

**Тема уроку: Пригадаймо вивчене!**

**Очікуваний результат:** учні вмітуть аналізувати результати власних навчальних досягнень

**Дидактичні матеріали:**

- ★ SB pp.34-35,
- ★ WB pp.29-30
- ★ TB pp.175, 196-199, Photocopiable Resource 11, 12

**INTRODUCTION**

As well as providing communicative practice and revision activities, the Focus Review exercises are designed to help you assess your Ss' progress with the language they have learnt in the unit. The assessment is largely informal, as in monitoring and giving feedback on Ss' errors. This allows you to identify what Ss are having problems with and clarify them. You could also focus on individual Ss while they work on these activities and compare their performance with their results in more formal tests. Ss often perform better when they are not in a formal testing situation.

**PROCEDURE**

**WARM-UP (5 min)**

- 1) (S-S) Put Ss in pairs. Tell them that they are going to create their own 'living photo' of a sport by posing. Explain that a pose is like a mime but without moving. The pairs should choose a sport and they should choose a pose that demonstrates doing the sport. When the pairs are ready, invite them to demonstrate their 'living photo' in front of the class and ask the class to try to guess the sport.

**ADVICE** – A lively activity for the beginning of a class can wake up sleepy Ss and get them ready for your lesson.

**VOCABULARY AND GRAMMAR (21-23 min)**

- 1) (T-S, S-S, S-T) Refer Ss to Ex 1. Give them 2 min to work individually to decide the odd-word-out in each group. Then put them into pairs and give 2 extra min to discuss their answers and reasons. When eliciting the answers, ask which word the odd-one-out is and why.

Elicit the meaning of the other three words, the things they have in common and the differences between them.

- 2) (T-S, S-S, S-T) Ss do Ex 2 individually. Give them 2-3 min and then 1 extra min. to check in pairs. Then do a class check, making sure Ss justify their answers.
- 3) (T-S, S-S, S-T) Ss do Ex 3 individually. Give them 4 min and then 2 extra min to check in pairs before doing a class check. In feedback, recheck the concept of the three tenses and elicit reasons why the tense was the most suitable.
- 4) (T-S, S-S, S-T) Ss do Ex 4 individually. Give them 3 min and then 1 extra min. to check in pairs. Then do a class check, eliciting rules for how to use infinitive and -ing form (E.g. let+object+infinitive without *to*) and write them on the board.

**LANGUAGE IN USE (10-12 min)**

- 1) (S-T, S-S, T-S) Ss do Ex 5 individually. Give them 3 min and then 1 extra min. to check in pairs before the class check. In feedback, discuss the words and what they mean in each sentence.
- 2) (S-S, S-T, T-S) Ss do Ex 6 individually. Give them 3 min and then 1 extra min. to check in pairs before doing a class check.

**OPTION** – Put Ss into pairs and ask them to write sentences with definitions of the other two options. Then join pairs together into groups of four and tell them to take turns to read out their sentences and find out which words in each other's sentences define which option in Ex 6.

**FOLLOW-UP LESSON**

**LISTENING (7-9 min)**

- 1) (S-S, S-T, T-S) Refer Ss to Ex 7 and tell them to read through the exercise to make sure they know what information is asked for. Play the recording once and then give Ss 1 min. to check in pairs. Elicit answers from the whole class. If Ss are having problems, play the recording again before confirming answers.

**OPTION** – Play the recording twice as necessary.


**READING (12-14 min)**

- 1) (T-S, S-T) Have a brief class discussion about football. Find out who likes watching football on TV, and ask about the World Cup and the names of the current world champions. If Ss naturally start talking about men's football, ask if they ever watch women's football, and if they know any names of women's football world champions.
- 2) (S-S, T-S, S-T) Refer Ss to Ex 8 and tell them to read through the sentences A-F. Then give them 7 min to read the text and do the matching activity. In the class check, make sure Ss justify their answers.

**OPTION** – Ask some basic comprehension questions to check understanding, e.g. *What was special about the match that the writer watched last weekend? Why were all women's football matches banned in 1921? What has changed since 1993?*

**SPEAKING (13-15 min)**

- 1) (S-S, T-S, S-T) Put Ss into pairs and tell them to look at the questions in Ex 9. For each question, set a time limit for the pairs to discuss. They should not move onto to the next question until you tell them to. As Ss interact with each other, walk around taking notes on what you hear. When the pairs have discussed all six questions, join pairs together into groups of four and tell them to compare their ideas. Give them 3 mins to do this. When they are ready, invite each group to tell the class what they discussed and whether they agreed or disagreed with one another. Then go over any issues that came out while you were monitoring.

