

___ Skateboarding became an Olympic sport.

___ People started to ride skateboards on footpaths and in car parks.

___ Skateboards became more advanced and skate-parks were created.

Activity:4 Complete the sentences.

Skateboarding	got into	put their mind to it	The Olympics
community	team	a shot	medals

1. What Jasmine likes about skateboarding is the, making new friends and having fun.
2. Bohdi skateboarding because her father used to skate.
3. Bohdi says that anyone can skateboard if they..... .
4. Jasmine was excited to watch in the Olympics.
5. Seeing teenagers win makes Jasmine feel that she can do it too.
6. Beau says that nowadays a lot more people are giving skateboarding.....
7. Beau thinks that the Australian skateboarding will be very successful in the future.
8. Bohdi is going to work hard to get to

Activity:5 Listening. Listen to four speakers. Which sports and hobbies are they talking about? (3.28 p:85)

1. Speaker 1_____
2. Speaker 2_____
3. Speaker 3_____
4. Speaker 4_____

Activity:6 Speaking. Work in pairs. Tell your partner about the last time you took part in a sport or active hobby. Say:

- what sport or hobby it was
- when and where you took part
- who took part with you
- one more thing about the experience

Activity:7 Listen to six dialogues. Write sentences about people's plans for the weekend. Use the affirmative or negative form of going to and the verbs in brackets.(3.30 p: 86)

1. Charlie (cook) dinner.

Charlie isn't going to cook dinner.

2. Olivia and Sophia (do) schoolwork

3. Bella (send) an email

4. Conrad and Alex (watch) a DVD

5. George (go) cycling

6. Poppy and Alice (play) football

Activity:8 Read the text and answer the questions.

EL CAPITAN.For years, two climbers, Tommy Caldwell and Kevin Jorgeson, dreamed of climbing the Dawn Wall is a one thousand -metre rock face on El Capitan in Yosemite National Park. It is the steepest, most difficult rock face in the world. Tommy and Kevin decided to free climb. That means they use ropes and equipment only to keep them safe and catch them if they fall. They don't use them to climb. They trained hard for six years and then attempted the climb at the end of 2014. People all around the world followed their progress on social media.

Questions:

1. What was Tommy's and Kevin's ambition?

2. What's Dawn Wall?

3. What's free climbing?

4. How long did they train before attempting the climb?

5. When did they attempt the climb?

UNIT 8. WILL (NEGOTIATING)

Lead in activity: Here is a free prediction game where students use the future simple forms will and won't to predict the future of a partner. The objective of the game is to predict outcomes as accurately as possible. Students work in pairs to study the predictions on the worksheet and consider their partner's future goals. Additionally, each student adds three more predictions of their own. Students then indicate whether or not they believe the prediction will come true by writing "yes" or "no" next to it. If a student answers "yes," they are required to provide an explanation. Then, using the future simple forms will and won't, students alternate telling their partners about their predictions and justifications. If their guesses are likely, their partner informs them.

Activity:2 Read the text. Are the sentences true or false?

1. Ellie Simmond is only thirteen years old.
2. She won her first gold medal in 2008.
3. She wants to stop swimming.

ELLIE SIMMONDS

Is a British Paralympic swimmer. She's only 1.23 m tall, but she says, I'm a normal person. 'I'm just smaller!'. She was only thirteen when she won two gold medals in the 2008 Paralympics in 2012. It was the best moment of her career. I will never forget that moment,' she says. Now she is studying at a university in central England. What will she do when she finishes her course? 'I think I'll probably take a short break,' says Ellie. She won't stop swimming that's certain! She'll be a member of the British Paralympic team for many years to come.

Activity:3

Complete the sentences with the correct form of will/won't and the verbs below.

Be meet not arrive not be not do see

1. Dad's train is delayed. He _____ until late this evening.

2. Bye! I _____ you later.
3. I _____ your homework for you!
4. Joe is ill. He _____ at school tomorrow.
5. I _____ you at nine o'clock at the cinema. Don't be late.
6. A: 'It's your birthday tomorrow _____ you _____ seventeen?'
7. B: 'Yes I _____.'

Activity:4 Speaking. Match the pictures with three of the sports events from the list. Then tell your partner which events from the list you a) enjoy watching and b) enjoy doing.

Athletic events: 100 meters high jump long jump marathon pole vault relay shot put



Activity:5(L-3.37, P:92)

Look at the timetable of Olympic events and listen to two teenagers talking about tickets. How many events do they agree to see? Tick the events that they agree to see.

SATURDAY	POOL	INDOOR ARENA	STADIUM
08:00	Diving	Badminton	Women's marathon
10:00		basketball	Men's long jump
12:00	swimming	handball	Men's 100 m final

14:00		gymnastics	Women's pole vault
16:00	Water polo	volleyball	Men's 400 m relay

Activity:6 Listen and complete the phrases the teenagers use for reacting. Use the words below.

Mean right see so that think

Reacting

You're 1_____.

I suppose 2_____.

I 3_____ what you 4_____

Do you 5_____ so?

Activity:7

Check your vocabulary: multiple choice.

Read the definition and circle the correct word.

1. The green area on which two teams play a game of football. a. pitch b. referee c. fan
2. The man who carries a whistle and controls a game of football. a. team b. fan c. referee
3. The place in which two teams try to kick the ball in order to win a game of football. a. cup b. goal c. kit
4. The object that a referee blows to make a loud noise to start and finish a game of football. a. whistle b. kit c. goal
5. The silver or gold prize given to a football team when they win a competition. a. whistle b. cup c. corner flag
6. A group of footballers that play football together. a. team b. kit c. linesman
7. The person who goes to a game of football and cheers for their favourite team.

a. referee b. footballer c. fan

8. The uniform the football team wear.

a. pitch b. kit c. fan

Activity:8 Word shake-game

https://f4af0e655f1ba813387a-9d4e141fd1fc6c7c833d00398717c341.ssl.cf6.rackcdn.com/workshake-teens/Wordshake_Teen.html

UNIT9. PRESENT PERFECT(UNIVERSITY ACCOMODATION)

Warm-up activity: Give students word cards and they should make sentences in Present Perfect by their words:

Ride a bike	visit museum
Take a photo	buy flowers
Be abroad	plant trees
Eat sushi	make a cake
Play tennis	read novel
Climb a tree	watch English movies

Activity:2

To: dad@email.com

Hi Dad,

I've arrived safely in Berlin. Kasper and his family met me at the airport. We've just had dinner and now I'm in my bedroom They've tried to make me feel at home. They've put a photo of London on the wall and they've given me some English books to read! But I really miss my home and my family. Please reply soon! I've sent messages to my friends too, but so far only one person has replied

From Ben

Subject I'm in Berlin!

Sent: Mon 14 May 2018 19.55

Read short e-mail and write highlighted words in the column of regular and irregular verbs.

Regular verbs	Irregular verbs

Activity:3 Complete the sentences with the present perfect form of the verbs in brackets.

1 What's my password? I (forget).

2 She like it. (try) Greek food but she doesn't

3 It isn't a secret-they. people! (tell) lots of

4. (do) my homework. Can I go out now?

5 Oh no! We (leave) our bags on the train!

6 We can't buy a snack. You our money. (spend) all

Activity:4 Speaking Work in pairs. Take turns to ask a question from the list below. Your partner invents an answer using just and the present perfect.

Why are you...

1. crying? 3.so tired? 5.laughing?

2. So happy 4.feeling ill? 6.worried?

Ex: why are you crying? Because I've seen a really sad film.

Activity:5 Complete the email with the present perfect form of the verbs below. Eat have help learn meet play send speak

Hi dad,

I hope you are doing well, I _____ a great first week in Germany! Kasper is really into sport, like me. We _____ football and basketball at the park and I _____ lots of Kasper's friends. I _____ German to everyone and I _____ a lot of new words. The food is really nice. I _____ just _____ about ten sausages! I _____ with the cooking a few times too.

Love, Ben

PS I _____ just _____ an email to Mum too.

Activity:6 Speaking. Work in pairs. Describe the photo. Then answer the questions.

1.Who are the people?

2.what are they doing?

3.Would you like to live in a place like this? Why?\why not?



Activity:7Listen and complete the questions.

1. Where_____live? (add two words)

2. What_____do at the weekend? (add four words)

3. What_____do when you leave school? (add four words)

**4._____speak any languages apart from your own language and English?
(add two words)**

5._____pay to study at university in your country? (add four words)

6. What_____job _____do when you finish your studies? (add six words)

UNIT 10 WORD SKILLS(DO,MAKE,HAVE,TAKE,BRING)

Activity 1. Describe the photo. How do you often tidy and clean your room?



Activity: 2. Read and listen to three teenagers talking about household chores. Who helps most with the housework: Marvin, Harriet, or James? Who helps least?

@Marvin How do I help round the house? I'm afraid I don't do much housework, actually I occasionally do the hoovering, but I have to do a lot of homework every evening. It takes ages, so I haven't got time for much housework.

@Harriet My mum is a single parent, so my sister Emma and I try to help her with the housework. We make our beds every morning. Then after we've had breakfast. I usually do the washing up. At the weekend, Emma often does the cleaning while mum and I take the bus into town and do the shopping.

@James I do my best to help with the housework, but it's difficult to find the time. I tidy my bedroom once a week and I sometimes take the rubbish out or help mum to make the dinner. My brother. Max, has a lot of arguments with our parents about housework. He does nothing to help.

Activity:3 Vocabulary. Look at all the red collocations with do, make, have, and take in the texts, use them to complete the gaps below.

do 1housework 2the hoovering 3_____

4_____5_____6_____

7_____8_____ \something the washing somebody a favor

Make 9_____ \breakfast/lunch 10_____ - a mistake friends a phone call an appointment

have 11_____12_____ a shower a drink a party a rest a conversation

Take 13_____14_____15_____a photo an exam medicine/ a pill
somebody's advice

Activity: 4. Circle the correct verbs to complete the sentences.

- 1 Can you take/make a photo of us, please?
- 2 I've had / made lots of friends at my new school
- 3 If you're tired, have / make a rest.
- 4 Can you take/do me a favour?
- 5 I have to take/make three exams next week.
- 6 Don't just stand there! Do / Make something!
- 7 Kate did / made a lot of spelling mistakes in her essay.
- 8 Would you like to have / do a game of chess?
- 9 If you're thirsty, have/take a drink.
- 10 I've got a headache. I'm going to do / take an aspirin.

Activity:5. Listen to part of a radio report about moving house. Choose the correct options A,B, or C.

- 1 Which feelings does the presenter talk about?

A excitement, happiness, worry

B sadness, anger, worry

C excitement, sadness, worry

- 2 Caitlin, Ahmed and Josie

A moved house three months ago.

B have moved house recently.

C moved house a long time ago.

- 3 Caitlin

A has felt unhappy in her new house.

B doesn't like her bedroom.

C has been to visit her old school.

- 4 Ahmed

A started his new school last week.

B has already decorated his bedroom.

C thinks his bedroom is too dark

5 Josie

A has felt very sad in her new house.

B hasn't spoken to her old friends.

C has made some new friends.

Activity:6. Match the verbs below to 1-5.

Do, have, make, share, take

1._____your bed/friends/ a phone call

2._____ an argument/a rest/breakfast

3._____your best/the cleaning/your homework

4._____a pizza /the bills/a room

5._____someone's advice/ an exam/medicine

Activity:7. Write the adjectives in the correct place in the table.

Attractive awful cosy light relaxing ugly uncomfortable untidy

Positive	Negative

Activity:8. Think a home that you know well (but not your own home). Write a description. Include information about the points below.

- Who lives there

-The location

-The rooms

-When you last went there and what you did

UNIT 11. NEW YORK.

Activity1: Speaking. Work in pairs. How much do you know about New York?

A Brief History of New York

- **The first Europeans who settled in the area in 1609 were from the Netherlands. They named the colony New Amsterdam.**
- **In 1664, the British conquered the colony and renamed it New York.**
- **After the War of Independence, New York City served as the first capital of the United States for only a year, until the role was transferred to Philadelphia.**
- **George Washington was admitted as the first President of the United States on the steps of the Federal Hall on Wall Street.**
- **In 1898, the modern City of New York was formed with the association of several countries and Brooklyn, which had been a separate city until then.**
- **Now, New York is the center of international affairs, hosting the headquarters of the United Nations.**

Activity:2 Listen to the audio and decide if these sentences are true or false. Write T or F. Can you correct the false sentences? (4.21)

- 1 New York is the capital of the USA. ____**
- 2 The population of New York is about 8.5 million.____**
- 3 People speak around 800 different languages in New York.____**
- 4 The Golden Gate Bridge is in New York.____**
- 5 The Empire State Building is in New York.____**
- 6 The United Nations Headquarters is in New York.____**
- 7 The White House is in New York.____**

Activity:3 Read the tourist guide to New York City. Match headings A-F below with paragraphs (1-5). There is one extra heading.

