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# ENGLISH 6

## Teacher's Book

English as the main foreign language for the 6<sup>th</sup>  
grade of the general education schools

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Thank you for your cooperation in advance.



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## Welcome to the 6 grade!

### Dear teachers!

In this step of secondary school English language teaching requires us to teach more effectively and successfully!

This Teacher's Book to the Azerbaijan National Curriculum of VI grade is designed to help you assist students to do their best for learning English.

This book presents excellent ideas and activities on how to teach the concepts and skills specified in each of the English Language Standards. We include some Suggested Activities for teaching each standard, examples of the kinds of listening, speaking, reading, writing and culture study activities, test questions used to assess students on particular standards, and some specific information about content of 6 grade text book, its syllabus, hours, integrative opportunities, valuable resources, and assessment tools. You will get to know classroom options, lesson planning, good strategies that are effective for your teaching.

We hope this book will give you some new ideas for teaching the content and real life and social skills reflected in the statewide standards and help you prepare your students to succeed on the Grade 6. It will provide many opportunities for your students to demonstrate what they know and need to know the expectations expressed in the content and performance standards.



### *Structure of English Language Curriculum in the VI grade* **The aim and objectives of teaching English in the VI grade**

<i>Content</i>	<i>Learning Strategies</i>	<i>Assessment</i>
<i>Learning outcomes</i>	<i>Classroom Management</i>	<i>Assessment Tools</i>
<i>Content Standards</i>	<i>Methods and Techniques</i>	<i>Diagnostic Assessment</i>
<i>Sub – standards</i>	<i>Lesson Planning</i>	<i>Formative Assessment</i>
<i>Integration</i>		<i>Summative Assessment</i>

The aim and objectives of teaching English language in the VI grade to build student-centered activities in the learning process on students' performances which suit learners' needs, interests and abilities. VI grade curriculum focuses on the foundation of English Language development, improving communication skills relating to the real life. Students will be able to get participating in dialogues and identifying new information, improving multicultural diversity, define problems and find solutions of these problems, making good communication skills and developing English language oral speech skills.

## Content of VI Curriculum Framework

The curriculum framework for the VI grade English Language Learning provides flexibility and develops strategies to meet the students' varied needs. The framework sets out what values learners should know and be able to do at various stages of lessons in the 6th grade. Learning outcomes are grounded on to enhance learners' motivation, and to develop their creativity as well as critical thinking and problem-solving skills.

Students will be able to get knowledge and skills on developing listening responding commands in dialogues, speech, identify new information in comprehending text. (1.1.1. 1.1.2)

Speaking covers in the content using background vocabulary relevant to the topic, participating in different dialogues, expressing ideas on a given topic, etc. (2.1.1. 2.1.2. 2.1.3.)

Reading content is about how well students read the text differing lexical-semantic meanings of words and expressions. Students are able to read the stories, words and expressions with stress, divide the text into three parts: introduction, main and conclusion and put questions to the reading texts. (3.1.1. 3.1.2. 3.1.3. 3.1.4.)

Writing content will be about making up short stories with sentences, describing objects and events reading and looking at them in pictures, videos or listening to CDs. Students will write letters and announcements or posters following writing orthography rules. (4.1.1. 4.1.2. 4.1.3 4.1.4.)

Subject knowledge and skills based on including of the learning contents, standards, objectives and the broad learning outcomes provided in the English Language curriculum framework of the VI grade.

## Learning Outcomes and Standards of English Language Grade VI

### By the end of the year student:

- Identifies new information in comprehending a text;
- Differs the lexic-semantic meanings of the new words and expressions, uses them in speech;
- Participates in dialogues on different topics;
- Divides topics into different parts and puts questions on content;
- Writes the words correctly, makes up short stories;
- Writes a letter and an announcement/poster.

### 1. Listening

#### Student:

1.1. Demonstrates the understanding of the content of a text.

1.1.1. Responds questions following commands.

1.1.2. Identifies new information in comprehending a text.

### 2. Speaking

#### Student:

2.1. Demonstrates oral practice skills.

2.1.1. Uses background vocabulary relevant to the topic.

2.1.2. Participates in dialogues on different topics.

2.1.3. Expresses his/her thoughts on the topic.

### 3. Reading

#### Student:

3.1. Demonstrates reading comprehension skills.

3.1.1. Differs lexic-semantic meaning of words and expressions.

3.1.2. Reads the words in the text with an accurate stress.

3.1.3. Divides the text into structures (introduction, main part, and conclusion).

3.1.4. Asks questions in accordance with content of the text.

### 4. Writing

#### Student:

4.1. Demonstrates correct writing skills.

4.1.1. Makes up short stories based on given sentences.

4.1.2. Writes the features of objects and events.

4.1.3. Writes words in accordance with the rules of orthography.

4.1.4. Writes a letter and an announcement/a poster.

### Comments on standards in content.

VI grade		
Standards	Content	Key words
<b>Listening</b>		
1.1.1. Responds questions following commands.	Responds questions about holidays, traditions, health, nationalities.	1.How was your vacation? It was amazing! 2.What is your nationality? 3.My hobby is ...
1.1.2. Identifies new information in comprehending text.	Highlights new information in the text and asks questions.	Text, information, highlight. People lived in <b>caves</b> a thousand years ago.
<b>Speaking</b>		
2.1.1. Uses basic new words and expressions in accordance with the topic.	Uses background vocabulary in any situation relating to the topic.	<b>Free time:</b> day out, greetings, walking in the park, friends, library, going to the cinema.
2.1.2. Participates in dialogues on different topics.	Participates in dialogues on different topics: summer activities, language learning, country, weather, and animals.	<b>Family:</b> where did you spend summer vacation? <b>School:</b> how do you learn languages? <b>Weather forecast:</b> What is the weather like in Baku?
2.1.3. Expresses his/her thoughts on the topic.	Expresses his/her views related to different topics freely.	<b>Health:</b> You should eat more dairy products.
<b>Reading</b>		
3.1.1. Differs lexic-semantic meaning of words and expressions.	Expresses the meaning of words and expressions, open their definitions and uses in sentences.	Mammoth – is a big animal, has long hair and trunk.
3.1.2. Reads the words in the text with appropriate stress.	Reads words with intonation, stress and high or low tone.	<i>Really?</i> High tone. <i>It is funny.</i> Low tone

3.1.3. Divides the text into structures (introduction, main part, conclusion).	Compares and puts in order the parts of the text: introduction, main part, conclusion)	Introduction, main part, conclusion.
3.1.4. Asks questions in accordance with the content of the text.	Chooses questions on content of the text, learns how to put and pronounce them.	Content, text, question, pronunciation.
<b>Writing</b>		
4.1.1. Makes up short stories based on given sentences.	Makes up short stories on given sentences.	<i>For.eg. It was summer. There were many people outside. We went fishing and boating.</i>
4.1.2. Writes the features of objects and events.	Writes the descriptions of objects and events: colours, size, weights.	<i>Blue sky, high mountains, cold weather, sunny day</i>
4.1.3. Writes words in accordance with the rules of orthography.	Writes the words correctly, and letters, follow writing punctuation marks, capital and lower-case letters.	big and small letters, <i>Is Baku an old city?</i>
4.1.4. Writes a letter and an announcement/ a poster.	Writes a letter to a friend, makes an announcement/ poster for events.	a letter, text message, an announcement.

### Intra-subject integration

VI grade			
Listening	Speaking	Reading	Writing
<b>Listening</b>			
1.1.1. Responds questions following commands.	2.1.1. Uses basic new words and expressions in accordance with the topic.	3.1.1. Differs lexic-semantic meaning of words and expressions.	4.1.1. Makes up short stories based on given sentences.
1.1.2. Identifies new information in comprehending text.	2.1.2. Participates in dialogues of different topics. 2.1.3. Expresses his/her thoughts on the topic.	3.1.2. Reads the words in the text with accurate stress.	4.1.2. Writes the descriptions of objects and events.

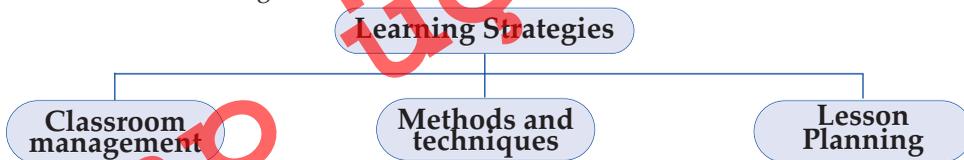
## Inter-subject integration.

VI Grade	
Standards	Integration standards
<b>1. Listening</b>	
1.1.1. Responds questions following commands.	<b>Science.1.2.1 Music. 3.1.1.</b>
1.1.2. Identifies new information in comprehending text.	<b>His 2.1.1; 4.1.1. Nat.lang. 1.1.1; 1.2.1; 1.2.4; 2.1.1;</b>
<b>2. Speaking</b>	
2.1.1. Uses new words and expressions in accordance with the topic.	<b>Nat.lang. 2.1.1. His. 2.1.1; 4.1.1.</b>
2.1.2. Participates in dialogues of different topics.	<b>Nat.lang. 1.2.2; 1.2.3.</b>
2.1.3. Expresses his/her opinions on the topic.	<b>Nat.lang. 1.1.2; 1.2.3; 1.2.4; 2.2.3.</b>
<b>3. Reading</b>	
3.1.1. Differs lexic-semantic meaning of words and expressions.	<b>Nat.lang. 2.1.2. His. 2.1.1. Nat.lang. 1.4.1; 3.3.4. Geog. 1.2.1.</b>
3.1.2. Reads the words in the text with accurate stress.	<b>Nat.lang. 2.2.1. Music. 3.1.1.</b>
3.1.3. Divides the text into structures (introduction, main part, conclusion).	<b>Nat.lang. 2.2.2, 3.1.3. Sc. 1.2.1.</b>
3.1.4. Asks questions in accordance with the content of the text.	<b>Nat.lang. 2.2.3. Sc. 1.2.1.</b>
<b>4. Writing</b>	
4.1.1. Makes up short stories based on the given sentences.	<b>Nat.lang. 3.1.2; 3.1.3. Music. 3.1.2.</b>
4.1.2. Writes the features of objects and events.	<b>Nat.lang. 2.2.1; 3.1.4.</b>
4.1.3. Writes words in accordance with the rules of orthography.	<b>Nat.lang. 4.1.4.</b>
4.1.4. Writes a letter and an announcement/a poster.	<b>Nat.lang. 3.1.4.</b>

### Learning Strategy of VI grade.

Learning strategies you will get various effective tips of achieving requirements of standards in the 6 grade. The following tips are the second main structure of English language Curriculum Framework in the VI grade.

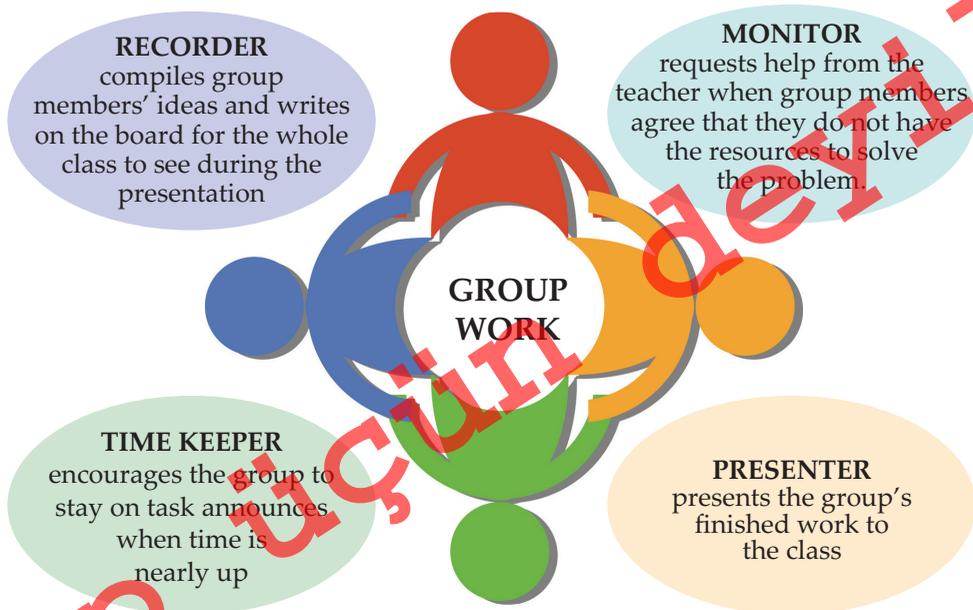
1. Classroom Management Tips.
2. Using New Methods and Techniques.
3. Lesson Planning.



## Principles of Classroom Management

### The main principles of teaching English

- Make classroom atmosphere – respect, rapport
- Set outcome-based learning on personal quality development and developing values
- Choose relevant standards and set objectives for the achieving the main goal
- Set student-centered learning on their needs and interests
- Use warm-ups or ice breakings
- Apply new methods, games / Homework
- Provide Assessment & Feedback
- Engage students to Project work / Student Portfolio
- Start and finish lessons on time
- Provide appropriate seating arrangements
- Use English language in learning process
- Using grammar, phonetic, lexic and vocabulary including content
- Giving everyday expression and speech etiquettes
- Providing audio-visual and power-point electronic slides on topics
- Using interactive-teaching methods developing receptive, productive and interactive skills
- Applying cognitive, metacognitive and social affective strategies
- Make good communication with students in English
- Organizing cooperative learning; group works, pairs and individuals
- Apply visual and authentic techniques
- Use computers to motivate students to integration
- Set extension stage for creativeness: *celebrations; exhibitions; presentations and discussions*



# WELCOME

## Classroom Language

Good day!

Make a circle!

Listen and follow.

Listen and point.

Listen and compare.

What can you see?

Choose and discuss.

Look at the picture!

Look and match!

Work in pairs.

Work in groups.

Act out the story.



Ask your partner!

Be polite!

Be friendly!

Thank you!

Let's talk.

Let's do chant.

Let's play a game.

Line up!

Well done!

Excellent!

Good job!

Perfect!

### Guidelines

#### Student Book

Student Book consists of 10 thematic units. The lessons are divided into following sections including several supporting materials: Listening – speaking – reading – writing: All first tasks presented developing listening-speaking skills:

- Respond answers to questions on different topics.
- Identify new information on topics and discuss.
- Use new words and everyday expressions in oral speech.
- Make relations between words grammatically and semantically.
- Put questions to the topic and pictures.
- Write descriptions of the objects and events in accordance with the rules of orthography.
- Write letters and announcements on topics.

**Vocabulary** lists common words they may find useful in the following categories: everyday expressions in active language, new words on given topics: summer activities, free time, language learning, celebrating parties, English holidays, nationalities, traditions, eat healthy and food pyramid, ecology & man, space and travelling, wonderful world, including visiting parks, places and animals. All topics are presented with the learning of new vocabulary words in certain sizes: 9-12 new words for 2 classes (each class 5-6 words). Student Book provides point-of-use page references for the vocabulary, particularly for listening, conversational, reading & a few writing assignments. Teachers may find alternative resources if they need more information.

**Reading passages** cover all new words usage in active language improving listening, speaking & writing skills. Students may read all sentences in groups, pairs using them in contexts that make good communications. All reading passages will give students new ideas, information from different topics: summer activities, free time, watching TV rules, countries traditions, literature and people, being kind in life, healthy eating habits, ecology and man, space & travelling and wonderful world. All topics have been integrated in different subjects for students to get more life skills.

**Grammar Secret** covers specially using Past Simple in affirmative, negative and interrogative forms; , Proper, Common and Derivative nouns, Reflexive pronouns, Degrees of Adjectives, Future Simple and modal verbs: must, should, and prepositions of directions (on the right , on the left, straight) according to the VI grade curriculum standards requirements.

**Dialogues** will give effective communicative and critical thinking skills. Some dialogues are presented with some missing words that the students can find and fill in speech themselves.

**Homework** will be given as extension stage of the topic and students will do it as a fun & enjoyable task; such as making posters, writing letters, short stories, etc.

### **Teacher's Book**

The Teacher's Book offers complete teaching suggestions for each chapter of the Student Book. Answers to all Student Book exercises are highlighted in the boxes on the corresponding Teacher's Book pages.

The organization for each Teacher's Book chapter parallels that of the corresponding Student Book chapter. Each chapter in the Teacher's Book starts with applying standards, aims and objectives for language, focus, strategy, integration and resources. These objectives are followed by a complete lesson for each section of Student Book chapter & guidelines for instruction to students' needs and interests.

The Teacher's Book provides teaching skills; classroom management, lesson planning and specific language skills through curriculum requirements. It includes specific, sometimes scripted lesson plans to provide teachers new learning strategies. Teachers can develop **lesson procedures** with communicative language learning components:

1. *Motivation*
2. *Research question*
3. *Researching*
4. *Discussing and exchanging*
5. *Presenting*
6. *Output, summarizing*
7. *Evaluating and extension stage*

All procedures are followed developing listening, speaking, reading and writing skills through different activities: tasks, games and projects.



## Listening Comprehension.

### Student:

1.1. Demonstrates the understanding the content of text.

1.1.1. Responds questions following commands.

1.1.2. Identifies new information comprehending the text.

Listening skills play a major role in the success of one's communication skills. Only a good listener can be a good speaker. Whatever your role in life is you need to understand the importance of listening skills development.

Students will listen to different dialogues, speech etiquettes, everyday expressions and questions on different topics ( summer activities, language learning, free time, nationalities and people, etc) and be able to respond all questions following directions and doing some tasks in practice. Try to reflect these objectives in condition of topic handouts, tasks, tests, games, etc. In this grade the listening tasks are: *information gaps, identifying new words, listening and matching, filling, quick responding, open ended questions, etc.*

The instructions of the tasks can be: *"Listen and answer", "Listen and find out", "Listen and discuss",* etc. that can show objectives. Using CDs or audio-videos are the best way to practice listening. These are very effective ways for improving listening skills.

But if you don't have opportunities to do it there are lots of new methods and techniques that you can apply in practicing listening tasks.

They are: *"Complete my sentence", "I statement", "Information gap", "Spot my mistake", "Quick answer", "Categorizing", "Find pictures", "Gossiping", "Chain Story", "Outside-inside", etc.*

## Speaking Skills

### Speaking .

2.1. Demonstrates oral speech skills.

2.1.1. Uses basic new words and expressions in accordance with the topic.

2.1.2. Participates in dialogues on different topics.

2.1.3. Expresses his/her thoughts on the topic.



In this grade the speaking tasks are: brainstorming, discussing, role play, interview, describing, solving problems, etc. You can use different speaking activities that help to improve students' speaking skills. You must choose appropriate strategies that can reflect how well students achieve the goal. The conditions of the tasks can be: *"Think and Share", "Describe the picture", "Talk in groups and pairs",* etc. Using dialogues and discussing, taking interviews are the best ways to practice speaking. These are very effective improving speaking skills.

*Total Physical Response (TPR) with basic commands, Information Gap, Storytelling, Find Differences, Find Someone who ... , Guessing names of objects from oral descriptors, Getting interview and using vocabulary, Role Play*

## **Listening/Speaking Activities**

### **Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

### **Picture Describing**

Another way to make use of pictures in a speaking activity is to give students just one picture and have them describe what is in the picture. For this activity students can form groups and each group is given a there different picture.

### **Role Play**

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

### **Storytelling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening.

### **Interviews**

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

### **Story Completion**

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

### **Picture Narrating**

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures. The pictures may be unscrambled placed and students should put them in order and narrate the story.

### **Hot seat**

It is an excellent game for revising vocabulary. Sit the students facing the board. Then take an empty chair for one student and put it at the front of the class, facing the class. This chair is the 'hot seat'. One student comes up and sits on chair; facing to class and back to the board. Take a list of vocabulary items that you want to use in this game. Write it clearly on the board. Students have to describe that word, using synonyms, antonyms, definitions, etc. to the person in the "hot seat" that can't see the word! He listens to their students and tries to guess the word.

### Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, a picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

### Find Someone Who

It provides a quick way for students to connect with one another and helps them overcome a new situation. Tell students that they are going to play a game to find out things they might not know about each other. They will have a few minutes to fill out a survey sheet. When they hear a signal from you, they will “freeze” in their places. Distribute the «Find Someone Who» survey sheets. Explain that students are to walk around the room and find people who have the characteristics described on the sheet. When they find someone, they write the name in the blank provided. Ask them to find as many different people as possible, using each person’s name only once

#### Find someone who:

Name: \_\_\_\_\_ ...is wearing the same colour as you.

Name: \_\_\_\_\_ ...has an older brother or sister at home.

Name: \_\_\_\_\_ ... visit the Zoo

### Reading Skills

#### Reading.

3.1. Demonstrates reading comprehension skills.

3.1.1. Differs lexic-semantic meaning of words and expressions.

3.1.2. Reads the words in the text with accurate stress.

3.1.3. Divides the text into structures (introduction, main part, conclusion).

3.1.4. Asks questions in accordance with content of the text.



While practicing reading the topics students can reflect the requirements of speaking skills. It is important how well they differ lexic-semantic meaning of the text, read words and expressions following stress, tone and pronunciation. You must plan reading process into 3 parts: pre-reading, while reading and post reading.

**Pre-reading:** showing pictures about the content of the text, giving some questions to predict students background knowledge, discussing, brainstorming, diagnostic tests, etc.

**While reading:** reading the text and finding the lexic-semantic meaning of the new words. Reading aloud following stress, tone and pronunciation.(st.3.1.1.) In this step students demonstrate skimming skills. Finding key words, matching sentences, synonyms, antonyms and homonyms. They choose “True and False” answers, put in order uncrumbled paragraphs, read the text on diagrams, schedules and pyramids.

**Post reading:** It is an extension step of developing reading skills. After reading students can express their ideas on a topic, put some questions on problems, agreeing or disagreeing to some ideas. They can plan and make up their own story, read them to one another, define problems on topics and find solving ways together.

The conditions of the tasks can be: *“Read and guess”, “Read and discuss”, “Read and put in order”, “Read and match”*. These are very effective improving reading skills.

Strategies for developing reading skills:

**Jigsaw reading, Unscrambled Paragraphs, Sentence transformation, True and False answers, C-activities, Unfinished story**

### **Example: Jigsaw Reading**

In this activity you can divide participants into small, mixed groups. Each group should select one person to be the leader. Divide the articles between the groups and assign each group member one segment to read. Distribute recording sheets to group members so they can take notes. Give the group members time to read their segments. Form “expert groups” and have the “expert groups” discuss the main points of their segment. Have participants move back into their jigsaw groups and present his or her segment. Other group members should ask clarifying questions. Group members discuss findings and clarify any questions.

**Close Activities.** Write sentences with blanks and provide vocabulary to complete missing letters. The letters must be jumbled up or dictated. This can be a great exercise to start off class with, and you can write the sentences and words ahead of time and have a student write them on the board while you are taking attendance for class. Students have to select as well as identify, or most difficult, have scrambled or no words available. Students can put the words while listening which have been deleted from the text.

Ba\_\_ (Azerbaijan) is the \_\_\_ of Azerbaijan and entire \_\_\_\_ . It is l\_\_\_ on the sh\_\_\_ of the \_\_\_ Caspian sea; \_\_\_ is over two million \_\_\_\_ .



### **Writing Skills. Writing.**

4.1. *Demonstrates correct writing skills.*

4.1.1. Makes up short stories based on given sentences.

4.1.2. Writes the descriptions of objects and events.

4.1.3. Writes words in accordance with the rules of orthography.

4.1.4. Writes letter and announcement.

Reading achievement and proficiency tests are successfully reflected in writing productively. As an art communication writing is very important for students language proficiency development. Students use proper grammar and some stylistic norms in their writing.

The instructions of the tasks can be: *“Describe and write”, “Write in order”, “Write unscrambled words”, “Write numbers in words”, “Write and match”, etc.* These are very effective improving writing skills. You can use different writing activities that help students’ writing skills.

**Categorizing, Creative writing, Opposite writing, Picture cued writing, Correct mistakes, Capitalizing, C-Test**

see: <https://www.slideshare.net/chiefessay/types-of-writing-techniques>

## Assessment of Students' knowledge and skills in VI grade

### Diagnostic assessment

Diagnostic assessments provide instructors with information about student's prior knowledge and misconceptions before beginning a learning activity. Diagnostic assessment helps to identify specific learning strengths and needs, and usually follows an initial assessment at the beginning of a learning programme, where there is an indication of the need for further, more detailed assessment.

You can use *pictures, picture-surveys, questionnaires, self evaluation checklists* for diagnostic assessment.

**Formative assessments** take place during a learning activity to provide the instructor with information regarding how well the learning objectives reflect doing tasks, activities and practice.

There are some attributes of Effective Formative Assessment”:

#### Descriptive Feedback

“Descriptive feedback should be about the particular qualities of student learning with discussion or suggestions about what the student can do to improve.”

Feedback should be learner-specific and answer the questions above.

#### Self- and Peer-Assessment

Both self- and peer-assessment are important for providing students thinking and metacognitively evaluating their own progress.

This enables students to take responsibility for learning and Student- and peer-assessment should not be used in the formal grading process.

You can provide formative rubrics for assessing students' achievements. Use different *tasks, activities and practical works* for this assessment. Try to make *observation lists, rubrics* reflected objectives.

**Summative assessment.** A summative assessment is used to assess learning and understanding of a broad concept of curriculum. This type of assessment summarizes a student's understanding of a group of concepts at a particular time. This type of assessment almost always comes at the conclusion of a unit, period of time, or an entire school course. A common summative assessment is standardized testing.

The summative assessment is of final achievement level students' performance in the 6th grade. You will have two big summative assessments: in the half academic year and end of the academic year.

In this step you can summarize all units materials presenting *summative tests, oral exams, multiple choice tests, performances*, etc. You will assess your students according to the **VI grade Assessment Standards**. You can prepare summative teacher's checklists, self evaluation papers and report lists for all students performances.

### ABBREVIATION

CW – Collective Work

PW – Pair Work

GW – Group Work

IW – Individual Work

SB – Students book

TB – Teacher's Book

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Week	Standart	Units	Lessons	Hour	Integration	Resources	Evaluations	Differential learning
OCTOBER	1.1.1. 1.1.2. 2.1.3. 3.1.1. 4.1.4.	UNIT 1. SUMMER WAS FUN!	<b>Introduction</b>	1	Nat.lang. 1.1.1.; 1.2.1	text book, flashcards	Diagnostic checklists, open-ended questions	Pictures, Simple tests questionnaire
	1.1.1. 2.1.2. 3.1.4. 3.1.1. 4.1.1.		<b>Lesson 1. Your summer holidays</b> New words - SB Grammar: Past Simple Everyday expressions – SB	2	Science 1.2.1 P.E. 1.1.1.	text book, flashcards, audio-videos, pictures, handouts, flip charts, markers, <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a>	Diagnostic checklists. Formative assessment, fill in the gaps, open-ended questions, multiple choice tests	Pictures, Simple tests questionnaire
	1.1.1. 2.1.2. 3.1.4. 3.1.1. 4.1.1.		<b>Lesson 2. Last Summer</b> Grammar: PS New words - SB Everyday expressions – SB	2	Science 1.2.1 P.E. 1.1.2.	text book, flashcards, audio-videos, pictures Flip charts, markers	Diagnostic checklists. Formative assessment, sentence completion, openended questions.	Pictures, questionnaire drawings
	1.1.2.; 2.1.1 3.1.2. 4.1.2. 4.1.4.		<b>Lesson 3. In the museum</b> Grammar: Past Simple - Irregular verbs New words -SB Everyday expressions – SB	2	Nat.lang. 2.2.3 His. 2.1.1.;	text book, flashcards, audio-videos, pictures flip charts, markers, CD	Formative assessment, open-ended questions, multiple choice test, puzzle.	Picture-guided tests questionnaire
OCTOBER	1.1.2. 2.1.1. 3.1.1. 3.1.4. 4.1.1.	UNIT 2.FREE TIME	<b>Lesson 4. My best day out!</b> New words - SB Everyday expressions – SB	2	Nat.lang. 2.2.2.	text book, flashcards, handouts, pictures flip charts, markers	Formative assessment, open questions, multiple choice tests, picture guided tests	Picture-guided tests Questionnaire Word building
	1.1.1. 1.1.2. 2.1.3. 3.1.4. 4.1.1. 4.1.3.		<b>Sub summative</b>	1			<b>Revision</b>	
	1.1.2. 2.1.2. 2.1.3 3.1.1. 3.1.2. 3.1.4. 4.1.3. 4.1.4.		<b>Lesson 1. I am good at singing!</b> New words - SB Everyday expressions – SB	2	Science 4.1.1.	text book, flashcards, audio-videos, pictures, handouts, flip charts, mark	Diagnostic checklists. Formative assessment, Open-ended questions, multiple choice tests, sentence completion	Tasks, sentence building, questionnaire
	1.1.2. 2.1.2. 2.1.2. 3.1.1. 3.1.4 4.1.4.		<b>Lesson 2. What books do you like?</b> New words - SB Grammar: Degrees of adjective. Everyday expressions –SB	3	Science 2.1.3. Nat.lang. 2.1.1.	Text book, flashcards, audio-videos, pictures flip charts, handouts, markers <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>	Diagnostic checklists. Formative assessment, multiple choice tests, C-Test. True-false answers.	Picture-guided tests questionnaire
OCTOBER	1.1.2. 2.1.1. 2.1.2. 3.1.1. 3.1.4 4.1.4.	UNIT 2.FREE TIME	<b>Lesson 3. Have a nice holiday</b> New words -SB Everyday expressions – SB	2	Science 2.1.1.	text book, flashcards, audio-videos, pictures, handouts, flip charts, mark	Formative assessment fill in gaps, multiple choice tests, sentence completion, matching, etc.	Drawing, Picture tests, Questionnaire Word building
	1.1.1. 2.1.1. 3.1.1. 3.1.2. 4.1.1. 4.1.4.		<b>Lesson 4. Children's parties in Great Britain</b> New words -SB Everyday expressions – SB	2	Science 2.1.1.	text book, flashcards, audio-videos, pictures handouts, flip charts, markers	Formative assessment, open questions, multiple choice tests, fill in gaps, etc. True-false answers	Tasks, sentence building, questionnaire
			<b>Sub summative</b>	1			<b>Revision</b>	

NOVEMBER	1.1.1. 1.1.2.	<b>Lesson 1. How can you learn English?</b> New words - SB Everyday expressions - SB	2	Nat.lang. 1.1.1	text book, flashcards, audio-videos, pictures handouts, flip charts, markers <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>	Formative assessment. Open-ended questions, multiple choice tests, C-Test	Picture-guided tests Simple tests questionnaire
	2.1.3. 3.1.4.						
	4.1.2. 4.1.4.						
	4.1.2						
	1.1.2. 2.1.2	<b>Lesson 2. You should ...</b> New words - SB Grammar: Modal verbs Everyday expressions - SB	2	Nat.lang. 2.1.1. Science 3.2.2.	text book, flashcards, audio-videos, pictures handouts, flip charts, markers	Diagnostic checklists. Formative assessment, open-ended questions, multiple choice tests, C-Test	Tasks, Simple tests Sentence building
	3.1.1.						
	3.1.3. 4.1.4.						
	1.1.2. 2.1.1.	<b>Lesson 3. Your language record</b> New words - SB Grammar: Reflexive pronouns Everyday expressions - SB	2	Nat.lang. 2.1.1.	text book, flashcards, audio-videos, pictures handouts, flip charts, markers	Diagnostic checklists. Formative assessment. Open-ended questions, multiple choice tests,	Picture-guided tests questionnaire Word building
	2.1.3. 3.1.2.						
	4.1.1.						
	1.1.1. 2.1.2.	<b>Lesson 4. Who travels far - knows much!</b> New words - SB Everyday expressions - SB	2	Geog. 1.1.1.	text book, flashcards, audio-videos, pictures handouts, flip charts, markers	Diagnostic checklists. Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, Simple tests Questionnaire Word building
	3.1.1. 3.1.2.						
4.1.1.							
<b>Sub summative</b>							
<b>Revision</b>							
DECEMBER	1.1.2. 2.1.1.	<b>Lesson 1. Do you like watching TV?</b> New words - SB Everyday expressions - SB	2	Computer 2.1.1. L.1.1.2.3.	text book, flashcards, audio-videos, pictures handouts, flip charts, handouts mark	Diagnostic checklists. Formative assessment. Open-ended questions, multiple choice tests.	Tasks, simple tests questionnaire
	2.1.3. 3.1.1.						
	4.1.2.						
	1.1.1. 1.1.2.	<b>Lesson 2. What's on TV today?</b> New words - SB Grammar: I am going to do something. Everyday expressions - SB	2	Nat.lang. 2.1.1	text book, flashcards, audio-videos, pictures handouts mark	Diagnostic checklists, multiple choice tests, sentence completion. True-false answers	Tasks, simple tests questionnaire
	2.1.2. 3.1.4.						
	4.1.1. 4.1.3.						
	1.1.2. 2.1.1.	<b>Lesson 3. A friend or an enemy?</b> New words - SB Everyday expressions - SB	2	Science 2.1.1.	text book, flashcards, audio-videos, pictures, flip charts, markers	Open questions, multiple choice tests, sentence completion, matching, etc.	Drawing, Picture tests, questionnaire
	2.1.3. 3.1.1.						
	3.1.2. 4.1.2.						
	1.1.1. 2.1.3.	<b>Lesson 4. New Year Celebrations on TV</b> New words - SB Everyday expressions - SB	3	Nat.lang. 2.1.1.	text book, flashcards, audio-videos, pictures flip charts, handouts mark	Formative assessment. Open questions, multiple choice tests, sentence completion, matching, etc.	Tasks, simple tests questionnaire Word building
	3.1.2. 3.1.3.						
	4.1.3. 4.1.4.						
<b>Revision of the I half year</b>							
<b>Revision</b>							
<b>Big Summative I half year</b>							

1.1.2. 2.1.3. 3.1.1. 4.1.1. 4.1.4.	<b>UNIT 5, COUNTRIES AND PEOPLE</b>		2	Geog. 2.1.1. Nat.lang. 1.2.1.	text book, flashcards, audio-videos, pictures,handouts, flip charts, markers	Diagnostic checklists. Formative assessment. Open-ended questions, multiple choice tests.	Tasks, simple tests questionnaire	
1.1.1. 2.1.2. 2.1.3. 3.1.1. 4.1.1.	<b>Lesson 1. World around us</b> New words - SB Noun derivative suffixes. Everyday expressions – SB		3	Geog. 2.1.1.	text book, flashcards, audio-videos, pictures, handouts, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests, matching, etc.	Tasks, simple tests questionnaire Word building	
1.1.2. 2.1.2 3.1.1 4.1.2.	<b>Lesson 2. There is a country</b> New words - SB Everyday expressions – SB		2	Geog. 2.1.1.	text book, flashcards, audio-videos, pictures, handouts, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests, fill in the gaps etc.	Tasks, simple tests questionnaire	
1.1.2. 2.1.2. 2.1.3. 3.1.4. 4.1.4.	<b>Lesson 3. Different countries – different traditions</b> New words - SB Everyday expressions – SB		2	Science . 2.1.1.	text book, flashcards, audio-videos, pictures, handouts, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests, matching, etc.	Tasks, simple tests questionnaire	
1.1.2. 2.1.2. 2.1.3. 3.1.3. 4.1.2. 4.1.4.	<b>Lesson 4. British way of life</b> New words - SB Everyday expressions – SB		1	<b>Revision</b>				
<b>Sub summative</b>								
1.1.2. 2.1.2. 2.1.3. 3.1.3. 4.1.2. 4.1.4.	<b>Lesson 1. An important lesson</b> New words - SB Everyday expressions – SB		2	Nat.lang. 2.2.2. Science 3.2.2.	text book, flashcards, audio-videos, pictures handouts, flip charts, markers <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a>	Formative assessment. Open-ended questions, multiple choice tests, etc.	Tasks, simple tests questionnaire	
1.1.1. 2.1.3. 3.1.1. 3.1.3. 4.1.1.	<b>Lesson 2. What is charity?</b> New words - SB Grammar: Compound Nouns. Everyday expressions – SB		2	Nat.lang. 2.1.1. Math. 1.1.2.	text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests questionnaire Word building	
1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 4.1.3 4.1.4.	<b>Lesson 3. Heroes never die!</b> New words - SB Grammar: Noun derivative suffixes. Everyday expressions – SB		2	Nat.lang. 2.2.1. His. 4.1.1. Music. 2.1.1.	text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests questionnaire	
1.1.1. 2.1.3. 3.1.3. 4.1.3. 4.1.4.	<b>Lesson 4. Help-hungry children!</b> New words - SB Everyday expressions – SB		2	Nat.lang. 2.1.1.	text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests.	Tasks, simple tests questionnaire	
<b>Sub summative</b>								
<b>Revision</b>								
<b>UNIT 6, HOW TO BE KIND</b>								
<b>Revision</b>								

MARCH		UNIT 7. HEALTH IS WEALTH					
1.1.2. 2.1.2.	<i>Lesson 1. The food you eat</i>	2	Science 4.1.1.	Text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests questionnaire	
2.1.3. 3.1.3.	New words - SB						
4.1.2. 4.1.4.	Everyday expressions – SB						
1.1.1. 2.1.1.	<i>Lesson 2. Food Pyramid</i>	3	Science 4.1.1.	Text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests, sentence completion. True-false answers.	Tasks, simple tests questionnaire	
2.1.3. 3.1.1.	New words - SB						
4.1.1. 4.1.4.	Grammar: Countable and uncountable nouns. Everyday expressions – SB						
1.1.1. 2.1.1.	<i>Lesson 3. Eat well, stay healthy</i>	2	Nat.lang 2.2.2. Science 4.1.1.	Text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers	Formative assessment. Open-ended questions. Multiple choice tests, puzzles.	Tasks, simple tests questionnaire Word building	
3.1.1. 3.1.3.	New words - SB						
4.1.1. 4.1.4.	Everyday expressions – SB						
1.1.2. 2.1.2.	<i>Lesson 4. Can you cook?</i>	2	Science 2.1.1.	Text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a>	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests questionnaire	
3.1.1. 4.1.2.	New words - SB						
4.1.1.	Everyday expressions – SB						
<b>Sub summative</b>		1			<b>Revision</b>		
UNIT 8. ECOLOGY AND MAN							
2.1.1. 2.1.3.	<i>Lesson 1. The weather forecast</i>	2	Science 1.2.1. Math. 1.1.2.	Text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests, matching.	Tasks, simple tests questionnaire Word building	
3.1.3. 4.1.2.	New words - SB						
1.1.1. 1.1.2.	<i>Lesson 2. The weather in England</i>	2	Math. 1.1.2. Science 1.2.1.	Text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests questionnaire	
2.1.3. 3.1.1.	New words - SB						
4.1.1. 4.1.1.	Grammar: Comparative degree. Everyday expressions – SB						
1.1.2. 2.1.1.	<i>Lesson 3. Environment</i>	3	Science 1.2.1.	Text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests, proverbs, etc.	Tasks, simple tests drawing	
2.1.3. 3.1.1.	New words - SB						
4.1.1.	Everyday expressions – SB						
1.1.1. 2.1.3.	<i>Lesson 4. What can we do?</i>	2	Science 1.2.1.	Text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Formative assessment. Open-ended questions, multiple choice tests, proverbs, etc.	
3.1.1. 4.1.4.	New words - SB						
3.1.1. 4.1.4.	Everyday expressions – SB						
<b>Sub summative</b>		1			<b>Revision</b>		

1.1.2. 2.1.1. 3.1.1. 3.1.2. 3.1.4. 4.1.2.	UNIT 9: SPACE AND TRAVELLING	<i>Lesson 1. Do you know planets?</i> New words - SB Everyday expressions – SB	2	Science 4.1.1. Music 2.1.1.	text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests questionnaire Word building.
1.1.2. 2.1.1. 2.1.2. 3.1.4. 4.1.4.		<i>Lesson 2. Space flights</i> New words - SB Everyday expressions – SB	2	Science 1.2.1.	text book, flashcards, audio-videos, pictures handouts, markers diagrams, flip charts	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests presentation
1.1.2. 2.1.1. 2.1.2. 3.1.1. 4.1.2. 4.1.4.	APRIL	<i>Lesson 3. Are you fond of travelling?</i> New words - SB Everyday expressions – SB	3	L1.2.2.2. Science 4.1.1.	text book, flashcards, audio-videos, pictures handouts, markers diagrams, flip charts	Diagnostic checklists. Formative assessment. Open-ended questions, multiple choice tests.	Tasks, simple tests questionnaire
1.1.1. 1.1.2. 2.4.3. 3.1.4. 4.1.1. 4.1.3.		<i>Lesson 4. How can you travel?</i> New words - SB Everyday expressions – SB	2	Nat.lang. 2.1.1.	text book, flashcards, audio-videos, pictures handouts, markers diagrams, flip charts <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a>	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests presentation
<b>Sub summative</b>			1	<b>Revision</b>			
1.1.2. 2.1.3. 3.1.1. 4.1.2.	UNIT 10: OUR WONDERFUL WORLD	<i>Lesson 1. Around the world</i> New words - SB Everyday expressions – SB	2	Science 4.1.1.	text book, flashcards, audio-videos, pictures handouts, markers diagrams, flip charts	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests
1.1.2. 2.1.3. 3.1.4. 4.1.1. 4.1.2.		<i>Lesson 2. What is wildlife?</i> New words - SB Everyday expressions – SB	3	Science 2.1.3.; 1.2.1.	text book, flashcards, audio-videos, pictures handouts, markers diagrams, flip charts	Diagnostic checklists. Formative assessment. Open-ended questions, multiple choice tests, C-Test.	Tasks, simple tests presentation
1.1.2. 2.1.2. 2.1.3. 3.1.1. 4.1.2. 4.1.4.		<i>Lesson 3. Animals' planet</i> New words - SB Everyday expressions – SB	2	Nat.lang. 2.1.1. Science 2.1.1.	text book, flashcards, audio-videos, pictures handouts, markers diagrams, flip charts	Formative assessment. Open-ended questions, multiple choice tests, C-Test.	Tasks, simple tests questionnaire
1.1.1. 2.1.2. 3.1.1. 4.1.2. 4.1.4.		<i>Lesson 4. Nature of my country</i> New words - SB Everyday expressions – SB	3	Science 2.1.1. Music 2.1.2.	text book, flashcards, audio-videos, pictures handouts, markers diagrams, flip charts <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>	Formative assessment. Open-ended questions, multiple choice tests, C-Test. True-false answers.	Tasks, simple tests presentation Word building.
<b>Sub Summative</b>			1	<b>Revision</b>			
<b>Revision of the II half year</b>			1	<b>Revision</b>			
<b>Big Summative End of the II half year</b>			1	<b>Revision</b>			

# UNIT 1

## SUMMER WAS FUN!

This unit is about students summer feelings and their best days out using past simple tense. There are 4 lessons in this unit:

1. YOUR SUMMER HOLIDAYS
2. LAST SUMMER
3. IN THE MUSEUM
4. MY BEST DAY OUT

**Aim:** Students

1. develop their listening-speaking skills by learning about summer holidays
2. improve their background vocabulary and grammar practice

**Objectives:**

### Students

- a) get to know each others' summer feelings
- b) choose her/his best summer activities
- c) respond questions participating in dialogues
- d) use background vocabulary talking about summer holidays
- e) identify her/his best days out
- f) use past tense on visiting museum after school
- g) discuss summer feelings writing a letter to each other
- h) express all useful things about summer holidays

### REMEMBER AND FOLLOW

1. Describe your summer holidays to your friends!
2. Walk out and spend more time in nature after classes!
3. Share your summer feelings with your friends!
4. Make up your subjects schedule for everyday!
5. Write a letter or send messages to your friend about coming back to school!
6. Make a big poster about summer activities in the classroom!

