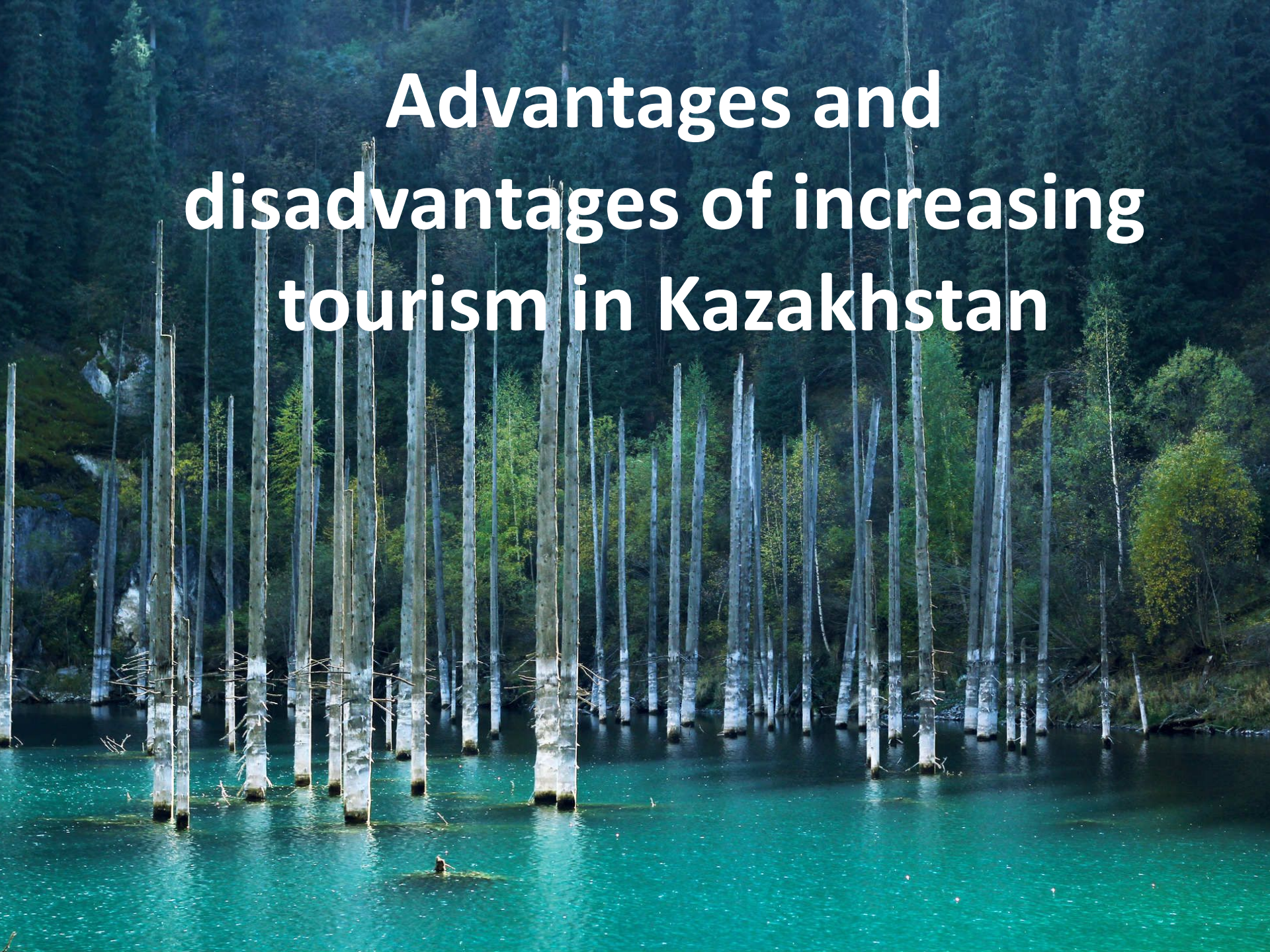


# Advantages and disadvantages of increasing tourism in Kazakhstan





video



# Learning objectives

- **9.S3** explain and justify their own point of view on a range of general and curricular topics
- **9.S8** recount extended stories and events on a range of general and curricular topics
- **9.UE17** use if only /wish [that] clauses [past reference] use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics

