

## **КОНСПЕКТИ УРОКІВ**

**для 5 класу НУШ**

**за НМК "English 5. Kids Online"**

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## UNIT 7

### The Place I Live In

#### LESSON 1

##### OBJECTIVES:

- to introduce the theme of the unit
- to listen to and read a text

##### VOCABULARY:

Territory, centre, country, culture, capital, to introduce, to symbolise, independent.

##### MATERIALS:

SB, SB Audio (Unit-7-p108\_task1), AB.

##### OUTCOMES:

By the end of the lesson, Ss will be able to discuss a text about Ukraine and its symbols.

##### HOMEWORK:

AB t.2, p.73

#### LEAD-IN

- Explain to Ss that they are going to learn about villages, towns and cities in Ukraine in this unit.
- Ask Ss to look at the map of Ukraine on pages 108-109 (SB).
- Encourage Ss to name the towns and cities in Ukraine they have visited.
- Have Ss look through Unit 7 in their SBs and quickly talk with them about what they are going to learn.

#### PRESENTATION

- Encourage Ss to look at the picture of a boy (Bohdan) on page 108 (SB).
- Ask Ss, 'What is his/her name? How old is he/she? Where is he/she from?'
- Elicit the answers from Ss.

#### COMPREHENSION

SB p.108, t.1

- Ask Ss to look at task 1 on page 108 in their SBs.
- Focus Ss' attention on four adjectives (on the left) and four nouns (on the right).
- Explain to Ss that they are going to listen to and read Bohdan's blog and do the matching task based on the text.
- Play *SB Audio* and have Ss follow the text in their SBs.
- Make sure the Ss understand the meaning of all the new words.
- Go through adjective #1 ('ancient') and match it to the noun ('city') as a model for Ss.
- Ask individual Ss to do the rest of the matching task on their own.
- Go through the answers with the class.
- Prompt Ss if necessary.

## PRACTICE

SB p.108, t.2

- Ask Ss to look at task 2 on page 108 in their SBs.
- Tell Ss that they are going to complete sentences #1-6 according to Bohdan's blog.
- Encourage Ss to copy the sentences in task 2 into their notebooks.
- Ask one of the Ss to say the missing words aloud.
- Have other Ss write the missing words in their notebooks.
- Monitor the activity, checking for correct spelling.
- Repeat the procedure for the other sentences.
- Answer any questions that Ss may have.
- Prompt if necessary.

AB t.1, p.73

- Ask Ss to open their ABs on page 73 and look at task 1.
- Focus Ss' attention on the definitions #1-4.
- Explain to Ss that they are going to guess the adjectives and write them as in the example.
- Study the model and make sure Ss understand the task.
- Allow time for Ss to do the task, working individually.
- Go through the answers with the class.

## UNIT 7

### LESSON 2

##### OBJECTIVES:

- to discuss a text
- to write a short comment

##### VOCABULARY:

Founder, to take a name after.

##### MATERIALS:

SB, SB Audio (Unit-7-p108\_task3, Unit-7-p108\_words), AB.

##### OUTCOMES:

By the end of the lesson, Ss will be able to answer questions about the text they have read. They will be able to search for the information and write about a Ukrainian town.

##### HOMEWORK:

AB t.4, p.74

#### LEAD-IN

- With books closed, ask students to remember some facts about Ukraine from the previous lesson.

- Ask questions, e.g. 'What are the colours of our national flag? Is Ukraine a large country?' etc.

## PRESENTATION

- Go through the section 'Words for You' on page 109 and play *SB Audio* with the recording of the new words.
- Have Ss repeat the new vocabulary.
- Make sure they understand the meaning of the new words.
- Ask individual students to say the words for the class.

## COMPREHENSION

### SB p.109, t.3

- Have Ss look at task 3 on page 109 in their SBs.
- Explain to Ss that they are going to listen to and read the comments of two children (Oksana from Ukraine and Yanek from Poland) and answer the questions in task 3.
- Go through the questions and make sure Ss understand them.
- Play *SB Audio* and have Ss follow the text in their SBs.
- Ask individual Ss to answer the questions in task 3 based on the text they have listened to.
- Prompt if necessary.
- Have Ss repeat new vocabulary chorally.

## PRACTICE

### SB p.109, t.4

- Get Ss to look at task 4 on page 109 in their SBs.
- Explain to Ss that they are going to search for information about one of the Ukrainian towns and write a short comment.
- Go through the questions in task 4 and explain that students should answer them when writing their short comment.
- Allow time for Ss to do the task.
- Moderate the activity, checking for the correct spelling.
- Encourage individual Ss to read what they have written in front of the class.

### AB p.74, t.3

- Have Ss open their ABs and look at task 3 on page 74.
- Explain to Ss that they should complete sentences #1-8, using the words from the box.
- Go through model sentence #1 to make sure Ss understand what they should do.

- Let Ss complete the rest of the sentences on their own.
- Ask individual Ss to read out the sentences in front of the class.

## UNIT 7 LESSON 3

### OBJECTIVES:

- to read dialogues
- to describe places in a town

### VOCABULARY:

Pharmacy, to catch the bus.

### MATERIALS:

SB, AB.

### OUTCOMES:

By the end of the lesson, Ss will be able to ask and answer questions about the dialogues they have listened to. They will be able to say what places there are in towns.

### HOMEWORK:

AB t.2, p.75

## LEAD-IN

- Ask Ss to think about the difference between 'a town' and 'a city'.
- Elicit the answers from Ss.
- Explain that a town is smaller than a city. There are less buildings and they are not as tall as in the cities. There is usually less traffic in a town compared to a city.

### BACKGROUND INFORMATION: Towns, cities and villages in Ukraine

*The number of people who live in towns and cities of Ukraine is higher than the number of those who live in villages. About 28.7 million people lived in urban regions of Ukraine as of January 1, 2022, while the rural population was over 12.4 million.*

(Source: <https://www.statista.com>)

## PRESENTATION

- Focus Ss' attention on the pictures of a town and a city on page 110 (SB).
- Point to each picture and ask students to describe it.
- Tell Ss that in today's lesson they are going to learn about different places in a town.

## COMPREHENSION

### SB p.110, t.1

- Ask Ss to open their SBs on page 110 and look at task 1.
- Focus Ss' attention on the box with words.

- Make sure the Ss understand the meaning of all the words.
- Explain to Ss that they are going to read the short dialogues and use the words from the box to fill in the gaps.
- Focus Ss' attention on sentence #1 and establish that the missing word is 'town'.
- Invite individual Ss to read out the rest of the dialogues for the class.
- Elicit the missing words.
- Monitor the activity, checking for the correct pronunciation.
- Go through the answers with the class.

### **PRACTICE**

#### **SB p.110, t.2(a)**

- Get Ss to look at task 2(a) on page 110 in their SBs.
- Explain to Ss that they are going to answer questions #1-5 based on the short dialogues they have read.
- Go through the questions and make sure Ss understand the task.
- Go through the answers to the questions with the class.
- Prompt if necessary.

#### **SB p.110, t.2(b)**

- Have Ss open their SBs and look at task 2(b) on page 110.
- Explain that Ss should add some questions based on the dialogues in task 1(SB) and ask their partners.
- Divide Ss into pairs.
- Allow time for Ss to make up their questions. Prompt if necessary.
- Have Ss ask and answer questions in their pairs.
- Monitor the activity, checking for correct pronunciation.
- Invite a couple of pairs to have a conversation in front of the classroom.

#### **SB p.110, t.3**

- Get Ss to look at task 3 on page 110 in their SBs.
- Explain to Ps that they are going to read sentences #1-6 and name a place in a town they describe.
- Ask one S to read sentence #1. ('You can eat there.')
- Encourage other Ps to guess the word. ('A restaurant').
- Repeat the procedure for sentences #2-6.
- Monitor the activity and help Ss where necessary.

#### **AB p.75, t.1**

- Ask Ss to open their ABs on page 75 and look at task 1.
- Focus Ss' attention on the map.

- Explain to Ss that they are going to look at the map and label the places in a town.
- Read out the model word ('church') and make sure Ss understand the task.
- Allow time for Ss to do the rest of the task, working individually.
- Go through the words with the class.

#### **SB p.110, t.4**

- Have Ss look at task 4 on page 110 in their SBs.
- Explain to Ss that they are going to say what is in their street.
- Write one sentence on the board as a model for Ss. ('There is a cafe not far from my house.')
- Allow Ss to make other sentences about places in their streets.
- Set the time limit for this activity.
- Invite individual Ss to say their sentences in front of the class.

## **UNIT 7 LESSON 4**

### **OBJECTIVES:**

- to listen to and read about a village in Ukraine

### **VOCABULARY:**

Square, library, traffic, crossing, traffic light, million.

### **MATERIALS:**

SB, SB Audio (Unit-7-p111\_task1, Unit-7-p111\_words), AB.

### **OUTCOMES:**

By the end of the lesson, Ss will be able to answer questions about the text they have read.

### **HOMEWORK:**

AB t.2, pp.76-77

### **LEAD-IN**

- With the books closed, ask Ss whether they can remember places in a town from the previous lesson.
- Ask questions. e.g. 'Where can you buy things? Where can you eat? Where do you keep your money?'
- Elicit the answers from Ss. Prompt if necessary.

### **PRESENTATION**

- Ask Ss to open their SBs on page 111 and look at the section 'Words for You'.
- Play the SB Audio with the recording of new words and have Ss follow them in their SBs.
- Have Ss repeat new vocabulary.

- Monitor the activity, checking for the correct pronunciation.
- Make sure Ss understand the meaning of all the words.

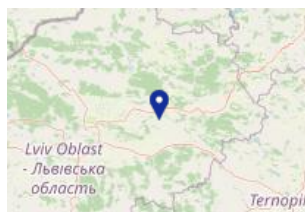
## COMPREHENSION

SB p.111, t.1

- Ask Ss to look at task 1 on page 111 in their SBs.
- Focus Ss' attention on the picture of a village. Ask Ss to describe what they see in the picture and elicit the answers.
- Explain to Ss that they are going to listen to the recording of a text about Krasne village and say what the village club looks like.
- Play *SB Audio* and have Ss follow the text in their SBs.
- Ask Ss to say what the village club looks like.
- Ask additional questions to check comprehension.
- Make sure Ss understand the meaning of the new words.
- Have Ss read the text 'In the Village', taking turns.
- Monitor the activity, checking for correct pronunciation.

### Background Information: Krasne

*Krasne is a village in the Lviv region of Ukraine. It is 1 in the south-west of our country on the Poltva river. The village was first mentioned in 1476 .*



## PRACTICE

SB p.111, t.2

- Explain to Ss that they are going to play a *True or False* game.
- Tell Ss you are going to say a true or a false sentence about the text 'In the Village'.
- If Ss think the sentence is true, encourage them to call out 'True!'. If they think the sentence is not true, ask Ps to call out 'False!'
- Read out sentences #1-8 from task 2 on page 111 (SB) and elicit the responses from Ss.
- Tell the right answer after you hear responses from Ss.

AB p.76, t.1

- Have Ss open their ABs and look at task 1 on page 76.
- Explain to Ss that they should complete sentences #1-8, using the words from the box.
- Go through model sentence #1 to make sure Ss understand what they should do.
- Let Ss complete the rest of the sentences on their own.
- Ask individual Ss to read out the sentences in front of the class.

## UNIT 7 LESSON 5

### OBJECTIVES:

- to listen to and read texts

### VOCABULARY:

Region, to be famous for, proud, modern, native.

### MATERIALS:

SB, SB Audio (Unit-7-p112\_task3), pictures of Ukrainian towns/cities (see Lead-In).

### OUTCOMES:

By the end of the lesson, Ss will be able to discuss the information about places in Ukraine they have read and listened to.

### HOMEWORK:

AB t.3, p.77

### LEAD-IN

- Demonstrate pictures of Ukrainian towns/cities. Use postcards or print off the pictures from the Internet.
- Point to each picture and ask students if they know the names of the towns/cities in them. Elicit the answers from Ss.
- Tell Ss that in today's lesson they are going to learn about two more places in Ukraine.

