

ENGLISH

Teacher book

6

ENGLISH
Student book



LAYLIE

LAYIHƏ

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Teacher Book

English as the main foreign language for the 6th grade of the general education schools



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Thank you for your cooperation in advance.



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LAWYER

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 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
Listening		
1.1.1. Responds questions following commands.	Responds questions about holidays, traditions, health, nationalities.	1.How was your holiday? 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 caves thousands of years ago.
Speaking		
2.1.1. Uses basic new words and expressions in accordance with the topic.	Uses background vocabulary in any situation relating to the topic.	Free time: 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.	Family: where did you spend summer holiday? School: how do you learn languages? Weather forecast: 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.	Health: You should eat more dairy products.
Reading		
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.
Writing		
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
Listening			
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.

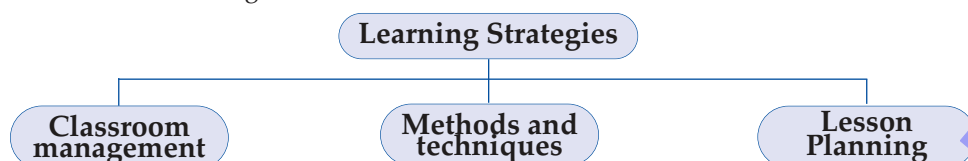
Inter-subject integration.

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

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.

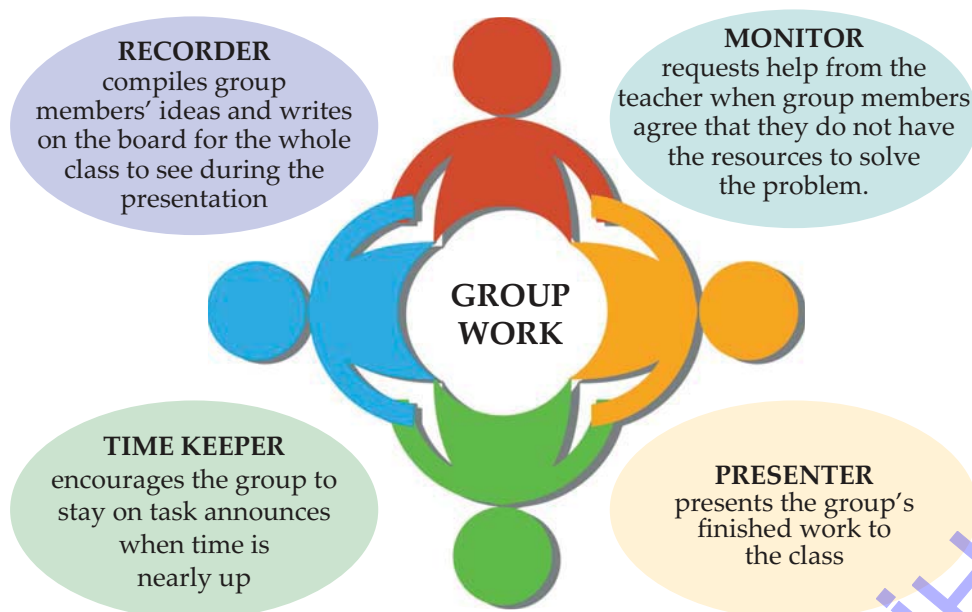
1. Classroom Management Tips.
2. Using New Methods and Techniques.
3. Lesson Planning.



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!		Ask your partner!
Make a circle!		Be polite!
Listen and follow.		Be friendly!
Listen and point.		Thank you!
Listen and compare.		Let's talk.
What can you see?		Let's do chant.
Choose and discuss.		Let's play a game.
Look at the picture!		Line up!
Look and match!		Well done!
Work in pairs.		Excellent!
Work in groups.		Good job!
Act out the story.		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 Speaking skills:

- Respond answers to questions on different topics.
- Identify new information on topics and discuss.
- Use new words and new 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: new 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 poster, writing letters, short stories, etc.

Teacher Book

The Teacher 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 Book pages.

The organization for each Teacher Book chapter parallels that of the corresponding Student Book chapter. Each chapter in the Teacher 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 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, new 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 questions.

Close Activities. Write sentences with blanks and provide vocabulary to choose from that is missing letters or has the letters jumbled up or are 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 check-lists* 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 – Student book

TB – Teacher 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!	<i>Introduction</i>	1	Nat.lang. 1.1.1.; 1.2.1	text book, flashcards	Diagnostic checklists, open-ended questions	Pictures, Simple tests questionnaire
			<i>Lesson 1. Your summer holidays</i> New words - SB Grammar: Past Simple new expressions – SB	2	Science 1.2.1 P.E. 1.1.1.	text book, flashcards, audio-videos, pictures, handouts, flip charts, markers www.teachingenglish.org.uk	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.		<i>Lesson 2. Your own past</i> Grammar: Past interrogative New words – SB new 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.		<i>Lesson 3. In the museum</i> Grammar: Past Simple - Irregular verbs New words - SB new 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
SEPTEMBER	1.1.2. 2.1.1. 3.1.1. 3.1.4. 4.1.1.		<i>Lesson 4. My best day out!</i> New words - SB new 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
			Sub summative	1			Revision	
	1.1.1. 1.1.2. 2.1.3. 3.1.4. 4.1.1. 4.1.3.		<i>Lesson 1. I am good at singing!</i> New words - SB new 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. 2.1.3 3.1.1. 3.1.2. 3.1.4. 4.1.3. 4.1.4.		<i>Lesson 2. What books do you like?</i> New words - SB Grammar: Degrees of adjective. new expressions – SB	3	Science 2.1.3. Nat.lang. 2.1.1.	Text book, flashcards, audio-videos, pictures flip charts, handouts, markers www.learningenglish.org.uk	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	<i>Lesson 3. Have a nice holiday</i> New words - SB new 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.		<i>Lesson 4. Children's parties in Great Britain</i> New words - SB new 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
			Sub summative	1			Revision	

UNIT 3. LEARNING ENGLISH													
NOVEMBER													
1.1.1. 1.1.2.	1.1.2. 2.1.2	2.1.3. 3.1.4.	4.1.2. 4.1.4.	4.1.2	<i>Lesson 1. How can you learn English?</i> New words - SB new expressions – SB	2	Nat.lang. 1.1.1	text book, flashcards, audio-videos, pictures handouts, flip charts, markers www.learningenglish.org.uk	Formative assessment. Open-ended questions, multiple choice tests, C-Test	Picture-guided tests Simple questionnaire			
1.1.2. 3.1.1.	3.1.3. 4.1.4.				<i>Lesson 2. Your language record</i> New words - SB Grammar: Modal verbs new 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			
1.1.2. 2.1.1.	2.1.3. 3.1.2.	4.1.1.			<i>Lesson 3. You should ...</i> New words - SB Grammar: Reflexive pronouns	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			
1.1.1. 2.1.2.	3.1.1. 3.1.2.	4.1.1.			<i>Lesson 4. Who travels far - knows much!</i> New words - 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			
Sub summative													
Revision													
UNIT 4. TV IN OUR LIFE													
DECEMBER													
1.1.2. 2.1.1.	2.1.3. 3.1.1.	4.1.2.			<i>Lesson 1. Do you like watching TV?</i> New words - SB new expressions – SB	2	Computer 2.1.1. L1.1.2.3.	text book, flashcards, audio-videos, pictures flip charts, handouts mark	Diagnostic checklists. Formative assessment. Open-ended questions, multiple choice tests.	Tasks, simple tests questionnaire			
1.1.1. 1.1.2.	2.1.2. 3.1.4.	4.1.1. 4.1.3.			<i>Lesson 2. What's on TV today?</i> New words - SB Grammar: I am going to do something.	2	Nat.lang. 2.1.1	text book, flashcards, audio-videos, pictures flip charts, handouts mark	Diagnostic checklists, multiple choice tests, sentence completion. True-false answers	Tasks, simple tests questionnaire			
1.1.2. 2.1.1.	2.1.3. 3.1.1.	3.1.2. 4.1.2.			<i>Lesson 3. A friend or an enemy?</i> New words - SB new 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			
1.1.1. 2.1.3.	3.1.2. 3.1.3.	4.1.3. 4.1.4.			<i>Lesson 4. New Year Celebrations on TV</i> New words - 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			
Sub Summative													
Revision													
Revision													
Revision of the I half year													
Big Summative I half year													

JANUARY	1.1.2. 2.1.3. 3.1.1. 4.1.1. 4.1.4.	UNIT 5: COUNTRIES AND PEOPLE	Lesson 1. The World around us New words - SB Noun derivative suffixes.	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.		Lesson 2. There is a country New words - SB new 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.		Lesson 3. Different countries – different traditions New words - SB new 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.		Lesson 4. The British way of life New words - SB new 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
Sub summative			Revision					
FEBRUARY	1.1.2. 2.1.2. 2.1.3. 3.1.3. 4.1.2. 4.1.4.	UNIT 6. HOW TO BE KIND	Lesson 1. An important lesson New words - SB new expressions – SB	2	Nat.lang. 2.2.2. Science 3.2.2.	text book, flashcards, audio-videos, pictures handouts, flip charts, markers www.teachingenglish.org.uk	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.		Lesson 2. What is charity? New words - SB Grammar: Compound Nouns. new expressions – SB	2	Nat.lang. 2.1.1. Math. 1.1.2.	text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers www.learningenglish.org.uk	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.		Lesson 3. Heroes never die! New words - SB Grammar: Noun derivative suffixes. new 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.		Lesson 4. Help hungry children! New words - SB new 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
Sub summative			Revision					

MARCH				UNIT 7. HEALTH IS WEALTH				Sub summative			
1.1.2. 2.1.2.	2.1.3. 3.1.3.	4.1.2. 4.1.4.	Lesson 1. <i>The food you eat</i> New words - SB new expressions – SB	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			
1.1.1. 2.1.1.	2.1.3. 3.1.1.	4.1.1. 4.1.4.									
1.1.1. 2.1.1.	3.1.1. 3.1.3.	4.1.1. 4.1.4.									
1.1.2. 2.1.2.	3.1.1. 4.1.2.	4.1.1.									
APRIL				UNIT 8. ECOLOGY AND MAN				Sub summative			
2.1.1. 2.1.3.	3.1.3. 4.1.2.	Lesson 1. <i>The weather forecast</i> New words - SB new expressions – SB	Lesson 2. <i>The weather in England</i> New words - SB Grammar: Comparative degree. new expressions – SB	2	Math. 1.1.2. Science 1.2.1.	Text book, flashcards, audio-videos, pictures handouts, diagrams, flip charts, markers www.learningenglish.org.uk	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests questionnaire			
1.1.1. 1.1.2.	2.1.3. 3.1.1.								4.1.1. 4.1.1.		
1.1.2. 2.1.1.	2.1.3. 3.1.1.								4.1.1.		
1.1.1. 2.1.3.	3.1.1. 4.1.4.										
Revision				Revision				Revision			

APRIL MAY	1.1.2. 2.1.1.1. 3.1.1.1. 3.1.2. 3.1.4. 4.1.2.	UNIT 9: SPACE AND TRAVELLING			Lesson 1. <i>Do you know planets?</i> New words - 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. 2.1.1.1. 2.1.2. 3.1.4. 4.1.4.				Lesson 2. <i>Space flights</i> New words - SB new 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. 2.1.1.1. 2.1.2. 3.1.1. 4.1.2. 4.1.4.				Lesson 3. <i>Are you fond of travelling?</i> New words - SB new expressions – SB	3	1.1.2.2.2. 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. 2.1.3. 3.1.4. 4.1.1. 4.1.3.				Lesson 4. <i>How can you travel?</i> New words - SB	2	Nat.lang. 2.1.1.	text book, flashcards, audio-videos, pictures handouts, markers diagrams, flip charts www.teachingenglish.org.uk	Formative assessment. Open-ended questions, multiple choice tests. True-false answers.	Tasks, simple tests presentation
		Sub summative				1	Revision			
MAY JUNE	1.1.2. 2.1.3. 3.1.1. 4.1.2.	UNIT 10: OUR WONDERFUL WORLD			Lesson 1. <i>Around the world</i> New words - 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.				Lesson 2. <i>What is wildlife?</i> New words - 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.				Lesson 3. <i>Animals' planet</i> New words - 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.				Lesson 4. <i>Nature of my country</i> New words - SB	3	Science 2.1.1. Music 2.1.2.	text book, flashcards, audio-videos, pictures handouts, markers diagrams, flip charts www.learningenglish.org.uk	Formative assessment. Open-ended questions, multiple choice tests, C-Test. True-false answers.	Tasks, simple tests presentation Word building.
		Sub Summative				1	Revision			
		Revision of the II half year				1	Revision			
		Big Summative End of the II half year				1	Revision			

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. YOUR OWN PAST
3. IN THE MUSEUM
4. MY BEST DAY OUT

Aim: Students

1. develop their 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. Write a letter to your friend about returning back to school.
5. Make a 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: Speaking

Integration: Science. 1.2.1.

P.E. 1.1.1.

Motivation. Problem situation.

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.		

Unit 1
SUMMER WAS FUN

LESSON 1. YOUR SUMMER HOLIDAYS

You are going to:

- learn about summer activities
- use sentences in the Past Simple Tense
- use new expressions

Speaking

Look at the picture and answer the questions.

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

Vocabulary

KEY WORDS

to sunbathe memory to drive to walk to go flight

to make a friend

NEW EXPRESSIONS:

It was amazing! That was much fun! We had a great time.

Vocabulary

to sunbathe, memory, to drive,
to walk, to go, flight,
to make a friend

New expressions

It was amazing!
That was much fun!
We had a great time.

SUMMER WAS FUN **Unit 1**

1. Elicit ideas on the (notation.
((summer (s a (read (t me to en(oy an(ma(e memo(es w(th fun(ly an(fr(en(s((

Reading

2. (cad and discuss ((o(did the children spend their holidays((

Hello! My name is Ramin and my cousin lives in London with his parents. This summer I spent my summer holidays in Scotland together with them. We went to Loch Ness and visited an old castle in Edinburgh. I hoped to see the monster Nessie, but I didn't. My uncle likes walking so we walked through the Highlands. The weather was sunny and sometimes rainy.