A The Statue of Liberty

D Central Park

B The view from the top

E Visit museum

C The Brooklyn Bridge

F Times Square

1. ___ Day or night, the view from the top of One World Trade Centre, the tallest building in the USA, is fantastic. You can see islands, bridges, and some of the most famous buildings in the world

2. ___ This is New York's busiest place. Over 300,000 visitors come here a day People sell art and jewellery on the street, and you can buy cheap tickets for Broadway musicals and plays. Don't miss this place!

3. ___ This is one of the most surprising places in the city. What can you do here? Visit the 200 or the castle. Walk or jog on the grass and along the paths. Look at the beautiful lakes and gardens. In the winter, you can go ice skating, and in the summer, you can watch a Shakespeare play. There's something for everyone to start a new life

4. ___ Are you interested in art? What about science, history, or space travel? Between East 82nd and East 105th Streets, there are eight amazing museums and art galleries Don't miss one of the great educational centres of the world.

5. ___ A gift from the people of France in 1886, this is perhaps the city's most famous tourist attraction. It is a symbol of hope and freedom for people who arrive in America

Activity:4 Listen to the interview with Gloria Estrada. Answer the questions.

- 1. What event is she looking forward to?**
- 2. How many people are taking part in the event/**
- 3. When is the event?**

Activity:5 Vocabulary Match words below with the correct definitions.

canyon expedition extraordinary pond protect variety

1 a deep valley_____

2 very surprising or unusual_____

3 an organized trip, often to an unknown place_____

4 a number of different kinds of the same thing_____

5 a small area of water_____

6 to make sure something is safe_____

Activity:6 4.23 Listen again. Are the sentences true or false? Write T or F. Correct the false sentences.

1 Gloria lives in Bogotá.____

2 She runs seven times a week.____

3 This is her first marathon.____

4 She is nineteen years old.____

5 She doesn't think that marathons are very tiring.____

6 She is starting to feel more at home in New York.____

Activity:7 Speaking Work in pairs. A British friend is coming to your country. You are meeting him/her in a city that you know well. Agree on the top three places to visit, and give reasons. Use the phrases below to help you.

I want to take him/her to... because...

...is interesting. Let's take him/her there.

I know. Why don't we take him/her to see... It's really....

Activity: 8 <https://www.cristinacabal.com/>

UNIT 12. CULTURE. SCIENTISTS OF THE GREAT HISTORY

Lead in: Work in pairs. Discuss these questions. How many famous scientists from your country can you name?



Why are they famous? What did they discover/invent?

Activity:2 (4.26)Read the text about Isaac Newton. Complete the timeline of Isaac Newton's life.

1642

Newton was born on 25 December. He lived with his _____ from an early age.

1654

He started to go to 2 _____

He started to study at Cambridge University.

1665

The University of Cambridge closed. Newton returned 5 _____

1669

He became Professor of 6 _____ Cambridge.

He published his book, Principia Mathematica.

Newton died

4.26 ISAAC NEWTON was born on Christmas Day in 1642. Newton's father died before he was born. His mother got married again, and Newton lived with his grandmother. At the age of twelve, he started school and seven years later, in 1661, he went to Cambridge University. There he began to study light and colour. He invented a new type of telescope. and was the first person to discover that white

light is a mixture of all the colors. After four years at Cambridge, the plague arrived in Britain. The plague was a terrible illness that killed thousands of people. The university closed and Newton returned home. While he was at home he continued to think and to work. One day, he was sitting under an apple tree in his garden, and an apple fell on his head. Newton said that is how he discovered gravity. It's certainly a good story, but we aren't sure if it is true! He returned to Cambridge in 1667 and two years later he became a Professor of Mathematics. Starting in 1684. Newton wrote his greatest work: Principia Mathematica, which he published in 1687. Isaac Newton died in October 1727, at the age of 84. His work is still important. nearly 300 years after his death.

Activity:3 Find the past tenses of these verbs in the text.

- | | |
|-----------|-----------|
| 1. Be- | 5. say- |
| 2. Get- | 6.fall- |
| 3. Go- | 7.become- |
| 4. Begin- | 8.write- |

Activity:4 Listen to an interview about the astronomer Caroline Herschel.Choose the best summary. (4.27)

1. She was German but mostly lived in Britain. She built telescopes and discovered planets with her brother, who was her assistant.
2. Born in Germany, she worked as assistant to her more famous brother. However, she was responsible for some important discoveries.
3. She worked as assistant to her brother. They spent most of their lives in Germany and together discovered comets, nebulae and the Planet Uranus.

Activity:5 4.27 Listen again. Answer the questions.

- 1 How much younger than William was Caroline?
- 2 What did Caroline do for William before she became his assistant?
- 3 How many comets and nebulae did she discover?
- 4 What did she successfully calculate?

5 How old was she when she died?

Activity:6 Matching activity. Vocabulary based on science and technology:



laptop wi-fi computer touchscreen game text message email
mouse mobile keyboard website screen

Activity:7 Check your vocabulary: matching

1.An electronic machine. You use it for going on the Internet, storing information and playing games.
2.An electronic letter.
3. You use this to write on a computer. It has letters or characters on.
4.You can play this on the computer for fun.
5. A computer that you can travel with
6.Your personal telephone.
7.You use this to move and click on a computer.
8. The part of your computer where you see the pictures or words
9. Google, you tube and Wikipedia are types of...
- 10..... Internet connection without wires or cables.

A) Laptop

-
- B) Game**
 - C) Keyboard**
 - D) Mobile**
 - E) Email**
 - F) Screen**
 - G) Computer**
 - H) Website**
 - I) Wi-Fi**
 - J) Mouse**

UNIT 13 CULTURE. THE WHITE HOUSE

Objectives

- Students will learn about and appreciate their own unique culture, heritage and values.
- Students will learn about and appreciate the culture, heritage and values of their classmates.
- Students will learn how one culture can influence or change another culture.
- Students will learn what cultural similarities they may have with each other.
- Students will learn why it's important to learn about the cultures of others in the community.
- Students will have a basic understanding of the word “culture.”

Lead in Activity: Speaking. Who lives in this building? In which country and city is it?



Activity: 2 Read the White House Information sheet. Choose the correct words to complete the text.

- | | | |
|-----------|---------|--------|
| 1. A of | B at | C for |
| 2. A a | B some | C the |
| 3. A in | B into | C onto |
| 4. A more | B later | C then |
| 5. A at | B on | C in |
| 6. A a | B the | C one |

Welcome to the White House!

In 1789, George Washington became the first President _____ the United States. Two years later, he chose this place to build the President's house.

Unfortunately, Washington died before _____ house was ready, so the first person to live there was the house with his wife, Abigail, in 1800. Since then, every president has lived there.

Over the years, there have been many changes. The British set fire to the house in 1814 during a war between the two countries. Three years _____, President Monroe organized the repairs. In 1901, President Roosevelt named the house 'White House' and the next, he started a programme to modernize it. This included building a new part of the house: The West Wing. _____ 1909, William Taft created the Oval Office in the West Wing, and this has been the President's office since then.

The White House has 132 rooms, 35 bathrooms, eight staircases, three lifts, a swimming pool, a tennis court, a jogging track and private cinema. It receives 30,000 visitors _____ week. While it is the home of the US president and his (or her) family, the White House is also a museum of American history.

Activity:3 Listen to the tour guide. In What order do they visit these rooms?

The Cabinet Room The Oval Office The Roosevelt Room The secretary's office

Activity: 4 Listen again. Answer the questions.

1. What is the 'Fish Room' now called/
2. Who changed the name of the room?
3. Where does the President meet with this staff?
4. Which room is next to the Oval Office?
5. Why does the tour guide mention the clock in the Oval Office?
6. Who chooses the paintings for the Oval Office?

Activity: 5. Speaking: work in pairs. Imagine you can build a dream home. Read the questions discuss your ideas.

- Where is it?
- How many rooms has got it?
- What different rooms has it got?
- What do the rooms contain?

Activity:6 Complete the text with the words below.

Desert settlements sights tribe view

Uluru (Ayers Rock)

Uluru is a very large rock in the middle of the 1_____in the centre of Australia. It is 348 metres high and is one of the most popular tourist attractions in the country. You get the most spectacular 2_____ of Uluru at sunset when the rock turns red. Uluru is the home to a _____of people called the Anangu. It is a very old important place for them. There are a number of very old 4_____ near Uluru where people lived thousands of years ago. Today, visitors can camp in the desert or stay in the luxury hotels at the Ayers Rock resort while they visit all the local_____.

Activity: 7 Make a sentence by adding the adverb, into the sentence provided.

1. She is happy. (seldom) She is seldom happy.

2. The man goes to the gym in the morning. (usually)

3. Helen drinks coffee. (rarely)

4. James eats ice cream. (often)

5. The woman is on time. (always)

6. John arrives late to work. (hardly ever)

7. Mary cooks dinner for her husband. (occasionally)

8. The boy goes swimming. (once a week)

UNIT 14 PAST CONTINUOUS

Content objectives:

By the end of the lesson, Students will be able to:

- use the past continuous tense to describe actions that were in progress at a specific time in the past;
- identify and describe historical figures and their actions using the past continuous tense;
- arrange verb phrases in the past continuous tense to form coherent sentences about historical figures;

Language objectives:

By the end of the lesson, Students will be able to

- recognize and use the past continuous tense correctly in sentences;
- expand their vocabulary by learning new verbs in the past continuous tense;
- use context clues to understand the meaning of unknown words and phrases related to historical figures;
- engage in a discussion and ask and answer questions using the past continuous tense.

Warm-up [10 mins]

- Ask the students to share a story about what they were doing at a particular time.
- Encourage them to use the past continuous tense while telling their stories.
- Model a few examples on the board.

Question: What were you doing last Saturday at 2 pm?

Model sentence: I was watching TV while my sister was reading a book.

Input [10 mins]

- Explain that the past continuous tense is used to describe an action that was in progress at a specific time in the past.
- Write some examples on the board.

-
- Distribute a handout with fill-in-the-gaps exercises and ask students to find the correct form of the verbs.
 - Ask students to peer-check each other's work.

Handout:

1. The Egyptians _____ (build) the pyramids while the Pharaohs _____ (rule) the country.
2. The Greeks _____ (create) beautiful pottery while they _____ (worship) their gods and goddesses.
3. Christopher Columbus _____ (sail) across the ocean blue while he _____ (search) for a new route to Asia.
4. The Pilgrims _____ (celebrate) the first Thanksgiving feast while they _____ (settle) in America.
5. The American colonists _____ (protest) British taxes while they _____ (fight) for independence.
6. George Washington _____ (lead) the Continental Army while they _____ (fight) the British.

Answer key:

1 – built/ were ruling; 2 – created/were worshipping; 3 – sailed/was searching; 4 – celebrated/ were settling; 5 – protested/ were fighting; 6 – led/were fighting

Intake [15 mins]

- Distribute the sentence strips with verb phrases in past continuous tense to the students.
- Ask them to arrange the strips in order to form a coherent sentence about the historical figures.
- Monitor their progress and provide feedback as needed.

Material:

Sentence beginnings:

1. Abraham Lincoln was studying law

-
2. He was delivering a speech in Illinois
 3. Lincoln was campaigning for the presidency
 4. He was preparing for the Civil War
 5. Lincoln was issuing the Emancipation Proclamation
 6. He was leading the Union army
 7. He was traveling to Ford's Theatre
 8. Lincoln was lying in state in the Capitol Rotunda
 9. He was being remembered on Presidents' Day

Sentence endings:

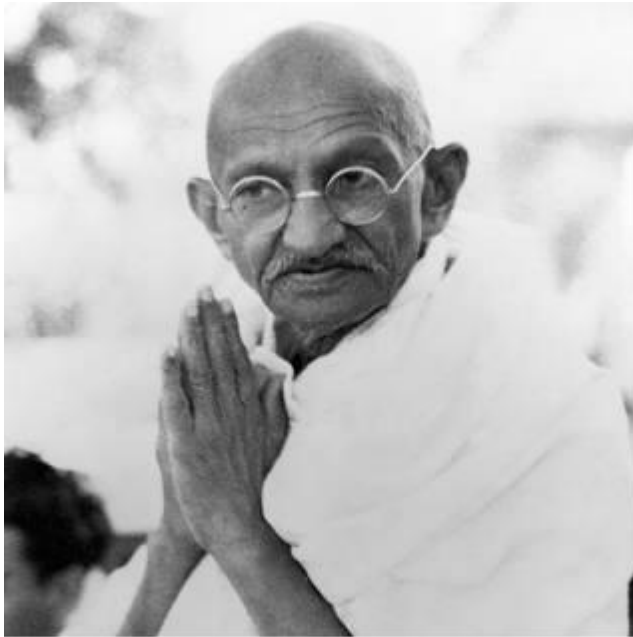
- a. when he won the election of 1860
- b. when he was shot by John Wilkes Booth
- c. when he declared that all slaves in Confederate territory were to be set free
- d. when he ordered the Union army to Fort Sumter
- e. when thousands of people paid their respects
- f. when he became known as a strong orator
- g. when he was urged to run for re-election
- h. when his face was carved into Mount Rushmore
- i. when he visited battlefields to boost morale

Answer keys: 1 – f; 2 – g; 3 – a; 4 – d; 5 – c; 6 – i; 7 – b; 8 – e; 9 – h;

Output [25mins]

- Show pictures of historical figures and ask the students to identify them.
- Provide some background information about each figure and write it on the board in bullet points.
- Model a sentence about the historical figure using the past continuous tense.
- Explain that the past continuous tense helps us to visualize the scene and understand what was happening at that time.

