

Fly High

ENGLISH 8



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Fly High ENGLISH 8

Teacher's Book

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O'qituvchilar uchun mo'ljallangan mazkur metodik qo'llanma umumiy o'rta ta'lim maktablarining 8- sinflari uchun nashr etilgan „Fly High 8“ 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 aniqlik ko'rsatmalar, kuchli, shuningdek, o'zlashtirishi sekin bo'lgan sinflar uchun takliflar o'rin olgan.

Ingliz tilida

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Introduction

1 About the authors

The team of authors working on the English textbooks consists of : experienced secondary school teachers, teachers from specialised secondary schools, methodologists from the Ministry of Public Education and from In-Service Teacher Training Institutes and 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 8 consist of?

Fly High 8 is the fourth book in a series of books for secondary classes of English. It follows on from *Fly High 5-7* 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 8 CLASSBOOK

The book is divided into 10 units which cover Year 8. 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 5-7* 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: Translation

Fly High 8 contains the same kind of activities as previous books in the series. However there is more translation work, a stronger focus on grammar and more extensive writing tasks.

Grammar Reference

At the back of *Fly High 8 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 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.

Homework and Extra Grammar Exercises

After the six lessons in each unit there are Workbook pages. The Workbook pages contain two types of activities: Pronunciation, Grammar and Vocabulary Exercises and Homework. 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 8 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.

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 8 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 contains:

- a map of the Classbook with information on units, topics, lesson aims, grammar focus, vocabulary, homework and curriculum links
- 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. The tests are based entirely on the material in the *Fly High* units so a pupil who has attended

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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 8*

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 8* 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.

Chain Drill

This activity is used less frequently than at lower levels in the series. Chain Drills give every pupil a chance to practise the new language or structure. They can be done very quickly.

They are a whole class activity. The teacher introduces the new material by asking a pupil, for example: '*What did you do **after you had come back** from school yesterday?*'. The teacher helps the pupil to answer: '*Yesterday **after I'd come back** from school I watched TV*' and ask '*What about you?*'. The teacher answers for him/herself and practices this structure with this pupil again, the other pupils watch and listen to him/her. Then the teacher asks the pupils to carry on, like this:

P1: '*Yesterday **after I'd come back** from school I watched TV*' (Turns to the next pupil.) '*What about you?*'

P2: 'Yesterday **after I'd come back** from school I slept' (Turns to the next pupil.) 'What about you?' and so on round the class.

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 part.

Pupil B answers Pupil A's question(s) according to the information in his 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. There is a variety of projects in *Fly High 8*. They include making posters and leaflets and giving presentations as well as debates and writing essays. Project Work 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.

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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. 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.

Pre, while and post reading/listening activities

In *Fly High* series three steps are used to read or listen effectively. They are pre, while and post reading/listening activities.

Pre-reading/listening activities are done before reading/listening texts. They arouse pupils' interest in the topic, encourage them to predict information, bring them closer to the ideas in the reading/listening text.

While-reading/listening activities are done during the process of reading/listening to a text. They help readers/listeners understand the content of the reading/listening passage, the way passage is organised and the writer's purpose.

Post-reading/listening activities are done after reading/listening to the text and they take the reader/listener beyond the text. They encourage readers/listeners to relate the text to their own views, interests and knowledge and/or to do something with the information they have learnt from the text.

The objective of the three step approach is to make reading/listening manageable and also to help pupils to read in a natural way.

Reading and Listening text types

The reading and listening texts in *Fly High 8* are real life texts. There is a wide variety of text types: newspaper and magazine articles, advertisements, extracts from dictionaries and encyclopedias, labels and packets, letters, radio broadcasts, live interviews, speeches at competitions, etc.

Integration between skills

In *Fly High 8* the four language skills: listening, speaking, reading, writing are taught in an integrated way. The reason is that there are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. Therefore we

have tried to link different skills to each other through various activities such as:

- reading and writing, e.g. reading and filling in the tables, writing summaries, writing an answer to a letter, writing about oneself, note making, writing questions, writing opinions, etc.
- listening and writing, e.g. listening and completing the missing information, completing tables, writing opinions, etc.
- listening and speaking, e.g. listening and answering questions, discussing, etc.

Pronunciation

The *Fly High* authors believe that at this level it is important to introduce some reading rules and work on stress. The first activity each time is to draw pupils' attention to all the possible spellings of a sound or stress pattern. Then pupils practise reading words they know. Pupils are introduced to phonetic symbols. (These are included at the back of the Classbook for reference.)

The pronunciation work is on the same page as the extra grammar exercises at the end of each unit. Teachers should fit them whenever convenient during the unit.

Translation

Translation is used to highlight the similarities and differences between Mother Tongue and English. Pupils translate single sentences, structures and short texts into mother tongue. Translation skills will be further developed in book 9.

5 The *Fly High* Approach

Fly High follows a syllabus approved by the Scientific Methodical Council on Foreign Languages (May 15, 1999). The syllabus is based on topics which were chosen after consulting pupils and teachers in different parts of Uzbekistan.

Fly High aims to help pupils develop the **four Language Skills**: reading, listening, speaking and writing. There is an emphasis on teaching Modern English for Communication so special attention is paid to speaking and listening, which in the past have often been neglected. Of course young learners also need a good foundation in **Vocabulary, Grammar and Pronunciation** so these are also developed systematically. The vocabulary in *Fly High* has been chosen and organised according to topics, and grammar is taught as an integral part of communication. Book 8 has a stronger focus on translation. The purpose is to enable pupils to translate from a foreign language into mother tongue and to support language learning as many people learn well through contrasting languages they know.

The main difference between *Fly High* and other textbooks you may have used is that *Fly High* encourages a **learner-centered approach** to teaching.

What does this mean? We feel that in the past there has been too much focus on the role of the teacher in the learning process and not enough on the



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