**WRITING (1-2 min)**

- 1) (S-S) Refer Ss to Ex 10. Read the prompt and the notice with the class. Check understanding. Then as HW tell Ss to write an article of about 140-190 words using the writing section in Unit 2 to help them.

**WRAP-UP (1-2 min)**

- 1) (S-T, T-S) Ask Ss what they have done during the lesson and what they have learnt.

**HOMework**

- 1) Ask Ss to do Use of English 2.8 in the WB, p.29.
- 2) Ask Ss to do Self-assessment 2.9 in the WB, p.30.
- 3) Ask Ss to do Self-check 2.10 in the WB, p.31.
- 4) Ask Ss to prepare for Unit test 2 (Focus Assessment Package).

**CONTINGENCY PLAN**

- 1) Refer to TB p.48 for extra activities.

## Тема уроку: Професія - мандрівник

**Очікуваний результат:** учні вмітимуть дискутувати про подорож та види транспорту

### Дидактичні матеріали:

- ★ SB pp.36-37, Word Store 3 p.7, Photocopiable Resource 13
- ★ WB pp.32-33
- ★ TB pp.144-145, 176-177, 200, 201, 203, Photocopiable Resources 13, 14, 16

## PROCEDURE

### WARM-UP (5 min)

- 1) (S-S, S-T, T-S) Books closed. To see what Ss know, write these headings in three columns on the board:

*On land      On water      In the air*

Then put Ss into pairs. Give them 2 min to think of as many means of transport as they can for each heading. When they have finished, elicit words from Ss and write relevant ones (as Ex 1 in the book) under the appropriate heading on the board.

- 2) (S-S) Ask Ss to turn to p.36 and look at Ex 2. Then put Ss into pairs and give them 2 min to ask and answer about the last time they travelled by the means of transport in Ex 1. Encourage Ss to give full answers and additional information. Model the activity:

A: *"When was the last time you travelled by train?"*

B: *"I last travelled by train about three months ago.*

*I travelled around the east regions of Turkey with my friends."*

Monitor and help where necessary.

### PRACTICE 1 (15 min)

- 1) (S-S, S-T, T-S) Refer Ss to Ex 3. Put them into pairs. Tell them to look at the routes on the map and give them 1 min. to discuss what different means of transport the travellers used. When they have finished, invite pairs to share their ideas.
- 2) (S-S, S-T, T-S) Ss do Ex 4 individually. Give them 2-3 min to answer the questions and check in pairs before doing a class check.

**ADVICE** – See Culture Notes on TB pp.144-145 for information about Colin Wright and Charley Boorman.

- 3) (S-S, S-T, T-S) Ss do Ex 5 individually. Tell them to scan the article to find the numbers and read around them to find out what they refer to. Give Ss 3 min to do the exercise and check in pairs before doing a class check.
- 4) (S-S, S-T, T-S) Refer Ss to Ex 6. Put them into pairs and give them 3 min to discuss the questions. When they have finished, invite pairs to share what they have discussed with the class. Then hold a class vote and find out which of the countries in the article Ss would most and least like to go to and which means of transport they would most and least like to try.

### PRACTICE 2 (5 min)

- 1) (S-T, T-S) Refer Ss to Word Store 3A p.7 and look at Ex 7. Give Ss 1 min. to complete the word store. Then Ss listen and check their answers. Practise the words using choral drilling and individual repetition. In feedback, check understanding of the collocations in red in the article.

**OPTION** – In the follow up lesson, give time for Ss to make their own sentences using the collocations if necessary or give this as HW.

- 2) (S-S, S-T, T-S) Ss do Ex 8 individually. Give them 1 min. to complete the sentences and then 1 extra min. to compare their answers with a partner.

**ADVICE** – Do this in the follow-up lesson or give as HW.

**OPTION** – This could be done as an oral drill to involve everyone.

### PRACTICE 3 (5-7 min)

- 1) (S-S, S-T, T-S) Refer Ss to Ex 9. Put them into pairs. Give them 1 min. to do the matching exercise, then check.
- 2) (S-T, T-S) Refer Ss to Word Store 3B p.7 and look at Ex 10. Give Ss 1-2 min to complete the word store. Then Ss listen and check their answers. Practise the words using choral drilling and individual repetition. In feedback, check that Ss understand the meaning of the compound nouns from the article and verb phrases.