# LESSON 1. YOUR SUMMER HOLIDAYS

**Aim:** Students express their summer feelings to each other, practising grammar in learning past simple tense.

## OBJECTIVES: Student

- responds questions about summer holidays. – 1.1.1.
- identifies actions in the past. – 1.1.2.
- says his/her summer feelings in dialogues. – 2.1.3.
- differs the meaning of words and expressions on summer holidays. – 3.1.1.
- writes a letter about summer holidays – 4.1.4.
- writes letter and announcement/poster.

**Goal:** Students will develop listening-speaking skills practicing past simple.

**Content:** Listening-speaking

**Integration:** Science. 1.2.1.

P.E. 1.1.1.

## Motivation. Problem situation.

Listening-Speaking. Collective work.

- What summer activities do you know?
- How did you enjoy your summer holidays?

**Diagnostic checklist.** You should make a checklist to diagnose students first ideas on summer holidays.

Rubrics	agree	disagree
1. I like to stay at home on my summer holidays.		
2. It is good to go to the seaside in summer.		
3. Summer activities are good for your health.		
4. Summer holidays are amazing in the village.		

## Everyday expressions

It was amazing!

Have a good time!

**UNIT 1** **SUMMER WAS FUN!**

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**LESSON 1. YOUR SUMMER HOLIDAYS**

*You are going to:*

- learn about summer activities
- use sentences in the Past Simple Tense
- share ideas in pairs and groups

**Word box**

amazing	join
boating	spend
go fishing	sunbathing
camp	tent
circus	tired
melon	watermelon
pick	

**WHAT SUMMER ACTIVITIES ARE USEFUL?**

**LISTENING-SPEAKING**

**1. Look at the picture and say.**

- What summer activities do you know?
- How did you enjoy your summer holidays?

**Everyday expressions**

It was amazing!  
Have a good time!

*Model:* \_\_\_\_\_ I enjoyed swimming in the river.

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## Vocabulary:

Definitions in cards

to spend, boating, sunbathing, go fishing, tired, circus, amazing, camp, tent, to pick, melon, watermelon, to join

GRAMMAR SECRET

Past Simple: to be – was / were; have/has – had

Affirmative			Interrogative		
I	was	had	We	were	had
You	were	had	You	were	had
He/She/It	was		They	were	

*I was happy in summer. I had a lot of fun.*

*Where were you yesterday? Did you have a good time?*

**Negative**

*I was not (wasn't) happy. They were not (weren't) tired. I didn't have much time.*

2. Talk on a chart. «Where were the children on weekdays?»

Model: Where was Murad on Monday? He was at the Zoo on Monday.

	Monday	Tuesday	Wednesday	Thursday	Friday
	the Zoo	the circus	the park	the party	the library
Murad	✓	✗	✓	✓	✓
Lala	✗	✓	✗	✗	✓
Samad	✓	✗	✓	✓	✗
Narmin	✗	✓	✗	✗	✓

3. Put questions and answer them using the chart above.

- .....? Yes, he was. He was ... on Wednesday.
- .....? No, she wasn't. Lala was ... on Friday.
- .....? Yes, he was. Samad was ... on Thursday.
- .....? No, he wasn't. He was ... on Tuesday.

4. Role Play. Make up a short story using the chart.

	usually/everyday/often	yesterday, last week
Murad	is/was at home. He often helps his mother. Today is his day off.	at the Zoo. There were many big animals. It was amazing!
Lala	is/are at the library. She likes to choose books.	at the party. She was happy. She danced a lot.

Model: Murad: Today is my day off. I am at home. I often help my mother. Yesterday I was at the Zoo. There were a lot of big animals there. It was amazing!

READING

5. Read the text and say the meanings of the words and expressions in bold.

Summer holidays are always fun. We enjoy having a good time together. I spent my summer holidays in the country house with my family in early July. I had a good time at the seaside with my friends. We took watermelon and fruit for a picnic. We enjoyed sunbathing and playing beach volleyball there.



At the end of July I went to my uncle's place in the village. Everywhere was full of green grass, flowers and I spent all time in nature. I especially enjoyed looking after farm animals with my uncle. On hot days we walked to the forest, picked flowers and mushrooms with my cousins.

We took some bottles of clean water and some juice. The water in the rivers wasn't clean to drink, but some children drank water from pipes in the village. It was good camping in a tent near the river.

The evenings were amazing there. We made a fire on the bank of the river, cooked fish, had interesting talks and jokes. At the weekends my cousins and I went swimming, fishing and boating. Samir, my elder cousin, never joined us. He spends his free time in front of TV or a computer, so he often gets tired and sleepy.

It is not interesting to be in the city in summer. Do you agree with me?



**Input.** Get the students respond questions about summer holidays. Brainstorm their ideas what summer activities they know. Put some questions that refresh their mind on doing useful activities in summer. Provide videos about summer holidays or some pictures describing summer activities. Elicit some contradictory opinions and put a research question.

**Contradictory opinions:**

Some children stay at home in summer.  
They don't know what activities are useful.

**Research question:**

*What summer activities are useful?*

**SB. Reading- Speaking. Discussing and exchanging ideas.**

Draw the students' attention to research this question, exchanging information and presenting their work using some tasks, handouts and doing the following activities. Students share their summer feelings in pairs using past simple. Give students different pictures describing summer holidays. They describe picture about summer activities, using them in the past, read a story about summer holidays, find problems in this text and analyze them. They talk on pictures "What summer activities are useful?" and choose useful activities in pairs. They do the following activities.

- Answer the questions about summer holidays given on a board collectively. **CW.**
- Identify actions in the past on a grammar chart in pairs. **PW.**
- Tell about his/her summer feelings to each other in pairs. **PW.**
- Differ the meaning of words on summer holidays in groups. **GW.**
- Express useful and useless summer activities reading passages in groups. **GW.**

**Interaction:** Collective, Pair, Group work

**Techniques:** Matching, Information Gap, Jigsaw reading, Role play.

**Summarizing.**

**Output:** Students find out what activities are useful and useless in summer.

<b>Useful</b> get fresh air; see many friends; play outside	<b>Useless</b> stay at home; drink water from rivers, pipes; use computer
--	--

**Evaluation tasks**

fill in the gaps, open questions, multiple choice tests, proverbs, etc.

**SUMMER WAS FUN!** UNIT 1

**SPEAKING**

6. Discuss in pairs and answer the questions.

1. What is this text about?
2. Where did you spend your summer holidays?
3. Who did you spend your summer holidays with?
4. What did you see at the seaside and in the forest?
5. Was it interesting to spend summer holidays in the village? Why?

7. Match the halves and say.

1. I spent summer holidays ...	a) to the river near the village.
2. We had a good time ...	b) water from rivers and pipes.
3. It was interesting ...	c) to the forest, picked up flowers and mushrooms.
4. On hot days we walked...	d) to sit in front of TV and sleep late.
5. In the evening we went...	e) in the country house.
6. Some children drank...	f) cooked fish over it and had fun.
7. My cousin Said liked ...	g) at the seaside with my friends.
8. We made a fire near the river and ...	h) to look after farm animals.

8. Talk on the pictures «What summer activities are healthy?»

a) sleeping long  
b) watching TV  
c) go fishing  
d) sunbathing  
e) swimming  
f) camping outside  
g) drinking from rivers  
h) playing volleyball  
i) boating  
j) using computer

**WRITING**

9. Write a letter: « My favourite summer activities!»

**Self-Evaluation questions**

Why are summer activities healthy?  
How do you plan your summer holidays?  
What places are interesting for summer holidays?

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Past Simple	Past Simple – Negative	
To be – was /were; have/has – had	I was happy They were tired.	I was not happy ( <i>wasn't</i> ). They were not ( <i>weren't</i> ) tired.

*full* – no errors, *half* – few errors (1-2), *a piece* – some errors(3-4), *none* – a lot of errors

Criteria. Student	full	half	a piece	none
responds questions on summer activities				
identifies actions in the past				
expresses summer feelings in pairs				
participates in dialogues				
expresses use of summer holidays				

**Self-Evaluation**

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never --
respond all questions				
find new words easily				
express my feelings				
comment on summer activities				

**IW. Creative work.** Prepare a poster, booklets, CD summer songs, short stories, poems on their summer vacation.

## LESSON 2. LAST SUMMER

**Aim:** Students express their summer feelings writing a letter, practicing grammar in learning past simple tense.

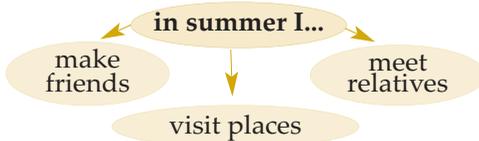
### OBJECTIVES: Student

- responds questions using past simple. – 1.1.1.
- identifies new words in their definitions. – 2.1.2.
- puts questions to the words in the text – 3.1.4.
- practices past simple completing sentences – 3.1.1.
- makes up a short story writing a letter. – 4.1.1.

**Content:** Listening-speaking  
**Integration:** Science. 1.2.1; P.E. 1.1.2

**Motivation. Problem situation.**  
 Listening-Speaking. Collective work.

- How did you enjoy your holidays?
- How do you describe your summer holidays?



**UNIT 1** **SUMMER WAS FUN!**

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**LESSON 2. LAST SUMMER**

**You are going to:**

- speak about summer impressions
- practise Past Simple Tense
- develop writing skills using Internet

**WHAT DO YOU USUALLY DO ON SUMMER HOLIDAYS?**

**LISTENING-SPEAKING**

- How did you enjoy your holidays?
- Who did you make friends with in summer?

*spend a lot of time in nature* → ?  
*I usually* → *meet relatives* → *look after animals* → ?

**1. Read the dialogue between Lala and Samad and answer the questions.**

L: Hi, Samad! I want to send an e-mail to my friend Jane, but I have some difficulties.  
 S: Hi, Lala! Do you have her contacts?  
 L: Yes, I do. Last year we spent summer holidays in the camp in London and made good friends.  
 S: OK! I can help you.  
 L: Thanks! That's great!  
 S: What are you going to write her about?  
 L: I want to write about my last days of summer holidays.  
 S: **Everyday expression**  
*That's great!*

**GRAMMAR SECRET**

	Regular verbs	Irregular verbs
play+ed = played [d]	yesterday	can – could
dance+ed = danced [t]	last week	buy – bought
visit+ed = visited [id]	last month	take – took
	last year	swim – swam
	two years ago	sing – sang
		send – sent

**Look and remember!**

I visited ✗ my friends.	We danced <u>at</u> the party.
You played ✗ football.	They walked <u>in</u> the park.
She watched ✗ TV.	

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### Diagnostic checklist.

On summer holidays ...	often	usually	sometimes	never
I do shopping and housework				
I stay at home and watch TV.				
I play outside a lot				
I visit my relatives in the village				
I go to the cinema and museum				
I write a letter to my friend				

### Vocabulary: Picture-Matching

history, museum, to make a friend, difficulty, to watch, cool, cartoon, contacts, wish, cinema

**Everyday expressions**  
 That's great!

2. Complete the sentences using the new words.



1. I couldn't find you. I don't have your ...
2. My Dad bought tickets for the ...
3. On holidays our history teacher takes us to the ...
4. Finish your letter with ...
5. We went to the ... The film was very ...
6. She has ... to send a message to her friend.
7. I like to watch the ... «Madagascar».

- a. theatre
- b. History Museum
- c. cool
- d. difficultly
- e. cartoons
- f. contacts
- g. best wishes
- cinema

READING

3. Read the Sarah's letter and put questions to the words underlined.

Dear Jane!  
It is me, Sarah! How are you? How did you enjoy your summer holidays? I want to write about my last week. It was full of fun. On Monday I visited my granny. She is always happy to spend her day with me. I helped her in the garden and we had a nice day. On Tuesday I went to the History Museum with my friends. We saw a lot of interesting photos there, especially things about the life in the ancient time. On Wednesday we went to the cinema. We watched the cartoon «Madagascar». It was so cool. On Thursday my sister asked me to go to the theatre. We saw the performance «The Magic Lamp of Aladdin». It was interesting. On Friday it was warm and sunny. I walked with my dog in the park. It was fun! On Saturday we were at one of my friends' birthday party. We sang songs and danced a lot. It was fantastic! I enjoyed the week. All days were enjoyable. And what about you? How did you spend your last week? Please, write to me soon.  
With best wishes, Sarah.

- Who ... ?    What ... ?    When ... ?    Where ... ?    How ... ?

4. Choose True and False answers.

1. Sarah wrote a letter to her friend and posted it by the post-office.
2. On Wednesday she watched a cartoon «Madagascar» at the cinema.
3. On Monday Sarah saw the performance «The Magic Lamp of Aladdin».
4. On Tuesday she learned about ancient people's life in the museum.
5. On Friday Sarah visited her granny to help her in the garden.
6. She enjoyed the weekends, spent her time at the birthday party.

WRITING

5. Write the verbs from the box in the Past Simple.

- |   |          |
|---|----------|
| 1) The children ... at the summer camp yesterday.       | a) sing  |
| 2) Some children ... in the river last Sunday.          | b) have  |
| 3) William ... e-mails to his friends last Monday.      | c) send  |
| 4) The girls ... volleyball in the afternoon.           | d) play  |
| 5) The children ... a barbecue on the beach last month. | e) swim  |
| 6) At night they ... songs and ... last Saturday.       | f) dance |

6. Creative Work. Write a short friendly letter to your friend and tell them about your first trip/holiday/day off. Use expressions below and put them in the right places.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Expressions: Then ... I think ... your friend's e-mail I'm glad ... Best wishes ... Greetings: Dear ... Title: Date:

Self-Evaluation questions

1. How do you spend your weekdays on computer?
2. How do you send messages on computer?
3. How often do you send messages to your friend?

**Input.** Involve students to say one or two sentences about these activities. Most children like to play outside, some of them like to visit his/her relatives, others like to go to interesting places: cinemas, museums, theatres, etc. Students describe their feelings to each other. Get some contradictory opinions.

**Contradictory opinions:**

Children want to live together in summer camp.  
They don't have good opportunity to meet often.

**Research question:**

What do you usually do on summer holidays?

**SB. Reading-Speaking-Writing. Discussing and exchanging ideas.**

Students exchange ideas or discuss the questions in groups, pairs. They discuss questions on pictures using their background vocabulary. Involve students to participate in some activities. Students practice past simple in different activities, completing sentences, using the verbs in the past, etc. Involve them to write a letter to each other about his/her summer feelings, what problems they faced in summer and how they solved them. Students participate in the following activities.

- a) Respond the questions asking each other on a dialogue. **PW.**
- b) Identify new words with their definitions in pairs. **PW.**
- c) Put questions to the text practicing past simple **GW.**
- d) Choose true and false answers comprehending the text. **GW.**
- e) Write a short story letter learning expressions. **PW.**

**Interaction:** Collective, Pair, Group work

**Techniques:** Complete sentences, Information Gap, Unfinished story, Role play.

### Summarizing.

**Output:** Write a letter:

*Students get letter writing skills: greeting, asking about your friends' family members, weather, school success and description your activities on weekdays. What places you visit and how enjoyable they were.*

**Creative work:** In this step students will prepare a letter to her/his friends who live abroad, in the village, in the city, etc.

### Evaluation tasks

sentence completion, open questions, picture guided tests, etc.

Regular verbs	Irregular verbs
play+ed = played [d]	Can -could
dance+d =danced [t]	Buy- bought
visit+ed =visited [id]	Take -took
yesterday	
last week	
last month	
last year	
two years ago	

Criteria. Student	excellent	good	fair	weak
responds questions on summer activities				
identifies new words				
puts questions to the words				
practices past simple				
writes a short letter				

### Self-Evaluation

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never --
respond all questions				
use grammar in my speech				
complete sentences				
match questions to answers				
express my feelings writing a letter				

### IW. Creative work.

Write a text message to your friend about your summer feelings.



## LESSON 3. IN THE MUSEUM

**Aim:** Students express cave people lifestyles using Past Simple.

### OBJECTIVES: Student

- identifies cave people's lifestyle. – 1.1.2.
- uses new words describing pictures. – 2.1.1.
- reads the words with an appropriate stress. – 3.1.2.
- writes the descriptions of a/the picture. – 4.1.2.
- makes a poster about Cave People's life. – 4.1.4.

**Content:** Listening-speaking-reading  
**Integration:** L1 (Nat.Lang.) 2.2.3.  
 His. 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- When did cave people live on the Earth?
- What animals did they hunt?

### Vocabulary: Definition and Picture matching

to discover, cave, skin, to hunt, to warm, mammoth, to cover, to use, spear, stone, to roast, to solve

**Input.** Get the students respond questions looking at pictures or sounding cave people sounds using CDs. They discuss films about cave people who lived thousands years ago, describing their lifestyle and actions. Elicit contradictory ideas and put a research question.

### Contradictory opinions.

Most people are not together today. We can't avoid the dangers. Some people don't help each other.

**Research question:**

What do you know about cave people?

### Everyday expression

A long ago...

### SB. Reading-Writing. Discussing and exchanging ideas.

Involve students to research this question, exchanging information and presenting their work doing the following activities. Use "Unfinished story" method in reading the text "Cave people". They will put questions after reading the text. Students answer the questions, match the sentences to the pictures, open the puzzle, (answer: stone- first letters of the numbers), describe pictures, compares today's and cave people's life.

SUMMER WAS FUN!
UNIT 1

LESSON 3. IN THE MUSEUM

**You are going to:**

- learn ancient people's life
- speak about cave people
- use past simple in dialogues

**WHAT DO YOU KNOW ABOUT CAVE PEOPLE?**

**LISTENING-SPEAKING**

1. Listen to the dialogue and answer the questions.

**Guide:** Look at the picture! These people lived on the Earth thousands years ago.

**Tom:** Where did they live?

**Guide:** They lived in caves. That is why they were cave people.

**Mary:** Wow! Their clothes were so strange. What did they wear?

**Guide:** They covered their bodies with animals' skin.

**Bob:** And what did they eat?

**Guide:** They hunted animals and ate their meat.

**Mary:** Oh! How interesting it was to live in a cave!

**Guide:** Yes, it was interesting! They spent all days together and helped one another.

1. What did the children learn in the museum?  
 2. Was the life of cave people interesting or boring? Why?

2. Fill in and match the sentences to the pictures.

*Model: 1. The cave man looked angry. -B*

- This animal had a long ... and hair.
- This is a big ... where cave people live.
- A cave man used it for making a ...
- They used different animals' ... to cover their bodies.
- They killed animals with ...
- A cave man made a fire and ... meat over it.

**Word box**

to discover	to cover
cave	to use
skin	spear
to hunt	stone
to warm	to roast
mammoth	to solve













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READING

3. Read and pronounce the words and expressions with correct stress in bold.

CAVE PEOPLE

Cave people lived in the caves on the Earth thousand years ago. They hunted **mammoths**, tigers, bears with spears in a big group. Cave people covered their bodies with animals' fat and skin. The animals' skin looked like **clothes** and kept them warm. They used **stones** to make a fire and **roasted** animals' meat over it, warmed themselves. Cave people helped each other in everything. They found food for their children, made clothes and hunted animals. They could solve their problems **together**.



4. Think and answer the questions.

- When did cave people live on the Earth?
- How did they hunt the animals?
- What animals did they hunt?
- Why did they wear animals' skin?
- How did they make a fire?
- Was it interesting to live in the cave?

5. Choose True or False.

- Cave people lived in houses.
- They were outside in groups.
- They hunted cows, sheep and horses.
- They used animals' skins to make clothes.
- Animal fat was for eating.
- They cooked their food on a cooker.

6. Match synonyms and say.

make      old      fat      cave  
thick      hole      ancient      prepare

GRAMMAR SECRET

Regular verbs	Past Simple	Irregular verbs:
hunt – hunted	do – did	write – wrote
play – played	go – went	make – made
dance – danced	eat – ate	wear – wore
live – lived	see – saw	put – put
kill – killed		
roast – roasted		

Did they live in caves?      - Yes, they did. They lived in the caves.  
Did they live in the houses?      - No, they didn't.

- Identify cavepeople's lifestyle listening to each other and respond questions. **PW**
- Find new words matching to the pictures discussing them in groups. **GW**.
- Pronounce words and expressions with correct stress. **PW**
- Ask questions after reading the passage about cave people in groups. **GW**.
- Write the descriptions of caveman's picture in pairs. **PW**.
- Express opinions about facts of people in Azykh cave. **GW**.

**Interaction:** Collective, Pair, Group work  
**Techniques:** Information Gap, Jigsaw reading, Unscrambled Story, Matching, True-False

Summarizing.

**Output:**

**Life is dangerous in a cave:** The big mammoths attacked people. Cavepeople used spears for hunting animals.

**Life is interesting in cave:** The cavepeople hunted animals, made fire and warmed themselves together. They solved all problems together.

**Today's life is dangerous:** People kill animals, cut trees, destroy nature.

Evaluation tasks

open questions, multiple choice tests, picture guided tests, proverbs, etc.

A - strong

B - almost

C - weak

Criteria	Identifies time	Uses new words	Asks questions	Writes descriptions
I group				
II group				

Self-Evaluation

Criteria I can ...	not yet 2	a bit 3	almost 4	full 5
identify cavepeople's lifestyle				
use new words in dialogues				
pronounce words in the text				
write cave people's descriptions				
express today's lifestyle				
My success:				

IW.Creative work.

Make a poster or draw cave people lifestyle and make a presentation about cave people from the Internet!

## LESSON 4. MY BEST DAY OUT

**Aim:** Students express their days out practicing Past Simple.

### OBJECTIVES: Student

- identifies his/her best day. – 1.1.2.
- uses new words and expressions completing tasks. – 2.1.1.
- discusses text and puts "WH" questions. – 3.1.4.
- finds the antonyms of the words. – 3.1.1.
- writes a short story using phrases. – 4.1.1.

**Content:** Listening-speaking-reading  
**Integration:** L1 (Nat.Lang.). 2.2.2.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What do you like to do on your day out?
- Is it interesting to be in or out? Why?

«What am I?» game

**Riddle.** «What am I?»

Model: All children like to watch me.

I have two letters «oo»

What am I?

I am cartoon.

### Vocabulary:

amusement, to be alone, a prize,  
 best, wheel, popcorn, schedule,  
 honest, to serve

Get students learn vocabulary according to this game.

**Input.** Get the students identify new information in dialogue filling in, and participate in it using background vocabulary. Involve students to discuss on their best day out. Elicit contradictory ideas and put a research question.

### Contradictory opinions:

Most children don't like to be out, stay at home and use a computer.

Some children can't choose their best day out.

**Research question:** *How do you spend your day out?*

**Interaction:** Collective, Pair, Group and Individual work.

**Strategy:** Interview, Storytelling.

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SUMMER WAS FUN!

**LESSON 4. MY BEST DAY OUT**

**You are going to:**

- identify outdoor activities
- improve Past Simple Tense
- develop pronunciation skills

**Word box**

amusement to be alone  
 a prize  
 best  
 wheel  
 popcorn  
 schedule  
 honest  
 to serve

**HOW DO YOU SPEND YOUR DAY OUT?**

**LISTENING-SPEAKING**

- What do you like to do on your day out?
- Why is it interesting to be out?

**Everyday expressions**

Really?  
 That's fantastic!



**1. Complete the dialogue between Tom and Alice.**

T: Do you like ... ?  
 A: ... ! I love to walk out of the city.  
 T: Is it interesting to be ... ?  
 A: Yes, it is. But sometimes I'm afraid of ...  
 T: ... ? But they love children and ...

*wild animals, that's fantastic, never touch them, to be out, really, at the circus*

**2. Read and learn the poem.**



«Six honest serving men»  
 I have six honest serving men.  
 They taught me all I knew.  
 Their names are *What* and *Why* and *When*  
 And *How* and *Where* and *Who*.  
 Rudyard Kipling











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**SUMMER WAS FUN!** **UNIT 1**

**GRAMMAR SECRET**

Kate <i>went</i> to the park. Did she go to the park? Where <i>did</i> she go?	Yes, she <i>did</i> . To the park.
--	---------------------------------------

**READING**

3. Read and match the pictures to the passages.

On March 24th, I went to the circus with my family. It was an interesting show. I saw a lot of animals there and rode an elephant! It was so big and kind. My Dad bought me some popcorn. I liked the circus very much. That was my best day out. **Orkhan**

My best day out is going to the party. On April 5th, I was alone at home. My friends and I decided to go to the party. My Mum bought me a red dress for a party. I looked beautiful in my new red dress. We danced and played interesting games. I got a small prize for my lovely dancing. **Leyla**

Three days ago I went to the amusement park with my cousins. We watched Flash Mob there. We went on a big wheel five times! Then we went to the café, ate food and ice-creams. That was fantastic! **Aydan**

Last month I was at the children's concert. I went there with my elder sister. It was amazing! Then we went to the Internet café. We ate sandwiches and played computer games. So, I enjoyed my day out and got happy! **Samad**

4. Discuss the passages and say: Who ...

... wore a red dress.	... rode an elephant.
... went on the big wheel.	... got a small prize.
... played computer games.	... was at the concert.
... ate ice-cream.	... ate popcorn.

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**SB. Reading-writing. Discussing and exchanging ideas.**  
Draw students' attention to research this question, working in groups, exchanging information and doing tasks together. Get them discuss reading passages, asking each other about their best days out and plan his/her own best days.

- a) Identify their own best day out listening to each other in pairs. **PW.**
- b) Use new words and expressions in completing tasks in groups. **GW.**
- c) Put "WH" questions to the text and discuss them in groups. **GW.**
- d) Find antonyms. **PW.**
- e) Write a short story using phrases. **PW.**

Students discuss all information in groups and pairs doing tasks, handouts and some activities,

**Summarizing.**

**Output:** Students plan their own best day out:  
to have sandwiches with friends at a cafe!  
to visit interesting places and get information  
to be at the circus to have a fun!  
to go to the Zoo and see animals!  
to ride a horse in the field!

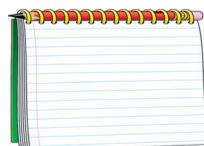
**Everyday expressions**  
Really!  
That is fantastic!

Criteria	identifies his/her best day	uses new words	puts questions	writes his/her best day out
I group				
II group				

**Self- Evaluation**

Criteria I can ...	not yet 2	a bit 3	almost 4	full 5
identify my best day out				
use new words				
put questions to the text				
write a story				
My success:				

**IW.Creative work:**  
Write a short story: "My best day out" using phrases.



## SUB SUMMATIVE TEST I

Choose the right answer.

1. When ... a letter to your sister last week?

- a) you wrote                      b) did you write                      c) you write?

2. ... lived a ... years ago.

- a) Indian people/million  
b) Cave people/thousand  
c) English people/hundred

3. Cave people killed animals with a ...

- a) knife                              b) stick                              c) spear

4. Which is a summer activity:

- a) watching TV                      b) going to the beach                      c) doing sums.



5. He is ...

- a) singing  
b) sunbathing  
c) swimming

6. Read the letter and choose the right tense form.

Hello! My name **is/was** Carlo and I live in Spain . Last summer I **visited/visit** my friends. I **go/went** to the beach, to the park and to the swimming pool. I **took/ take** my sunglasses, a towel, a sun hat, my swimsuit and a beach ball in my suitcase.

7. Choose the right answer.

<i>He visited to see ...</i>	a	his relatives
	b	his friends
	c	his family

8. He took ... for himself in summer.



a)



b)



c)

9.

<i>He was at the ...</i>	a	Zoo
	b	party
	c	swimming pool

10. Make up a story.

- a) First of all, I went to the summer camp.  
b) After my hard and busy school year my summer holidays began.  
c) I spent my time very well.  
d) Hello! My name is David.

1) ...

2) ...

3) ...

4) ...

# UNIT 2

## FREE TIME

This unit is about students' hobbies and their interests. There are 4 lessons in this unit:

**Lesson 1. I AM GOOD AT SINGING!**

**Lesson 2. WHAT BOOKS DO YOU LIKE?**

**Lesson 3. HAVE A NICE HOLIDAY!**

**Lesson 4. CHILDREN'S PARTIES IN GREAT BRITAIN**

**Aim:** Students

1. Develop their listening-speaking skills learning about daily activities;
2. Succeed using background vocabulary and grammar practice

**Objectives:**

**Students**

- a) Express useful hobbies in daily life and develop vocabulary skills;
- b) Identify problems and express of doing something;
- c) Improve reading different types of books;
- d) Get to know following book care rules;
- e) Comment the content of the story using degrees of adjectives;
- f) Select his/her own favourite book;
- g) Identify types of parties using words and expressions
- h) Express their holiday feelings using appropriate words and expressions
- i) Write about holidays and make up a holiday poster
- j) Write a letter or messages to friends on holidays

### REMEMBER AND FOLLOW!

1. Make your free time on your schedule.
2. Take one day off with your family.
3. Read interesting books and take care of them.
4. Get more information from books.
5. Learn about different parties and holidays
6. Write letters and messages to your friends.
7. Visit old and sick people on holidays.

## LESSON 1. I AM GOOD AT SINGING!

**Aim:** Students express their hobbies in daily life and develop listening-speaking-reading –writing skills.

### OBJECTIVES: Student

- responds questions choosing activities. – 1.1.1.
- identifies hobbies describing pictures. – 1.1.2. 2.1.3.
- expresses her/his opinions about the text. – 3.1.4.
- writes a story about hobbies. – 4.1.1.
- follows the spelling rules in writing – 4.1.3.

**Content:** Listening-Speaking-Reading  
**Integration:** Science. 4.1.1.

**Motivation. Problem situation.**  
Listening-Speaking. Collective work.  
1. *What do you enjoy doing?*  
2. *What do you like to do/doing?*

**Vocabulary:** “Hot Seat”

puzzle, money, knitting, to fight,  
to defend, quiet, to take part,  
competition, folk, to be sick,  
to do sum

**Input.** Get students exchange ideas what they like doing using this grammar chart. Students look at the pictures and say what these people are good at. Use a whiteboard or flip chart to point all ideas. Involve students participate in dialogues and ask each other what they are good at. Students read different short passages about hobbies and choose the best activity in their daily life.

### Contradictory opinions:

Some children have problems doing something.  
Children can't choose hobbies.

### Research question:

*What are you good at*

**FREE TIME** **UNIT 2**

**LESSON 1. I AM GOOD AT SINGING!**

**You are going to:**

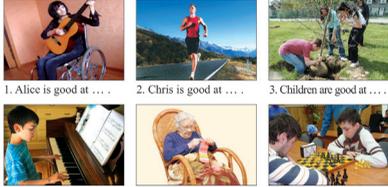
- learn your daily activities
- share your hobbies
- compare *do, play and go*

**WHAT ARE YOU GOOD AT?**

**LISTENING-SPEAKING**

- How do you spend your free time?
- What do you like doing?

**1. Look at the pictures and say what they are good at ...**



1. Alice is good at ... 2. Chris is good at ... 3. Children are good at ...  
4. Orkhan is good at ... 5. My grandmother is good at ... 6. They are good at ...

**Word box**

puzzle	to take part
money	competition
knit	folk
to fight	to be sick
to defend	to do sums
quiet	to work hard

**2. Complete the sentences using the given words and word combinations.**

**Model:**

I like doing crossword.  
I am good ...  
I like ...



**GRAMMAR SECRET**

I like tennis.  
I like playing tennis.  
I'm good at crosswords.  
I'm good at doing crosswords.

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### Grammar Secret

I like table tennis.  
I like playing table tennis.  
I'm good at crosswords.  
I'm good at doing crosswords.

**SPEAKING**

3. Ask your partner. Are you good at ... ?



using computer



doing sums



cooking



riding a bike



dancing



speaking English

Model. Are you good at dancing? Yes, I am.

4. Tell about the activities under the right column.

PLAY	DO	GO
1. to play the piano	1. to do sums	1. to go in for sports

**READING**

5. Read and tell your opinions about the activities under the right column.

Hi! My name is Maria. I'm eleven years old. I come from Rome. I draw pictures. I make greeting cards and posters for my friends. Sometimes I draw pictures about English stories after reading them. Drawing is fun. But I need an interesting topic to draw and a quiet place for to work!



Hi! My name is Tom. I'm twelve years old. I live in Madrid. I like doing karate after school. I learn how to fight and defend myself. It's fun. On summer holidays, I go to a karate camp. Every year there is a karate competition in Madrid. Last year I took part in the competition and won a gold medal. The only problem with karate is that you work hard and you get tired!



Hi! I'm Roberto. I'm eleven years old. I'm from Brazil.



I don't like sport very much, and I'm not very good at it.

I like music. My hobby is playing the guitar and I play at concerts. The only problem is that my elder brother plays the guitar too, and we have only one guitar in the house. Last month a famous pop singer came to Brazil, and I went to the concert with my brother. It was cool!

Hi! My name is Nigar. I'm twelve years old and I live in Azerbaijan.



I love dancing. It's my favourite hobby. I like ballet and folk dancing. I go dancing.

At the end of the year, we had a show. Everybody enjoyed that show. Dancing takes lots of time. I don't have enough time to go to a dancing class, because I have a lot of homework to do. There is no dancing studio near my house. That's my big problem.

6. Complete the sentences according to the text working in pairs.



Name ... ; hobby ... good ... it .  
country ... ; problem ... .



Name ... ; hobby ... good ... it .  
country ... ; problem ... .



Name ... ; hobby ... good ... it .  
country ... ; problem ... .



Name ... ; hobby ... good ... it .  
country ... ; problem ... .

**SB. Speaking-Reading. Discussing and exchanging ideas.**

Students research this question, working in groups, pairs with these activities. Students read different short reading passages about hobbies and choose the best activity in their daily life. Use «Hot Seat» game for developing vocabulary. Students describe the pictures and completing the sentences what these people are good at. Students read these short passages in «Jigsaw Reading» to inform each other developing listening-speaking skills. Activities are:

- Respond questions and choose the right activity – PW.
- Identify hobbies using “What are you good at ...?” – GW.
- Give opinions to the children’s stories completing pictures – GW.
- Talk on a chart saying children’s hobbies. – GW.
- Make up a story describing pictures following the spelling rules - PW.

**Summarizing.**

**Output** – Students plan their own useful activity in daily life!

- to draw a picture
- to make a wooden things
- to play the violin
- to go in for sport
- to take photos
- to do sums

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Outside-Inside, Jigsaw reading, I statement, etc.

**Everyday expressions**

What are you good at?

7. Talk on a chart. What are these children good at?

Model: Tim is good at ..., but is not good at ...

	climbing a tree	skipping	riding a bike	swimming	singing a song	playing the piano
Tom	✓	✗	✓	✓	✗	✗
Mary	✗	✓	✗	✓	✗	✓
Bob	✓	✗	✓	✓	✓	✗
Jane	✗	✗	✗	✗	✓	✓

## WRITING

8. Describe pictures. What are they good at?



9. Write your own story following the spelling of the words.

My name is...  
I am from ...  
My hobby is ...  
I am good at ...  
I did ...  
My problem ...



## Self-Evaluation questions

1. What hobby do you like to do most?
2. Why do people have hobbies?
3. Which hobbies are the most popular in your country?

## Evaluation tasks

open questions, multiple choice tests, sentence completion, proverbs, etc.

- A- no errors;  
B- a few errors;  
C- some errors;  
D- a lot of errors

Criteria. Student	A	B	C	D
responds questions				
finds problems				
matches letters				
expresses useful activities				

## Self-Evaluation

Criteria I can ...	full	half	a bit	none
respond all questions				
identify my hobby				
express my opinions				
write a story				

1W. Creative Work. Write your own story following the spelling of the words.

My name is...  
I am from ...  
My hobby is ...  
I am good at ...  
I did ...  
My problem ...



Çap

## LESSON 2. WHAT BOOKS DO YOU LIKE?

**Aim:** Students improve reading different types of books and get to know how to keep books clean.

### OBJECTIVES: Student

- a) identifies types of books and says characters. – 1.1.2.
- b) finds the word phrases about reading books. – 3.1.1. 2.1.3.
- c) prepares interview questions about reading. – 2.1.2.
- d) pronounces the words with the correct stress – 3.1.2.
- e) gives opinions using degrees of adjectives. – 3.1.4.
- f) writes words with the correct spelling. – 4.1.3. 4.1.4.

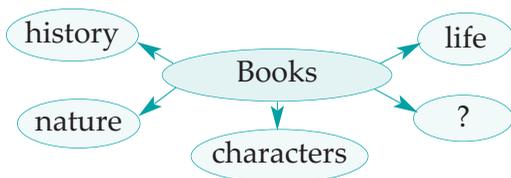
**Content:** Listening-Speaking-Reading

**Integration:** Science 2.1.3. L1. (Nat. Lang) 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

1. Are you fond of reading? Why?
2. What kind of books do you read?



### Diagnostic checklist.

Free time	agree	disagree
1. I like to read adventure books.		
2. It is good to read comic books.		
3. I know a lot of poems.		
4. I prefer reading romantic books.		

FREE TIME
UNIT 2

**LESSON 2. WHAT BOOKS DO YOU LIKE?**

**You are going to:**

- choose your favourite book
- say your reading time
- share your opinions in pairs

WHY ARE THE BOOKS SO IMPORTANT?

LISTENING-SPEAKING

1. Are you fond of reading? Why?
2. What kind of books do you read?

Let's learn about kinds of books:

a comic book, a fairy-tale, a poem, an adventure story, a novel, a detective

1. Choose and match. Say the kinds of these books.  
Model: «Alice is in Wonderland» is a fairy-tale – A.



A  
«Alice is in Wonderland»  
This book is ...



B  
«Sherlock Holmes»  
This book is ...



C  
«The Adventures of Tom Sawyer»  
This book is ...



D  
«Batman»  
This book is ...



E  
This book is ...



F  
This book is ...

Word box

fairy-tale	soul
adventure	selfish
novel	to print
detective	sweetly
exciting	important
to mark	knowledge



### Vocabulary: "Hot Seat"

fairy-tale, adventure, novel, detective, exciting, to mark, soul, selfish, to print, sweetly, important

**Input.** Brainstorm students about these questions above and they get to know different types of reading books. They exchange their ideas and discuss which book is more interesting, which is less. They match pictures with the definitions of the new words. Involve the students discuss book care rules.

### Contradictory opinions:

- a) Most children prefer getting information from the Internet not from books.
- b) Some children don't follow book care rules.

READING - SPEAKING

2. Read and choose the word phrases about reading.

BOOKS IN OUR LIFE

We can't live without books! Books are our friends all our life. They give us knowledge and good mind. In ancient times people wrote books by hand. It was difficult to write a book with a pen. Then printing came into our life. Now there are different kinds of books in the shops. It is impossible to buy all books. That is why we get books from libraries. Many people can read books from the Internet.

When you have difficulties, books can help you to solve them. There is a proverb about books: «A room without books is a body without a soul». It is really, so.

3. Prepare some interview questions:

- (like/reading) Do you like reading?
- (what/kind of book) .....
- (how many books/read) .....
- (last book/buy) .....
- (how often/buy/books) .....
- (go/to the library) .....

4. Talk about the books.

Books	Title	Author	Characters
1. Adventure	The Adventures of Tom Sawyer	Mark Twain	Tom and Aunt Polly
2. Novel			
3. Fairy tales			
4. Comics			
5. Poetry			
6. Detective			

REMEMBER: Before reading a story you can divide the text into three parts:

Introduction	Main Part	Conclusion
Begin with short ideas and some questions.	Find interesting information, main ideas, problems and some details.	Revise and finish story with problem solving.

GRAMMAR SECRET

Degrees of Adjectives		
Positive	Comparative	Superlative
big	bigger	(the) biggest
funny	funnier	(the) funniest
interesting	more interesting	(the) most interesting



It is as big as ...  
It is bigger than ...  
It is the biggest ...

Model:

- Tom and Jerry is **as** funny **as** Mickey Mouse.
- She gets up **earlier than** her brother.
- This library is **more** comfortable **than** that one.
- Batman is **the most** exciting film for all children.

5. Open the brackets using the correct degree of adjectives.

- Comic books are (*funny*) than adventure books.
- Fairy tales are the (*lovely*) books for children.
- Detective books are (*exciting*) than fairy tales.
- Poetry books are (*interesting*) for everyone.

6. Match the halves.

- |                            |                          |
|----------------------------|--------------------------|
| 1. We must put books ...   | a) books clean.          |
| 2. We must sit quietly ... | b) pages of the books.   |
| 3. You must keep ...       | c) in the library.       |
| 4. You mustn't spoil ...   | d) back in their places. |

Book Care Rules

- Never mark or write books.
- Be careful turning pages.
- Keep books away from food and drinks.
- Keep books in special place at home.
- Return library books in time.



Research question:

Why are the books so important?

SB. Speaking-Reading. Discussing and exchanging ideas.

Get the students read "Selfish Giant" in groups and find the answers of the "WH" questions. Students learn the parts of the text: introduction, main and conclusion. They should complete the text themselves. Students discuss all information putting questions to the texts, using «Informations Gaps» Students research this question working in groups, pairs with these activities.

- Choose and match different types of books – GW.
- Describe the pictures of books for their types. – GW.
- Pronounce the words with correct stress in the story "Selfish Giant". – GW.
- Prepare interview questions and talk about the books. -GW.
- Complete sentences using degress of adjectives. – GW.
- Write a short story about "Selfish Giant" - IW.

Interaction: Collective, Pair, Group and Individual work.

Techniques: KWL, Unfinished story, Information Gaps, etc.

Summarizing.

Output

We should ... read books once a week; get information from books;	We shouldn't ... use internet all day; leave books on dinner table;
---	---

Book Care Rules

- Never mark or write books.
- Be careful turning pages.
- Keep away books from food and drinks!
- Keep books in special place at home.
- Return library books in time others can.

READING

7. Read and pronounce the words with an appropriate stress.

SELFISH GIANT\*



Oscar Wilde (1854-1900)



never came, and the summer never came. The autumn gave fruit to every garden, but it was always winter in the Giant's garden. ....

A) Every afternoon children went to play in the Giant's garden. It was a large lovely garden, with soft green grass, beautiful flowers and trees. The birds sat in the trees, and sang so sweetly that children stopped their games and listened to them. «How happy we are here!» children cried.

B) One day the Giant came home and saw the children in the garden. He stayed with his friends for seven days. «What are you doing here?» he cried in an angry voice, and the children ran away. «My own garden is my own garden. I don't allow anybody to play in it.»



C) So he built a high wall round the garden. He was a very selfish Giant. The children couldn't play in the garden.

D) Then the spring came and there were flowers and birds everywhere. Only in the garden of the selfish Giant it was still winter. «I can't understand why the spring is so late», said the selfish Giant. But the spring

8. Match the headings to the passages (A, B, C, D).



\*Selfish Giant [ˈselfɪʃ ˈdʒaɪənt] Oscar Wilde's short story for children

9. How does the story end? Which season came to the garden at the end?



10. Think and answer.



WRITING

11. Think and write in your notebook:

Describe the garden	Selfish Giant and the children	Your own garden
_____	_____	_____
_____	_____	_____

12. Write about your favourite book. What kind of book is it?

Self-Evaluation questions

1. What books are the most interesting to read?
2. What books are the least interesting for you?
3. Which place is good for reading books?

Evaluation tasks

multiple choice tests, C-Test, sentence completion, etc.

full – no errors; half – few errors; a piece- some errors; none – a lot of errors

Criteria. Student	full	half	a piece	none
identifies types of books				
finds the word phrases				
uses degrees of adjectives				
prepares interview questions				
writes a story about books				
Your success:				

Self-Evaluation

Criteria I can ...	perfect	good	fair	poor
choose my favourite book				
find word phrases				
use degrees of adjectives				
prepare interview questions				
write a story about books				

IW. Creative work. Write a letter:

«My favourite book is...»