# Lesson objectives

## **All learners will be able to:**

- present their posters to classmates
- understand when to use if only structure

## **Most learners will be able to:**

- present their posters to classmates, keeping the attention of a class
- distinct types of I wish / if only sentences

## **Some learners will be able to:**

- present their posters to classmates and ask relevant questions
- complete grammar tasks with no support

# Assessment criteria

- Learners have met **9.S3, 9.S8** learning objectives if they can 1) successfully complete Kahoot! quiz after listening and presenting all the speeches (8 out of 10 right answers) and 2) clearly present posters to the audience and keep their attention
- Learners have met **9.U.17** learning objective if they can 1. get at least 8 out of 10 (for all students) and 2. get at least 12 out of 15 (for those who complete earlier)

# Tourism and economics

## Possible advantages:

- financial benefits
- increased funding and development in areas of beauty
- more jobs

## Possible disadvantages:

- increased damage to areas of natural beauty
- increase in traffic

# Kazakhstan travel information

## Descriptor:

- 1. you are divided into pairs/mini-groups and read information about one of the types of tourism in KZ
- 2. Make a glossary of new words into your copybooks
- 3. After reading you prepare retelling to your classmates
- 4. While you are listening others retelling – you need to make notes into your copybooks
- 5. After all pairs/ groups' presentations there is a **Kahoot!** (to check your attentiveness)



Kahoot!





# Use of English

- We use ***if only*** to express a strong wish that things could be different. It means the same as *I wish* but is stronger. We use it to talk about past, present and future unreal conditions.
- We use ***if only*** + past verb forms to talk about a wish for the present:  
***If only he knew the truth.*** (he doesn't know the truth, but he wishes he did)

- We sometimes use *were* instead of *was* in more formal situations:

***If only she weren't so tired.*** (If only she wasn't so tired.)

- To talk about a wish for the future or to show a contrast between how things are and how we would like them to be, we use *if only + would + infinitive without to*:
- ***If only someone would buy the house.***
- ***If only they would talk to each other.***

- We use *if only* + past perfect to talk about a wish to change something that has already happened:

*If only he had listened to what his friends had been telling him. (He didn't listen.)*

*If only Anna had been able to come. (Anna wasn't able to come.)*



# Relative clause (whom)

- ***Who vs. whom***
- The relative pronoun *who* may cause confusion because it has both a subject form (*who*) and an object form (*whom*). The key to choosing between these forms is to see what the pronoun is doing **in its own clause**.
- Use ***who*** if the pronoun is the **subject of the verb** in the dependent clause.
- The people ***who*** just boarded the plane are in a rock band.  
(The pronoun is subject of the verb *boarded*.)
- Use ***whom*** if the pronoun is the **object of the verb** in the dependent clause.
- The cousin ***whom*** we met at the family reunion is coming to visit.  
(The pronoun is object of the verb *met*.)
- Use ***whom*** if the pronoun is the **object of a preposition** in the dependent clause.
- The agent with ***whom*** I spoke was able to help me.  
(The pronoun is object of the preposition *with*.)

# Practice



# Group work

- **Descriptor:**
- 1. in groups research and plan a tour for a visiting group of English tourists
- 2. peer assess the tour paying particular attention to the practical aspects of the planned tour.
- 3. produce a poster for tourists of your own area
- 4. peer assess the poster paying particular attention to how informative and attractive it would be to tourists.



# Presenting posters



# Reflection - What? How?



# Homework - essay

***“Some young people travel for a year before starting university studies.”***

- Discuss two places to stay and work.
- Compare and contrast the choices.