Material:



1. Mahatma Gandhi

Information:

- a) Indian independence activist and leader**
- b) Born in 1869 in British-ruled India**
- c) Studied law in London, England**
- d) Began his non-violent civil disobedience movement in 1919**
- e) Led a peaceful protest march**

Sample sentence: "Mahatma Gandhi was leading a peaceful protest march when he was arrested by the British authorities."



1. Marie Curie

Information:

- a) Polish physicist and chemist**
- b) Born in 1867 in Warsaw, Poland**

- c) Discovered two new elements, radium and polonium
- d) Conducted pioneering research on radioactivity
- e) Made groundbreaking discoveries.

Sample sentence: "Marie Curie was working in her laboratory when she made her groundbreaking discoveries."



2. Martin Luther King Jr.

Information:

- a) American Baptist minister and civil rights activist
- b) Born in 1929 in Atlanta, Georgia
- c) Led the Montgomery Bus Boycott in 1955
- d) Gave his famous "I Have a Dream" speech in 1963
- e) Was assassinated in 1968.

Sample example: "Martin Luther King Jr. was organizing a march for workers' rights when he was assassinated in 1968."

Extension [10mins]

- Ask the students to research and write a short paragraph about a historical figure using the past continuous tense.
- Encourage them to use their own words and incorporate as many verbs in past continuous tense as possible.
- Have them share their paragraphs with the class and provide feedback and corrections as needed.

Revision [10mins]

Teacher instructions:

- Give students exit slips and ask them fill in them.
- Ask some revision questions.
- Explain the homework.

Use the adverbs provided to complete the sentences. 1. I have

_____ finished.

2. He is _____ clever.

3. There is _____ something wrong.

4. _____ I think I should take a long break.

5. _____ her train is late.

6. He is _____ late for work.

7. She is _____ the right person for the job.

8. Have you _____ wanted to run away?

9. You can see lots of flowers _____.

10. They are _____ beautiful.

Exit slips:

3 things I have learnt today

a)

b)

c)

2 things I want to learn more:

a)

b)

A thing I got interested in:

UNIT 15 PAST PERFECT (HISTORICAL EVENTS)

Content objectives:

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

- correctly use the past perfect tense to describe historical events and their sequence;
- research and present a timeline of a well-known historical figure using the past perfect tense to describe events leading up to their accomplishments;
- comprehend and answer questions in the past perfect tense about a historical event shown in a video clip;

Language objectives:

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

- identify the formula for the past perfect tense and apply it correctly in sentence construction;
- differentiate between past perfect and simple past tense in written and spoken language;
- use past perfect tense to describe historical events in chronological order;
- analyze sentences in the past perfect tense and identify the events that happened before another action in the past;
- use past perfect tense to describe the life and accomplishments of a historical figure, using appropriate verb tense and vocabulary;

Warm-up. [10mins]

Teacher instructions:

- Ask the students to recall a historical event they know.
- Write the name of the event on the board and ask students to share what they know about the event in the past tense.
- Ask students to order the events in the chronological manner.

Possible answers:

1. The end of World War II

-
2. The invention of the printing press by Johannes Gutenberg
 3. The start of the Protestant Reformation
 4. The start of World War I
 5. The American Revolution

Chronological order: 2, 3, 5, 4, 1

Input [20mins]

Teacher instructions:

- Write the formula for the past perfect on the board (had + past participle).
- Explain that the past perfect is used to talk about actions that happened before another action in the past, and it is especially useful for discussing historical events with PPT.
- Provide some example sentences on the board for students to analyze, such as "By the time Columbus arrived in the Americas, many indigenous populations had already been established" and "Before the American Revolution, the British had imposed many taxes on the colonists."
- Give a handout and ask students to match the sentence halves based on their knowledge.
- Ask students peer-check their work.

PPT:

Matching handout:

Match the sentence halves to create sentences in the past perfect tense:

- a. By the time the first airplane was invented,
- b. After the Great Wall of China was built,
- c. Before the discovery of penicillin,
- d. By the time the printing press was invented,
- e. After the first telephone was invented,

-
1. the Wright brothers had already flown their airplane.
 2. many people had died from infections.
 3. people had been communicating through letters for centuries.
 4. the idea of mass communication had already been established.
 5. the Mongols had already invaded China several times.

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

Intake [10mins]

Teacher instructions:

- Pair students up.
- Hand out the fill-in-the-blank exercises to practice using the past perfect.
- Re-pair students to check each other's doings.

Fill-in-the-blank task:

1. By the time the Declaration of Independence _____ (sign), many colonies _____ (declare) their independence.
2. Christopher Columbus _____ (discover) the New World before other explorers _____ (begin) to colonize it.
3. The Pilgrims _____ (establish) a settlement in Plymouth before they _____ (celebrate) the first Thanksgiving.
4. The Romans _____ (build) the Colosseum before Christianity _____ (become) the dominant religion in Rome.
5. The Vikings _____ (explore) much of the North Atlantic before Christopher Columbus _____ (set) sail for the New World.
6. Before the Renaissance, art _____ (focus) on mainly religious themes.
7. Before the Civil War, many abolitionists _____ (fight) to end slavery in the United States.
8. The Industrial Revolution _____ (transform) the economy of Europe before it _____ (spread) to other parts of the world. Answer key:

1. signed/had declared

-
2. had discovered/began
 3. had established/celebrated
 4. had built/became
 5. had explored/set
 6. had focused
 7. had fought
 8. had transformed/spread

Output [30mins]

Teacher instructions:

- Divide the class into pairs or small groups and assign each group a well-known historical figure, such as Abraham Lincoln, Julius Caesar, or Cleopatra.
- Ask each group to research their assigned figure and come up with a brief timeline of their life and major accomplishments.
- Have each group present their timeline to the class using the past perfect tense to describe events that had happened before and led up to each major accomplishment.
- After each presentation, have the class ask questions in the past perfect tense about the figure's life and accomplishments.

Extension [10mins]

Teacher instructions:

- Play a short video clip about the fall of the Berlin Wall and ask students to watch and listen carefully.
- After the video clip is finished, ask students to answer questions about the event using the past perfect tense.
- Elicit the correct answers based on the information mentioned in the video clip.

Link to the video: <https://www.youtube.com/watch?v=A9fQPzZ1-hg>

Questions:

1. What had led to the construction of the Berlin Wall?
2. How many people had already escaped from East to West Berlin before the wall was built?
3. What had happened to the people who were caught trying to cross the wall before it was heavily guarded?
4. By the time the wall was built, how long had East and West Berlin been divided?
5. What had changed in the daily lives of people in East and West Berlin after the wall was built?

Possible answers:

1. The construction of the Berlin Wall was a result of the increasing numbers of people fleeing from East to West Berlin. The East German government felt that it needed to take action to stop the flow of refugees to the West.
2. Before the wall was built, around 2.5 million people had already escaped from East to West Berlin. This was causing significant problems for the East German government.
3. Before the wall was heavily guarded, people who were caught trying to cross were usually arrested and sent to prison. However, some were also shot and killed by border guards.
4. By the time the wall was built, East and West Berlin had been divided for 12 years. This happened after World War II, when the victorious Allied powers divided Germany into four occupation zones, with Russia controlling the East and the Western powers controlling the West.
5. The wall drastically changed the daily lives of people in East and West Berlin. Families were separated, and people could no longer move freely between the two sides. The wall also meant that East Berliners were cut off from the prosperity and opportunities of the West, while the West Berliners were able to enjoy more freedoms and a higher standard of living.

Revision [10mins]

Teacher instructions:

- Give students exit slips and ask them fill in them.
- Ask some revision questions.

-
- Explain the homework.

Exit slips:

3 things I have learnt today a) b) c)
2 things I want to learn more: a) b)
A thing I got interested in:

UNIT 16 MODAL VERBS. HISTORICAL FIGURES/EVENTS

Content objectives:

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

- identify and use modal verbs to express possibility, ability, and obligation in historical events;
- apply modal verbs in a debate to support their arguments on a historical topic;
- analyze the use of modal verbs in a speech and discuss how they contribute to the overall message;

Language objectives:

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

- accurately define and explain the function of modal verbs;
- identify modal verbs in written and spoken text and describe their usage;
- form sentences using modal verbs to express probability, ability, obligation, and advice;
- recognize the different forms and structures of modal verbs in different tenses and contexts;
- engage in discussions and debates using modal verbs to express opinions and argue positions.

Warm-up. [10mins]

Teacher instructions:

1. Group students into 3 teams and give 10 questions
2. Ask students to find the answers to these questions and have them compete to answer the questions correctly.
3. Keep score and award a prize to the winning team.
4. Ask students to pay attention to “could/might” in the questions.
5. Ask them to guess and explain why these forms have been used in the questions.

Quiz:

1. Which famous inventor could light up the world with his invention of the light bulb?

-
2. Who might have painted the Mona Lisa, one of the most famous paintings in the world?
 3. Which ancient civilization could build massive pyramids in Egypt without modern technology?
 4. Who could have written Romeo and Juliet, one of the most famous love stories of all time?
 5. Which famous athlete could have run the first sub-four-minute mile in history?
 6. Who could have been the first person to discover America in 1492?
 7. Which famous physicist could have developed the theory of relativity?
 8. Who could have painted the famous work "The Starry Night"?
 9. Which famous musician could have written the iconic song "Imagine"?
 10. Who might have written the influential work "The Communist Manifesto"?

Answer key:

1. Thomas Edison
2. Leonardo da Vinci
3. The ancient Egyptians
4. William Shakespeare
5. Roger Bannister
6. Christopher Columbus
7. Albert Einstein
8. Vincent van Gogh
9. John Lennon
10. Karl Marx

Input [20mins]

Teacher instructions:

- Introduce modal verbs and explain their meanings using PPT.
- Highlight the different modal verbs and their forms (e.g. can/could, may/might, should, must) and how they express possibility, ability, and obligation.

Intake [10mins]

Teacher instructions:

- Divide the class into small groups and give each group a set of historical events with the timeline.

-
- Instruct each group to fill in the timeline that includes the events with modal verbs to describe them.
 - After each group has completed their timeline, have them check their work to the class and discuss the use of modal verbs.

Timeline activity:

1. In 1492, Christopher Columbus _____ have discovered America, changing the course of history.
2. In 1776, the American colonies _____ declare independence from Great Britain, paving the way for the birth of a new nation.
3. In 1861, the American Civil War _____ have begun, resulting in the loss of hundreds of thousands of lives.
4. In 1914, World War I _____ have broken out, leading to one of the deadliest conflicts in history.
5. In 1945, the United States _____ have had to drop atomic bombs on Hiroshima and Nagasaki, ending World War II.
6. In 1963, Martin Luther King Jr. _____ have delivered his famous "I Have a Dream" speech, inspiring a generation to fight for civil rights.
7. In 1969, Neil Armstrong _____ have been able to land on the moon, demonstrating that humans _____ achieve great things when they work together.
8. In 1989, the Berlin Wall _____ have fallen, symbolizing the end of the Cold War and the reunification of Germany.
9. In 2001, terrorists _____ have been able to hijack four planes and carry out devastating attacks on the World Trade Center and the Pentagon.
10. In 2008, Barack Obama _____ have become the first African American to be elected President of the United States.

Answer key:

1. may
2. could
3. might
4. could
5. must
6. should
7. could/can
8. must
9. could
10. could

Output [30mins]

Teacher instructions:

- Present a historical topic that can be debated (Should the United States have dropped atomic bombs on Japan during World War II?).
- Divide the class into two teams and assign each team a side to argue (one team argues that it was necessary to drop the bombs, while the other team argues that it was not).
- Instruct students to use modal verbs to make their arguments. (e.g. "We must use every weapon at our disposal to win the war and save American lives.")
- Allow time for each team to prepare their arguments and then hold the debate.
- Afterward, discuss the use of modal verbs and how they influenced the arguments presented.