## LESSON 3. HAVE A NICE HOLIDAY!

**Aim:** Students develop listening- speaking skills celebrating holidays.

### OBJECTIVES: Student

- identifies types of parties and holidays. – 1.1.2./2.1.1.
- filling the sentences participating in dialogues. – 2.1.2.
- puts questions to the text. – 3.1.4.
- compares the sentences using adjectives. – 3.1.1.
- makes a holiday poster. – 4.1.4.

**Content:** Listening-Speaking  
**Integration:** Science. 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What holidays and celebrations do you know?
- What can you make for parties?

**Vocabulary:** “What am I?”

invitation, fireworks, blow up,  
official, movable, major, religious,  
fasting, pastry, to raise, solidarity,  
to share, to pray

Early- earlier- (the) earliest  
Happy- happier – (the) happiest  
Long –longer – (the) longest  
Exciting – more exciting –  
(the) most exciting

UNIT 2 FREE TIME

**LESSON 3. HAVE A NICE HOLIDAY!**

**You are going to:**

- discuss the types of holidays
- improve speaking skills
- prepare a holiday poster

**Word box**

invitation	pastry
fireworks	to raise
official	solidarity
movable	to share
major	to pray
religious	sacrifice
to fast	

**WHY DO WE CELEBRATE HOLIDAYS?**

**LISTENING-SPEAKING**

1. What holidays and celebrations do you know?  
2. What can you make for parties?

**Everyday expressions**  
Have a nice holiday!  
How can I help you?



**1. Listen and fill in the gaps.**

Mike: What are you doing, Alice?  
Alice: I'm making ..... for our balloon party. I made some yesterday. Have a look. Do you like them?  
Mike: Yes, I do. How do you make them?  
Alice: I cut the card in the .....  
Then write an invitation ....  
Mike: It is interesting! How can I help you?  
Alice: OK! You can write the invitations and put them into the .....

shape of a balloon on the card envelopes invitation cards

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**Input.** Students choose holidays items and discuss how use them. They are involved to identify types of holiday. Brainstorm ideas on “Cluster” and collect different opinions celebrating holidays. Students find new words on pictures and use them in sentences. Provide students cards about types of holidays to discuss them.

### Contradictory opinions:

Students have less information about history of holidays!  
Most people forget traditions and values.

**Research question:**

Why do we celebrate holidays?

**Do you know that ...**

- **national holiday** – an official holiday of the country;
- **major holiday** – a big holiday in the world;
- **popular holiday** – a widely celebrated holiday. People like it very much;
- **local holiday** – a holiday celebrated in some regions or places;
- **religious /movable holiday** – a holiday that moves every year; some religious holidays are movable holidays;
- **red-letter day** – 1) a holiday in red letters in the calendar;  
2) a memorable, important, or happy day.

**READING**

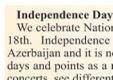
2. Read the passages and say the meanings of the words and expressions in bold.

**New Year's Day**

New Year's Day is on January, 1st. People often gather at the place with their friends to see the **old year out** and welcome the new year. People say each other: – Happy New Year!  
– The same to you!

**Republic Day in Azerbaijan**

On this day Azerbaijani people **decorate** the cities with the national flag of free and democratic Azerbaijan. Azerbaijani people enjoy the day in the streets. People raise the **national flag** in the capital of Baku. In the evening people watch wonderful fireworks in the sky.

**Independence Day**

We celebrate National Independence Day on October, 18th. Independence Day is a national holiday in Azerbaijan and it is not one of the official **non-working** days and points as a **red-letter holiday**. You can watch concerts, see different historical films on TV.

**Novruz Holiday**

All our nation all over the world celebrate this holiday in spring. People like it very much. We do house cleaning, plant trees, make new dresses, dye eggs, **bake national pastries**, such as pakhlava, shekerbura and goghhal.

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**SB. Speaking-Reading.** Students rearrange the dialogues in pairs, use words and expressions in their speech, read stories about holidays and realize their history, use and exchange all information in groups. Draw the students' attention to research this question, working in groups, pairs with these activities. Empower students' learning in the following activities:

- Identify types of holidays answering the questions – **GW**.
- Complete dialogues and use words in speech. – **PW**.
- Read the history of holidays and say meanings of the words and expressions. – **CW**.
- Use sentences in the correct degrees of adjectives. – **GW**.
- Make up a holiday poster. – **IW**.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Cluster, Venn diagram, Role Play

**Everyday expressions**

Have a nice holiday!

Happy holiday!

It is important for the students to learn the aims of celebrating holiday!

**Summarizing.****Output – Celebrating Holiday****We should ...**

say "Happy Holiday" to each other.  
celebrate holiday with people.  
remember old traditions.  
visit poor, old and disabled people.

**We shouldn't ...**

celebrate alone!  
be sad on holiday!  
forget our traditions!  
forget poor people!

**Evaluation tasks**

Fill in the gaps, multiple choice tests, sentence completion, matching, etc.

**December, 31st – Solidarity Day of the world Azerbaijanis!**  
The Day of Solidarity means the **progress and national unity** of the Azerbaijani people all over the world. All Azerbaijanis of the world celebrate this holiday every year.



**Ramadan (Eid Al-Fitr)\***  
Ramadan is the holiday of all Muslims in the world. All Muslims **fast** from sunset til sundown. They don't eat and drink during the daylight hours. They open their fasting after sunset. People spend hours **praying in the mosques**, visit old people and help poor families. Ramadan lasts a month.



**Sacrifice Holiday (Eid Al-Adha)\***  
The Muslim world's second holiday is Eid-Al-Adha (Sacrifice). The day begins with morning **prayers**. The celebrations continue with visits to friends and family, give gifts to each other. People **sacrifice** an animal and share meat with the poor. They do charity work, Eid-Al-Adha lasts 3 days.



**Pomegranate Holiday**  
It is a new holiday. People of Goychay region in Azerbaijan celebrate this holiday on the 4th of November. This region is famous for its best **pomegranates** in the country. It is a very interesting holiday. They make different **tasty things** from pomegranates.

**3. Answer the questions and discuss.**

- Which holidays are the most important?
- What is Solidarity Day holiday?
- Why do you decorate your houses on holidays?
- What do we do on Ramadan and Sacrifice holidays?
- What other national holidays do you know?

**4. Say which is ...**

- |                          |                             |
|--------------------------|-----------------------------|
| 1. a movable holiday ... | 4. a national holiday ...   |
| 2. a major holiday ...   | 5. a religious holiday ...  |
| 3. a local holiday ...   | 6. a red letter holiday ... |

\*Ramadan Holiday [rə'mɑːn] The ninth month of the year in the Islamic calendar

\*Sacrifice Holiday [səkrɪˌfɪtɪz] Religious holiday of Muslims, also called Eid al-Adha

**WRITING**

**5. Fill in the chart with the adjectives.**

-ous	-able	-al	-ful
.....	.....	.....	.....

**6. Correct the mistakes.**

- People see off the New Year and welcome the old year.
- The Azerbaijani celebrate Republic Day on October,18.
- Solidarity means to raise flags in the streets.
- Fasting is to have breakfast in the daylight hours.
- Sacrifice holiday is a local holiday.
- All regions celebrate Pomegranate Holiday in Azerbaijan.

**Remember**

Good – **better** – (the) **best**                      Much /many – **more** – (the) **most**  
Bad – **worse** – (the) **worst**                    Little – **less** – (the) **least**

**7. Fill in the right form of the adjectives.**

- Novruz is the ... (good) holiday of Azerbaijan people.
- The book on the table is the ... (little) interesting one.
- The weather today is ... (bad) than it was yesterday.
- Sacrifice holiday is one of the ... (much) enjoyable holidays.
- Alice makes ... (many) invitation cards than Mike.

**8. Make up a poster of your favourite holiday.**

Time of the holiday:

Date:

Decorations:

People:



**Self-Evaluation questions**

- What other national holidays do you know?
- What holidays are red-letter holidays?
- Which holidays are movable?

*full – no errors; half – few errors; a piece- some errors; none – a lot of errors*

Criteria. Student	full	half	a piece	none
identifies holidays				
completes dialogue				
reads the text				
groups the adjectives on a chart				
Your success:				

**Self-Evaluation**

Criteria I can ...	perfect	good	fair	poor
identify holidays				
complete the dialogues				
find the meanings of the words				
compare adjectives.				
make a holiday poster.				

**IW. Creative work.** Write and make a holiday poster!



Çap

## LESSON 4. CHILDREN'S PARTIES IN GREAT BRITAIN

**Aim:** Students improve speaking-listening skills learning about holidays in Great Britain..

### OBJECTIVES: Student

- responds questions about holidays in the UK. – 1.1.1.
- uses words and expressions in the dialogue. – 2.1.1.
- differs the meanings of words and expressions in the text – 3.1.1.
- pronounces the words with correct stress. – 3.1.2.
- writes some ideas about holidays – 4.1.1.
- prepares a holiday poster – 4.1.4.

**Content: Listening-Speaking**  
**Integration:** Science. 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What children's parties do you know in Great Britain?
- What do English children like to celebrate?

### Vocabulary: "What am I"

to sew, badge, ceiling, to touch,  
 to wrap, pumpkin, witch, ghost,  
 to turn, to take off, to invent,  
 to carve, horror

UNIT 2
FREE TIME

**LESSON 4. CHILDREN'S PARTIES IN GREAT BRITAIN**

*You are going to:*

- describe children's holidays in Great Britain
- enrich vocabulary skills
- write about your own favourite holiday

**HOW DO PEOPLE CELEBRATE HOLIDAYS IN LONDON?**

**LISTENING-SPEAKING**

- What children's parties do you know in Great Britain?
- What do English children like to celebrate?

**Word box**

to sew	to take off
badge	to invent
to blow up	to carve
to touch	horror
to wrap	witch
pumpkin	innovative
ghost	mind
to turn	






**1. Choose the expressions and use them in the dialogue.**

Mike: What is the parcel for?  
 Alice: That's for the game «Pass the Parcel». You wrap a small toy or ..... in a lot of paper.  
 Mike: How do you play it?  
 Alice: We ..... and pass the parcel to the person next to us. There's music playing when we're doing it.  
 Mike: But what happens when the music stops?  
 Alice: When the music stops you take off ..... Then the music starts again. The person who takes the last piece of paper off wins the prize.  
 Mike: What an interesting game it is! ..... it with our friends!

**PRONUNCIATION**

2. Find the words with silent letters in the transcriptions: *w, l, h, p, s, d*

[reɪp] - [pʌmpkɪn] - [bɔədʒ]

[gəʊst] - [vɪtʃ] - [kæ.v]

a. Let's play

b. a piece of paper

c. a bit of chocolate

d. make a circle

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**Input.** Students discuss and exchange their ideas on these questions and define children's holidays in the UK: "Teddy Bear", "Halloween" and "Balloons" holidays. Find simple differences with our holidays responding the questions on dialogue.

### Contradictory opinions:

Some students have less information about children's holidays in London! There are few children's holidays in our country.

## READING

## 3. Read and give the meanings of the words and expressions.

In Great Britain children like to celebrate a Teddy Bear birthday party and a football birthday party. They make lovely things for these parties. They make a cake in the shape of a ball, a bear and a ship. Children **make a lot of things**: fancy dresses, party masks, party hats, name badges, invitations, and posters. Most children like to celebrate birthday parties and Christmas parties.



September, 9th is Teddy Bear Day. Teddy Bear Day is not an official holiday. In 1883 a German woman invented Teddy Bear (teddy bear) as a toy animal. Her name was Margarete Steiff. She was polio\* and used a **wheel chair**. She had **innovative mind**. She **sewed clothes** in animals shape. Her little animals were popular and she made more toys. One of them was a bear. It was her hobby to make animal toys. These toys were elephants, pigs, dogs and cats.

**Halloween** is on the 31st of October. Children **dress in the costumes** of witches, ghosts, skeletons. Children go in costumes from house to house, asking for treats such as candy or sometimes money, apples with the question: "Trick or treat!" and give them to poor people. They **carve pumpkins** and put candles into them, light bonfires, tell scary stories each other and watch horror films.



On **Balloon party** children make different colourful decorations. Children like to **blow up** a lot of balloons, decorate them and put them in the corner, on the ceiling and at the doorway. There are a lot of interesting games in this party.

## 4. Match the halves.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. September, 9th is ...    | a) in animals' shapes.      |
| 2. A German woman was...    | b) Teddy Bear Day.          |
| 3. She couldn't walk and... | c) to make toys of animals. |
| 4. She sewed clothes...     | d) Margarete Steiff.        |
| 5. It was her hobby...      | e) used a wheel chair.      |

\*polio [ˈpɒli, ˈɒl] it is an infectious disease

## WRITING

## 5. Use the necessary words from the box.

- |                   |                |
|-------------------|----------------|
| _____ pumpkins    | _____ bonfires |
| _____ cake        | _____ balloons |
| _____ story       | _____ cards    |
| _____ decorations | _____ costume  |

*take  
blow up  
carve  
tell  
choose  
make  
send  
to light*

## 6. Odd-one-out.

- market, holiday, decoration, balloon
- interesting, readable, funny, natural
- enjoy, love, distribute, like
- little, many, more, small

## 7. Write three main things according to the holidays.

Teddy Bear	Halloween	Balloon party
1.	1.	1.
2.	2.	2.
3.	3.	3.

## CREATIVE WORK

## 8. Make a poster about your dream party!



## REMEMBER AND FOLLOW!

- Plan your free time on your schedule.
- Take one day out with your family.
- Read interesting books and take care of them.
- Get more information from books.
- Learn about English parties and get more skills.
- Write letters and messages to your friends.

## Self-Evaluation questions

- What is your most favourite party?
- What is your least interesting party?
- How do you want to celebrate parties?

## Research question:

*How do people celebrate holidays in London*



## SB. Speaking-Reading. Discussing and exchanging ideas.

Provide students some different reading passages on these holidays. Give them pictures of famous holidays in London and some information with descriptions in other cards. Students match descriptions to children's holidays celebrating in London. Students are able to discuss and exchange information about famous children's holidays doing useful tasks, handouts in groups, pairs and individually.

- Respond questions about holidays listening to the dialogue – PW.
- Choose the phrases and use them in the dialogue – PW.
- Say the meanings of words and expressions in the text. – CW.
- Match the halves and choose the right word – GW.
- Express some ideas on holidays – GW.
- Make up a poster about the holidays in the UK – PW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Brainstorming, Jigsaw reading, Venn Diagram, Party Game: "Pass the parcel"

### Summarizing.

#### **Output – holidays in Great Britain!**

Children are happy on holidays!  
They demonstrate their life skills!  
People decorate rooms with balloons!  
Children help poor people on holidays!

#### **Evaluation tasks**

open questions, multiple choice tests, fill in the gaps, , etc.

*A- no errors; B- a few errors; C- some errors; D- a lot of errors*

<b>Criteria. Student</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>responds questions on holidays</i>				
<i>uses phrases in the dialogue</i>				
<i>says the meanings of words about holidays</i>				
<i>writes ideas about the UK holidays</i>				
<i>makes up a poster holiday of the UK</i>				
<i>Your success:</i>				

#### **Self-Evaluation**

<b>Criteria I can ...</b>	<b>perfect</b>	<b>good</b>	<b>fair</b>	<b>poor</b>
<i>respond questions</i>				
<i>use phrases in speech</i>				
<i>say the meanings of the words</i>				
<i>write the UK holidays</i>				
<i>make up a poster about holidays</i>				

#### **IW. Creative work.**

Make a poster about your dream holiday!



## SUB SUMMATIVE TEST II

Choose the right answers

1. *He is good at ...*

- a) singing      b) dancing      c) playing music



2. *He is good at ...*

- a) doing sums      b) reading books      c) playing a guitar



3. *She is good at ...*

- a) cooking      b) playing      c) knitting



4. *The book "The Adventures of Sherlock Holmes" is ... book.*

- a) an adventure      b) a detective      c) a romance

5. *Which is correct?*

- a) religoius      b) religious      c) religous      d) religis  
a) readable      b) readble      c) readable      d) readeble  
a) nationol      b) national      c) natinol      d) notional

6. *Write the sentences opening them.*

1. I like playing volleyball in my free time with my friends.  
2. My brother is playing the guitar on his spare time in his room



7. *Think and match. What do you do in ... ?*

1. to make a mask      a) Christmas  
2. to decorate a fur tree      b) Halloween  
3. to carve pumpkin      c) Balloon party



8. *Choose the right answer.*

I **write/right** a letter to my friend on my free time.  
She **won/one** the game on the contests.

9. *Choose which is "Play" - A, "Go" - B or "Do" - C.*

football \_\_; swimming \_\_, karate \_\_, piano \_\_, shopping \_\_,  
crossword \_\_, chess \_\_.

10. *Choose the right answer. In May people raise a national flag and give off colourful fireworks in the sky ...*

- a) Independence Day  
b) Ramadan Holiday  
c) Republic Day

# UNIT 3

## LEARNING ENGLISH

This unit is about students learning ways of English language and importance of school rules in getting more information. There are 4 lessons in this unit:

**Lesson 1. HOW CAN YOU LEARN ENGLISH?**

**Lesson 2. YOU SHOULD ...**

**Lesson 3. YOUR LANGUAGE RECORD!**

**Lesson 4. WHO TRAVELS FAR – KNOWS MUCH**

**Aim:** Students

1. develop their listening-speaking skills learning about language learning
2. succeed using background vocabulary and grammar practice

**Objectives:**

### Students

- a) Identify his/her best language learning way.
- b) Find problems of learning language.
- c) Express the use of knowing foreign language.
- d) Use modal verbs "should" and "must" in speech.
- e) Improve learning English and relate it to school learning rules.
- f) Make up a short story about his/her school.
- g) Comment the use of school rules in learning language.
- h) Define their own language records.
- i) Develop their language skills learning about London.
- j) Compare degrees of adjectives in speech.
- k) Plan language learning in different ways.

### REMEMBER AND FOLLOW!

#### Learning English

1. Learn English words describing pictures!
2. Watch English cartoons, films!
3. Make a diary for everyday's English!
4. Write E-cards in English to your friends!
5. Solve English quizzes!
6. Read interesting stories and use dictionary!

#### Meeting people

1. Greet your partner in English, and introduce yourself.
2. Then ask about the weather.
3. Ask your partner something about himself/herself. For example, "Where are you from?"
4. Listen to your partner's response.
5. Tell your partner something about yourself.

# LESSON 1. HOW CAN YOU LEARN ENGLISH?

**Aim:** Students express the best language learning ways developing listening-speaking-reading – writing skills

## OBJECTIVES: Student

- responds questions participating in a dialogue. – 1.1.1.
- identifies problems of learning a language. – 1.1.2.
- expresses his/her ideas on learning a language. – 2.1.3.
- gives his/her opinions reading the text – 3.1.4.
- describes pictures writing sentences. – 4.1.2.
- writes his/her own story about how to develop language learning. – 4.1.4.

**Content:** Listening-Speaking-Reading  
**Integration:** L1. (Nat. lang.) 1.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- How many languages do you speak?
- How do you learn English at school?



### Vocabulary:

“Definitions” in different cards.

to follow, topic, nowadays, job, knowledge, different, to think, dictionary, foreign language, abroad

LEARNING ENGLISH
UNIT 3

**LESSON 1. HOW CAN YOU LEARN ENGLISH?**

*You are going to:*

- identify problems in English language learning
- choose your own ways in language learning
- share ideas in pairs

**WHY DO YOU STUDY ENGLISH?**

**Word box**

to follow	to think
topic	dictionary
nowadays	foreign
job	language
different	abroad

**LISTENING-SPEAKING**

*1. How many languages do you speak?  
2. How do you learn English at school?*

**1. Listen the dialogue. Say why Ann is much interested in the English language.**

**Helen:** Hi, Ann! What are you doing here?  
**Ann:** I am preparing a talk in English. I think I must find a CD.  
**Helen:** Is it nice to listen to a CD and do tasks?  
**Ann:** Yes, it is! You know, I used vocabulary and cards with words last year, but today I learn English using CDs on computer.  
**Helen:** You are right! I also wrote words on papers and stuck them in my bedroom last year. But now I listen to dialogues, short stories and do tasks on computer.  
**Ann:** It isn't difficult to describe pictures in English and use words in dialogues and topics?  
**Helen:** I don't think so. It is enjoyable to speak in pairs, groups and learn speaking English together. You learn more from each other and have no difficulties.

**2. Talk on the dialogue.**

1. Ann is preparing ...	4. Last year Helen ...
2. She wants to listen...	5. It isn't difficult ...
3. Last year Ann ...	6. It is enjoyable ...

**Everyday expressions**

I think ...  
I don't think ...

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**Input.** Brainstorm students to give ideas of learning English today. Use a whiteboard or flip chart to note all ideas. Involve students to work collectively finding the names of English speaking countries, listen to the dialogue presenting by other students and respond to the questions about the dialogue.

### Contradictory opinions:

Some children get shy to speak English.  
They don't know how to begin to talk meeting foreign people.

### Research question:

Why do you study English?

**UNIT 3** **LEARNING ENGLISH**

**Remember**

to read [ri:d] - read [red]	100 - a (one) hundred
to know[nəʊ] - knew [nju:]	900 - nine hundred
	250 - two hundred and fifty

**READING**

**DO YOU KNOW THAT...**

More than 900 million people speak English today. People speak English all over the world. In France, in Spain, in Italy, in Egypt, in Azerbaijan people learn English as a foreign language. It is an international language nowadays. It is the language of the Internet and we find many friends abroad and learn much information about countries. Students study English at school as a second language. Students gain much knowledge and skills in learning English. They can speak using expressions and words.

**3. Imagine you are in a foreign country and don't know the language. What problems do you have?**

asking the way → Problems → giving advice

4. Read the story and explain what problem the Frenchman has.

Here is the story of a Frenchman who travelled in the United States.  
One day in a restaurant he wanted to order some mushrooms. As he didn't know English, he asked the waiter for a pencil and a piece of paper. He drew a picture of a mushroom, but his drawing wasn't very good. Waiter looked at his drawing and went away. After some minutes he returned with a large umbrella.



A Frenchman's problem is ...

a) mushroom      b) language      c) umbrella

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**LEARNING ENGLISH** **UNIT 3**

**5. Choose True or False.**

- The story is about the language of the United States.
- The story is about a Frenchman's travelling.
- He knew English well.
- He wanted to order mushrooms in the restaurant.
- The waiter brought him some mushrooms.

**SPEAKING**

**6. Describe useful tips for learning English.**



1. Watching English ...      2. Listening to English ...      3. Having a chat on ...



4. Talking on a ...      5. Talking to foreign ...      6. Reading English ...

**7. Say how you learn English.**

Model: We learn English using a dictionary.



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## SB. Speaking-Reading. Discussing and exchanging ideas.

Draw the students' attention to research this question, working in groups, pairs with these activities. Students ask each other the ways of learning language in different ways. Get them identify problems of learning language, find "Frenchman" problem in the text, choose true and false sentences, makes up his/her own language learning way. Students do the following activities.

You should recommend to read «Alice in Wonderland» as a homereading book.

Students discuss all information in groups and pairs doing tasks, handouts and doing some activities.

- Respond questions participate in dialogues and asking ways of learning language. – **PW**.
- Find problems in speaking English and discussing ideas.– **GW**.
- Choose his/her way of learning language on a chart. – **PW**.
- Express his/her own ideas reading passages: In "Frenchman's trip" – **GW**.
- Prepare her/his own presentation how to develop learning English -**IW**.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Jigsaw reading, Unfinished Story.

## Summarizing.

**Output:** Students plan their own best way of learning language:

- to learn everyday expressions!
- to visit foreign countries!
- to listen to English conversations!
- to read English books using dictionary!
- to watch English films!

### Everyday expressions

I think...

I don't think ...

- What page are we on?
- Sorry, I can't hear CD.
- Can I have a dictionary, please?

### Evaluation tasks

open questions, multiple choice tests, C-Test, proverbs, etc.

*full* – no errors; *half* – few errors; *a piece* – some errors; *none* – a lot of errors

Criteria. Student	full	half	a piece	none
responds questions on learning languages				
identifies problems in learning languages				
chooses the best way of learning languages				
expresses opinions on learning languages				
Your success:				

### Self-Evaluation

Criteria I can ...	Always ++	Sometimes +	Seldom = Never --
respond all questions			
find a problem			
choose my way of learning			
talk English to my friends			

**IW.Creative work.** Write a story.

«My best way of learning English»

## UNIT 3

## LEARNING ENGLISH

8. Discuss the best way of learning English.

When do you ...

- ... use a dictionary?
- ... watch films in English?
- ... listen to songs in English?
- ... talk to foreigners?
- ... read English stories?

every day

seldom

sometimes

Everyday expressions.

- What page are we on?
- Sorry, I can't hear CD.
- Can I have the dictionary, please?

### WRITING

9. Think of questions and complete writing the sentences.

1. What ...?

We are on ...

2. Can you repeat ... ?

Sorry, I can't ...

3. Can I ... ?

Yes, ...



### Self-Evaluation questions

1. Which way is easy in learning English?
2. What is difficult in learning English?
3. How can you make your best way of learning English?

My best way	every day	once a week	once a month
reading books	.....	.....	.....
watching films			
talking to foreign			

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## LESSON 2. YOU SHOULD...

**Aim:** Students develop their English speaking skills learning school rules.

### OBJECTIVES: Student

- identifies his/her best way of learning English – 1.1.2.
- practices **should**, **shouldn't** in some sentences – 2.1.2.
- differs the phrases completing sentences – 3.1.1.
- divides the text about Friedrich Froebel into three parts giving headings – 3.1.3.
- designs a classroom rule using modal verbs. – 4.1.4.

**Content:** Listening-Speaking-Reading  
**Integration:** L1. 2.1.1. Science 3.2.2.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- How do you learn English?
- Which is the best way to learn English?

**Vocabulary:** Using pictures

exam, to take care of, to explain, to pay attention, to need, culture, to grow up, to understand

**Input.** Involve students to give different reasons of learning English today. Get students demonstrate their listening-speaking skills responding questions using modal verb "should". Draw students attention that school is the best place to learn subjects, especially language learning.

### Contradictory opinions:

Some children don't follow school rules.  
Most students learn English outside of school.

I You He/She/it should + V	<i>Negative:</i> should not = shouldn't	You should eat healthy food. You shouldn't be late.
----------------------------------	--	--

**Research question:**

What should you do at your English classes?

LEARNING ENGLISH
UNIT 3

**LESSON 2. YOU SHOULD...**

**You are going to:**

- use words and expressions with 'should'
- learn some school rules
- make up a short story

**WHAT SHOULD YOU DO AT YOUR ENGLISH CLASSES?**

You should → speak English  
→ work hard

**Word box**

exam	to need
to take care of	to grow up
to explain	to pay attention
to pay attention	to understand

You shouldn't → be lazy  
→ stop learning

**LISTENING-SPEAKING**

1. How do you learn English?  
2. Which is the best way to learn English?

**1. Look at the pictures and complete with the words below.**  
*What should they do?*



Almas meets foreign people.  
She should ...



Bob takes test in English.  
He should ...



Tom needs a job.  
He should ...



Alli wants to send a letter to Tom.  
He should ...



Seyda wants to make a friend.  
She should ...



We travel to different countries.  
We should ...

speak English; look a new position; write in English; learn cultures; chat in English; work hard

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READING/SPEAKING

2. Read and divide the text into three parts: introduction, main and conclusion.



Friedrich Froebel lived in Germany many years ago. He was a founder of a kindergarten. His mother died when he was a small boy. People didn't pay much attention to him. Friedrich played alone in the garden. He loved the flowers and plants. He was happy there. Soon it was time to go to school. He had a lot of books and liked to read his books. The books didn't have any pictures. Friedrich couldn't play. It was no fun. Friedrich grew up. He remembered his school and garden. «School should be a happy place. It should be like a garden», said Friedrich. «Children should play. They should do things with their hands. They should have books with pretty pictures». So Friedrich started a school like this. He called it «kindergarten». Kindergarten is a German word. It means «children's garden». People learned about Friedrich's new school. Soon there were kindergartens all over the world.

Did people like Froebel's new school?

3. Talk in pairs.

- Who was Friedrich Froebel?
- What did he love so much?
- Why didn't he like school?
- How did he want to see school?
- How did he call his new school?

4. Match titles to the parts of the text.

Friedrich's new school

Children's wish      Froebel's life

His problems

5. Choose True and False answers.

- Friedrich had many friends when he was a little boy.
- His hobby was reading a book.
- He liked books without pictures.
- Friedrich liked to go to the kindergarten.
- Friedrich's new school-kindergarten was famous in German.

GRAMMAR SECRET

try - tried      grow up - grew up      sit - sat

I	Negative: should not (shouldn't)	You should eat healthy food. You shouldn't be late.
You	should + V	
He/She/it		

6. Read and match.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. I want to speak English well.  | a) You shouldn't make a noise.    |
| 2. I don't understand the text.   | b) She should speak English well. |
| 3. The teacher explains the rule. | c) He should know culture.        |
| 4. Ann needs a good job.          | d) You shouldn't watch TV much.   |
| 5. Tom has a trip to Japan.       | e) You should work hard.          |
| 6. I have an exam.                | f) You should use a dictionary.   |

7. Complete and discuss.

A	B	C
<ul style="list-style-type: none"> <li>• Goodbye!</li> <li>• See you later!</li> <li>• See you soon.</li> <li>• It was nice!</li> <li>• Bye...</li> </ul>	<ul style="list-style-type: none"> <li>• Happy birthday!</li> <li>• Wish you all the best!</li> <li>• Best wishes to you!</li> <li>• Congratulations!</li> </ul>	<ul style="list-style-type: none"> <li>• Hello!</li> <li>• What's up!</li> <li>• How are you doing?</li> <li>• How are you?</li> <li>• Glad to see you.</li> </ul>



We should say ... on someone's birthday.



We should say ... when we meet our friends.



We should say ... when we leave.

SB. Speaking-Reading. Discussing and exchanging ideas.

Students discuss all information in groups and pairs doing tasks, handouts and doing involving some activities. Students read «Friedrich Froebel's» story using «Unscrambled story». Students get to know school rules and understand if they follow school rules they will learn all subjects and English language well.

Draw the students' attention to research this question working in groups, pairs with these activities.

- Fill in the gaps with expressions using modal verb «should». GW.
- Express his/her own ideas about school rules exchanging each other. GW.
- Divide the text into three parts and give the headings. GW.
- Make up short stories about their school rules. GW.

Summarizing.

Output

<p><b>We should ...</b> Learn all subjects. Work in groups. Help each other.</p>	<p><b>We shouldn't ...</b> Learn outside of school. Study alone. Fight at school.</p>
--	---

**Interaction:** Collective, Pair, Group and Individual work.  
**Techniques:** Cluster, Matching, Unscrambled story

8. Practise the conversation.

**Aygun:** Hi, Vugar! Do you know school rules?

**Vugar:** Yes, of course! We have a poster on school rules on the wall in our classroom.

**Aygun:** How interesting! What rules are there on the poster?

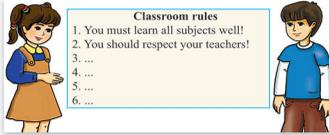
**Vugar:** There are: we mustn't be late for the lesson, we should be polite, help each other and so on. What about your classroom rules?

**Aygun:** No, we don't have a poster. But our teacher asked us to make it with our friends. Can you help me?

**Vugar:** With great pleasure. Let's start. We need a piece of paper and some crayons!

WRITING

9. Write what you should and what you shouldn't do at the lesson.



CREATIVE WORK

10. Design classroom rules using must/mustn't or should/shouldn't.

*You should ... / You shouldn't ... / You must / You mustn't*



**Model:** 1. You should keep your classroom clean.

Self-Evaluation questions

1. What should you do at school?
2. What shouldn't you do at the lesson?
3. How do you make your classroom rules?

School rules:

1. We must follow school rules!
2. We must learn all subjects well!
3. We must be responsible!
4. We must respect teachers!
5. We mustn't be late for school!
6. We must take care of books!
7. We must keep clean our classroom!
8. We must help our friends!
9. We mustn't fight at school!
10. We must be honest and right!

Evaluation tasks

open questions, multiple choice tests, C-Test, sentence completion, etc.

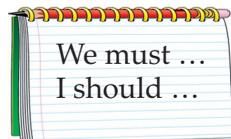
*full – no errors; half – few errors;  
a piece- some errors; none – a lot of errors*

Criteria. Student	full	half	a piece	none
uses modal verb "should" and "must" in the sentences				
expresses his/her classroom rules				
asks questions and differs sentences				
makes up a short story using modal verbs				
Your success:				

Self-Evaluation

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never --
use modal verbs on pictures				
express my opinions on school rules				
put questions				
make a story with a modal verb "should"				

**IW.Creative work.** Make a poster: «School days should be enjoyable».



## LESSON 3. YOUR LANGUAGE RECORD

**Aim:** Students improve their language records using some expressions.

### OBJECTIVES: Student

- identifies types of conversations using expressions. – 1.1.2.
- practices reflexive pronouns in dialogues. – 2.1.1.
- pronounces the words with appropriate stress reading the text. – 3.1.2.
- gives his/her opinions to the borrowing words– 2.1.3.
- prepares her/his own introduction story. – 4.1.1.

**Content:** Listening-Speaking  
**Integration:** L1. 2.1.1

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- How do you learn new words?
- What is importance of talking to people?

**Vocabulary:** "Matching to the pictures"

to add, record, to advise, advice, neighbour, machine, to borrow, railway, suggestion, road, cotton, permission, widespread

**Input.** Brainstorm students what words are borrowed and how students can find them. They use dictionary and choose one of the ways to learn English. Take notes and write on the whiteboard. They give different ideas on borrowed words. Students

are involved in making greetings, giving advice, suggestions, offers meeting people with these borrowed words. Students are provided with some cards on borrowed words and different expressions. They use them and say what kind of borrowed words and expressions they are.

### Contradictory opinions:

Some students can't use appropriate expressions!

Most people have difficulties expressing their ideas in English.

**Research question:**

How do you develop your language record?

LEARNING ENGLISH
UNIT 3

**LESSON 3. YOUR LANGUAGE RECORD**

**You are going to:**

- learn about the borrowing words in English
- use words and expressions in speech
- introduce yourself in English

**HOW DO YOU DEVELOP YOUR LANGUAGE RECORD?**

**LISTENING-SPEAKING**

- How do you learn new words?
- What is the importance of talking to people?

**Everyday expressions**

Excuse me...  
Let me introduce myself!  
How can I go to the ...?  
Could you help me?

**1. Asking the way.**

– Excuse me, how can I get to the Nizami theatre?



Go straight and turn to the left!



**2. Practise the conversation in pairs.**

**Making suggestion**

– Let's go to the cinema!  
– That's a good idea!

**Asking for permission**

– May I have a sandwich?  
– Certainly, here you are!

**Giving advice**

– I have got a cold!  
– I advise you to stay in bed and to take medicine.

**Remember**

– **-tion; -sion**  
to suggest - **suggestion**  
to permit - **permission**

**Word box**

to add	railway
record	suggestion
to advise	road
advice	cotton
machine	permission
to borrow	widespread



READING

3. Read and pronounce the borrowing words with appropriate stress.

LET'S LEARN DIFFERENT WORDS IN ENGLISH!

English is the most widespread language in the world. In the middle ages, people spoke Latin when they didn't understand each other's language. In the 16th, 17th and 18th centuries, every country spoke French. But today, at the start of the 21st century, every country speaks English in the world.

There are 400 million people speak English as the first language in Australia, Britain, Canada, Ireland, New Zealand, South Africa and the USA.

The English borrowed a lot of words from Latin, French, Spanish, Italian and other languages. The Italian words in English are: **opera, piano, spaghetti, pizza**; some Spanish words are: **tomato, potato, tobacco**; some Latin words are: **aquarium, album, audio, circus, actor**; some French words are: **hotel, machine, police, routine, art**; some Russian words are: **jam, cosmonaut, robot, samovar**; some Arabic words are: **coffee, cotton, sugar**.

4. Give your opinions according to the questions.

1. What language did people speak in the middle ages?
  2. What language did people speak in the 16th, 17th and 18th centuries?
  3. When did people start speak English?
  4. In what countries is English spoken as the first language?
  5. Did English borrow any words from other languages?
- If yes, say the names of the countries.

5. Describe pictures using borrowing words.



She is ...



The boys are ...



We can make chips ...



There are five fish ...

6. Put the sentences in order and make up a dialogue.



- A.
- Certainly. Take the first street on the left, then the second on the right.
  - First on the left, second on the right...
  - Can you tell me the way to the post office, please?
  - That's right.
  - Excuse me!
  - Thanks a lot.
  - Yes?

B.

- Thank you very much.
- Is it far from here?
- Go down this road, then take the second street on the left.
- Oh, no. It's just five minutes' walk.
- Excuse me. How can I get to the railway station?

GRAMMAR SECRET

**Reflexive Pronouns**  
 myself                  ourselves  
 yourself                 yourselves  
 himself/himself        themselves  
 itself

WRITING

7. Complete the sentences using Reflexive pronouns.

1. I do my homework **myself**.
2. You must make your bed ...
3. She cooked the cake ...
4. He cut ... in.
5. The dog carried the bone ...
6. We must clean the room ...
7. Children, you must write your story ...
8. They planted the trees ...

8. Introduce yourself in written form according to the model below.



Self-Evaluation questions

1. How do you introduce yourself?
2. What is your difficulty in speaking English?
3. Why do you learn the English language?

SB. Speaking-Reading. Discussing and exchanging ideas.

Students discuss and exchange information in groups and pairs doing tasks, handouts. Use «Caruousel» game on writing some ideas in the boxes of borrowing words. They will choose correct variants of borrowing words, complete sentences using borrowing words: piano, aquarium, etc. Draw the students' attention to research this question, working in groups, pairs with these activities.

- a) Use expressions in speech practicing – PW.
- b) Read the passage with stress and identify borrowing words. – GW
- c) Identify borrowing words filling chart. – CW.
- d) Match the halves and rearrange the sentences. – CW.
- e) Prepare introduction story in written form. – PW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Cluster, Role play, Matching, Outside-Inside

Everyday expressions

- Excuse me...
- Let me introduce myself!
- How can I go to the ...?
- Could you help me?

It is important for students to use as much English as possible in the classroom.

### Summarizing.

<b>Output- Classroom Language!</b>	
Can you say it again? Can you speak more loudly? Could you give me your book? How do you say ... in English?	Introduce yourself! How do you spell it? Listen to the dialogue. Listen to the CD. Well Done!

### Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

**A- no errors; B- a few errors; C- some errors; D- a lot of errors**

<b>Criteria. Student</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
uses expressions in speech				
practices reflexive pronouns in dialogues				
pronounces the borrowings with correct stress				
gives opinions to the text				
prepares an introduction story				
Your success:				

### Self-Evaluation

<b>Criteria I can ...</b>	<b>perfect</b>	<b>good</b>	<b>fair</b>	<b>poor</b>
use expressions in my speech				
find borrowing words				
pronounce words with correct stress				
match and rearrange sentences				
prepare my introduction story				

**IW. Creative work.** "All about Me" – write about yourself.



## LESSON 4. WHO TRAVELS FAR – KNOWS MUCH!

**Aim:** Students develop their speaking skills learning the places of interest in London.

### OBJECTIVES: Student

- responds questions listening to the dialogue. – 1.1.1.
- participates in the conversation using expressions. – 2.1.2.
- differs the proper and common nouns in the text. – 3.1.1.
- pronounces the words with correct stress. – 3.1.2.
- makes up a story about his/her travel place – 4.1.1.
- makes up a poster – 4.1.4

**Content:** Listening-Speaking  
**Integration:** Geog. 1.1.1.

**Motivation. Problem situation.**  
Listening-Speaking. Collective work.

- What places of interest do you know in England?
- How would you like to talk to the English?

### Vocabulary:

«Matching to the pictures»

useful, to flow, treasure,  
crown, to divide, fortress, castle,  
exhibition, inside, point,  
view, heavy

**Input.** Draw students attention to listen to the dialogue presented by two other students and respond the questions on the dialogue. Encourage students that they are in London, get them ask each other on a game "All about me".

### Contradictory opinions:

Some students have less information about London.  
They don't watch English films to learn more words.

**Research question:**

What do you know about London?

**UNIT 3** **LEARNING ENGLISH**

**LESSON 4. WHO TRAVELS FAR – KNOWS MUCH!**

**You are going to:**

- learn about interesting places of London
- use Degrees of Adjectives in sentences
- introduce your travel plan

**WHAT DO YOU KNOW ABOUT LONDON?**

**LISTENING-SPEAKING**

- What places of interest do you know in England?
- How would you like to talk to English?

**1. Listen to the conversation between Nigar and Kamran and complete it.**

N: How do you think, is it interesting to meet ... ?  
K: Yes it is. I think you can easily learn English visiting ... and talking to people.  
N: You are right! I also want to travel to London. But how can I ... to them?  
K: First, greet them, ... and ask about weather, their food, places of interest.  
N: Thank you for your help!

**READING**

**2. Read the passages and group Common and Proper nouns on a chart.**

 Big Ben, the big clock tower (now Elizabeth Tower), is the symbol of London. It strikes hours. It has 13,5 ton weight. The tower is officially known as Elizabeth Tower. It was renamed in 2012 to celebrate the Diamond Jubilee of Elizabeth II.

 The Tower of London is the symbol of London. It is one of the most famous places. It was a castle, but now it is the museum. You can see black ravens\* there. There are a lot of interesting things in the halls of the Tower.

\*a black raven [black 'reɪvən] – a large bird of the Northern Hemisphere

**Word box**

crown	exhibition
to flow	inside
treasure	point
to divide	view
castle	

 introduce yourself start talking some places English people

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Trafalgar Square is in the centre of London. There is Admiral Nelson's Column in the middle of the square. Here is the most lovely place for English people. They have a good time there on weekends.

The River Thames is 338 km long. The Thames flows through London. It divides London into two parts: East End and West End. Poor people live in the East End and many rich people live in the West End.



Buckingham Palace is the place of royal family. Queen Elizabeth lives in the Buckingham Palace. It was built in 1703. There is a great collection of paintings there. Buckingham Palace has 775 rooms.

The Tower's greatest treasure is the Imperial State Crown. There are 2800 diamonds on it. The queen uses this crown in all official ceremonies. It is the most beautiful crown in the world.



The most famous bridge in London is Tower Bridge. It is 244 metres and consists of two towers. There are three fantastic exhibitions inside the towers. Visitors can learn about the history of the bridge from photos and films.

London Eye is the biggest wheel in Britain. The highest point of the wheel is at 135 metres. Wonderful view of London opens from there! Every year, three and a half million people go on the London Eye.



Common nouns	Proper nouns
.....	.....

**SPEAKING**

**3. Talk on this chart.**

**Model:** The Tower of London is the oldest castle in Great Britain.

Monuments	The Tower of London	Trafalgar square	Buckingham palace	Big Ben	The British Museum
Symbol					
Nelson's column					
Ancient clock					
Queen's palace					
Castle					

**PRONUNCIATION**

**4. Pronounce the words with the appropriate stress.**

1. London **EYE** is the **BIGGEST** wheel in Britain.
2. Queen **ELIZABETH** lives in the **BUCKINGHAM** Palace.
3. The **TOWER'S** greatest treasure is the **IMPERIAL** State Crown.
4. **TRAFALGAR SQUARE** is in the centre of London.

**WRITING**

**5. What do these numbers say in the text?**

- a) 338      b) 775      c) 2800      d) 135      e) 244

**Model:** 338 - The River Thames is three hundred thirty eight km long.

**6. Choose the correct degrees of adjectives.**

1. The Imperial State Crown is *great/greater/the greatest* treasure of the Tower.
2. Maiden tower is as *old/older/the oldest* as Tower of London.
3. London Eye is a *cheap/cheaper/the cheapest* place to have a good time.
4. The people living in the East End are *poor/poorer/the poorest* than the people of the West End.
5. The Tower Bridge is as *old/older/the oldest* as the Tower of London.