**OPTION** – In the follow up lesson, give time for Ss to make their own sentences using the compound nouns and verb phrases if necessary or give this as HW.

- 3) (S-T, T-S) Refer Ss to Ex 11. Play the recording so that Ss can listen and number the places in the order they hear them, then check.

#### **PRACTICE 4 (4-5 min)**

- 1) (S-T, T-S) Refer Ss to Word Store 3C p.7 and look at Ex 12. Give Ss 1-2 min to complete the word store. Then Ss listen and check their answers. Practise the collocations using choral drilling and individual repetition. In feedback, check that Ss understand the meaning of the phrasal verbs from the article.

**OPTION** – In the follow up lesson, give time for Ss to make their own sentences using the phrasal verbs if necessary or give this as HW.

- 2) (S-S, S-T, T-S) Ss do Ex 13 individually. Give them 1 min. and then 1 extra min. to check in pairs before doing a class check.

#### **PRODUCTION (5 min)**

- 1) (S-S, T-S) Tell Ss that they will take turns to ask and answer the questions in Ex 13. Put Ss into pairs. Encourage them to give as much detail as possible and use as much vocabulary from the Word Store as they can in their conversations. As Ss interact with each other, walk around taking notes on what you hear. When Ss have finished, give some feedback based on your notes.

#### **WRAP-UP (1 min.)**

- 1) (S-T, T-S) Ask Ss what they have done during the lesson and what they have learnt.

#### **HOMEWORK**

- 1) Give Ss WB pp.32-33 as HW.
- 2) Ask Ss to do *Show what you know* 3.2 in the WB, p.34.

#### **CONTINGENCY PLAN**

- 1) If you are short of time, some activities of PRACTICE 1 and the WORD STORE can be used in the follow-up lesson or given as HW.
- 2) Refer to TB p.50 for extra activities.

**Тема уроку: Інформаційні технології в сучасній освіті**

**Очікуваний результат:** учні вмітимуть визначати загальну інформацію у прочитаному тексті

**Дидактичні матеріали:**

- ★ SB pp.16-17, Word Store 1 p.3,
- ★ WB pp.12-13,
- ★ TB pp.159, 192, 213, Photocopiable Resource 3

## PROCEDURE

### WARM-UP – PRE-READING (5-6 min)

- 1) (S-S, S-T, T-S) Books closed. Create interest and activate vocabulary Ss already know. Ask: *What are the examples of new technology in education?* Elicit ideas from different Ss. Then ask: *How do you use technology to help you learn?* Put Ss into pairs and give them 2 min to discuss this question. When they have finished, invite the pairs to share what they have discussed with the class. (Ex 1)

### WHILE READING (15-16 min)

- 1) (S-S, S-T, T-S) Ss do Ex 2 individually Give them 6 min to read the article and answer the questions. Ask Ss to check their answers in pairs. Then elicit answers and the references from the text.
- 2) (S-S, S-T, T-S) Ss do Ex 3 individually. Give them 6 min to do the matching activity and then 1 extra min. to check their answers in pairs before doing a class check. In feedback, make sure Ss give reasons for their answers.



**OPTION** – Play the recording of the article and have Ss listen and follow the text.

**ADVICE** – See Culture Notes on TB p.159 for information about Sugata Mitra, Skype, New Delhi Vikas Swarup, Slumdog Millionaire and TED.

### POST READING (8-10 min)

- 1) (S-S, T-S, S-T) Ss do Ex 4 individually. Give them 3 min to complete the sentences and then 2 extra min to check their answers in the article.

**OPTION** – Give Ss time to write their own sentences using the words if necessary or give this as HW.

- 2) (S-T, T-S) Refer Ss to Word Store 1F p.3 and look at Ex 6. Give Ss 1 min. to complete the word store. Then Ss listen and check their answers. Practise the phrasal verbs using choral drilling and individual repetition. Either give some examples using the collocations and elicit meaning or ask Ss to come up with some.