## PRESENTATION

- Ask Ss to open their SBs and focus Ss' attention on two pictures on page 112.
- Ask individual Ss to read out the names of the buildings ('Nizhyn University' and 'Skala-Podilska Castle').
- Explain to Ss that they are going to listen to and read the information about Nizhyn and Skala-Podilska from the two Ukrainian children.

### BACKGROUND INFO: Skala-Podilska Castle and Nizhyn University

*Skala-Podilska Castle* is an old castle in Ternopil region. It was constructed in the 14th century. It has been destroyed many

times. Today, the ruins of the old castle attract visitors from all over Ukraine. *Nizhyn University* is an academic institution in Nizhyn, Chernihiv region. It is one of the oldest universities in Ukraine. At the moment, about 8,000 students study there.

## COMPREHENSION

### SB p.112, t.3(a)

- Play *SB Audio* and have Ss follow the text in their SBs.
- Ask some questions to check comprehension.
- Make sure Ss understand the meaning of the new words.
- Have Ss read two texts, taking turns.
- Monitor the activity, checking for correct pronunciation.

## PRACTICE

### SB p.112, t.3(b)

- Get Ss to look at task 3(b) on page 112 in their SBs.
- Explain to Ss that they are going to answer questions based on the texts they have read, working in pairs.
- Go through the questions and make sure Ss understand the task.
- Divide Ss into pairs.
- Allow time for Ss to have a dialogue, working in their pairs.
- Invite individual Ss to ask and answer questions in front of the class.

## UNIT 7 LESSON 6

### OBJECTIVES:

- to talk about actions in the past
- to differentiate between the Past Simple and the Present Perfect Tenses

### STRUCTURES:

The Past Simple vs. the Present Perfect.

### MATERIALS:

SB, GB.

### OUTCOMES:

By the end of the lesson, Ss will be able to ask and answer questions about events in the past, using the Past Simple and the Present Perfect tenses.

### HOMEWORK:

GB t.3, p.55

## LEAD-IN

- Ask Ss, 'Which Ukrainian cities have you visited?'

- Write the names of the cities on the board.
- Then ask Ss, 'When did you visit ...?' to determine specific times in the past.
- Once you have elicited the answers from Ss, stress the difference between the use of two tenses (the Past Simple and the Present Perfect).

## PRESENTATION

### SB p.113, t.1

- Ask Ss to open their SBs and focus Ss' attention on the grammar box on page 113.
- Read out the sentences in the 'Past Simple' column.
- Tell Ss that the Past Simple tense is used for actions which were completed at a definite point in time in the past.
- Remind Ss about time expressions when we use the Past Simple. ('in 1987', 'last summer').
- Elicit from Ss more time expressions to use with the Past Simple (e.g. 'yesterday', 'on Tuesday' etc.)
- Read out the sentences in the 'Present Perfect' column.
- Remind Ss that the Present Perfect is used for an action in the past with the result in the present.
- Explain that the Present Perfect is formed with the present form of 'to have' plus the past participle ('have been', 'have seen').
- Tell Ss that the past participle of regular verbs is the same as the Past Simple ('play-played-played'), but in irregular verbs the past participles vary ('be-was/were-been', 'see-saw-seen').
- With the books closed, elicit more examples of sentences with the Past Simple and the Present Perfect from the class to check the Ss' understanding.

### EXTRA IDEA: A card game

1. Have students work in groups of four.
2. Encourage Ss to work in pairs within their groups.
3. Each pair gets a set of cards with the irregular verbs in the present tense.



4. Have the first pair choose one card from their set and read out the verb to the second pair in their group. (e.g. 'go')
5. Have Ss from the second pair to say the Past Simple and the past participle forms. (e.g. 'went-gone')
5. Then have the second pair choose a

card from their set and repeat the procedure.

6. Give one point for each correct answer.

6. The winners are the pair who have more points.

7. At the end of the game write on the board the three forms of the verbs which caused the most mistakes.

## PRACTICE

### SB p.113, t.2

- Have Ss look at task 2 on page 113 in their SBs.
- Explain to Ss that they are going to make up questions by choosing the words in task 2.
- Model one question, so that Ss understand what they should do.
- Allow time for Ss to do the rest of the task individually.
- Go through the sentences with the class.

### GB p.55, t.1

- Ask Ss to open their Grammar Books (GBs) and look at task 1 on page 55.
- Explain to Ss that they are going to read the sentences and circle the correct words.
- Study the model sentence together with Ss and make sure they understand what they should do.
- Let Ss do the rest of the task on their own.
- Ask individual Ss to read out sentences #2-5 in turn.

### SB p.113, t.3

- Get Ss to look at task 3 on page 113 in their SBs.
- Remind Ss about the difference between the Past Simple and the Present Perfect.
- Point out that Ss are going to read sentences 1-4 and choose the correct tense form of the verbs in brackets.
- Divide Ss into pairs.
- Allow time for Ss to work in pairs and do the task.
- Monitor the activity, checking for correct pronunciation.
- Go through the answers with the class.

### GB p.55, t.2

- Have Ss open their GBs and look at task 2 on page 55.
- Explain to Ss that they are going to read sentences #1-10 and put the verbs in brackets into the Past Simple or the Present Perfect.

- Study the model sentence and make sure Ss understand what they should do.
- Allow time for Ss to do the task individually.
- Monitor the activity, checking for the correct spelling.
- Go through the sentences with the class.

### SB p.113, t.4

- Have Ss open their SBs and look at task 4 on page 113.
- Explain to Ss that they are going to put yes/no and wh-questions questions to sentences #1-8.
- Study the model and make sure Ss understand the task.
- Let Ss do the task on their own.
- Ask individual Ss to read out the questions/answers in front of the class.

### SB p.113, t.5

- Have Ss look at task 5 on page 113 in their SBs.
- Encourage individual Ss to read out the model dialogue.
- Explain to Ss that they are going to use the words from the green boxes to change the underlined words in the model dialogue and make up their own dialogues, working in pairs.
- Divide Ss into pairs.
- Allow time for Ss to ask and answer questions, working in their pairs.
- Go round and monitor the activity, paying particular attention to verb forms.
- Invite some pairs to have a dialogue in front of the class.

## UNIT 7 LESSON 7

### OBJECTIVES:

- to listen to the information about the capital of Ukraine
- to listen to and sing a song

### VOCABULARY:

Chestnut, place of interest, hero, Motherland, main.

### MATERIALS:

SB, SB Audio (Unit-7-p114\_task1, Unit-7-p114\_words,Unit-7-p114\_task3), AB.

### OUTCOMES:

By the end of the lesson, Ss will be able to discuss a text about Kyiv. They will be able to sing a song about Ukraine.

### HOMEWORK:

AB t.3, p.78

## LEAD-IN

- Play the Truth Game with Ss.
- Divide Ss into two teams.
- Give Ss five minutes to make up one question starting with 'Have you ever ...?' for each student in the opposing team. ('Have you ever been to Lviv?' etc.)
- When Ss are ready, have them take it in turns to ask their questions.
- The S answering the question either gives a true answer, or has to make it up.
- Then have the other Ss guess if the person is telling the truth or not.
- Give a point to the team that asked the question if they guessed the answer correctly.

## PRESENTATION

- Ask Ss to look at task 1 on page 114 in their SBs.
- Focus Ss' attention on the picture of a city. Ask Ss to describe what they see in the picture and name the city. ('Kyiv')
- Ask Ss to tell you the names of any sights they associate with Kyiv. Write these words on the board and briefly discuss them with Ss.
- Go through the section 'Words for You' and play the *SB Audio* with the recording of new words.
- Make sure the Ss understand the meaning of all the words.
- Have Ss repeat new vocabulary.

## COMPREHENSION

### SB p.114, t.1

- Have Ss look at task 1 on page 114 in their SBs.
- Explain to Ss that they are going to listen to the recording about Kyiv and note the places of interest there.
- Play *SB Audio* and have Ss listen to it.
- Ask Ss to name places of interest in Kyiv based on the recording they have listened to.
- Elicit the answers from Ss and prompt if necessary.
- Ask additional questions to check comprehension.

### Script

*The capital of Ukraine is Kyiv, a beautiful and ancient city. More than 3 million people live here. Kyiv stands on the Dnipro — the biggest Ukrainian river. There are several bridges over it. Khreshchatyk is the main street of the*

*capital. People like to walk along the street. Maidan Nezalezhnosti (it means Independence Square) is in the centre of the city. It is a very beautiful place with lots of people walking around. There are many places of interest in Kyiv: St. Sophia Cathedral, Kyiv-Pechersk Lavra, monuments to Prince Volodymyr and to hetman Bohdan Khmelnytsky, the Golden Gate and many others. The symbol of the city is the chestnut leaf. Chestnut trees make Kyiv very beautiful, especially in springtime.*

## PRACTICE

### AB p.78, t.1

- Ask Ss to open their ABs and look at task 1 on page 78.
- Explain to Ss that they are going to listen to the recording about Kyiv again and fill in the blanks in sentences 2-5 by choosing the correct item (a, b or c).
- Study the model sentence and make sure Ss understand the task.
- Play *SB Audio* and make pauses for Ss to fill in the gaps.
- Elicit the missing words from Ss and allow time for Ss to write them in their ABs.
- Monitor the activity, checking for correct spelling.
- Have individual Ss read out the sentences to the class.

### SB p.114, t.2

- Have Ss open their SBs and look at task 2 on page 114.
- Explain to Ss that they are going to answer questions 1-7 based on the recording of the text about Kyiv.
- Go through the questions and make sure Ss understand them.
- Ask individual Ss to read and answer the questions 1-7.
- Prompt if necessary.
- Monitor the activity, checking for the correct pronunciation.

### SB p.114, t.3

- Ask Ss to open their SBs on page 114 and look at task 3.
- Explain to Ss that they are going to listen to the recording of a song about Ukraine and put the lines in the right order.
- Play *SB Audio* and have Ss find the lines in their SBs and put them in the right order.
- Ask some simple comprehension questions. ('What do we learn together?', 'What is our Motherland?' etc.)



- Have individual Ss read the lines of the song in the correct order.
- Play the song again and encourage Ss to join in.

**Script**

*The ink is black, the page is white.  
Together we learn to read and write,  
To read and write.  
And now a child can understand,  
Ukraine is our Motherland.  
The board is black, the chalk is white,  
The words stand out so clear and bright,  
So clear and bright.  
And now at last we clearly see  
Ukrainian people are Family.  
The child is black, the child is white,  
The whole world looks upon the sight,  
A beautiful sight.  
For very well the whole world knows,  
This is the way our friendship grows.*

**AB p.78, t.2**

- Have Ss open their ABs and look at task 2 on page 78.
- Explain to Ss that they should read the text about Kharkiv and complete sentences, using the words from the box.
- Go through the words in the box and make sure Ss understand their meaning.
- Go through model sentence #1 to make sure Ss understand what they're going to do.
- Let Ss complete the rest of the sentences on their own.
- Ask individual Ss to read out the sentences in front of the class.

**EXTRA IDEA: Kyiv posters**

1. Review what students thought were the most exciting things about Kyiv from the reading.
2. Explain to students that they are going to make a poster, working in groups of four-five.
3. The poster should promote Kyiv and make children of their age want to visit it.
4. Encourage students to make sure their poster is interesting, colourful and creative.
5. Tell students to use the Internet to find some additional information about Kyiv.
6. Explain that students can use pictures from the Internet, but they have to write their own text.
7. Allow time for students to prepare their posters.
8. Display the posters around the classroom or the school.

## UNIT 7 LESSON 8

**OBJECTIVES:**

- to introduce vocabulary for asking and giving directions

**VOCABULARY:**

Passer-by, stranger, crossroads, to go straight ahead, to turn left/right on the corner, to cross the road, down the street.

**MATERIALS:**

SB, SB Audio (Unit-7-p115\_task1), postcards or photos (see Warm-up).

**OUTCOMES:**

By the end of the lesson, Ss will be able to have a talk, using new vocabulary.