**SB. Speakin-Reading. Discussing and exchanging ideas.**

Students are able to discuss and exchange information about famous places using degrees of adjectives in «Jigsaw reading» in groups, doing useful tasks, handouts in pairs. Give them pictures of famous places of London and some information with descriptions in other cards that students can match pictures to the descriptions using degrees of adjectives. Provide students some tasks about degrees of adjectives and some matching expressions. Develop effective activities that students can find research question working in groups, pairs with these activities. Try to involve students to watch valuable videos about famous places of London. Students do the following activities.

- a) Respond to the questions listening to the dialogue – PW.
- b) Use words and expressions completing the dialogue – PW.
- c) Divide the text, choose proper and common nouns – CW.
- d) Talk on a chart about places of London – GW.
- e) Say numbers with words and find the meaning – GW.
- f) Prepare a poster of your country's places of interest. - IW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techinques:** Brainstorming, Role play, Unscrambled story, etc

**Everyday expressions**

That is a good idea!  
To have a chat!

7. Match the halves of the proverbs.

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1. East or West ...               | a. ... you are tired of life. |
| 2. There is no place ...          | f. ... by its traditions.     |
| 3. The Englishman's home ...      | c. ... like home.             |
| 4. Who travels far ...            | d. ... home is best.          |
| 5. So many countries ...          | e. ... so many customs.       |
| 6. Every country is strong ...    | b. ... knows much.            |
| 7. If you are tired of London ... | g. ... is his castle.         |

8. Make up a story about the place you would like to travel.

- location of the city/town
- museums
- historical places
- people and traditions



Self-Evaluation questions

- What would you like to see in London first?
- What interesting fact did you learn at this lesson?
- Would you like to have a friend in London? Why?

REMEMBER AND FOLLOW!

Learning English

- Learn English words describing pictures!
- Watch English cartoons, films!
- Make a diary for everyday's English!
- Write E-cards in English to your friends!
- Read interesting stories and use dictionary!

Meeting people

- Greet your partner in English, and introduce yourself.
- Then ask about the weather.
- Ask your partner to introduce himself/herself.
- Listen to your partner's response.
- Tell your partner something about yourself.

Summarizing.

Output – Learn about London!

- To watch English films!
- To meet English people!
- To listen to English songs!
- To get new information about famous people in London!
- To plan a trip to London with school!

Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

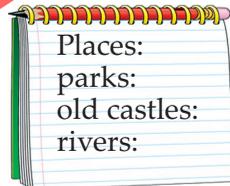
- A- no errors;  
 B- a few errors;  
 C- some errors;  
 D - a lot of errors

Criteria. Student	A	B	C	D
responds questions				
uses expressions in speech				
divides the text, choose proper and common nouns				
uses degrees of adjectives				
makes up a poster about my country's places				
your success:				

Self-Evaluation

Criteria I can	perfect	good	fair	poor
respond questions				
complete the dialogue				
find proper and common nouns				
give opinions the places of London				
prepare a poster about my country				

IW. Creative work. Make a poster:  
 «Famous places of my country!»



## SUB SUMMATIVE TEST III

1. Choose the correct answer.

1. When you meet your friends you should say.. .

- a) how are you?                      b) how old are you?                      c) how you look?

2. Change the first letter and get new word.

H	I	D	E
	I	D	E
	I	D	E

T	O	O	K
	O	O	K
	O	O	K

3. I learn English with ... .

- a) using a dictionary    b) playing outside    c) looking at pictures

4. Put the letters in order and label them in the right column.

- a) dmae                      b) tea                      c) dah                      d) koto                      e) ogt

eat	have	make	get	take
b) ate				

5. She has an exam in English. She should ... .

- a) speak all day                      b) work hard                      c) play in the park

6. He speaks too fast. I ... what he says.

- a) don't take                      b) don't understand                      c) don't like

7. Can you say the meaning of the word "trip"?

- a) drawing a picture    b) visiting other places    c) reading about countries

Use comparatives:

8. Luke is ... than Tim.

- a) short  
b) shorter  
c) the shortest

9. Toby is the ... of all.

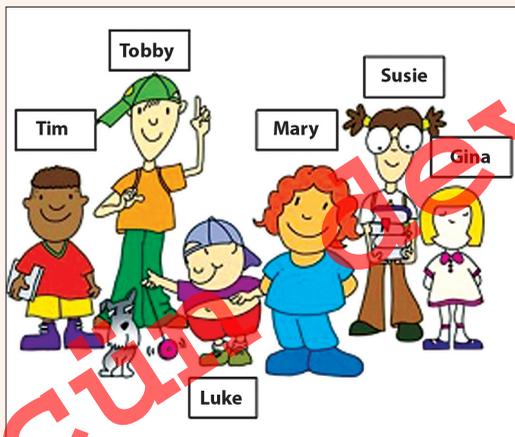
- a) tallest                      b) taller                      c) tall

10. Susie is more ... than Mary

- a) beautiful  
b) more beautiful  
c) the most beautiful

11. Gina is ... than Mary.

- a) thinner  
b) thin  
c) the thinnest



# UNIT 4

## TV IN OUR LIFE

This unit is about using TV and watching various channels, its useful and useless impacts. There are 4 lessons in this unit:

**Lesson 1. DO YOU LIKE WATCHING TV?**

**Lesson 2. WHAT'S ON TV TODAY?**

**Lesson 3. A FRIEND OR AN ENEMY?**

**Lesson 4. NEW YEAR CELEBRATIONS ON TV**

**Aim:** Students

1. develop their listening-speaking skills learning TV watching rules.
2. gain the useful and useless impacts of watching TV.

**Objectives:**

**Students...**

- a) express the use of watching TV.
- b) develop daily life skills watching TV.
- c) express his/her own opinions about favourite TV programmes.
- d) learn using TV guide programme for planning a daily routine.
- e) differ the programmes and channels on TV.
- f) make up his/her own favourite TV programme.
- g) describe their own New Year resolutions.
- h) develop watching TV guide rules following daily schedule.

### REMEMBER AND FOLLOW!

1. Watch TV after you do your homework.
2. Turn down TV when other people don't watch it.
3. Watch more intellectual games, music shows and movies.
4. Turn off electronics (television, computers, etc.) when you aren't using them. It is important to save energy.
5. Try to learn nature in life not on TV.

## LESSON 1. DO YOU LIKE WATCHING TV?

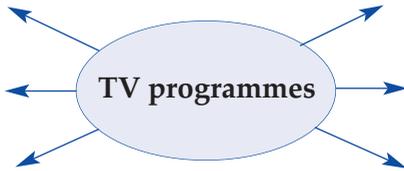
**Aim:** Students develop daily life skills learning TV programmes.

### OBJECTIVES: Student

- identifies the TV programmes on pictures. – 1.1.2.
- uses expressions in speech. – 2.1.1.
- chooses singular and plural nouns reading the text – 3.1.1.
- compares programmes making a TVguide – 2.1.3.
- writes descriptions of her/his favourite TV program. – 4.1.2.

**Content:** Listening-Speaking-Reading  
**Integration:** Computer. 2.1.1. L1. 1.2.3

**Motivation. Problem situation.**  
Listening-Speaking. Collective work.  
1. How often do you watch TV?  
2. What kind of TV programmes do you know?



**Vocabulary:** "Picture-matching"

adventure, to prefer,  
entertainment, channel, quiz, lazy,  
movie, mind, program

**UNIT 4 TV IN OUR LIFE**

**LESSON 1. DO YOU LIKE WATCHING TV?**

*You are going to:*

- identify the TV programmes
- use proper nouns in sentences
- improve vocabulary skills

**WHAT IS THE ROLE OF TV IN OUR LIFE?**

**LISTENING-SPEAKING**

- How often do you watch TV?
- What kind of TV programmes do you know?

*1. Look at the pictures and match them to the names of channels.*

Cartoon Network - Just for laugh - League - Classics -  
Everyday News - Series ... Quiz - Discovery -

**2. Complete the dialogue using expressions.**

– Would you like to go to the cinema?  
– ... .. Thanks! What's on?  
– *a Pirates of Caribbean*.  
– ... .. great!  
– I bought a ticket for you! It is at 9 p.m.  
– Thanks ... ..  
– You're ... !

**Everyday expressions**  
I'd love to. Thanks!  
That sounds great!  
Thanks a lot!  
You're welcome!

**GRAMMAR SECRET**  
Prefer + verb + ing. I prefer watching a Quiz programme.

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**Input.** Get students discuss TV programmes and find more names of programmes and channels. Use "Word Associations" method, to gather and write different ideas on the whiteboard. Students look at the pictures and say names of the programmes. Involve them to participate in dialogues about TV using background vocabulary. Make a good discussion about how much time to spend in front of TV. Students say different ideas. Choose the best activity asking about TV watching rules. Try to get some contradictory opinions:

**Contradictory opinions:**

Most children don't like to watch TV.

You don't watch TV and you don't have more information!

READING-SPEAKING

3. Read and choose the singular and plural nouns.

TV IN OUR LIFE

Television is one of the most useful entertainments of the 21st century. We use cable TV with many channels at home and get much information around the world. Many years ago there were not many channels on TV. People watched films and special concerts at the cinemas and theatres. But today we sit at home in front of TV and can watch different films, concerts, funny shows, cartoons, music and sport programmes.

But watching TV so much isn't good for our health. We get tired, sleepy and lazy of watching TV for longer periods of time. When we don't watch TV, we should play outside, walk in the fresh air and talk to friends, too. It is useful for us.

singular nouns  
information

plural nouns  
channels

4. Read and complete according to the pictures.



My father likes to spend much time in front of TV. He prefers watching ...



My grandfather prefers watching ...



My mother prefers watching ...



I prefer watching ...

- a) cooking programmes      b) cartoons about Batman and Superman  
c) news and sport programmes      d) historical films

5. Find the answers to these questions.

1. What kind of TV programmes do you like to watch? a) I prefer 4 or 5!
2. Do you watch TV while eating breakfast, lunch or dinner? b) Yes, we get tired and lazy.
3. How many channels do you prefer watching? c) Because it is good for my speaking.
4. Why is it good to watch English channels? d) No, I can't. It is boring!
5. Is watching TV too much bad for you? e) Quiz, music, films!
6. Can you live without TV? f) No, we don't. There is no TV set in the kitchen.

1	2	3	4	5	6
c					

Remember

a.m. - anti meridiem

p.m. - post meridiem

from 12 o'clock at night  
till 12 o'clock in the afternoon

from 12 o'clock in the afternoon  
till 12 o'clock at night

WRITING

6. Make up a TV guide and discuss.

Programmes

TV channels

18:30	«Everyday news»	News	«Everyday news»
18:30			«Shrick's adventure»
19:00			«Top 10!»
19:30			«Nature lovers»
20:00			«Robinson Crusoe»
20:30			«The Adventures of Sherlock Holmes»
21:00			«Basketball match»
21:30			«What? Where? When?»

Discovery, Movies, Quiz, Music, Cartoon, News, Sport

7. Write about your favourite TV programme.

My favourite TV programme is ...

Self-Evaluation questions

1. Which programme would you prefer watching and why?
2. What types of programmes are the most popular in your country?
3. What time is good to watch TV?

Research question:

What is the role of TV in our life?

SB. Speaking-Reading. Discussing and exchanging ideas.

Draw students' attention to research this question, working in groups, pairs doing these activities. Students read the text in «Jigsaw reading» and exchange ideas. Involve them to participate in dialogues about TV shows using background vocabulary. Make a good discussion about how much time we should spend in front of TV. Students say different ideas. Choose the best activity asking about TV watching rules. Students discuss all information in groups and pairs doing tasks, handouts and doing some activities.

- a) Identify TV channels on pictures and discuss them in pairs – PW.
- b) Use expressions in the dialogue – GW.
- c) read the text and choose singular and plural nouns. - GW.
- d) Differ programmes and channels on TV – GW.
- e) Make up a TV guide and describe favourite TV programme. – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Word Association, Jigsaw reading, Find mistakes, etc.

Everyday expressions

I'd love to. Thanks!  
That sounds great!  
Thanks a lot!  
You're welcome!

## Summarizing.

**Output** – Students plan their own useful TV channels and programmes!

- Cartoons – for entertainment!
- Music – for relaxing!
- Sport – for health!
- Films – for learning life and history!
- Quiz – for getting knowledge and skills!
- Animal World – for loving animals!

### Evaluation tasks

open questions, multiple choice tests, sentence completion, proverbs, etc.

A – no errors; B – few errors; C – some errors; D – a lot of errors

Criteria. Student	A	B	C	D
identifies programmes on TV				
uses expressions in dialogues				
compares singular and plural nouns in the text				
writes descriptions of her/his own TV programmes				

### Self-Evaluation

Criteria I can ...	full	half	a bit	none
identify TV programmes on pictures				
use expressions in dialogues				
compare singular and plural nouns				
describe my favourite program in written form				

**IW. Creative work.** Make a letter:

«Write about your favourite TV programme».



## LESSON 2. WHAT'S ON TV TODAY?

**Aim:** Students improve learning TV programmes to plan a daily routine .

### OBJECTIVES: Student

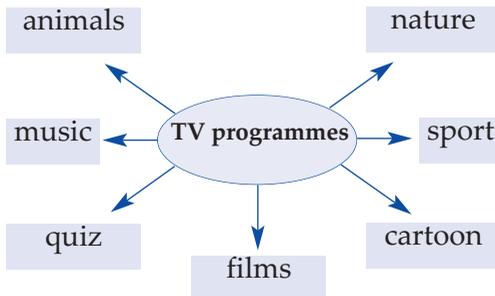
- responds questions filling in the dialogue. – 1.1.1. 1.1.2.
- practices expressions participating in the dialogue. – 2.1.2.
- expresses her/his opinions giving questions to the text. – 3.1.4.
- puts the sentences in order and makes up a dialogue. – 4.1.1.
- makes up a TV guide following the spelling rules. – 4.1.3.

**Content:** Listening-Speaking-Reading  
**Integration:** L1. 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What is the most interesting TV channels do you know?
- What do you learn from TV programmes?



### Diagnostic checklist

1 (love it) to 9 (don't like it)

1. I go shopping		
2. I listen to music on the Internet.		
3. I watch cartoons using DVD.		
4. I go to the cinema to watch films.		
5. I prefer watching films at 11 o'clock.		
6. I like to sit in front of TV all day.		

TV IN OUR LIFE
UNIT 4

**LESSON 2. WHAT'S ON TV TODAY?**

**You are going to:**

- discuss useful TV programmes
- improve listening and speaking skills
- make your own TV guide

**WHAT DO WE LEARN FROM TV?**

**LISTENING-SPEAKING**

1. What is the most interesting TV channels do you know?  
2. What do you learn from TV programmes?

**1. Listen the dialogue and use the expressions with your own sentences.**

N: Hi, Ali, for how many hours do you watch TV everyday?  
A: Mostly for one hour. On holidays I watch for two hours or more.  
N: Why do you watch television?  
A: I watch it for information and entertainment.  
N: Do you watch film series too?  
A: I don't have enough time to watch series. It gets me nervous and I waste my time.  
N: Which is your favourite TV channel?  
A: I like to watch intellectual programmes. It develops our brain and thinking. I think, TV programme should be informative and enjoyable.  
N: Don't you watch any other channels?  
A: I also watch Discovery, History and some news channels.  
N: What is your opinion about cartoon films?  
A: Cartoons develop our psychology.

**1. What is this dialogue about?**  
**2. What programmes are interesting for children?**

**Word box**

action  
brain  
to get on smb's nerves  
documentary  
lonely  
a remote control

to present  
intellectual  
newspaper  
TV guide  
western  
series

### Vocabulary:

"Definitions" in different cards.

to get on nerves, lonely, TV guide, to pretend, contest, to present, intellectual, newspaper

### Grammar Secret

*I am going to do smth.*

*I am going to watch TV.*

*We are going to watch TV.*

Çap

GRAMMAR SECRET

... to be going to do smth.

I am going to We are going to  
 You are going to You are going to  
 He/She is going to They are going to

SPEAKING

2. Put the dialogue in the correct order.

- a) Mum: How nice! I also like this film! Have you got any homework, Jack?
- b) Mum: What's on today?
- c) Jack: I am going to watch TV.
- d) Jack: «Robinson Crusoe».
- e) Mum: What are you going to do, Jack?
- f) Jack: No, I have no homework today.

a	b	c	d	e	f	g
						1

3. Read the poem and discuss your favourite TV programme.

I WATCHED IT.

Morning, day and night  
 Quiz, shows and boxing fight.  
 But sometimes even movies  
 Get on my nerves.

But when I am lonely  
 It is easier to create  
 The people presented by TV  
 Are all my friends.

4. What are they going to watch?

- Model: A: What time is it?  
 B: It's twenty past six.  
 A: They're going to watch the news.

TV GUIDE

- 12:00 «Cinderella»
- 1:15 World Champion
- 2:45 Animal Planet
- 3:20 Top 10
- 4:00 «Tom and Jerry»
- 4:50 Superquiz
- 6:20 Newsweek
- 6:30 «Robinson Crusoe»



READING

5. Read the passage and make up questions below according to the passage.

Your Favourite TV Programme

My sister Sandy likes to watch film series. She always watches them. Her favourite film is "Little Women". I never watch film series. I think they are very boring. I like detective films best. They are exciting because there's a lot of action. I never watch TV in the morning. Mum likes music programmes. The pop group she likes best is the Jonas Brothers. I sometimes watch "Hits of the Week" with her. My Dad likes to watch documentary, especially history of countries. I like them too. My brother Tommy only watches the news. He says it's very interesting. He doesn't like the other programmes. My second brother, Kevin, loves westerns. He thinks Native Americans, cowboys and horses are wonderful.



- 1. What /Sandy/ to like /to watch/? - 3. What/pop/group/ to like/Mum? -
- 2. Why /you/ not/ to watch/series/? - 4. Which/Kevin/to like/programme? -
- 5. What/Dad/to watch/to prefer/? - 6. Which/you/to watch/with/Mum? -

6. Fill in the gaps using with the appropriate TV programmes.

- a) Did you see the first series of the new \_\_\_\_\_ on TV last night?  
 The actors were very good, and the story was very interesting but very sad.
- b) Did you watch the \_\_\_\_\_ about the history of India?
- c) It's a fantastic \_\_\_\_\_. If you answer ten questions correctly, you can win a million pounds.
- d) Did you see Tom Cruise on TV last night? He gave an interview on \_\_\_\_\_.

- 1. game 2. comedy 3. a chat show
- 4. documentary 5. film series

7. Choose the right answer and complete the sentences.

- a) Could you turn/put/get the television on, please?
- b) Did you watch/look at/read the news last night?
- c) He switched the TV on/in/of.
- d) He used the remote control to change the station/channel/television.
- e) What's on telly/tele/TV tonight?

**Input.** Brainstorm students about TV programmes and channels to get more information. Students should identify their own TV channels and programmes. They use grammar participating in dialogues, asking questions, describing pictures.

**Contradictory opinions:**

- a) Most children can't use TV guide.
- b) Children don't know what time programmes begin at!

**Research question:**

What do we learn from TV?

**SB. Speaking – reading. Discussing and exchanging ideas.**

Get the students read participate in dialogue filling in appropriate words, rearrange the dialogue, match answers to questions, and find the answers of the TV guide questions and students research this question working in groups, pairs with these activities. They should complete the TV Guide themselves. Students discuss all information in groups and pairs doing tasks, handouts and doing involving some activities.

- a) Respond the questions using the expressions. – GW.
- b) Rearrange the dialogue and act it out. – GW.
- d) Describe the programmes and identify their time – GW.
- e) Compare programmes completing sentences. – GW.
- f) Prepare a TV Guide information chart- IW.

WRITING

8. Complete and write: What can you see in these programmes?

- nature programme: .....
- sports programme: .....
- music programme: .....
- western films: .....
- film series: .....

9. Creative Work. Write a TV Guide using information the same as chart.

Model: There is a quiz programme «What? Where? When?» on Channel 7, at 7 p.m. on Monday.

Monday 7 p.m.	Channel 7
Quiz	This week: What? Where? When?
Tuesday 9 p.m.	Channel 5
Twenty Questions	Quiz show for all the family.
Wednesday 2 p.m.	Channel 3
Intellectual Game	Students take part in the contests.
Thursday 11 a.m.	Channel 9
Sport +	This week: football from Italy.
Friday 10 a.m.	Channel 5
Mowgli	Film of this week: The story of a Jungle boy.
Saturday 8.30 p.m.	Channel 9
Top Ten	Music, music, music!
Sunday 5 p.m.	Channel 7
Animal Planet	African elephants.



Self-Evaluation questions

1. Which programme is your favourite one?
2. What types of TV programmes do you know?
3. How do you plan to watch TV?

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Cluster, Information Gaps, Role Play, etc.

Summarizing.

Output

We should ...

1. Look up TV Guide every day.
2. Watch TV less than do homework.
3. Select interesting TV programmes.
4. Watch TV till 9 o'clock.
5. Watch and discuss TV programmes.

Evaluation tasks

multiple choice tests, sentence completion, etc.

full – no errors; half – few errors; a piece- some errors; none – a lot of errors

Criteria. Student	full	half	a piece	none
responds questions using the expressions				
rearranges the dialogue and put questions				
describes the programmes and defines the time				
compares programmes and completes them				
makes up his/her own TV Guide chart				

Self-Evaluation

Criteria I can ...	perfect	good	fair	poor
respond questions using the expressions				
rearrange dialogue and ask questions..				
describe the programmes and define the time				
compare programmes				
make up a TV Guide chart				

IW. Creative work.  
Make up your TV Guide!



## LESSON 3. A FRIEND OR AN ENEMY?

**Aim:** Students enrich their knowledge and skills how much to watch TV.

### OBJECTIVES: Student

- identifies bad and good effects of watching TV. – 1.1.2.
- pronounces the words reading the text. – 2.1.1. 3.1.2.
- gives her/his opinions about watching TV – 2.1.3.
- completes the story improving new words – 3.1.1.
- describes the pictures in written form. – 4.1.2.

**Content:** Listening-Speaking  
**Integration:** Sc. 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- Why is it good to watch all TV programmes?
- How do you get tired of watching TV?

### Vocabulary: Definitions

screen, workshop, to be busy, healthy, silly, to save, remote control, to happen, to break, master

**Input.** Brainstorm students how and when they watch TV. Get them give ideas how often they watch TV at home. Elicit different ideas writing on the flip chart or whiteboard. Choose the same ideas and ask why they get tired or lazy watching TV. Get them to give some contradictory opinions in watching TV much.

### Contradictory opinions:

Most children like to watch TV all day and get tired!  
Some children watch TV till night and are late for school.

**Research question:**

How do we follow TV watching rules?

**TV IN OUR LIFE** **UNIT 4**

**LESSON 3. A FRIEND OR AN ENEMY?**

**You are going to:**

- learn effects of watching TV
- improve vocabulary skills in speech
- share your ideas in pairs

**HOW DO WE FOLLOW TV WATCHING RULES ?**

**LISTENING-SPEAKING**

1. Why is it good to watch all TV programmes?  
2. How do you get tired of watching TV?

**1. Listen to Charles's and Betty's stories and give your opinions.**

**Word box**

screen	to save
workshop	to happen
to be busy	to break
healthy	master
silly	

**Oh, I love watching TV! It always improves use of the language. I learn a lot from it. Cartoons, comedies, sports and music programmes. I watch them every day. TV is my very dear friend. Take a remote control and just turn it on!**  
*Charles, 11 years old*

**TV is a monster! It makes you lazy, unhealthy and silly. It teaches you bad things, it eats up your day. It's better to read, to swim or to play. TV is a killer. Take a remote control and just turn it off!**  
*Betty, 12 years old*

**READING**

**Do you agree with Charles or with Betty? Why?**

**2. Read and pronounce the words and expressions in bold with the appropriate stress.**

**WHEN THE TV BROKE**

Fred liked to watch TV every day. He came home from school and sat in front of TV **all day**. He didn't feed or play with his cat. He did nothing but only **watched** TV even at weekends, too.

One Sunday the TV made «buzz» and its **screen** became black. It broke. Fred's father took it to the master's workshop.

Fred sat on the sofa. He didn't know what to do. There wasn't TV on Monday, Tuesday, Wednesday, Thursday, Friday.

What did Fred do? He read a book to his **little sister** on Monday. He helped his mother to make a cake on Tuesday. On Wednesday he fed his cat. He drew **pictures** on Thursday. He went for a walk with his friends on Friday. Then Saturday came and Fred was busy. He wanted to make a **model of a plane**. When father came home, he said, «Here is our TV. Now you can watch it.»

«Not now, dad, I'm busy. Maybe tomorrow», said Fred.

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Çap

**UNIT 4 TV IN OUR LIFE**

**SPEAKING**

3. Complete the sentences below the pictures.



Fred is ...



The TV ... became black.



Father took TV to ...



On Monday ...



On Tuesday ...



On Wednesday Fred ...



On Thursday Fred ...



On Friday ...



On Saturday...

4. Answer the questions on the topic.

- What did Fred like first?
- Why didn't he feed his cat?
- What happened to the TV?
- What did he do when the TV broke?
- Why didn't he watch TV after it came home?

5. Choose True or False.

- Fred didn't like to watch TV.
- He watched TV at weekends very much, too.
- His father didn't fix the TV.
- Fred helped his mother in the kitchen.
- Fred didn't like to meet his friends.
- He didn't watch TV much when it came home.

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**UNIT 4 TV IN OUR LIFE**

6. Think and discuss: to watch nature on TV or watch nature in life?

*Nature on TV*



*Nature in life*



- I prefer watching different animals on TV.
- 
- 

- It is good to watch animals in life. I want to play with them.
- 
- 

Busy time	Lazy time
to play outside	to sit in front of TV
to plant trees	to listen to the radio
to feed animals	to sit in front of a computer

**WRITING**

7. Project work. Describe your busy and lazy time after school.

It is good to watch TV much	It is not good to watch TV much
1. We get much information.	1. We get tired and lazy.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

**Self-Evaluation questions**

- What time is better for watching TV?
- What do you do on your free time?
- How do you spend your free time in nature?

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**SB. Speaking-Reading. Discussing and exchanging ideas.**

Students discuss and exchange information in groups and pairs doing tasks, handouts and doing of some activities. Share different small flashcards about problems watching TV. They discuss these problems and learn new words in some definitions or pictures. Draw the students' attention to research this question, working in groups, pairs with these activities.

- Differ affects of watching TV on the given cards. – PW.
- Discuss Charles and Betty's ideas of watching TV. – GW
- Read the text pronouncing new words and information. – CW.
- Make up a story completing sentences on the pictures. – GW.
- Express his/her own ideas on rules of watching TV. – PW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Role play, Matching, Jigsaw reading.

It is important for students to follow TV watching rules!

## Summarizing.

Output	
<i>It is good to watch TV much.</i>	<i>It isn't good to watch TV much.</i>
<i>We get more information. We have entertainment. We learn more watching TV. We are at home all day.</i>	<i>We get tired all day. We get lazy and sleepy. We are late for school. We don't see our friends.</i>

### Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

**A- no errors;    B- a few errors;    C - some errors;    D- a lot of errors**

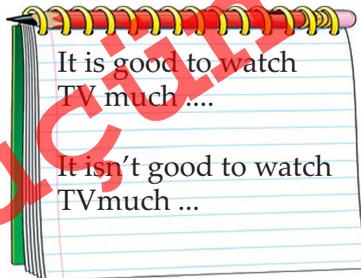
Criteria. Student	A	B	C	D
<i>identifies bad and good effects of watching TV</i>				
<i>pronounces the words and expressions</i>				
<i>gives her/his opinions of watching TV</i>				
<i>improves vocabulary in completing story</i>				
<i>writes descriptions of effects of watching TV</i>				

### Self evaluation

Criteria I can ...	perfect	good	fair	poor
<i>identify effects of watching TV</i>				
<i>pronounce words and expressions</i>				
<i>give my opinions of watching TV</i>				
<i>improve my vocabulary completing the story</i>				
<i>write descriptions of effects of TV watching rules</i>				

### IW. Creative Work.

Write about your busy and lazy time after school.



Çap

## LESSON 4. NEW YEAR CELEBRATIONS ON TV

**Aim:** Students choose best New Year celebrations on TV developing speaking-reading skills..

### OBJECTIVES: Student

- answers questions about New Year celebrations on TV. – 1.1.1.
- expresses his/her own ideas on New Year celebration. – 2.1.3.
- divides the text into three parts . – 3.1.3.
- pronounces the words with the correct stress – 3.1.2.
- makes a poster of New Year resolution in written form. – 4.1.3. 4.1.4.

**Content:** Listening-Speaking  
**Integration:** L1 . 2.1.1.

**Motivation. Problem situation.**  
Listening-Speaking. Collective work.

- Do you like to watch holiday celebrations on TV?
- What New Year celebrations do you know on TV?

**Vocabulary:** “What am I?”

to punish, mistake, thief,  
to leave, to rob, to get back,  
wise, to arrest, resolution,  
positive, to realise, to decide

**UNIT 4 TV IN OUR LIFE**

**LESSON 4. NEW YEAR CELEBRATIONS ON TV**

**You are going to:**

- discuss New Year celebrations on TV
- develop reading skills using new words
- prepare your New Year resolution

**Word box**

to punish	wise
mistake	to arrest
thief	resolution
to leave	positive
to rob	to realise
to get back	to decide

**WHAT NEW YEAR CELEBRATIONS DO YOU KNOW ON TV?**

**LISTENING-SPEAKING**

- Do you like to watch holiday celebrations on TV?
- What kind of New Year celebrations do you like on TV?

**1. Interview your partner. Do you watch... on the New Year's Eve?**

	Santa Clause show		No, never.
	Circus show		Yes, often.
	news		Yes, sometimes.
	movies		Rarely.
	?		Certainly!

*On the New Year Eve all children love to watch an exciting film «Home Alone». It is amazing to watch Kevin's role in this film. How brave and clever he is!*

**2. Think and share. What kind of programmes do you prefer watching on the New Year's Eve?**

I prefer ...  
Channel:  
Programme:



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**Input.** Draw students' attention to listen to the reading passages about "Picture matching story" and respond the questions on the dialogue. Students give different ideas what New Year celebrations they like to watch on TV. Elicit ideas from students and discuss what celebrations are better to watch on the New Year. Encourage students to choose best TV celebrations on holiday. Get students give some contradictory opinions.

**Contradictory opinions:**

Some children don't watch TV on the New Year Eve!

They don't know how other countries celebrate this holiday!

## READING

3. Read and divide the text into 3 parts: introduction, main part, conclusion.

## HOME ALONE

«Home Alone» is about an 8 year old boy, Kevin Mc. Callister. He is the youngest of five children in the family. His sisters and brothers helped him to do good things. When his mother punished him he wished to be alone. On the New Year Eve one morning he woke up and saw he was the only one left in the house. He thought his wish came true and he was alone at home. His family left him at home by mistake. They flew to France for a holiday trip. His parents realised their mistake and decided to get back. Harry and Marv, a pair of thieves wanted to rob the house and Kevin did everything to get them back. He was a clever boy. The robbers got arrested at the end of the film. The film became the most popular film of 1990s.



## 4. Answer the questions and discuss.

1. What is this text about?
2. When did it happen?
3. Why did family leave him alone at home?
4. Is Kevin a wise or a silly boy?
5. Was he afraid of thieves?
6. Do you wish to be alone at home?

## 5. Put questions to the answers.

1. ....? I watch different films, music shows on the New Year Eve.
2. ....? No, I don't. I like to be at home and celebrate New Year with my family.
3. ....? Yes, I do. I like this film, especially for Kevin's role.
4. ....? He did everything to keep their house safe.
5. ....? I don't think so. I am never afraid of being alone at home.

## PRONUNCIATION

6. Pronounce the words with the sounds [s] and [z].

resolution, exciting, positive, news, wise, house, music, mistake, present, realise, advice, advise, celebrate

[s]

[z]

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7. Read and discuss. New Year in Great Britain.

HAPPY  
NEW YEAR



New Year's Eve celebrations start in the evening on December 31st in Great Britain. Some children go to parties in the evenings and the others stay at home with their families. After the celebrations, they usually make plans for the New Year on January 1st. These plans are «New Year's resolutions». They are some positive changes in life. Some of the most popular resolutions are: to study well, to do more exercises, to stop being lazy, to eat healthy food and to learn something new.

8. What New Year resolutions do you have?

New Year's Resolutions are your plans for the next year. You can make your life more interesting by starting something new.

NEW YEAR'S RESOLUTIONS

Study more at school!  
Have healthy food!  
Be kind to your sister!  
Read more books!

9. Match the halves.

- |  |  |
|--|--|
| 1. We have a big music show. ...           | a) She needs to develop English.         |
| 2. Kate loves travelling. ...              | b) He needs a good job.                  |
| 3. Nick wants to work. ...                 | c) He is going to take part in the show. |
| 4. Narmin has a new friend in England. ... | d) I am going to learn dancing.          |
| 5. My friend has a guitar. ...             | e) She is going to visit the UK.         |

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## Research question:

What New Year Celebrations do you know on TV?

**SB. Speaking – reading. Discussing and exchanging ideas.** Students are able to discuss and exchange information about New Year celebrations on TV. Involve students to do useful tasks, handouts. Try to present reading text: “Home Alone” using short video and ask some questions about this film. Use “Unscrambled story” method (introduction, main part, conclusion) that students put the story in order. Develop effective activities that students can find researching question, working in groups, pairs. Try to involve students to watch valuable videos about “Home alone”. After reading New Year resolutions students should prepare their own resolutions for the next year.

- a) Respond questions listening to the reading slips about New Year. – PW.
- b) Use new words and discuss questions on reading text. – GW.
- c) Divide the reading passages into three parts. – CW.
- d) Discuss and give opinions to the story. – GW.
- e) Complete a New Year resolution chart in written form. – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Brainstorming, Role play, Unscrambled story, etc

**TV IN OUR LIFE** **UNIT 4**

**WRITING**

10. Find the synonym and write.

happy -  
present -  
positive -  
clever -  
film -



11. Open these words and write.  
whatisthemostbeautifulpresentforyouonthenewyeareve?

12. Write on a chart. What resolutions are you going to plan for the New Year.

New Year Resolutions	At school	At home
I		
My friend		

13. Make a poster of your New Year resolutions.

**Self-Evaluation questions**

1. What programme is the most interesting on New Year Eve?
2. What programme is the least interesting on New Year Eve?
3. What did you learn about the New Year celebrations in Great Britain?

**REMEMBER AND FOLLOW!**

1. Try to watch TV after doing your homework.
2. Don't watch much TV, spend more time outside.
3. Watch more intellectual games and quiz.
4. Turn off electronics (television, computers, etc.) when you don't use them. It is important to save energy.
5. Walk in nature a lot.

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## Summarizing.

**Output –**  
*New Year Celebrations on TV!*

- To watch: shows from different countries
- English films and shows
- Films about New Year celebrations
- Songs of popular bands
- Famous people from different countries
- New Year resolutions for the next year

## Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

**A- no errors;      B- a few errors;      C- some errors;      D- a lot of errors**

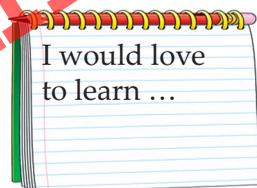
Criteria. Student	A	B	C	D
<i>answers questions about New Year celebrations on TV</i>				
<i>expresses his/her own ideas on New Year celebration</i>				
<i>divides the text into 3 parts</i>				
<i>describes the text on a chart</i>				

## Self- Evaluation

Criteria I can ...	full	half	a piece	none
<i>respond questions</i>				
<i>express my ideas.</i>				
<i>divide the text into three parts</i>				
<i>take interview about TV shows</i>				
<i>describe a New Year re solution on a chart.</i>				

## IW. Creative Work.

Write about your own New Year resolution!



## SUB SUMMATIVE TEST IV

1. *My mum's favourite TV programme is ... .*

It's about animals.

She thinks it's very interesting.

She always watches it.

- a) «Nature News».                      b) «Cooking»                      c) Quiz

2. *I like watching c .....n on TV*

- a) Superman  
b) Batman  
c) Tom and Jerry

3. *Choose the right answer.*

*When I sit before the TV a lot I ... .*

- a) get busy                      b) get lazy                      c) get healthy

4. *It is important to listen to ... on TV.*

- a) music  
b) news  
c) sport

5. *It isn't good for you ...*

- a) to watch TV a lot    b) to meet friends    c) to help mother

6. *I like eating good food, so I watch ...*

- a) "In the kitchen"    b) news programme    c) doctor's advice

7. *Which is nature programme :*

- a) Animal Planet    b) Top Ten    c) News

8. *What advice should you give him?*

- a) listen to music  
b) play outside  
c) eat food

9. *Odd one out.*

- 1) quiz, sport, music, candle  
2) news, films, colour, comedy  
3) food, concert, show, cartoon,

10. *Which is correct?*

- a) intelectural    b) intellectual    c) intellective    d) interultural

# UNIT 5

## COUNTRIES AND PEOPLE

This unit is about different countries, their nationalities, languages and some traditions. There are 4 lessons in this unit:

**LESSON 1. WORLD AROUND US**

**LESSON 2. THERE IS A COUNTRY**

**LESSON 3. DIFFERENT COUNTRIES – DIFFERENT TRADITIONS**

**LESSON 4. BRITISH WAY OF LIFE**

**Aim:** Students

1. improve listening-speaking-reading and writing skills learning cultures
2. gain valuable communication skills.

**Objectives:**

**Students:**

- a) Develop good communication skills learning different cultures.
- b) Describe the world map learning continents and countries.
- c) Identify types of traditions.
- d) Express their thoughts on cultural values.
- e) Choose types of traditions of Britain.
- f) Comment public behaviour skills.

### REMEMBER AND FOLLOW

1. Get to know all facts of your own country!
2. Make a travel to famous places!
3. Keep your country's traditions.
4. Learn different traditions and cultures!
5. Make a big poster of famous people!
6. Respect other cultures!

## LESSON 1. WORLD AROUND US

**Aim:** Students gain good communication skills learning different cultures.

### OBJECTIVES: Student

- a) identifies new information about countries and nationalities. – 1.1.2.
- b) uses background vocabulary exchanging ideas on pictures. – 2.1.3.
- c) describes the world map learning continents and countries. – 3.1.1.
- d) makes up a story about his/her country. – 4.1.1. 4.1.4.

**Content:** Listening-Speaking

**Integration:** Geog . 2.1.1. L1. 1.2.1

### Motivation. Problem situation.

Listening-Speaking. Collective work.

1. *What is your country and nationality?*
2. *What languages do you usually speak?*

### Vocabulary: "Hot seat"

territory, tradition, anthem,  
eightpointed star, emblem, area,  
cuisine, population

- Ese	- an	- ish
Japan- Japanese	America- American	England- English

UNIT 5
COUNTRIES AND PEOPLE

LESSON 1. WORLD AROUND US

**You are going to:**

- discuss about countries and nationalities
- review grammar patterns
- make up a story about your country

**Word box**

territory  
anthem  
eightpointed star  
emblem

area  
cuisine  
population

**WHAT NATIONALITIES ARE THERE AROUND THE WORLD?**

**LISTENING-SPEAKING**

1. What is your country and nationality?  
2. What languages do you usually speak?

**1. Look at the pictures and make up dialogues**

Flag	Country	Nationality	Language
EUROPE			
	Great Britain	English	English
	Germany	German	German
	France	French	French
	Italy	Italian	Italian
	Spain	Spanish	Spanish
AUSTRALIA			
	Australia	Ausrtalian	English

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**Input.** Students listen to each other asking about continents and countries. They get to know different countries, nationalities and languages. Get them listen different songs and language talking using CD and ask about their countries, nationalities and languages. You may use different pictures, too. Provide "Picture matching story" and involve them to participate asking questions. Students can identify each continent, country, nationality and language. Students give some contradictory opinions.

### Contradictory opinions:

Children don't have much information about different countries!

They don't know enough what kind of cultures and traditions there are in the world!

**COUNTRIES AND PEOPLE**      **UNIT 5**

**ASIA**

		China		Chinese	Chinese
		Japan		Japanese	Japanese
		India		Indian	Indian

**AFRICA**

		Egypt		Egyptian	Arabic
--	--	-------	--	----------	--------

**NORTH AMERICA**

		The USA (United States of America)		American	English
		Canada		Canadian	English/ French

**READING**

**SOUTH AMERICA**

		Brazil		Brazilian	Portuguese
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**GRAMMAR SECRET**

- ese	- an	- ish
Japanese	American	English

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**UNIT 5**      **COUNTRIES AND PEOPLE**

**READING**    2. Read the passage and put questions.

The planet we live on is the Earth. There are six continents on our planet. They are: Europe, Asia, Africa, America, Australia, Antarctica. The continents are very large. There are usually many countries on the continents. People of different nationalities live in these countries. They speak different languages. Each country has its own flag, traditions, customs and cuisine.

3. Find continents on the map. Model: Number 1 is North America.

4. Talk on picture.

Model: 1. Where is Hiromi from?  
2. She is from ...  
3. She speaks ...

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**Research question:**

*What nationalities are there around the world?*

**SB. Speaking-Reading. Discussing and exchanging ideas.**

Brainstorm students, involve them to discuss and exchange information about continents, countries, nationalities and languages in the world. Involve them working in collective participating in dialogues, using vocabulary and develop listening-speaking skills. Prepare the chart in a big size given in the SB and hang it on the board that students work on it. Try to involve students to watch valuable videos about continents and countries. Provide effective tasks, handouts and activities. Try to get output from students!

- Discuss countries and nationalities listening to the questions – **PW**.
- Use new words and discuss questions on the reading text – **GW**.
- Describe the world map learning continents and countries – **CW**.
- Make up a story about his/her country facts – **GW**.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Brainstorming, Role play, Unfinished story, etc

**PRONUNCIATION**

5. Pronounce the names of the countries with appropriate stress.

AMERICA [əˈmɛrɪkə]	JaPAN [dʒəˈpeɪn]	ITAlly [ˈɪtəli]
GERman [ˈdʒɜːmən]	CHIna [ˈtʃaɪnə]	EGYpt [ˈɪdʒɪpt]
FRANCE [frɑːns]	INDIA [ˈɪndiə]	EngLAND [ˈɪŋɡlənd]
BraZIL [brɪˈzɪl]	CANAda [ˈkænədə]	
Great BRITAIN [ɡreɪtˈbrɪtən]	AUSTRALIA [əˈstreɪliə]	

**WRITING**

6. Make up a story describing pictures.

A)  B)  C)  D) 

E)  F)  G)  H) 

I) 

Azerbaijan is my country. We have (D) ... flag and national (C) ... The emblem of Azerbaijan is ( I ) ... One of the symbols of Azerbaijan is a (H) ... There are more than (G) ... people in Azerbaijan. The territory is (E) ... . Baku is the (A) ... of Azerbaijan. There are many (B) ... in Azerbaijan. They are Guba, ... , ... , ... , etc. Our official language is (F).

- 9 000 000 - nine million
- 86 600 km<sup>2</sup> - eighty six thousand and six hundred square kilometers.

**Self-Evaluation questions**

1. What countries do you know in the world?
2. What symbols does your country have?
3. What is the meaning of our emblem?

**Summarizing.**

**Output – Learning the world!**

- to learn about continents and countries;
- to communicate with different people;
- to present your country everywhere;
- to get to know other countries symbols, greetings.

**Evaluation tasks**

multiple choice tests, sentence completion, etc.