My name is Lily. I live in New York, the USA. My mum and I live in a small house. Our holidays we spent in Canada. We stayed in a small hotel near the Niagara Falls. It was amazing! We wore raincoats and a hat to see the falls. I met a boy called Andreas from Germany. He was really nice and he could speak English! We spent a lot of time together.

We are Thomas and Paul from Berlin, the capital of Germany. We spent our holidays on Granny's farm in the country. The weather was great this summer. We often helped Granny with the animals because there was a lot of work. For breakfast we had fresh milk. Sometimes we drove the tractor. That was a lot of fun! We had a great time with Grandma!

Dear friends! My name is David and I live in Manchester, England. This year my parents and I spent the summer in Spain. We took the plane to Spain and it was my first flight. We stayed in a big hotel on the beach. The weather was hot. I swam in the sea, built sandcastles and my parents sunbathed. Spain was fantastic!

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SUMMER WAS FUN **Unit 1**

3. Match the halves and say (hose (ords they are.

1. (e are from Berlin
2. (e stayed in a small hotel
3. (s(am in the sea
4. (e(ent to (och Ness and visited
5. (e had fresh milk
6. (met a boy
7. (stayed (ith my cousin
8. (spent summer in Spain

- a. an old castle in Edinburgh.
- b. and built sandcastles.
- c. the capital of (ermany.
- d. (ho lives in (ondon.
- e. for breakfast.
- f. near the Niagara Falls.
- g. (ith my parents.
- h. from (ermany.

GRAMMAR SECRET

Past Simple: to be (was / were(have(has(

Affirmative		Affirmative	
(was	(e were	(ha((e ha(
You were	You were	You ha(You ha(
(e(She(was	They were	(e(She(ha(They ha(
(was ha((y(n summer		(ha(a lot of fun(

Interrogative		Negative	
(as (t (nterest(n((here were you yester(y(((as not(was() happy.	They (ere not(weren() tired.
((you ha(e a (oot(it met		(didn(have much time.	

The Past Simple Tense is used:

to express completed action in the past

to express habits in the past

Speaking

4. Discuss in pairs and ans(er the (uestions.

1. Did you stay in your native to(n(village in the summer((f yes, ho(did you spend your days((f not, (here did you go(
2. (hat (as the (ether like during the summer(
3. Did you travel by car, by plane or by train(
4. (ho did you travel (ith(
5. (o(did you usually spend your mornings and evenings(

8

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.

- a) Answer the questions about summer holidays given on a board collectively. **CW**
- b) Identify actions in the past on a grammar chart in pairs. **PW**
- c) Tell about his/her summer feelings to each other in pairs. **PW**
- d) Differ the meaning of words on summer holidays in groups. **GW**
- e) 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.

Useful

get fresh air;
see many friends;
play outside

Useless

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**

5. Talk on the chart. (here ere the children on eekdays) (of el) (here was ura on on ay) (e was at the oo on on ay

(on ay nes ay e nes ay hurs ay r) (ay the Zoo the circus the park the party the library

(ura/ ala ama/ arm(n

6. Match the pictures (ith the letters and anse) er the (uestion (Are all these summer activities healthy? ((hyt

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

Let us review

7. (rite the verbs in the past form.

1. (t (be) fun to play games.
2. (do) you go to the beach yesterday?
3. (e (have) a good time at the camp.
4. (here (be) you this summer?
5. (be) the weather fine in summer?

8. (rite about your summer holiday.

Let us review

1. (hy are summer activities healthy?
2. (hat do you plan to do in your summer holidays?
3. (hat places are interesting for summer holidays?

Past Simple	Past Simple – Negative	
To be – was /were;	I was happy They were tired.	I was not happy (wasn't). They were not (weren't) tired.
have/has – had	I had a lot of fun.	I didn't have much time.

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. YOUR OWN PAST

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: Speaking

Integration: Science. 1.2.1; P.E. 1.1.2

Motivation. Problem situation.

Speaking. Collective work.

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



Unit 1 SUMMER WAS FUN

LESSON 2. YOUR OWN PAST

(ou are (o/ n/ to/
 • speak about your summer holidays
 • practise the Past Simple Tense
 • develop (riting skills using (nternet

Speaking

1. (o/ did you en(oy your holidays?
 2. (ho did you make friends (ith in summer?
(o/ el(ma/ e a lot of fr(en(s(n summer

Reading

1. (ead the dialogue bet(een (ala and Samad and ans(er the (uestions.
 L: (i, Samad! ((ant to send a letter to my friend (anc, but (have some difficulties.
 S: (i, (ala! Do you have her email address?
 L: Yes, (do. (ast year (e spent ti(o(eeks in the summer camp in (ondon and made good friends.
 S: OK! (can help you.
 L: Thanks! That's great!
 S: (hat are you going to (rite her about?
 L: ((ant to (rite about my last days of summer holidays.
*(hat (s th(s(t alst ue about!
 (ow (((ala(antst t(ant!*

2. (ead the dialogue again and choose (rue or (alse!
 1. (ala (anted to send a present to (anc.
 2. She spent ti(o(eeks (ith (anc in (ondon.
 3. (ala (as going to (rite about her birthday
 4. Samad helped (ala to send her letter

Vocabulary

KEY WORDS	difficulty	to watch	cool	contact
museum	movie	to share		
wf sh	maf (e			

NEW EXPRESSIONS:

(t was fantast((((shudant((est w(shes (((

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Vocabulary

museum, difficulty to watch, cool, contact, wish, movie, to share

New expressions

It was fantastic!
 That's great!
 Best wishes ...

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				

Unit 1

5. Read the email. Match Sarah's information with these questions.

(What did she do at the weekend?	(How did she spend her time in the park?
(What did Sarah see in the museum?	(How did she spend Sunday?
(Why were her grandparents happy?	(What movie did Sarah watch at the cinema?
(How did she spend her time on the beach?	(What does she want to do after school?
(Why did Sarah come back home on Monday?	

(r(t(n(

6. Complete the sentences using the pictures.

7. CREATIVE WORK Write an email to your friend about your summer holiday.

Then, ... I think, ... your friend's email Best wishes, ...
I'm glad ... Title: Date:

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Contradictory opinions:

Research question:



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.

- Respond the questions asking each other on a dialogue. **PW**
- Identify new words with their definitions in pairs. **PW**
- Put questions to the text practicing past simple **GW**
- Choose true and false answers comprehending the text. **GW**
- 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] dance+d =danced [t] visit+ed =visited [id]	yesterday last week last month last year two years ago Can –could Buy- bought Take -took

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 letter to your friend about your summer holiday.



Aim: Students express cave people lifestyles using Past Simple.

OBJECTIVES: Student

- a) identifies cave people's lifestyle. – **1.1.2.**
- b) uses new words describing pictures. – **2.1.1.**
- c) reads the words with an appropriate stress. – **3.1.2.**
- d) writes the descriptions of a/the picture. – **4.1.2.**
- e) makes a poster about Cavemen's life. - **4.1.4.**

Content: Speaking-reading

Integration: L1 (Nat.Lang.) 2.2.3.
His. 2.1.1.

Motivation. Problem situation.

Speaking. Collective work.

1. When did cave people live on the Earth?
2. What animals did they hunt?

Vocabulary

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

Input. Get the students respond questions looking at pictures or sounding cavemen sounds using CDs. They discuss films about cavemen 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:

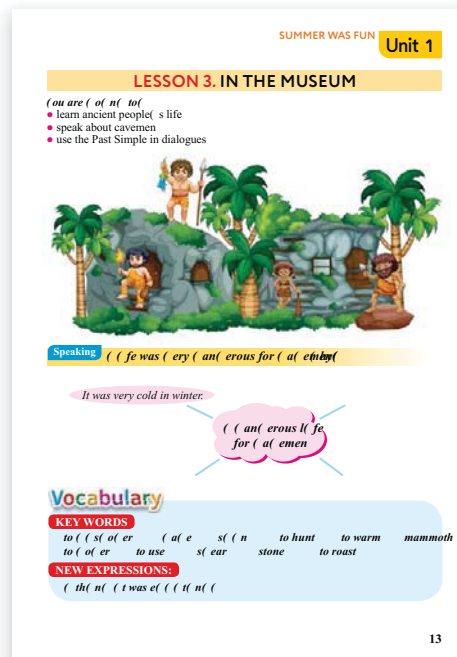
*What do you know about
cavemen?*

New expressions

I think it was exciting.

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 "Cavemen". 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

...Azykh cave is located in Khovalnag region, in Karabakh. It is as discovered in 1968. It is one of the oldest (100,000 years old) human remains found in this part of the world. It is interesting to know about the life of the cavemen, as the life dangerous at that time. (by the way) learn about it.




Reading

4. Complete the text with the verbs in brackets. Use the Past Simple.

CAVEMEN

Cavemen (live) more than 10 million years ago. They (hunt) mammoths, tigers, bears (in) a big group. They never (stay) in one place for a long time. They (move) to new places to find food. The cavemen (use) stones to make a fire and (roast) animals' meat over it and (warm) themselves. They also (burn) fires to protect themselves from wild animals. They (make) clothes from animals' skins. They also (discover) how to make simple tools from stones and wood. In some parts of the world, people can see pictures they (paint) on the walls of their caves. These pictures tell us how their lives (be).



5. Think and answer the questions.

- When did cavemen live on the Earth?
- What did they hunt the animals?
- What animals did they hunt?
- Why did they eat animal skins?
- How did they make a fire?
- Was it interesting to live in the cave?

*Azykh cave (azukh) is a site of a stone age man.

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- Identify cavemen'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 cavemen in groups. **GW**
- Write the descriptions of cavemen'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. Cavemen used spears for hunting animals.

Life is interesting in cave: The cavemen 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 cavemen's lifestyle				
use new words in dialogues				
pronounce words in the text				
write cavemen's descriptions				
express today's lifestyle				
My success:				

IWCreative work.

Make a poster or draw cavemen lifestyle and make a presentation about cavemen 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: Speaking-reading
Integration: L1 (Nat.Lang.). 2.2.2.

Motivation. Problem situation.

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, prize,
popcorn, timetable, honest

New expressions

That was my best day out.

I enjoyed my day out.

SUMMER WAS FUN Unit 1

LESSON 4. MY BEST DAY OUT

(ou are (of n/ to/

- identify outdoor activities
- practise using the Past Simple Tense
- develop the pronunciation skills



Speaking

Look at the picture and say.

- hat do you like to do on your day out?
- hy is it interesting to be out?

1. Complete the dialogue bet(een Tom and Alice.

T: Did you have a ... on Sunday?
A: Oh, yes, (e had a ... (e had a ... in the forest.
T: (ere your ... at the picnic?
A: Yes, Fred and Ann ... , too.
T: (reat. Tell me ... (hen you go to the forest.

(hat are the fr(en(s talk(n(about?

Vocabulary

KEY WORDS

amusement to be alone (r(e (of (orn to wear honest

NEW EXPRESSIONS:

(hat was my best (ay out((en(ayet my (ay out(

next time
Friends
fantastic time
good time
picnic
went there

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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.

Unit 1
SUMMER WAS FUN

GRAMMAR SECRET
Kate went to the park.
Did she go to the park?
(here did she go?)
Yes, she did.
To the park.

Reading
2. Read and match the pictures to the passages.

On March 2nd (I) (ent to the circus (ith my family (t (as an interesting show (sa (a lot of animals there and (rode an elephant (t (so big and kind. My Dad bought me some popcorn. (I liked the circus very much. That (as my best day out.

Orkhan

My best day out (as going to the party. On April 5th, (as alone at home. My friends and (decided to go to the party. My Mum bought me a red dress for a party. (looked beautiful in my ne(red dress(e danced and played interesting games. (got a small prize for my lovely dancing.

Leyla

Three days ago (ent to the amusement park (ith my cousins(e (atched the flash mob there. We went on a big wheel five times! Then we went to the café, ate food and ice-cream. That (as fantastic!

Aydan

(ast month (as at the children(concert. (ent there (ith my elder sister(t was amazing! Then we went to the Internet café. We ate sandwiches and played computer games. So, (en(oyed my day out and got happy!

Samad

3. Discuss the passages and say: (ho ...
... (ore a red dress. ... rode an elephant.
... (ent on the big (heel. ... got a small prize.
... played computer games. ... (as at the concert.
... ate ice-creams. ... 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.

- Identify their own best day out listening to each other in pairs. **PW**
- Use new words and expressions in completing tasks in groups. **GW**
- Put "WH" questions to the text and discuss them in groups. **GW**
- Find antonyms. **PW**
- 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!

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:				

IWCreative work:

Write a short paragraph "My best day out" using phrases.



SUB SUMMATIVE TEST I

Choose the right answer.

1. When ... a letter to your friend?

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

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

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

3. Cavemen 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. Write the correct form of the word in the Past Simple

want _____	write _____
buy _____	spend _____
send _____	help _____
feed _____	play _____

8. You should wear ... in summer.



9.

He was at the ...	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

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

unit:

Lesson 1. I AM GOOD AT ...

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

LAYIHƏ

LESSON 1. I AM GOOD AT...

Aim: Students express their hobbies in daily life and develop 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: Speaking-Reading
Integration: Science. 4.1.1.

Motivation. Problem situation.
Speaking. Collective work.

- What do you enjoy doing?
- What do you like to do/doing?

Vocabulary

puzzle, to knit, to fight
to defend, quiet, folk, to take
part, to do sums, to work hard

New expressions

What are you good at?
I am good at ...

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.

What are you good at



Unit 2
FREE TIME

LESSON 1. I AM GOOD AT...

(ou are / of nt / to)
 • learn your daily activities
 • use the e(pression *to be / oo(at / ((*
 • share your ideas

Speaking
 1. (o(do you spend your free time?
 2. (hat are you good at?

GRAMMAR SECRET
 (like tennis.
 (like playing tennis.
 ((m good at cross(ords.
 ((m good at doing cross(ords.

1. Complete the sentences using the given (ords and (ord combinations.
 (of ell(ll(e(of nt(rosswor(s(

(am good at ...
(like ...

Vocabulary
KEY WORDS
 puzzle to knit to fight to defend quiet
 fol(to ta(e(art to (o sums to wor(har(

NEW EXPRESSIONS:
 (hat are you (oo(at((am (oo(at ((((

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FREE TIME **Unit 2**

7. Talk on the chart. (hat are these children good at)

(of el/(om (s/(oo(at (((but (s not (oo(at (((

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

Let us

8. Match and (rite.

(can...	football.	She is good at...	gymnastics.
(like...	playing football.	She likes...	do gymnastics.
(m good at...	play football.	She can...	doing gymnastics.