### PRODUCTION (7-8 min)

- 1) (S-S, S-T, T-S) Refer Ss to Ex 5. Read through the rubric with the class. Make sure Ss understand what to do. Put them into pairs and give them 3 minutes to discuss if the things in the box will be more, less or equally important in the schools of 2025. Encourage them to give reasons for their ideas. As Ss interact with each other, walk around taking notes on what you hear. When they have finished, invite the pairs to share what they have discussed with the class and have a brief class discussion. Then give some feedback based on your notes.

### WRAP-UP (1 min.)

- 1) (S-T, T-S) Ask Ss what they have done during the lesson and what they have learnt.

### HOMEWORK

- 1) Give Ss WB pp.12-13 as HW.
- 2) Ask Ss to do *Show what you know* 1.5 in the WB, p.14.

### CONTINGENCY PLAN

- 1) Refer to TB p.30 for extra activities.

**Тема уроку: Робота мозку, здібності та навчання**

**Очікуваний результат:** учні вмітимуть визначати основну інформацію в бесіді та в разі необхідності задавати уточнюючі питання

**Дидактичні матеріали:**

★ SB pp.18, 130-131,

★ WB p.14

★ TB pp.159-160, 192, 214, Photocopiable Resource 4

★ Teacher's Multi-Rom Grammar Animations Unit 1 Video 1.5

## PROCEDURE

### WARM-UP (5 min)

- 1) (T-S, S-S, S-T) Before Ss open their books, ask how many members of the class are left-handed, or if they have any friends or relatives who are left-handed. See a show of hands and ask: What are the difficulties of being left-handed? Elicit ideas and have a brief class discussion.

**OPTION** – You could explain that August 13th is Left-handers' Day and ask students why left-handed people might want a day like this.

- 2) (S-T, T-S) Ask Ss to turn to p.18 and look at Ex 1. Tell Ss that they will listen to Part 1 of a podcast about being left-handed and decide what jobs seem to be more suited to 'lefties'. Play the recording once. Then elicit the answer from Ss and check.

**ADVICE** – See Culture Notes on TB pp.159-160 for information about Rafael 'Rafa' Nadal, Leonardo da Vinci, Mahatma Gandhi, Albert Einstein, Winston Churchill, Marie Sklodowska-Curie and Barack Obama.

### PRESENTATION (7-8 min)

- 1) (T-S, S-T) Refer Ss to Ex 2. Allow them 1 min to read through the statements so that they know what they are listening out for. Tell them to underline the key words.

**ADVICE** – Elicit why the key words are necessary. (to help them find the same words, synonyms or antonyms or words that are similar, when listening to find the answers)

- 2) (S-S, T-S, S-T) Play the recording once again and then give Ss 1 min to check their answers in pairs before doing a class check. Elicit the answers and ask Ss to correct the false sentences giving the relevant extracts from the audio. (1 The speaker has no idea why she uses her left hand or what causes someone to be left-handed but there are studies that show that it's a combination of genes and the environment. 3 Dominance of the right hemisphere enables left-handers to be better at 3D perception. 4 Rafa Nadal is naturally right-handed.)
- 3) (S-T, T-S) Refer Ss to Ex 3. Give them 2 min to complete GRAMMAR FOCUS 1 with the verb patterns in blue in Ex 2. Then discuss the GRAMMAR FOCUS with the class. Point out that both gerunds and infinitives can be used after certain verbs so Ss will have to remember which verbs are followed by which type. Also explain that some of the verbs are followed by an object, e.g. you let *someone* do something. Give examples using the verbs to ensure Ss understand their meaning correctly.

**ADVICE** – Ss often use *to* with an infinitive where it is not needed and need to be corrected carefully to avoid this mistake becoming too fossilised.

**OPTION** – Go through Grammar Focus 1.5 on pp.130-131 with Ss. Then tell them to complete the exercise individually. Do a quick class check. (This could be given as HW.)

### PRACTICE (8-10 min)

- 1) (S-T, T-S) Ss do Ex 4 individually. Give them 3 min to do the matching activity and then 1-2 extra min to check the lists in Grammar Focus p.130.
- 2) (S-S, S-T, T-S) Ss do Ex 5 individually. Give Ss 2 min to complete the Part 2 of the podcast.

Then play the recording so that Ss can listen and check. In feedback, ask Ss whether they know any left-handed people. Then ask some basic comprehension questions to check understanding.