A- no errors; B- a few errors; C- some errors; D-a lot of errors

Criteria. Student	A	B	C	D
discusses about the world map				
uses new words in discussion				
describes the world map				
makes up a story about his/her country				

**Self-Evaluation**

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never -
answer questions in discussion				
use new words				
describe a map				
make up a story about my country				

**IW. Creative work.** Make up a story about your country!



Çap

## LESSON 2. THERE IS A COUNTRY...

**Aim:** Students get to know other traditions and cultures, their good impacts on people's communication skills.

### OBJECTIVES: Student

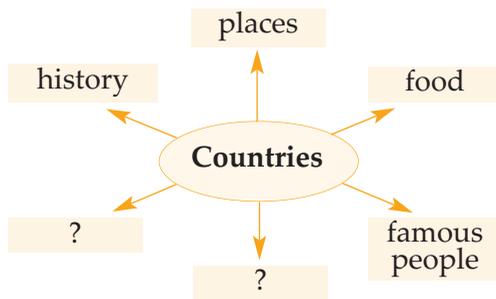
- responds the questions about the countries. – 1.1.1.
- describe pictures participating in dialogues. – 2.1.2.
- adds some ideas learning about countries. – 3.1.1.
- expresses his/her opinions about countries' cultures. – 2.1.3.
- makes up a story a learning other facts of the countries. – 4.1.1.

**Content:** Listening-Speaking  
**Integration:** Geog . 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What do you know about the countries?
- What are the countries famous for?



**Vocabulary:** "Hot seat"

to be popular, kimono,  
to be famous for, complex, team,  
band, through, island, souvenir

**Input.** Students give good ideas filling the Mind Map. Get them discuss about cultures of the countries, find out what they are famous for, why people need to know other countries traditions, how they impact their behaviour and mind! Elicit all ideas and collect some contradictory opinions.

### Contradictory opinions:

Some people don't respect other traditions!

Most people don't have enough intellectual skills!

**UNIT 5 COUNTRIES AND PEOPLE**

**LESSON 2. THERE IS A COUNTRY...**

**You are going to:**

- learn different cultures
- describe world traditions
- share ideas developing speaking skills

**Word box**

to be popular  
kimono  
to be famous for  
complex  
team  
band  
through  
island  
souvenir

**WHAT ARE THE COUNTRIES FAMOUS FOR?**

**LISTENING-SPEAKING**

- What do you know about the countries?
- What are countries famous for?

**1. Look and say what country is famous for.**

				Italy
Rice	Coffee	Kimono	Lahmacun	Japan
				Brazil
Pasta	Pyramid	Matroska	Football	Egypt
				England
				Russia
				Turkey
				China

**READING**

**2. Read and add your own opinions.**

Egypt\* is in Africa. It is an ancient country. All year round it is hot in Egypt. There are a lot of deserts in Egypt. People usually ride camels through deserts. Tourists visit Egypt to see the pyramids. This country is famous for the Pyramid of Giza Complex\* and the Great Sphinx.\*

Egypt [iːdʒɪpt] - an Arabian country  
Pyramid of Giza Complex - the oldest and largest of the three pyramids in the Giza pyramid complex in Giza, Egypt  
Great Sphinx [dʒɪpsɪs] - a mythical body of a lion with a human head.

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## Italy

Italy is an old and beautiful country in Europe. This country is the home of opera music. Luciano Pavarotti\* was an opera singer in Italy. Most people in Italy like to play the violin.



The weather is hot in summer and warm in winter. Italian food is famous all over the world. Most Italian people cook very good pasta and pizza.

## Brazil

It is the biggest country in South America. The weather is hot and wet. Brazil is famous for its coffee and football. Coffee is a favourite drink of Brazilian people. The Brazilian national football team is one of the best teams in the world. The best football players are in Brazil.



## Japan

Japan is a group of islands in Asia. This country has its own traditions. The weather is wet in Japan. Japanese people's favourite food is fish and rice. Their favourite sport is sumo. Japanese people cook sushi. Men and women often wear traditional clothes, especially kimono.



\*Luciano Pavarotti - [lu'ʃano pava'rotti] - an Italian opera singer

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## SPEAKING

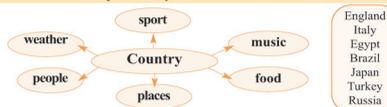
## 3. Think and discuss.

1. What country is the home of opera?
2. What food do Italian people like?
3. Where are the Pyramid of Giza Complex and the Great Sphinx?
4. Why is Brazil famous for its football?
5. What clothes do Japanese people wear?

## 4. Match the halves.

- |   |   |
|---|---|
| 1. This country is ... (a).             | a) a group of islands in A                        |
| 2. People ride camels ...               | b) fish and rice.                                 |
| 3. Most tourists ...                    | c) Pyramid of Giza Complex and the Great Sphinx.  |
| 4. This country is popular for its ...  | d) make trips to this country and love its pizza. |
| 5. There is an ancient ...              | e) Luciano Pavarotti, an opera singer.            |
| 6. They love to listen to ...           | f) through deserts.                               |
| 7. These people's favourite food is ... | g) tasty coffee and football.                     |

## 5. Talk on a Mind Map. What do you know about these countries?



## 6. Where are these souvenirs from?



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## Research question:

What are the countries famous for?

## SB. Speaking-Reading. Discussing and exchanging ideas.

Students are able to discuss and exchange information about continents, countries, nationalities and languages in the world. Get them describe pictures on different traditions. They get to know different cultures on learning countries' people, food, places, history, animals, etc. Try to find different videos about different traditions. Students guess the countries names saying their greetings. Provide students worksheets, filling in the words, learning new vocabulary, matching, etc. Activities:

- a) Discuss countries and nationalities listening to the questions. – PW.
- b) Use new words describing pictures. – GW.
- c) Add some other facts learning countries. – CW.
- d) Express the use of learning different cultures and traditions. – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Brainstorming, Information Gap, Jigsaw reading, etc.

WRITING

7. Fill in the gaps.



1. Ilham Aliyev is the president of ...
2. Queen Elizabeth is the Queen of ...
3. Barack Obama was the president of ...
4. Ronaldinho is a ... football player.
5. Luciano Pavarotti is a famous ... singer.
6. «Beatles» is the famous ... band. The band is from Liverpool.
7. Rafa Nadal is ... tennis player. He is from Spain.

8. Write the letters in the correct order.

1. abhic -
2. psina -
3. zlrab -
4. nadaac -
5. myanreg -
6. tygsp -

9. Write greetings of the countries in the circles according to the poem.



Self-Evaluation questions

1. What is the most beautiful country in the world?
2. How do people greet each other in different countries?
3. What country would you like to travel to? Why?

Summarizing.

Output- Learning countries` cultures!

- To learn different cultures and be intellectual!
- To make other countries' food and taste it!
- To know other countries' famous people!
- To respect other countries' traditions!
- To get good manners from other traditions!

Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

Criteria. Student	excellent	good	fair	weak
responds the questions listening to ideas				
participates in dialogues on learning cultures				
describes the pictures filling in the gaps				
expresses his/her thoughts on countries' cultures doing tasks				

Self-Evaluation

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never -
answer questions in discussion.				
participate in dialogues.				
describe pictures filling in the gaps.				
make up a story about my country.				

1W. Creative work. Make up a story about your country's people, food, places, sport, etc.



## LESSON 3. DIFFERENT COUNTRIES – DIFFERENT TRADITIONS

**Aim:** Students develop types of traditions and values gaining good cultural skills.

### OBJECTIVES: Student

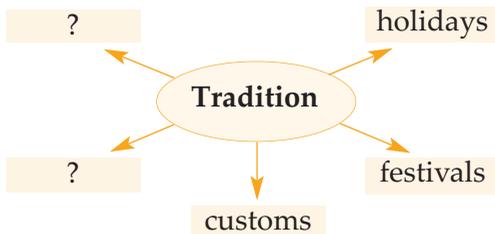
- identifies and chooses types of traditions. – 1.1.2.
- participates in dialogues on learning traditions. – 2.1.2.
- reads the text and find the meanings of the words. – 3.1.1.
- writes descriptions of the pictures about festivals. – 4.1.2.

**Content:** Listening-speaking  
**Integration:** Geography 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What traditions do you know?
- How do you follow your traditions?



### Vocabulary: “Definitions”

value, ability, performance, elderly, to defend, blind, bravery, patriotism, to hope, to cross, hospitality

**UNIT 5 COUNTRIES AND PEOPLE**

**LESSON 3. DIFFERENT COUNTRIES – DIFFERENT TRADITIONS**

*You are going to:*

- learn types of traditions
- talk about different holidays
- discuss festivals in your country

**WHAT DO YOU LEARN FROM TRADITIONS?**

**Word box**

value	to defend
ability	blind
bravery	to hope
patriotism	to cross
performance	hospitality
elderly	contest

**LISTENING-SPEAKING**

- What traditions do you know?
- How do you follow famous traditions?

**1. Listen to the dialogue and answer the questions.**

**Bob:** Is it interesting to celebrate holidays in another country?

**Mike:** Certainly, it is! That's a good chance! You meet many people, change your food and have fun.

**Bob:** What about festivals and contests?

**Mike:** It is a good question. You learn about music, sport and food of the country.

**Bob:** I think so! We learn a lot about the country's life.

**Mike:** You are right! We learn different values from different traditions.

- What is this dialogue about?
- Why is it good to learn different traditions?

**2. Solve this puzzle.**

H        —        —        —        —        —        Y

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**Input.** Elicit good ideas from the students for filling in this map. Use “Word Association” and a good discussion about types of traditions, some special holidays, festivals, contests, etc. Elicit different ideas from students about these holidays, festivals and some contests. Students give ideas why people need to know other countries traditions and how they impact their communication skills. Collect some contradictory opinions.

### Contradictory opinions:

Some people have problems visiting other countries!  
They don't have enough cultural skills!

## READING

## 3. Read the facts and add your ideas.

There are many traditions and customs in the world. Each country has its own traditions. Some countries follow their traditions on holidays, festivals, contests and in their families. People respect each other, show their hospitality, cook different foods, visit elderly, sick and poor people.



On festivals they display flags in the streets and show different performances. Children get happy and learn different values. They live with the hope of a happy future. They learn patriotism and bravery.

## 4. Put the words in the correct order.

1. what/ country/ each/ have/does/?
2. people/how/ traditions/their/ do/ /follow?
3. holidays/people/what/do/on/do?
4. do/ holidays/ what/from/children/learn?

## 5. Match the sentences to the pictures and find the meanings:

kindness, patriotism, happiness, bravery.



1. He wants to show his ability in the competition. It is ...
2. The boy helps the blind man to cross the street. It is ...
3. The girl has got many presents on her birthday. It is ...
4. This boy is ready to defend his country. It is ...

## GRAMMAR SECRET

-ism	-ship	-ness
heroism, patriotism	friendship	happiness, kindness

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## 6. Read and say the meanings of the words and expressions.

## Carnival

Carnival is the most popular **national holiday** in Brazil. Brazilian people celebrate it in February. All people go to the **musical parades** in Rio De Janeiro. They wear costumes and colourful masks, dance to the beats of drums and music. Carnival means 'no meads'. This is a tradition not to have meat on some days. This means to **keep away** bad things from their life.



## Chinese Lantern Festival

During this **spring festival**, people visit each other. They give different gifts on this day. People have fun on this festival.

Children go out into streets with **paper lanterns** and guess riddles on the lanterns. Lanterns are often in the shape of animals. People watch lions or dragons dancing. A typical food is **tangyuan**. They make it from rice balls with **sweet fillings**.



## Happy Diwali

Indian people celebrate Diwali, the festival of lights. This festival is 7000 years old. Before the holiday people clean and **paint their houses**.

They wear new clothes. At night people light special small lamps and candles and put them around the home and garden.

They believe that **bad spirits** that walk around the house are afraid of the light. People also give special sweet to their friends.



Tangyuan [tɑŋ yuɑn] - Chinese food  
lantern [ˈlɑːn.tən] - a decorative casing for a light

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## Research question:

What do you learn from traditions?

## SB. Speaking-Reading. Discussing and exchanging ideas.

Students discuss and exchange information about types of traditions on a map, listen to the dialogue presented by two other students. Students are involved to do tasks filling in the gaps learning different holidays and festivals in India, Brazil and China. They put unscrambled story in order about "Diwali", "Carnival", "Chinese Lantern" festival. Get them match some ideas on these festivals and open the puzzle. They come into conclusion that there is a great value learning holidays, festivals and contest. Provide students some useful tasks, new vocabulary, handouts and activities, etc.

- a) Choose the types of traditions in discussion. – PW.
- b) Use the new words describing pictures. – GW.
- c) Read the texts and say the meanings of the words and expressions. GW.
- d) Talk on a chart learning the traditions. – CW.
- e) Express his/her thoughts learning different traditions. – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Word Association, Unscrambled story, Fill in Gaps, etc

7. Say True or False.

1. Diwali is a Japanese national holiday.
2. At Diwali people light small candles and put them around home and garden.
3. Rio De Janeiro is a place of Carnival holidays.
4. Carnival means to eat much meat.
5. Brazilian people make tangyuan.
6. Chinese people have fun in Lantern festival.

WRITING

8. Write the announcement and discuss what you can do.

**Model: Flash Mob!**  
Join us and have fun!  
We invite all!  
Begins: at 7 p.m.  
Address: Baku, National Park



9. Find opposites.

happy    unknown    bitter    far    sad  
international    near    national    popular    sweet

10. Describe the picture using the words from the box. What kind of festival is it?



**Model:** We have a lot of ...  
On music festival ...  
Young people like ...  
They have ...

flag, dance  
culture, national  
clothes, holiday  
food, music

Self-Evaluation questions

1. What festivals are the most popular in the world?
2. What is the most interesting thing for you in festivals?
3. What festival would you like to have in our country?

Summarizing.

Output – Learning traditions!

- Learn bravery, kindness;
- Show hospitality; welcoming, strength;
- Being winner in the contests;
- Bring values and good culture to the real life.

Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

Criteria. Student	excellent	good	fair	weak
responds the questions listening to ideas				
participates in dialogues on learning cultures				
reads the text and finds meanings of the words				
expresses opinions on cultural values doing tasks				

Self- Evaluation

Criteria I can ...	full	a bit	none
answer questions in discussion.			
participate in dialogues.			
put in order the text.			
write descriptions of the picture about festivals.			

IW. Creative Work: Write descriptions of a picture about your country's festivals, contests.

Festival's name:  
Date:  
Place:  
People:

## LESSON 4. BRITISH WAY OF LIFE

**Aim:** Students improve listening-speaking skills learning British way of life.

### OBJECTIVES: Student

- a) identifies and chooses types of traditions of Britain. – 1.1.2.
- b) participates in dialogues of learning traditions in Britain. – 2.1.2.
- c) gets interview and asks questions learning cultures. – 3.1.4.
- d) expresses his/her thoughts on behaviour rules in England. – 2.1.3.
- e) makes a poster about his/her country's traditions. – 4.1.4.

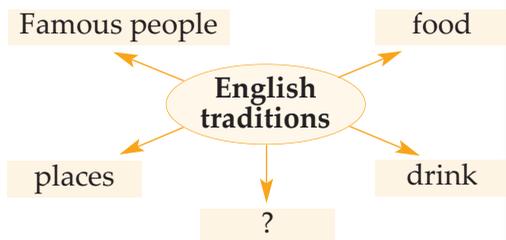
**Content:** Listening-Speaking-Reading

**Integration:** Science . 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

1. How do English people behave in public?
2. Why is it important to follow traditions?



### Vocabulary: "Definitions"

to be polite, to stare,  
to behave, to shake, manner, public,  
to be proud of, strong

**UNIT 5 COUNTRIES AND PEOPLE**

**LESSON 4. BRITISH WAY OF LIFE**

**You are going to:**

- make up dialogues
- speak about behaviour rules
- discuss traditions in your country

**HOW DO ENGLISH PEOPLE FOLLOW THEIR TRADITIONS?**

**LISTENING-SPEAKING:**

1. How do English people behave in public?  
2. Why is it important to follow traditions?

**1. Make up your own dialogue using the expressions.**

**Everyday expressions**  
With great pleasure! / I am so sorry! / Don't worry!

**Word box**

to be polite	manner
to stare	public
to behave	to be proud of
to shake	strong

**2. Read and put questions.**

«Excuse me». If someone stands on your way, he says «Excuse me» and they will move out of your way.

Say «Sorry!». If you do something wrong, say «sorry!».

**Don't task lady her age.** It is rude to ask about her age.

**Cover your mouth.** When yawning or coughing they always cover their mouth with a hand.

**Don't greet people with a kiss.** People do not greet each other with a kiss. They only kiss people who are close friends and relatives.

«Please» and «Thank you». It is a good manner to say «please» and «thank you». It is impolite if you don't do it.

**Smile.** A smiling face is a welcoming face.

**Shake hands.** When you greet someone, shake your right hands.

**Don't pick up your nose in public.** They use a handkerchief to pick nose.

**Don't stare!** It is impolite to stare at anyone in public.

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**Everyday expressions**  
With great pleasure!  
I am so sorry!  
Don't worry!

**Input.** Brainstorm students some traditions of England and elicit ideas on the flip chart or whiteboard. Use "Mind Map" and note the students' ideas about England. Students are involved in discussing short expressions learning their public speech. Make good discussion about their traditions, famous people, football players, some special holidays, festivals, etc. Students give ideas what people should know about some English traditions. Collect some contradictory opinions.

## READING

## 3. Read and choose the nouns, adjectives and verb phrases.

Great Britain traditions are around for hundreds of years. British traditions are famous all over the world. When people think of Great Britain, they often think of drinking tea, eating fish and chips, wearing bowler hats and reading newspapers.

But the British also have traditions of sport, music and food. They are proud of their traditions.



## The British traditions:

A) The British are great tea-drinking nation. Every day they drink 165 million cups. Most people like their tea strong and dark, but with milk.



B) «Fish and chips» is the classic English take-away food. And it is the traditional national food of England.



C) Sending greeting cards is popular in Britain. These are birthday cards, congratulation cards and cards for special days. The British send them during the year: on Christmas, Valentine's Day, Easter, Mother's Day, Halloween.



D) In English homes the traditional fire-place is always in the centre of the room. People like to sit round the fire in the evenings. There is a clock and some family photos above the fire place.

## 4. Answer the questions.

1. What traditions do the British have?
2. How do they drink tea?
3. When do they send greeting cards to each other?
4. What are the popular holidays in England?
5. What do the English traditionally have in the living room?

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## 5. Odd -one -out.

1. holiday, festival, car, contests, customs
2. flag, language, country, capital, tree
3. hat, drink, cat, wear, rise
4. great, popular, traditional, local, candle

## WRITING

## 6. Write an interview sheet about David Beckham using WH- questions.

My name is David Beckham. I was born in England, may 2nd, 1975. I am a famous English football player.

My wife's name is Victoria. She is a member of band Spice Girls. I have three sons and a daughter. I played in Manchester United and Real Madrid.



1. Job: - Hi, David, what is your job?
2. Birthplace: - .....?
3. Family: - .....?
4. Children: - .....?
5. Football team: .....?

## 7. CW. Make up a poster of your country's traditions and famous people.

## Self-Evaluation questions

1. What is the best tradition in Great Britain?
2. How do you follow your traditions?
3. What interesting facts did you learn?

## REMEMBER AND FOLLOW

1. Get to know all facts of your own country!
2. Make a travel to famous places!
3. Follow your country's traditions.
4. Learn different traditions and cultures!
5. Respect other cultures and traditions!

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## Contradictory opinions:

Most children don't know about English traditions.

They have less information about their behaviour manners.

## Research question:

How do English people follow their traditions?



## SB. Speaking-Reading. Discussing and exchanging ideas.

Students discuss and exchange information about types of traditions in England and listen to the expressions presented by two other students. Students are involved in reading small passages about British ways of life. What table manners they have, what behaviour skills they demonstrate or what kind of famous people they know. Learning different traditions in Britain, try to involve students participating in dialogues, «Jigsaw Reading» activity, some rules about public behaviour. At the end they come into conclusion that they need some good behaviour skills to demonstrate in public. Use different effective tasks, new vocabulary, handouts and activities, etc.

- a) Choose the types of traditions in Britain in reading passages. – PW.
- b) Use new words describing pictures. – GW.
- c) Express their ideas about British traditions saying to each other. – GW.
- d) Get an interview from famous football player D. Beckham. – CW.
- e) Express what is Do's and Don'ts in public. – GW.

**Interaction:** Collective, Pair, Group and Individual work.  
**Techniques:** Mind Map, Jigsaw reading, Role play, Interview, etc

### Summarizing.

#### *Output – Behavior Skills!*

- Demonstrate your politeness to your partner!
- Say first Excuse when you need!
- Show smile greetings and say «Thank you!»
- Learn good manners from smart people!
- Demonstrate your intelligence in public!

### Evaluation tasks

quick responds, multiple choice tests, sentence completion, matching, etc.

**A – Strong**

**B- almost**

**C- fair**

**D-weak**

Criteria	identifies and chooses traditions in Britain	participates in dialogues	gets interview and ask questions	expresses his/her public behaviour rules
<i>I group</i>				
<i>II group</i>				
<i>III group</i>				
?				

### Self-Evaluation

Criteria I can ...	Not yet 2	A bit 3	Almost 4	Full 5
<i>choose traditions in Britain.</i>				
<i>use new words in dialogues.</i>				
<i>get interview ask questions.</i>				
<i>express Do's and Don'ts</i>				
<i>Your success:</i>				

### IW. Creative work.

Make a poster about your country's traditions.



## SUB SUMMATIVE TEST V

### 1. Odd-one-out.

- a) France      b) Spanish      c) Italy      d) Germany

### 2. He is from England. He ... speak English but he ... speak Arabic.

- a) can't/can't      b) can't/can      c) can/can      d) can/can't

### 3. Choose the right answer.

#### When are they going?

- a) They are going to London by plane.  
b) They are going to listen to music.  
c) They are going to London tomorrow.  
d) They are going to learn German.

### 4. Japanese ... is sushi.

- a) favourite costume      b) traditional food  
c) usual weather      d) traditional sport



### 5. Circle the right word.

1. Santa is from Italian/Italy.  
2. She speaks Italy/Italian.



### 6. Put in the right order.

1. like to drink      2. not with lemon  
3. British people      4. tea with milk  
a) 4-1-2-3      b) 1-4-2-3      c) 3-1-4-2      d) 2-4-1-3

### 7. Beaches are ... .

- a) at the mountains.      b) at the sea.  
c) cold places.      d) in the forest.

### 8. Choose the right word.

In deserts, Egyptians ride ... .

- a) skis      b) bikes      c) cars      d) camels

### 9. Complete with the right word.

mucis, food, clothes, traditions are

- a) nature      b) history      c) culture      d) past

### 10. Choose the right ending.

It is impolite ... .

- a) to greet people      b) to smile at people  
c) to thank people      d) to laugh at people

# UNIT 6

## HOW TO BE KIND

This unit is about charity, helping old, sick and disabled people, patriotism, heroism and loving Motherland. There are 4 lessons in this unit:

**LESSON 1. AN IMPORTANT LESSON**

**LESSON 2. WHAT IS CHARITY?**

**LESSON 3. HEROES NEVER DIE!**

**LESSON 4. HELP HUNGRY CHILDREN!**

**Aim:** Students

1. Develop their listening-speaking skills learning kindness.
2. Find the ways of respecting old and disabled people.

**Objectives:**

**Students**

- a) Express his/her own ways of being kind in life.
- b) Identify how to be helpful and kind.
- c) Learn doing charity in their life.
- d) Speak about donating poor children.
- e) Express the meaning of patriotism and heroism.
- f) Comment their own ideas on helping hungry children.
- g) Make a poster how to help hungry children in the world.

### REMEMBER AND FOLLOW!

1. Learn about charitable activities.
2. You can help people by giving your time and energy.
3. Help hungry people and share your food with them.
4. You can share items you no longer use, such as clothing and toys, by passing them on to others who cannot afford to buy them.

## LESSON 1. AN IMPORTANT LESSON

**Aim:** Students develop their listening-speaking skills learning kindness, helping old people.

### OBJECTIVES: Student

- identifies how to be helpful. – 1.1.2.
- participates in the dialogue using background vocabulary. – 2.1.2.
- rearranges the story and answers the questions. – 3.1.3.
- describes the picture and says his/her ideas on kindness. – 2.1.3. 4.1.2.
- makes up a poster how to help people in need. – 4.1.4.

**Content:** Listening-Speaking-Reading

**Integration:** Science 3.2.2. L1. 2.2.2

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- How do you help your friends?
- What do you do for old and sick people?

**Proverb:** Actions speak louder than words.

### Everyday expression

What about (doing) ... ?

It's a good idea!

### Vocabulary: "Picture-matching"

neighbour, to pass, to wonder, to wave, husband, to lend, seriously, to worry, to seem, to donate

### HOW TO BE KIND

### UNIT 6

### LESSON 1. AN IMPORTANT LESSON

You are going to:

- say how to help people
- enrich vocabulary in speech
- share ideas in pairs

### Word box

neighbour	to lend
to pass	seriously
to wonder	to worry
to wave	to seem
husband	to donate

WHAT DO YOU DO FOR PEOPLE IN NEED?

### LISTENING-SPEAKING



- How do you help your friends?
- What do you do for old and sick people?

1. Read and answer the questions below.

**Proverb:** «Actions speak louder than words».

**Lala:** Hi, Kamran! How do you think about playing a Lottery game?  
**Kamran:** Hi, Lala! It is a good idea!  
**Lala:** You know, there is a Lottery Game on TV today! It is for donating sick people. Have you got a lottery?  
**Kamran:** No, I haven't. But I would like to take part in it.  
**Lala:** Let's go to the post-office and buy it!  
**Kamran:** Sorry, I don't have enough money.  
**Lala:** Don't worry! I can lend you some.  
**Kamran:** Thank you so much!  
**Lala:** You're welcome!



- What are they talking about?
- Why does Lala want to help her friend?
- Is she right to help her friend or not?

2. Choose True or False.

- There is a Lottery game on TV.
- Two friends had lotteries for the game.
- Lala doesn't have money.
- She wants to buy a lottery for Kamran

Everyday expressions  
 How do you think about (doing) ... ?  
 It is a good idea!

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**Input.** Get students to discuss how to be kind or how they help helpless people! Draw their attention to some pictures describing helpless or disabled people. Use "Cluster" method and elicit different ideas and write them on the flip chart or whiteboard. Try to find a video about helpless people and demonstrate in class. Students learn new words on pictures or definitions. Choose the best activity discussing this problem. Try to get some contradictory opinions:

### Contradictory opinions:

Some children don't understand old people.

They don't find the ways of helping old and disabled people.

## READING

3. Read the scrambled paragraphs and put them in order.

## An important lesson

A) But one day Jill didn't see her in her garden. Jill wondered where Mrs. Hanley was, but she was in a hurry and she couldn't stop. Jill didn't see her the next day, and the day after that.



B) Jill saw Mrs. Hanley in her garden every morning on her way to school. She waved to Jill as she rode past on her bike. Sometimes Jill stopped and talked to her.

C) Jill and her mother looked after Mrs. Hanley. Mrs. Hanley was ill for a long time, but she got better.



D) Old Mrs. Hanley was Jill's neighbour. She looked after her when her parents were at work. Years passed. Her husband died. And since that time she lived alone.

E) But Jill never had any time to find out what happened to Mrs. Hanley. There was always something important to do. In the end she told her mother.

F) Mother worried and they went to her house. They found Mrs. Hanley in bed seriously ill. She was in bed without any help.

4. Put the paragraphs in order.

1.	2.	3.	4.	5.	6.
D	—	—	—	—	—

5. Choose True and False answers.

- Jill saw her in her garden every afternoon on her way to school.
- But one day Jill saw her in her garden.
- Jill always had time to find out what happened to her.
- Mrs. Hanley found Jill in bed seriously ill.

## WRITING

6. Write the questions to the answers.

- ..... ?  
Old Mrs. Hanley was Jill's neighbour.
- ..... ?  
Yes, she did. She lived alone after her husband died.
- ..... ?  
Because Mrs. Hanley was seriously ill.
- ..... ?  
Jill never had time to find her. There was always something to do.
- ..... ?  
Jill's mother worried and found her in bed seriously ill.
- ..... ?  
Yes, they did. Jill's parents looked after her and she got better.

7. Match and complete.

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1. Our mums and dads ...  | a) takes sick people to hospital. |
| 2. Teachers help us ...   | b) to put out the fire.           |
| 3. Doctors help us ...    | c) us to follow rules.            |
| 4. An ambulance man ...   | d) help us to grow.               |
| 5. Policemen help ...     | e) to study better.               |
| 6. A fireman helps us ... | f) when we are sick.              |

8. Describe the picture.

How is the boy helping a blind man?  
I see ...  
The boy ...  
The man is ...  
There is ...



Self-Evaluation questions

- What is interesting in this lesson?
- How are you helpful to people?
- What kind of people need a help?

Research question:

What do you do for people in need?



### SB. Speaking-Reading-Writing. Discussing and exchanging ideas.

Involve students to listen to the dialogue presented by two other students and find out what this dialogue about, answer questions about this dialogue, choose true and false answers, rearrange the sentences on the story "An important Lesson". Use best activities on the tasks: finding mistakes, matching, describing the picture. Draw students' attention to research these questions, working in groups, pairs doing these activities. Students prepare a big poster: "How to be kind in life" at the end. Students discuss all information in groups and pairs doing tasks, handouts and doing some activities.

- Identify how to be kind on the dialogue and discuss it in pairs – PW.
- Use new words on unscrambled reading passages – GW.
- Rearrange the story and answer the question – GW.
- Describe the picture and express his/her ideas about kindness – PW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Word Association, Unscrambled story, Find mistakes, etc.

## Summarizing.

### Output – Students make a poster

- Help old people crossing the street and on the bus!
- Visit disabled people on holidays and weekends!
- Organize meeting for old people and have a good time with them!
- Don't hurt disabled people's feelings!
- Say polite words to these people!

### Evaluation tasks

open questions, multiple choice tests, sentence completion, proverbs, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors;*

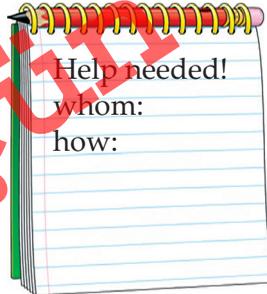
Criteria. Student	A	B	C	D
identifies the meaning of kindness				
uses new words in dialogues				
rearranges the story				
describes pictures and expresses ideas				
expresses his/her ideas on kindness				

### Self-Evaluation

Rank: 1- 2 – 3 – 4 – 5

Criteria I can ...	Yes	No	Score
identify the meaning of kindness			
use new words in speech.			
rearrange sentences and make up a story.			
describe pictures.			
express my ideas on how to be kind.			
My success:			

IW. Creative work: Make a poster  
how to help people in need!



## LESSON 2. WHAT IS CHARITY?

**Aim:** Students learn doing charity in their life developing listening-speaking-reading skills.

### OBJECTIVES: Student

- responds questions about charity and kind people. – 1.1.1.
- describes pictures learning new words. – 3.1.1.
- reads and divide the text into three parts. – 3.1.3.
- expresses ideas on donating poor children. –2.1.3.
- makes up a story how to help poor children. – 4.1.1.

**Content:** Listening-Speaking-Reading

**Integration:** L1. 2.1.1. Math. 1.1.2.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- Do you enjoy helping anyone? Why?
- What charitable activities do you know?



### Vocabulary:

“Definitions” in different cards

shoemaker, stonemason, wealth, charity, to die, to gush, noble, talented, disabled, to be lucky, generous, to create

**Input.** Brainstorm students what people need in difficulties. Students should identify their own ideas in different points. Students can describe pictures understanding the meaning of how to be rich in life. You can use different rich people’s activities and students realize how they help poor people. They use some compound words in speech and find these words in a grammar chart. They give some contradictory opinions.

**UNIT 6 HOW TO BE KIND**

**LESSON 2. WHAT IS CHARITY?**

*You are going to:*

- learn about charity and kind people
- improve reading and speaking skills
- make a poster how to help poor people

**WHAT CHARITABLE ACTIVITIES DO YOU KNOW?**

**LISTENING-SPEAKING**

- Do you enjoy helping anyone? Why?
- What charitable activities do you know?

help

?

Charity is...

?

good things

**1. Find the meanings of these pictures.**






This person makes boots. He is ...

You can get it after hard work. It is ...

It produces much oil. It is ...

This is a sudden running. It is ...

a) a shoemaker

b) an oilfield

c) gush

d) wealth

**Remember**

Years: 1838 - eighteen thirty eight  
1900 - nineteen hundred

**GRAMMAR SECRET**

Stone +mason	Shoemaker	Oil+field	Police+man	Fire+man
Stonemason	Shoemaker	Oilfield	Policeman	Fireman

**Compound Nouns**

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### Grammar Secret

Stone +mason  
Shoe+maker  
Oil+field  
Police+man  
Fire+man

Stonemason  
Shoemaker  
Oilfield  
Policeman  
Fireman

## READING

2. Read and divide the text into 3 parts: introduction, main and conclusion.

## THE NOBLE MAN

Haji Zeynalabdin Taghiyev was born in 1838 in Baku. His father was a shoemaker and Zeynalabdin began to work from childhood to help his family. He was a hardworking boy. At the age of 15, he worked as a stonemason at the age of 18 he became a builder. In 1873 H.Z. Taghiyev bought a piece of land. He was lucky when the oil started to gush. The son of a poor shoemaker became a millionaire. He did many useful and noble things. He was a very generous person. He built the road between the city and his oilfield in Bibi-Heybat. H.Z. Taghiyev also spent much money on education and art. In 1883 Taghiyev built the first Drama Theatre in Baku. Then he built a school for Muslim girls. He sent talented young people to study in Russia and European universities. Today people remember H.Z. Taghiyev not only for his great wealth, but how he spent it. Taghiyev died on September 1, 1924.



Muslim School for girls



Dram Theatre



Old Bibi-Heybat road

3. Read the dates: 1873, 1883, 1924

Model: 1838 - *eighteen thirty eight*

4. Discuss the topic on this chart.

At the age of ...	Dates	His activities
15		became a stonemason
18		
	1873	
		built the first Drama Theatre
	1924	

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5. Match the halves.

- |  |                            |
|--|----------------------------|
| 1. H.Z. Taghiyev wanted young people ... | a) education and art.      |
| 2. He built many buildings ...           | b) for his charity.        |
| 3. He spent a lot of money on ...        | c) to be educated.         |
| 4. His was famous ...                    | d) for the beauty of Baku. |

Do you know that...

The first vice-president and the first Lady of Azerbaijan Mehriban Aliyeva created H. Aliyev Foundation for charity activities. She is a Goodwill Ambassador of UNESCO and ISESCO. Her charitable activities are:



to build new schools



to visit disabled children



to help sick people

6. Complete and discuss.

- |                                |                          |
|--------------------------------|--------------------------|
| 1. M. Aliyeva is ...           | 3. She created ...       |
| 2. She wishes all children ... | 4. Her activities are .. |

Remember

Nouns are always in plural form.  
clothes, people, police

7. Say antonyms of these words.



Remember

UNESCO - United Nations Educational, Scientific and Cultural Organization  
ISESCO - Islamic Educational Scientific and Cultural Organization

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### Contradictory opinions:

- Most people don't understand how to be charitable.
- Children have few ideas on working hard and become popular!

### Research question:

What charitable activities do you know?

### SB. Speaking-Reading. Discussing and exchanging ideas.

Students research this question working in groups, pairs with these activities. Get the students describe pictures and think about achieving happy life is possible only after working hard. They are involved to read a story "Zeynalabdin Taghiyev", an oil worker's life and his charitable activities. Students find out new words in the story and participate in the dialogue answering questions, putting in order words, matching and completing the sentences about this text. Draw their attention to discuss our first lady - M. Aliyeva's charitable activities and how to donate helpless children. At the end students make up a poster how to help helpless and poor children and present it in class.

- Respond questions about charity and kind people. - GW.
- Describe pictures and learn new words. - GW.
- Read and divide the text learning about kind people - GW.
- Express ideas on donating poor children. - GW.
- Make up a story ssabout helping poor people.- IW.

**Interaction:** Collective, Pair, Group and Individual work.  
**Techniques:** Cluster, Information Gaps, Role Play, etc.

### Summarizing.

<b>Output:</b> Student make a poster how to help poor people.	
<b>We should...</b>	<b>We shouldn't ...</b>
1. share our food with our friends.	1. eat alone if we have much food.
2. give our clothes we don't wear.	2. throw our clothes which aren't old.
3. collect our toys for small kids.	3. throw our toys and clothes.
4. donate clothes that aren't old and torn.	4. give old and torn things to the poor.

### Evaluation tasks

multiple choice tests, sentence completion, etc.

**A** – no errors; **B** – few errors; **C** – some errors; **D** – a lot of errors;

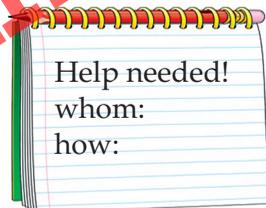
<b>Criteria</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
responds questions about charity and kind people				
describes pictures learning new words				
reads and discusses the text learning about kind people				
expresses ideas on donating poor children				
makes up a poster to help poor people				

### Self-Evaluation

**Rank: 1- 2 – 3 – 4 – 5**

<b>Criteria I can ...</b>	<b>Yes</b>	<b>No</b>	<b>Score</b>
respond questions about charity			
describe pictures			
read and discuss the text			
express ideas on donating poor children.			
make up a poster to help poor children.			
<b>My success:</b>			

**IW. Creative work.** Make up a story how to help poor children.



## LESSON 3. HEROES NEVER DIE!

**Aim:** Students develop listening-speaking-reading skills learning heroism and patriotism.

### OBJECTIVES: Student

- identifies the meaning of heroism/patriotism. – 1.1.2.
- discusses the questions using new words and future simple tense. – 2.1.1.
- reads the text finding new words pronouncing correctly. – 3.1.1. 3.1.2.
- expresses his/her own ideas on patriotism. – 2.1.3.
- creates a peace poem and writes with the correct spelling. – 4.1.3. 4.1.4.

**Content:** Listening-Speaking  
**Integration:** L1. 2.2.1. His. 4.1.1.  
 Music. 2.1.1

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What is heroism and patriotism?
- What heroes do you know?



### Vocabulary: "Picture-matching"

adviser, servant,  
 cruel, punishment, to obey,  
 to chain, to suffer, to overcome,  
 to forget, to promise, heroism

**UNIT 6** **HOW TO BE KIND**

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**LESSON 3. HEROES NEVER DIE!**

*You are going to:*

- learn about heroism and patriotism
- practise Future Simple Tense in speech
- express ideas in pairs

**Word box**

adviser	to suffer
servant	to overcome
cruel	to forget
punishment	to promise
to obey	heroism
to chain	

**WHAT DO YOU THINK ABOUT HEROISM/PATRIOTISM?**

**LISTENING-SPEAKING**

**1. Look at the pictures and discuss. How did they become a hero?**

  
Babek

  
Jeanne d'Arc

  
King Arthur

  
Shakh Ismayil Khatini

**2. Answer the questions.**

- Why do we call them heroes?
- What heroic films do you know?
- What did they do for their people?
- What legends about heroes do you know?

**GRAMMAR SECRET**

I/you/we – *shall*  
 He/she/it/ they – *will*

*interrogative / negative*  
 Shall I come?  
 I shall not/ shan't do it!

**Future Simple Tense: shall / will + Verb**

<i>go</i> to the museum	<i>tomorrow</i>
<i>visit</i> old people	<i>the day after tomorrow</i>
	<i>next year/month</i>
	<i>week/day</i>
	<i>in a month/in 2 days</i>

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- What heroic films do you know?  
 Why do we call them heroes?  
 How did you know them?  
 What legends do you know about heroes?

**Input.** Brainstorm students what they know discussing these questions. Brainstorm ideas how often they watch heroic films on TV. Elicit different ideas about heroism and heroes lives write them on the flip chart or whiteboard. They discuss how they know heroes: sacrificing their lives, defending motherland and saving people from danger, etc. Get them give some contradictory opinions about heroism.



**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Role play, Matching, Jig-saw reading.

To punish To develop	<b>punishment</b> <b>development</b>
To feel To suffer To build	<b>feeling</b> <b>suffering</b> <b>building</b>

### Summarizing.

<b>Output: Our heroes!</b>
<ol style="list-style-type: none"> <li>1. They sacrificed themselves for people's happiness!</li> <li>2. They saved more children from wars and danger!</li> <li>3. They are ready to defend their Motherland!</li> <li>4. They think only about people, not about themselves!</li> <li>5. They have one aim: to see their land free and in peace!</li> </ol>

### Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors;*

Criteria. Student	A	B	C	D
<i>identifies the meaning of heroism</i>				
<i>discusses the questions using future simple tense</i>				
<i>reads the text finding new words and pronouncing them</i>				
<i>writes descriptions of the characters in the story</i>				
<i>expresses his/her own ideas about patriotism and creates a peace poem</i>				

### Self evaluation paper

Rank: 1- 2 – 3 – 4 – 5

Criteria I can ...	Yes	No	Score
<i>identify the meaning of heroism</i>			
<i>discuss the questions using future simple tense</i>			
<i>read the text finding new words and information</i>			
<i>describe the characters in the story</i>			
<i>express my own ideas on patriotism</i>			
<b>My success:</b>			

**IW. Creative work.** Create your own peace poem!



Çap

## LESSON 4. HELP HUNGRY CHILDREN!

**Aim:** Students develop vocabulary and speaking-reading skills learning about hungry children in the world.

### OBJECTIVES: Student

- answers questions about hungry children in life. – 1.1.1.
- expresses his/her own ideas helping hungry children. – 2.1.3.
- divides the text into three parts discussing the words – 3.1.3.
- completes the letter using plural nouns – 4.1.3.
- writes a letter "Help hungry people". – 4.1.4.

**Content:** Listening-Speaking  
**Integration:** L1. 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What do you know about hungry children?
- How do you want to help hungry people?

**Everyday expressions**  
That was terrible!  
That sounds great!

### Vocabulary: "Definitions"

hunger, to be hungry, displaced, earthquake, flood, shelter, to be curious, ingredient, to add, to share, stomach

**UNIT 6** **HOW TO BE KIND**

**LESSON 4. HELP HUNGRY CHILDREN!**

*You are going to:*

- describe hungry children's life
- improve vocabulary skills in speech
- define your own ways in helping them

**HOW DO YOU HELP HUNGRY PEOPLE?**

**LISTENING-SPEAKING**

1. What do you know about hungry children?  
2. What makes people hungry?

no school

?

hungry

Children's life in danger

displaced

**1. Listen to the dialogue and put questions the words in bold.**

**Kate:** Hi Tom! Did you watch a documentary film about the **hungry children** yesterday?

**Tom:** Yes, I did. That was terrible. Every year 6 million children die from **hunger**.

**Kate:** Is there any project for saving children in the world?

**Tom:** Project? Yeah, some countries join "Save the children" project for helping hungry children.

**Tom:** That sounds great! People should **think** about their life and **help** them.

**Kate:** Let's search internet about this project!

**Word box**

hunger	to be curious
to be hungry	ingredient
displaced	stomach
earthquake	sincerely
flood	to fit
shelter	
to add	

**Proverb:**  
Better to do well than to say well.



**Everyday expressions**  
That was terrible!  
That sounds great!

**Remember Plural Nouns**

Nouns	singular	+/-	plural
most nouns	book	+ s	books
ending in -s, -ss, -ch, -sh, -x	bush	+ es	bushes
ending in -y	baby	+ ies	babies
ending in -ay, -oy, -ey	toy	+ s	toys
ending in -f, -fe	knife	+ ves	knives
ending in -o	potato	+ es	potatoes
ending in -o	piano	+ s	pianos

**Nouns used in singular**  
foot, soup, hunger, fire, flood, water

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**Input.** Brainstorm students about how they help poor, hungry people, why many children are hungry in the world, etc. Draw students' attention to listen to the dialogue presented by students about sharing food. They discuss questions about this dialogue and the meanings of pictures: "What is a girl thinking about?", "What is a man looking for in the fridge?", "Why is baby crying?". Try to use a circle game and get students share their ideas about this problem. Get students give some contradictory opinions.