9. Make up a story about (a.e.

Write about

- (the country she is from
- (her age
- (her hobby
- (her likes and dislikes

10. Match the halves and (rite about yourself.

playing dra(ing	Are you good at...(food
dancing	Yes, ...	puzzles
doing	No, ...	the violin
making		pictures
		folk dance

Let us review

1. (hy do people have hobbies?
2. (hat hobbies are the most popular in your country?
3. (hat hobby do you like most of all?

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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.

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				

IW Creative Work. Make up a story about Jane.



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

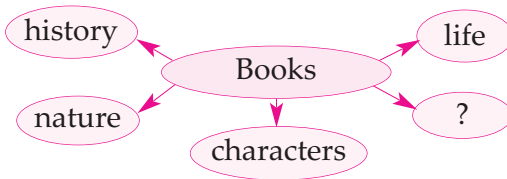
- identifies types of books and says characters. – 1.1.2.
- finds the word phrases about reading books. – 3.1.1./2.1.3.
- prepares interview questions about reading. – 2.1.2.
- pronounces the words with the correct stress – 3.1.2.
- gives opinions using degrees of adjectives. – 3.1.4.
- writes words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

Content: Speaking-Reading
Integration: Science 2.1.3. L1. (Nat. Lang) 2.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- Are you fond of reading? Why?
- 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.		

Unit 2
FREE TIME

LESSON 2. WHAT BOOKS DO YOU LIKE?

(ou are (of nt tof

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

Speaking

(rat nstorm your ((eashy are the books so important(

knowledge

(oof s

1. Are you fond of reading((hyt
2. (hat kind of books do you read(

1. Match and say ((hat do books teach us((

1. Books about famous people	a) to love our country.
2. Fairy tales	b) to understand the beauty of nature.
3. Poems	c) to understand (hat is right((rong.
4. Books on (istory	d) to be hard-(erking.

(of el((oems tea(h us to un(erstan(the beauty of nature(

Vocabulary

KEY WORDS

fa(ry-tale	at (enture	no(el	(ete(t((e	to mar(soul
selfish	to print	sweetly	to allow		

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Vocabulary

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

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:**

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

Reading

(etk learn the ((n(s of hoo(s(

- a comic book ((comics), a magazine for children containing stories told mainly in pictures.
- a fairy-tale (a story about fairies, magic, etc. usually for children.
- a poem (a piece of creative (riting in verse.
- a novel (a story in prose (historical, romantic).
- a detective (a story of investigating and solving crimes.
- an adventure story (a story full of e(citement or danger

2. (ead and e(plain the proverb.

BOOKS IN OUR LIFE

(e can't live (ithout books(Books are our friends throughout our life. They give us kno(ledge and good mind. (n ancient times people (rote books by hand. Then printing came into our life. No(there are different kinds of books in the shops. But it is impossible to buy all books. That is (hy (e borro(books from libraries. Many people can read books on the (nternet.

When you have difficulties, books can help you to solve them. They help to form our characters and make us think.

There is a proverb about books: ((room w(thout boos(s(s a bo(y w(thout a sou(

3. Prepare an interview((uestions:

(like/reading) (o you l((e read (n((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
Adventure	Novel	Fairy tales	Comics
Poetry	Detective		

(o(el(Book: (((enture

Title: o(he(((entures of d(n(avy(

Author: (ar((wa(n

Characters: o(an((unt(olly

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GRAMMAR SECRET

Degrees of Adjectives		
Positive	Comparative	Superlative
one syllable cold	-er colder	(the) -est (the) coldest
two syllables at (((en((n((er -er/ -y/ -le/ -ow funny	funnier	(the) -est (the) funniest
two syllables at (((en((n((more -ful/ -ous/ -er/ helpful	more helpful	(the) most (the) most helpful
three or more syllables interesting	more interesting	(the) most (the) most interesting

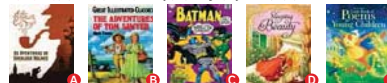
(n(n(n(

5. Compare and (rite using the correct degree of ad(ectives.

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

6. (ook at the pictures of the books and (rite the kinds of them.

(o(el((lee(n((eauty((s a fa(ry-tale (((



7. Match the halves.

- (e should put books (a) books clean.
- (e should sit (uetly (b) pages of the books.
- You should keep (c) in the library.
- You shouldn't spoil (d) back in their places.

Book Care Rules

- (Never mark or write books.
- (Keep books away from food and drinks.
- (Keep books in a special place at home.
- (Return library books in time.



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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.

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.*

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;

Books	Title	Author	Characters
1. Adventure			
2. Novel			
3. Fairy tales			
4. Comics			
5. Poetry			
6. Detective			

Grammar Secret

Degrees of Adjectives		
Positive	Comparative	Superlative
one syllable cold	-er colder	(the) -est (the) coldest
two syllables ending in (-er/ -y/ -le/ -ow) funny	-er funnier	(the) -est (the) funniest
two syllables ending in (-ful/ -ous/ -re/) helpful	more more helpful	(the) most (the) most helpful
three or more syllables interesting	more more interesting	(the) most (the) most interesting

FREE TIME

Unit 2

Reading

8. E(press ideas on the (notation.
((a(((ness (e(en(s on oursel(est ((r(stotle)

9. (ead and discuss the main idea of the story.

SELFISH GIANT*



Oscar Wilde
(1854-1900)

A) Every afternoon children (ent to play in the (iant's garden. ((as a large lovely garden, (ith 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. ((o(happy (e are here((children cried.

B) One day the (iant came home and sa(the children in the garden. (e visited his friend and stayed (ith him for seven years. After the seven years (ere over he decided to return back. (hen he sa(the children playing in the garden he cried in an angry voice ((hat are you doing in my garden((Children (ere afraid of him and ran a(ay.

C) (My o(n garden is my o(n garden. (don(allo(anybody to play in it.

So he built a high wall round the garden. He was a very selfish Giant. The children couldn(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 (inter(((can(understand (by the spring is so late», said the selfish Giant. But the spring never came, and the summer never came. The autumn gave fruit to every garden, but it (as al(ays (inter in the (iant's garden. (



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



Children's fear (ovely garden (inter garden (iant's anger

*Selfish Giant [ˈselfɪˈdʒaɪənt] Oscar Wilde's short story for children

Unit 2


FREE TIME

11. (o(does the story end((hich season came to the garden at the end(



12. Discuss (ith your partner.

What is this text about?
What was the Giant's garden like?
When did the children go to the Giant's garden?
Who saw the children in the garden?
Why was it always winter in Giant's garden?



13. Think and (rite in your notebook:

Describe the garden

Selfish Giant and the children

Your own garden

14. (rite about your favourite book. (hat kind of book is it

Let us review

1. (hat books are the most interesting to read for you(
2. How can you find interesting books to read?
3. (hich 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...»

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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: Speaking
Integration: Science. 2.1.1.

Motivation. Problem situation.

Speaking. Collective work.

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

Vocabulary

invitation, envelope, official, movable, major, religious, to fast, pastry, to raise, solidarity, to pray, to sacrifice, mosque

New expressions

Have a nice holiday!

Hope you're having a good holiday!

FREE TIME Unit 2

LESSON 3. HAVE A NICE HOLIDAY!

(ou are (of nt(to(

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



Speaking Why do we celebrate holidays?

presents

(ol((ays

- hat holidays and celebrations do you kno((
- hat can you make for parties(





Vocabulary

KEYWORDS

invitation	envelope	official	movable	major	religious
to fast	pastry	to raise	solidarity	to pray	to sacrifice
					mosque

NEW EXPRESSIONS:

(a(e a n((e hol((ay(

(o(e you(re ha((nt(a (oo(hol((ay(

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Ordinal Numerals

one – (the) <i>first</i>	<i>four</i> – (the) <i>fourth</i> , ... ,
two – (the) <i>second</i>	<i>ten</i> – (the) <i>tenth</i> , ... , etc.
three – (the) <i>third</i>	

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?



Unit 2 FREE TIME

GRAMMAR SECRET

Ordinal Numerals

Ordinal numerals show the order of persons and things. Ordinal numerals with the exception of the first three (one – (the) **first**, two – (the) **second**, three – (the) **third**) are formed from cardinal numerals by adding the suffix – **th** and generally are used with definite article (four – (the) **fourth**, ..., ten – (the) **tenth**, ..., etc).

Reading

1. Read the dialogue between Mike and Alice and fill in the gaps.

M: What are you doing, Alice? (one) you're having a good holiday?
A: (two) I'm making ... for our balloon party ... made some yesterday (three) have a look. Do you like them?

M: Yes, (four) do (five) do you make them?

A: **First**, (six) take coloured paper. **Second**, (seven) cut the card in the ...

Third, (eight) write an invitation ...

M: (nine) it is interesting (ten) can (eleven) help you?

A: OK (twelve) You can (thirteen) write the invitations and put them into the ...

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 together (with) their friends to **see the old year out** and (welcome) the new year. People say to each other: (Happy) New Year!
(The same to you!)



REPUBLIC DAY IN AZERBAIJAN

The 28th of May is the (Republic) Day. On this day Azerbaijan people **decorate** the cities (with) the national flag of free and democratic Azerbaijan. Azerbaijan people (sing) on the day in the streets. People raise the **national flag** in the capital city Baku. (In) the evening people (watch) wonderful fireworks in the sky.

FLAG DAY

We celebrate Flag Day on November (Flag) Day is a national holiday in Azerbaijan and it is one of the official **non-working days**. You can (watch) concerts, see different historical films on TV.



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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

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.

FREE TIME **Unit 2**

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 one of the Islamic holidays in the world. Muslims fast from early morning till evening. They don't eat and drink during the daylight hours. They break their fast 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 religious holiday is Eid-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. Holiday lasts 3 days.

NOVRUZ HOLIDAY

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

POMEGRANATE FESTIVAL

It is a new festival. People of the Noychay region in Azerbaijan celebrate this festival on the 10th of November. This region is famous for its best **pomegranates** in the country. It is a very interesting festival! 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 religious holiday	2. a movable holiday
3. a national holiday	4. a local holiday

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FREE TIME **Unit 2**

Some adjectives have irregular forms for the degrees of comparison.

Degrees of Adjectives		
Positive	Comparative	Superlative
Good	better	(the) best
Bad	worse	(the) worst
Much / many	more	(the) most
Little	less	(the) least

5. Fill in the chart with the adjectives from the exercise 2.

	-ous	-al	-ful	-ic

6. Correct the mistakes.

- People see off the New Year and welcome the old year.
- The Azerbaijanis celebrate the 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.

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 teacher today is (bad) than it was yesterday.
- Sacrifice holiday is one of the ... (much) enjoyable holidays.
- Alice makes ... (many) invitation cards than Mike.

8. Describe the steps of doing the badges for a football party.

- The first step is ...
- The second step is ...
- The third step is ...

9. Make up a poster of your favourite holiday.

Let us review

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

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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!



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: **Speaking**

Integration: Science. 2.1.1.

Motivation. Problem situation.

Speaking. Collective work.

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

Vocabulary

to sew, badge, to blow up, to touch
to wrap, to turn, to take off,
to carve, horror, innovative mind

New expressions

It is cool!

Let's play ... with our friends.

FREE TIME Unit 2

LESSON 4. CHILDREN'S PARTIES IN GREAT BRITAIN

(ou are (of n(tat
 • describe children(s holidays in (reat Britain
 • improve vocabulary skills
 • (rite about your of n favourite holiday



Speaking

- (hat children(s parties do you kno(in (reat Britain(
- (hat do English children like to celebrate(

parties

(olf (ays

Vocabulary

KEY WORDS

to sew	badge	to blow up	to wrap	bonfire
to ta(e of	to (ar(e	horror	(nno(at((e m(n(

NEW EXPRESSIONS:

(t (s (ool((et(s (lay(((w(th our fr(en(s(

35

Input. Students discuss and exchange their ideas on these questions and define children's parties in the UK: "Teddy Bear", "Balloons", "Birthday party", "Halloween". 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.

Unit 2 FREE TIME

Reading

1. Read and give the meanings of the words and expressions in bold.



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, this 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 (as Margaret Steiff). She had **polio** and used a **wheel chair**. She had an **innovative mind**. She **sewed clothes** in animals shape. Her little animals are popular and she made more toys. One of them (as a bear) (as her hobby) to make animal toys. These toys (are elephants, pigs, dogs and cats).

Halloween is on the (1st 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.



At a **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. (It is cool).

A **Football birthday party** for boys is popular in Great Britain. Boys love football. (A boy has a favourite football team). The party decorations are of team (colours: plates, cups, napkins, flags, balloons). (In (arm) (either guests are outside and play some **rounds of football**. (If the party is indoors there are a lot of indoor games).



*polio [ˈpɒliəʊ] it is an infectious disease

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Unit 2 FREE TIME

5. Odd one out.

- market, holiday, decoration, balloon
- interesting, readable, funny, lovely
- ent, cylove, blot, like
- little, ma, qsmall, big

6. Write three main things according to the holidays.



7. CREATIVE WORK Make a poster about your dream party.

Parties are fun!

Let us review

- What is your most favourite party? (Why?)
- What is your least interesting party? (Why?)
- Would you like to celebrate your birthday party?

REMEMBER AND FOLLOW!

- Plan your free time on your timetable.
- Take one day out (with your family).
- Read interesting books and take care of them.
- Get more information from books.
- Earn about children's parties in Great Britain.
- Write letters and messages to your friends.

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Research question:

How do people celebrate holidays in London



SB. Speaking-Reading. Discussing and exchanging ideas.

Provide students some different reading passages on these parties. Give them pictures of parties and some information with descriptions in other cards. Students match descriptions to children's parties celebrating in London. Students are able to discuss and exchange information about famous children's parties 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 parties 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

Criteria. Student	A	B	C	D
responds questions on holidays, parties				
uses phrases in the dialogue				
says the meanings of words about holidays, parties				
writes ideas about the UK holidays, parties				
makes up a poster				
Your success:				

Self-Evaluation

Criteria I can ...	perfect	good	fair	poor
respond questions				
use phrases in speech				
say the meanings of the words				
write the UK holidays, parties				
make up a poster about holidays, parties				

IW Creative work.