**HOMEWORK:**

AB t.1, p.79

### LEAD-IN

- Before the lesson, ask Ss to bring in the postcards/photos of places in Ukraine they have visited.
- In groups, have Ss show each other the photos/postcards and talk about them.
- Encourage Ss to ask and answer questions about where the place is and whether it has any places of interest.

### PRESENTATION

- Have Ss open their SBs and look at pictures of the boy on page 115.
- Ask Ss, 'Where is the boy? What is he doing?' Elicit the answers from Ss. ('He is on the street. He is walking.')
- Introduce the phrases 'go down', 'turn left', 'turn right' and 'go straight'.
- Try to elicit the meaning from the Ss and write them on the board with arrows demonstrating each direction.

### COMPREHENSION

**SB p.115, t.1**

- Ask Ss to open their SBs and look at task 1 on page 115.
- Focus on the phrases in blue and explain that Ss should listen to the recording and follow the phrases in their SBs.
- Play SB Audio.
- Have Ps repeat all of the phrases in the chorus.
- Monitor the activity, checking for correct pronunciation.
- Play a memory game.
- Have Ss close their SBs and try to remember as many phrases as they can.

## PRACTICE

### SB p.115, t.2

- Have Ss look at task 2 (a) on page 115 in their SBs.
- Explain to Ss that they are going to make up sentences by matching the words in task 2 (a).
- Model one sentence, so that Ss understand what they should do.
- Allow time for Ss to do the rest of the task individually.
- Go through the sentences with the class.
- Have Ss look at task 2 (b) on page 115.
- Divide Ss into groups of three.
- Have Ss role-play the situation between a stranger and passers-by, using the phrases from task 1 (a).
- Monitor the activity, checking for correct pronunciation.
- Ask a couple of groups to act out their conversation in front of the class.

### SB p.115, t.3

- Have Ss open their SBs and look at task 3 on page 115.
- Focus Ss' attention on the box with phrases.
- Make sure the Ss understand the meaning of all the phrases.
- Divide Ss into pairs (student A and student B).
- Have Ss role-play the situation according to the description in task 3.
- Invite a couple of pairs to have a conversation in front of the class.

#### EXTRA IDEA: Following directions

1. Organize the desks in the classroom so that there are 'roads' for students to walk along.
2. Encourage students to make labels for places in the 'city' and place them on some of the desks (e.g. 'museum', 'supermarket', 'hotel' etc.)
3. Model the activity by giving simple directions for students to follow.
4. In pairs, have students write a list of directions for another student to follow around the class.
5. Explain that students can start the directions wherever they like (e.g. 'You are at the museum.') and they have to take the person to a certain 'place' in the 'city' (classroom).
6. Encourage students to use phrases they have learned at the lesson to give directions (e.g. 'Turn left/right at ... Go straight ahead ...')
7. Have pairs of students take turns to give directions to another student.

## UNIT 7 LESSON 9

### OBJECTIVES:

- to recycle the present and the past tenses

### STRUCTURES:

Mixed tenses.

### VOCABULARY:

Lifestyle.

### MATERIALS:

SB, GB.

### OUTCOMES:

By the end of the lesson, Ss will be able to ask and answer questions about the present and the past, using mixed tenses.

### HOMEWORK:

GB t.5, p.56

### LEAD-IN

- Write the words from the previous lesson on the board with gaps for vowels, i.e. 'p\_ss\_rb\_' (passer-by), 'str\_ng\_r' (stranger).
- Give clues to Ss if necessary.
- Ask individual Ss to fill in the missing letters on the board.

### PRESENTATION

- Ask one S a question, using the Present Perfect, 'Have you ever been to Kyiv?' and elicit the answer. ('Yes, I have./No, I have not.')
- Then ask the same student, 'When did you go to Kyiv?' Encourage the S to answer, using the Past Simple.
- Explain to Ss that they are going to review the Present Perfect, the Past Simple and other tenses they have studied previously.

### PRACTICE

#### SB p.116, t.1

- Have Ss open their SBs and look at task 1 on page 116.
- Ask two Ss to read the model dialogue for the class.
- Go through the dialogue and make sure Ss understand the vocabulary and the use of the Present Perfect and the Past Simple.
- Divide Ss into pairs.
- Explain that Ss should complete the dialogues a, b and c, working in their pairs.
- Monitor the activity, checking for the correct use of the Present Perfect and the Past Simple.

- Ask a few pairs to read out the dialogues a,b and c in front of the class.
- GB p.56, t.4**
- Ask Ss to look at task 4 on page 56 in their GBs.
  - Explain to Ss that they are going to put the words in the correct order to make questions and then give their answers.
  - Let Ss do the task on their own.
  - Monitor the activity, checking for the correct spelling.
  - Ask individual Ss to read out their questions/answers in front of the class.
- SB p.116, t.2**
- Get Ss to look at task 2 on page 116 in their SBs.
  - Point out that Ss are going to read three stories and choose the correct words to complete the sentences.
  - Divide Ss into pairs.
  - Allow time for Ss to work in pairs and do the task.
  - Monitor the activity, checking for correct pronunciation.
  - Go through the answers with the class.

**GB p.56, t.6**

- Have Ss open their GBs and look at task 6 on page 56.
- Explain to Ss that they are going to make up dialogues, working in pairs.
- Go through the directions in task 6 and make sure Ss understand what they should talk about.
- Divide Ss into pairs.
- Allow time for Ss to ask and answer questions, working in their pairs.
- Go round and monitor the activity, paying particular attention to verb forms.
- Invite some pairs to have a dialogue in front of the class.

## UNIT 7 LESSON 10

### OBJECTIVES:

- to talk about a place where students live
- to listen to and read dialogues

### VOCABULARY:

Sight, legend.

### MATERIALS:

SB, SB Audio (Unit-7-p117\_task1),

AB.

### OUTCOMES:

By the end of the lesson, Ss will be able to role-play the conversations, describing their city/town/village and Ukraine.

### HOMEWORK:

AB t.2, p.80

## LEAD-IN

- Tell Ss about an interesting place in Ukraine you went to in the past.
- Encourage Ss to ask you questions about this place.
- Make sure the Ss are forming the questions correctly ('When did you go?', 'What did you do?', 'What did you see?', 'How did you travel?' etc.)

## PRESENTATION

- Ask Ss to open their SBs on page 117.
- Focus Ss' attention on the picture of Kyiv.
- Have Ss remember places of interest in the capital of Ukraine. Prompt if necessary.
- Tell Ss that in today's lesson they are going to listen to a dialogue about Kyiv.

## COMPREHENSION

**SB p.117, t.1**

- Have Ss look at task 1 on page 117 in their SBs.
- Explain to Ss that they are going to listen to a talk between Jim and Oksana about Kyiv and then act out their dialogue in pairs.
- Play SB Audio and have Ss listen to it.
- Ask some questions to check comprehension.
- Make sure the Ss understand the meaning of all the words.
- Explain to Ss that they are going to act out the dialogue they have listened to, working in pairs.
- List the roles on the board (Jim and Oksana).
- Divide Ss into groups - Group A and Group B.
- Have Group A role-play Jim's part, and Group B - Oksana's part.
- Have Ss practise role-playing dialogue in their pairs.
- Monitor the activity, checking for correct pronunciation.
- Invite several pairs to the front and have them act out the dialogue in front of the class.

## PRACTICE

**AB p.80, t.1**

- Have Ss open their ABs and look at task 1 on page 80.
- Explain to Ss that they are going to match questions #1-5 on the left to the answers a-e on the right.
- Make sure Ss understand the task.

- Allow time for Ss to do the matching task.
- Invite individual Ss to read out the questions/answers to the class.

**SB p.117, t.2 (a)**

- Get Ss to open their SBs and look at task 2 (a) on page 117.
- Explain to Ss that they are going to read a talk between Mum, Jim and Greg, and say if Jim likes going to the circus.
- Ask individual Ss to read out the dialogue, taking turns.
- Monitor the activity, checking for correct pronunciation.
- Make sure Ss understand the meaning of all the words.
- Ask Ss whether Jim likes going to the circus. Elicit the answers from Ss.

**SB p.117, t.2 (b)**

- Have Ss look at task 2 (b) on page 117 in their SBs.
- Explain that Ss should act out a talk between Mum, Jim and Greg, working in groups.
- Divide Ss into groups of three.
- Allow time for Ss to have a talk in their groups.
- Monitor the activity, checking for the correct pronunciation.
- Invite several groups to have a talk in front of the class.

**SB p.117, t.3**

- Have Ss look at task 3 on page 117 in their SBs.
- Explain to Ss that they are going to imagine that some American children are visiting their town/village and then role-play the situation, working in groups.
- Go through the directions in task 3 and make sure the Ss understand what they should discuss.
- Divide Ss into groups of three.
- Have Ss practise role-playing a talk in their groups.
- Monitor the activity, checking for correct pronunciation.
- Invite several groups to role-play the situation in front of the class.

**SB p.117, t.4**

- Have Ss look at task 4 on page 117 in their SBs.
- Explain to Ss that they are going to imagine that they are on a visit to one of the English-speaking countries and role-play the situation in groups.

- Go through the directions in task 4 and make sure the Ss understand what they should discuss.
- Divide Ss into groups of four.
- Allow time for Ss to practise role-playing a talk in their groups.
- Invite several groups to role-play the situation in front of the class.

**EXTRA PRACTICE:**  
MP (English in Practice-Unit 7)

## UNIT 7 LESSON 11

### OBJECTIVES:

- to write about a town
- to respond to an e-mail

### VOCABULARY:

Lifestyle.

### MATERIALS:

SB.

### OUTCOMES:

By the end of the lesson, Ss will be able to describe a Ukrainian town in writing. They will be able to compose an e-mail about Ukraine and the lifestyle of Ukrainian people.

### HOMEWORK:

AB t.1, p.81

### LEAD-IN

- Give your Ss a memory test.
- Choose 10-12 words from Unit 7 and write them on the board.
- Give Ss two minutes to study and memorise the words.
- Then clean the board and ask Ss to write as many words as they can remember.

### PRESENTATION

- Ask Ss to open their SBs and look at the pictures of Ukrainian cities on page 118.
- Read out the names of cities ('Chernihiv', 'Kharkiv', 'Lviv', 'Odesa' and 'Dnipro').
- Ask Ss, 'Did you visit ...? When did you go?', 'What did you do?', 'What did you see?', 'How did you travel?' etc.
- Elicit the answers.

### BACKGROUND INFO: UKRAINIAN CITIES

*Chernihiv* is one of the oldest cities in Ukraine. It is sometimes called 'the city of legends'. There are many beautiful churches in Chernihiv. The oldest building is the Transfiguration Cathedral.  
*Kharkiv* is the second largest city in Ukraine. The

*oldest Ukrainian university is in Kharkiv. The city was the capital of Ukraine in the past.*  
*Lviv is sometimes called the cultural capital of Ukraine. Every year there are over 100 festivals in Lviv. There are more than 2,500 historical monuments in the city.*  
*Odesa is the main trading and fishing port of Ukraine. It is also an important industrial city, a cultural centre and a popular resort.*  
*Dnipro is located in the steppe zone. It is the fourth largest city in Ukraine after Kyiv, Kharkiv and Odesa. The Embankment of the Dnipro River is one of the most beautiful places in the city.*

## PRACTICE

### SB p.118, t.1

- Have Ss open their SBs and look at task 1 on page 118.
- Explain to Ss that they are going to use the Internet, choose one Ukrainian town and write about it.
- Go through the instructions in task 1 and make sure Ss understand what they should write about.
- Remind Ss that their sentences should be grammatically correct.
- Allow time for Ss to do the writing task in their notebooks.
- Monitor the activity, checking for correct spelling.
- Encourage individual Ss to read out their sentences in front of the class.

### SB p.118, t.2

- Get Ss to look at task 2 on page 118 in their SBs.
- Explain to Ss that they are going to imagine their class got an e-mail from their Canadian pen friends who want to know more about Ukraine and its lifestyle.
- Ask individual Ss to read out the list of questions that Canadian friends have.
- Explain to Ss that they should write a response by answering these questions.
- Allow time for Ss to write an e-mail in their notebooks.
- Encourage individual Ss to read out their letters in front of the class.