### Contradictory opinions:

- More children are hungry and displaced in the world.
- Rich people don't think about hungry children in the world.

2. Discuss. Is it right to overeat when others are hungry?



## READING

3. Read the poem and say what friendship is.



**Friendship**  
Friendship is a thing for two,  
Three or four, even more.  
Like a song that's made to sing  
Friendship is a doing thing.

(Edith Segal)

4. Read the words in bold with appropriate stress.

## PEOPLE IN NEED

Children want to be happy, live in peace with their family. But there are many **unhappy** children in the world. Why? They are hungry and **displaced**. Wars make hunger in the world. **Earthquake** and flood make people displaced.

Most of the hungry countries are in Africa. Somalia is one of them. Food is the main thing for these people. Many countries help these people in **different** ways.



5. Complete and match. How can we help people in need?



1. plant a lot of ...
2. send boxes of ...
3. build a lot of...
4. collect money for...
5. make a poster ...

- a) for homeless people.
- b) about people in need.
- c) corn and potato fields.
- d) medicine and first aid.
- e) shelters for them.

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6. Read the text and divide it into three paragraphs: introduction, main, conclusion. Then try to answer the questions below.



## STONE SOUP

Once upon a time some travellers came to a village. They were very hungry and didn't know what to do. But villagers didn't want to share food with the hungry travellers.



So, the travellers took the pot from their bag, filled it with water, dropped a large stone in it and placed it over a fire. Most of the villagers and children watched them from their windows. One of the villagers became curious and asked what they wanted to do. The travellers told that they wanted to make «stone soup». "Ahh," the traveller said to himself loudly, "I like a tasty stone soup. But it is hard to beat. Of course, stone soup with cabbage will be delicious". Soon a villager brought a small cabbage and added it to the pot. "Wonderful!" cried the traveller. "The soup tastes wonderful, but it needs a bit salty beef and it was fit for a king." The village butcher found some salty beef. «The soup tastes wonderful, but it needs some potatoes and carrots». More and more villagers came and added other ingredients: some potatoes, onions, carrots, mushrooms, and so on. Finally, a delicious pot of soup was ready and they shared soup with everyone and enjoyed eating stone soup. All the villagers thought that it was a magic stone.

Why did the travellers call it "stone soup"?  
How did the villagers help the travellers?

7. Write the nouns in the correct plural form.

tomato -	pot -	leaf -
country -	photo -	dish -
horse -	glass -	brush -
radio -	key -	fox -
watch -	dress -	shelf -

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## Grammar Secret

hungry – hungrier – the hungriest,  
curious – more curious – the most curious;  
delicious – more delicious – the most delicious

## Research question:

How do you help hungry children ?

## SB. Speaking-Reading. Discussing and exchanging ideas.

Students are able to discuss and exchange information about hungry people's life. Involve students to read a short passage about hungry children in Africa. Make a good discussion about how they want to help hungry people. Doing activity in "Carousel" students write different ideas on solving this problem. Then they put the unscrambled story in order and say introduction, main and conclusion parts of the passages. They will find true and false answers and guess the riddles about new words. (Answers: friendship, soup, hungry, food)

- a) Respond questions speaking about hungry children in the world. – PW.
- b) Use new words and discuss questions on reading text. – GW.
- c) Divide the passages into three parts. – CW.
- d) Discuss the reading story expressing opinions. – GW.
- e) Write about the text and discuss plural nouns. – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Brainstorming, Carousel, Unscrambled story, etc

### Summarizing.

#### **Output** – Helping way hungry children!

- To plant a lot of corn and potato fields!
- To send boxes of medicine and first aid!
- To build shelters and cottages!
- To collect money for displaced people!
- To make announcements on TV for helping hungry children!

### Evaluation tasks

open ended questions, multiple choice tests, matching, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors;*

Criteria. Student	A	B	C	D
<i>responds questions about hungry children</i>				
<i>expresses his/her opinions about hunger</i>				
<i>divides the text into thre parts and use plural nouns</i>				
<i>completes the letter for helping hungry children</i>				
<i>writes a letter “Help hunry children”</i>				

### Self evaluation

Rank: 1- 2 – 3 – 4 – 5

Criteria I can ...	Yes	No	Score
<i>respond questions about hungry children</i>			
<i>expres my ideas on hungry children</i>			
<i>divide the text int three parts and use plural nouns</i>			
<i>complete the letter using plural nouns</i>			
<i>write a letter about hungry children</i>			
<i>My success:</i>			

### IW. Creative work.

Write a letter about the hungry children!



## SUB SUMMATIVE TEST VI

### 1. *Charity is ...*

- a) helping people in need
- b) working with people
- c) taking medicine

### 2. *Zeus and Prometheus lived in ...*

- a) England
- b) Egypt
- c) Italy
- d) Olympus

### 3. *Put the letters in order and complete.*

M. Aliyeva helps (sdiabde dehlcinr) and visited them (reyve ydhasoli).

*Choose the right answer.*

#### 4. *He ...*

- a) shows the way
- b) stops her
- c) helps her

#### 5. *You should ...*

- a) take him from wheel
- b) help and play with him
- c) not give him a ball

#### 6. *He ...*

- a) hunts animals
- b) defends people
- c) stops cars

### 7. *Taghiyev was ...*

- a) a famous writer
- b) an oil millionaire
- c) a history teacher

### 8. *Choose and match.*

- 1. donation
- 2. generous
- 3. shelter house
- a) a place for protection
- b) to give a charity
- c) open - handed

### 9. *M. Ibrahimov ... himself for our ... .*

- a) saved, people
- b) sacrificed, happiness
- c) killed, heroes.

### 10. *Find antonyms.*

- 1. cruel \_\_\_ a) wise
- 2. hungry \_\_\_ b) rich
- 3. poor \_\_\_ c) full
- 4. silly \_\_\_ d) kind

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# UNIT 7

## HEALTH IS WEALTH

This unit is about nutrition, healthy food and its impact for our health.

There are 4 lessons in this unit:

**Lesson 1. THE FOOD YOU EAT**

**Lesson 2. FOOD PYRAMID**

**Lesson 3. EAT WELL - STAY HEALTHY**

**Lesson 4. CAN YOU COOK?**

**Aim:** Students

1. Develop good eating healthy skills learning different mealtime.
2. Gain valuable healthy life skills improving eating habits.

**Objectives:**

**Students**

- a) Develop good communication skills learning eating culture.
- b) Make up a story about his/her mealtime.
- c) Get to know about Food Pyramid improving vocabulary skills.
- d) Fill in Food Pyramid with suitable food.
- e) Develop healthy eating habits.
- f) Express some family nutrition and health.
- g) Develop cooking skills and making healthy food.
- h) Make a poster about healthy food.

### REMEMBER AND FOLLOW!

1. Make a daily mealtime schedule and follow it!
2. Learn about Food Pyramid improving your healthy eating.
3. Keep your family nutrition and health!
4. Get more information about vitamins!
5. Learn how to make your food yourself!
6. Share your delicious food with your friends!
7. Encourage your friends to eat slowly!
8. Eat meals together with your family!

## LESSON 1. THE FOOD YOU EAT

**Aim:** Students develop good eating healthy skills learning different mealtime.

### OBJECTIVES: Student

- responds the questions about food and mealtime. – 1.1.2.
- uses expressions participating in the dialogue. – 2.1.2.
- divides the text into three parts and chooses mealtime. – 3.1.3.
- expresses his/her opinions using food phrases. – 2.1.3.
- makes up a food chart about his/her mealtime. – 4.1.2. 4.1.4.

**Content:** Listening-Speaking

**Integration:** Science. 4.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What is your favourite food?
- How many times do you have a meal?

### Vocabulary: "Hot seat"

to serve, to cost, tangerine,  
grain, toast, cereal, packet,  
a can, a slice, a loaf, a bar,  
a carton

Help yourself!

Here you are.

Can I pour you some more tea?

What would you like to eat?

Yes, please/No, thanks

**UNIT 7 HEALTH IS WEALTH**

**LESSON 1. THE FOOD YOU EAT**

*You are going to:*

- define food and mealtime
- enrich vocabulary in speech
- make up a story about your mealtime

**WHAT DO YOU KNOW ABOUT HEALTHY FOOD?**

**LISTENING-SPEAKING**

1. What is your favourite food?  
2. How many times do you have a meal?

**1. Listen to the dialogue and put in order.**

- Yes, an orange juice, please.
- That's 8.50 AZN.
- Have you got any fish?
- OK. I have. I'd like some chips, please.
- How much do all cost?
- Hello. What would you like to eat?
- Here you are.
- Can I pour you some juice?
- Yes, we have.

**Word box**

to serve	a can
to cost	a slice
tangerine	grain
toast	a loaf
cereal	a bar
packet	a carton



**Everyday expressions**

Here you are.  
What would you like to eat?  
Yes, please/No, thanks.

1	2	3	4	5	6	7	8	9
f								

**2. Answer the questions.**

- Where does this dialogue take place?
- What does the man order?
- How does the waiter serve?
- How much does the meal cost?

**3. Look at the pictures and say your opinion.**






culture — Food is — ?

health — tradition

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**Input.** Brainstorm students what "needs" and "wants" they have in life. They need water, air and food. Elicit some useful ideas and focus your topic on healthy food and demonstrate some pictures, get them discuss healthy food. Students listen to the unscrambled dialogue and put the sentences in order and answer the questions about dialogue. Get them listen to different food songs using CD and ask about their opinions. Make a circle that students learn favourite food. Students give some contradictory opinions.

### Contradictory opinions:

Most children have problems naming food in English. They don't know the rules of mealtime.

## READING

4. Read and divide the passage into three parts (introduction, main part, conclusion).

## MEALS IN BRITAIN

British people have three meals a day: breakfast, lunch and dinner. Breakfast time is between 7 a.m. and 9 a.m. Traditional English breakfast is bacon and eggs, sausages, tomatoes, orange juice, toast and a cup of tea. People have lunch between 12 a.m. and 2 p.m. Schoolchildren usually have lunch in the canteen. Some children take a 'packed lunch' from home. This is often a sandwich, some crisps, some fruit and a drink. In the evening families get together and have dinner. It is usually between 6 p.m. and 8 p.m. Traditional English dinner is meat and vegetables. The most used vegetables are often potatoes. Many people also like pasta and rice. Tea is a favourite drink of British people and they drink it with milk. They can have tea with sandwiches, cakes or biscuits. They usually invite neighbours to the tea or coffee table in the evening. They share their food with poor people on holidays.

5. Find out what they eat between ...

7 a.m. and 9 a.m.                      12 p.m. and 2 p.m.                      6 p.m. and 8 p.m.

6. Complete and discuss.

1. English people have ... for ...
2. They like to have ... for ...
3. They usually have ... for ...
4. They enjoy having ... for ...



Do you know that...

**Food is for good luck!**  
Some Chinese people eat tangerines.  
Tangerines are round.  
Round food ends and begins again like years.

## WRITING

7. Fill in the gaps and find the names of food.



A loaf of b \_ \_ \_ .



A packet of t \_ \_ .



A can of j \_ \_ \_ .



A box of s \_ \_ \_ .



A slice of m \_ \_ \_ .



A carton of m \_ \_ \_ .



A cup of c \_ \_ \_ .



A bar of c \_ \_ \_ .

8. Write the sentences using **some, any, or a**.

1. There are ... chips
2. There aren't ... burgers
3. Is there ... coke?
4. There isn't ... water
5. There is ... slice of meat
6. Is there ... sandwich?

9. Write the sentences using **a few, or a little**.

1. There is ... flour in the bowl
2. There are ... oranges on the plate
3. There are ... can of coke in the fridge.
4. There is ... milk in the bottle.
5. There is ... orange juice in the glass.
6. There are ... cookies in the tin.
7. There are ... cucumbers in the fridge.

10. Choose the correct line of plural nouns.

1. tomatoes, chocolate, biscuits, drinks
2. holidays, coffee, potatoes, vegetables
3. families, people, sandwiches, clothes
4. news, people, traditions, cookies

11. Creative Work. Make up a chart about your mealtime and choose your food for breakfast, lunch, dinner and supper.

Self-Evaluation questions

1. What is your most favourite food?
2. What is your least favourite food?
3. How do you make your sandwiches?

## Research question:

What do you know about healthy food?



## SB. Speaking-Reading. Discussing and exchanging ideas.

Students are able to discuss and exchange information about kinds of food in pictures using background vocabulary, put unscrambled dialogue in order and discuss on a dialogue what they are talking. Using some expressions students participate in short dialogues. They learn that food is also a table manner, beauty in our houses, tradition and serving ways. Get them read the story «Meals in Great Britain» in «Jigsaw Reading» and get more information about English people's mealtime and their food culture. On this text students get to know time between breakfast, lunch, dinner and supper. They find out filling in the gaps learning some uncountable nouns. (a loaf of bread, a can of juice, a slice of meat, a cup of coffee, etc) Provide «Information Gap» method for developing speaking and effective tasks, handouts and activities that your aims realize on them and get output from students!

- a) Discuss names of food and naming them. – PW.
- b) Use background vocabulary exchanging ideas on pictures. – GW.
- c) Describe the meals in Great Britain and learn more information. – CW.
- d) Make up her/his own mealtime. – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Brainstorming, Information Gap, Unscrambled story, Filling in Gaps, etc.

### Summarizing.

**Output** – healthy food.

- to have dairy products and honey for breakfast;
- to have juice and sandwiches for lunch;
- to have soup and fish, some salad and juice for dinner;
- to have desert, light drinks and fruit for supper.

### Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors*

Criteria. Student	A	B	C	D
<i>responds questions about food and mealtime</i>				
<i>uses expressions, phrases in the dialogue</i>				
<i>divides the text and chooses mealtime</i>				
<i>makes up a food chart about mealtime</i>				

### Self-Evaluation

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never –
<i>respond questions about mealtime</i>				
<i>use expressions in the dialogue</i>				
<i>divide the text and choose my mealtime</i>				
<i>make up my food chart about mealtime</i>				

**IW. Creative work.** Write a mealtime schedule!

<i>mealtime</i>	<i>breakfast</i>	<i>lunch</i>	<i>dinner</i>	<i>supper</i>
<i>dairy</i>				
<i>soup</i>				
<i>juice</i>				
<i>chicken and fish</i>				
<i>fruit and vegetables</i>				
<i>cookies</i>				

## LESSON 2. FOOD PYRAMID

**Aim:** Students learn about Food Pyramid improving vocabulary skills.

### OBJECTIVES: Student

- responds the questions about keeping the diet. – 1.1.1.
- says the meanings of the new words in the dialogue. – 2.1.1.
- adds his/her own ideas about food and vitamins. – 3.1.2.
- describes the types of food defining the vitamins. – 2.1.3.
- makes a chart about the use of vitamins. – 4.1.1. 4.1.4.

**Content:** Listening-Speaking

**Integration:** Science. 4.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- Do you know about Food Pyramid?
- What do you know about healthy and junk food?

### Everyday expressions

Have a good appetite!  
 Could you please?  
 How much/many ... do you want?  
 Anything else?

**Vocabulary:** "Hot seat"

nutrition, bone, blood, pressure, disease, cancer, poultry, oil, olive, tiring, to increase, illness

HEALTH IS WEALTH
UNIT 7

**LESSON 2. FOOD PYRAMID**

**You are going to:**

- learn about Food Pyramid
- describe healthy food
- share new ideas in pairs

**WHAT IS THE USE OF FOOD PYRAMID?**

**LISTENING-SPEAKING**

1. How do you keep your diet?  
 2. What do you know about healthy and junk food?

1. Listen to the dialogue between Sam and Lucy and say the meanings of the new words in bold.

S: Hi, Lucy. What is in your hand?  
 L: It is a Food Pyramid!  
 S: Could you please tell me about it?  
 L: Actually it is a chart which contains five groups of food.  
 S: I think, it will help us to increase vitamins in our body.  
 L: Yeah, we should eat following these steps of pyramid.  
 S: Thank you for good information.  
 L: You are welcome!

2. Look at the Food Pyramid and describe the steps of the food.

**What food we should ...**

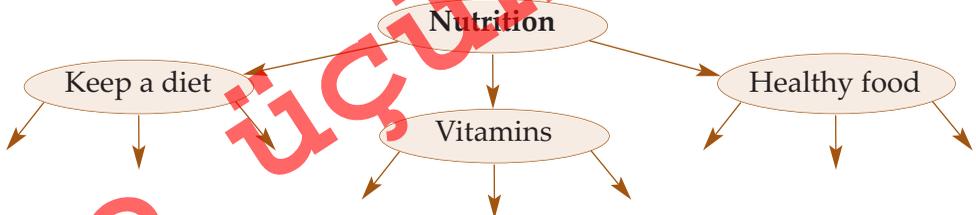
eat most: .....  
 eat less: .....  
 eat least: .....

**GRAMMAR SECRET**

Countable Nouns...	Uncountable Nouns...
many, a lot of, few, a few.	much, a lot of, little, a little.
Many oranges.	Much juice.
A lot of carrots.	A lot of rice.
A few apples.	A little water.
Few apples.	Little water.

**Word box**

actually	poultry
nutrition	olive
bone	to contain
blood	to increase
pressure	illness
disease	immune
cancer	



READING

3. Read about vitamins and discuss in pairs asking questions.  
Model: What fruit increases Vitamin C?



**Vitamin A** defends your body from infection. It is in olive, cherry, apple, grapes, egg-plants and potatoes.



**Vitamin B** is good for the nervous system and blood. It is in beans, grain, poultry, fish and meat.



**Vitamin C** increases iron in your blood. You will have good immune system. It is in all citrus fruits and vegetables that keep you strong.



**Vitamin D** is good for blood pressure, cancer and other diseases. It keeps your bones strong. You can find it in eggs, fish, egg-plants, milk, yogurt and broccoli.

**Vitamin E** may keep you away from heart disease. It limits fat. It is in cucumber, egg-plant, garlic, corn and apple.

4. Look at the pictures and say what vitamins contain in these types of food.  
Model: Orange has vitamin C. It develops our immune system.



SPEAKING

5. Discuss in pairs using a lot of/much/many/a little/a few.



junk food, grain, sugar, fruit, fish, meat, dairy products, oil, peanuts



shouldn't have ...

6. Use countable and uncountable nouns.

I like many ... but I don't like ...  
I like much ... but I don't like ...

WRITING

7. Fill in much or many.

- How ... sandwiches would you like?
- How ... jam do you need?
- How ... tea do you drink for dinner?
- How ... eggs are there in the box?
- How ... yogurt have you got?
- How ... rolls would you like?



8. Fill in and or not.

- Eat noodles, rice ... some vegetables.
- Eat some meat, ... hamburger.
- Have some milk ... yogurt for breakfast.
- Drink juice, water, milk, ... coke.
- Eat some fruit, ... sweet or ice-cream.

9. Make up a short story based on a nutrition grid.

Vitamins	They come from	Good for ...
A	Milk, ...	Skin, ...
C		
D		
E		

Self-Evaluation questions

- What is the best way of keeping diet?
- What worst eating habits do you know?
- How do you keep your body healthy?

**Input.** Elicit students to give good ideas making a big cluster about healthy food. Get them discuss about vitamins they know and present a big Food Pyramid on the board. Students talk about choosing dairy products, fruit and vegetables, some food on pyramid practicing vocabulary. Students discuss why they need vitamins and what they are good for, how they impact their health! Elicit all ideas and collect some contradictory opinions.

**Contradictory opinions:**

Some people don't keep diet and get fat, sick, and nervous!  
Most people don't have information about Food Pyramid!

**Research question:**

What is the use of Food Pyramid?

**SB. Speaking-Reading. Discussing and exchanging ideas.** Students are able to discuss and exchange information about healthy food. Get them match pictures to the descriptions of vitamins. They identify the meaning of colours on Food Pyramid and choose countable and uncountable nouns.

- Talk about healthy food listening to the questions – PW.
- Use new words describing Food Pyramid- GW.
- Fill in Food Pyramid with suitable food – GW.
- Make up nutrition grids for themselves. – GW.

Countable Nouns	Uncountable Nouns
Use with <b>many</b> , a lot of in plural. Many oranges A lot of carrots.	Use with <b>much</b> , a lot of in plural. Much juice! A lot of rice.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Brainstorming, Information Gap, Jigsaw reading, etc.

### Summarizing.

**Output:** *Students prepare a nutrition grid*

Vitamins	Food products they come from	Good for ...
A	milk, cherry, apple, grapes, egg-plants ...	skin, body.
C	Fruits, lemon, tomato	blood, immune system.
D	eggs, fish, egg-plants, milk, yogurt and broccoli.	blood pressure, cancer
E	kiwi, cucumber, garlic, corn and apple.	heart disease, limits fat

### Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors*

Criteria. Student	A	B	C	D
<i>responds the questions listening to each other</i>				
<i>uses new words describing food on pictures</i>				
<i>add hi/her ideas on learning vitamins</i>				
<i>makes a food chart about shealthy food</i>				

### Self-Evaluation

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never –
<i>answer questions in discussion.</i>				
<i>say the meanings of the words</i>				
<i>add my ideas on learning vitamins</i>				
<i>make up a chart about vitmins</i>				

**IW. Creative work.** Make up a short story about vitamins.

Food/Vitamins	Vit.A	Vit. B+	vit. C	Vit.D	Vit. E

## LESSON 3. EAT WELL – STAY HEALTHY!

**Aim:** Students develop their healthy eating habits practicing speaking skills.

### OBJECTIVES: Student

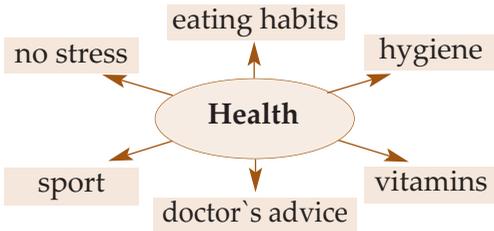
- responds the questions on keeping diet. – 1.1.1.
- uses background vocabulary describing menus. – 2.1.1.
- reads the text saying the meanings of the new words – 3.1.1.
- matches doctor's advice to menus. – 3.1.3.
- designs a menu for staying healthy. – 4.1.1. 4.1.4.

**Content:** Listening-Speaking  
**Integration:** L1. 2.2.2.  
 Science . 4.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- How can we develop our healthy eating?
- What healthy food should we eat most?



### Vocabulary: "Definitions"

to taste, to smell, to try, frozen, spicy, salty, sour, bitter

**UNIT 7 HEALTH IS WEALTH**

**LESSON 3. EAT WELL – STAY HEALTHY**

*You are going to:*

- learn about healthy eating
- use the new words in speech
- write some advice for keeping diet

**HOW SHOULD WE KEEP OUR HEALTH?**

**LISTENING-SPEAKING**

- How can we develop our healthy eating?
- What healthy food should we eat most?

**Word box**

to taste	portion
to smell	salty
to try	spicy
frozen	sour
bitter	crisps
hygiene	reduce

**1. Match and describe food ...**

- makes you fat and is bad for your body.
- has a lot of sugar in it and cooked in the oven.
- is full of vitamins and good for your health.
- is cooked in a lot of oil and is in packages.

Model: Picture A - Fruit and vegetables are full of vitamins and good for our health.

**2. Use the nouns with the given words. What should we eat?**

bread, rice, fruit, crisps, vegetable, pasta, pizza, cheese, oil, soup, milk, sweets, olives, sugar, salt, meat, fat, chips, dairy products, cakes, chocolate

A lot of ...      A little ...

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**Input.** Elicit students to give good ideas about health. Use a proverb: "A Good Health is above the wealth" and discuss it using "Word Association" about health. It is "eating habits, sport, hygiene, vitamins, doctor's advice, etc." Involve students to discuss about how they follow eating habits and doctor's advice. Students give ideas why people need to know healthy eating skills and how they impact their body and mind. Collect some contradictory opinions.

### Contradictory opinions:

More children like to eat junk food.  
 They don't have good healthy eating habits.

## READING

3. Read and guess the meanings of the words and expressions in bold.



In the morning, I always have milk and an apple for breakfast. I eat nothing until dinner. I like to have a lot of vegetable salads and some fish or chicken for dinner. Sometimes I like to have sour fruit. I can't eat many sweets. It **makes me fat.** (Fred, 10 years old)

For breakfast, I always have a lot of bread, butter, and jam, and have sandwiches for lunch. I always have **frozen** food. Between meals, I love to have hamburger, chips and some **bitter** chocolate. **Crisps** are my favourite, they are delicious. I don't like vegetables. (Andrew, 12 years old)



I always have a glass of juice three times a day. For breakfast, I also have a cheese sandwich and a cup of coffee. At lunch time I eat some salad and a lot of fruit. In the evening I have **salty** fish, a tomato or a packet of nuts. (Daniel, 11 years old)

For breakfast, I also have sweet cakes and hot chocolate. At lunch I eat some **spicy** meat pie and drink cola. I usually have a **slice of meat**, some potatoes and some grapes in the evening. (Nicolle, 11 years old)



## SPEAKING

4. Discuss and express your opinions on ...

1. who likes healthy food.
2. what food Andrew likes.
3. when Daniel likes to eat salty fish and nuts.
4. who likes to have more meat.
5. which of the young people's eating habits is unhealthy.

5. Match. How do they taste?

- |                         |            |
|-------------------------|------------|
| 1. Chips taste ...      | a) sweet.  |
| 2. Lemon tastes ...     | b) spicy.  |
| 3. Chocolate tastes ... | c) salty.  |
| 4. Coffee tastes ...    | d) sour.   |
| 5. Sauce tastes ...     | e) bitter. |

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6. Match doctor's advice to the menus according to the passages.

Fred  
menu 1-

Andrew  
menu 2-

Daniel  
menu 3 -

Nicolle  
menu 4 -

A. Try to change your diet now! Eat some fruit and vegetables and eat less sugar!

B. You need some dairy products in your menu. They have a lot of vitamins.

C. There is a lot of fat in meat. Sometimes you should change it with fish.

D. You need light food for lunch. Try to eat less sugar and sweets.



## WRITING

7. Read and write the verbs in the right place, then put questions.



People have less heart problems when they (1) ... a lot of fruit and vegetables. You should eat at least five portions of fruit and vegetables a day. E.g. a banana, an apple, one slice of melon or pineapple or two plums. Eating too much salt can (2) ... your blood pressure. There is 75% salt in breakfast cereals, soups, sauces and ready meals. So we could easily (3) ... salt in our food. Meat pies, cheese, butter, cream, cakes contain much fat and we should (4) ... butter with vegetable oils. Sugary foods and drinks too often can give toothache. We (5) ... fat when we have more sugar in many types of food e.g. fizzy drinks, juices, sweets, biscuits, cakes, ice cream. We should (6) ... about 6 to 8 glasses of water every day and even more when the weather is warm. We don't drink too much coffee or tea as we reduce water from our body.

- a. change  
b. reduce  
c. drink  
d. get  
e. raise  
f. eat

8. Design a healthy menu (breakfast, lunch, dinner) for yourself.

## Self-Evaluation questions

1. Is it easy to follow doctor's advice?
2. How do you keep your diet?
3. What is healthy for your body?

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Research question:

How should we keep our health?

**SB. Speaking-Reading. Discussing and exchanging ideas.** Students discuss and exchange information about healthy eating habits and following doctor's advice on some students' (Fred, Andrew, Daniel, Nicolle) menus. Students are involved to do tasks: discussing and answering some questions about students' menus, matching doctor's advice for healthy problems. They find adjectives describing them on pictures, how tastes food and choosing countable, uncountable nouns on pictures. Provide students with some useful tasks, new vocabulary, handouts and activities, etc.

- a) Choose types of menus from students' ideas – PW.
- b) Discuss the students' menus and doctor's advice – GW.
- c) Match the sentences to the menus – GW.
- d) Find adjectives describing the pictures – CW.
- e) Express their opinions on learnings eating habits. – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Word Association, Role Play, Information Gaps, etc.

## Summarizing.

<i>Output – Healthy Eating habits!</i>	
<i>We should ...</i>	<i>We should eat ...</i>
<i>Encourage children eat slowly Eat meals with your family; Make pleasant conversation at mealtimes sharing each other.</i>	<i>Low fat food Dairy products; Grain bread and cereals; Fruits and vegetables; Fish and chicken;</i>



## Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors*

Criteria. Student	A	B	C	D
<i>responds questions and uses vocabulary in speech</i>				
<i>reads the text learning the new words</i>				
<i>matches problems to menus and practices grammar</i>				
<i>designs a healthy menu</i>				

## Self-Evaluation paper

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never –
<i>respond questions on eating healthy</i>				
<i>use vocabulary describing</i>				
<i>read the text and match menus</i>				
<i>write a story using grammar</i>				
<i>design a healthy menu</i>				

**IW. Creative Work.** Design a healthy menu for good eating habits!



## LESSON 4. CAN YOU COOK?

**Aim:** Students improve listening-speaking skills learning cooking in the kitchen.

### OBJECTIVES: Student

- identifies kitchen activities on pictures. – 1.1.2.
- participates in dialogues on learning making salad. – 2.1.2.
- fills in the gaps and learns food making rules. – 3.1.1.
- describes how to make a big cake. – 4.1.2.
- writes a recipe for making a cake – 4.1.1.

**Content:** Listening-Speaking-Reading  
**Integration:** Science . 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What kind of food can you cook?
- What can you make from fruit and vegetables?

### Vocabulary: "Definitions"

to pour, grater, to boil, dish, to  
bake, to mix to break, to peel,  
to cut

HEALTH IS WEALTH
UNIT 7

**LESSON 4. CAN YOU COOK?**

**You are going to:**

- learn about kitchen activities
- participate in dialogues
- make a up a shopping poster

**WHAT KITCHEN ACTIVITIES DO YOU KNOW?**

**LISTENING-SPEAKING.**

1. What kind of food can you cook?  
2. What can you make from fruit and vegetables?

**1. Fill in the gaps participating in a dialogue.**

a grater, carrots, vegetables, cutting board, cucumbers, salad, greens

A: Can you help me to make ... ?  
B: Yes, I can. What can I do first?  
A: You can wash ... and dry them a little !  
B: Is there any ... ?  
A: Yes, there is. But you can take ... It is easy to cut with it.  
B: What kind of salad will it be?  
A: It will be vegetable salad. You will cut some ... , potatoes, ... cabbages, some ... and add little salt.  
B: You can add a little olive oil, too.  
A: That will be great!

**2. Do you know «kitchen» actions? Match the pictures to the verbs.**

a) boil    b) mix    c) break    d) peel    e) pour    f) cut








1. \_\_\_
2. \_\_\_
3. \_\_\_
4. \_\_\_
5. \_\_\_
6. \_\_\_

**Word box**

to pour	to mix
to grater	to break
to boil	to peel
dish	to cut
to bake	rye



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**Input.** Brainstorm students and elicit ideas about some life skills on making food. Write all ideas on the flip chart or whiteboard. Encourage students to have discussions listening to each other and improving vocabulary skills. They will share what they can cook or prepare, what kitchen activities they know and do, making shopping list. Make a big circle playing a game "Shopping list".

Collect some contradictory opinions.

### Contradictory opinions:

Most children don't know how to cook and what to cook. They wait for their mother to make any food.

3. Read the instructions for making egg salad. Fill in the gaps with the verbs from the box.

First, (1)... 4 eggs and (2)... them. Then, (3)... one onion and 8 tomatoes. (4)... the eggs, onions and tomatoes in a bowl. Finally, (5)... some mayonnaise and salt to your taste and (6)... everything carefully.

- a. put  
b. add  
c. cool  
d. cut  
e. mix  
f. boil

READING

4. Read the words in bold with appropriate stress.

Leyla is a 6th grade student. She should prepare Novruz party for **homeless** children with her friends. They want to bake a big cake with a picture of Azerbaijan flag on it. Her mother will help them to **prepare** this cake. Leyla makes **colourful** cream for the flag. The other students will bring some flour, fruit, some butter and eggs. They will visit the children's house «Umid Yeri» to make them feel happy. They make a poster for them, too. It means: «We have a big home: Azerbaijan!»



5. Put questions to the missing words.

Model: What did Leyla prepare on Novruz holiday?

- Leyla prepared ... on Novruz holiday.
- They wanted to prepare a cake with ...
- They wanted to visit ...
- Leyla's friends used ... for this cake.
- The poster means ...

6. What do you want to prepare for Novruz holiday?

Names of food	Ingredients	How to make
---------------	-------------	-------------

7. Match and say.

- |                  |                                 |
|------------------|---------------------------------|
| 1. Chocolate ... | a) is made from fruit.          |
| 2. Crisps ...    | b) is made from milk and sugar. |
| 3. Juice ...     | c) are made from potatoes.      |
| 4. Ice-cream ... | d) is made from cocoa beans.    |

Do you know that...

**Kensington Diet** is the English people's diet programme. It is not only used in Britain, but in many other countries as well. According to the Kensington Diet you should follow:



**Don't mix fruit:** apples, apricots, bananas, cherries, citrus.

**Don't mix protein** (meat, fish, chicken) with sugary food.

**Good mix:** fish, meat, poultry, cheese, eggs, milk, yogurt should mix with fruit and vegetable salad.

**Grains:** wheat, rye, rice, spaghetti, macaroni should mix with cheese, beans. Potatoes, corn, beans, nuts, should mix with butter, vegetable, fish and olive oil.

WRITING

8. Project Work: Write a recipe using the given words.

fruit, eggs,  
butter, sugar,  
flour, milk, salt



Self-Evaluation questions

- How good are you at cooking?
- What is the hardest thing to cook?
- How do you make fruit salad?

REMEMBER AND FOLLOW

- When you go on a diet, you should drink a lot of water.
- You should follow the doctor's advice.
- You shouldn't eat much sweets.
- You shouldn't drink coffee before going to bed.
- You should eat fish three times a week.
- You should drink milk and eat cheese.
- You should eat more fruit

Research question:

What kitchen activities do you know



**SB. Speaking-Reading. Discussing and exchanging ideas.** Students discuss and exchange information about kitchen activities and listen to the expressions in dialogue presented by two other students. Students are involved to do tasks matching kitchen activities to pictures, filling in the gaps these activities, reading Leila's story, putting questions to the answers about the story, preparing Novruz food describing chart, doing task about Kensington Diet, etc. At the end they learn different kitchen activities. They make shopping list practicing from A to Z collectively. Use different effective tasks, new vocabulary, handouts and activities, you want.

- Choose kitchen activities on pictures. – GW.
- Participate in dialogues on learning making salad. – PW.
- Fill in the gaps and learns food making rules. – GW.
- Describe how to make a big cake. – CW.
- Make a poster on shopping lists learning vocabulary. – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Mind Map, Role play, Interview, etc. Unfinished story

### Summarizing.

#### Output: Cooking rules

1. Make a shopping list before going to the market
2. List of all ingredients for making dish
3. Write food making rules
4. Know kitchen activities and tools
5. Learn making different kind of salads
6. Find the way how to make desserts (chocolate, juice, ice-cream)

#### Evaluation tasks

quick responds, multiple choice tests, sentence completion, matching, etc.

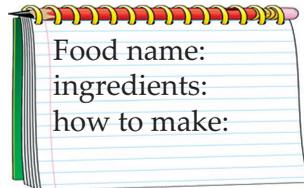
A – no errors; B – few errors; C – some errors; D – a lot of errors

Criteria. Student	A	B	C	D
<i>identifies kitchen activities on pictures</i>				
<i>participates in dialogues on learning making salad</i>				
<i>fills in the gaps and learns food making rules</i>				
<i>describes how to make a big cake</i>				
<i>writes a recipe for making a cake.</i>				

#### Self-Evaluation

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never –
<i>identify kitchen activities.</i>				
<i>participate in dialogues</i>				
<i>fill in the gaps and learn food making rules</i>				
<i>describe how to make a big cake</i>				
<i>write a recipe for making a cake</i>				

**IW. Creative work.** Write a recipe for making a cake.



## SUB SUMMATIVE TEST VII

Choose the correct answer.

1. Put in order.

- \_\_\_ wake up
- \_\_\_ get dressed
- \_\_\_ eat breakfast
- \_\_\_ brush your teeth
- \_\_\_ take shower
- \_\_\_ wash your face

2. \_\_\_\_\_ a day keeps a doctor away.



b)



c)



3. Choose and write countable and uncountable nouns

Bread, cereals, cabbage, apple, roll, sugar, rice, onion, potato, cake, macaroni, coffee

**Countable**

Apple

**uncountable**

bread

4. It is good to have ...

a) much meat

b) a lot of fruit

c) much drinks

5. I am hungry and I want ... .

a) to have tea

b) to have soup

c) to have milk

6. Choose and tick True (T) and False (F) answers.

1. Eating vegetables and fruit is good for your heart

2. Sugary food is good for your teeth

3. Eating much salt increases blood pressure

4. There is a lot of salt in the food we buy

5. You should drink a lot of water to stay healthy

7. Use the new words in your dialogue.

Grocer: What do you ... .. ?

Ann: I like to buy .... and ..... for soup

Grocer: Here you are. What else in your ....

Ann: I want ... for breakfast.

(rice, dairy products, macaroni, like to buy, shopping list)

8. Choose and match.

dairy products \_\_\_

fat and unhealthy \_\_\_

grains \_\_\_

healthy \_\_\_

a) rice, flour, macaroni

b) milk, cheese, yogurt

c) soup, fish, vegetables

d) meat, pizza, hamburger

9. Put in order the words.

mum/ soup/chicken/ wanted/ and/ make /my/ to /a /vegetable

10. Open the words and write.

We should eat healthy food to have a lot of vitamins and blood.

# UNIT 8

## ECOLOGY AND MAN

This unit is about weather forecast, weather, environment problem in the world, air and water pollution, saving the world from danger, etc. There are 4 lessons in this unit:

**LESSON 1. THE WEATHER FORECAST**

**LESSON 2. THE WEATHER IN ENGLAND**

**LESSON 3. ENVIRONMENT**

**LESSON 4. WHAT CAN WE DO?**

**Aim:** Students

1. Develop their listening-speaking skills learning ecology.
2. Find the ways of solving environmental problems.

**Students**

- a) Describe weather matching to the pictures.
- b) Explain weather forecast on the map.
- c) Respond questions about weather in England.
- d) Describe the map using new words.
- e) Write a letter about his/her country's weather.
- f) Identify the meaning of environment.
- g) Explain the meanings of reduce, reuse and recycle.
- h) Explain the reason of air and water pollution.
- i) Describe how to take care of nature using vocabulary.
- j) Make a poster "Take care of environment".

### REMEMBER AND FOLLOW!

1. Turn off the light when you leave a room!
2. Waste paper, glass, garden waste in the right container.
3. Use a glass instead of a plastic cup.
4. Turn off the water when you brush your teeth.
5. Recycle instead of throwing away!
6. Learn the ways of taking care of nature.
7. Plant trees and flowers around your house and school.
8. Make a poster or sign for keeping environment clean.

## LESSON 1. THE WEATHER FORECAST

**Aim:** Students improve their listening-speaking skills learning weather forecast.

### OBJECTIVES: Student

- describes weather matching to the pictures. – 2.1.1.
- uses the background vocabulary in the dialogue. – 2.1.3.
- reads the story expressing homophones. – 3.1.3.
- describes weather forecast on European map in written form – 4.1.2.

**Content:** Listening-Speaking-Reading  
**Integration:** Science. 1.2.1. Math. 1.1.2.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What is weather forecast?
- Why is the weather forecast important?

### Everyday expressions

What is the weather like today?  
What does forecast say?  
It is fine today!

### Vocabulary: "Picture-matching"

temperature, thermometer, above,  
below, forecast, to expect,  
ecology, steam, thunder

**Input.** Brainstorm students about weather and weather forecast. Write all ideas on the board and try to demonstrate video about weather or sounding "A weather song". Get students discuss how weather changes and say some expressions about weather. Draw their attention to some pictures describing weather on seasons. Use "Seasons and weather" game in a circle. Choose 4 students holding 4 pictures about seasons. Other students take cards randomly and read the sentences or see temperature, go and find this season, stand behind this student and make a big row about weather. They continue this game and learn about temperature. Then draw their attention learn new vocabulary on pictures or flashcards. Choose the best activity for discussing this problem. Try to get some contradictory opinions:

### Contradictory opinions:

Some children don't know to say temperature of the weather. They don't know how to comment weather forecast on the map.

**UNIT 8** **ECOLOGY AND MAN**

**LESSON 1. THE WEATHER FORECAST**

**You are going to:**

- get new knowledge about forecast on weather
- explain weather forecast on a thermometer
- prepare a story about your country's weather

**Word box**

temperature	drop
thermometer	frosty
above	to expect
below	ecology
forecast	steam
	thunder

**HOW DO WE FORECAST THE WEATHER?**

**LISTENING-SPEAKING**

- What is weather forecast?
- Why is the weather forecast important?

**1. Look at the pictures and describe what weather is like.**

**Model:** The forecast says the temperature will be ... below/above and it will be ... tomorrow.

a) ... +2  
b) ... +10  
c) ... +32  
d) ... -2



**2. Listen to the dialogue and fill in the gaps using the words in the box.**

A: Look! It is going to rain.  
B: Yes, you are right! The sky is cloudy and it is dropping a little!  
A: But I didn't take my ... !  
B: Never mind! We'll stand under one umbrella!  
A: Let's hurry! We'll ... !  
B: But it is so nice ... in rainy weather!  
A: I want to know where rain comes from?  
B: From the ... , exactly!  
A: But how does the rain ... into the sky?  
B: Yes, you are right! Let's learn about it!

**get clouds to walk get wet umbrella**

**Everyday expressions**  
What is the weather like today?  
What does forecast say?  
It is fine today!

**GRAMMAR SECRET**

**HOMOPHONE**  
Some words sound the same, mean different things and have different spelling.  
there/their where/wear weather/whether (if)

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READING

3. Read the following short passage and give your opinions.

It isn't easy to forecast the weather. We don't always know what weather to expect. There is daily weather forecast on TV and on the radio. All day and night weathermen collect information about weather. It helps them to understand what the weather will be like for the next days.

4. Read the passages and choose the correct homophone - word. Try to answer the questions below.



Think about your bathroom. There is hot water in your bath. Steam goes up from the hot water. The steam makes small clouds in the bathroom. These warm clouds come to the cold/called walls and windows, and then we see/sea small drops of water on the walls and windows.

The water in the oceans is warm when the sun/son shines on it. Some water goes up into the sky/ski and makes clouds. The wind carries the clouds. Then the clouds meet/meat cold air in the sky, and we see drops of water. The drops of water are rain.



The rain falls and runs into rivers. Rivers run into oceans. And the water from oceans makes clouds and more rain/rein. Water moves from oceans to clouds. Then it becomes rain and drops into rivers and oceans.

Where do clouds come from?  
How does the water get into the sky?

5. Choose the correct answer and discuss.

1. Rain ... (always, sometimes, never) comes from the blue sky.
2. Hot water makes ... (rain, steam, walls) in the bathroom.
3. Steam goes up from ... (cold water, clouds, hot water).
4. A cloud moves ... (with the wind, from cold oceans, from the sun).
5. Clouds meet cold air in the sky and we see (rainbow, drops, thunder).
6. We must (walk outside, take an umbrella, put on a hat) on rainy days.

