

Fly High

# ENGLISH 7



**Teacher's Book**

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# Fly High ENGLISH 7

## Teacher's Book

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O'qituvchilar uchun mo'ljallangan mazkur metodik qo'llanma umumiy o'рта ta'lim maktablarining 7- sinflari uchun nashr etilgan „Fly High 7“ nomli ingliz tili darsligi asosida tayyorlangan. Undan darslikning bo'limlari, mavzulari, darslarning kommunikativ maqsadlari, grammatikasi, lug'ati haqidagi mundarija, har bir dars va mashqning maqsadlari, o'qituvchilar uchun til va madaniyatga oid qo'shimcha ma'lumotlar, mashqlarning javoblari, kasseta uchun yozuv materiallari, o'quvchilarni rasmiy baholash uchun qo'llasa bo'ladigan uchta namunaviy testlar (javoblari bilan), o'quvchilarning darslarni qanday o'zlashtirganliklarini tekshirishga mo'ljallangan testlar, darslikdagi mashqlarni to'g'ri tashkil etish bo'yicha aniq ko'rsatmalar, kuchli, shuningdek, o'zlashtirishi sekin bo'lgan sinflar uchun takliflar o'rin olgan.

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# Introduction

## 1 About the authors

The team of authors working on the English textbooks consists of:

- experienced secondary and specialised secondary school teachers
- methodologists from the Ministry of Public Education and from In-Service Teacher Training Institutes
- experts from University

All of us have been trained to create materials which meet the needs of pupils and teachers in Uzbekistan and conform to the national standards laid down for State secondary schools.

## 2 What does Fly High 7 consist of?

*Fly High 7* is the third book in a series of books for secondary classes of English. It follows on from *Fly High 5-6* which were published in 2000-2011, and which we hope you and your pupils have already used and enjoyed. It provides material for up to 102 hours of study, arranged in a flexible way to cater for faster and slower classes.

### ***Fly High 7 CLASSBOOK***

The book is divided into 10 units which cover Year 7. Each unit is broken down into 6 lessons. Each lesson takes up one page. The content of the lesson is listed in the map of the book unit by unit and lesson by lesson. The lessons progress from simple to more complex.

#### *Project Work*

The sixth lesson in each unit contains project work. Project work was included in *Fly High 5 and 6* and has proved very successful and popular. It was not used in textbooks in the past. So it might be new for some teachers. It is explained further in the section 'Project Work' below.

#### *New Features: Debates, Reading Rules and Translation*

New features in *Fly High 7* are the introduction of Debates, Reading Rules for pronunciation and Translation. You can find detailed information about them further on in the section 'Debates', 'Pronunciation' and 'Translation'.

#### *Grammar Reference*

At the back of *Fly High 7 Classbook* there is a handy section 'Grammar Reference'. This contains a summary of all the grammar pupils learn during the course. Teachers and pupils can refer to it.

#### *Wordlist*

The final part of *Fly High 7 Classbook* is a 'Wordlist' with the vocabulary used in the book listed in alphabetical order together with parts of speech, transcription and translations into Uzbek and Russian.

#### *Extra Grammar Exercises and Homework*

After the six lessons in each unit there are Workbook pages. The Workbook

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pages contain two types of activities: Pronunciation, Grammar and Wordbuilding Exercises which can be conducted at a convenient time during the lessons, and Homework which contains exercises intended to be done at home.

You can find instructions when and where to use these exercises in the notes for each lesson in the Teacher's Book.

### *Progress Checks*

This section is given after the 10 units. There is a Progress Check for units 1,2,3,5,6,8,9 (after units 4, 7, 10 there are tests – see below). Progress Checks give pupils an opportunity to check how well they have learned the material in the units. They are an effective way of revising and developing pupils' sense of responsibility for checking themselves.

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

### ***Fly High 7 CASSETTE***

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

There are various types of activities and exercises involving in the cassette. Some involve simple repetition of words or phrases. Others require pupils to listen to short texts and perform various tasks.

If you find that the space between items on the cassette is too short use the pause button on your tape-recorder to give your pupils more time to repeat or respond.

If you don't have the cassette you can read out the tapescript yourself. All tapescripts are printed either in the Teacher's Book or in the Classbook.

The tape is designed both for use during the lesson and for pupils to use at home. The cassette is not copyright so please make copies for your colleagues and/or pupils.

### ***Fly High 7 TEACHER'S BOOK***

At the beginning of the Teacher's Book you can see the map of the book which lists the contents of each lesson, unit by unit. The Teacher's Book is an essential part of the *Fly High* package. Teachers must have it and use it in order to conduct their classes effectively. The Teacher's Book contains:

- a detailed map of the Classbook arranged according to: Units, Lessons and Topics, Communicative and Skills Development aims of the lessons, Grammar and Pronunciation focus, Vocabulary area, Homework and Cross-curricular links

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- language and culture notes to assist teachers with explanations, answer keys for the activities
- tapescripts for the cassette material
- three sample tests which can be used for official marks
- clear explanations for teachers on how to organise the activities in the Classbook and suggestions for faster/slower classes

### **3 Tests**

We have included some tests for you to use for official marks. We hope that you will also use these as models for your own tests and quizzes.

The tests are based entirely on the material in the *Fly High* units so a pupil who has attended classes and completed all class activities and exercises as well as homework tasks should do well.