Extension [10mins]

Teacher instructions:

- Play a video of Martin Luther King Jr.'s "I Have a Dream" speech.
- Ask students to watch and identify the modal verbs used.
- Ask students to think about why he chose these specific verbs and how they contributed to his call for racial equality and justice.
- Encourage students to discuss the meanings of the modal verbs and how they contribute to the overall message of the speech.

Video: <https://www.youtube.com/watch?v=vP4iY1TtS3s>

Put in 'can' / 'can't' / 'could' / 'couldn't'. If none is possible, use 'be able to' in the correct tense.

1. _____ you swim when you were 10?
2. We _____ get to the meeting on time yesterday because the train was delayed by one hour.
3. He _____ arrive at the party on time, even after missing the train, so he was very pleased.
4. He's amazing. He _____ speak 5 languages including Chinese.
5. I _____ drive a car until I was 34, then I moved to the countryside so I had to learn.
6. I looked everywhere for my glasses but I _____ find them anywhere.
7. I searched for your house for ages. Luckily, I _____ find

it in the end. 8. She's 7 years old but she _____ read yet – her parents are getting her extra lessons.

9. I read the book three times but I _____ understand it. 10. James _____ speak Japanese when he lived in Japan, but he's forgotten most of it now.

11. I _____ understand the chapter we had to read for homework. It was so difficult.

12. I _____ lift this box – it's too heavy! Would you help me? 13. Lucy _____ make it to our meeting after all. She's stuck in traffic at the moment.

14. John _____ play tennis really well. He's champion of his club.

15. Unfortunately, I really _____ sing at all! No-one in my family is musical either.

16. When the car broke down, I was really pleased because I _____ solve the problem.

17. Julian _____ play excellent golf when he was only ten.

18. My grandmother _____ use a computer until last month. Since then, she's been taking lessons at the library.

19. I _____ open this window. I think it's stuck!

20. Gill _____ play the piano. She's never studied it.

Revision [10mins]

Teacher instructions:

- Give students exit slips and ask them fill in them.
- Ask some revision questions.
- Explain the homework.

Exit slips:

3 things I have learnt today a) b) c)
2 things I want to learn more: a) b)

A thing I got interested in:

UNIT 17 PASSIVE VOICE

Content objectives:

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

- understand the structure and purpose of the passive voice in historical writing;
- identify and rewrite sentences from active voice to passive voice in historical texts;
- demonstrate comprehension of a historical passage written in passive voice through answering comprehension questions and identifying passive sentences in the text;

Language objectives:

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

- identify passive voice in a sentence and differentiate it from active voice;
- convert active voice sentences to passive voice and vice versa;
- explain the difference in meaning and emphasis between sentences in active and passive voice;
- construct sentences in passive voice using appropriate verb forms and tenses;
- apply their understanding of passive voice to improve their own writing, specifically by varying their sentence structure and emphasizing different parts of the sentence;

Warm-up. [10mins]

Teacher instructions:

- Divide students into 2.
- Give ten short descriptions of historical events in the passive voice.
- Ask students to find the historical events hidden with “It”.
- Once students finish, check their work. The team with the most points at the end of the game wins.

Descriptions:

1. It was built over 2,000 years ago to protect China from invasions.

-
2. It was painted by Leonardo da Vinci in the 16th century and is now housed in the Louvre Museum.
 3. It was invented by Thomas Edison in 1879.
 4. It was built in 1912 and sank on its maiden voyage after hitting an iceberg.
 5. It was dropped on Hiroshima in 1945, resulting in the deaths of tens of thousands of people.
 6. It was discovered by a French soldier in Egypt in 1799 and helped scholars decipher ancient Egyptian hieroglyphs.
 7. It was fought from 1861 to 1865 and resulted in the abolition of slavery in the United States.
 8. It was constructed in 1961 and separated East and West Berlin until it was torn down in 1989.
 9. It was made by the Wright brothers in 1903.
 10. It, a deadly pandemic that killed millions of people, spread throughout Europe in the 14th century.

Answer key:

1. The Great Wall of China
2. The Mona Lisa
3. The first electric light bulb
4. The Titanic
5. The first atomic bomb
6. The Rosetta Stone
7. The American Civil War
8. The Berlin Wall
9. The first successful airplane flight
10. The Black Death

Input [20mins]

Teacher instructions:

-
- Introduce the passive voice in history and its purpose.
 - Provide examples of sentences in the passive voice.
 - Explain the structure of the passive voice.
 - Ask students to rewrite the sentences in the passive voice from active voice.
 - Ask students to peer-check their work.

Handout:

1. The ancient Greeks built the Parthenon temple in Athens.
2. Leonardo da Vinci painted the Mona Lisa in the 16th century.
3. Martin Luther King Jr. delivered the "I Have a Dream" speech in 1963.
4. The Beatles recorded the album "Sgt. Pepper's Lonely Hearts Club Band" in 1967.
5. Neil Armstrong became the first person to walk on the moon in 1969.

Passive voice conversions:

1. The Parthenon temple was built by the ancient Greeks in Athens.
2. The Mona Lisa was painted by Leonardo da Vinci in the 16th century.
3. The "I Have a Dream" speech was delivered by Martin Luther King Jr. in 1963.
4. The album "Sgt. Pepper's Lonely Hearts Club Band" was recorded by The Beatles in 1967.
5. The first person to walk on the moon was Neil Armstrong in 1969.

Intake [15mins]

Teacher instructions:

- Distribute a historical passage written in the passive voice.
- Ask students to read the passage and answer comprehension questions.
- Encourage them to identify and highlight passive sentences in the text.

Passage:

The Great Wall of China was constructed during the Ming Dynasty in the 14th to 17th centuries. It was built to protect China from invasions and attacks from the

north. The wall is made of stone, brick, tamped earth, and other materials, and it stretches over 13,000 miles.

The Great Wall was built by soldiers, peasants, and prisoners who were forced to work on it. Many workers died during its construction due to harsh working conditions, such as extreme heat in summer and freezing temperatures in winter. The workers carried the materials for the wall, and the bricks were made by hand and transported to the construction site.

The wall consists of watchtowers, fortresses, and barracks, which were used to house soldiers who guarded the wall. The soldiers were responsible for keeping watch for any signs of invasion and sounding the alarm if they saw any.

Over time, the Great Wall of China has become a symbol of China's strength and power. It is a popular tourist attraction, and many visitors come to walk along its length and experience its history and grandeur. The Great Wall is a testament to the ingenuity and determination of the people who built it and the resilience of the Chinese nation.

Taken from Wikipedia.com

Questions:

1. What is the main subject of the passage?

- A) The construction of the Great Wall of China
- B) The purpose of the Great Wall of China
- C) The history of China
- D) The geography of China

2. How long is the Great Wall of China?

- A) 13,000 miles B) 5,500 miles C) 8,851 miles D) 2,600 miles

3. When was the Great Wall of China built?

- A) During the Ming Dynasty
- B) During the Qing Dynasty
- C) During the Han Dynasty

D) During the Tang Dynasty

4. How many years did it take to build the Great Wall of China?

A) 10 years B) 20 years C) 100 years D) 1,000 years

5. What was the primary purpose of the Great Wall of China?

A) To keep out foreign invaders

B) To connect different regions of China

C) To provide a trade route

D) To protect the Great Silk Road

Answers:

1 – a; 2 – c; 3 – c; 4 –c; 5 – a;

Output [25mins]

Teacher instructions:

- Divide students into 3 groups.
- Give each group a different historical event or figure to describe. (Martin Luther King Jr., the Fall of Berlin Bridge, Covid-19 pandemic)
- Ask groups to write a short paragraph on the historical event or figure using the passive voice.
- Ask students to share their writing and listen to others' presentations, correcting any errors and giving feedback to improve their work.

Extension [10mins]

Teacher instructions:

- Play the audio recording of the Fall of Berlin Bridge.
- Ask the students to listen carefully and write down as many examples of passive voice as they can hear.
- Once the recording is finished, discuss the examples of passive voice that the students have written down.
- Ask the students to share their thoughts on the historical context of the speech or lecture.

Video: <https://www.youtube.com/watch?v=A9fQPzZ1-hg>

Revision [10mins]

Teacher instructions:

- Give students exit slips and ask them fill in them.
- Ask some revision questions.
- Explain the homework.

Exit slips:

3 things I have learnt today

a)

b)

c)

2 things I want to learn more:

a)

b)

A thing I got interested in:

UNIT 18 REAL CONDITIONALS

Content objectives:

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

- understand and use the structure of real conditionals to describe possible or likely outcomes;
- listen to a news report and use real conditionals to describe a new law;
- write a short paragraph using real conditionals to describe a law they think should be passed in their country;

Language objectives:

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

- identify and use the correct form of the verb in real conditional sentences;
- use vocabulary related to laws and regulations (e.g. jail, ticket, pass a law);
- listen for and extract information from a news report;
- work collaboratively to create and share real conditional sentences with their peers;
- write a paragraph with coherent sentences and appropriate grammar and spelling;

Warm-up. [10mins]

Teacher instructions:

- Write a few real conditional sentences on the board, such as "If I have money, I will buy a car" or "If it rains, I will take an umbrella".
- Ask students to work in pairs and come up with as many real conditional sentences as they can in 5 minutes.
- Have each pair share one of their sentences with the class.

Input [20mins]

Teacher instructions:

-
- Introduce the concept of real conditionals, explaining that they are used to describe things that are likely or possible to happen.
 - Show some examples of real conditional sentences related to laws, such as "If you break the law, you will go to jail" or "If you drive too fast, you will get a ticket".
 - Go over the sentence structure of real conditionals with the class: if + subject + present tense verb, subject + will + base verb.
 - Practice making real conditionals with the class using different verbs and subjects.
 - Give a quiz and ask students to do it to check their comprehension.

Quiz:

1. If you _____ (break) the law, you will go to jail.

a) broke b) break c) will break

2. If I _____ (have) enough money, I would buy a car.

a) had b) have c) will have

3. If it _____ (rain) tomorrow, I will take an umbrella.

a) rained b) rain c) will rain

4. If we _____ (vote) in the election, we can make a difference.

a) vote b) voted c) will vote

5. If the government _____ (pass) this law, it will help protect the environment.

a) passed b) pass c) will pass

Answers: 1 – b; 2 – a; 3 – b; 4 – c; 5 – c;

Intake [20mins]

Teacher instructions:

- Play a video recording of a news report on a new law that has been passed in one country.
- Ask students to listen for information about the law and take notes.

-
- After the recording is finished, have students work in pairs and use real conditionals to describe the new law they just heard about.
 - Circulate around the room to offer help and guidance as needed.

Video link: <https://www.youtube.com/watch?v=p8v29JL27Ug>

Output [20mins]

Teacher instructions:

- Ask students to write a short paragraph describing a law they think should be passed in their country using real conditionals.
- Encourage them to be creative and come up with a law that would make their community a better place.
- After they finish writing, have students share their paragraphs with the class.

Extension [10mins]

Teacher instructions:

- Ask students to work in pairs and come up with a list of real conditional sentences they could use to describe what would happen if they broke the law.
- Have each pair share one of their sentences with the class.

Revision [10mins]

Teacher instructions:

- Give students exit slips and ask them fill in them.
- Ask some revision questions.
- Explain the home-task.

Exit slips:

3 things I have learned today

a)

b)

c)

2 things I want to learn more:

a)

b)

A thing I got interested in:

UNIT19 UNREAL CONDITIONALS

Content objectives:

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

- identify and explain the structure of unreal conditionals related to historical events and figures;
- collaborate with their peers in pairs and groups to develop their language skills and deepen their understanding of the topic;
- give constructive feedback to their peers on their use of unreal conditionals in both spoken and written communication;

Language objectives:

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

- use appropriate conditional structures to express unreal situations in spoken and written communication;
- recognize and understand the meaning of unreal conditionals used in historical contexts;
- demonstrate their knowledge of unreal conditionals by producing their own sentences, using accurate vocabulary and grammar;
- create and perform role-plays using unreal conditionals to describe historical events and figures;
- write short paragraphs using unreal conditionals to express their opinions and ideas about historical events and figures;

Warm-up. [10mins]

Teacher instructions:

- Play a video of children giving ideas about “If I were a President”.
- Ask students to watch and take notes on children’s insights.
- Elicit students to pay attention to the structure of the sentences while watching.
- Ask students to discuss and summarize the video.

Video link: <https://www.youtube.com/watch?v=cI00aA4jBak>

Follow-up questions:

1. What do children want to change?
2. Why do you think children are using the same structure?
3. What would you do if you were a president?