6. What temperature do the thermometers show?

1. "It's very hot today." a. 30 °C b. 13 °C
2. "It's very cold outside." a. 15 °C b. -15 °C
3. "It's a nice warm day." a. 20 °C b. 35 °C
4. "It's snowing." a. -5 °C b. 5 °C
5. "It's very hot today!" a. 40 °C b. 40 °C
6. "What a big snowstorm!" a. 10 °C b. 10 °C

WRITING

7. Choose opposites and write.

- same      cloudy      frosty      changeable  
above      warm      sunny      hot  
below      cool

8. Look at the map and write weather forecast information in Europe.



It is ... in Great Britain.  
It is ... in Germany.  
It is ... in France.  
It is ... in Spain.  
It is ... in Portugal.  
It is ... in Italy.  
It is ... in Sweden.

Self-Evaluation questions

1. What kind of weather do you like?
2. Why is the weather forecast important for you?
3. What do you usually do on the rainy day?

Research question:

How do we forecast the weather



SB. Speaking-Reading. Discussing and exchanging ideas.

Involve students to listen and to describe weather on the map of England. Then involve them to explain what thermometer shows and what weather forecast says. Try to demonstrate a video about raining, how the rain comes from clouds and put the questions "where does rain come from?" They complete the sentences. They do best activities on the tasks: match and say description, explain weather forecast, choosing correct variant, etc. Draw students' attention to research this question, working in groups, pairs doing these activities. Provide students different pictures and sentences about weather, they will make up a story about weather forecast. Students discuss all information in groups and pairs doing tasks, handouts and doing involving some activities.

- a) Describe weather matching to the pictures. – PW.
- b) Participate in the dialogue using vocabulary. – GW.
- c) Read the story "Rain comes from cloud" and discuss. – GW.
- d) Write weather forecast on the map. – PW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Word association, Jigsaw reading, Story completion, etc.

### Summarizing.

**Output:** *Weather story*

*It will be rainy tomorrow afternoon in the east part of the country, little rain in the west part of the country. Then there will be a little sunshine after rain. The next day there will be strong wind and cloud.*

### Self evaluation

multiple choice tests, sentence completion, C-Test, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors*

Rubrics	describes weather matching to the pictures.	uses vocabulary in the dialogue.	reads the story expressing homophines	writes weather forecast on the map
<i>I group</i>				
<i>II group</i>				
<i>III group</i>				
?				

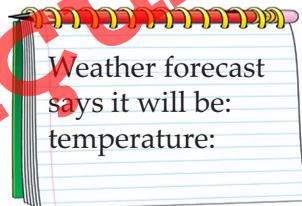
### Self-Evaluation paper

Rank: 1- 2 – 3 – 4 – 5

Criteria I can ...	Most	Least	Score
<i>describe weather matching pictures</i>			
<i>use vocabulary in the dialogue</i>			
<i>read the story expressing homophones</i>			
<i>write weather forecast on the map</i>			
<i>Your success:</i>			

### IW. Creative work.

Write the description of weather forecast on the European map.



## LESSON 2. THE WEATHER IN ENGLAND

**Aim:** Students develop their speaking-reading-writing skills learning the weather in England.

### OBJECTIVES: Student

- responds questions about weather in England. – 1.1.1. 1.1.2.
- describes the pictures using new words. – 2.1.3.
- reads and discusses the text learning about weather in England. – 3.1.1.
- completes the letter about weather in England. – 4.1.1.
- writes a short weather forecast on the map of Azerbaijan. – 4.1.1.

**Content:** Listening-Speaking-Reading  
**Integration:** Science 1.2.1. Math. 1.1.2.

**Motivation. Problem situation.**  
Listening-Speaking. Collective work.

- What do you know about the climate of England?
- What is the best season in England?

### Vocabulary

“Definitions” in different cards

climate, pleasant, changeable,  
chilly, to drop, lightning, to  
block

**Input.** Draw students attention on the map. Elicit some ideas about the weather. Remind them to remember thermometer. Try to demonstrate a video about weather or you can use some unfinished sentences presenting by students about weather looking at the map. Students say to each other some unfinished sentences and complete it till finding true answers. They give some contradictory opinions:

### Contradictory opinions:

- Most people have difficulties in explaining weather.
- Children have few ideas on working hard and become popular. Some children are not interested in weather forecast.

### Research question:

*How do you talk about  
weather in England* ?

### ECOLOGY AND MAN

### UNIT 8

### LESSON 2. THE WEATHER IN ENGLAND

#### You are going to:

- be familiar to the climate in England
- develop your reading skills
- discuss your country's weather on a map

#### Word box

climate      hazard  
to freeze      frequently  
pleasant      shower  
changeable  
chilly

#### HOW DO YOU TALK ABOUT WEATHER IN ENGLAND?

#### LISTENING-SPEAKING

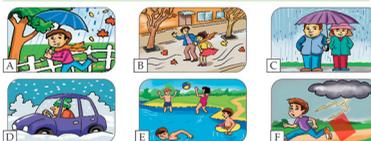
- What do you know about the climate of England?
- What is the best season in England?

#### 1. Speak about weather in London on each day of last week.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						

- What was the weather like in London?
- Name one day when it was chilly.
- How many days were rainy? Name them.
- What kind of weather does the city have most often?

#### 2. Look at the pictures and match them to the sentences.



- It is .... Tom hears a sound of thunder and sees a lightning.
- It's ... He is running in the park.
- It's ... Tom is playing on the beach.
- It is ... Tom's father can't drive a car.
- It's ... Tom and Helen can't go on walking.
- It's heavy .... Tom's parents go out and they have got one umbrella.

## READING

3. Read the passage and say the meanings of the words and expressions.

The weather in England is very changeable. The weather changes so frequently that it is difficult to forecast. When people meet each other the weather is a good topic for conversation.

British winters are mild and springs are cool because the winds blow from the Atlantic Ocean. In spring sunshine and showers follow each other. The temperature grows, the sky becomes blue, and the sun grows warmer. Everything is full of new life again. The days grow longer and warmer, the ground covered with green grass, looks pleasant.

Summer is the hottest season in England. The sunrays become hot, the days are long, and the nights are short and warm. It's time for holidays, when people go to the seaside for sunbathing and swimming.

Autumn is a season of winds and beautiful sunsets. The leaves turn yellow and reddish and fall to the ground and sunny weather in September is called "Golden Autumn".

In winter it rains and sometimes it snows. It isn't so cold in winter as in our country. They don't get so much snow as we get here. The rivers in England never freeze, that's why children there go skating very seldom. When there are 8 degrees of frost, everyone complains of hazards in England.



4. Put questions to the missing words.

- The weather is ... in England. (How?)
- It is warmer ... in England. (When?)
- May month is the best time to visit... (Where?)
- The ... turns into yellow in September and October. (What?)

5. Match the halves.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. The climate of England is    | a) in March and April.          |
| 2. Summer season                | b) for conversation is weather. |
| 3. September is called          | c) as showers each day.         |
| 4. In England temperature rises | d) Golden Autumn.               |
| 5. It often rains               | e) changeable and not the same. |
| 6. In England a good topic      | f) is known as sunbathing.      |

## WRITING

6. Write the compound nouns joining the words together.



7. Complete the letter using the correct tense form.

Dear William,

It ... (be) my sixth day here in London. The weather ... (be) awful. It ... (rain) and the wind ... (blow) now. It ... (be) cold and foggy, as typical English weather. I ... (not/see) much yet. I ... (be) at National Gallery on Friday. I also ... (visit) Madame Tussaud's Museum on Saturday but I ... (not/see) Big Ben yet. We ... (go) there next Friday. Just now I ... (do) nothing. My family ... (watch ) TV and my brother ... (sleep). Please write to me.

Love, Amy

8. Describe the weather forecast for the next week.



Self-Evaluation questions

- What sunny countries do you know in the world?
- What cold countries do you know in the world?
- When do you prefer travelling to England?

## SB. Speaking-Reading-Writing. Discussing and exchanging ideas.

You can choose different countries' climate, like hot countries and cold countries. Make sure they have some ideas of these countries' weather. Give some small cards with describing of weather in different parts of England and involve them to write each other a letter about weather forecast of these parts. They are involved in using some adjectives. Get the students read the weather in England. Students read the story "The weather in «England» and put questions about the text, find the meanings of the words. Use effective tasks doing different activities. Tasks: match the halves; tell about the weather in describing pictures; choose the opposites; match the pictures to the descriptions.

- Answer the questions about weather. – GW.
- Describe the map using new words. – GW.
- Read and discuss the text learning about weather. – GW.
- Write a letter about his/her country's weather – PW.

### Grammar Secret

Warm – warmer – (the) warmest  
 Pleasant – more pleasant – (the) most pleasant  
**But:**  
 Good – better – (the) best  
 Bad – worse – (the) worst

**Interaction:** Collective, Pair, Group and Individual work.  
**Techniques:** Cluster, Information Gaps, Role Play, etc.

### Summarizing.

<b>Output:</b> <i>Weather in London.</i>
<b>London:</b> «foggy city» in the UK; <b>Weather:</b> changeable; <b>Summer:</b> warmer and cooler; <b>Best time:</b> from May to September. <b>The hottest time:</b> July and August. <b>The worst month:</b> January and February.

### Evaluation tasks

multiple choice tests, sentence completion, matching, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors*

Criteria. Student	A	B	C	D
<i>responds the questions about weather</i>				
<i>describes the pictures using new words</i>				
<i>reads and discusses the text learning about weather</i>				
<i>completes the letter about weater forecast</i>				
<i>writes a shot story about his/her country's weather</i>				

### Self-Evaluation

Rank: 1- 2 – 3 – 4 – 5

Criteria I can ...	Most	Least	Score
<i>respond questions about weather in.</i>			
<i>describe the pictures</i>			
<i>read and discuss the text.</i>			
<i>complete the letter about weather</i>			
<i>write a short story about my country's sweather</i>			
<i>My success:</i>			

### IW. Creative work.

Write a story on your country's weather.



## LESSON 3. ENVIRONMENT

**Aim:** Students develop listening-speaking-reading skills learning environment.

### OBJECTIVES: Student

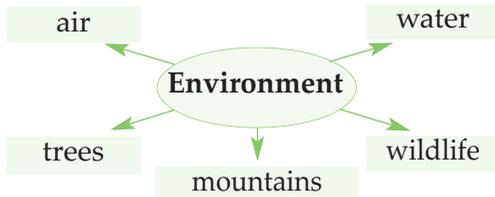
- identifies the environmental problems. – 1.1.2.
- uses of the new words according to their definitions. – 2.1.1.
- expresses his/her thoughts on the text using Past Simple. – 2.1.3.
- compares reduce, reuse and recycle describing the pictures. – 3.1.1.
- writes the solutions of environmental problems. – 4.1.1.

**Content:** Listening-speaking  
**Integration:** Science. 1.2.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What does the word «environment» mean?
- What is recycle, reduce and reuse?



### Vocabulary

“Picture-matching?”

to throw, to waste, environment, wildlife, reduce, recycle, reuse, litter, to disappear, to survive, alive

**UNIT 8 ECOLOGY AND MAN**

**LESSON 3. ENVIRONMENT**

*You are going to:*

- learn about the environment
- enrich vocabulary in speech
- solve some environmental problems

**HOW TO KEEP OUR ENVIRONMENT CLEAN?**

**LISTENING-SPEAKING**

- What does the word «environment» mean?
- What is recycle, reduce and reuse?

?

Environment

wildlife

water

mountains

?

**Word box**

to throw	reuse
to waste	litter
environment	to disappear
wildlife	to survive
reduce	alive
recycle	to breathe

**1. Listen to the dialogue and answer the questions.**

**Kate:** Why do you throw our newspapers into the bin, Mum?

**Mum:** Why not, Kate?

**Kate:** We must recycle them, so we'll save trees.

**Mum:** That's true. But where can we leave them?

**Kate:** I don't know, but we are studying the environment at school.

**Mum:** Then you ask your teacher, I am sure she'll tell you where to leave them.

**Kate:** O.K. I'll ask her.

**1. What will happen if they recycle newspapers?**  
**2. Is Kate right not to leave them in the bin?**

**2. Match the definitions to the words in the box.**

- The world around us - ...
- To do a place fresh - ...
- The animals and birds place - ...
- It is a place to leave litters - ...
- To stay alive from danger - ...
- To take it away from house - ...
- Animals and birds leave their places - ...

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**Everyday expressions**

That is true!  
I am sure...

**a) to throw**  
**b) environment**  
**c) clean up**  
**d) survive**  
**e) wildlife**  
**f) disappear**  
**g) bin**

**Input.** Brainstorm students what they know about environment discussing each other on these questions. Brainstorm ideas about our surroundings: mountains, rivers, trees, water and wildlife. Try to demonstrate videos about environment and its problems. Elicit different ideas about wildlife and nature on flip chart or whiteboard. Students comment that it is very important to keep our environment clean. Because clean air, clean water is important for our health. Get them to give some contradictory opinions about environment.

### Contradictory opinions:

- Most people don't take care of nature and animals.
- Some children have no information about air pollution.



### Summerizing.

<i>Output: Stop air pollution!</i>		
reduce	recycle	reuse
cutting trees, litters, smoke	newspapers, glass, cans, plastics	metal, clothes, papers

#### Evaluation tasks

open ended questions, multiple choice tests, sentence completion, matching, etc

*A – no errors; B – few errors; C – some errors; D – a lot of errors*

Criteria. Student	A	B	C	D
<i>identifies the problems of environment</i>				
<i>finds the definitions of the new words</i>				
<i>compares reduce, reuse and recycle describing pictures</i>				
<i>expresses his/her thoughts on the text and using past tense</i>				
<i>finds the solutions of environmental problems</i>				

#### Self-Evaluation

Rank: 1- 2 – 3 – 4 – 5

Criteria I can ...	Yes	No	Score
<i>identify the meaning of environment.</i>			
<i>find definitions of the new words.</i>			
<i>compare reduce, reuse and recycle</i>			
<i>express my thoughts on the text</i>			
<i>write solutions of problems.</i>			
<i>My success:</i>			

IW. Creative Work. Write a short story using the words and modal verbs "should" or "must"

## LESSON 4. WHAT CAN WE DO?

**Aim:** Students develop vocabulary and speaking-reading skills learning environmental problems.

### OBJECTIVES: Student

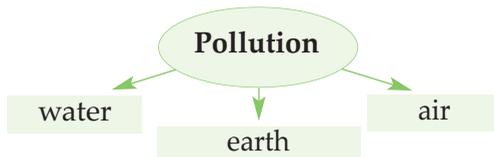
- answers questions about pollution. – 1.1.1.
- expresses his/her thoughts about air and water pollution. – 2.1.3.
- describes how to take care of nature using vocabulary. – 3.1.1.
- makes a poster "Take care of environment". – 4.1.4.

**Content:** Listening-Speaking  
**Integration:** Science 1.2.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What kinds of pollution do you know?
- What can you do to save the Planet?



### Vocabulary: "What am I?"

to pollute, pollution, safety,  
to destroy, destruction, to affect,  
surface, container,  
to solve, to traffic jam

ECOLOGY AND MAN
UNIT 8

**LESSON 4. WHAT CAN WE DO?**

**You are going to:**

- get new knowledge on pollution
- improve reading-speaking skills
- prepare a project: «Take care of the environment».

**WHAT MAKES AIR AND WATER POLLUTED?**

**Word box**

to pollute	surface
pollution	container
safety	traffic jam
to destroy	resource
destruction	to prevent
to affect	solution

**LISTENING-SPEAKING**

- What kinds of pollution do you know?
- What can you do to save the Planet?

**READING**

1. Look at the pictures and say what happens in nature.

**Grammar Secret**  
Singular Nouns  
water, air, smoke, gas,  
fire, traffic, pollution,  
paper

2. Read the passage and choose countable and uncountable nouns.

**AIR POLLUTION**

Nowadays there are some serious environmental problems. They are: air pollution, water pollution, destruction of nature. Animals, birds and all wildlife are in danger. Most people use cars today. So, there are a lot of traffic jam in cities and cars send much smoke into the air.

Some people cut trees and build new houses, plants to make money. Factories send a lot of smoke into air. The markets throw litters in the streets in plastic bags. But they must put paper, cans, bottles and glasses into special containers. All litters make carbon gas and pollute air. It makes people sick. Many villagers cut trees in the forests and make fireplaces for heating homes. That is why many animals can't find food and leave their homes. Now they are disappearing.

We should find solutions all these problems.

(C) cars - a car, ... , ...
(U) air, ... , ...

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**Input.** Brainstorm students about the pollution and types of pollution. They give ideas what they see around them: nature, traffic, air, seas, rivers, etc. Get them identify words on some definitions and draw their attention to discuss air and water pollution. Get students give some contradictory opinions.

### Contradictory opinions:

People don't take care of parks and gardens.  
Children don't have ideas of saving the world.

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## 3. Arrange the questions and answer them.

1. do/people/cut/why/trees?
2. the/people/pollute/how/air/do?
3. leave/animals/their/why/do/homes?

## 4. Find the new words from the text.



1. It is something that makes water, air or land dirty. ...
2. All trees and flowers fall down. ....
3. This is a special bin for paper, cans and glass. ....
4. There are oceans, seas, forests on it. ....

a) p \_ \_ \_ \_ \_ n



b) d \_ \_ \_ \_ \_ n



c) s \_ \_ \_ \_ \_ e



d) c \_ \_ \_ \_ \_ r

## 5. Read the passage and say what we do for keeping water clean.

Water covers over 75% of the Earth's surface. It is a very important resource for people and the environment. Only a small percentage of water is drinkable and fresh. The water in the sea and oceans is dangerous. Factories and plants produce waste and pour it into rivers, lakes and seas. Water pollution affects drinking water, rivers, lakes and oceans all over the world. Polluted water kills insects and sea animals' life. Fish die in polluted water. We must make filters to have clean water.

## PRONUNCIATION

## 6. Pronounce the words with the correct sounds.

pollution, sea, fish, chemical, keep, solution, clean, ocean, plastic, street, recycle, special, leave, insect

[k]	[l]	[i:]
-----	-----	------

## WRITING

## 7. Put the sentences in the correct order. Make up a story.

- a. We can recycle plastic, glass, paper.
- b. We cut down trees, pollute air and water.
- c. Our planet Earth is in danger.
- d. Animals leave their places.
- e. We mustn't pollute the air and kill animals.
- f. But what can we do to save the Earth?

a	b	c	d	e	f
			1		

## 8. Think and complete. We should/shouldn't ...

1. ... waste water and electricity.
2. ... recycle metal cans and glass.
3. ... throw litters in the streets.
4. ... keep the air clean.
5. ... recycle paper.
6. ... use cars.
7. ... send smoke into the air.
8. ... turn off the water and light.

## 9. Read the problems and write the solutions of them.

Problems	Solving ways
1) We are hunting animals.	1. We must keep animals in safety.
2) We are polluting rivers.	2.
3) We are cutting down our forests.	3.
4) We are polluting our air and water	4.

## 10. Project work: «Take care of the Environment».

## Self-Evaluation questions

1. How does air pollution affect people?
2. What can you do to stop pollution?
3. What must we do for keeping water safe?

## REMEMBER!

1. Turn off the light when you leave a room!
2. Put paper, glass, metal into the right container.
3. Use a glass instead of a plastic cup.
4. Turn off the water when you brush your teeth.
5. Recycle instead of throwing away!
6. Use filter in the kitchen for drinking water.
7. Plant trees and flowers around your house and school.
8. Use public transport.

## Research question:

What makes air and water polluted?



## SB. Speaking-Reading. Discussing and exchanging ideas.

Students are able to discuss and exchange information about air and water pollution. First, involve students read short passage about air pollution, find main ideas of the text, and find new words on definitions. Discuss the questions: "What can you do for keeping environment clean?". Use activity in "Carousel" writing different ideas on solving this problem. Students do many activities: "Yes-No" game they match halves. If the answers is true the students say "Yes", if wrong, they will say "No". You can do writing activity on the "Water pollution" text. Give this text without commas, full stops, capital letters. They will write it following writing rules (4.1.3.), answer the questions about the text, put questions in one envelope and answers in another envelope that they ask each other for improving listening-speaking. Another pair work will be about matching answers on what they can do for environment. At the end students make a big poster how they can take care of environment on a chart: problems and their solvings.

- a) Answer questions about pollution – CW.
- b) Express the reason of air and water pollution – GW.
- c) Describe how to take care of nature using vocabulary – PW.
- d) Discuss the problems matching and completing – GW.
- e) Make a poster "Take care of environment" – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Brainstorming, Carousel, Unscrambled story, etc

### Summarizing.

*Output: Keep environment clean*

Problem	Solvings
Hunting animals. Polluting oceans, seas,rivers. Cutting down our forests. Polluting air. Destroying the nature.	Keep animals in safety. Don't pollute water. Plant trees everywhere. Stop sending smoke into air. Keep nature clean and beauty.

### Evaluation tasks

*open ended questions, multiple choice tests, matching, etc.*

*A – no errors; B – few errors; C – some errors; D – a lot of errors*

Criteria. Student	A	B	C	D
<i>answers questions about pollution</i>				
<i>explains his/her thoughts about air and water pollution</i>				
<i>describes how to take care of nature using vocabulary</i>				
<i>makes a poster "Take care of environment"</i>				

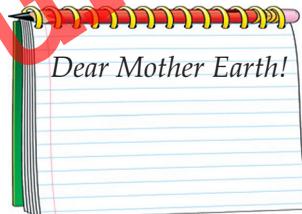
### Self- Evaluation

Rank: 1- 2 – 3 – 4 – 5

Criteria I can ...	Yes	No	Score
<i>answer questions about pollution.</i>			
<i>explain the reasons of air and water pollution.</i>			
<i>describe how to take care of nature using vocabulary.</i>			
<i>make a poster "Take care of environment"</i>			
<i>My success:</i>			

### IW. Creative work.

Write a letter to Mother Earth!



## SUB SUMMATIVE TEST VIII

### 1. Put in the right order.

1. umbrella because                      2. we need an  
3. outside now                              4. it's raining
- a) 2-3-4-1    b) 1-2-3-4    c) 3-1-4-2    d) 2-1-4-3



### 2. Complete the sentence with the right words.

The plants need ... and ... .

- a) oxygen/gas    b) sunlight/water    c) ice/rain    d) fog/light

### 3. Choose the right answer.

What do we wear in cold weather?

- a) a T-shirt and boots                      b) shorts and shirt  
c) jeans and T-shirt                        d) a coat and boots

### 4. Choose the right answer.

If you heat water to 100 degrees ... .

- a) it freezes    b) it boils    c) it flies    d) it stops



### 5. Choose the right question to the given answer. .... ?

It's cold in winter and hot in summer.

- a) What's the weather like today?    b) What is cold in winter?  
c) Is it cold in summer?                      d) What's the climate like here?

### 6. Odd-one out.

- a) reduce    b) reuse    c) pollution    d) recycle

### 7. Choose the right word.

We can't live without it. It's important for men and animals. They breathe it in.

- a) water    b) gas    c) air    d) light

### 8. Choose the right form of adjective.

Life is ... in the village than in the city.

- a) health    b) healthiest    c) healthier



### 9. Choose should or shouldn't.

- A) We ... take care of nature.  
B) People ... cut down the trees.  
C) Plants ... send a lot of smoke into air.  
D) We ... keep environment clean.

### 10. Write the letters in order.

- a) odwo    b) saglas    c) latme    d) rapep

# UNIT 9

## SPACE AND TRAVELLING

This unit is about planets, solar system, gravity, their places in the solar system, etc. There are 4 lessons in this unit:

**Lesson 1. DO YOU KNOW PLANETS?**

**Lesson 2. SPACE FLIGHTS**

**Lesson 3. ARE YOU FOND OF TRAVELLING?**

**Lesson 4. HOW CAN YOU TRAVEL?**

**Aim:** Students

1. develop their background knowledge learning space, planets, travelling improving listening-speaking-reading-writing skills.
2. describe the best ways of travelling improving life skills.

**Objectives:**

**Students**

- a) Choose planets on pictures.
- b) Compare their places and sizes in solar system.
- c) Identify new information about space flights
- d) Find new words describing space items
- e) Write about future life on the Earth.
- f) Choose transport types for travelling.
- g) Compare types of transportations for travelling.
- h) Make up travellers' rules.

### REMEMBER AND FOLLOW!

- 1) Learn about the planets and the Sun!
- 2) Try to help protect the Earth!
- 3) Get more information about space!
- 4) Choose the best place for travelling!
- 5) Take travelling items and have fun!
- 6) Follow road directions and be careful!

# LESSON 1. DO YOU KNOW PLANETS?

**Aim:** Students develop vocabulary and speaking-reading skills learning planets, solar system.

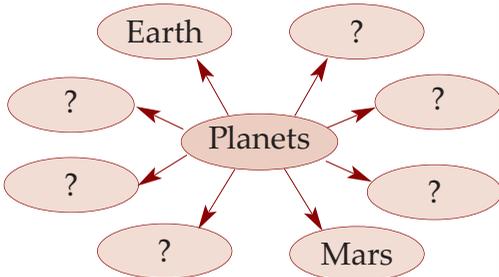
## OBJECTIVES: Student

- says the names of planets on pictures. – 1.1.2.
- pronounces the names of planets in the poem- 3.1.2.
- compares places and sizes of planets reading the text. – 2.1.1. 3.1.1.
- puts questions and chooses true and false answers. – 3.1.4.
- writes descriptions of planets. – 4.1.2.

**Content:** Listening-Speaking  
**Integration:** Science 4.1.1. Music. 2.1.1

### Motivation. Problem situation.

- What is the Solar System?
- How many planets are in Solar System?



### Vocabulary: "Hot seat"

Solar system, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, to twinkle

**UNIT 9 SPACE AND TRAVELLING**

**LESSON 1. DO YOU KNOW PLANETS?**

*You are going to:*

- learn about planets and the Solar System
- compare planets developing speaking skills
- discuss in pairs and groups

**WHAT ARE THERE IN THE SOLAR SYSTEM?**

**LISTENING-SPEAKING**

- What is the Solar System?
- How many planets are there in the Solar System?

**PRONUNCIATION**

**1. Pronounce the names of the planets correctly.**

Mercury [mɜ:kjʊri]	Venus [vi:nəs]	Earth [ɜ:θ]
Jupiter [dʒu:pɪtə]	Uranus [jʊ:'reɪnəs]	Saturn [sætɜ:n]
Mars [mɑ:z]	Neptune [neɪptju:n]	Pluto [plu:təʊ]

**2. Read the names of planets with correct stress.**



**PLANETS**

Here are nine planets that we know. Round and round the Sun they go. Mercury, Venus, Earth, and Mars. These are the planets near our star.

Jupiter, Saturn, Uranus, too. Neptune, Pluto we can't see you. These are the nine planets that we know. Round and round the Sun they go.

**3. Look at the picture and put the letters in the correct order.**

The closest planet =	<b>C R U M R Y E</b>	The brightest planet =	<b>T U R A S N</b>
The hottest planet =	<b>N E S V U</b>	The hottest laet =	<b>N E S V U</b>
the most beautiful planet =	<b>H E A R T</b>	the coldest planet =	<b>A S U R U N</b>
The largest planet =	<b>R U J E T I P</b>	The farthest planet =	<b>T E N U P E N</b>

The farthest and smallest planet = **T O L U P**

\*Solar System - the Sun and the objects in orbit

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**Input. Brainstorm** students gathering ideas on planets around the Sun, elicit some ideas about the Earth and the Sun.

**What planets are around the Sun?**

**What planets are biggest and smallest?**

Focus your topic on learning descriptions of planets, their sizes, and to places. Try to demonstrate videos about planets and involve students ask each other the sizes and places of planets. You can write a poem in another paper with some spaces. Involve them to listen to the poem "Planets" presented by a student loudly and other students will listen to him/her.

## READING

4. Read the text and add your own opinions.

## THE SOLAR SYSTEM FAMILY

We call the planets and the Sun the Solar System. Our Solar System is made up of nine planets. They are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. All of the planets are around the Sun. The Sun isn't a planet. It is a star.

The first planet, next to the Sun, is Mercury. Venus is the second planet from the Sun and it twinkles as «a morning star». The Earth is the third planet.

We live on the planet Earth. Its age is 4,5 billion years. It is between Venus and Mars. Jupiter is the biggest planet. Saturn, Neptune and Uranus are all bigger than the Earth, but Venus, Mars (the red planet), Mercury and Pluto are smaller planets than the Earth. On Earth there is air and water for the people, animals and plants. Saturn is special for its beautiful ring. The other planets in our Solar System don't have air and water. But Neptune has strong winds. Pluto is one of the small planets. At night you can see a lot of stars in the sky. Stars are large balls in outer space that give light. It takes a long time for light from stars to come to Earth.



## 5. Put questions to the answers.

- ..... ? We call the planets and the Sun the Solar System.
- ..... ? There are nine planets in the Solar System.
- ..... ? No, it is not. The Sun is a star.
- ..... ? Saturn has got a ring.
- ..... ? It is 4,5 billion years old.

## 6. Think and match.

- |                |   |
|----------------|---|
| 1. Mercury ... | a) ... has strong winds.                  |
| 2. Venus ...   | b) ... is a red planet.                   |
| 3. Earth ...   | c) ... is the smallest planet.            |
| 4. Jupiter ... | d) ... has a beautiful ring.              |
| 5. Uranus ...  | e) ... is between the Venus and Mars.     |
| 6. Saturn ...  | f) ... is next to the Sun.                |
| 7. Mars ...    | g) ... is bigger than the Earth.          |
| 8. Neptune ... | h) ... is the second planet from the Sun. |
| 9. Pluto ...   | i) ... is the biggest planet.             |

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## Do You know that ...

The planets go around the Sun in Orbit.

Mercury - 88 days	Jupiter - 4,332 days
Venus - 224 days	Saturn - 10,760 days
Earth - 365 days	Uranus - 30,700 days
Mars - 687 days	Neptune - 60,200 days
Pluto - 90,600 days	

## WRITING

## 7. Match the endings and write.

A characteristic of the Earth:

- |                           |  |
|---------------------------|--|
| Earth planet is ...       | a) air, water, plants and animals      |
| Earth is smaller than ... | b) 4,5 billion years old               |
| Earth is bigger than ...  | c) between Mars and Venus              |
| Earth has ...             | d) Jupiter, Saturn, Neptune and Uranus |
| Earth's age is ...        | e) Pluto                               |

## 8. Write descriptions of the planets on a model.



## 9. Quiz.

1. What is the name for all the planets around the Sun, together?
2. How many planets are there in the Solar System?
3. What is the name of the third planet from the Sun?
4. How old is the Earth?
5. What planets in the Solar System are smaller than the Earth, and what are their names?
6. What planets in the Solar System are bigger than the Earth, and what are their names?

## Self-Evaluation questions

1. What do you know about the planets?
2. How do you compare the planets?
3. How can you describe the Earth?

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They will fill in the gaps with new words not looking at the book. Students give some contradictory opinions.

**Contradictory opinions:**

Most children have less information about planets. They know only their names, but no descriptions.

**Research question:**

*What are there in the Solar System*

**SB. Speaking-Reading-Writing. Discussing and exchanging ideas.**

Students are able to discuss and exchange information about planets and solar system, learn new words in unscrambled letters or pictures. They involve to read about planets in «Jigsaw readings» in groups. Then they put the questions to the missing words. Using some expressions participating in short dialogues choosing true and false answers, matching sentences, describing them. They will do quiz about planets and read the poem: "The Star". They do effective activities, tasks working collectively, groups and pairs. At the end they must draw each planets' description on a "Planet Map".

- a) Listen to the poem about planets and pronounce their names – CW.
- b) Read and discuss the text about planets – GW.
- c) Put questions, choose and match the sentences about planets – CW.
- d) Describe planets on the "Planet Map" – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Brainstorming, Information Gap, Jigsaw reading, Filling in Gaps, etc.

### Summerizing.

*Output: Descriptions of planets*

**Place:** the third planet around the Sun.

**Size:** Earth is fifth largest planet in the solar system.



**Facts:** It rounds around the Sun.

**Age:** The Earth is 4.5 billion years old.

### Evaluation tasks

open questions, multiple choice tests, sentence completion, matching, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors*

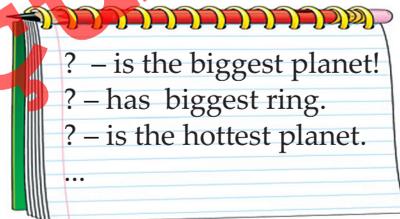
Groups/criteria	says and pronounces names of planets	compares places and sizes of planets	puts questions and matches the halves	writes descriptions of planets
Group A				
Group B				
Group C				
Group ?				

### Self - Evaluation

Criteria	Not yet 2	A bit 3	Almost 4	Full 5
say planets in pictures.				
compare places and sizes.				
put questions and match the halves				
write descriptions of planets				
Your success:				

### IW. Creative work.

Write descriptions of planets.



## LESSON 2. SPACE FLIGHTS

**Aim:** Students learn about flying into space learning new vocabulary.

### OBJECTIVES: Student

- identifies new information about space flights. – 1.1.2.
- uses new words describing space items – 2.1.1.
- puts questions to the text reading in pairs. – 3.1.4.
- participates in dialogues and gets an interview. – 2.1.2.
- does a quiz and writes the future life on the Earth – 4.1.4.

**Content:** Listening-Speaking  
**Integration:** Science. 1.2.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What do you know about satellite?
- Would you like to travel into Space?

*What do you know about Space flights?*

**Vocabulary:** “Hot seat”

orbit, shuttle, meteor, satellite,  
alien, rocket, engine, spacecraft,  
powder

**Input.** Elicit students to give good ideas using “Word Association” and

elicit students opinions about flying into space or knowing some words about it. Get them discuss about satellite, flying saucers, astronauts, etc. Students learn new words about space listening to some descriptions on the “Hot Seat” and find them on the pictures. One of the students present definitions loudly and others can show them in pictures. Elicit all ideas and collect some contradictory opinions.

### Contradictory opinions:

Some people think that it is dangerous to fly into space.

Children don't have much information about space flights.

SPACE AND TRAVELLING
UNIT 9

**LESSON 2. SPACE FLIGHTS**

**You are going to:**

- find new words about Space Flights
- improve reading-speaking skills
- write about the future life

**WHAT DO YOU KNOW ABOUT SPACE FLIGHTS?**

**LISTENING-SPEAKING**

- What do you know about satellite?
- What astronomic objects do you know?

**1. Match the words to the pictures.**

  
A

  
B

  
C

  
D

  
E

  
F

  
G

  
H

Star		Meteor	
Satellite		Rocket	
Planet		Alien	
Space Craft		Astronaut	

**Word box**

- orbit
- shuttle
- meteor
- satellite
- alien
- rocket
- engine
- spacecraft
- powder
- to orbit
- astronomic

**2. Find out the answers.**

- It is a falling star in the space. You can see it as a light. It is ...
- It twinkles all nights. It is sparkling. It is ...
- It looks as an airplane. It is ...
- It is a thing from another world. It is ...
- This is a person who can travel into space. It is ...
- It is an astronomic object around the Sun in the space. It is ...
- It is an object placed into orbit by people. It is ...
- It is a spacecraft and has engine. It is ...

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READING

3. Read the passages and put questions.

WHAT IS A SPACE SHUTTLE?

You can go into space with a shuttle. It is an airplane and has two rockets. It can go up into space and come down again. It can carry about seven people and satellites. Astronauts send out satellites and look at life in space.

They work, eat and sleep in the shuttle. It is very difficult to eat and drink. Food is usually made of powder. The astronauts add water to it and then they drink it.

The astronauts have special shoes, but they only put on space suits to go out of the shuttle.



On April 12, 1961 the first man was sent into space on a rocket Vostok 1. It was the beginning of a new era in man's history – the era of man's flight to other worlds. Yuri Gagarin was the first pilot – cosmonaut. He stayed in space for 108 minutes.



On June 16, 1963 Valentina Tereshkova was the first woman cosmonaut in the world. She orbited the Earth 48 times under three days. She went on a Vostok-6 and spent three days above the Earth.



Buzz Aldrin and Neil Armstrong, American astronauts, were the first men to land and walk on the Moon. They went to the space in 1969 in the rocket «Apollo».

Who...? What...? When...? Where...?

4. Match and complete.

- |                                |  |
|--------------------------------|--|
| 1. A space shuttle can ...     | a) special shoes inside the shuttle.     |
| 2. The astronauts send out ... | b) space suits and helmets to go out.    |
| 3. The astronauts ...          | c) go up into space and come down.       |
| 4. They need ...               | d) satellites and look at life in space. |
| 5. They put on ...             | e) work, eat and sleep in the shuttle.   |

SPEAKING

5. Get interview from cosmonauts.

TV reporter:	Astronaut: Who?
1. When did you fly into space?	... 1961.
What is your rocket's name?	....
How long was your flight?	....
2. When was your flight?	... 1969.
Is there life on the Moon?	....
What did you eat in space?	....
3. When were you in space?	... 1963.
Could you see the Earth?	....
How many days was your flight?	....

6. Choose and complete the sentences.



It is a ...  
He can ...,  
but he can't ...  
(run, move)



It is a ...  
It can ...  
but it can't ...  
(land, start)



It is a ...  
It can ...  
but it can't ...  
(speak, walk)



It is a ...  
It can ...  
but it can't ...  
(twinkle, fly)

7. Discuss and share.

Is there life on the other planets? So the scientists sent radio messages into space and built big telescopes. They can learn more about the stars and planets with the help of these telescopes.



Research question:

What do you know about space flights



SB. Speaking-Reading. Discussing and exchanging ideas.

Students are able to discuss and exchange information about space flights. Get them match words to the pictures and find definitions of the new words. Children learn about space flights while reading and getting new information. They get information about astronauts flights, get interviews participating in dialogues, describe space items, describe how the life will be on our planet in hundred years. Students get information about telescope and flying saucer. Use activities and different games.

- Choose new information about space flights – PW.
- Find new words on definitions and pictures – GW.
- Get an interview participating in dialogue – PW.
- Do a Quiz and write the future life on the Earth – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Brainstorming, Information Gap, Role Play, etc.

WRITING

8. Imagine you are travelling in Space. Write what you can see on the Earth.

What else can you see?  
What can you hear?  
Is it nice in space or horrible?  
Is it exciting?



9. Write the description of the picture: What will life be like on our planet in a hundred years?



1. What will a school be like?
2. What will children learn?
3. How will people live?
4. What will people eat and drink?
5. What transport will there be?
6. What sports will people play?



Do you know that ...

UFO - Unknown Flying Object

10. Quiz.

1. What was the name of the first man in space?
2. Who was the first woman in space?
3. Where did the first astronauts fly?
4. What was the name of the first rocket?
5. Who was the first person to walk on the Moon?

Self-Evaluation questions

1. What is interesting in this lesson?
2. Would you like to travel into Space? Why?
3. What will you do if you meet some aliens?

Summarizing.

Output: It is important:

1. To fly into space and learn about solar system.
2. To get information about other planets.
3. To fly and learn about space for life on the Earth.
4. To look at the stars using a telescope.

Evaluation tasks

open - ended questions, multiple choice tests, sentence completion, matching, etc.

A – no errors; B – few errors; C – some errors; D – a lot of errors

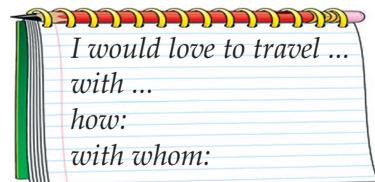
Groups/criteria	identifies items about space flights	uses new words describing space items	participates in dialogues	does a quiz and writes the future life on the Earth.
Group A				
Group B				
Group C				
Group ?				

Self - Evaluation

Criteria I can ...	Not yet 2	A bit 3	Almost 4	Full 5
identify items about space flights.				
use new words describing space items				
participate in dialogues				
do a quiz and write about future life on the Earth.				
Your success:				

IW. Creative work.

Write the future life on the Eath.



## LESSON 3. ARE YOU FOND OF TRAVELLING?

**Aim:** Students learn about travelling improving their listening- speaking-reading skills

### OBJECTIVES: Student

- identifies the reason of travelling. – 1.1.2.
- says the items for travelling and adds his/her ideas. – 2.1.1.
- puts the sentences in order and use them in the dialogue. – 2.1.2.
- expresses the meanings of the words reading the text. – 3.1.1.
- writes his/her travelling plan. – 4.1.2. 4.1.4.

**Content:** Listening-Speaking

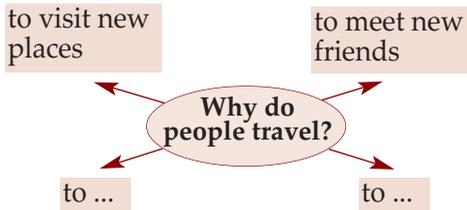
**Integration:** L1 2.2.2.

Science . 4.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What parts of our country did you visit?
- What places of interest did you see there?



### Vocabulary: "Definitions"

passport, to book, trip, guidebook, swimsuit, postcard, impossible, attractive, suitcase, wonder

### Diagnostic checklist.

Travelling	agree	disagree
1. I like to travel for making friends.		
2. It is good to travel in summer.		
3. I take a lot of things for travelling.		
4. I prefer travelling with my family.		

**SPACE AND TRAVELLING** **UNIT 9**

**LESSON 3. ARE YOU FOND OF TRAVELLING?**

*You are going to:*

- learn reasons of travelling
- make up a dialogue about travelling
- share new ideas in pairs

**Word box**

passport	postcard
to book	impossible
trip	attractive
guidebook	suitcase
swimsuit	wonder

**WHY DO PEOPLE TRAVEL?**

**LISTENING-SPEAKING**

- What parts of our country did you visit?
- What places of interest did you see there?

**Everyday expression**  
Have a nice trip!

**1. Say what you need for travelling and add your items.**

**2. Listen and put the sentences in the correct order.**

- I don't know yet. We are just discussing our plans.  
And where are you going?
- Have a nice trip!
- To Italy. We will spend ten days there.
- Yes, in a big hotel near the sea. We are busy now.  
We are leaving on Friday.
- Where are you and Ben going for your holiday?
- Are you staying at a hotel?

a	b	c	d	e	f
				1	

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Çap

**READING**

3. Read the text and say the meaning of the words and expressions.



This is a letter from Britain to friends. Hi, friends!

I am spending a wonderful time here. I see many tourists in the National Gallery, Victoria and Albert Museum every day. We go sightseeing by two-storied red buses. The Science Museum and Natural History Museum are attractive for any visitor to London! Before I wanted to visit every part of

Britain. But now I know that it is impossible. I only visited National Gallery, London Eye and Hyde Park yesterday. It was very interesting there. You know, children under 14 travel free on city buses at all time. Restaurants are expensive, but we can find cheap food for children. I'm coming back on Sunday.

Yours, Orkhan.

4. Find the missing words.

1. Tourists like to visit ... in London.
2. Orkhan visited ... and ... in London.
3. The most attractive places are ... and ...
4. The buses are ... for children under ...
5. ... are very expensive for children.

5. Put questions.

1. - .....? Yes, there was a red bus.
2. - .....? No, there weren't many people.
3. - .....? Yes, there was a good atmosphere.
4. - .....? No, there wasn't an empty seat.
5. - .....? Yes, there were many cheap tickets.
6. - .....? No, there weren't a lot of policemen.

6. Choose the correct line of compound nouns.

1. guidebook, attractive, swimsuit, package
2. passport, postcard, suitcase, cameraman
3. policeman, driver, seatbelt, sunglasses
4. fireman, traveller, seaside, notebooks



7. Fill in the gaps.

1. Don't forget to take your (1) ... to the beach.
2. The children stayed in a (2) ... at the weekend.
3. You should take your(3) ... when you visit old cities.
4. I always fasten (4) ... before driving a car.
5. I sent my friend a (5) ... of the city where I stayed.
6. You should pack your (6) ... when you start.
7. You must take your (7)... before going to the airport.

- a. guidebook  
b. swimsuit  
c. passport  
d. postcard  
e. seatbelt  
f. camp  
g. suitcase

**WRITING**

8. Make up sentences, using the following verbs: learn, enjoy, visit, see.

When we travel, we ...  
... a lot of interesting places.  
... places full of wonders.  
... more about people's traditions.  
... beautiful nature.  
... lots of interesting things.