## UNIT 7 LESSON 12

### OBJECTIVES:

- to review the vocabulary and structures of the unit
- to reflect on Ss' learning

### VOCABULARY:

Square kilometres.

### MATERIALS:

SB, AB.

### OUTCOMES:

By the end of the lesson, Ss will be able to introduce Ukraine, using the vocabulary and structures studied previously. They will be able to write directions to a place in their city/town/village.

### HOMEWORK:

SB t.1-3, p.122

### LEAD-IN

- Revise the vocabulary from Unit 7, using pictorial activity.
- Have one of the Ss think of a word and draw it on the board for other Ss to guess.

### READING

#### SB p.119, t.1

- Have Ss open their SBs and look at task 1 on page 119.
- Explain to Ss that they should read the text about Ukraine and complete sentences, using the words from the box.
- Go through the words in the box and make sure Ss understand their meaning.
- Invite individual Ss to read out the sentences, taking turns.
- Moderate the activity, checking for correct pronunciation.

#### AB p.82, t.1

- Have Ss open their ABs and look at task 1 on page 82.
- Explain to Ss that they are going to play a True or False game.
- Tell Ss that they are going to read out a true or a false sentence about Ukraine.
- If Ss think the sentence is true, encourage them to call out 'True!'. If they think the sentence is not true, ask Ps to call out 'False!'
- Study the model sentence and make Ss understand what they should do.
- Invite individual Ss to read out sentences #2-8 from task 1 on page 82 (AB) and elicit the responses (true or false) from the other Ss.
- Tell the right answer after you hear responses from Ss.
- Have Ss tick only the true statements in their ABs.

### SPEAKING

#### SB p.119, t.2

- Have Ss open their SBs and look at task 2 on page 119.

- Explain that Ss should answer the questions and introduce Ukraine, using the words from the box.
- Go through the questions and words to make sure Ss understand what they should do.
- Allow time for Ss to do the task on their own.
- Invite several Ss to introduce Ukraine in front of the class.

## PROJECT

### SB p.119, t.3

- Have Ss look at task 3 on page 119 in their SBs.
- Encourage Ss to think of a place which is not far from their house. (A restaurant, a hospital, a museum etc.)
- Have Ss draw a plan to get to that place from their house.
- Explain that Ss need to write down the quickest way to get to that place.
- Encourage students to use phrases they have learned at the previous lessons to give directions (e.g. 'Turn left/right at ...Go straight ahead ...' etc.)
- Allow time for Ss to do the project.
- Invite individual Ss to take turns to demonstrate their plans and read out the directions in front of the class.

### EXTRA PRACTICE

GB (Grammar Book): p.57, tasks 1-2

## UNIT 7 LESSON 13

### OBJECTIVES:

- to review the vocabulary and structures of the unit
- to reflect on Ss' learning
- to do a project

### MATERIALS:

SB, AB.

### OUTCOMES:

By the end of the lesson, Ss will be able to read and discuss information for travellers to Ukraine. They will be able to ask and answer questions about the leaflet they have read. Ss will be able to work out a programme of a tour/excursion.

### HOMEWORK:

AB t.2, p.82, t.4, p.83

## SELF-ASSESSMENT

### SB p.122, tasks 1-3

- Explain to Ss that the 'Self-Check' section of their SB provides activities to revise what they have learnt in Unit 7.

- Demonstrate the following answer key to the 'Self-Check' section on an interactive board/a projector/a laptop or make printouts with answers for Ss.

### ANSWER KEY (SB, Self-Check, p.122):

#### Task 1

1. c)
2. b)
3. a)
4. b)
5. a)
6. a)

#### Task 2

1. was
2. visited
3. have seen
4. went
5. has just finished
6. has never been

#### Task 3

1. Yes, I did.
2. He has been to Kyiv, Odesa and Yaremche.
3. I went sightseeing there.
4. She went there last spring.
5. I've been there for a week.
6. Go down the street, then turn left.
7. No, they haven't.
8. I went there with my brother.

- Have Ss self-assess their answers to tasks 1-3.
- Discuss with Ss why their answers are right or wrong.
- Have Ss add up the totals for each task and get a total for the whole 'Self-Check' section.
- Answer any questions Ss may have.

## READING AND SPEAKING

### SB p.120, t.4

- Have Ss open their SBs and look at task 4 on page 120.
- Explain to Ss that they should read the information for travellers in Ukraine and make sentences about Bill, using the Present Perfect.
- Invite individual Ss to read out the text, taking turns.
- Ask simple questions to check comprehension.
- Read out model sentences about Bill and remind Ss about the formation of the Present Perfect.
- Allow time for Ss to write the rest of the sentences about Bill based on the text they have read.
- Invite individual Ss to read out their sentences, taking turns.

### SB p.120, t.5

- Have Ss look at task 5 on page 120 in their SBs.
- Go through questions with Ss.

- Divide Ss into pairs and explain that they are going to have a talk, using questions in task 5.
- Allow time for Ss to have a dialogue.
- Invite one or two pairs to the front and have them ask and answer questions in front of the class.

#### SB p.121, t.6

- Ask Ss to look at task 6 on page 121 in their SBs.
- Explain to Ss that they are going to look through the leaflet, find out about the most popular places/tours for foreigners in Ukraine and answer the questions in task 6 (b).
- Invite individual Ss to read out the text in turns and have other Ss follow it in their SBs.
- Ask some questions to check comprehension.
- Read the first question in task 6 (b) out loud. ('Where can they buy some great souvenirs?')
- Encourage Ss to say the answer. ('On a Rainbow Tour')
- Allow time for Ss to answer the rest of the questions on their own.
- Ask individual Ss to answer the questions in front of the class.

#### SB p.121, t.7

- Have Ss look at task 7 on page 121 in their SBs.
- Explain that Ss should choose one of the tours in task 6 (SB) and convince their friend to join them.
- Make up model sentences to make sure Ss understand the task.
- Allow time for Ss to think about what they are going to say.
- Invite several Ss to speak in front of the class.

### WRITING

#### AB p.83, t.3

- Have Ss open their ABs and look at task 3 on page 83.
- Explain to Ss that they should complete the text about Lviv, using the words from the box.
- Go through model sentence #1 to make sure Ss understand what they should do.
- Let Ss complete the rest of the sentences on their own.
- Ask individual Ss to read out the sentences in front of the class.

### PROJECT

#### SB p.121, t.8

- Get Ss to look at task 8 on page 121 in their SBs.
- Tell Ss that they are going to do a project 'Welcome to Ukraine', working in groups of three.
- Divide Ss into groups of three.
- Explain that Ss should complete the tasks 1-4, working in their groups.
- Allow time for Ss to do the project in their groups.
- Ask groups of Ss to come up to the board to demonstrate their projects and present a programme of the tour/excursion to Ukraine.

#### EXTRA PRACTICE

MP (Vocabulary Trainer-Unit 7)

MP (Grammar Quizzes-Unit 7)

MP (Dictations-Unit 7)

#### ASSESSMENT

##### Test: Unit 7 The Place I Live In Test Book, pages 25-28

The Test has four parts - *Use of English, Reading, Listening and Writing*. At the end of the Test add up the totals for each part to get a total score for the whole test.

This section includes *Answer Key* and *Audio-script* to the *Test* to review what students have learned in Unit 7.

#### ANSWER KEY

##### Task 1

1. Have you ever been to Kyiv?
2. Why did you go there?
3. Has your mother ever tried Ukrainian cuisine?
4. What did she eat yesterday?
5. Have your friends ever been to other countries?
6. How did they go there?

##### Task 2

- 1.b)
- 2.c)
- 3.a)
- 4.a)
- 5.b)
- 6.c)

##### Task 3

- 1.London.
- 2.It is famous for its busy life.
- 3.People there are active and polite.
- 4.The Houses of Parliament, Big Ben, the London Eye, Trafalgar Square.
- 5.Hyde Park.
- 6.'Nando's'.

##### Task 4

- 1.c)
- 2.a)

- 3.a)
- 4.a)
- 5.c)
- 6.b)

**AUDIO-SCRIPT**

(Test Book pages 20-21, Task 4,  
'English7\_2022-Tests08-Unit-7.mp3')

*Ben:* Hi, Tommy! What's up, little bro?

*Tom:* Hi, Ben! I'm just looking for this new cafe called "Yummy".

*Ben:* Oh, I heard the food there is very tasty.

*Tom:* I know. I'm meeting Tina there. Can you help me, please?

*Ben:* Sure.

*Tom:* My phone's turned off, so I can't use the GPS to find the cafe.

*Ben:* Oh, you just need to go down the street and turn left. You'll see a museum there.

*Tom:* Is it the history museum near the art gallery?

*Ben:* Yes. They're on the left side of the street. Go straight and turn right in the end. You'll see the cafe right there – next to the shopping centre. You can't miss it.

*Tom:* Oh, thank you, Ben. What would I do without you?

*Ben:* No problem, Tommy. That's what big brothers are for.

**NOTE:** *The results of this Test should be used in a positive way to help students identify their areas of weakness. If possible, use the marked tests as the basis for a lesson, with students discussing why their answers are right or wrong. After Unit 7, have your students conduct a self-assessment by using the checklist 'Now I Can' (SB, p.122)*

## UNIT 8

### Where to Travel?

### LESSON 1

**OBJECTIVES:**

- to introduce the theme of the unit
- to listen to and read a text

**VOCABULARY:**

Change, journey, leaflet, article, choice, continent, to discover, to display, to go camping, useful.

**MATERIALS:**

SB, SB Audio (Unit-8-p124\_task1, Unit-8-p124\_words), AB.

**OUTCOMES:**

By the end of the lesson, Ss will be able to answer questions about a text on travelling.

**HOMEWORK:**

AB p.84, t.2

### LEAD-IN

- Explain to Ss that they are going to learn about travelling in this unit.
- Ask Ss to look at the map of the world on the inside front cover (SB).
- Encourage Ss to name the countries they have visited or know something about.
- Prompt if necessary.
- Have Ss look through Unit 8 in their SBs and quickly talk with them about what they are going to learn.

### PRESENTATION

- Encourage Ss to look at the picture on page 124 (SB).
- Ask Ss, 'What do you see in the picture?'
- Elicit answers from Ss, e.g. 'website', 'travel agency' etc. and write the words on the board.
- Go through the section 'Words for You' and play SB Audio with the recording of the new words.
- Have Ss repeat the new vocabulary.
- Make sure they understand the meaning of all the words.

### COMPREHENSION

#### SB p.124, t.1

- Ask Ss to look at task 1 on page 124 in their SBs.
- Focus Ss' attention on questions #1-6.
- Explain to Ss that they are going to listen to and read the text 'The Joy of Travelling' and answer the questions based on it.
- Play SB Audio and have Ss follow the text in their SBs.
- Read question #1 ('Why do people travel?') and answer it as a model for Ss. ('They travel to see other places and discover new things.')
- Ask individual Ss to take turns reading questions #2-6 and answering them based on the text.
- Prompt Ss if necessary.
- Monitor the activity, checking for correct pronunciation.



## PRACTICE

### AB p.84, t.1

- Ask Ss to open their ABs and look at task 1(a) on page 84.
- Explain to Ss that they are going to do the crossword.
- Study the model word and make sure Ss understand the task.
- Allow time for Ss to do the rest of the task, working individually.
- Monitor the activity, checking for correct spelling.
- Go through the answers with the class.
- Have Ss look at task 1(b) on page 84.
- Explain to Ss that they are going to make their sentences with the words from the crossword.
- Allow time for Ss to write their sentences.
- Invite individual Ss to read their sentences in front of the class.

## UNIT 8 LESSON 2

### OBJECTIVES:

- to listen to and read short texts
- to have a talk
- to write a comment

### VOCABULARY:

To depend on, comfortable.

### MATERIALS:

SB, SB Audio (Unit-8-p124\_task2), AB.

### OUTCOMES:

By the end of the lesson, Ss will be able to express an opinion on different ways of travelling. They will be able to write a short comment on travelling.