Input [20mins]

Teacher instructions:

- Present and explain the concept of unreal conditionals through an example. (e.g., "If I had a time machine, I would go back in time to meet Julius Caesar." or "If Cleopatra had married Julius Caesar, she would have been the queen of Rome.")
- Introduce the formula for unreal conditionals.
- Provide more examples of unreal conditionals related to historical events and figures.
- Ask students to work in pairs and come up with their own unreal conditional sentences related to history.
- Provide them with a list of historical events, figures, and situations to choose from.
- Ask some of the pairs to share their sentences with the class, and correct any errors or provide feedback on their use of unreal conditionals.

A list of historical events, figures, and situations:

Events:

- a) The French Revolution
- b) The American Civil War
- c) The invention of the printing press
- d) The discovery of electricity
- e) The first moon landing

Figures:

-
- a) Leonardo da Vinci
 - b) Cleopatra
 - c) Julius Caesar
 - d) Christopher Columbus
 - e) George Washington

Situations:

- a) If the Titanic had not sunk, what would have happened?
- b) If World War II had ended differently, how would the world be different?
- c) If the ancient library of Alexandria had not been destroyed, what knowledge would we have today?
- d) If the Mayans had not disappeared, what would their civilization be like now?
- e) If the Roman Empire had never fallen, what would Europe look like today?

Intake [20mins]

Teacher instructions:

- Divide the class into 4 groups and assign each group a historical event or figure from the previous activity.
- Ask them to create a role-play using unreal conditionals.
- Ask each group to perform their role-play in front of the class.
- Encourage the other students to pay attention to the use of unreal conditionals and provide feedback on their classmates' performances.

Output [20mins]

Teacher instructions:

- Ask students to write a short paragraph about a historical figure or event using unreal conditionals.
- Provide them with a writing prompt, such as "If I had been alive during the French Revolution, I would have joined the revolutionaries because..."
- Ask students to peer-check their writings and give feedback on language use.

Extension [10mins]

Teacher instructions:

- Ask students to imagine they have a time machine and can travel back in time to any historical event or period they choose.
- Ask them to write a sentence or two using an unreal conditional to describe what they would do if they went back in time. (e.g., "If I had a time machine, I would go back to the American Revolution and meet George Washington.")
- Ask students to share their sentences with the class and discuss their choices.
- Encourage the other students to ask questions and provide feedback on their classmates' choices and use of unreal conditionals.

Revision [10mins]

Teacher instructions:

- Give students exit slips and ask them fill in them.
- Ask some revision questions.
- Explain the home-task.

Exit slips:

3 things I have learned today a) b) c)
2 things I want to learn more: a) b)

A thing I got interested in:

Revision questions:

- 1. What is an unreal conditional?**
- 2. Can you give an example of an unreal conditional related to history?**
- 3. How can you use unreal conditionals in your own writing and speaking outside of class?**

UNIT 20 DEGREES OF ADJECTIVES

Content objectives:

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

- understand and identify the three degrees of adjectives (positive, comparative, and superlative) and use them correctly in sentences;
- analyze and describe historical figures using appropriate adjectives in their comparative and superlative forms;
- write short paragraphs about historical figures, utilizing comparative and superlative adjectives to create meaningful and informative descriptions;

Language objectives:

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

- accurately use comparative and superlative adjectives to describe historical figures and events;
- identify and correct errors in the use of degrees of adjectives in sentences;
- use appropriate adjectives in comparative and superlative forms to write short paragraphs about historical figures;
- compare two historical figures using comparative adjectives;
- explain the meaning of adjectives and identify the three degrees of adjectives (positive, comparative, superlative);

Warm-up. [10mins]

Teacher instructions:

- Show students pictures of historical figures.
- Ask them to describe what they see using adjectives. For example, if the picture is of George Washington, they might say "He looks strong" or "He's wearing fancy clothes".

Pictures:



George Washington



Martin Luther King Jr.



Joanna D'arc

Input [20mins]

Teacher instructions:

- **Introduce the degrees of adjectives and explain how to make comparative and superlative degrees of adjectives.**
- **Provide examples of sentences with various degrees of adjectives.**

-
- Provide the students with a passage that have fill-in-the-blank sentences about George Washington.
 - Ask the students to fill in the blanks with appropriate adjectives in the correct comparative or superlative form.

Handout:

George Washington

George Washington was a (1) _____ (remarkable) man who played a (2) _____ (significant) role in American history. He was the first president of the United States and is often called the "Father of Our Country."

Washington was born in a (3) _____ (wealthy) family in Virginia in 1732. He grew up to be a (4) _____ (tall) man and worked as a (5) _____ (skilled) surveyor before joining the military.

During the American Revolution, Washington led the (6) _____ (continental) army against the British. He was a (7) _____ (brave) commander who helped to win some of the (8) _____ (important) battles of the war.

After the war, Washington returned to his home at Mount Vernon, where he lived as one of the (9) _____ (successful) farmer. He was (10) _____ (good) known for his (11) _____ (strong) leadership and his dedication to serving his country than his fellows. He is still remembered as one of the (12) _____ (great) presidents in U.S history.

Taken from Wikipedia.com

Answer key: 1 – remarkable; 2 – significant; 3 – wealthy; 4 – wealthy; 5 – skilled; 6 – continental; 7 – brave; 8 – most important; 9 – most successful; 10 – better; 11 – strong; 12 – greatest;

Intake [10mins]

Teacher instructions:

- Ask students to choose two historical figures that they would like to compare.

-
- Provide students with a list of comparative adjectives.
 - Ask the students to use comparative adjectives to compare the characteristics of the two historical figures. (e.g., "Martin Luther King Jr. was more influential than Abraham Lincoln in the civil rights movement.")
 - Encourage students to use a variety of comparative adjectives to make comparisons between the two historical figures.
 - After students have finished comparing the historical figures, ask them to share their comparisons with the class.
 - Encourage students to explain why they chose certain comparative adjectives and how they think these adjectives accurately describe the historical figures they chose.

List of adjectives:

- taller, smarter, braver, more courageous, more influential, more powerful, more popular, more successful, more innovative, etc.

Output [30mins]

Teacher instructions:

- Pair students up.
- Ask the students to create a short paragraph about a historical figure, using comparative and superlative adjectives where appropriate. (Martin Luther King Jr., Joanna D'arc, Chingizkhan, Amir Temur, Navai, ...)
- Ask students to peer feedback on their writing and encourage them to revise their work.

Extension [10mins]

Teacher instructions:

- Write several sentences on the board with errors in the use of degrees of adjectives.
- Ask the students to identify the errors and correct the sentences.
- Review the correct comparative and superlative forms with the students.

Sentences:

-
1. Christopher Columbus was the most bravest explorer of his time.
 2. The Civil War was the most bloodiest conflict in American history.
 3. Queen Elizabeth I was the most power-fullest ruler of England during her reign.
 4. The Titanic was the most luxurious-est ship to ever sail the seas.
 5. The American Revolution was one of the most important events in world history.

Correct versions:

1. Christopher Columbus was the bravest explorer of his time.
2. The Civil War was the bloodiest conflict in American history.
3. Queen Elizabeth I was the most powerful ruler of England during her reign.
4. The Titanic was the most luxurious ship to ever sail the seas.
5. The American Revolution was one of the most important events in world history.

Revision [10mins]

Teacher instructions:

- Give students exit slips and ask them fill in them.
- Ask some revision questions.
- Explain the hometask.

Exit slips:

3 things I have learned today a) b) c)
2 things I want to learn more: a)

b)

A thing I got interested in:

Revision questions:

What are the three degrees of adjectives?

Can you give an example of a sentence using a comparative adjective?

Can you give an example of a sentence using a superlative adjective?

UNIT 21 ADVERBS

Content objectives:

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

- identify and understand the concept of adverbs and their role in describing verbs;
- apply adverbs to sentences related to historical events to describe actions;
- use descriptive language and adverbs to add depth and meaning to historical dialogues;

Language objectives:

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

- use appropriate vocabulary related to adverbs and historical events;
- practice listening and speaking skills by acting out a dialogue using adverbs;
- develop writing skills by using descriptive language and adverbs to create a paragraph;
- develop critical thinking skills by analyzing and identifying appropriate adverbs to use in sentences;
- enhance teamwork and social skills by working in groups to play a game and act out dialogues;

Warm-up. [10mins]

Teacher instructions:

- Divide students into groups of 3-4.
- Shuffle the adverb cards and place them face down on the table.
- Have each student choose two cards from the table and flip them over. If the adverbs match, the student gets to keep the pair and take another turn. If the adverbs do not match, the student must flip the cards back over and it becomes the next student's turn.
- Encourage students to pay attention to the adverbs being flipped over and to remember where they are on the table for future turns.

-
- The game continues until all pairs of adverbs have been matched.
 - The student with the most pairs of adverbs at the end of the game wins.

A list of adverbs and their meanings to make cards

1. Bravely - showing courage or determination
2. Loudly - producing a lot of sound
3. Carefully - taking care or attention to avoid mistakes or harm
4. Quickly - moving or happening at a fast speed
5. Proudly - feeling or showing pride in oneself or something else
6. Wisely - using good judgment or common sense
7. Happily - feeling or expressing joy or pleasure
8. Quietly - producing little or no sound
9. Slowly - moving or happening at a low speed
10. Suddenly - happening quickly and unexpectedly
11. Clearly - easy to see, hear, or understand
12. Gently - in a kind or careful way
13. Angrily - feeling or expressing strong displeasure or hostility
14. Politely - showing good manners or respect for others
15. Sadly - feeling or expressing sadness or unhappiness

Input [20mins]

Teacher instructions:

- Explain the concept of adverbs and what they are.
- Give some examples of adverbs and ask students to think about how they describe verbs in sentences.
- Continue with more examples of sentences, focusing on adverbs that describe how the actions are being performed in the historical events.
- Once you have gone through several examples, ask students to come up with their own examples of sentences that use adverbs to describe actions in a historical context.

-
- Distribute the worksheets to each student and instruct them to read each sentence carefully and determine which adverb would best fit in the gap.
 - Once the students have filled in the gaps, review the answers as a class and discuss why each adverb is appropriate for the sentence.

Handout:

Adverbs: Quickly, eagerly, passionately, intently, patiently, diligently, bravely, slowly, carefully, valiantly;

Sentences:

1. The explorers searched ____ for the hidden treasure. (eagerly)
2. The soldiers marched ____ towards the enemy lines. (bravely)
3. The settlers built their homes ____ along the riverbank. (carefully)
4. The farmers worked ____ in the fields to harvest the crops. (diligently)
5. The pioneers crossed the vast desert ____ to reach their destination. (slowly)
6. The sailors hoisted the sails ____ to catch the wind. (quickly)
7. The president spoke ____ to the crowds gathered in the square. (passionately)
8. The archaeologists dug ____ for artifacts buried deep in the soil. (patiently)
9. The rebels fought ____ against the tyrant's army. (valiantly)
10. The scientists studied ____ to understand the mysteries of the universe.
(intently)

Answer key:

1 – eagerly; 2 – bravely; 3 – carefully; 4 – diligently; 5 – slowly; 6 – quickly; 7 – passionately; 8 – patiently; 9 – valiantly; 10 – intently;

Intake [10mins]

Teacher instructions:

- Pair up the students and give each pair a dialogue prompt related to a historical event.
- Explain that one student will act out the dialogue using adverbs while the other student listens and tries to identify the adverbs used.

-
- Instruct the students to switch roles and repeat the activity.
 - Encourage the students to use descriptive language and adverbs that accurately convey the tone and atmosphere of the historical event.
 - Allow time for the students to practice their dialogues and incorporate adverbs.
 - Once the students have completed the activity, have a class discussion about the importance of adverbs in historical dialogues and how they can add depth and meaning to a conversation.
 - Collect the dialogue prompts and assess the students' use of adverbs and descriptive language.

Dialogue prompt:

Topic: The signing of the Declaration of Independence

John: "I can hardly believe that we're about to sign this declaration."

Benjamin: "I agree, John. This is a momentous occasion that will change the course of our history."

John: "Absolutely. We must sign with conviction and show the world that we are committed to this cause."

Benjamin: "Yes, John. And we must sign boldly, without hesitation."

John: "Agreed. Let's sign and show the world that we are not afraid to fight for our freedom."

Output [30mins]

Teacher instructions:

- Show the students the photograph related to a historical event.
- Instruct the students to write a descriptive paragraph about the scene, using adverbs to convey the atmosphere and emotions of the event.
- Encourage the students to use vivid and descriptive language.

-
- Once the students have written their paragraphs, encourage them to give feedback on each other's use of adverbs and descriptive language.