Make a poster about your dream holiday.



SUB SUMMATIVE TEST II

Choose the right answers

1. *They are 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) knittin



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. THE BEST WAY TO LEARN ENGLISH

Lesson 2. YOUR LANGUAGE RECORD

Lesson 3. YOU SHOULD ...

Lesson 4. WHO TRAVELS FAR – KNOWS MUCH!

Aim: Students

1. develop their 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!

1. Greet your partner in English, and introduce yourself.
2. Then ask about the weather.
3. Learn English words describing pictures.
4. Watch English cartoons and films.
5. Write E-cards in English to your friends.
6. Read interesting stories and use vocabulary.

LESSON 1. THE BEST WAY TO LEARN ENGLISH

Aim: Students express the best language learning ways developing Speaking-reading – writing skills

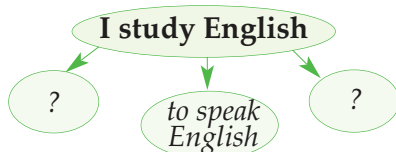
OBJECTIVES: Student

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

Motivation. Problem situation.
Speaking. Collective work.

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



Vocabulary

to follow, topic, nowadays, job
to think, dictionary, foreign,
language, abroad, to stick

New expressions

I think...

I don't think...

Look up in the dictionary.

Unit 3 LEARNING ENGLISH

LESSON 1. THE BEST WAY TO LEARN ENGLISH

(ou are t of n(tuf
 • identify the problems in learning English
 • choose your of (n(ay in learning English
 • share the ideas in pairs

(raf nstorm your ((eashy (o you stu(y(n(l(sh(
to speak English
(stu(y(n(l(sh

Speaking
 1. (of many languages do you speak?
 2. (of do you learn English at school?

Vocabulary

KEY WORDS
 to follow to(((nowat ays to th(n((((t(anar
 fore((n lan(ua(e abroat to st(((

NEW EXPRESSIONS:
 (th(n(((tah(n(((((oof u(n the (((t(onary

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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

4. (imagine you are in a foreign country and don't know the language (ell. (hat problems do you have?



5. (ead the story and e(plain (hat problem the Frenchman has.

(ere is the story of a Frenchman (ho travelled in the (nited States. One day in a restaurant he (anted to order some mushrooms. As he didn't know English, he asked the (aiter for a pencil and a piece of paper. (e dre(a picture of a mushroom, but his dra(ing (asn't very good. The (aiter looked at his dra(ing and (ent a(ay. After some minutes he returned (ith a large umbrella.

A Frenchman's problem is ...

- a) mushroom b) language c) umbrella

6. Mark the sentences True or False.

1. The story is about the language of the (nited States.
2. The story is about a Frenchman(s) travelling.
3. (e knew English (ell.
4. (e (anted to order mushrooms in the restaurant.
5. The (aiter brought him some mushrooms.

Pronunciation

TONGUE TWISTER

Roofs of mushrooms rarely mush too much.



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LEARNING ENGLISH Unit 3

Speaking

7. Describe the useful tips for learning English.



1. (atching ...



2. (istening ...



3. (aying ...



4. Talking ...



5. Discussing ...



6. (eading ...

8. Say ho(you learn English.

(of ell(e learn (n(l(sh us(n(a (((onary



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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.

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

Interaction: Collective, Pair, Group and Individual work.

Techniques: Jigsaw reading, Unfinished Story.

Pronunciation task

A tongue-twister is a phrase that is designed to be difficult to articulate properly. **Tongue Twister** is a great way to practice and improve pronunciation and fluency.

Summarizing.

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

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

Evaluation tasks

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

Unit 3 LEARNING ENGLISH

Pronunciation

Find the () words that don't go () with the sounds.

/eɪ/ wait make teach date
() pair fairy parents carry
() cloud boast round () without
() out hole coat store moment

Write a short paragraph about the best () way of learning English.

Use often () or you ()

... use a dictionary ()
... watch films in English?
... listen to songs in English?
... talk to your English friends?
... read English stories?

Everyday expressions:

() That page are () e out?
() Sorry, () can't hear the CD.
() Can () have the dictionary please?

10. Think of () questions and complete using the () expressions.

Let us review

1. () hat ... ()
() e are on ...
2. Can you repeat ... ()
Sorry, () can't ...
3. Can () ... ()
Yes, ...

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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 paragraph «My best way of learning English»



LESSON 2. 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: Speaking
Integration: L1. 2.1.1

Motivation. Problem situation.

Speaking. Collective work.

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

Vocabulary

machine, to burn, railway, suggestion
road, cotton, permission

New expressions

Let me introduce myself.
Excuse me ...
Can you tell me ... ?
How can I go to the ... ?

LEARNING ENGLISH Unit 3

LESSON 2. YOUR LANGUAGE RECORD

(ou are (of n(to(

- learn about borro(ed (ords in English
- use English in speech
- use the Reflexive Pronouns

Speaking

- (o(do you develop your language record?
- (hat is the importance of talking to people?

1. (ntroduce yourself according to the model below.

af (res((raf e
af e fam(ly
name hobby
fat our(tes
(sub(et(if foot(an(mal(((

Vocabulary

KEY WORDS

ma(h(ne	to burn	raf hway	su((est(on	rouf
(otton	(erm(ss(on	to borrow		

NEW EXPRESSIONS:

(et me (ntro(u(e myself(((use me ((an you tell me (((

ow(an((o to the ((

45

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



Unit 3 LEARNING ENGLISH

Let's learn different words in English!

... (e) can add (e) (ords to the vocabulary of the language by many (ays. One of them is borro(ing (ords from other languages.

Reading

2. (ead and pronounce the borro(ed (ords (ith appropriate stress. Are these (ords the same in your language?

LET'S LEARN DIFFERENT WORDS IN ENGLISH!

English is the most popular language in the (orld. (n the middle ages, people spoke (atin (hen they didn't understand each other(language. (n the 1(th, 1(th and 1(th centuries, people spoke French. But today in the 21st century, every country speaks English in the (orld. There are 400 million people speak English as the first language in Australia, Britain, Canada, (reland, Ne(Zealand, South Africa and the (SA. The English borro(ed a lot of (ords from (atin, French, Spanish, (talian and other languages. The (talian (ords in English are: **opera, piano, spaghetti, pizza** (some Spanish (ords are: **tomato, potato, tobacco** (some (atin (ords are: **aquarium, album, audio, circus, actor** (some French (ords are: **architect, machine, police, art** (some (ussian (ords are: **jam, cosmonaut, samovar** (some Arabic (ords are: **coffee, cotton, sugar**.

3. (ead and give your opinions according to the (uestions.

1. (hat language did people speak in the middle ages (
2. (hat language did people speak in the 1(th, 1(th and 1(th centuries (
3. (hen did people start speak English (
4. In what countries is English spoken as the first language (
5. Did English borro(any (ords from other languages (

Speaking

4. Describe the pictures using the borro(ed (ords.



She is ...



There are three fish ...



(e can make chips ...



The boy is ...

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Unit 3 LEARNING ENGLISH

REMEMBER:

- If **on** - **sf** **on**
to suggest - suggest(**on**
to permit - permit(**on**

5. Practise the functions and act these models out.

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

Asking for permission
(May (have a sand(iche?
(Certainly here you are!

6. Put the sentences in the correct order to make up a dialogue.

- 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.

(Thank you very much.
(I s it far from here?
(I o do! n this road, then take the second street on the left.
(Oh, no. It's just five minutes' walk.
(Excuse me. (o(can (get to the rail(ay station?

((o(may (help you?
(Of course. (alk along the street and on the left there is the museum.
(Excuse me. (think (m lost.
(Thanks a lot.
(Can you tell me the (ay to the (istory Museum?

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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. – GW
- e) Prepare introduction story in written form. – PW

Interaction: Collective, Pair, Group and Individual work.

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

GRAMMAR SECRET

Reflexive Pronouns

myself

yourself

herself/ himself/ itself

ourselves

yourselves

themselves

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

Summarizing.

Output- Classroom Language!	
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

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

Self-Evaluation

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

IW Creative work. “All about Me” – write about yourself.



Unit 3 LEARNING ENGLISH

1. Look at the pictures and complete (with the words below).
(hat should they do)



Almas meets foreigners.
She should ...



Bob takes test in English.
(e should ...)



Tom needs a (ob).
(e should ...)

2. Practise the conversation between Aygun and Vugar. Put **should** or **shouldn't**.

A: (i, Vugar) Do you know school rules?

V: Yes, of course! (e have a poster on school rules in our classroom.

A: (o) interesting! (hat rules are there on the poster?

V: There are: (e ... be late for the lesson, (e ... be polite, help each other and so on.

(hat about your classroom rules?

A: No, (e don't have a poster. (e ... to make it (ith our friends. Can you help me?

V: (ith great pleasure. (et's start. You ... take paper and some crayons!

3. Complete and discuss.

(oodbye!
(See you later!
(See you soon.
(t (e as nice!
(Bye...



(e should say ...
on someone's birthday.

(appy birthday!
(t ish you all the best!
(Best (ishes to you!
(Congratulations!



(e should say ...
(hen (e meet our friends.

(ello!
(hat's up?
(o are you doing?
(o are you?
(lad to see you.



(e should say ...
(hen (e leave.

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LEARNING ENGLISH Unit 3

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

Introduction
Begin with short ideas
and some questions.

Main part
Find interesting information,
main ideas, problems
and some details.

Conclusion
Revise and finish story
with problem solving.

Reading

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



(r (e r (h (roebel

(n English language there are many borrowed words from other languages. For example, kindergarten (is a German word. It means children's garden.

The founder of a kindergarten (as Friedrich Froebel) lived in Germany many years ago. When he (as a small boy he liked to play in the garden. (e (as happy there.

Soon it (as time to go to school. (e had a lot of books and he liked to read them. But books didn't have any pictures. Friedrich grew up. (e remembered his school and garden.

(School should be a happy place. (t should be like a garden, (e said he.

(Children should play things (ith their hands. They should have books (ith pretty pictures).

So Friedrich started a school like this. (e called it (kindergarten. Soon there (ere kindergartens all over the (orld. Froebel made school a happier place for little children.

5. Talk in pairs.

1. (ho (as Friedrich Froebel?

2. (hat did he love so much?

3. (hy didn't he like school?

4. (o did he (ant to see school?

5. (o did he call his ne(school?

6. Match titles to the parts of the text.

Friedrich's ne(school

Children's (ish

Froebel's life

7. Choose True and False answers.

1. Friedrich (asn't happy in the garden.

2. (is hobby (as reading a book.

3. (e liked books (ithout pictures.

4. Friedrich liked to go to school.

5. Friedrich's ne(school (kindergarten) (as famous in (Germany

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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

We should ...
Learn all subjects.
Work in groups.
Help each other.

We shouldn't ...
Learn outside of school.
Study alone.
Fight at school.

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

LEARNING ENGLISH

(r(t(n(

8. Match and write.

1. (ant to speak English (ell. a) You shouldn't make a noise.
2. (don't understand the te(t. b) She should speak English (ell.
3. The teacher e(plains the rule. c) (e should know(culture.
4. Ann needs a good (ob. d) You shouldn't (atch TV much.
5. Tom has a trip to (span. e) You should (ork hard.
6. (have an e(am. f) You should use a dictionary.

9. **CREATIVE WORK** Design classroom rules using *should*/ *should*/ *must*.



1. (hat classro

1. What classroom rules do you know?
2. Should you follow the school rules?
3. What shouldn't you do at the lesson?

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School rules:

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

Evaluation tasks

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

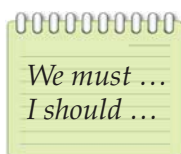
*full – no errors; half – few errors;
a piece- some errors; none – a lot of errors*

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

Self-Evaluation

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

IWCreative work. Make a poster:
«School days should be enjoyable».



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: Speaking

Integration: Geog. 1.1.1.

Motivation. Problem situation.

Speaking. Collective work.

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

Vocabulary

treasure, to divide, inside,
point, view, to rename, to strike

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.

LEARNING ENGLISH Unit 3

LESSON 4. WHO TRAVELS FAR – KNOWS MUCH!

(on are (of nt to
• learn about interesting places of (ondon
• use of the Common Proper Nouns
• introduce your travel plan

Speaking

Interesting places

(at ts about
(on(on

- (hat famous places do you know(in (ondon(
- (o(do you talk to English people(

1. (listen to the conversation bet(een Nigar and Kamran and complete it.

N: (hat do you think, is it interesting to meet ... (

K: Yes it is, (think you can easily learn English visiting ... and talking to people.

N: You are right((also(ant to travel to (ondon. But how(can(... to them(

K: First, greet them, ... and ask about (eather, their food, places of interest.

N: Thank you for your help(

2. Ans(er the (uestions on the dialogue.

- (hat is Nigar(s (ish(
- (o(can she talk to English people(

Vocabulary

KEY WORDS

treasure	to (((((e	(ns((e	(of nt	((e
to rename	to sr((e			

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Research question:

What do you know about London



GRAMMAR SECRET

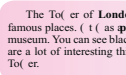
Common nouns	Proper nouns
name the class of persons (a man), things (a book), collective (a family), materials (iron) or abstract notions (kindness), concrete (artist)	individual names of persons (Tom, Leyla), places (London), the names of months/weekdays (May, Sunday), names of ships, hotels, clubs, etc.

Reading

3. Read the passages and define **Common/Proper nouns** in bold.



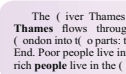
Big Ben, the big clock **to** **er** (no **Elizabeth To** **er**), is the symbol of **London**. The **clock** strikes hours. It has 13.5 ton weight. The tower is officially kno **n** as Elizabeth **To** **er** (**t** (as renamed in 2012 to celebrate the **Diamond** (**ubilee** of Elizabeth (**t** .



The **To** **er** of **London** is one of the most famous places. (**t** (as **palace**, but no **t** it is the museum. You can see black **ravens** there. There are a lot of interesting things in the **halls** of the **To** **er**.



Trafalgar **Square** is in the centre of **London**. There is **Admiral Nelson's Column** in the middle of the **s** **quare**. (**t** is the most lovely place for English people. They have a good **time** there on (**ekends**.