### HOMEWORK:

AB p.85, t.4

### LEAD-IN

- Start the lesson by asking Ss to brainstorm different means of transport (cars, buses, planes, trains etc.) that they have used while travelling.
- Write their ideas on the board and discuss the advantages and disadvantages of each mode of transport.
- Encourage Ss to share personal experiences and opinions.

### PRESENTATION

- Encourage Ss to open their SBs and look at the pictures of children on page 125.
- Ask Ss, 'What is his/her name? How old is he/she? Where is he/she from?'

- Elicit the answers from Ss.
- Explain to Ss that they are going to listen to the comments of the children in the pictures and learn about the places they like to travel to and the means of transport they use.

### BACKGROUND INFO: Countries

**Ireland** is an island country of western Europe. About 5.2 million people live there. Ireland is famous for its beautiful nature, old monuments and castles.

**Congo** is a country on the equator. It is located in the western part of central Africa. There are many wild animals in the country, for example, monkeys, lions, buffalo and giraffes.

**China** is the largest Asian country. More than 1.4 billion people live there. Most people live in cities or towns. Mandarin Chinese is the official language there.

## COMPREHENSION

- Explain to Ss that they are going to read and listen to the comments that the children in the pictures have written.
- Play *SB Audio* and have Ss read the text along in their SBs (p.125).
- Ask some questions to check comprehension, e.g. 'What is Nick's favourite place? Who likes to travel around their country?' etc.
- Focus Ss' attention on the new words and make sure they understand their meaning.
- Have Ss repeat the new vocabulary in chorus.

## PRACTICE

### SB p.124, t.2

- Explain to Ss that they are going to play the True or False game.
- Tell Ss you are going to say a true or a false sentence about the children's comments they have read.
- Read out sentences #1-8 to the class.
- If Ss think the sentence is true, encourage them to call out 'True!'
- If they think the sentence is not true, ask Ss to call out 'False!'
- Encourage individual Ss to correct the false statements based on the children's comments.

### AB p.85, t.3

- Ask Ss to open their ABs and look at task 3 on page 85.

- Explain to Ss that they are going to read the comments on page 125 in their SBs again and write the name of the person next to the sentences (Nick, Amara, Olenka and Bao).
- Study the model and make sure Ss understand the task.
- Allow time for Ss to do the rest of the task on their own.
- Go through the answers with the class.

#### SB p.125, t.3

- Get Ss to look at task 3 on page 125 in their SBs.
- Explain to Ss that they are going to answer questions #1-5 as to how they feel about travelling.
- Divide Ss into pairs.
- Allow time for Ss to ask and answer the questions working in their pairs.
- Monitor the activity, checking for correct pronunciation.
- Invite a couple of pairs to ask and answer the questions in front of the class.

#### SB p.125, t.4

- Get Ss to look at task 4 on page 125 in their SBs.
- Explain to Ss that they are going to write their own comment on travelling in their notebooks.
- Allow time for Ss to do the task.
- Encourage individual Ss to read what they have written in front of the class.

## UNIT 8 LESSON 3

### OBJECTIVES:

- to introduce vocabulary for countries and languages

### VOCABULARY:

Greece, China, Japan, Portugal, Portuguese, Italian, Spanish.

### MATERIALS:

SB, SB Audio (Unit-8-p126\_task2, Unit-8-p126\_task4), AB.

### OUTCOMES:

By the end of the lesson, Ss will be able to identify countries and languages spoken there.

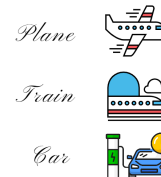
### HOMEWORK:

AB p.86, t.2

### LEAD-IN

- Explain to Ss that they are going to review transport nouns.
- Ask Ss to take turns to say transport nouns, e.g. 'boat', 'plane', 'car' etc.

- Ask different Ss to draw pictures next to each word.



## PRESENTATION

### SB p.126, t.1

- Explain to Ss that they are going to recycle names of countries in English.
- Ask Ss to take turns to name different countries. Monitor the activity, checking for correct pronunciation.
- Write country names on the board and have Ss repeat their names in chorus.
- Explain that Ss are going to learn about other countries and languages people speak there in this lesson.

#### BACKGROUND INFO: Countries and languages

- 1 There are around 7,000 languages, spoken or signed, used in the world today.
2. If we take a look at native speakers only, the most spoken language in the world is Mandarin Chinese, followed by Spanish and English.
3. Canada has two official languages: English and French.
4. Switzerland has four official languages: German, French, Italian and Romansh.
5. Some countries, like South Africa, have more than ten official languages.

## COMPREHENSION

### SB p.126, t.2

- Ask Ss to open their SBs on page 126 and look at task 2.
- Focus Ss' attention on two columns with the words for countries and languages.
- Explain to Ss that they are going to listen to the recording and match the words in both columns.
- Play SB Audio.

#### Script

People from France, China, Japan, Germany, Spain, Portugal, Ukraine, Italy and Greece naming the language they speak.

1. France-French
2. China-Chinese

- 3. Japan-Japanese
- 4. Germany-German
- 5. Spain-Spanish
- 6. Portugal-Portuguese
- 7. Ukraine-Ukrainian
- 8. Italy-Italian
- 9. Greece-Greek

- Ask individual Ss to do the matching task.
- Monitor the activity and help Ss if necessary.

### **PRACTICE**

#### **SB p.126, t.3**

- Ask Ss to open their SBs on page 126 and look at task 3.
- Explain to Ss that they are going to work in pairs and discuss what languages people in Austria, Mexico, Brazil and New Zealand speak.
- Study the model question and make sure Ss understand what they should do.
- Divide Ss into pairs.
- Allow time for Ss to work together in their pairs and have a talk.
- Monitor the activity and help Ss if necessary.
- Invite some pairs to ask and answer the questions in front of the class.

#### **AB p.86, t.1**

- Ask Ss to open their ABs on page 86 and look at task 1.
- Focus Ss' attention on the pictures of children with flags of different countries.
- Explain to Ss that they are going to look at the pictures and write the name of the country each child is from and what language they may speak.
- Study the model and make sure Ss understand the task.
- Allow time for Ss to do the rest of the task, working individually.
- Monitor the activity, checking for correct spelling.
- Go through the answers with the class.

#### **SB p.126, t.4**

- Ask Ss to open their SBs and look at task 4 on page 126.
- Focus on the pictures and the words a-f and explain that Ss should listen to the recording and repeat the words.
- Play SB Audio.
- Have Ss repeat all of the words in chorus.
- Have individual Ss match the words a-f to the pictures.

## **UNIT 8 LESSON 4**

### **OBJECTIVES:**

- to listen to and read texts

### **VOCABULARY:**

Europe, the United Kingdom, Scotland, Wales, Northern Ireland, the Union Jack, soccer, cricket, uniform, to include.

### **MATERIALS:**

SB, SB Audio (Unit-8-p127\_task3), AB.

### **OUTCOMES:**

By the end of the lesson, Ss will be able to identify English-speaking countries.

### **HOMEWORK:**

AB p.87, t.2

### **LEAD-IN**

#### **SB p.127, t.1**

- Start the lesson by asking Ss to list down all the countries where people speak English as their first language. This could be done through a group discussion or individually. After Ss are done, ask each S to share their list of countries with the class.

### **PRESENTATION**

#### **SB p.127, t.2**

- Have Ss open their SBs and look at task 2 on page 127.
- Explain to Ss that they should read the text about the English language and check whether their earlier guesses about countries where people speak English as their first language were correct.
- Read out the text and have Ss follow it in their SBs.
- Make sure Ss understand the meaning of all the new words.
- Ask simple questions to check comprehension.
- Encourage Ss to name the countries where people speak English as their first language.
- Have individual Ss answer the questions below the text.
- Monitor the activity, checking for correct pronunciation.

### **COMPREHENSION**

#### **SB pp.127-128, t.3**

- Ask Ss to look at task 3 on pages 127-128 in their SBs.
- Focus Ss' attention on the pictures and the flags of different countries (the UK, the USA and Australia).

- Explain to Ss that they are going to listen to and read short texts about these three English-speaking countries.
- Play *SB Audio* and have Ss follow the texts in their SBs.
- Make sure Ss understand the meaning of all the new words.
- Ask some questions to check comprehension.

## PRACTICE

### AB p.87, t.1(a)

- Ask Ss to open their ABs and look at task 1(a) on page 87.
- Explain to Ss that they are going to read the texts on pages 127-128 in their SBs again and write the name of the country next to sentences #2-9.
- Study the model and make sure Ss understand the task.
- Allow time for Ss to do the rest of the task on their own.
- Go through the answers with the class.

## UNIT 8 LESSON 5

### OBJECTIVES:

- to read texts about English-speaking countries

### VOCABULARY:

Texas, California, Ohio, Alabama, Los Angeles, Chicago, Houston, Philadelphia, Washington, D.C., Australia, Australian, Canberra, Sydney, Melbourne.

### MATERIALS:

SB, SB Audio (Unit-8-p127\_task3), AB, pictures of English-speaking countries (see Lead-in).

### OUTCOMES:

By the end of the lesson, Ss will be able to inform others about the UK, the USA and Australia.

### HOMEWORK:

AB p.88, t.3

## LEAD-IN

- Provide Ss with a set of pictures, representing different English-speaking countries.
- Ask Ss to analyse the images and guess the countries' names. For example, if the picture is of snowy mountains, they may guess that the country is Canada.

## PRESENTATION

- Tell Ss that there are around 1,5 billion people globally who speak the English language. It is the most widely spoken language in the world.
- Remind Ss that people speak English as their first language in several countries. Five of the largest of these countries are the United States of America, the United Kingdom, Canada, Australia and New Zealand.

## COMPREHENSION

### SB p.128, t.4

- Ask Ss to open their SBs on page 128 and look at task 4.
- Explain to Ss that they are going to listen to the recording of the texts about English-speaking countries again and say if sentences #1-10 are true or false.
- Play *SB Audio* and have Ss follow the texts in their SBs.
- Read the first sentence in task 4 out loud. ('The capital of the USA is New York.')
- Encourage Ss to say which answer is correct. ('False.')
- Repeat the procedure for the rest of the sentences.

## PRACTICE

### SB p.128, t.5

- Ask Ss to look at task 5 on page 128 in their SBs.
- Tell Ss that they are going to complete sentences #1-10 according to the short texts about English-speaking countries.
- Encourage Ss to copy the sentences in task 5 into their notebooks.
- Ask one of the Ss to say the missing words aloud.
- Have the others write the missing words in their notebooks.
- Monitor the activity, checking for correct spelling.
- Repeat the procedure for the other sentences.
- Answer any questions Ss may have.
- Prompt if necessary.

### SB p.128, t.6

- Ask Ss to open their SBs on page 128 and look at task 6.
- Explain to Ss that they are going to choose one country and say at least three things they can remember about it.
- Allow time for Ss to do the task.
- Invite some Ss to say their sentences in front of the class.

### AB p.87, t.1(b)

- Have Ss open their ABs and look at task 1(b) on page 87.
- Explain to Ss that they are going to write what they remember or know about the three countries (the USA, the UK and Australia).
- Make sure Ss understand the task.
- Allow time for Ss to write down their ideas in their ABs.
- Invite individual Ss to read out what they have written in front of the class.

## UNIT 8 LESSON 6

### OBJECTIVES:

- to identify and use linking words

### GRAMMAR:

Linking words: and, but, so, because.

### MATERIALS:

SB, GB.

### OUTCOMES:

By the end of the lesson, Ss will be able to make up sentences, using 'and', 'but', 'so' and 'because'.

### HOMEWORK:

GB p.60, t.4

### LEAD-IN

- Start the lesson by brainstorming with your Ss different types of linking words they know. Prompt if necessary.
- Explain that linking words help to connect ideas when we write or speak English. These words help us to move easily from one idea to the next.

## PRESENTATION

### SB p.129, t.1

- Get Ss to look at task 1 on page 129 in their SBs.
- Explain that they are going to read the sentences and guess the meaning of the linking words in bold.
- Ask individual Ss to read out the sentences and guess the meaning of the linking words in bold. Prompt if necessary.
- Write the linking words 'and', 'but', 'so' and 'because' on the board and have Ss repeat them chorally.
- Explain that these linking words have different meanings. 'And' is used for adding information, 'but' for contrasting information, 'because' for giving a reason and 'so' for giving a result.