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

### **4 Frequently used activities in *Fly High 7***

#### **Titles of the lessons and units**

They include new words which are not introduced separately in the lesson, so it is essential for the teacher to focus on them during the lessons. Where possible the title includes the vocabulary or language point of the lesson. They are designed to help pupils to understand what the lesson will be about, and to remember it.

#### **Matching activities**

In these kind of activities pupils match the pictures and the new words by guessing the meaning. When they finish they should check their answers with you or with their partners to find out whether they guessed right or wrong. This activity is much more fun than the traditional method in which the teacher gives the meaning of the new words. It also helps to develop pupils' cognitive skills. e.g. by comparing the English word to any other languages they know and seeing if they can find the meaning in this way. Using one language to learn another is an important skill in foreign language learning. (It doesn't matter if your pupils can't guess, or guess wrong. You will tell them the meaning of words if necessary.)

#### **Use of pictures**

In *Fly High 7* all pictures serve a language learning function. There are no pictures just for decoration. The pictures must be used actively during the lessons both by teachers and pupils. Misusing or neglecting the pictures will reduce the effectiveness of teaching and learning.

#### **Listen and repeat**

Listen and Repeat activities are mostly done after matching activities or

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after pupils know the meaning of the words or structures. Research shows that we memorise better if new words or structures are listened and repeated once pupils know the meaning, rather than listening and repeating without knowing the meaning of the new words or structures.

### Chain Drill

This activity is used frequently. It was used in book 5 and 6 too. Chain Drills are a good way of dealing with new material. They give every pupil a chance to practise the new language or structure. They can be done very quickly.

Chain drills are a class activity. The teacher introduces the new material. For example *I've got **a pain** in my knee/back*. The teacher practises this with one pupil. S/he says *I've got **a pain** in my knee/back. What about you?*. The pupil answers for himself and asks the question (What about you?). The teacher answers for him/herself and practises this structure with this pupil again, the other pupils watch and listen to him/her. After that the teacher can ask the pupils to do the same procedure like this:

P1: I've got **a pain** in my back. (Turns to the next pupil.) What about you?

P2: I've got **a pain** in my leg. (Turns to the next pupil.) What about you?

P3: I've got **a pain** in my back (Turns to the next pupil.) What about you?

P4: I've got **a pain** in my hand. (Turns to the next pupil.), etc.

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

### Point and Say

This activity is used to practise new words. It helps pupils memorise the new vocabulary in a practical way rather than learning the new words by heart.

Point and Say is pair work which is done with the help of pictures. Pupil A points to a thing in the picture. Pupil B says the word. After that they take turns.

### Games

Game activities are used in *Fly High 7* for two purposes: to warm up the class at the beginning of the lesson and to practise language or a structure which was studied in the lesson. These activities make lessons interesting and fun and often also offer the opportunity to drill language thoroughly. They increase pupils' interest and encourage them to learn more.

### Drawing

Some activities in the book require pupils to draw. We have noticed that most pupils of this age do it willingly as it adds fun and variety to a lesson.

If however some pupils are reluctant you should explain that it is not necessary to be a good artist to make quick, simple drawings.

When pupils need to be more artistic, for example in Project lessons, you should give them more time and encourage them to think hard about their design. Also try to make sure that there is at least one pupil with a talent for drawing in each group.

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### **Study Skills**

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

### **Information gap**

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

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

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

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

### **Remember boxes**

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

### **Project Work**

Project Work is an essential part of this course. It is the final activity in each unit. It is based on all the work covered in the previous five lessons. It gives pupils an opportunity to use what they have learnt in these lessons in an unconscious, freer and more personal way with less control by the teacher. It provides an opportunity for all pupils to work at their own level; strong pupils will produce longer, more complex work as they fulfill the task, weaker pupils will produce shorter, simpler work. Project Work gives pupils an opportunity to be proud of their work, their knowledge and their creativity.

For this reason it is very important to display the posters and pictures produced in Project Work around the classroom so that pupils have the chance to look at each other's work. Pupils can also be asked to assess the work of other pupils. During Project Work pupils are introduced to the writing process when they write ideas and some notes about the topic. Then they use their notes to write descriptions, articles, letters, stories and poems, make post-

ers and programmes. They cut out and draw pictures, maps, graphs, organise interviews, etc. For this purpose it is useful for the teacher to have a box with materials, scissors, rulers, paper, glue, paper clips, etc. Or before the Project Work lesson the teacher could ask pupils to bring these things.

Another very important point is the choice of the Project. From the very beginning Project Work must not be difficult and it is better to divide it into several parts or steps.

It is better to organise Project Work in the same groups because pupils cooperate with each other continuously. Further detailed methodological help for each Project lesson is given in the Teacher's Book.

### **Debates**

Debates help pupils develop their critical thinking skills and consider a problem from different points of view. Debates also are an important new feature in *Fly High 7*. They help pupils to build their confidence in speaking because pupils are not thinking about language accuracy but about proving their point of view. While preparing for debates pupils read previous lessons to find information for the debate. In this way debates encourage pupils to read effectively to get information. Debates also help pupils to become active listeners. While listening to their opponents, they try to find contradictions and make counter-arguments.

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

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

#### **Step I**

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

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

#### **Step II**

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

#### **Step III**

Choose one pupil to be the chairperson. You could choose the best student in



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