Picture:

John Kennedy's assassination



Extension [10mins]

Teacher instructions:

- Divide the class into two or three teams and explain the rules of the game. One student from each team will come up to the front of the class and act out an adverb while the rest of the team tries to guess which adverb is being portrayed.
- The student acting out the adverb should not speak or make any noises, but instead use body language and facial expressions to convey the meaning of the adverb.
- The first team to correctly guess the adverb earns a point. The student who acted out the adverb then chooses a teammate to come up and act out the next adverb.
- Continue playing until each team has had a chance to act out at least three adverbs. The team with the most points at the end of the game wins.

Adverb Charades:

-
1. Quickly
 2. Slowly
 3. Carefully
 4. Loudly
 5. Quietly
 6. Proudly
 7. Bravely
 8. Happily
 9. Sadly
 10. Wisely
 11. Excitedly
 12. Nervously
 13. Boldly
 14. Gracefully
 15. Curiously

Revision [10mins]

Teacher instructions:

- Give students exit slips and ask them fill in them.
- Ask some revision questions.
- Explain the home-task.

Exit slips:

3 things I have learned today a) b) c)
2 things I want to learn more:

a)

b)

A thing I got interested in:

UNIT 22 CONJUNCTIONS TO EXPRESS A REASON

Content objectives:

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

- identify and list reasons for why the American Revolution occurred;
- identify conjunctions that express reasons and use them to connect ideas in a reading passage about the Boston Tea Party;
- write a short paragraph using conjunctions of expressing a reason to explain the causes of a chosen historical event;

Language objectives:

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

- identify and define conjunctions that express reasons, such as "because," "since," and "as.";
- read and comprehend a historical passage about the Boston Tea Party, and identify the conjunctions of reasons used in the passage;
- use conjunctions of reasons to explain the causes of historical events;
- write a short paragraph explaining the reasons for a chosen historical event using conjunctions of reasons;
- write a short story that includes a cause and effect relationship using historical events they've learned about, and incorporate conjunctions of reasons to show the relationship between events;

Warm-up. [10mins]

Teacher instructions:

- Ask the students to write down as many reasons as they can think of for why the American Revolution happened.
- Play a short video clip about the American Revolution.
- Have the students listen to the clip and take notes on the reasons or causes presented in the clip.

-
- After they have finished writing down their reasons, ask students to share their responses with the class. Write their reasons on the board.

Video link: https://www.youtube.com/watch?v=b57q_rTte7M

Input [20mins]

Teacher instructions:

- Review the definition of conjunctions and provide examples of conjunctions that express reasons, such as "because," "since," and "as."
- Provide a short reading passage about the Boston Tea Party.
- Have students work in pairs to identify and underline the conjunctions expressing reasons in the passage.

The Boston Tea Party

The Boston Tea Party was a significant event in American history that took place on December 16, 1773. It was a protest against British taxation policies, specifically the Tea Act of 1773, which granted a monopoly to the British East India Company to sell tea in the colonies.

Colonists in Boston, led by the Sons of Liberty, organized a plan to protest the Tea Act by preventing British ships from unloading their tea cargo. On the night of December 16th, a group of colonists disguised as Native Americans boarded three British ships and dumped over 300 crates of tea into the Boston Harbor.

The colonists believed that the Tea Act violated their rights as British citizens, as they were being taxed without their consent. They also saw the monopoly granted to the British East India Company as a threat to their economic freedom and believed that it would lead to further oppression from the British government.

The Boston Tea Party was a turning point in the relationship between the colonies and Britain and was one of the events that led to the American Revolution. It demonstrated the colonists' willingness to take direct action against British policies and helped unite the colonies in their opposition to British rule.

Taken from www.wikipedia.com

Intake [10mins]

Teacher instructions:

- Provide students with a list of historical events and ask them to choose one to research.
- Have students work in pairs to brainstorm reasons for why that event happened. They can use the conjunctions they learned earlier, such as "because," "since," and "as," to help them connect their ideas.
- After brainstorming, have students write a short paragraph explaining the reasons for their chosen event using the conjunctions they identified.

A list of historical events:

- The Renaissance
- The Industrial Revolution
- The Civil War
- The Great Depression
- The Cold War
- The Women's Suffrage Movement
- The French Revolution
- The American Revolution
- The Space Race
- The Civil Rights Movement

Output [30mins]

Teacher instructions:

- Distribute the cause and effect charts to each student.
- Have students use the conjunctions of expressing a reason listed on the chart to write sentences explaining why the events occurred.
- Have students research their chosen historical event using textbooks, articles, or online resources.

- Have them fill in the cause and effect chart with extra causes and effects.
- Ask students to make sentences using this information and conjunctions of cause and effect.
- Ask students to share their work with a partner and encourage discussion and feedback on the use of conjunctions.

Historical Event: The American Revolution

Cause	Effect
British taxes on American colonies	American colonists felt oppressed
American colonists protested against British rule	British government increased military presence in colonies
British troops clashed with American colonists in Boston	Outraged colonists formed militias
The Declaration of Independence was signed	American colonists declared their independence from British rule
The American Revolution	American colonists won their independence and formed a new nation

Extension [10mins]

Teacher instructions:

- Review the historical events related to the Boston Tea Party that students have learned about in class.
- Have students work in pairs to brainstorm a short story that includes a cause and effect relationship using these events. They should include at least three events in their story.

-
- Instruct students to use conjunctions to show the relationship between events in their story.
 - Allow students time to write and revise their stories. Encourage them to use descriptive language and details to make their stories engaging.
 - Ask students to share their work with the class and comment.

Revision [10mins]

Teacher instructions:

- Give students exit slips and ask them fill in them.
- Ask some revision questions.
- Explain the home-task.

Exit slips:

3 things I have learned today a) b) c)
2 things I want to learn more: a) b)
A thing I got interested in:

Revision questions:

1. What conjunctions are used to express cause and effect?

-
2. Can you think of another historical event where you can apply the conjunctions of expressing reasons?
 3. Can you make a sentence expressing causes of the Independence of Uzbekistan?

UNIT 23 DEFINITE ARTICLE

Content objectives:

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

- understand the concept of definite articles and their use in English language;
- identify the correct usage of definite articles in different contexts;
- apply the rules of definite articles to construct grammatically correct sentences;

Language objectives:

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

- correctly identify the definite article 'the' in context;
- explain the rules for using the definite article 'the' before singular and plural nouns that are specific, superlative adjectives, and ordinal numbers;
- apply the rules for using the definite article 'the' in practice sentences;
- fill in the blank with the appropriate use of 'the' in a worksheet containing sentences that are missing the definite article;
- use 'the' correctly in their writing while describing a historical event that they find interesting;

Warm-up. [10mins]

Teacher instructions:

- Explain to the students that you are going to play a quick game called "I Spy".
- Tell them that you will choose an object in the classroom and give them a clue by saying "I spy something that starts with the letter ____".
- Choose a letter and give the clue. For example, "I spy something that starts with the letter C".
- After a student guesses the correct object, ask them to use the definite article to describe it. For example, if they guessed "chair", they could say "The chair is brown".

-
- Congratulate the student who guessed correctly and move on to the next round with a different letter and object.
 - Repeat the game for a few rounds, choosing different objects and letters each time.
 - Encourage students to participate and ask for volunteers to give clues and choose objects.

Input [20mins]

Teacher instructions:

- Explain to the students that you will be introducing the concept of definite articles and explain that "the" is used to refer to a specific noun or thing.
- Provide examples of definite articles in context by reading a sentence from a history book or short story. For example, "The Declaration of Independence was signed in 1776".
- Ask students to identify the definite article in the sentence you provided. Encourage them to share their answers with the class.
- Repeat this process a few times with different sentences to ensure that students understand the concept of definite articles.
- Provide a chart with rules and examples for using the definite article. Make sure to include the rules listed in the prompt.
- Go through the chart with the students, explaining each rule and providing examples. Encourage students to ask questions and provide additional examples.
- Provide practice sentences that follow the rules and ask students to identify whether "the" should be used or not. For example, "___ Statue of Liberty is located in New York Harbor". The answer is "The".
- Review the rules again to reinforce the concept of definite articles and clarify any misunderstandings.

Sentences:

1. The American Revolution began in 1775.
2. The Great Wall of China is over 13,000 miles long.
3. The first Olympic Games were held in Greece in 776 BC.
4. The Battle of Waterloo was fought in 1815.
5. The Renaissance was a period of great cultural and artistic achievement in Europe.
6. The Boston Tea Party took place in 1773.
7. The Magna Carta was signed in 1215.
8. The fall of the Roman Empire occurred in 476 AD.
9. The Industrial Revolution began in Britain in the 18th century.
10. The Cold War was a period of political and military tension between the United States and the Soviet Union.

Grammar chart:

<u>Rule</u>	<u>Example</u>
Use "the" before singular and plural nouns that are specific	The American Revolution began in 1775.
Use "the" before superlative adjectives	The Great Wall of China is over 13,000 miles long.
Use "the" before ordinal numbers	The first Olympic Games were held in Greece in 776 BC.
Do not use "the" before uncountable nouns	The Renaissance was a period of great cultural and artistic achievement in Europe.

Intake [10mins]

Teacher instructions:

- Provide each student with a worksheet containing sentences that are missing the definite article.

-
- Explain to students that they should read each sentence carefully and fill in the blank with "the" where appropriate.
 - Allow students time to work on the worksheet independently.
 - Once students have completed the worksheet, ask them to share their answers with a partner and compare their answers.
 - Encourage students to discuss any questions or concerns they have about the use of the definite article.
 - Monitor the students as they work and provide feedback or clarification as needed.
 - After students have finished discussing their answers with their partners, bring the class back together and ask for volunteers to share their answers with the class.
 - Go through each sentence on the worksheet and ask students to explain their answers, if necessary.
 - Use this opportunity to provide additional examples and clarification to reinforce the concept of definite articles.
 - Collect the worksheets for assessment purposes.

Worksheet: 1 – the; 2 – a; 3 – - (zero article); 4 – the; 5 – - (zero article); 6 – - (zero article)

(1)_____ American Civil War was (2)_____ defining moment in (3)_____ United States history. It began in (4)___ spring of (5)_____ 1861 and lasted for (6)_____ four years. (7)___ war was fought between (8)_____ Union and (9)_____ Confederacy, (10)_____ two sides with (11) _____ very different beliefs about (12)_____ slavery and (13)_____ states' rights.

At (14) ___ start of (15) _____ war, (16) _____ many people believed that it would be (17) _____ short conflict. However, (18) ___ battles that followed were some of (19) _____ bloodiest in (20) _____ American history. (21) ___ Battle of (22) _____ Gettysburg, fought in (23) ___ summer of (24) _____ 1863, was one of (25) _____

turning points of (26) ____ war. It was (27) ____ Union victory that stopped (28) ____ Confederate advance into (29) ____ North.

Despite (30) ____ Union's eventual victory, (31) ____ war had (32) ____ lasting impact on (33) ____ American society. It led to (34) ____ abolition of (35) ____ slavery and (36) ____ redefinition of (37) ____ federal government's relationship with (38) ____ states.

Answers:

1 - the; 2 – a; 3 – the; 4 – the; 5 – zero article; 6 – a; 7 –the; 8 – the; 9 –the; 10 – the; 11 – zero article; 12 – zero article; 13 – zero article; 14 –the; 15 – the; 16 – zero article; 17 – a; 18 –the; 19 –the; 20 – zero article; 21 – the; 22 – zero article; 23 – the; 24 – zero article; 25 –the; 26 –the; 27 – a; 28 – the; 29 – the; 30 – the; 31 – the; 32 – a; 33 –the; 34 –the; 35 – zero article; 36 – the; 37 – the; 38 – the;

Output [30mins]

Teacher instructions:

- Introduce the prompt to the class: "Describe a historical event that you find interesting."
- Review the use of the definite article by reminding students that it is used to refer to a specific noun or thing.
- Ask the class to use the examples of the previous activity to see how to use the definite article in their paragraphs.
- Have students write a short paragraph about the historical event they find interesting, using the definite article correctly.
- After students have finished writing, have them share their paragraphs with a partner or in a small group. Encourage them to listen carefully to their partner's use of the definite article and provide feedback as needed.
- As a class, discuss some of the historical events that students found interesting and the role that the definite article played in their descriptions.

Extension [10mins]

Teacher instructions:

- Ask students to take a few minutes to come up with their own sentences using the definite article.
- Encourage students to be creative and to think of a variety of examples, such as "the Eiffel Tower", "the Mona Lisa", or "the Great Wall of China".
- After students have had time to brainstorm, have them share their sentences with the class.
- As students share their sentences, provide feedback on their use of the definite article and encourage classmates to ask questions or provide additional examples.
- If time allows, have students work in pairs or small groups to come up with more sentences and share them with the class.