## PRACTICE

### GB p.59, t.1

- Get Ss to look at task 1 on page 59 in their GBs.
- Explain to Ss that they are going to match the sentence halves to make up sentences #2-6.
- Study model sentence #1 and make sure Ss understand what they should do.
- Allow time for Ss to do the rest of the matching task in their GBs on their own.
- Go through the sentences with the class.

### SB p.129, t.2

- Get Ss to open their SBs and look at task 2 on page 129.
- Point out that Ss are going to do a matching task.
- Remind Ss that linking words have different meanings.
- Read linking word #1 ('and') and establish that it is used to add ideas.
- Allow time for Ss to do the rest of the matching task on their own.
- Go through the answers with the class.

### GB p.59, t.2

- Ask Ss to open their GBs and look at task 2 on page 59.
- Explain to Ss that they are going to read sentences #2-6 and complete them by choosing a, b or c.
- Read the model sentence out loud and make sure Ss understand what they should do.
- Let Ss do the rest of the task on their own.
- Ask individual Ss to read out sentences #2-6 to the class.

### SB p.129, t.3

- Ask Ss to open their SBs on page 129 and look at task 3.
- Explain to Ss that they are going to complete sentences #1-13, using the linking words 'and', 'but', 'so' and 'because'.
- Go through sentence #1 and make sure Ss understand the task.
- Let Ss complete sentences #2-13 on their own.
- Ask individual Ss to read out the sentences in front of the class.

### GB p.59, t.3

- Have Ss open their GBs and look at task 3(a) on page 59.
- Explain to Ss that they are going to complete sentences #2-4 with the correct linking words.

- Study the model and make sure Ss understand what they are going to do.
- Ask individual Ss to read out the sentences and complete them in turn.
- Monitor the activity, checking for correct pronunciation.
- Allow time for Ss to fill in the blanks in their GBs.
- Have Ss look at task 3(b) on page 59 in their GBs.
- Explain to Ss that they are going to write five sentences with linking words.
- Allow time for Ss to do the task on their own.
- Monitor the activity, checking for correct spelling.
- Invite individual Ss to read out their sentences in front of the class.

#### SB p.129, t.4

- Get Ss to open their SBs and look at task 4 on page 129 in their SBs.
- Explain to Ss that they are going to speak about themselves, using linking words.
- Study the model and make sure Ss understand what they are going to do.
- Allow time for Ss to do the task.
- Encourage individual Ss to say their sentences in front of the class.

## UNIT 8 LESSON 7

### OBJECTIVES:

- to listen to and understand a dialogue

### VOCABULARY:

Asia, Niagara Falls, the Pacific, Trafalgar Square, Tower Bridge, the Statue of Liberty, the Empire State Building, the Opera House, the Eiffel Tower, fantastic.

### MATERIALS:

SB, SB Audio (Unit-8-p130\_task2), AB, photos of famous monuments (see Lead-in).

### OUTCOMES:

By the end of the lesson, Ss will be able to answer questions about famous monuments and places.

### HOMEWORK:

AB p.89, t.2

### LEAD-IN

- Show Ss photos of famous monuments in a city, such as the Eiffel Tower, the Statue of Liberty etc.
- Ask them to describe what they see and what they know about these monuments.



## PRESENTATION

### SB p.130, t.1

- Explain to Ss that they are going to recycle the names of some cities and the monuments that make them famous.
- Ask Ss to work in pairs to do the task.
- Monitor the activity, checking for correct pronunciation. Prompt Ss if necessary.
- Ask a couple of Ss to share their information with the rest of the class.
- Write cities' names and names of monuments on the board and have Ss repeat them in chorus.
- Explain that Ss are going to learn about other cities and famous monuments in this lesson.

## COMPREHENSION

### SB p.130, t.2

- Have Ss look at task 2 on page 130 in their SBs.
- Explain to Ss that they are going to listen to a conversation between a computer hero, Nano, and a little girl, Pam.
- Play *SB Audio* and have Ss listen to it.
- Ask Ss to name the places which Nano showed the girl based on the recording they have listened to.
- Elicit the answers from Ss and prompt if necessary.
- Write the names of the cities and monuments on the board. Have Ss repeat all of the words chorally.

### **Script**

*Nano is a computer hero. He knows everything about our world. He can show you all the continents, oceans, seas, mountains, lakes and rivers.*

*Nano: What's your wish, little girl?*

*Pam: Can you take me to three big cities today, Nano?*

*Nano: Your wish is my command. Just press this button.*

*Pam: Wow, what's this?*

*Nano: This is London and that is Trafalgar Square. It is the most famous square in London. There are four black lions there, Nelson's Column and two fountains.*

*Pam: I'd like to see Tower Bridge, the River Thames and the Houses of Parliament.*

*Pam: Fantastic! I love London. And now take me to New York, please.*

Nano: This is New York. And that's the Empire State Building. It's got a hundred and two floors.

Nano: This is Sydney. And that big white sailing boat is their Opera House.

Pam: It's the most unusual building I've ever seen.

Nano: And now, young lady, it's time to go home.

Pam: Thank you, Nano. You're a real friend.

## PRACTICE

### SB p.130, t.3

- Have Ss look at task 3 on page 130 in their SBs.
- Explain to Ss that they are going to answer questions #1-6 based on the recording in the previous task.
- Go through the questions and make sure Ss understand them.
- Ask individual Ss to read out and answer questions #1-6.
- Prompt if necessary.
- Monitor the activity, checking for correct pronunciation.

### AB p.89, t.1

- Get Ss to open their ABs and look at task 1 on page 89.
- Explain to Ss that they are going to look at the pictures of monuments #1-6 and match them to their names.
- Study the model and make sure Ss understand the task.
- Give Ss time to do the activity on their own.
- Go through the answers with the class.

### SB p.130, t.4

- Have Ss open their SBs and look at task 4 on page 130.
- Explain to Ss that they are going to see how much they know about our planet.
- Ask Ss to match questions # 1-10 on the left to answers on the right, working in pairs.
- Make sure Ss understand the task.
- Divide Ss into pairs.
- Allow time for Ss to do the matching task, working in their pairs.
- Go through the answers with the class.

## UNIT 8 LESSON 8

### OBJECTIVES:

- to introduce vocabulary for continents, countries and capitals

### VOCABULARY:

Tourist, New Zealand, Madrid, New Delhi, Ottawa, Wellington, to go on an excursion, to share information, important.

### MATERIALS:

SB, SB Audio (Unit-8-p131\_task1), AB, a list of countries and capitals (see Lead-in).

### OUTCOMES:

By the end of the lesson, Ss will be able to name the capitals.

### HOMEWORK:

AB p.90, t.4

### LEAD-IN

- Start the lesson with a quiz about world geography.
- Give Ss a list of countries and have them match each country with its corresponding capital.

*Example:*

1. _____	Germany	a. Budapest
2. _____	France	b. Berlin
3. _____	Hungary	c. Rome
4. _____	Spain	d. Stockholm
5. _____	Austria	e. London
6. _____	England	f. Paris
7. _____	Portugal	g. Vienna
8. _____	Italy	h. Lisbon
9. _____	Belgium	i. Copenhagen
10. _____	Finland	j. Madrid
11. _____	Denmark	k. Helsinki
12. _____	Sweden	l. Brussels

- This activity will help Ss recall their prior knowledge of world geography and prepare them for the lesson on countries and capitals.

### PRESENTATION

- Have Ss look at the world map on page 131.
- Point out the continents — Asia, Africa, Europe, North America, South America and Australia — and say their names out loud.
- Have Ss repeat the words after you.

### COMPREHENSION

#### SB p.131, t.1

- Ask Ss to look at task 1 on page 131 in their SBs.
- Explain that they are going to listen to the audio with words (names of cities) and repeat them.
- Play *SB Audio*, have Ss listen to the recording and repeat the words chorally.
- Ask Ss to look at the world map on page 131 (SB) and say which continent each city is in.
- Elicit the answers from Ss and prompt if necessary.

## PRACTICE

### SB p.131, t.2

- Ask Ss to look at task 2 on page 131 in their SBs.
- Explain to Ss that they are going to work in pairs and name the capitals of the countries.
- Model the first sentence ('London is the capital of the UK.') so that Ss understand what they should do.
- Divide Ss into pairs.
- Allow time for Ss to work together in their pairs and do the task.
- Monitor the activity and help Ss if necessary.
- Go through the answers with the class.

### AB p.90, t.1

- Have Ss open their ABs and look at task 1 on page 90.
- Explain to Ss that they are going to sort out the countries in the box.
- Study the model and make sure Ss understand what they should do.
- Allow time for Ss to do the task in their ABs.
- Go through the answers with the class.

### AB p.90, t.2

- Have Ss look at task 2 on page 90 in their ABs.
- Explain to Ss that they are going to match countries #1-5 on the left to the capital cities a-e on the right.
- Make sure Ss understand the task.
- Encourage Ss to use a world map if necessary.
- Allow time for Ss to do the matching task.
- Invite individual Ss to read out the names of the countries/cities in front of the class.

### SB p.131, t.3

- Get Ss to open their SBs and look at task 3 on page 131.
- Point out that Ss are going to match verbs #1-6 on the left to the words a-f on the right to make phrases.
- Allow time for Ss to do the task on their own.
- Go through the answers with the class.

### AB p.90, t.3

- Have Ss open their ABs and look at task 3 on page 90.
- Explain to Ss that they should complete sentences #2-6, using the phrases in task 3 on page 131 (SB).
- Go through model sentence #1 to make sure Ss understand what they should do.

- Let Ss complete the rest of the sentences on their own.
- Monitor the activity, checking for correct spelling.
- Ask individual Ss to read out the sentences in front of the class.

### SB p.131, t.4

- Get Ss to open their SBs and look at task 4 on page 131 in their SBs.
- Explain to Ss that they are going to make up at least four sentences, using the phrases in task 3 (SB).
- Make sure that Ss understand what they are going to do.
- Allow time for Ss to do the task.
- Encourage individual Ss to say their sentences in front of the class.

### SB p.131, t.5

- Have Ss look at task 5 on page 131 in their SBs.
- Explain to Ss that they should read the texts about Madrid and New York and complete them, using the words from the list.
- Go through the words on the list and make sure Ss understand their meaning.
- Invite individual Ss to read out the sentences, taking turns.

## UNIT 8 LESSON 9

### OBJECTIVES:

- to identify and use the definite article

### GRAMMAR:

Article 'the' with geographical names.

### MATERIALS:

SB, GB.

### OUTCOMES:

By the end of the lesson, Ss will be able to make up sentences, using the article 'the' with geographical names.

### HOMEWORK:

GB p.62, t.3

### LEAD-IN

- Begin the lesson by asking Ss to list different geographical names of places in Ukraine.
- Encourage them to include cities, rivers, seas etc.
- Once they have generated a list, explain that some of these names require the use of the article 'the' and some do not.



## PRESENTATION

- Have Ss open their SBs and read through the grammar table 'Article THE' on page 132.
- Explain that the article 'the' is used before nouns which mean unique things and some geographical names.
- Explain that the article 'the' is not used with the names of people/cities/streets/continents/most countries.

**ADDITIONAL INFO: the use of the definite article with countries' names**

1. 'The' is used with names of countries that include words like 'states', 'republic' or 'kingdom'.
2. Countries with plural names, like the Philippines, also take 'the' before their name.
3. 'The' is used before regions, like the Balkans.

## PRACTICE

### SB p.132, t.1

- Get Ss to look at task 1 on page 132 in their SBs.
- Point out that Ss are going to read sentences #1-6 and choose the correct article to complete them.
- Divide Ss into pairs.
- Allow time for Ss to work in pairs and do the task.
- Monitor the activity, checking for correct pronunciation.
- Go through the answers with the class.

### GB p.62, t.1

- Have Ss open their GBs and look at task 1 on page 62.
- Explain to Ss that they are going to sort out the words in the box according to the use of the definite article.
- Study the model words and make sure Ss understand what they should do.
- Allow time for Ss to do the task on their own.
- Go through the answers with the class.