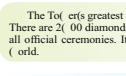
The (**iver Thames** is (((**kn** long. The **Thames** flows through **London**. It divides (**ondon** into **k** (**o** **parts**; the **East End** and the **est End**. Poor people live in the **East End** and many rich **people** live in the (**est End**.



*a black raven [black 'reivən] – a large bird with shiny feathers



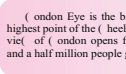
Buckingham palace is the place of royal family. (**ueen Elizabeth** lives in the Buckingham Palace. (**t** (as built in 1(**0** There is a great collection of paintings there. Buckingham Palace has (**5** rooms.



The **To** **er**'s greatest treasure is the (**perial State Cro** **n**. There are 2(**00** diamonds on it. The (**ueen** uses this cro **n** in all official ceremonies. It is the most beautiful crown in the (**orld**.



The most famous bridge in (**ondon** is **To** **er Bridge**. (**t** is 2((**metres** and consists of **t** (**o** **to** **ers**. There are three fantastic e(**hibitions** inside the **to** **ers**. Visitors can learn about the history of the bridge from photos and films.



(**ondon Eye** is the biggest (**heel** in Britain. The highest point of the (**heel** is at 1(**5** meters(**underful vi**et of (**ondon** opens from there(Every year three and a half million people go on the (**ondon Eye**.



Speaking

4. Discuss the information and fill in the chart.

(**of** **all** (**on** **an** see the (**ate** **r** **own** (**n** **thow** **er** of (**on** **on**)

Monuments	Big Ben	Trafalgar s ^{quare}	Buckingham palace	The To ^{er} of London	London Eye
Cro ⁿ					
Nelson's column					
Big clock					
(ueen's place					
(heel					

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.

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

Interaction: Collective, Pair, Group and Individual work.

Techniques: Brainstorming, Role play, Unscrambled story, etc

Common nouns

name the class of persons (a man), things (a book), collective (a family), materials (iron) or abstract notions (kindness)

Proper nouns

individual names of persons (Tom, Leyla), places (London), the names of months/weekdays (May, Sunday), names of ships, hotels, clubs, etc.

Unit 3

LEARNING ENGLISH

Pronunciation

5. Pronounce the () ords () ith the appropriate stress.

1. () ondonEYE is the BIGGEST () heel in Britain.

2. () uen ELIZABETH lives in the BUCKINGHAM Palace.

3. The TOWER'S greatest treasure is the IMPERIAL State Crof n.

4. TRAFALGAR SQUARE is in the centre of () ondon.

6. () hat do these numbers stand for in the te() it

a) () () b) () () c) 2() 00 d) 1() 5 e) 2() () f) 1() 5

() of el() () - () he () () er() hames () s three hun() re() th() ry ef () ht () m lou()

7. Match the halves of the proverbs and () rite correctly.

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.

Let us review

1. What would you like to see in London first?

2. () hat interesting fact did you learn at this lesson?

3. () ould you like to have a friend in () ondon() hy?

REMEMBER AND FOLLOW!

1. () reet your partner in English, and introduce yourself.

2. Then ask about the () eather.

3. () earn English () ords describing pictures.

4. Watch English cartoons and films.

5. () rite e-cards in English to your friends.

6. () ead interesting stories and use vocabulary.

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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

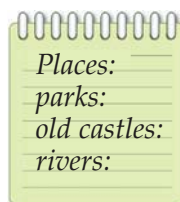
Criteria. Student	A	B	C	D
responds questions				
uses expressions in speech				
divides the text, choose proper and common nouns				
uses degrees of adjectives				
makes up a poster about my country's places				
your success:				

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.

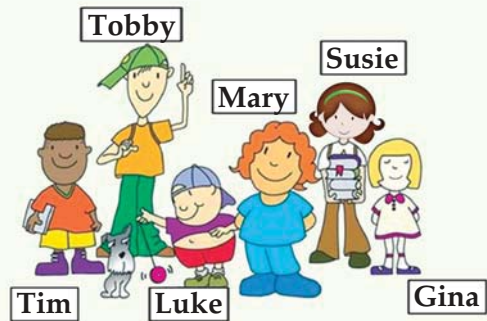
- a) tallest b) taller c) tall

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 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. 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 (TVset, computers, etc.) when you don't use them. It is important to save energy.
5. Walk in nature a lot.

LAYIHƏ

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: Speaking-Reading

Integration: Computer. 2.1.1. L1. 1.2.3

Motivation. Problem situation.

Speaking. Collective work.

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



Vocabulary

adventure, to prefer,
entertainment, channel,
lazy, mind, programme, useful

New expressions

How nice!
I prefer watching ...
What's on today?

Unit 4 TV IN OUR LIFE

LESSON 1. DO YOU LIKE WATCHING TV?

(ou are (of n(to(

- learn about TV programmes
- use Prefer + verb + ing
- prepare TV guide

Speaking

(hat is the role of TV in our life(

1. (of often do you (atch TV(

2. (hat kind of TV programmes do you kno((

1. E(press ideas on the (uotation.

((((s an enterta(nment (n your li(((n(room((

2. Fill in the (ords from the bo(.

sometimes (films never programmes super favourite (atch

(...TV every evening. (often (atch cartoons. My ... cartoon is (Frozen(.

I love sports ... They are ... ! I like films, too. I ... watch action films. I hate horror ...

(... (atch them.

Vocabulary

KEY WORDS:

at((enture n(n(to(refer useful enterta(nment (hannel lat(y

NEW EXPRESSIONS:

(ou n((at(((refer wat(h(n((((that(s on to(ay(

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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:

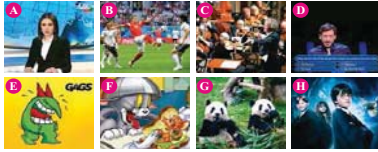
Contradictory opinions:

Most children don't like to watch TV.

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

TV IN OUR LIFE Unit 4

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



Cartoon Net ☐ ork ☐ (ust for laugh ☐ (cagu ☐ Classics ☐
Everyday Net ☐ s ☐ Movie hit ... ☐ uiz ☐ Discovery ☐

4. Read and pronounce the words in bold.
Choose countable and uncountable nouns from the text.

TV IN OUR LIFE

Television is one of the most useful **entertainments** of the 21st century.
(e use cable TV (ith many channels at home and get much **information** around the
(orld. Many years ago there (ere not many **channels** on TV. People watched films
and **special** concerts at the cinemas and theatres. But today (e sit at home in front of
TV and can watch different films, concerts, funny shows, cartoons, music and sport
programmes.
But (atching TV so much isn't good for our health. (e get tired, sleepy and lazy of
(atching TV for longer periods of time. (hen (e don't (atch TV, (e should play
outside, (alk in the fresh air and talk to friends, too. (t is useful for us.

5. Read and complete. hat programmes do your family members prefer
(atching on TV?

a) cooking programmes b) cartoons c) net s and sport programmes d) movies



GRAMMAR SECRET

(((((refer (t drit
(prefer (atching a (uiz programme.

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Unit 4 TV IN OUR LIFE

6. Match the answers to the questions.

1. hat kind of TV programmes do you prefer to (atch? a) (prefer (or 5/
2. Do you (atch TV (hile eating breakfast, lunch or dinner? b) Yes, (e get tired and lazy.
3. (ot many channels do you prefer (atching? c) Because it is good for my speaking.
4. (hy is it good to (atch English channels? d) No, (can't (t is boring!
5. (s (atching TV too much bad for you? e) Quiz, music, films!
6. Can you live (ithout TV? f) No, (e don't. There is no TV set in the kitchen.

1	2	3	4	5	6
e					

TV IN OUR LIFE

7. Make up a TV guide and discuss.

Programmes	TV channels
18:00 «Everyday news»	News
18:30	
19:00	
19:30	
20:00	
20:30	
21:00	
21:30	

Discovery, Movies, Intellectual show, Music, Cartoon, News, Sport, Cooking, Health

8. Write a short notice about your favourite TV programme.

My favourite TV programme is...

Let us review

1. (hich programme (ould you prefer (atching and (hy?
2. (hat types of programmes are the most popular in your country?
3. (hat time is good for (atching TV?

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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
- c) Differ programmes and channels on TV – GW
- d) Make up a TV guide and describe favourite TV programme. – GW

sInteraction: Collective, Pair, Group and Individual work.

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

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. “My favourite TV programme.”

What: _____
 When: _____
 Where: _____
 How: _____

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.

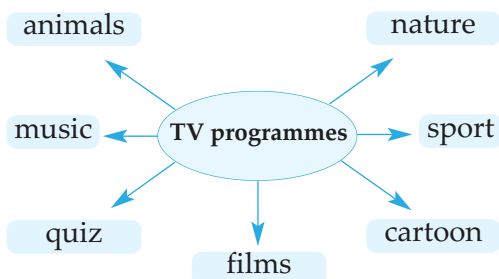
Content: Speaking-Reading
Integration: L1. 2.1.1.

Motivation. Problem situation.

Speaking. Collective work.

3. What is the most interesting TV channels do you know?

2. 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?

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



Speaking

- What TV channels are interesting for you? (hat)
- What do you learn from TV programmes? (hat)

Reading

1. Put the sentences in the dialogue in the correct order.

- Mum: How nice! I also like this film! Have you got any homework, Jack?
- Mum: (hat) s on today?
- Jack: (am going to (ack) TV.
- Jack: (obinson Crusoe)
- Mum: (hat are you going to do, (ack)
- Jack: No, (have no home) ork today

a	b	c	d	e	f
				1	

Vocabulary

KEY WORDS

at (if) on bra'n (of) umentary to waste lonely to (resent
(ntelle) tual news at er (t) (e western (st) es
remote (ontrol

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Vocabulary

action, brain,
to get on smb's nerves,
documentary, lonely,
remote control, to present,
intellectual, newspaper,
TV guide, western, film series

Grammar Secret

I am going to do smth.
I am going to watch TV.
We are going to watch TV.

Unit 4 TV IN OUR LIFE

GRAMMAR SECRET

to be (o n(to(o smth
 (am going to ... (e are going to ...
 You are going to ... You are going to ...
 (e) They are going to ...
 She is going to ...
 (t)
 (am (o n(to travel to Paris ne(t month.
 (o ok at the dark clouds in the sky(if (s (o n(rain.
 She (s (o n(n(to become a doctor.
 (e are (o n(n(plant trees tomorrow.
 They are (o n(n(have party ne(t(eek.

2. Complete the sentences using to be (o n(to(

- I like singing. (... be a singer
- (is birthday is soon. (e ... organize a party.
- She did her lessons. She ... (atch TV.
- We like flowers. We ... plant a lot in our garden.
- They are in (ondon. They ... visit Buckingham Palace.
- You are good at dra(ing. ... take part at the e(hibition.

3. (ead the dialogue bet(een Ali and Nigar and ans(er the (uestions.

N: (i Ali((o(many hours do you (atch TV every day?
 A: Mostly for one hour. On holidays ((atch for t(o hours or more.
 N: (hy do you **watch television**?
 A: ((atch it for information and entertainment.
 N: Do you (atch TV series too?
 A: (have **no enough time** to (atch series and (think it is (asting of time.
 N: (hich is your favourite TV programme?
 A: (like to (atch **intellectual programmes**.
 (t develops our brain. (think TV programme should be **informative and enjoyable**.
 N: Don't you (atch any other channels?
 A: (also (atch Discovery(istory and some **news channels**.
 N: What is your opinion about cartoon films?
 A: Cartoons develop our psychology.

- What is this dialogue about?
- What channels are interesting for children?

4. Make up sentences (ith the e(pressions in bold in the e(ercise (.

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Unit 4 TV IN OUR LIFE

5. (ead the passage and make up (uestions belo(according to the passage.

Your Favourite TV Programme

My sister Sandy likes to (atch TV 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. (never (atch TV in the morning.

Mum likes music programmes. The pop group she likes best is the (onas Brothers. (sometimes (atch ((its of the eek((ith her. My Dad likes to (atch documentary, especially history of countries. (like them too.

My elder brother Tommy only (atches the ne(s. (e says it(s very interesting. (e doesn(t like the other programmes. My younger brother Kevin, loves (esterns. (e thinks Native Americans, co(boys and horses are (onderful.



- (hat((Sandy (to like (to (atch((hat(pop(group(like(Mum(
- (hy(you(not(to(atch(series((hich(Kevin(like(programmes(
- (hat(Dad(to(atch(to prefer(((hat(you(to(atch((ith Mum((

6. Fill in the gaps using (ith the appropriate TV programmes.

(game (comedy (a chat show (documentary

- Did you see the first episode of the new on TV last night?
The actors (ere very good, and the story (as very interesting and very funny.
- Did you (atch the about the history of (ndia?
- (t(a fantastic (f you ans(er ten (uestions correct(you can (in a million pounds.
- Did you see Tom Cruise on TV last night((e gave an interview(on

7. Choose the right ans(er and complete the sentences.

- Could you **turn/ off** the television on, please?
- Did you **wat(h/ look** at the ne(s last night?
- (e s(itched the TV (n/ off.
- (e used the remote control to change the (hannel/tele((s(on
- (hat(s on **tele((** tonight?

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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:

- Most children can't use TV guide.
- 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.

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

Unit 4 TV IN OUR LIFE

(of it an)

8. Complete and (rite) (hat can you see in these programmes)
 nature programme: ...
 sports programme: ...
 music programme: ...
 western films: ...
 film series: ...

9. **CREATIVE WORK** (rite a TV (uide using information given in the chart.

(of el/ There is a quiz programme «What? Where? When?»
 on (hannel/ (at/ ((m/ on (6u/ ay

Monday (p.m. Quiz	(hannel (This week : What? Where? When?
Tuesday (p.m. Twenty Questions	(hannel (Quiz show for all the family.
(Wednesday 2 p.m. Intellectual Game	(hannel (Students take part in the contests.
Thursday 11 a.m. Sport	(hannel (This week : football from Italy.
Friday 10 a.m. Mowgli	(hannel (Film of this week : The story of a Jungle boy.
Saturday (4 0 p.m. Top Ten	(hannel (Music, music, music!
Sunday 5 p.m. Animal Planet	(hannel (African elephants.

a.m. - anti meridium from 12 o'clock at night till 12 o'clock in the afternoon	p.m. - post meridium from 12 o'clock in the afternoon till 12 o'clock at night
--------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

Let us review

1. (hat programme is your favourite one?
2. (hat types of TV programmes do you kno((
3. (hen do you usually (atch TV(

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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.