9. Write down all the things you must do before going on holiday. What did you do? What will you do?

- to plan the holiday
- to buy tickets
- to buy souvenirs
- to take the camera
- to pack things
- to book the hotel
- to check passport



Self-Evaluation questions

1. When do you like travelling?
2. What do you need for travelling?
3. Who do you like travelling with?

**Input.** Provide students diagnostic checklist for eliciting some reasons about travelling. Use a proverb: "East or West, Home is best" or "Seeing is believing", etc. Students give their ideas on these proverbs. They make a circle asking each other about their places to travel. Demonstrate some items which are about travelling, are not about it. Students will choose what they need especially for travelling. Collect some contradictory opinions.

**Contradictory opinions:**

More children forget something while travelling.  
They have little information about travelling.

**Research question:**

Why do people travel?

**SB. Speaking-Reading. Discussing and exchanging ideas.**

Students exchange information about travelling. Get them learn new words on some definitions and use them in sentences. Provide students some mixed pictures about travelling. Students choose some items for travelling, some not. They read Orkhan's letter from Britain and get to know Orkhan's feelings. They exchange and their feelings using "Information Gap" and maintain vocabulary skills. Then they will discuss this text; find missing words, put questions to the answers, putting the sentences in order participating in the dialogue, etc. Provide students some useful tasks, new vocabulary, handouts and activities, etc.

- a) Find out the reason of travelling – CW.
- b) Say what you need for travelling – GW.
- c) Complete the sentences using vocabulary – GW.
- d) Read the text and put questions – PW.
- e) Fill in the gaps and use the words. – GW.
- f) Plan your travelling choosing items. – PW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Word Association, Role Play, Information Gaps.

**Summarizing.**

**Output:** *I like travelling, because I ...*

1. *meet different people!*
2. *see many places!*
3. *know travelling rules!*
4. *get to know cultures!*
5. *have more information!*
6. *get skills and become intellectual!*

**Everyday expression**

Have a nice trip!

**Evaluation tasks**

open questions, multiple choice tests, sentence completion, matching, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors*

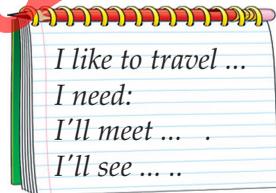
<b>Groups/ criteria</b>	<i>identifies the reason of travelling</i>	<i>says the items for travelling</i>	<i>puts questions to the text</i>	<i>writes a travelling plans</i>
<b>Group A</b>				
<b>Group B</b>				
<b>Group C</b>				
<b>Group ?</b>				

**Self-Evaluation**

<b>Criteria I can ...</b>	<b>Not yet 2</b>	<b>A bit 3</b>	<b>Almost 4</b>	<b>Full 5</b>
<i>identify the reason of travelling.</i>				
<i>say the items for travelling.</i>				
<i>put questions to the text</i>				
<i>write about future travel.</i>				
<b>Your success:</b>				

**IW. Creative work.**

Write a travelling plan before going on a holiday.



**Çap**

## LESSON 4. HOW CAN YOU TRAVEL?

**Aim:** Students improve listening-speaking-reading skills learning travelling rules..

### OBJECTIVES: Student

- responds questions about his/her ways of travelling. – 1.1.1.
- compares types of transportations in the dialogue. – 1.1.2.
- gives questions to the words in the text. – 3.1.4.
- expresses his/her thoughts on travelling rules. – 2.1.3.
- writes a story on his/her travelling city with correct spelling. – 4.1.1. 4.1.3.

**Content:** Listening-Speaking-Reading  
**Integration:** L1. 2.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What ways of travelling do you like?
- What's happening when you travel?

### Everyday expression

What's the matter?  
 What's happening?  
 I would like ...

### Vocabulary: "Definitions"

to check, direction, to lose,  
 opposite, enough, comfortable,  
 countryside, loud

### Diagnostic checklist.

Travelling	agree	disagree
1. Travelling by plane is expensive		
2. It is interesting to travel by ship.		
3. It takes long to travel by bus.		
4. I get pleasure travelling by train.		

**Input.** Provide diagnostic checklist for brainstorming students ideas of choosing transportation types for travelling. Get them identify the best type of transportation for travelling and compare them for price, convenience and taking time. Use "Hot seat" game for learning vocabulary. Make a big circle playing a game "Three main things". Students give three main things for travelling. Collect some contradictory opinions.

**UNIT 9 SPACE AND TRAVELLING**

**LESSON 4. HOW CAN YOU TRAVEL?**

*You are going to:*

- identify different transportation for travelling
- increase vocabulary knowledge
- write a letter about your travel city

**Word box**

to check	enough
direction	comfortable
to lose	countryside
opposite	loud

**WHAT SHOULD WE KNOW WHILE TRAVELLING?**

**LISTENING-SPEAKING**

- What ways of travelling would you like?
- What travelling rules do you know?

**1. Look at the pictures and say.**









**Model:** 1. It is very cheap to travel by bus – D.  
 2. It takes 2 or 3 days to travel by ...  
 3. It takes a very long time by ...  
 4. It is very fast to travel by ...  
 5. People can travel in deserts ...  
 6. It takes 3-4 hours or a day to travel by...

**2. Make sentences about different ways of travelling.**

Trains	are	faster	than...
Planes		more interesting	
Ships		more comfortable	
Helicopters		the fastest	of all.
Boats		the cheapest	
Cars		the most comfortable	
Buses		the most interesting	
Bikes		cheaper	

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## READING

3. Read the pages from Ann's diary and put questions to the words in bold.



1) Friday, August 8.  
I'm in Italy. I came with my family by car. We stay at «**Hilton**» Hotel. Our hotel is next to the supermarket, opposite the cinema. Now we are going to the café to have dinner. I like **Italian food**, especially pizza.

2) Saturday, August 16.

I'm on the ship now. We are going to Spain. The weather is fine. The sea is so **beautiful**. I like to look at the waves. I see dolphins. They are **swimming** not far from the ship. It is fantastic to watch them.



3) Monday, August 25.  
I'm in London, the capital of Great Britain. We want to stay here for five days. We are going to visit **Buckingham Palace** and ride on London Eye, a big wheel in the centre of the city. It is so cool! We followed all **travelling rules** and learned many useful things. What are these rules? Let's discuss.

4. Read the traveller's rules and match the numbers to the letters.

1. You should take a map.
  2. You shouldn't listen to loud music.
  3. You mustn't throw litter out of the train window.
  4. You mustn't stand when the bus is moving.
  5. You shouldn't drink water from a river.
  6. You should send cards to your parents.
- a) ... because you can fall down.
  - b) ... because they will be happy.
  - c) ... because you can get a stomachache.
  - d) ... because some people want to sleep.
  - e) ... because you can lose your way.
  - f) ... because the countryside will be dirty.



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5. Choose True or False.

1. Ann was in Italy in June.
2. The «Hilton» Hotel is next to the supermarket.
3. She went to Spain by plane.
4. Ann doesn't like pizza.
5. Then she went to the London Eye on August 24th.
6. Ann saw dolphins in the sea.

## Everyday expressions

What's the matter?  
What's happening?  
I would like...

## WRITING

6. Write about Ann's diary in the past tense.

1. Places and things she saw	August 16
2. The weather in the countries	August 25
3. Traveller's rules she learned	August 8



7. Write a short story about your travelling!

## Self-Evaluation questions

1. What traveller's rules should you know?
2. Which transportation is better for travelling?
3. What things were interesting in this lesson?

## REMEMBER!

- 1) Learn about the planets and the Sun!
- 2) Try to help protect the Earth!
- 3) Get more information about Space!
- 4) Choose the best place for travelling!
- 5) Take travelling items and have fun!
- 6) Follow road direction and be careful!

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## Contradictory opinions:

Most people don't know travelling rules.

They can't choose the best place for travelling.

## Research question:

What should we know while travelling?



## SB. Speaking-Reading. Discussing and exchanging ideas.

Students discuss and exchange information about travelling transportation types, differ them, choose the best for them. They get to know which is cheaper and more expensive. They maintain vocabulary skills, make sentences different ways of travelling. They discuss Ann's diary while travelling, her feelings and make her/his own travelling plan.

- a) Choose and say types of transportation – CW.
- b) Make up sentences about travelling ways – PW.
- c) Put questions to the words in the text – PW.
- d) Express Ann's diary on travelling using past simple – GW.
- e) Write a short story about travel plan following rules – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Mind Map, Role play, Jigsaw reading, etc.

### Summarizing.

**Output:** Travelling rules:

1. Check your ticket and get up in time!
2. Check your passport and prepare your suitcase!
3. Take a map where you travel!
4. You must follow flight rules!
5. You must fasten seatbelt in the plane.
6. You mustn't throw litter out of the train or bus!

### Evaluation tasks

quick responds, multiple choice tests, sentence completion, matching, etc.

*A – no errors; B – few errors; C – some errors; D – a lot of errors*

Groups/ criteria	chooses transport types for travelling	compares types of transportations for travelling	puts questions to the words reading the text	discusses Ann's diary using past simple	writes a story about travelling
Group A					
Group B					
Group C					
Group ?					

### Self - Evaluation

Criteria I can ...	Not yet 2	A bit 3	Almost 4	Full 5
choose transport types for travelling				
compare types of transportations				
put questions to the words in the text				
discuss Ann's diary and use past simple tense				
write a short story about travelling				
Your success:				

**IW. Creative Work.** Write a short story about your travelling!



## SUB SUMMATIVE TEST IX

1. Choose the right answer.

*Which planet is bigger than the Earth?*

- a) Neptune    b) Mars    c) Venus

*2. Which planet has a beautiful ring?*

- Neptune    b) Saturn    c) Mercury

*3. Which is not a planet?*

- a) Earth    b) Sun    c) Mars

*4. The Earth turns around the...*

- a) Sun    b) Moon    c) Star

*5. Which planet is the second closest to the Sun?*

- a) Neptune    b) Saturn    c) Venus

*6. How many days does the Earth travel around the Sun?*

- a) 1    b) 30    c) 365

*7. Who was the first in Space?*

- a) V.Tereshkova  
b) Y.Gagarin  
c) Neil Armstrong  
d) Buzz Aldrin



*8. We travel around the world to ...*

- a) find places for living  
b) see different places and people  
c) learn about the planets



*9. Choose nouns*

1. comfortable    2. dangerous    3. space    4. transport

5. cheap    6. alien

- a) 1-3-4    b) 3-4-6    c) 2-3-6

*10. It is ... to travel by ... than by train.*

- a) cheaper, plane  
b) more expensive, plane  
c) expensive, plane



# UNIT 10

## OUR WONDERFUL WORLD

This unit is about learning wild world and animal planet in the world developing listening-speaking-reading-writing skills. There are 4 lessons in this unit:

**Lesson 1. AROUND THE WORLD**

**Lesson 2. WHAT IS WILDLIFE?**

**Lesson 3. ANIMALS' PLANET**

**Lesson 4. NATURE OF MY COUNTRY**

**Aim:** Students

1. develop their listening-speaking skills learning about wildlife;
2. succeed using background vocabulary learning animal planet.

**Objectives:**

**Students**

- a) talk about pictures that make the world wonderful.
- b) discuss the animals' description of the world.
- c) choose types of wild animals in the world.
- d) compare mammals, reptiles and insects reading passages.
- e) express Mowgli's life in the jungle.
- f) identify Safari park animals.
- g) describe animals' actions in nature.
- h) respond questions about beautiful places in Azerbaijan.
- i) identify animals in Red Book.
- j) describe types of fish in Azerbaijan
- k) express the poem "What a wonderful world!"

### REMEMBER AND FOLLOW!

1. Learn more about wonderful places of the world!
2. Take care of animals, they are beauty of the Earth!
3. Nature gives us health, oxygen and life!
4. Keep the nature clean for ourselves!
5. Don't hunt Red Book animals!
6. Make up travelling plan of wonderful places for summer holidays!

# LESSON 1. AROUND THE WORLD

**Aim:** Students develop listening-speaking-reading – writing skills expressing wonderful world.

## OBJECTIVES: Student

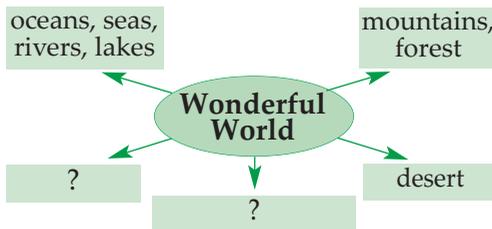
- talks about pictures that make the world wonderful. – 1.1.2.
- expresses his/her ideas about animals' with "to be" and "to go" – 2.1.3.
- reads the text and differs the words on a chart. – 3.1.1.
- writes descriptions of animals using adjectives and adverbs. – 4.1.2.
- makes up a poster about the wonderful world. – 4.1.4.

**Content:** Listening-Speaking-Reading  
**Integration:** Science. 4.1.1.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What is the biggest desert in the world?
- What is the highest mountain in the world?



### Vocabulary: "Hot Seat"

seaweeds, jungle, strange, deep, lizard, tortoise, sharp, to tread, octopus, tropical

## OUR WONDERFUL WORLD

UNIT 10

### LESSON 1. AROUND THE WORLD

#### You are going to:

- get new information about the world
- develop listening-speaking skills
- share ideas reading passages

#### Word box

seaweeds  
jungle  
strange  
deep  
lizard

tortoise  
sharp  
to tread  
octopus  
tropical

#### WHAT MAKES THE WORLD WONDERFUL?

#### LISTENING-SPEAKING

- What is the biggest desert in the world?
- What is the highest mountain in the world?



#### 1. Let's talk.

Where would you like to go? Why?

- to go to London Zoo ...
- to be in the mountains ...
- to be in the park ...
- to go to the forest ...

- to get fresh air and see rivers.
- to listen to the birds singing.
- to see tigers and giraffes.
- to have a good picnic.



#### 2. Tell about these animals. Where do these animals live?



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**Input.** Get students exchange ideas describing nature on pictures : Zoo, picnic, parks, forests, etc. Try to demonstrate videos or pictures about nature, animals to get different ideas where children to go or be. Students tell about animals' places, their descriptions. How they walk, run and fly. Use "What am I?" game that students develop their listening-speaking skills. Use a whiteboard or flip chart to point all ideas.

### Contradictory opinions:

Children want to get information about wonderful places of the world. Children have little information about deserts, jungles and mountains.

READING

3. Read and group the words according to the parts of speech.

Oceans and seas.

The world around us is full of wonder: oceans, seas, forests, mountains, rivers and lakes. There are four oceans and a lot of seas in the world. The oceans are: the Atlantic, the Pacific, the Indian and the Arctic. The seas are: the Black Sea, the Caspian Sea, the Red Sea and so on. Half of oceans and seas are salty. Different strange fish, whales, sharks and animals such as a tortoise and an octopus live deep in the water. Seaweeds look like beautiful gardens.



Deserts

They are the driest places in the world. It is very hot in the daytime but very cold at night. Camels and snakes live in the deserts. Sahara is the biggest desert in the world. It is in Africa.



Jungles

Jungles are tropical places. The weather is hot and wet there all year round. Lions, tigers, monkeys, giraffes live in jungles. The biggest Jungle is in South America.



Mountains

There are mountains on every continent. Snow usually covers the tops of the mountains. So, plants can't grow there. Everest, the highest mountain of the world, is in Asia. You can see eagles in the mountains.

nouns	adjectives	numerals	pronouns	adverbs
...	...	...	...	...

4. Complete the questions to the answers.

- |                                   |  |
|-----------------------------------|--|
| 1. How are ... ?                  | 2. What kind of ... ?                  |
| They are salty and deep.          | Camels and snakes live in the deserts. |
| 3. What is the ... ?              | 4. Why can't plants... ?               |
| The weather is hot and wet there. | It is very cold high up on them.       |

5. Choose what these animals can or can't do.

- Monkeys can ... , but they can't ...
- Whales can ... , but they can't ...
- Camels can't ... , but they can ...
- An eagle can ... , but it can't ...
- Giraffes can't ... , but they can ...
- A tortoise can ... , but it can't ...



GRAMMAR SECRET

Adjectives	Adverbs (-ly)
a quick animal	run quickly
a fast train	jump fast
a slow tortoise	walk slowly
a good dolphin	swim well

A tortoise is a slow animal. It walks slowly.  
A monkey is a quick animal. It climbs trees quickly.  
A Penguin is a good swimmer. It swims very well.  
A tiger is a fast animal. It runs fast.

6. Guess the riddles. «What am I?»

- |  |  |
|--|--|
| A. I've got a tail. I've got big teeth and whiskers. I'm brown and yellow. | B. I've got a long body. I've got small eyes and sharp teeth. I'm green and dangerous. |
|--|--|

WRITING

7. Complete the sentences.



1. A tortoise is a slow animal. It walks ...



3. A fox is a fast animal. It runs ...



2. A hare is a quick animal. It runs ...



4. A dolphin is a good mammal. It swims ...

8. Creative Work. Make up a poster about Wonderful World.

Self-Evaluation questions

- What wonderful places do you know?
- Where would you like to see animals?
- How can you treat animals?

Research question:

What makes the world wonderful ?

SB. Speaking-Reading. Discussing and exchanging ideas.

Students research these questions, working in groups, pairs with these activities.

Students read short passages in «Jigsaw reading» about oceans, seas, deserts, jungles and mountains matching pictures, discuss answers and complete questions, compare them with descriptions and choose correct answers about animals using grammar. They participate in dialogues, ask each other about animals' life.

- Talk about where they would love to go or to be – CW.
- Discuss the pictures of animals and descriptions – GW.
- Read the stories and match them to the pictures – GW.
- Discuss the questions completing them – GW.
- Express animals' actions and guess the answers – GW.

Interaction: Collective, Pair, Group and Individual work.

Techniques: Outside-Inside, Jigsaw reading, Matching, etc.

## Summarizing.

**Output:** What makes the World Wonderful!

**What:** animals, trees, flowers, sky, rainbow

**Where:** oceans, seas, rivers, jungles, deserts, mountains

**How:** beautiful places, pretty birds, lovely children

### Evaluation tasks

open ended questions, multiple choice tests, sentence completion, proverbs, etc.

Criteria. Student	full	half	a piece	none
<i>talks about pictures that make the world wonderful</i>				
<i>expresses ideas about animals' description</i>				
<i>differs the words in the text</i>				
<i>write animals' descriptions using adj. and adv.</i>				
<i>makes up a poster about wonderful world</i>				
<b>Your success:</b>				

### Self - Evaluation

Criteria	perfect	almost	fair	poor
<i>talk about pictures.</i>				
<i>express my ideas about animals' life</i>				
<i>differ the words in the text</i>				
<i>write animals' descriptions</i>				
<i>make up a poster about wonderful world</i>				

### IW. Creative Work.

Make a poster with pictures about wonderful world.



Çap

## LESSON 2. WHAT IS WILDLIFE?

**Aim:** Students improve speaking- reading skills learning about wild world!.

### OBJECTIVES: Student

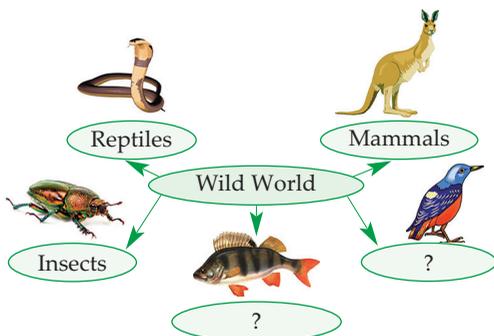
- identifies wild animals in the world. – 1.1.2.
- expresses his/her thoughts on wildlife reading passages. – 2.1.3.
- puts questions to the text and compares animals. – 3.1.4.
- describes Mowgli's life in the jungle practicing past simple. – 4.1.2.
- writes a short story about animals' life. – 4.1.1.

**Content:** Listening-Speaking-Reading  
**Integration:** Science. 1.2.1. 2.1.3

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What do you know about wildlife?
- What dangerous animals do you know?



### Vocabulary: "Hot Seat"

mammals, reptiles, to lay, fur, to give a birth, limb, poison, ladybird, to repeat, hole, bee, termite

**Input.** Brainstorm students about types wild world involve them to give ideas around it. Get them to compare in the picture. Try to demonstrate videos or pictures of these wild animals. Make a circle and play "Categorizing" game. Student A says three wild animals and student B finds out some characters of these animals. For eg. "Snake, bee, owl" – Answer: "Dry place, honey and strange sound", They can play "What am I?" game, too.

### Contradictory opinions:

- Most children have less information about some wild animals!
- Some children don't treat animals well!

**UNIT 10 OUR WONDERFUL WORLD**

**LESSON 2. WHAT IS WILDLIFE?**

*You are going to:*

- find types of animals in the world
- use words and expressions in speech
- read Mowgli's life developing vocabulary

**WHAT KIND OF WILD ANIMALS DO YOU KNOW?**

**LISTENING-SPEAKING**

- What do you know about wildlife?
- What dangerous animals do you know?

**READING**

1. Read and choose the plural and singular nouns.

**Mammals**  
Mammals live in hot and cold countries. They have hair or fur. Their blood is warm. They give birth to babies. They feed their babies with milk. They live on land and have four legs. Mammals have different sizes. They eat meat, plants and insects.

**Reptiles**  
Snakes, turtles, crocodiles are reptiles. They have no bones and they are dangerous and don't have legs, but four limbs. Reptiles lay eggs and live in holes in dry land, rivers and seas. They can't fly and eat insects, meat, plants. A reptile's blood is cold.

**Insects**  
Insects are everywhere. They don't have bones. Some of them have wings and can fly. Some insects do harm to people, but some don't. Flies or termites are not good insects. But butterflies, bees are good insects. Bees make honey from flowers for us.

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## 2. Put the words in the right order and answer the questions.

1. animals/mammals/what/are?
2. do/know/insects/what/you/about?
3. they/mammals/why/are?
4. are/dangerous/why/reptiles?

## 3. Match two halves of the definitions.

Mammals are animals that ...	a) live in water. Their blood is cold.
Reptiles are animals that ...	b) have got many legs.
Birds are animals that ...	c) give milk to their babies.
Fish are animals that ...	d) lay eggs. Most of them can fly.
Insects are animals that ...	e) have got cold blood.
	f) They lay eggs and their skin is thick.

## WRITING

## 4. Look at the pictures and write the information according to the model.



**Model:** Tiger is a mammal. It gives birth. It has 4 legs. It eats meat and lives in the forest.

## 5. Choose the right answer and write the descriptions of the picture. When do you see a ladybird?



- Ladybirds are (reptiles/insects).  
They have 6 (wings/legs).  
They have wings to (fly/walk).  
Their body shape is (round/square).

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## 6. Read the text and write the verbs in the correct tense form.

THE JUNGLE BOOK:  
MOWGLI'S STORY (1998)

Everybody ... (to love) Disney's film «Jungle Book» by Rudyard Kipling\*. He is an English short-story writer. This book is about Mowgli's adventures in the jungle. He ... (to spend) his childhood in the jungle with wolf family. They ... (to protect) Mowgli from tiger Shere Khan. His friends were wise old panther Bagheera, the bear Baloo. It's a very interesting story how a boy ... (to become) a man in the jungle. Even after meeting people, Mowgli ... (to decide) to stay away from them and live with his friends in the jungle.

Rudyard Kipling  
1865-1912

## 7. Answer the questions.

1. What is the «Jungle Book» about?
2. Where did Mowgli live?
3. Who were his friends?
4. Where did Mowgli decide to live?



## 8. Find the incorrect sentence.

1. It is good to live with animals.
2. Don't go to the jungle alone. It is dangerous.
3. You can take cows, horses to the jungle.
4. You must learn how to become a man in Mowgli's story.

## WRITING

## 9. Write a short story about animals' life.

## Self-Evaluation questions

1. What is the most interesting in this lesson?
2. What is the most difficult in this lesson?
3. How do you treat with animals?

\*Rudyard Kipling – an English short-story writer, poet, and novelist

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## Research question:

What kind of wild animals do you know



## SB. Speaking-Reading. Discussing and exchanging ideas.

Get the students read "Mammals", "Reptiles", "Insects" in «Unfinished story» and find out the main idea about them. They discuss the text putting questions. Students get useful information about Mowgli's life in the jungle discussing questions. They work in groups, pairs and collectively participating in different activities.

- a) Choose the types of wild animals in pictures – CW.
- b) Compare mammals, reptiles and insects reading passages – GW.
- c) Match the halves of the definitions – PW.
- d) Choose the correct sentences about Mowgli's life – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** KWL, Unfinished story, Information Gaps, etc.

## Summarizing.

<i>Output: Wild world is different!</i>		
Mammals	Reptiles	Insects
1. blood is warm 2. give birth 3. have 4 legs 4. eat meat, plants and insects	1. blood is cold. 2. lay eggs 3. have poisons 4. eat insects, meat and plants	1. have wings 2. can fly 3. don't have bones 4. are good and bad

### Evaluation tasks

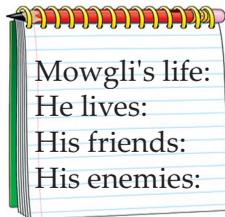
multiple choice tests, C-Test, sentence completion, etc.

Criteria. Student	full	half	a piece	none
<i>identifies types of wild animals in the world</i>				
<i>expresses his/her ideas on wildlife</i>				
<i>chooses singular and plural nouns and puts questions to the text</i>				
<i>describes Mowgli's life using past simple</i>				
<i>writes a story about his/her book of animals life</i>				
<i>Your success:</i>				

### Self- Evaluation

Criteria I can ...	perfect	almost	fair	poor
<i>identify wild animals.</i>				
<i>express my ideas on wildlives</i>				
<i>choose singular and plural nouns and put questions to the text</i>				
<i>describe Mowgli's life using past simple</i>				
<i>write a story about my book of animals' life</i>				

**IW. Creative Work.** Write a short story about animals' life.



## LESSON 3. ANIMALS' PLANET

**Aim:** Students develop vocabulary skills learning places of animals.

### OBJECTIVES: Student

- identifies Safari park animals. – 1.1.2.
- participates in the dialogue filling in the gaps. – 2.1.2.
- expresses his/her thoughts on types of birds. – 2.1.3.
- finds the meanings of the words in the text – 3.1.1.
- describes animals' actions in nature. – 4.1.2.
- makes up a poster about interesting facts about wildlife. – 4.1.4.

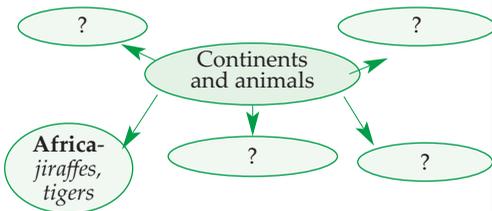
**Content:** Listening-Speaking

**Integration:** Science. 2.1.1. L1. 2.1.1

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What animals do you know in the world?
- What famous parks do you know for wildlife?



### Vocabulary: "Definitions".

cage, to be careful, gills, sparrow, swallow, owl, feather, lung, pigeon, pretty, oxygen, nest

### OUR WONDERFUL WORLD

### UNIT 10

### LESSON 3. ANIMALS' PLANET

#### You are going to:

- learn about animals' planet
- use words and expressions in speech
- express new ideas in pairs

#### Word box

cage  
to be careful  
gills  
sparrow  
swallow  
owl

feather  
lung  
pigeon  
pretty  
oxygen  
nest

#### WHAT WILDLIFE PLACES DO YOU KNOW?

#### LISTENING-SPEAKING

- What animals do you know in the world?
- What famous parks do you know for wildlife?



1. Look at the map and say where these animals are from.

#### 2. Listen the dialogue, fill in the gaps and give your ideas to the questions.

H: Hi, Linda! What do you know about Safari Park?

L: Hi, Helen! I don't have any idea of it!

H: You know all animals are not in ... (1) there.

L: But how can we go there? Isn't it ... (2)?

H: No, it isn't. You can only drive there by car and never keep windows open.

L: What a nice ... (3)! How nice to see animals free.

Are they friendly?

H: Yes, they are, but you should be ... (4)!

You will see big giraffes, zebras, tigers, elephants there!

L: Let's visit there on ... (5)!

H: That is a good idea!

1. What are the girls talking about?

2. How do animals live in Safari Park?



a cages  
b place  
c holiday  
d car  
e dangerous

**Input.** Brainstorm students about popular parks or Zoos in the world. Try to demonstrate videos about beautiful parks and places for animals. Get them tell the names of birds. Use "Cluster" about Zoos and animals. Elicit more ideas what they know about popular places of animals.

Students make a circle and use a game

"Hot Seat" - I come in spring, I make a nest in the balcony, I feed my babies. You are: Swallow!

### Contradictory opinions:

Children don't know popular places for animals

Most children have less information about types of birds

READING

3. Read and say the meanings of the words in bold.

All birds have **feathers**. They have a **beak**, two **wings** and two **legs**. They breathe with their **lungs**. They can be domestic or wild. Birds lay eggs, too. You can see swallows, sparrows, pigeons and other birds in the parks and gardens.



4. Complete the sentences.

- This bird is a symbol of peace. It lives on the roof. It is ...
- This bird likes to repeat what you said. It is ...
- This bird likes to be in the trees in all seasons. It is small. It is ...
- It comes only in spring and makes nests in the balconies. It is ...
- It has big eyes and strange sound. It has 3 letters. It is ...



5. Choose True or False.

- Birds have four wings.
- Birds have hair.
- Birds come from eggs.
- Birds have lungs.
- Birds have two legs.
- They fly in the sky.

6. What other interesting places do you know?

St. James Park is in London. It is a Royal park. There are beautiful pelicans in this Park. People have a good time with pelicans in this park. You can see many other pretty birds there, too.



7. Arrange and answer the questions.

- have/birds/what/got?
- they/live/where/do?
- bird/eyes/big/which/has?
- spring/what/is/messenger/bird/a?
- pigeons/where/live/do?
- words/bird/which/likes/to/repeat?

Do you know that ...

Birds can fly 14 thousand kilometers over the sky every year.

SPEAKING

8. Talk on a chart.

	Climb	Fly	Jump	Run	Swim	Walk
bear						✓
zebra						✓
fox				✓		
kangaroo			✓			
tiger				✓		
crocodile					✓	
pigeon		✓				
dolphin					✓	
tortoise						✓
monkey	✓		✓			
snake	✓					

Model: Bear can walk, but can't fly and swim.

9. Read and say the meanings of the words and expressions.

Fish live in water. Their **blood** is cold and they have bones and **gills**. They eat plants and worms. All fish have **vitamin E**. It is good for our eyes and brain. Eat more fish! You will have a good mind!

Many people think that dolphins and whales are fish. But they are **mammals**. Their blood is warm. They feed their babies with milk and **breathe with lungs**.



WRITING

10. Fill in the gaps and write.

Fish live in ... and breathe using ... Water goes in through ... and the ... take ... from the water. Most fish ... by moving their ... left and right.



11. Project work. Make a poster about interesting facts of wildlife.

Self-Evaluation questions

- What can you say about nature and wildlife?
- What facts are interesting for you?
- What is your favourite animal? Why?

Research question:

What wildlife places do you know



SB. Speaking-Reading. Discussing and exchanging ideas.

Students participate in the dialogue filling in the gaps using background vocabulary. They discuss the dialogue, choose true and false answers, get to know St. James parks for learning pelicans. They compare types of birds, fishes, put questions, choose true and false answers learning birds, etc. Draw the students' attention to match animals to their actions. At the end students express their feelings on the world map learning places of animals.

- identifies Safari park animals – CW.
- participates in the dialogue filling in the gaps – PW.
- chooses true and false answers – GW.
- compares types of birds – GW.
- describes animals' actions in nature – GW.

Interaction: Collective, Pair, Group and Individual work.

Techniques: Cluster, KWL, Unfinished story,

How pretty the birds are!

### Summarizing.

<i>Output - Popular places for animals!</i>			
<i>Safari Park</i>	<i>St. James Park</i>	<i>London Zoo</i>	<i>Baku Zoo</i>
<i>Giraffes</i>	<i>Pelicans</i>	<i>Monkeys</i>	<i>Bears</i>
<i>Zebras</i>	<i>Flamingo</i>	<i>Tigers</i>	<i>Lions</i>
<i>Panthers</i>	<i>Geese</i>	<i>Lizards</i>	<i>Flamingos</i>

### Evaluation tasks

Fill in the gaps, multiple choice tests, sentence completion, matching, etc.

<b>Criteria. Student</b>	<b>full</b>	<b>half</b>	<b>a piece</b>	<b>none</b>
<i>identifies Safari park animals</i>				
<i>participates in the dialogue filling in the gaps</i>				
<i>expresses his/her thoughts on types of birds</i>				
<i>finds the meanings of the words</i>				
<i>describes animals' actions in nature</i>				
<i>makes up a poster of interesting facts on wildlife</i>				
<b>Your success:</b>				

### Self- Evaluation

<b>Criteria</b>	<b>perfect</b>	<b>almost</b>	<b>fair</b>	<b>poor</b>
<i>identify Safari park animals</i>				
<i>participate in the dialogue filling in the gaps</i>				
<i>express my ideas on types of birds</i>				
<i>find the meanings of the words in the text</i>				
<i>make up a poster about interesting facts of wildlife</i>				

**Creative work.** Make up a poster about interesting facts on wildlife



Çap

## LESSON 4. NATURE OF MY COUNTRY

**Aim:** Students improve speaking-listening skills learning about wonderful places in Azerbaijan.

### OBJECTIVES: Student

- responds questions about nature of Azerbaijan. – 1.1.1.
- expresses his/her thoughts listening to the poem. – 2.1.2.
- reads about flora and fauna of Azerbaijan choosing nouns. – 3.1.1.
- describes types of fish in Azerbaijan. – 4.1.2.
- writes a letter about wonderful places of Azerbaijan. – 4.1.4.

**Content:** Listening-Speaking

**Integration:** Science. 2.1.1. Music. 2.1.2.

### Motivation. Problem situation.

Listening-Speaking. Collective work.

- What wonderful places do you know in your country?
- What do you know about flora and fauna of your country?

### Everyday expressions.

What a nice bird it is!

How nice to see the rainbow!

**Vocabulary:** "Definitions".

flora, fauna, rare, waterfall, seal, gazelle, creature, shore, sturgeon, caviar, extinction, leopard, to protect

**UNIT 10 OUR WONDERFUL WORLD**

**LESSON 4. NATURE OF MY COUNTRY**

*You are going to:*

- talk about a wonderful world
- describe animals' actions in speech
- share ideas in pairs

**Word box**

flora	gazelle	extinction
fauna	creature	leopard
rare	shore	protect
waterfall	sturgeon	
seal	caviar	

**WHAT WONDERS ARE THERE IN AZERBAIJAN?**

**LISTENING-SPEAKING**

- What wonderful places do you know in your country?
- What do you know about flora and fauna of your country?

*1. Listen to the song and find the names of places you hear.*

**What a Wonderful World!** (Louis Armstrong)



I see trees of green, red roses too  
I see them bloom for me and you  
And I think to myself what a wonderful world.



I see skies of blue and clouds of white  
The bright blessed day, the dark sacred night  
And I think to myself what a wonderful world.



The colours of the rainbow so pretty in the sky  
Are also on the faces of people going by  
I see friends shaking hands saying how you do  
They're really saying I love you.



I hear babies crying, I watch them grow  
They'll learn much more than I'll never know  
And I think to myself what a wonderful world  
Yes I think to myself what a wonderful world.



- What do you see in the world?
- Why is the world wonderful?

**Model:** I see green trees, blue sky ...

**2. Match the halves on the song.**

Blue ...	a) day
White ...	b) rose
Green ...	c) rainbow
Red ...	d) sky
Bright ...	e) cloud
Pretty...	f) tree

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**Input. Listening-Speaking.** Students discuss and exchange their ideas about beautiful places in Azerbaijan looking at pictures. You can demonstrate wonderful videos about Azerbaijan flora and fauna. Elicit a lot of ideas from students popular places for people and animals in Azerbaijan. Use "Word Association" gathering ideas. Use definitions for developing vocabulary. Get a lot of contradictory ideas

### Contradictory opinions:

- Some students need to learn about our country's wonders
- They have little knowledge about fauna and flora of Azerbaijan

3. Look at the pictures and add your opinions completing the sentences.



Besh Barmag



Goy-Gol



Waterfall



Deer



Gazelle



Seal

1. Azerbaijan's flora is rich with its ..... .
2. Azerbaijan fauna is rich with its ..... .
3. There are ..... animals in Red Book\*.

#### READING

4. Read and group the words according to Common and Proper nouns

##### Flora and fauna in Azerbaijan

Azerbaijan is situated on the shore of the Caspian Sea. It is a sunny country in the Caucasus.

The nature of Azerbaijan is very beautiful. You can see deserts, woods, mountains, rivers and lakes there. The rivers Kur and Araz, Goy-Gol Lake, Caucasian mountains, a lot of green forests decorate Azerbaijan's map. Azerbaijan's flora is as bright and colourful as a carpet. Azerbaijan's fauna is rich with: gazelles, wolves, foxes, ducks, deer, hares, bears and leopards.

There are rare animals and their names are in *Red Book*.

REDBOOK

5. Match and complete.

- |                            |                      |
|----------------------------|----------------------|
| 1. Azerbaijan has ...      | a) Red Book.         |
| 2. The flora means ...     | b) an animal world.  |
| 3. Fauna is ...            | c) warm climate.     |
| 4. Rare animals are in ... | d) beautiful nature. |

\*Red Book – it is an official state document about the status of rare and endangered wild animals and wild plant species in the territory of the Republic of Azerbaijan

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6. What is a sturgeon famous for?



Sturgeon is a type of fish. It doesn't have any bones. There are 7 types of sturgeon in the Caspian Sea. Its length can reach 5 metres.

Nowadays sturgeons are in danger of extinction. We must take care of them. They are famous for their eggs called caviar.

7. Choose True or False.

1. Sturgeon is a type of fish.
2. It has bones.
3. There are 9 types of sturgeon.
4. Its length can reach 5 metres.
5. Sturgeon is not in danger of extinction.
6. Sturgeon is famous for its eggs.



8. Find homophones.

- |        |       |       |         |
|--------|-------|-------|---------|
| desert | I     | cost  | eye     |
| wood   | sheep | sea   | dessert |
| see    | coast | would | ship    |

#### WRITING

9. Write a description of the picture and make u a story.



There are ...  
I see ...  
The pelican ...  
The bear protects ...

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### Research question:

What wonders are there in Azerbaijan



### SB. Speaking-Reading. Discussing and exchanging ideas.

Provide students with some different reading passages about flora and fauna of Azerbaijan. Use "Information Gaps" method for developing listening-speaking skills. Then students involve doing tasks matching sentences, put questions to the missing words, learn about type of fish – "sturgeon". Students fill in the gaps listening to the song: "What a wonderful world" improving listening skills. Use effective handouts and activities involving students to work in groups and pairs.

- a) Respond questions about beautiful places in Azerbaijan – CW.
- b) Identify animals in «Red Book» – PW.
- c) Discuss flora and fauna of Azerbaijan – GW.
- d) Describe types of fish in Azerbaijan – GW.
- e) Express the poem "What a wonderful world!" in words – GW.

**Interaction:** Collective, Pair, Group and Individual work.

**Techniques:** Word Association, Information Gap

## Summarizing.

<i>Output: Flora and fauna of Azerbaijan</i>				
Sea, rivers, lake	Nature	Animals	parks	Red Book
Caspian sea The Kur The Araz Goy – Gol	Mountains, Forests, National, Parks	Deer, Gazelles, Wolves, foxes	Catamaran, Botany, garden	Rare animals: Gazelles, Deer, Birds, Sturgeons.

### Evaluation tasks

Fill in gaps, multiple choice tests, sentence completion, matching, etc.

Criteria. Student	full	half	a piece	none
<i>responds questions about nature in Azerbaijan</i>				
<i>expresses his/her thoughts on the poem</i>				
<i>reads flora and fauna of Azerbaijan choosing nouns</i>				
<i>describes types of fish in Azerbaijan in written form</i>				
<i>writes up safety rules of animals</i>				
<i>makes up a poster about wonderful places in Azerbaijan</i>				
<b>Your success:</b>				

Criteria I can ...	perfect	almost	fair	poor
<i>respond questions about nature in Azerbaijan</i>				
<i>express my thoughts on the poem</i>				
<i>read flora and fauna of Azerbaijan choosing nouns</i>				
<i>describe types of fish in Azerbaijan in written form</i>				
<i>write up safety rules of animals</i>				
<i>make up a poster about wonderful places in Azerbaijan</i>				

### IW. Creative Work.

*Make up a poster of wonderful places of Azerbaijan for summer holidays.*



## SUB SUMMATIVE TEST X

### 1. Put in the right order.

1. – No! A fish has gills and bone.                      2. – Well, snake?  
3. – Which animals have gills and bone?            4. – Yes, you are right.  
A) 1-3-4-2            B) 3-2-1-4            C) 4-2-1-3            D) 2-4-1-3

### 2. Which sentence is odd-one out?

- (1) Whales are big animals.    (2) They live in oceans.  
(3) Some fish live in oceans.    (4) A whale has a very big tail.  
A) 1    B) 2    C) 3    D) 4



### 3. Choose the right answer.

A bear has strong ... and a small ... .

- a) tail/paws    b) tusks/gills    c) paws/tail    d) gills/arms

### 4. Odd-one out.

- a) gills    b) fin    c) tail    d) fur

### 5. Circle the wrong statement.

- a) Lions have strong paws.                      b) Pandas live in China.  
c) Bees live in seas.                              d) Cats have soft fur.

### 6. Circle the right sentences.

1. a) Penguins swim very good.                      b) Penguins swim very well.  
2. a) Are you afraid of bats?                      b) Are you afraid bats?  
3. a) These are lions.                                  b) This are lions.

### 7. Choose the right answer.

There are \_\_\_\_\_ in the deserts.

There are \_\_\_\_\_ in the jungles.

There are \_\_\_\_\_ in the sea.

- a) seals    b) tigers    c) camels



### 8. Choose the right form .

Giraffes run very ... .

Elephants are the ... animals.

Rabbits are ... than tortoise.

- a) slow                      b) slowly  
a) biggest                      b) bigger  
a) fastest                      b) faster

### 9. Choose the right statement.

Mammals ... .

Reptiles ... .

Insects ... .

- a) have cold blood                      b) give birth to babies  
a) have fur                                  b) lay eggs  
a) have lungs                              b) have a lot of legs

### 10. Choose the correct sentence.

- 1) You can to go to different places for a holiday.  
2) You should visited beautiful places  
3) You should go to a small village on holidays.  
4) You needn't a holiday.



Çap

## ENGLISH 6

*Ümumtəhsil məktəblərinin 6-cı sinfi üçün*  
*İngilis dili (əsas xarici dil kimi) fənni üzrə dərsləyin*  
METODİK VƏSAİTİ

### Tərtibçi heyət:

Müəlliflər:	<i>Fəridə Məşi qızı Hüseynova</i> <i>Nailə Nəmət qızı Bağirova</i>
Redaktor	<i>Elşadə Əzizova</i>
Bədii və texniki redaktor	<i>Abdulla Ələkbərov</i>
Dizaynerlər	<i>Mələk Şimşək, Aqil Əmrahov</i>
Rəssam	<i>Gündüz Ağayev</i>
Korrektor	<i>Ülkər Şahmuradova</i>

*Azərbaycan Respublikası Təhsil Nazirliyinin qrif nömrəsi:*  
2017–051

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Müəlliflik hüquqları qorunur. Xüsusi icazə olmadan bu nəşri və yaxud onun hər hansı hissəsini yenidən çap etdirmək, surətini çıxarmaq, elektron informasiya vasitələri ilə yaymaq qanuna ziddir.

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Çap