### GB p.62, t.2

- Have Ss look at task 2 on page 62 in their GBs.
- Explain to Ss that they are going to complete sentences #1-8 with the definite article where necessary.
- Ask individual Ss to read out the sentences and complete them in turn.
- Monitor the activity, checking for correct pronunciation.
- Allow time for Ss to fill in the blanks in their GBs.

### SB p.132, t.2

- Get Ss to open their SBs and look at task 2 on page 132.
- Point out that Ss are going to read sentences #1-8 and complete them with 'the' where necessary.
- Divide Ss into pairs.
- Allow time for Ss to work in pairs and do the task.
- Monitor the activity, checking for correct pronunciation.
- Go through the answers with the class.

### SB p.133, t.3

- Have Ss look at task 3 on page 133 in their SBs.
- Explain to Ss that they are going to complete sentences #1-14 with the definite article where necessary.
- Ask individual Ss to read out the sentences and complete them in turn.
- Monitor the activity, checking for correct pronunciation.

### SB p.133, t.4

- Have Ss look at task 4 on page 133 in their SBs.
- Explain to Ss that they have to rewrite sentences #1-7, correcting the mistakes.
- Make sure Ss understand what they should do.
- Allow time for Ss to rewrite the sentences in their notebooks.
- Go through the sentences with the class.

### GB p.62, t.4

- Get Ss to open their GBs and look at task 4 on page 62.
- Explain to Ss that they are going to play a game.
- Tell Ss you are going to say some names of people/places.
- If Ss think the word is used with 'the', encourage them to clap.
- If they think the word is not used with 'the', ask Ss to keep quiet.
- Say the right answer after you hear responses from Ss.
- When someone claps when the word is not used with 'the', they are out of the game.

**EXTRA IDEA: Role-play**

1. Divide the class into pairs and assign each pair a different geographical name that requires the use of 'the'.
2. Ask students to prepare a short dialogue in which they use the name and the article 'the' correctly.

3. Encourage them to be creative and include details about the location, climate or culture of the place they are discussing.
4. Afterwards, ask each pair to perform their dialogue in front of the class and provide feedback on their use of 'the'.
5. This activity will help students practise using 'the' in context and develop their speaking skills.

## UNIT 8

### LESSON 10

#### OBJECTIVES:

- to listen to and act out a conversation
- to have a talk

#### VOCABULARY:

Sightseeing, clue, compass, Tokyo, Mexico City, to imagine, imaginary.

#### MATERIALS:

SB, SB Audio (Unit-8-p134\_task1), AB, MP.

#### OUTCOMES:

By the end of the lesson, Ss will be able to ask and answer questions about travelling.

#### HOMEWORK:

AB p.91, t.3

### LEAD-IN

#### MP (English in Practice – Unit 8)

- Explain to Ss that they are going to watch a dialogue between Pam and Nano and decide whether sentences #1-5 are true or false.
- Play the dialogue using the *MP (Multimedia Programme)*.
- Go through sentences #1-5 and ask individual Ss to choose the correct answer.

### PRESENTATION

- Ask Ss to open their SBs on page 134.
- Focus Ss' attention on the picture of children.
- Have Ss describe what they see in the picture and write down key vocabulary on the board. Have Ss repeat the words in chorus.
- Tell Ss that in today's lesson they are going to listen to a talk about countries and cities.

### COMPREHENSION

#### SB p.134, t.1

- Have Ss look at task 1 on page 134 in their SBs.
- Explain to Ss that they are going to listen to a talk between John, Lilly, Jack,

Sally and Tom and then act out their conversation in groups.

- Play *SB Audio* and have Ss listen to it.
- Ask some questions to check comprehension.
- Make sure Ss understand the meaning of all the words.
- Explain to Ss that they are going to act out the talk they have listened to, working in groups of five.
- List the roles on the board (John, Lilly, Jack, Sally and Tom).
- Divide Ss into groups: Group A, Group B, Group C, Group D and Group E.
- Have Group A role-play John's part, Group B – Lilly's part and so on.
- Have Ss practise role-playing the talk in their groups.
- Monitor the activity, checking for correct pronunciation.
- Invite several groups to the front and have them act out the talk in front of the class.

### PRACTICE

#### SB p.134, t.2

- Get Ss to look at task 2 on page 134 in their SBs.
- Explain to Ss that they are going to read a talk between Mike and Cathy and then make a dialogue about any city they like.
- Ask individual Ss to read out the dialogue, taking turns.
- Monitor the activity, checking for correct pronunciation.
- Make sure Ss understand the meaning of all the words.
- Ask some questions to check comprehension.
- Explain that Ss should make a dialogue about any city they like, working in pairs.
- Encourage Ss to use the dialogue between Mike and Cathy as a model for their speaking.
- Divide Ss into pairs.
- Allow time for Ss to have a talk in their pairs. Prompt if necessary.
- Monitor the activity, checking for correct pronunciation.
- Invite several pairs to have a talk in front of the class.

#### AB p.91, t.1

- Have Ss open their ABs and look at task 1 on page 91.
- Explain to Ss that they are going to match questions #1-4 on the left to the answers a-d on the right.

- Make sure Ss understand the task.
- Allow time for Ss to do the matching task.
- Invite individual Ss to read out the questions/answers to the class.

**AB p.91, t.2**

- Ask Ss to look at task 2 on page 91 in their ABs.
- Explain to Ss that they are going to read sentences #2-6 and circle the correct words.
- Study the model sentence and make sure Ss understand the task.
- Allow time for Ss to do the rest of the task individually.
- Have individual Ss read out the sentences to the class.

**SB p.134, t.3**

- Have Ss look at task 3 on page 134 in their SBs.
- Go through questions #1-6 with Ss.
- Divide Ss into groups of three and explain that they are going to have a talk, using the questions in task 3.
- Allow time for Ss to have a conversation in their groups.
- Invite one or two groups to the front and have them ask and answer questions #1-6 in front of the class.

## UNIT 8 LESSON 11

**OBJECTIVES:**

- to write about an English-speaking country

**VOCABULARY:**

St Paul's Cathedral.

**MATERIALS:**

SB, AB.

**OUTCOMES:**

By the end of the lesson, Ss will be able to describe their holiday in writing. They will be able to write an information file about Canada and New Zealand.

**HOMEWORK:**

AB p.92, t.2

### LEAD-IN

- Have Ss conduct a survey of their classmates to find out which cities/countries they have visited.
- Encourage Ss to use the following questions, 'Where have you been to?' and 'What have you seen there?'
- Ask individual Ss to share what they have learnt from their classmates.

## PRESENTATION

- Ask Ss to open their SBs and look at the pictures of places in England on page 135.
- Read out the names of famous places in England ('the London Eye', 'St Paul's Cathedral', 'Windsor Castle').
- Ask Ss, 'Where is ...?' or 'What do you know about ...?'
- Elicit the answers from Ss.

## COMPREHENSION

**SB p.135, t.1(a)**

- Get Ss to open their SBs and look at task 1(a) on page 135.
- Explain to Ss that they are going to read Paul's e-mail and name the country where he is having holidays.
- Ask individual Ss to read out the letter in turn and ask other Ss to follow the text in their SBs.
- Make sure Ss understand the meaning of all the words.
- Ask Ss, 'Where is Paul having his holidays?' Elicit the answer ('England').

**BACKGROUND INFO: places of interest in England**

*The London Eye is a big wheel in London. People go up in a capsule which looks like a big room with windows. The wheel moves slowly so there is plenty of time to look around. People can see many famous buildings from the top.*

*St Paul's Cathedral is a famous church in London. The cathedral has a dome that people can climb up to see a great view of the city. Inside the cathedral, there are many beautiful paintings and sculptures. The cathedral has a long and interesting history. It was rebuilt after the Great Fire of London in 1666. It was also badly damaged during World War II. After the war, it was restored.*

*Windsor Castle is a famous castle in England. It's located in the town of Windsor that is close to London. The castle was built over 900 years ago. It is one of the official residences of the British royal family.*

## PRACTICE

**SB p.135, t.1(b)**

- Get Ss to look at task 1(b) on page 135 in their SBs.
- Explain to Ss that they are going to imagine that they have been to one of the English-speaking countries and write 7-8 sentences according to the points stated in task 1(b).
- Allow time for Ss to write their sentences in the notebooks.

- Monitor the activity, checking for correct spelling.
- Encourage some Ss to read out their sentences in front of the class.

**AB p.92, t.1**

- Have Ss open their ABs and look at task 1(a) on page 92.
- Explain to Ss that they are going to read sentences #1-4 and write the names of the countries that fit the descriptions.
- Make sure Ss understand the task.
- Allow time for Ss to write their ideas in their ABs.
- Invite individual Ss to read out what they have written in front of the class.
- Get Ss to look at task 1(b) on page 92 in their ABs.
- Explain to Ss that they are going to write similar descriptions about England and Spain.
- Allow time for Ss to do the writing task in their ABs.
- Encourage some Ss to read out their sentences in front of the class.

**SB p.135, t.2**

- Have Ss open their SBs and look at task 2 on page 135.
- Explain to Ss that they are going to write information files about Canada and New Zealand.
- Make sure Ss understand that they should use the texts from task 3 on pages 127-128 (SB) as a model for their writing.
- Have Ss search for the information about two countries online.
- Allow time for Ss to do the writing task in their notebooks.
- Encourage individual Ss to read out their sentences in front of the class.

## UNIT 8 LESSON 12

**OBJECTIVES:**

- to review the vocabulary and structures of the unit
- to reflect on Ss' learning

**VOCABULARY:**

Bournemouth, to rent, to hang around.

**MATERIALS:**

SB, SB Audio (Unit-8-p136\_task3), AB, GB, a map of the world (see Lead-in).

**OUTCOMES:**

By the end of the lesson, Ss will be able to discuss a dialogue about holidays, read the dialogue and make up

sentences, using linking words and the definite article.

**HOMEWORK:**

SB pp.140-141, tasks 1-5

**LEAD-IN**

- Provide Ss with a map of the world and ask them to identify countries, cities, oceans, rivers, seas etc.
- Remind Ss about the use of the definite article with geographical names.

## READING AND GRAMMAR

**SB p.136, t.1**

- Ask Ss to open their SBs on page 136 and look at task 1.
- Explain to Ss that they are going to complete sentences #1-7, using the linking words.
- Go through sentence #1 and make sure Ss understand the task.
- Let Ss complete sentences #2-7 on their own.
- Ask individual Ss to read out the sentences in front of the class.

**SB p.136, t.2**

- Get Ss to look at task 2 on page 136 in their SBs.
- Point out that Ss are going to read sentences #1-8 and complete them with the definite article where necessary.
- Divide Ss into pairs.
- Allow time for Ss to work in pairs and do the task.
- Monitor the activity, checking for correct pronunciation.
- Go through the answers with the class.

## WRITING

**AB p.93, t.1**

- Get Ss to open their ABs on page 93 and point to task 1.
- Explain to Ss that they are going to read sentences #1-5 and unscramble the words in brackets.
- Study the model sentence so that Ss understand what they should do.
- Encourage Ss to do the rest of the task on their own.
- Monitor the activity, checking for correct spelling.
- Ask individual Ss to write the unscrambled words on the board.

**AB p.93, t.2**

- Ask Ss to look at task 2 on page 93 in their ABs.
- Explain to Ss that they are going to read sentences #1-6 and fill in the blanks by choosing the correct item (a, b or c).

- Study the model sentence and make sure Ss understand the task.
- Encourage individual Ss to read the sentences and complete them, taking turns.
- Allow time for Ss to write the missing words in their ABs.

## LISTENING

SB p.136, t.3

- Have Ss look at task 3(a) on page 136 in their SBs.
- Explain to Ss that they are going to listen to the girls talking about their plans for holidays and find out where they are going to spend them.
- Play *SB Audio* and have Ss listen to it.
- Ask Ss to name the girls' choices for holidays based on the recording they have listened to.
- Elicit the answers from Ss and prompt if necessary.
- Ask additional questions to check comprehension.
- Have Ss look at task 3(b) on page 136.
- Explain to Ss that they are going to listen to the recording again and answer questions #1-8.
- Play *SB Audio* and have Ss listen to it.
- Have individual Ss read out the questions and answer them in front of the class.