Channel: _____
 Programme: _____
 Time: _____

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: Speaking
Integration: Sc. 2.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- Why is it good to watch all TV programmes?
- How do you get tired of watching TV?

Vocabulary

to improve, to create, to be busy
screen, voyage

New expressions

My favorite programme is ...

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?

(ou are / of nt / to /
• learn rules of (atching TV
• improve speaking skills
• share your ideas in pairs

Speaking
1. (by is it good or bad to (atch all TV programmes?
2. Do you ever get tired of (atching TV? (by?
1. (listen to Charles& and Betty's stories and give your opinions.
Oh, I love watching TV! It always improves use of the language. I learn a lot from it. I watch cartoons, comedies, sports and music programmes every day. TV is my very dear friend. Take a remote control and just turn it on!
(hardest (years of
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!
(city (years of
Vocabulary
KEY WORDS
to (nt / nt / e to (reate to be busy sf reen (oyaf e
NEW EXPRESSION:
(y faf orf te (nt ramme (s (((

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Unit 4 TV IN OUR LIFE

Reading

2. Read the text to find out "What is W. Disney famous for?"

Walt Disney's World



(think you know the name of Walt Disney. (e created a lot of cartoons and many films. His name is very famous not only in America, but also all over the world.

(Walt Disney (as born in Chicago on December 5th, 1901. (hen he grew up, he began to draw pictures and create cartoons.

(e created a special animal (orld full of optimism and success. (is stories all ways end happily.

One day he had an idea to make a mouse the main character of the cartoons. (e called him Mickey. Millions of people come there every year to meet all the Disney characters.

At Disneyland children can have a voyage on a boat, take a trip to the mountains, travel to the stars or (ust sit in the sun and eat ice-cream.



Speaking

3. Talk about your favourite (.Disney(s cartoon(movie.

1. (hat is the name of cartoon(movie(
2. (hat is it about(
3. (hat is the name(names of the main character(characters(
4. (hy do you like this cartoon(movie(



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Unit 4 TV IN OUR LIFE

4. Think and discuss: to (atch nature on TV or (atch nature in life(

(ature on ((



1. (prefer (atching different animals on TV.

(ature (n li fe



1. (t is good to (atch animals in life. (ant to play (ith them.

Busy time	Lazy time
to play outside to plant trees to feed animals	to sit in front of TV to listen to the radio to sit in front of a computer

Project work

5. Project work. Describe your busy and lazy time after school.

It is good to watch TV much

1. We get much information.
- 2.
- 3.
- 4.
- 5.
- 6.

It is not good to watch TV much

1. We get tired and lazy.
- 2.
- 3.
- 4.
- 5.
- 6.

Let us review

1. (hat time is better for (atching TV(
2. (hat do you do in your free time(
3. (o 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.

- a) Differ affects of watching TV on the given cards. – PW
- b) Discuss Charles and Betty's ideas of watching TV. – GW
- c) Read the text pronouncing new words and information. – CW.
- d) Make up a story completing sentences on the pictures. – GW
- e) 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.</i>	<i>We get tired all day.</i>
<i>We have entertainment.</i>	<i>We get lazy and sleepy.</i>
<i>We learn more watching TV.</i>	<i>We are late for school.</i>
<i>We are at home all day.</i>	<i>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

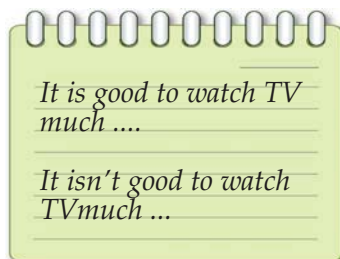
Criteria. Student	A	B	C	D
<i>identifies bad and good effects of watching TV</i>				
<i>pronounces the words and expressions</i>				
<i>gives her/his opinions of watching TV</i>				
<i>improves vocabulary in completing story</i>				
<i>writes descriptions of effects of watching TV</i>				

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.



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: Speaking
Integration: L1 . 2.1.1.

Motivation. Problem situation.
Speaking. Collective work.

- Do you like to watch holiday celebrations on TV?*
- What New Year celebrations do you know on TV?*

Vocabulary

to punish, thief, to leave, to rob
to get back, wise, to arrest, resolution
positive, to realise, to decide,
to happen

Unit 4

TV IN OUR LIFE

LESSON 4. NEW YEAR CELEBRATIONS ON TV

you are (are / at / to /
 • discuss the New Year celebrations on TV
 • develop reading skills using net (words
 • prepare your New Year resolutions

Speaking

1. (hat Net Year celebrations do you know on TV?

1. (cad and give the meaning of the (words (et / pressions in bold.

Each year millions of people from many countries (atch the Net Year's Eve Ball in Times Square, New York. Thousands of people gather around the Ball and (ait for hours for the famous Ball-lowering ceremony. At 11:59 p.m. the Ball begins its lo(ering as millions of voices countdown the final seconds of the old year and celebrate the beginning of a net year full of hopes and dreams.

The Ball is a sphere, 12 feet (in diameter, and weighs nearly 12 pounds(. It's illuminated by (2,25(lights.

The lo(ering of the Ball became the (orld's symbolic (elcome to the Net Year.

Vocabulary

KEY WORDS

to (unt sh	th(ef	to lea(e	to rob	to (et ha((w(se
to arrest	resoluti(on	(os(if (e	to reali(se	to (et ((e	to ha((

* Foot ((5(gm. * Pound ((0.4 (cm.
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Input. 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

2. Read and divide the text into 3 parts: introduction, main part, conclusion.

HOME ALONE

Home Alone is about an 8-year-old boy, Kevin McCallister. 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 sat alone as the only one left in the house. He thought his wish came true and he was alone at home. He is 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. Kevin is a clever boy. The robbers got arrested at the end of the film. The film became the most popular film of 1990.



3. Answer the questions and discuss.

- What is this text about?
- When did it happen?
- Why did family leave him alone at home?
- Is Kevin a wise or a silly boy?
- Was he afraid of the thieves?
- Do you wish to be alone at home?

4. Put the questions to the answers.

- I watch different films, music shows on the New Year Eve.
- No, I don't like to be at home and celebrate New Year with my family.
- Yes, I do. I like this film, especially for Kevin's role.
- I did everything to keep their house safe.
- I don't think so. I am never afraid of being alone at home.

Pronunciation

5. Pronounce the words with the sounds [s] and [z].

resolution, exciting, positive, news, wise, house, music, mistake, present, realise, advice, advise, celebrate

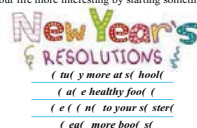
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6. Read and discuss: New Year in Great Britain.



7. 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.



8. Match the halves.

- | | |
|---------------------------------------|--------------------------------------------|
| 1. I have a big music shop. | a) She needs to develop English. |
| 2. Kate loves travelling. | b) I need a good job. |
| 3. Nick wants to work. | c) I am going to take part in the concert. |
| 4. Niamh 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.

- Respond questions listening to the reading slips about New Year. – PW
- Use new words and discuss questions on reading text. – GW
- Divide the reading passages into three parts. – CW.
- Discuss and give opinions to the story. – GW
- Complete a New Year resolution chart in written form. – GW

Interaction: Collective, Pair, Group and Individual work.

Techniques: Brainstorming, Role play, Unscrambled story, etc

Unit 4 TV IN OUR LIFE

12. Find the synonym and (rite.

13. Open these (ords and (rite.

14. Make a poster of your Net Year resolutions.

Let us review

REMEMBER AND FOLLOW!

1. Try to (atch TV after doing your home(ork.

2. Don't (atch much TV, spend more time outside.

3. (atch more intellectual games and (uiz.

4. Turn off electronics (TVset, computers, etc.) (hen you don't use them. (t is important to save energy.

5. (alk in nature a lot.

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
answers questions about New Year celebrations on TV				
expresses his/her own ideas on New Year celebration				
divides the text into 3 parts				
describes the text on a chart				

Self-Evaluation

Criteria I can ...	full	half	a piece	none
respond questions				
express my ideas.				
divide the text into three parts				
take interview about TV shows				
describe a New Year re solution on a chart.				

IW Creative Work.

Write about your own New Year resolutions.

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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.

I watch...

- 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/her?

- a) watch TV a lot
b) play outside
c) eat much 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) intelective d) intercultural

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 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. Follow your country's traditions.
4. Learn different traditions and cultures.
5. Respect other cultures and traditions.

LESSON 1. THE WORLD AROUND US

Aim: Students gain good communication skills learning different cultures.

OBJECTIVES: Student

- identifies new information about countries and nationalities. – 1.1.2.
- uses background vocabulary exchanging ideas on pictures. – 2.1.3.
- describes the world map learning continents and countries. – 3.1.1.
- makes up a story about his/her country. – 4.1.1/4.1.4.

Content: Speaking

Integration: Geog . 2.1.1. L1. 1.2.1

Motivation. Problem situation.

Speaking. Collective work.

- What is your country and nationality?
- What languages do you usually speak?

Vocabulary

territory, anthem, eight-pointed star, emblem, area, cuisine, population

Grammar Secret

- ese	- an	- ish
Japan- Japanese	America- American	England- English

Unit 5 COUNTRIES AND PEOPLE

LESSON 1. THE WORLD AROUND US

(ou are t of nt tof
 • talk about countries and nationalities
 • review grammar patterns
 • make up a story about your country

Speaking (hat (ountr(es an(nat(onal(it es are there around the worl((people (ountr(es

1. (hat is your country and nationality?
 2. (hat languages do you usually speak?

Reading
 1. Read the passage and find continents on the map.

(of ell(umber t (s(or thmer(t at
 The planet (e live on is the Earth. There are si(continents on our planet. The continents are: Europe, Asia, Africa, America, Australia, Antarctic. America consists of North America and South America.
 The continents are very large. There are usually many countries on each continent. People of different nationalities live in these countries. Each country has its national flag, anthem, traditions, customs and cuisine.

Vocabulary
KEY WORDS
 terr(tory anthem e((ht-(of nt(star emblem area (u(st ne (of ulatt e

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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

2. Read and fill in the gaps.



3. Read and act the dialogue out filling in the gaps.

Fred: () of () hat a fantastic car!
 Nicole: () s it () talant!
 Fred: No, it isn't. That car is from ... () () ...
 Nicole: () ook! Those are my neighbours. () hat are they doing here!
 They are () uan and Amparo. They () re from () They are ...
 Fred: Oh! And you! () hat nationality are you?
 Nicole: () () m from () () ...
 Fred: So, you are ...
 Nicole: () here are you from, Fred!
 Fred: () uess!
 Nicole: You! re from the () () ...
 Fred: No, () () m not. () () m fro () () ... () am ...
 Nicole: () ell, () ell! another British tourist!

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Unit 5 COUNTRIES AND PEOPLE

4. () ead and introduce yourself and your country in this () ay

() et me introduce myself. My name is Ale () () m Canadian. () () m from Canada. Canada is a country in North America. There are t() o official languages in Canada: English and French. My country is famous for its symbol of a maple leaf on the flag of the country. The most popular () inter sport is ice hockey and another popular one is football. Canada has () onderful nature full of () onder: volcanoes, hills, forests, lakes, etc. () love my country and () () m proud of it!



5. () ead the poem and discuss () e love our homeland!



() ama! () ur! un
 () () () () () () ()



AZERBAIJANI
 () ama! () ur! un
 Men kno that you are mine by birth:
 My nest, my refuge and my hearth,
 Sever soul and body! Death but can,
 O Azerba! anny Azerba! an!
 As mother to me, as child to you-
 Such is the bond () e ever kno: I'd
 come back wherever I flew.
 For you are my people, you - my nest,
 My native birthplace ever blest.

Translated by Gladys Evans

KEY WORDS

sever [sevo] - divide by cutting
 hearth () hat] - fireplace
 bond [bnd] - connection
 blest () blest () sacred, holy
 refuge [refju:dz] - shelter

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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 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

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.

multiple choice tests,
sentence completion, etc.

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

<i>Criteria. Student</i>	A	B	C	D
<i>discusses about the world map</i>				
<i>uses new words in discussion</i>				
<i>describes the world map</i>				
<i>makes up a story about his/her country</i>				

Self-Evaluation

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never –
<i>answer questions in discussion</i>				
<i>use new words</i>				
<i>describe a map</i>				
<i>make up a story about my country</i>				

IW Creative work. Write about yourself.



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.

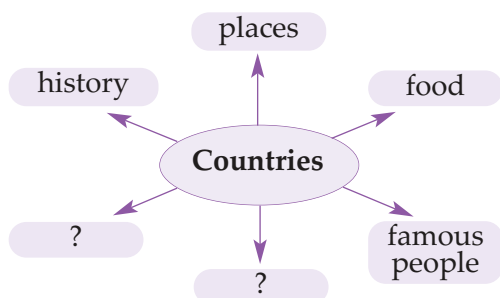
Content: Speaking

Integration: Geog . 2.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- What do you know about the countries?
- What are the countries famous for?



Vocabulary

kimono, desert, complex
team, band, through, island

Unit 5
COUNTRIES AND PEOPLE

LESSON 2. THERE IS A COUNTRY...

ou are (o/ n/ to/

- learn different cultures
- describe (old traditions
- share ideas developing speaking skills

Speaking

1. (hat countries do you kno((

2. (hat are the countries famous for(

1. E(press ideas on the (uotation.

((ery man has two (ountr(es(h(s own an(the worl(((

Vocabulary

KEY WORDS

((mono thru(h ((esert ((om(le(team ban(



NEW EXPRESSIONS:

((nterest(n((ountr(ra(ell(n((s(ool(

Reading

1. ((ead and ans(er the (uestion ((hat are these countries famous for(

Egypt is in Africa. ((t 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 (iza Comple((and the (reat Sphinx((

*Pyramid of Giza Complex - the oldest and largest of the three pyramids in Egypt

*Great Sphinx [sɪŋks] - a mythical body of a lion and a human head

New expressions

Interesting country!
Travelling is cool!

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!

