Lesson 8 — Welcome to Amberton Farm

Unit 2. Reading: Welcome to Amberton Farm
Laser A1+ SB pp. 14–15 (Reading: Amberton Farm reklamasi — p.14 Match: hayvon bolalari; ex.1 xatboshiga sarlavha, ex.2 jadval, ex.3 qisqa javoblar, ex.4 «I'd like to…»; p.15 so‘z topshirig‘i: welcome, feed, collect, move, plant, pick, touch, stroke) — asosiy manba

Class	Grade 7
Lesson type	Skills
Aim	By the end of the lesson students can read a short advert about a city farm, match paragraphs with headings, and talk about farm jobs and baby animals.
Materials	Vocabulary sheet (33 items), matching worksheet (Groups A and B), slides, flashcards with audio (sozlar.com/vocab); Laser A1+ pp. 14–15
New items	33 words and phrases

Learning outcomes

• name eight baby and farm animals

• use seven farm-job phrases (welcome, milk, collect, brush, move, plant, pick)

• match each paragraph of an advert with its heading

• say what they would like to do at a farm: 'I'd like to…'

Stage by stage (45 minutes)

Min	Stage	Teacher	Students
3	**Lead-in**	Show the cover photo. Ask: Do you live in a town or a village? Have you got a pet? Have you ever been to a farm?	Answer; name any farm animals they know in English.
9	**Presentation (5 blocks)**	Present A baby animals (5), B farm animals (8), C jobs on the farm (7), D the farm and its visitors (6), E a day at the farm (7). Mime the jobs: milk, brush, plant, pick, stroke.	Repeat, copy the Uzbek meaning, mime the verbs.
3	**Match the babies (book p.14)**	Students match the baby animals with the photos. Check with the plural rule (calf → calves).	Match a–g, say the singular and plural.
10	**Reading — ex.1–3 + word task (recycle 1)**	Fast reading for ex.1 (headings, 3 min), then ex.2 table and ex.3 short answers; finish with the p.15 word task (8 definitions, 2 min). Check as a class; ask for the line in the text.	Read, match headings, fill the table, answer in one word or a short phrase.
5	**Our Saturday at the farm (recycle 2)**	Students read the short text on the lesson page/slide and answer the six questions (three true/false, three short answers).	Answer and correct the false sentences.
4	**Speaking — I'd like to… (ex.4)**	Pairs say three things they would like to do at the farm and why.	'I'd like to ride a pony because…'
8	**Matching activity**	Hand out the matching worksheet; Group A and Group B, then swap.	Match halves, read aloud, give the Uzbek meaning.
3	**Feedback and homework**	Correct two mistakes you heard (e.g. 'a calfs'), set the homework.	Write down the homework.

If you are running late (skip in this order)

Bu bosqichlar darsning maqsadiga ta’sir qilmaydi — vaqt yetmasa, shu tartibda tashlab keting.

1. «Memory check» slaydi — ogʻzaki qiling (~3 daq.).

2. Talaffuz (koʻplik qoʻshimchasi) slaydi — uyga bering (~2 daq.).

3. Practice (gap fill) 7–12-bandlar — uyga bering (~3 daq.).

Questions to ask

• What is a city farm? Why do people visit it?

• What time does farm life start at Amberton Farm?

• Which jobs do the visitors help with?

• What is the difference between 'pick' and 'plant'?

• Which heading goes with the paragraph about lunch and tea?

Anticipated problems and solutions

• Students translate every word while reading ex.1. Set a 3-minute limit and ask only for the heading.

• 'Calfs', 'ponys', 'puppys'. Write the two spelling rules on the board: f → ves, consonant + y → ies.

• Confusing 'touch' and 'stroke'. Show: touch = put your hand on it; stroke = move your hand gently along the animal again and again.

Fast finishers / weaker students

Fast finishers write five sentences about an imaginary day at the farm; weaker students complete the gap fill using the word list on the slide.

Homework

• Laser A1+ Workbook pp. 10–11, ex. 1–3.

• Learn the 33 items (sections A–E) with the flashcards: sozlar.com/vocab/cards/?set=grade7-lesson8

• Write five sentences: What would you like to do at Amberton Farm?

Reading text — A school day at Amberton Farm

Every spring our class goes to Amberton Farm. It's **a city farm**, and it's **open to the public** seven days a week. Mrs Collins **welcomes** us at the gate. Farm life **starts early**: the **farm workers** get up at half past five.

First we help with the jobs. We feed the animals, **collect the eggs** and watch a worker **milk the cows**. Then we **brush the horses**. A black and white **sheepdog** helps a farmer **move the sheep** to a different **field**. Nobody has **a lazy day**!

After lunch we **pick** strawberries and **plant** onions. The best part is the baby animals: **lambs**, a **calf**, yellow **chicks**, **ducklings** and a very noisy puppy. We can **touch** them and **stroke** them.

Some girls ride the **ponies** and the boys take the **goats** for a walk. Many families **stay all day**, but our class goes home at four o'clock.

Reading questions — answer key

1. False — it's a city farm.; 2. True.; 3. False — they watch a worker milk the cows.; 4. A black and white sheepdog.; 5. Lambs, a calf, chicks, ducklings, a puppy (any three).; 6. At four o'clock.

Word list (quick reference)

duckling — oʻrdakcha (oʻrdak bolasi)
chick — joʻja
horse — ot
donkey — eshak
lamb — qoʻzichoq
pony (ponies) — poni (kichik ot)
sheep — qoʻy
duck — oʻrdak
calf (calves) — buzoq (buzoqlar)
cow — sigir
goat — echki
chicken — tovuq

sheepdog — cho‘pon iti

collect the eggs — tuxumlarni yig‘moq

plant — ekmoq

a city farm — shahar ichidagi ferma

a field — dala

stay all day — kun bo‘yi qolmoq

stroke — silamoq

welcome — kutib olmoq, qarshi olmoq

brush the horses — otlarni cho‘tka bilan tozalamoq

pick — uzmoq, termoq

open to the public — hamma uchun ochiq

a duckpond — o‘rdaklar suzadigan hovuz

a lazy day — bekorchilik kuni

ride a horse — ot minmoq

milk the cows — sigirlarni sog‘moq

move the sheep — qo‘ylarni boshqa joyga haydamoq

a farm worker — ferma ishchisi

a visitor — tashrif buyuruvchi, mehmon

start early — erta boshlanmoq

touch — tegmoq, ushlab ko‘rmoq

have a great time — vaqtni maroqli o‘tkazmoq