### Script

*Lisa: Summer holidays are near, I'm so happy.*

*Pam: Yes, they are. What are you going to do on holidays?*

*Lisa: My parents, my brother and I will go to the seaside. We often go to Bournemouth. So, I think we shall go there this summer.*

*Pam: Oh, Bournemouth is nice. Where are you going to stay? In a hotel?*

*Lisa: No, we usually stay in a house near the sea because my mum doesn't like staying in a hotel.*

*Pam: Have you got your own room in that house?*

*Lisa: Yes, I have. It's not very big, but it's OK.*

*Pam: What is your brother going to do on holidays?*

*Lisa: Oh, he is going to go fishing and find some friends to play football with. He doesn't stand at home much. He, for sure, will hang around with his friends all day and won't go with us to the beach.*

*Pam: Does your father usually go with you to the beach?*

*Lisa: Sometimes he does, but he often rides a bicycle. I think he will rent a boat and we'll ski on the water. It will be*

*fantastic. Where are you going for your holidays?*

*Pam: My dad is going to take me to Brazil where my aunt lives. It's winter in Brazil at that time so I'll swim in the swimming pool. We are going to travel around Brazil, too. I think it will be interesting.*

## READING

SB p.137, t.4

- Ask Ss to look at task 4 on page 137 in their SBs.
- Focus Ss' attention on the box with words.
- Make sure Ss understand the meaning of all the words.
- Explain to Ss that they are going to read the leaflet about India and use the words from the box to complete the text.
- Invite individual Ss to read out the text out loud, taking turns.

### EXTRA IDEA: Travel Leaflet

1. Explain to students that they are going to design a travel leaflet, working in groups of four-five.

2. The leaflet should promote a summer holiday.

3. Encourage students to make their leaflet interesting and creative.

4. Allow time for students to prepare their leaflets.

5. Display the leaflets around the classroom.

6. Ask each student to choose the leaflet they like and answer the following questions about their summer holidays:

- Where are you going to go?
- When are you going to go?
- How long are you going to stay?
- Where are you going to stay?



### EXTRA PRACTICE

GB (Grammar Book): pp.63-64, tasks 1-3

## UNIT 8 LESSON 13

### OBJECTIVES:

- to review the vocabulary and structures of the unit

- to reflect on Ss' learning

**MATERIALS:**

SB, AB, MP.

**OUTCOMES:**

By the end of the lesson, Ss will be able to ask and answer questions about travelling, using the vocabulary and structures studied previously. They will be able to participate in a quiz show and write an e-mail about summer holidays.

**HOMEWORK:**

AB p.95, t.5

**SELF-ASSESSMENT**

**SB pp.140-141, tasks 1-5**

- Explain to Ss that the 'Self-Check' section of their SB provides activities to revise what they have learnt in Unit 8.
- Demonstrate the following answer key to the 'Self-Check' section on an interactive board/a projector/a laptop or make printouts with answers for Ss.

**ANSWER KEY (Self-Check, SB pp. 140-141):**

**Task 1**

1. Greek
2. German
3. Portuguese
4. Japanese
5. Spanish
6. Ukrainian

**Task 2**

1. Continent
2. River
3. Article
4. Desert
5. Discovered
6. Displays
7. Photos
8. Choice

**Task 3**

1. Because
2. So
3. And
4. But
5. And
6. Because
7. But
8. So

**Task 4**

1. —; —
2. The; —
3. —
4. The
5. The
6. —

**Task 5**

*Bella:* Hi, Rick! How was your trip to London?

*Rick:* Hey, Bella! It was awesome!

*Bella:* What did you do?

*Rick:* Well, I went there with Kate, so we started with the museums.

*Bella:* Oh, yes. Kate is fond of history.

*Rick:* Then we went sightseeing on a bus tour.

*Bella:* Did you see the Houses of Parliament and Big Ben?

*Rick:* Of course! We also went to Trafalgar Square.

*Bella:* Lucky you!

*Rick:* Don't worry. You'll visit London someday too.

- Have Ss self-assess their answers to tasks 1-5 and add up the totals for each task to get a total score for the whole 'Self-Check' section. Have Ss do this task individually or in pairs.
- Discuss with Ss why their answers are right or wrong.
- Answer any questions Ss may have.

**SPEAKING**

**SB p.138, t.5**

- Have Ss look at task 5 on page 138 in their SBs.
- Go through the questions with Ss.
- Divide Ss into pairs and explain that they are going to have a talk, using the questions in task 5.
- Allow time for Ss to have a dialogue.
- Invite one or two pairs to the front and have them ask and answer the questions in front of the class.

**READING**

**SB p.138, t.6**

- Ask Ss to look at task 6 on page 138 in their SBs.
- Explain to Ss that they are going to match pictures #1-7 on the left with their descriptions a-g on the right.
- Divide Ss into groups of four-five.
- Allow time for Ss to do the matching task, working in their groups.
- Go through the answers with the class.

**SPEAKING**

**SB p.139, t.7**

- Have Ss look at task 7 on page 139 in their SBs.
- Go through the questions with Ss.
- Divide the class into two groups and explain that each of the two groups will choose one group of questions (a or b) and answer them.
- Allow time for Ss to have a talk in their groups. Encourage Ss to answer the questions as quickly as they can.
- Invite a couple of Ss to the front and have them answer the questions in front of the class.

**QUIZ SHOW**

**SB p.139, t.8**

- Explain to Ss that they are going to have a quiz show.
- Divide Ss into groups of four-five and have them come up with some fun and interesting questions about different continents, countries or cities.
- Then have the teams of Ss compete against each other. Give points for the correct answers and deduct points for the incorrect ones.
- Make sure there is a fun and engaging atmosphere during the quiz show. You may wish to play some music or decorate the classroom with posters, maps etc.

**SB p.139, t.9**

- Have Ss look at task 9 on page 139 in their SBs.
- Go through the questions with Ss.
- Divide Ss into groups of three and explain that they are going to have a talk, using the questions in task 9.
- Allow time for Ss to have their talk.
- Invite one or two groups to the front and have them ask and answer the questions in front of the class.

**WRITING**

**SB p.139, t.10**

- Get Ss to look at task 10 on page 139 in their SBs.
- Explain to Ss that they are going to imagine they have just arrived in a place to spend two weeks of their summer holidays.
- Explain to Ss that they should write an e-mail to their friend about what they are planning to do.
- Encourage Ss to use the writing prompt in task 10 when writing their e-mails.
- Allow time for Ss to write the e-mail in their notebooks.
- Encourage individual Ss to read out their letters in front of the class.

**AB p.94, t.3**

- Have Ss open their ABs and look at task 3 on page 94.
- Explain to Ss that they should read the letter and fill in the gaps, using the words in the box.
- Go through the words in the box and make sure Ss understand their meaning.
- Go through model sentence #1 to make sure Ss understand what they are going to do.
- Let Ss complete the rest of the sentences on their own.

- Ask individual Ss to read out the sentences in front of the class.

**AB pp.94-95, t.4**

- Have Ss look at task 4 on pages 94-95 in their ABs.
- Explain to Ss that they should complete the dialogue with the correct sentences.
- Go through the model sentence to make sure Ss understand what they should do.
- Let Ss complete the rest of the dialogue on their own.
- Ask individual Ss to read out the complete dialogue in front of the class.

**EXTRA PRACTICE**

MP (Vocabulary Trainer – Unit 8)

MP (Grammar Quizzes – Unit 8)

MP (Dictations – Unit 8)

**ASSESSMENT**

**Test: Unit 8 Where to Travel?  
Test Book, pages 29-31**

The Test has four parts – *Use of English, Reading, Listening* and *Writing*. At the end of the Test add up the totals for each part to get a total score for the whole test.

This section includes *Answer Key* and *Audio Script* to the Test to review what students have learnt in Unit 8.

**ANSWER KEY**

**Task 1**

1. c)
2. b)
3. a)
4. a)
5. b)
6. c)

**Task 2**

1. Continent
2. Explore
3. Journey
4. Display
5. Article
6. Choice

**Task 3**

1. False
2. True
3. True
4. False
5. True
6. False

**Task 4**

1. Australia
2. Plane
3. She wants to discover another culture and see kangaroos and koalas.
4. Not cheap
5. Scotland
6. Car or bus

**AUDIO SCRIPT**

**(Test Book pages 30-31, Task 4, 'English**

**5\_2022-Tests09-Unit-8.mp3)**

**Ed:** Hey, Mia! What are you reading?

**Mia:** Hi, Ed! It's an article about Australia.

**Ed:** Do you want to go there this summer?

**Mia:** Yes. The climate there is warm, and the nature is nice.

**Ed:** Isn't this country far away from us? Like on another continent?

**Mia:** Yes, but there is such a thing as a plane, after all.

**Ed:** Why do you want to go there so much?

**Mia:** Simple: I want to discover another culture. Plus, to see kangaroos and koalas.

**Ed:** Well, I'd better go somewhere closer because plane tickets are not cheap.

**Mia:** Where?

**Ed:** For example, to Scotland. I can go there by car or bus, and I heard Edinburgh is a very beautiful city.

**Mia:** Well, that's you – finding an easy way and going to a country which is right next to ours.

**Ed:** And that's you – looking for something completely different miles away.

**NOTE:** *The results of this Test should be used in a positive way to help students identify their areas of weakness. If possible, use the marked tests as the basis for a lesson, with students discussing why their answers are right or wrong. After Unit 8, have your students conduct self-assessment by using the checklist 'Now I Can' (SB, p.141)*

**ASSESSMENT**

**Term 2**

**Big Test 2A**

**Test Book, pages 32-34**

The Test has two parts – *Use of English* and *Reading*. At the end of the Test add up the totals for each part to get a total score for the whole test.

This section includes *Answer Key* to the Test to review what students have learnt in the second semester.

**ANSWER KEY**

**Task 1**

1. Is going to rain
2. Am meeting
3. Is not going to visit
4. Will ... play
5. Is ... coming
6. Is ... going to snow

**Task 2**

1. If it snows, Ann puts on her coat.
2. William likes swimming in the sea.
3. We have already been to this country.
4. Kyle and Cindy went to York yesterday.
5. This is a big city, so there is a lot of traffic.
6. The Alps are very beautiful mountains.

**Task 3**

1. Spanish
2. Founder
3. Experience
4. Explore
5. Climate
6. Careful

**Task 4**

1. c)
2. d)
3. f)
4. a)
5. b)
6. e)

**Task 5**

1. False
2. True
3. False
4. True
5. True
6. False



## ASSESSMENT

### Term 2

### Big Test 2B

#### Test Book, pages 35-36

The Test has two parts – *Listening* and *Writing*. At the end of the Test add up the totals for each part to get a total score for the whole test.

This section includes *Answer Key* and *Audio Script* to the Test to review what students have learnt in the second semester.

#### ANSWER KEY

##### Task 1

1. c)
2. a)
3. a)
4. b)
5. c)
6. b)

#### AUDIO SCRIPT

(Test Book page 35, Task 1, 'English 5\_2022-Tests10-BigTest.mp3')

Casey: Hey, Dad! Look at this!

Dad: What is it, Casey?

Casey: It's a website with different places where we can go this summer.

Dad: Oh, that's interesting. And there are so many amazing places!

Casey: Yeah – Hawaii in the USA, Madrid in Spain, the Carpathian Mountains in Ukraine...

Dad: I can see you want to travel abroad very much.

Casey: Of course! I love visiting other countries and exploring new cultures!

Dad: But isn't it expensive?

Casey: Well, if the place is not far away, you can go by car or bus and it's cheaper.

Dad: Hm... I think it's better to find a nice place to relax in our Motherland.

Casey: In England? But we've been to so many towns and cities here already!

Dad: There are still some places we haven't visited yet – Stonehenge, Windsor Castle, Shakespeare's Theatre...

Casey: What about swimming, Daddy?

Dad: Well, we can go to the Roman baths in Bath.

Casey: Hm... Okay, sounds nice.