COUNTRIES AND PEOPLE **Unit 5**

Italy

(Italy is an old and beautiful country in Europe. This country is the home of opera music. Luciano Pavarotti is 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

(Brazil is the biggest country in South America. The weather is hot and (tropical. 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 (temperate 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 'tʃano pava'rɒtti] - an Italian opera singer

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Unit 5 **COUNTRIES AND PEOPLE**

Speaking

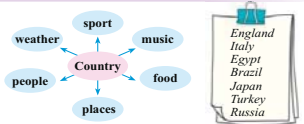
2. Think and discuss.

- What country is the home of opera?
- What food do Italian people like?
- Where are the Pyramids of Giza? and the Great Sphinx?
- Why is Brazil famous for its football?
- What clothes do Japanese people wear?


3. Match the halves.

(((h/ s/ country/ s/ (((a/)	a) a route of/ slant/ s/ n/ s/ at/ (t/ s/ (((a/
2. People ride camels ...	b) fish and rice.
3. Most tourists ...	c) Pyramid of Giza/ Comple/ 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.

4. Talk on a Mind Map. What do you know about these countries?



5. Look and answer the question. 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:

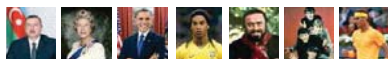
- Discuss countries and nationalities listening to the questions. – PW
- Use new words describing pictures. – GW
- Add some other facts learning countries. – CW.
- Express the use of learning different cultures and traditions. – GW

Interaction: Collective, Pair, Group and Individual work.

Techniques: Brainstorming, Information Gap, Jigsaw reading, etc.

Let us

6. Fill in the gaps.



1. () lhamAliyev is the president of () .
2. () ueen Elizabeth is the () ueen of () .
3. Barack Obama () as the president of ...
4. () onalidino is a () football player.
5. () uciano Pavarotti is a famous () singer.
6. () Beatles () is the famous () band. The band is from () iverpool.
7. () afa Nadal is () tennis player. () e is from Spain.

7. () rite the letters in the correct order.

1. ahnic 2. psina 3. zlrab
4. nadaac 5. myanreg 6. tygep

8. () rite all the greetings of the nationalities according to the poem.

(of el (((uten ut (((t t s a f reet nt (n (erman (

(erhaba (

(alut (

((aot (

(ello, hello, ((E-leu) says hello in English
 (ola, hola, (O) -lah) says hello in Spanish
 Bon(ourbon(out(boh-n-zhoor) says hello in French
 Ni hao, ni hao, (nee ho() says it in Chinese
 Konnichi(a, konnichi(a, (Ko-nee-chee-(a) says
 hello in () anapese
 There are oh, so, many friendly () ays
 Every language has a () ord or phrase.



Hpusem!

(alam(

(uten (at (

Let us review

1. () hat is the most beautiful country in the () orld(
2. () o() do people greet each other in different countries(
3. () hat country () ould you like to travel to(() hy(

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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.				

IW Creative work. Make up a story about your country's people, food, places, sport, etc.

My country's traditions:
 People:
 Food:
 Clothes:
 Sport:

LESSON 3. DIFFERENT COUNTRIES – DIFFERENT TRADITIONS

Aim: Students develop types of traditions and values gaining good cultural skills.

OBJECTIVES: Student

- a) identifies and chooses types of traditions. – **1.1.2.**
- b) participates in dialogues on learning traditions. – **2.1.2.**
- c) reads the text and finds the meanings of the words. – **3.1.1.**
- d) writes descriptions of the pictures about festivals. – **4.1.2.**

- a) identifies and chooses types of traditions. – **1.1.2.**
- b) participates in dialogues on learning traditions. – **2.1.2.**
- c) reads the text and finds the meanings of the words. – **3.1.1.**
- d) writes descriptions of the pictures about festivals. – **4.1.2.**

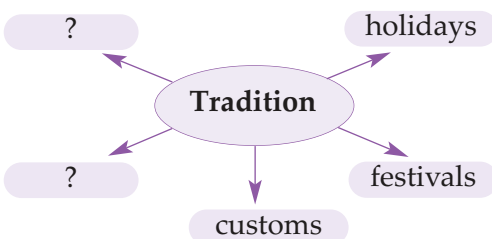
Content: Speaking
Integration: Geography 2.1.1.

Content: Speaking
Integration: Geography 2.1.1.

Motivation. Problem situation.
Speaking. Collective work.

Motivation. Problem situation.
Speaking. Collective work.

1. What traditions do you know?
2. How do you follow your traditions?



Vocabulary

value, ability, bravery, patriotism,
performance, elderly, to defend,
blind, to cross, hospitality

Vocabulary

value, ability, bravery, patriotism,
performance, elderly, to defend,
blind, to cross, hospitality

Unit 5


COUNTRIES AND PEOPLE

Unit 5

LESSON 3. DIFFERENT COUNTRIES – DIFFERENT TRADITIONS

(ou are / ol nt / ot

- learn types of traditions
- speak about different holidays
- discuss festivals in your country



Speaking

(hat do you learn from traditions)

1. (hat traditions do you kno? (
2. (o do you follo famous traditions)

Reading

1. (ead the dialogue bet/ een Bob and Mike and ans/ er the (uestions.

B: (s it interesting to celebrate holidays in another country?

M: Certainly, it is! That's a good chance!

B: You meet many people, taste ne food and have fun.

M: (hat about festivals and contests?

B: (t is a good (uestion! You learn about music, sport and food of the country.

M: (think so? c learn a lot about the country's life.

B: You are right! (c learn different values from different traditions.

1: hat is this dialogue about?

2: hy is it good to learn different traditions?

2. Choose if *(rue or /alse*.

1. (t is int' interesting to celebrate holidays in other countries.
2. You learn more about the country? s life.
3. (c meet ne people, taste ne food, learn about music.

V

ocabulary

KEY WORDS

(alve
ab/ lt /y
bra/ ery
(atr/ at/ sm
(eformant/

el/ ery
ab/ nt /en
bl/ nt
to / ross
bas/ (ull/ ty

NEW EXPRESSIONS:

(hat's a / oo? / hant / et

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New expressions
That's a good chance!

New expressions
That's a good chance!

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!

Contradictory opinions:
Some people have problems visiting other countries!
They don't have enough cultural skills!

Contradictory opinions:
Some people have problems visiting other countries!
They don't have enough cultural skills!

GRAMMAR SECRET

-ism	-ship	-ness	-ity	-ry
heroism patriotism	friendship leadership	happiness kindness	hospitality ability	bravery discovery

3. Read the passage and answer the question.

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 people in need. 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 happy future. They learn patriotism and bravery.

(Why is it important to follow the traditions?)

4. Make up questions and answers.

1. What country each have does?
2. People who traditions their do follow?
3. Holidays people have do on?
4. Do holidays from children learn?

5. Match the sentences to the pictures and find the meanings:

kindness, patriotism, happiness, bravery.



1. Children show his ability in the competition. (It is ...)
2. The girl helps the blind man to cross the street. (It is ...)
3. The soldier is ready to defend his country. (It is ...)
4. The girl has got many presents on her birthday. (It is ...)

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6. Explain the meanings of the words in bold.

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 meat'. 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. (Antennas are often in the shape of animals. People attach lions or dragons dancing. A typical food is **tangyuan**. They make it from rice balls with **sweet fillings**.)



British Maypole Dancing

Some English villages still have a maypole dancing on the first Sunday of May. (In old England May Day is a holiday as a day of celebration of summer's beginning. People decorated houses and streets with branches of trees and flowers. Maypole dancers performed a traditional circle dance around the **wooden pole** decorated with flowers and ribbons.



*Tangyuan [tang 'yuan] - Chinese food
*lantern ['lantən] - a decorative casing for a light
*riddle (syn. puzzle)

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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 Brazil, China and England. Get them match some ideas on these festivals. 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

COUNTRIES AND PEOPLE

Unit 5

7. Say True or False...

1. (io De (anciero is a place of Carnival holidays.
2. Chinese people have fun in (antern festival.
3. People decorated houses and streets with flowers.
4. Carnival means to eat a lot of meat.
5. Maypole is tall iron pole decorated with flowers.
6. Brazilian people make tanguan.

8. (rite the announcement and discuss (hat you can do.

(of el(lash (ob(

(oin us and have fun(

(e invite all(

Begins: at (p.m.

Address: Baku, National Park

9. Find opposites.

ha((y un(novn b' tter far sa((ffrent

(nternat(onal near same nat(onal (of ular sweet

10. Describe the picture using the (ords in the bo((hat kind of festival is it(

(of el(e ha(e a lot of (

On music festival ...

Young people like ...

They have ...

flag, dance

culture, national

clothes, holiday

food, music

Let us review

1. (hat festivals are the most popular in the (orld(
2. (hat is the most interesting thing for you in festivals(
3. (hat festival (ould you like to have in our country(

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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. THE BRITISH WAY OF LIFE

Aim: Students improve Speaking skills learning British way of life.

OBJECTIVES: Student

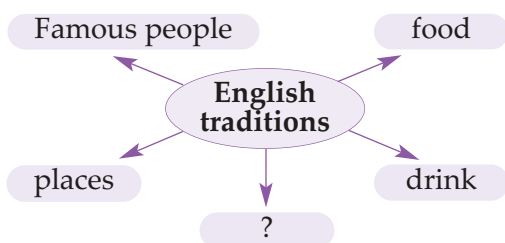
- identifies and chooses types of traditions of Britain. – 1.1.2.
- participates in dialogues of learning traditions in Britain. – 2.1.2.
- gets interview and asks questions learning cultures. – 3.1.4.
- expresses his/her thoughts on behaviour rules in England. – 2.1.3.
- makes a poster about his/her country's traditions. – 4.1.4.

Content: Speaking-Reading
Integration: Science . 2.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- How do English people behave in public?
- Why is it important to follow traditions?



Unit 5 COUNTRIES AND PEOPLE

LESSON 4. THE BRITISH WAY OF LIFE

you are (of n/ not)

- make up dialogues
- talk about behaviour rules
- discuss traditions in your country

Speaking
(by is it important to follo(the traditions(

Reading
1. (cad and name the differences bet(een the British and your country(s
(ays of life.

(f (e compare the British (ay of life (ith life in other countries (e can see that they differ.
(n Britain traditions play more important role in the life of people than in other countries.
(n England, if you don't repeat the phrase (a nice day today, isn't it((many times a day people are surprised and think that you are dull.
(n some countries people like cats, others don't but in England cats are very special animals. Everyone loves them and takes care of them.
People often try to shoo(off their knoo(ledge and often (uote (atin (riters. But in England people don't like doing it.
People around the (orld have good food. (n England people have good table manners.

Vocabulary

KEY WORDS

to be polite	to stare	to behave	to shake	to quote
(nbl((nbl(to be (rou(of	to shake stron(

NEW EXPRESSIONS:

((th(rou(leisure((am so sorry(quantity(
-----------------------	----------------	-----------

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Vocabulary

to be polite, to stare, to behave, to shake,
to quote, manner, public,
to be proud of, strong

New 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.

Unit 5 COUNTRIES AND PEOPLE

6. Read and find out the difference or similarity between the British and our traditions.

(reat Britain traditions are around for hundreds of years. British traditions are famous all over the (orld. (hen people think of (reat Britain, they often think of drinking tea, eating fish and chips, wearing bowler hats and reading ne(spapers. 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 1(5 million cups. Most people like their tea strong and dark, but (ith milk.

B) (Fish and chips(is the classic English take-a(ay 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, (allo(cen.

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.



7. Ans(er the (uestions.

1. (hat traditions do the British have(
2. (o(do they drink tea(
3. (hen do they send greeting cards to each other(
4. (hat are the popular holidays in England(
5. (hat do the English traditionally have in the living room(

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COUNTRIES AND PEOPLE Unit 5

8. Odd one out.

1. holiday, festival, car, contests, customs
2. flag, language, country, capital, tree
3. hat, drink, cat, (ear, rise
4. great, popular, traditional, local, candle

9. (ad the riddles and guess.

"What country is it?"

- A) hat is shaped like a boot,
(hat has the best spaghetti,
(hat is famous for their capital,
(hat starts (ith an (and ends (ith a y
- B) (in a country in (reat Britain
(here you might drink a nice cup of tea
My capital is called (ondon
That's home to the (oyal Family.
- C) This is an Asian country
(hose capital is Tokyo
They have a red and white flag
And some (ear a kimono.



10. (rite an interview (uestions about David Beckham using (- (uestions.

Football as a game (as born in England. There are over (0 000 football clubs in England. Football is English culture. There are a lot of famous English football players. One of them is David Beckham.



My name is David Beckham. ((as born in England, May 2nd, 1((5. (am a famous English football player
My (ife's name is Victoria. She is a member of band Spice (irls. (have three sons and a daughter (played in Manchester (nited and (eal Madrid.

1. Job: - Hi, David, what is your job?
2. Birthplace: ...
3. Family: ...
4. Children: ...
5. Football team: ...

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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>				
<i>?</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.

Tradition name:
Describe:
Your Ideas:

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 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. Support people by giving them time and energy.
3. Help hungry people and share your food with them.
4. Share your clothes, you don't use any longer with people who can't buy them.
5. Make a poster for helping people in need.

LAYIHƏ

LESSON 1. AN IMPORTANT LESSON

Aim: Students develop their 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: Speaking-Reading

Integration: Science 3.2.2. L1. 2.2.2

Motivation. Problem situation.

Speaking. Collective work.

- How do you help your friends?
- What do you do for old and sick people?

Proverb: Actions speak louder than words.

Vocabulary

neighbour, to wonder, to wave, husband, to lend, seriously, to worry, to seem, to donate

New expressions

How do you think about (doing) ... ?
You are welcome!

Unit 6

HOW TO BE KIND

LESSON 1. AN IMPORTANT LESSON

(ou are (o/ n(to/

- to learn to be helpful
- to enrich the vocabulary
- to use new expressions

Speaking

(hat (o you (o for (eo(le(n need (

(elf (eo(le

take care

1. How do you help your friends?

2. What do you do for old and sick people?

1. Express ideas on the proverb.

(((t(ons s(eo(lou(er than wor(s((

Vocabulary

KEY WORDS

ne((hhour to wan(er to wa(e husban(to len(

ser(ously to worry to seem to (onate

NEW EXPRESSIONS:

(ow (o you th(n(about ((o(n() ((((ou are wel(ome(

Reading

2. Read the dialogue between Lala and Kamran and answer the questions.

L: Hi, Kamran! How do you think about playing a Lottery game?