Revision [10mins]

Teacher instructions:

- Give students exit slips and ask them fill in them.
- Ask some revision questions.
- Explain the home-task.

Exit slips:

3 things I have learned today a) b) c)
2 things I want to learn more: a)

b)

A thing I got interested in:

UNIT 24 ENVIRONMENTAL PROBLEMS (DEFORESTATION)

Warm -up Activity 1 [3 min.] – Pair work

- to activate learners' schemata knowledge and introduce today's topic;

T. demonstrates a picture on the board and asks some follow-up questions including the previous topic (transportation).

Ss. discuss in pairs and share their ideas on the picture related to the given questions.

asks pairs to report their thoughts and findings on the picture.

Follow-up questions:

1. What is described on the picture?
2. Why is it happening around the globe?
3. Can transport system cause any environmental problems? Can you cite any?
4. Why do people chop down trees to make new roads?
5. Do you think we should take some actions against it? Why?



Activity 2 [4min.] – Pair work. Match vocabulary



Activity 3 [6min.] - Individual. Share your insights about video.

The link to the video:

<https://www.youtube.com/watch?v=Ic-J6hcSKa8>

Questions:

- 1. What is deforestation?**
- 2. Why is it happening?**
- 3. Why is it considered as a global problem?**

What should we do to decrease the levels of deforestation?

Activity 4 [5min.] - Individual

The link to the Edpuzzle video:

<https://edpuzzle.com/media/6187bf62f1fb76414d5c6aed>

Activity 5 [16min.] – Group work



Activity 6. [18min.] – Pair work

T. asks Ss to work in pairs and distributes a list of questions to each pair for role-playing. Ss ask the given questions from their partners and take notes on their answers.

Ss exchange their roles of a journalist and a citizen, and plays the game again.

Each pair reports their findings. Each pair reports their findings.

Question list:

- 1. What motivated you to do something about deforestation?**

-
- 2. Have you ever done something against deforestation?**
 - 3. How much money would you spend on stopping this?**
 - 4. Who cares about deforestation?**
 - 5. Is deforestation a problem for everyone? 6. Do you support organizations against deforestation?**
 - 7. What do you think will the world look like in 10 years?**

Activity 7. [25min] – Group work.

Each group makes a poster about the solutions.

Wrap-up and assessing the pupils [3min.]

Revision questions:

- 1. What did you learn today?**
- 2. Why is it essential to fight against deforestation?**
- 3. What should we do to take actions against deforestation?**

SPEAKING TASKS

Occupation

- 1. What do/did you study?**
- 2. Why do/did you want to study that?**
- 3. What subject do you enjoy studying most?**
- 4. Do you prefer to study alone or with other people?**
- 5. What was your worst subject at school?**
- 6. Do/Did you have a favourite teacher?**
- 7. Are you planning to take any courses soon?**
- 8. How long have you been studying English?**
- 9. Do you think English will be important for you in the future?**
- 10. Would you like to learn any other languages?**

Work

- 1. What do you do?**
- 2. What is the most important part of your job?**
- 3. Do you work with other people or alone?**
- 4. What do you like about your job?**
- 5. What do you not like about your job?**
- 6. Why did you choose your job?**
- 7. Do you work long hours?**
- 8. Do you think work-life balance is important?**
- 9. What is your journey like to and from work?**
- 10. What is your dream job?**

Entertainment (music, TV and film)

- 1. What's your favourite type of music?**
- 2. Do you enjoy listening to music?**
- 3. Where do you normally listen to music?**

-
- 4. How often do you watch television?**
 - 5. Do you normally watch television alone or with other people?**
 - 6. What television programme do you like?**
 - 7. Do you prefer watching television series or films?**
 - 8. What types of films do you like watching?**
 - 9. What types of films are popular in your country?**
 - 10. How often do you go to the cinema?**

GLOSSARY

Atamaning O‘zbek tilida nomlanishi	Atamaning Ingliz tilida nomlanishi	Atamaning ma’nosi
Shart ergash gapli qo‘shma gapli qo‘shma gap	Conditional sentences	The conditional tense says that an action is reliant on something else. The conditionals are used to talk about real or unreal situations, they are sometimes called is-clauses, real conditional describes unreal, imaginary situations.
Solishtirish	Comparison	Comparison is a rhetorical or literary device in which a writer compares or contrasts two people, places, things or ideas. In our everyday life, we compare people and things to express ourselves vividly.
Gramatika	Grammar	Grammar is a set of structural rules governing the composition of clauses, phrases, and words in any given natural language.
So‘z qurilishi	Word formation	In linguistics, word formation is the creation of a new word. Word formation is sometimes contrasted with semantic change, which is a change in a single word’s meaning the boundary between word formation and semantic change can be difficult to define.

Ta'kidlash, ifodalash , ma'qullash	Statement	A writer or spoken announcement on an important subject that someone make in public.
Tavsif	Description	A spoken or writer account of a person, object or event. A type or class of people or things.
Tavsif	Definition	A statement that explain the meaning of a word phrase.
Modal fe'l	Modal verb	A verb used with another verb to express in idea such as possibility that is not expressed by the main verb.
Tarkib	Content	The ideas that are contained in a piece of writing, a speech, or a film.
Takrorlash	Revision	A change that is made to something or the process of doing this.
Ot	Noun	A word that refer to a parson or a place
Turdosh otlar	common nouns	A word that refer to one group
Atoqli otlar--	proper nouns	A word that is the name of a person, place and etc
Aniq otlar	concrete nouns	A noun denoting something material and no abstract, as chair, house, or automobile
Mavhum otlar	abstract nouns	A noun that refer to an idea or a general quality, not to a physical obj.
Modda va sanalmaydigan predmetlarni	nouns of materials or nouns	A noun that typically refers to the first, to an indecently the divisible substance or an abstract notion

bildiruvchi otlarga mass		
Qo'shma murakkab sonlar	compound or composite numerals	A quantity expressed in more than one denomination or unit, as one foot six inches or one minute twenty seconds.
Sanoq sonlar	cardinal numerals	A part of speech used to count, such as the English words one, two, three.
Tartib sonlar	ordinal numerals	Any of the numbers that express degree, quality, or position in a series, as first, second, and third (distinguished from cardinal numerals).
Substantiv olmoshlar	Substantive Pronoun	A pronoun or other word or phrase functioning or inflected like a noun.
Adektiv olmoshlar	Adjective Pronoun	A pronoun used as an adjective, as his, her.
Kishilik olmoshlari	Personal Pronouns	Any one of the pronouns used to refer to the speaker, or to one or more to or about whom or which he or she is speaking
Egalik olmoshlari	Possessive Pronouns	A possessive pronoun is a pronoun that can take the place of a noun phrase to show ownership (as in "This phone is mine").
O'zlik olmoshlari	Reflexive Pronouns	Pronouns that refer back to the subject of the sentence or clause. They either end in –self, as in the singular form, or – selves as in the plural form.

Birgalik olmoshlari	Reciprocal Pronouns	A reciprocal pronoun is a pronoun which is used to indicate that two or more people are carrying out or have carried out an action of some type, with both receiving the benefits or consequences of that action simultaneously
Ko'rsatish olmoshlari	Demonstrative Pronouns	Pronouns that point to specific things: this, that, these, and those, as in "This is an apple," "Those are boys,"
So'roq olmoshlari	Interrogative Pronouns	Interrogative pronouns are used – you guessed it – when you want to ask a question. In many cases it doesn't have an antecedent (the word the pronoun references) – thus the need to ask the question in the first place! The most typical interrogative pronouns are: What Which Who Whom Whose
Nisbiy olmoshlari	Relative Pronouns	A relative pronoun is one which is used to refer to nouns mentioned previously, whether they are people, places, things, animals, or ideas. Relative pronouns can be used to join two sentences.

Bog‘lovchi olmoshlar	Conjunctive Pronouns	They hold a connecting function. In a sentence they could serve as a subject, a predicate, an object and an attribute.
Belgilash olmoshlari	Defining Pronouns	Pronoun, meaning (basically) that it is used in definition contexts: This is the hat that I wore to the wedding.
Gumon olmoshlari	Indefinite Pronouns	Indefinite pronouns are pronouns that are not definite in meaning.
Bo‘lishsizlik olmoshlari	Negative Pronouns	A negative pronoun refers to a negative noun phrase; no-one, nobody, neither, none and nothing are the negative pronouns used in English.
Sodda	Simple	Simple sentence has just one independent clause. A simple sentence has no dependent clauses
Yasama	Derived	Means something that is based on another source.
Qo‘shma	Compound	A compound word is two or more words linked together to produce a word with a new meaning
Sifat darajalari	Degrees of comparison	Degree of quality or quantity by forming two degrees of comparison
Oddiy daraja –	Positive Degree	State of an adjective or adverb indicating simple quality, without comparison or relation to increase or diminution;

Qiyosiy daraja	Comparative Degree	The comparative form of an adjective or adverb; "'faster' is the comparative of the adjective 'fast'; "'less famous' is the comparative degree of the adjective 'famous'; "'more surely' is the comparative of the adverb 'surely'"
Ortirma daraja	Superlative Degree	the superlative form of an adjective or adverb; "'fastest' is the superlative of the adjective 'fast'; "'least famous' is the superlative degree of the adjective 'famous'; "'most surely' is the superlative of the adverb 'surely'"
Majburiyat	Obligation	Something by which a person is bound or obliged to do certain thing, and which arises out of a sense of duty or results from custom, law, est.
Noaniq hozirgi zamon	The Present Indefinite Tense.	The tense that is used to refer to events, actions, and conditions that are happening all the time, or exist now
Noaniq o'tgan zamon	The Past Indefinite Tense.	The form of a verb used to describe an action that happened before the present time and is no longer happening. It is usually made by adding -ed
Noaniq kelasi zamon	The Future Indefinite Tense	It is used to express an action which has not occurred yet and will occur after saying or in future.
Hozirgi zamon davom fe'li	The Present Continuous Tense	Mainly used to express the idea that something is happening at the moment of speaking

O'tgan zamon davom fe'li	The Past Continuous Tense	Use the Past Continuous to talk about activities that lasted for some time in the past.
Tugallangan hozirgi zamon	The Present Perfect Tense	It is used to express actions that happened at an indefinite time or that began in the past and continue in the present. This tense is also used when an activity has an effect on the present moment.
Tugallangan o'tgan zamon	The Past Perfect Tense	it is used to emphasize that an action in the past finished before another action in the past started. This tense is also used in reported speech, third conditional sentences, or to show dissatisfaction with the past.

USED VOCABULARY LIST:

№	Words	Russian Translation	Uzbek Translation
1	Laugh	смеяться	kulmoq
2	Hold	Держать	ushlamoq
3	Hug	Обнимать	quchoqlamoq
4	Taste	пробовать на вкус	Mazasini ta'tib ko'rmoq
5	Smell	чувствовать запах, <u>пахнуть</u>	Hidlab ko'rmoq, nimanidir hidi kelmoq
6	Occasionally	Время от времени	muntazam
7	Rarely	Редко	Kamdan-kam
8	Seldom	Редко	Kamdan-kam
9	Hardly ever	Почти никогда	Deyarli hech qachon
10	Cycle	ездить на велосипеде	Velosiped haydash

11	Once a week	Раз в неделю	Haftada bir
12	Do the washing-up	мыть посуду	Idishlarni yuvmoq
13	Mop the floor	Мыть пол	Pollarni artmoq
14	Board games	Настольные игры	Taxta o'yinlar
15	Social media	Социальная сеть	Ijtimoiy tarmoq
16	Pancakes	Блины	Penkeyk, bilichik
17	Fence	забор	Panjara
18	Bush	Куст	buta
19	Hole	Отверстие	teshik
20	Border	граница	chegara

21	Disappear	исчезнуть	Yo'qolib qolmoq
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22	Through	через	orqali
23	Crawl	Ползти	emaklamoq
24	Rock	Камень	Qoya, tosh
25	Twins	Двойняшки	egizaklar
26	Voice	голос	ovoz
27	Borrow	Занимать	Qarzga olmoq
28	Clarinet	Кларнет	Klarnet
29	Drums	барабан	Baraban
30	Flute	Флейта	Fleyta

31	Keyboard	Клавиатура	klaviatura
32	Saxophone	Саксофон	saksafon
33	Trumpet	Труба	truba
34	Violin	Скрипка	skripka
35	Skate	Кататься на коньках	Konkida uchmoq
36	Ski	ходить на лыжах	Chang'i uchmoq
37	Bin	мусорное ведро	Axlat qutisi
38	Cupboard	шкаф	shkaf
39	Desk	парта	parta
40	Eraser	резинка	O'chirg'ich