### PRESENTATION (7-9 min)

- 1) (T-S, S-T) Refer Ss to Ex 6. Give them 3 min to read GRAMMAR FOCUS II and find examples of verb patterns with *remember*, *stop*, *hear* and *see* in the text. When they have finished, elicit the examples from Ss and ask them to explain the changes in meaning. In feedback, give more examples to illustrate each use to make them as clear as possible.

**ADVICE** – Ss can sometimes get confused by explanations about *remembering* or *forgetting doing something*. It is a good idea to think of two or three clear examples which illustrate the difference of meaning in each case so that you can help Ss if necessary.

### PRACTICE (3-4 min)

- 1) (S-S, S-T, T-S) Ss do Ex 7 individually. Give Ss 2 min to complete the sentences and then 1 extra min to check their answers in pairs before doing a class check. Then ask Ss to tick the sentences that are true for them.

**OPTION** – This could be done as an oral drill to involve everyone.

### PRODUCTION (5-7 min)

- 1) (S-T, T-S) Give Ss time to make sentences using the verb patterns. Monitor and support while Ss do the activity. Then ask individual Ss to share their sentences with the class. In feedback, correct if any Ss are using the words incorrectly and point out what is wrong.

**OPTION** – If you are short of time, do this in the follow-up lesson.

### WRAP-UP (1 min)

- 1) (S-T, T-S) Ask Ss what they have done during the lesson and what they have learnt.

## FOLLOW-UP LESSON

### PROCEDURE

#### INTRODUCTION (3-5 min)

- 1) (T-S, S-T) Explain to Ss that they are going to watch an animated cartoon which will give them more context for the grammar.
- 2) (T-S, S-T) Play Grammar Animation Video 1.5 in the Teacher's Multi-Rom and stop after the introduction (00:14). Ask Ss a few warm-up questions like: *Who are the people? Where are they? What are they doing? Who do you think is/isn't going to the school trip to Paris next week? Why/Why not?* At this stage Ss should have understood that David, Sarah, Julie and George are in a park talking about a school trip to Paris. Make sure Ss understand that they will give their reasons for not wanting to go.

#### COMPREHENSION (7-8 min)

- 1) (T-S, S-T) Play the video with the subtitles off and ask Ss to watch and listen carefully. Ask a few general comprehension questions like: *How did the coach become messy on a school trip Sarah went on once? How did George fall in a river? What happened when George went on a coach trip once? Did they come back to take him? Has Julie been to Paris before? Why does Julie think she said something rude when she intended to say 'thank you'? What does Sarah think about Julie's reasons for not wanting to go?*
- 2) (T-S, S-T) Play the animated cartoon once again, with subtitles. Ask Ss to pay special attention to the verb patterns.

#### VIDEO PRACTICE (10-12 min)

- 1) (T-S, S-T) Explain to Ss that the animation provides more context for the topic of the lesson and remind them that the lesson is about verb patterns. Ask them if they can remember any verb patterns from the video. Write them on the board. Don't worry if Ss don't remember all the sentences – use the script to read out the sentences with the target language and put the missing ones on the board. Then discuss the basic verb patterns and remind Ss that the important thing to remember is whether or not the verb takes an object. Also,

discuss the verbs that have two patterns with a change in meaning.

- 2) (T-S, S-T) For Ss who still don't understand the verb patterns, use the teacher's explanation part of the Grammar Animation Video 1.5 in the Teacher's Multi-Rom. (02:44-07:35)

**OPTION** – If you feel they are doing well and can list a few examples and provide explanation, then you can omit the teacher's part.

**ADVICE** – Play the animation for a third time in weaker groups or if Ss really want to watch it. Then pause after each sentence where there is a verb pattern. Elicit the rule from Ss. Ask them to repeat the sentence, turning the subtitles off, especially where they had some problems with a given example.

## PRODUCTION (15 min)

- 1) (S-S) Explain to Ss that they are going to prepare similar dialogues in groups. Explain that the dialogues won't have to be exactly the same, but they'll have to use some of the language on the board. Divide Ss into groups of four and give them 3 min to prepare for the dialogue. Ss should present their dialogues in front of the class, to make it more engaging.

## WRAP-UP (1-2 min)

- 1) (S-T, T-S) Ask Ss what they have done during the lesson and what they have learnt.

## HOMEWORK

- 1) Give Ss WB p.14 as HW.

## CONTINGENCY PLAN

- 1) Refer to TB p.32 for extra activities.