41	Interactive whiteboard	Интерактивная доска	Interaktivniy oq doska
42	Blackboard	Доска	doska
43	Pencil case	Пенал	Ruchka soladigan
44	Pencil sharpener	Точилка	Qalam ochadigan
45	Ruler	линейка	lineyka
46	Schoolbag	Портфель	Maktab sumkasi

47	Shelf	шкаф	shkaf
48	Colored pen	Цветная ручка	Rangli ruchka
49	History	история	tarix
50	Science	наука	Ilm-fan

51	Mice	мышей	sichqonlar
52	DVD player	ДВД плеер	DVD player
53	Male	Мужской	erkak
54	Female	женский	ayol
55	Worried	Волноваться	Havotir olmoq
56	Desert	Пустыня	Cho'l
57	Land	земля	yer
58	Footprints	Следы	Oyoq izlari
59	Sand	Песок	qum
60	Alive	Живой	tirik
61	Aunt	Xola, amma	Тетя
62	Uncle	To'ga, amaki	Дядя
63	Cousin	Xolavacha, amakivacha	Двоюродная сестра
64	Nephew	Og'il bola jiyan	Племянник
65	Niece	Qiz bola jiyan	Племянница
66	Grandparents	Buvi-buva	Бабушка и дедушка
67	Grandmother (grandma)	Buvi	Бабушка
68	Grandfather (grandad)	Buva, do'da	Дедушка
69	Parent	Ota yoki ona	Родитель
70	Husband	Er	Муж
71	Wife	Xotin	Жена

72	Daughter	Qiz	Дочь
73	Son	Og'il	Сын
74	Grandchild	Nevara	Внук
75	Grandchildren	Nevaralar	Внуки

76	Father-in-law	Qaynota	Тесть, свекор
77	Mother-in-law	Qaynona	Свекровь
78	Brother-in-law	Qayni, qaynog'a	Шурин
79	Sister-in-law	Kelinoyi	Невестка, золовка
80	Step-mother	O'gay ona	Мачеха
81	Step-father	O'gay ota	Отчим
82	Step-sister	O'gay singil	Сводная сестра
83	Step-brother	O'gay uka	Сводный брат

84	Permission	Ruxsat	Разрешение
85	Character	Personaj, xarakter	Персонаж, характер
86	Comedy	Komediya	комедия
87	Scientist	Olim	Ученый
88	Share a flat	Uyni bo'lishmoq	Делить жилье
89	Different from	... dan far qilmoq	Отличается от
90	Simple	Oddiy	Простой
91	Enjoy	Zavqlanmoq	Наслаждаться
92	Apartment	Kvartira	Квартира
93	Baker	Novvoy	Пекарь
94	Bakery	novvoyxona	Пекарня
95	Prepare	tayyorlamoq	Подготовить
96	Do the washing	Idishlarni yuvmoq	Мыть посуду

97	Do the ironing	Dazmol qilmoq	Гладить
98	Load the dishwasher	Idish-tovoq yuvadigan mashinaga idishlarni solib yuvmoq	Загрузить посудомоечную машину
99	Unload the dishwasher	Idish-tovoq yuvadigan mashinaga idishlarni olib qo'ymoq	Разгрузить посудомоечную машину
100	Set the table	Stolni yasatmoq	Накрывать на стол
101	Tidy my bedroom	Xonamni tozalamoq	Привести в порядок мою спальню
102	Ex-footballer	Sobiq futbolchi	Бывший футболист
103	Tattoo	tatu	Тату

104	Charity	Ehson	благотворительность
105	Jewellery	Taqinchoqlar	Ювелирные изделия
106	Ordinary	Oddiy	Обычный
107	Own	Ega bolmoq	Иметь
108	Disappear	Yo'qolib qolmoq	Исчезнуть
109	Appear	Paydo bo'lmoq, ko'rinmoq	Появляться
110	Hope	Umid qilmoq	Надеяться
111	Knife	Pichoq	Нож
112	Fork	Vilka	Вилка
113	Sibling	Aka, uka, opa, singil	Брат или сестра

114	Rivalry	Raqobat	Соперничество
115	Sibling rivalry	Farzandlar o'rtasidagi raqobat	Соперничество между детьми
116	Argue	Urushmoq, gap talashmoq	ссориться

117	According to ...		В соответствии с, Согласно
118	Get on well	Yaxshi chiqishmoq	хорошо ладить
119	Relationship	Munosbat	отношение
120	However	Lekin	Однако
121	Adult	Yoshi katta	Взрослый
122	Change	O'zgarmoq	Изменить
123	Of course	Albatta	Конечно

124	Excited about	... dan hayajonlanib xursand bo'lish	Радоваться, взволнован
125	Famous for	... bilan mashhur bo'lish	Известна, славиться
126	Frightened of	... dan qo'rqish	Бояться
127	Good at	... dan yaxshi bo'lish	Хорош в
128	Bad at	... dan yomon bo'lish	Плоха в
129	Pleased about / with	... dan mamnun bo'lish	Доволен
130	Similar to	... bilan bir xil bo'lish	Похож на
131	Angry with	... dan jaxli chiqish	злится на
132	Different from	... dan farq qilish	отличаться от
133	Interested in	... ga qiziqmoq	заинтересован в

134	A lot of	Ko'p	Много
135	Keen on	Yoqtirmoq	Увлекаться
136	Proud of	G'ururlanmoq	Гордиться
137	Worried about	Xavotir olmoq	Обеспокоенный
138	Alone	Yolg'iz	Один
139	Hate	Yomon ko'rmoq	Ненавидеть

140	Unusual	Boshqacha, boshqalardan farqli	Необычный
141	Teenager	O'smir	Подросток
142	Completely	Butunlay	Совершенно
143	Wait	Kutmoq	Ждать

144	Moustache	Mo'ylov	Усы
145	Straight hair	Tekis soch	Прямые волосы
146	Wavy	To'lqinli	Волнистый
147	Curly	Jingalak	Кудрявый
148	Dark hair	Qora sochlar	Темные волосы
149	Fair hair	Sariq sochlar	Светлые волосы
150	Blonde hair	Sariq sochlar	Светлые волосы
151	Brown hair	Jigarrang soch	Коричневые волосы
152	Long/short hair	Uzoq / kalta sochlar	Длинные/короткие волосы
153	Medium-length hair	O'rta uzunlikdagi sochlar	Волосы средней длины

154	Art	Art	Искусство
155	Important	Muhim	Важный
156	Perhaps	Balki	Возможно
157	Ambition	Ambitsiya, maqsad	Амбиция
158	Creative	Ijodiy	Творческий
159	Hard-working	Tirishqoq	Трудолюбивый
160	Honest	Halol	Честный
161	Patient	Chidamli	Терпеливый
162	Polite	Muloyim	Вежливый

163	Sensible	Aqli	Разумный
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164	Necessary	Необходимый	Kereakli
165	Compulsory	Обязательный, Принудительный	Majburiy
166	Ambition	Амбиция	Maqsad, ambitsiya
167	Get a job	Получить работу	Ishga kirish
168	Connected with	Связано с	Bog'langan
169	Between	Между	Orasida
170	Pay	Платить	Pul to'lamoq
171	State school	Государственная школа	Davlat maktabi
172	Subject	Предмет	Fan
173	Follow	Следовать	Ketidan yurmoq
174	Extra	Дополнительный, лишней	Qo'shimcha, Ortiqcha
175	Have to/Has to	Надо, должен, необходимо	Kerak, majburiy
176	Don't have to Doesn't have to	Не надо, не нужно, не обязательно	Shart emas
177	Take exams	Сдавать экзамены	Imtihon topshirmoq
178	Date	Дата	Kun sanasi

179	Choose	Tanlamoq	Выбирать
180	Mark	Baholamoq	Выставлять отметку балл (на письменной работе)
181	Mixed-ability classes	Har xil qobiliyatli bolalar sinfi	Классы со смешанными способностями
182	Discuss	Muhokama qilmoq	Обсуждать
183	Timetable	Darslar jadvali	Расписание уроков
184	School rules	Maktab qoidalari	Школьные правила

185	School trips	Maktab sayohatlari	Школьные поездки
186	Etc.	Va hokazo	и так далее, и т.п.
187	Make rules	Qoidalar yaratmoq	Создавать правила
188	Punishment	Jazo	Наказание
189	Give punishments	Jazo bermog	Дать наказания
190	Member	A'zo	Член
191	Join	Qo'shilmoq	Присоединиться
192	Good fun	Maza, zo'r	Весело
193	To be cross	Jaxli chiqmoq, angry	быть сердитым

194	Although	...ga qaramasdan, lekin	Несмотря на то, что / хотя
195	Private school	Xususiy maktab	Частная школа
196	No one / nobody	Hech kim	Никто
197	Term	Chorak	Семестр
198	Boat	Qayiq	Лодка
199	Bridge	Ko'prik	Мост
200	Jungle	Jungle	Джунгли
201	Mountain	Tog'	Гора
202	Path	Yo'l	Тропа
203	River	Daryo	Река
204	Rope	Arqon	Веревка
205	Valley	Vodiy	Долина
206	Dangerous	Xavfli	Опасный
207	Safe	Xavfsiz	Безопасно
208	Narrow	Tor	Узкий

209	Wide	Keng	Широкий
210	Large	Juda katta	Большой
211	Wet	Ho'l, nam	Мокрый
212	Dry	Quruq	Сухой
213	Across	Kesib o'tish	Через
214	Journey	Sayohat	Путешествие
215	Cross	Yo'ldan o'tish, kesib o'tish	Пройти, Пересечь
216	Cross a river	Daryodan o'tish	Пересечь реку
217	Pass	Oldidan o'tib ketmoq	Проходить
218	Against	Qarshi	Против
219	Fortunately	Yaxshiyamki	К счастью
220	Unfortunately	Afsuski	К сожалению
221	Head teacher	Maktab direktori	Директор школы
222	Walk in a line	Liniya bo'yicha ketmoq	Идти по линии
223	Martial arts	Kung Fu, Karate	Kung Fu, Karate

224	above	Tepasida	Выше, над
225	below	Pastida, quyida	Ниже
226	Through	Orqali	Через
227	Put on	Kiymoq	Надевать
228	A zip wire	Sim arqon	канатная дорога
229	Silly	Axmoq	Глупый
230	Interrupt	Xalaqit bemoq	Прерывать
231	Concert	Konsert	Концерт
232	Musical	Muzikl	Мюзикл
233	Play	Spektakl	Спектакль
234	School camp	Maktab lageri	Школьный лагерь

235	School club	Maktab klubi	Школьный клуб
236	Sports day	Sport kuni	Спортивный день

237	Especially	Ayniqsa	Особенно
238	Bring	Olib kelmoq	Приносить
239	Call	Telefon qilmoq, chaqirmoq	Звонить, позвонить
240	Forget	Unutmoq	Забывать
241	Miss	Sog'inmoq, o'tkazib yubormoq	Скучать
242	Put	Qo'ymoq	Вставить, положить
243	Visit	Tashrif buyurmoq	Посещать
244	Organize an event	Tadbir tashkil qilmoq	Организовать мероприятие
245	Encourage	Rag'batlantirmoq	Призывать, поощрять
246	Attend	Qatnashmoq	Посещать
247	Announcement	E'lon	Объявление
248	Home-school	Uyda o'qitish	(На) домашнее обучение
249	Politics	Siyosat	Политика
250	Cello	Violanche	Виолончель
251	Identical	Bir xil	Идентичный

251	Quad	To'rttalik egizaklar	четверня
253	Advice	Maslahat	Совет
254	Someone/somebody	Kimdir	Кто-то, Кто-нибудь
255	No one/nobody	Hech kim	Никто
256	Anyone/anybody	Hech kim, kimdir	Кто-нибудь
257	Something	Nimadir	Что-то, Что-нибудь

258	Nothing	Hech nima	Ничего
259	Anything	Hech nima, nimadir	Что-нибудь
260	Somewhere	Qayerdir	куда-нибудь Где-то
261	Nowhere	Hech qayer	Никуда, нигде
262	Anywhere	Hech qayer, qayerdir	Никуда, нигде
263	During	Davomida	В течение, во время
264	Embarrassed	Uyalish	Смущенный
265	Angry	Jaxli chiqmoq	Злой
266	Excited	Hayajonlanmoq, xursand bo'lmoq	Взволнованный

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FOR NOTES

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**O'ZBEKISTON RESPUBLIKASI OLIIY TA'LIM, FAN VA
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TOSHKENT DAVLAT SHARQSHUNOSLIK UNIVERSITETI

LEARN ENGLISH THROUGH HISTORY

Elementary level for 1 year students
A2 LEVEL

**Komilova D.Sh Learning English through History (o‘quv qo‘llanma) – Toshkent:
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