K: Hi, Lala! It is a good idea!

L: You know, there is a Lottery Game on TV today! It is for donating sick people. Have you got a lottery?

K: No, I haven't. But I would like to take part in it.

L: Let's go to the post-office and buy it!

K: Sorry, I don't have enough money.

L: Don't worry! I can lend you some.

K: Thank you so much!

L: You're welcome!

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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.

1. What are they talking about?
2. Why does Lala want to help her friend?
3. Is she right to help her friend or not?

3. Choose (true or false).

1. There is a Lottery game on TV.
2. Two friends had lotteries for the game.
3. Lala doesn't have money.
4. She wants to buy a lottery for Kamran.

4. 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.

1. 2. 3. 4. 5. 6. (of el The first paragraph is D.

1.	2.	3.	4.	5.	6.
D					

6. Choose (true or false).

1. Mrs Hanley was Jill's granny.
2. But one day Jill didn't see her in her garden.
3. Jill always had time to find out what happened to her.
4. Jill's mother found Mrs Hanley in bed seriously ill.

7. Write the questions to the answers.

1. ... ? Old Mrs Hanley was Jill's neighbour.
2. ... ? Yes, she did. She lived alone after her husband died.
3. ... ? Because Mrs Hanley was seriously ill.
4. ... ? Jill never had time to find her. There was always something to do.
5. ... ? Jill's mother worried and found her in bed seriously ill.
6. ... ? Yes, they did. Jill's parents looked after her and she got better.



8. Match and complete.

1. Our mums and dads ...
2. Teachers help us ...
3. Doctors help us ...
4. An ambulance man ...
5. Policemen help ...
6. A fireman helps us ...

- a) takes sick people to hospital.
- b) to put out the fire.
- c) us to follow rules.
- d) help us to grow.
- e) to study better.
- f) when we are sick.

9. Describe the picture.

How is the boy helping a blind man?
I see ...
The boy ...
The man is ...
There is ...



Let us review

1. What is interesting in this lesson?
2. How are you helpful to people?
3. 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.

- a) Identify how to be kind on the dialogue and discuss it in pairs – PW
- b) Use new words on unscrambled reading passages – GW
- c) Rearrange the story and answer the question – GW
- d) 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;

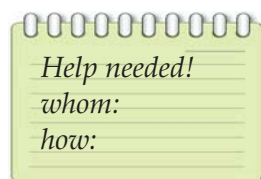
Criteria. Student	A	B	C	D
<i>identifies the meaning of kindness</i>				
<i>uses new words in dialogues</i>				
<i>rearranges the story</i>				
<i>describes pictures and expresses ideas</i>				
<i>expresses his/her ideas on kindness</i>				

Self-Evaluation

Rank: 1 – 2 – 3 – 4 – 5

Criteria I can ...	Yes	No	Score
<i>identify the meaning of kindness</i>			
<i>use new words in speech.</i>			
<i>rearrange sentences and make up a story.</i>			
<i>describe pictures.</i>			
<i>express my ideas on how to be kind.</i>			
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 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: Speaking-Reading

Integration: L1. 2.1.1. Math. 1.1.2.

Motivation. Problem situation.

Speaking. Collective work.

- Do you enjoy helping anyone? Why?
- What charitable activities do you know?



Vocabulary

shoemaker, stonemason, wealth, charity, to die, noble, disabled, to be lucky, generous, to create, oil, mill, pipeline, factory

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.

Contradictory opinions:

- Most people don't understand how to be charitable.
- Children have few ideas on working hard and become popular!

HOW TO BE KIND Unit 6

LESSON 2. WHAT IS CHARITY?

(ou are (at n/ to/

- learn about charity and kind people
- improve the reading and writing skills
- to use the Compound Nouns

Speaking

What charitable activities do you know?

- Do you enjoy helping anyone? Why?
- What charitable activities do you know?

Do you know that...

... the 5th of September is the international Day of Charity. The aim of this day to support charitable actions all over the world:

- volunteering** – spending your free time to help others;
- donating** – sharing your things with others;
- fundraising** – collecting money to help people in need.

- Express ideas on the quotation.
((etter to ((e than to ta/ et (
- Read and make up WH questions according to the passage.

You have a lot of ways to share things. Just go and look in your wardrobe. You have many clothes you don't wear and toys that you don't use. Most children don't have games, toys, or clothes that are around you. Your things would be great gifts. Someone would be really happy to have your things.

But remember, you should give something to others in a good shape, not broken or worn out.

Vocabulary

KEY WORDS

shoema/ er	stonemason	wealth	(har/ ty	to ((e
noble	((sabel/	to be lu/ (y	(enorous	to (reate
mi/ ll	(((ell/ ne	fu/ tury		o/ l

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Grammar Secret

Stone +mason	Stonemason
Shoe+maker	Shoemaker
Oil+field	Oilfield
Police+man	Policeman
Fire+man	Fireman

Interaction: Collective, Pair, Group and Individual work.

Techniques: Cluster, Information Gaps, Role Play, etc.

Summarizing.

Output: Student make a poster how to help poor people.

We should...	We shouldn't ...
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;

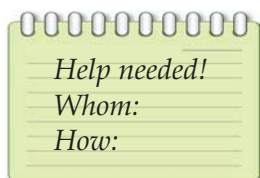
Criteria	A	B	C	D
<i>responds questions about charity and kind people</i>				
<i>describes pictures learning new words</i>				
<i>reads and discusses the text learning about kind people</i>				
<i>expresses ideas on donating poor children</i>				
<i>makes up a poster to help poor people</i>				

Self-Evaluation

Rank: 1– 2 – 3 – 4 – 5

Criteria I can ...	Yes	No	Score
<i>respond questions about charity</i>			
<i>describe pictures</i>			
<i>read and discuss the text</i>			
<i>express ideas on donating poor children.</i>			
<i>make up a poster to help poor children.</i>			
My success:			

IW Creative work. Make up a story how to help poor children.



LESSON 3. HEROES NEVER DIE!

Aim: Students develop Speaking-reading skills learning heroism and patriotism.

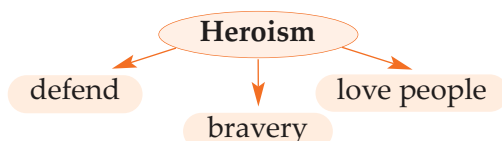
OBJECTIVES: Student

- 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: Speaking
Integration: L1. 2.2.1. His. 4.1.1.
Music. 2.1.1

Motivation. Problem situation.
Speaking. Collective work.

- What is heroism and patriotism?
- What heroes do you know?



Vocabulary

adviser, servant, punishment,
to obey, to chain, to suffer,
to overcome, to forget,
to promise, heroism

What heroic films do you know?
Why do we call them heroes?
How did you know them?
What legends do you know about heroes?

New expressions
Heroes never die!
We shall overcome!

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 white-board. 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.

HOW TO BE KIND **Unit 6**

LESSON 3. HEROES NEVER DIE!

(ou are (of n/ to/
• learn about heroism and patriotism
• practise the Future Simple Tense
• express the ideas in pairs

Speaking
(hat (o you th/ n/ about hero/ sm/

1. Look at the pictures and discuss. How did they become the heroes?

(abel (canne (((r/ ((n/ rthur (haf h (smay/ l (hatat

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?

3. Express ideas on the English proverb.
«A Hero is a man who does what he can» (Romain Rolland)

Vocabulary

KEY WORDS
at ((sor ser/ ant (un/ shment to obey to (hat n/ to suffer to of er/ ome to for/ et to (rom/ se hero/ sm

NEW EXPRESSIONS:
(eroes ne/ er ((e/ (e shall o/ er/ ome/

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Unit 6 HOW TO BE KIND

GRAMMAR SECRET Future (I will)

Affirmative form	Interrogative form	Negative form
I will // You will // He will // She will // It will //	We will // (// they come next week? You will // (// they write the test tomorrow? They will // Shall we go to the cinema? (suggestion) Shall I get you a cup of tea? (offer)	No, we will not / won't // No, they will not / won't //

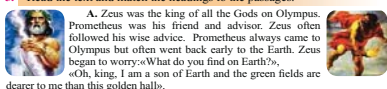
Future Simple Tense is used for action which will happen in the future (will+V) (tomorrow, the day after tomorrow, next day/week/month/year, in two days/weeks) (// **It's** used for all persons singular and plural. (// **It** can be used with **I** or **we** in questions, suggestions and offers.

Pronunciation

4. Pronounce the characters' in the story with correct stress.
Zeus [zju:s] Prometheus [prə'mi:θəs] Hermes [hɜ:mi:z]

Reading

5. Read the text and match the headings to the passages.



A. Zeus was the king of all the Gods on Olympus. Prometheus was his friend and advisor. Zeus often followed his wise advice. Prometheus always came to Olympus but often went back early to the Earth. Zeus began to worry: «What do you find on Earth?»
«Oh, king, I am a son of Earth and the green fields are dearer to me than this golden hall».
B. One day Zeus sent Hermes' to follow Prometheus and watch what he did. When he returned, he said:
«Oh, king of the Gods, he promised to bring people a wonderful gift».
«What is it?» - asked Zeus.
«They don't know. But he told them it will be a good servant and a bad masters. It was fire. People knew nothing about it. Fire burnt only under the Earth and on Olympus. «Let no one give fire to the Earth people. Fire is for Gods only. If someone doesn't obey me, he will have a terrible punishment», said Zeus.
C. But Prometheus didn't obey and gave fire to people. So people could warm themselves and were very happy. Zeus was so angry and gave a cruel punishment to him. He ordered to chain Prometheus to a rock. His sufferings were great.
«Oh, sky and winds! What wrong did I do? I gave people the gift of fire. It will serve them forever. I knew about the punishment, and I shall stand it.»

1. His heroism 2. Their problem 3. Zeus and Prometheus's friendship

*Hermes - an Olympian god in Greek religion and mythology, the son of Zeus

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Unit 6 HOW TO BE KIND

6. Choose and match.

- A. ... followed his wise advice.
B. ... always left early for the Earth.
C. ... promised to bring fire to the people on the Earth.

- D. ... sent his messenger to follow him.
E. ... didn't obey and gave fire to people.
F. ... got angry and chained him to a rock.



7. Read and find the meaning of the expressions in bold.

HEROES TODAY



Mubazir Ibrahimov was born in Aliabad village (Bilasuvar region) on February 7th, in 1988. He fought around Chayli village in Tartar and defended this village from the Armenians. He sacrificed himself for peace of people on June 18th, in 2010. Mubazir was only 22 when he died as a hero and became a National Hero of our country. He bravely served his country and set a good example for our people. We shall never forget his heroism. His name will remain in the hearts of the people. Heroes never die!

8. Complete with your own opinions.

- (// **rich** / **la** **He** is from ... (// **s** (**atr** / **ot** / **Ma** / **sacrificed** himself for ...
(// **hara** / **ter** **He** was ... (// **s** (**hero** / **stale** fought against ... (// **s** (**ream** / **wa** **He** wished ...

Remember

-ment	-(n)	-er (or)
to punish - punishment to develop - development	to feel - feel to suffer - suffer to build - build	to build - builder to advise - advisor

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Contradictory opinions:

- a) Most children like to watch funny films not heroic.
b) Some children don't know heroes in life.

Research question:

What do you think about heroism/patriotism



SB. Speaking-Reading. Discussing and exchanging ideas.

Students discuss and exchange information in groups and pairs doing tasks, handouts and doing some activities. Draw the students' attention to research this question, working in groups, pairs with these activities. They divide the text into 3 parts: Prometheus's life, find his problem and express his patriotism. Students learn the story in «Jigsaw reading», or on a Diagram to identify new information about Zeus and Prometheus's heroism. They can compare two characters in the choosing and matching.

- a) Find out heroes names in the given cards. - PW
b) Discuss the story with each other in Jigsaw reading. - PW
c) Read the text finding bad and good characters. - PW
d) Characterize each hero in role play. - PW
e) Express ideas about M. Ibrahimov's patriotism. - PW

Grammar secret

I / we - **shall**
He/she/it/you/they - **will**

Interrogative form
Shall I come?
I shall not / shan't do it!

I'll go to the museum
He'll make a poster
They'll visit old people
Negative form
Yes, you **will**.
No, you **will not (won't)**.

tomorrow
the day after tomorrow
next year/month/week/day
in a month/in 2 days

Interaction: Collective, Pair, Group and Individual work.

Techniques: Role play, Matching, Jigsaw reading.

To punish To develop	punishment development
To feel To suffer To build	feeling suffering building

Summarizing.

Output: *Our heroes!*

1. They sacrificed themselves for people's happiness!
2. They saved more children from wars and danger!
3. They are ready to defend their Motherland!
4. They think only about people, not about themselves!
5. They have one aim: to see their land free and in peace!

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 papers

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>			
My success:			

IW Creative work. Create your own peace poem.



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: Speaking
Integration: L1. 2.1.1.

Motivation. Problem situation.
Speaking. Collective work.

- What do you know about hungry children?
- How do you want to help hungry people?

Vocabulary

hunger, to be hungry, displaced,
earthquake, flood, shelter, to add
to be curious, ingredient

New expressions

That was terrible!
That sounds great!

HOW TO BE KIND **Unit 6**

LESSON 4. HELP HUNGRY CHILDREN!

(ou are / of nt / to/

- describe hungry children's life
- define your own ways in helping them
- improve the new vocabulary in speech

Speaking

(ow / o you help / hun / ry / eo / le/

- What do you know about hungry children?
- What makes people hungry?

1. Express ideas on the proverb.

(/ etter to / o well than to say well/ (

2. Read the dialogue and put questions to 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!

Vocabulary

KEY WORDS			
hunger	to be hungry	displaced	earthquake
shelter	to af (to be (ur / ous	flood
		(n / re / (ent	

NEW EXPRESSIONS:

(hat was terr / ble / (hat soun / s / reat /



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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 helping hungry children. They put questions to the words in bold. 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.

Unit 6 HOW TO BE KIND

3. Discuss. Is it right to overeat when others are hungry?



Readings

4. Read the poem and say what charity is.

Charity

The more you give	The more you love,
The more you get,	The more you'll find
The more you laugh,	That life is good.
The less you fret,	And friends are kind.

((elen (te/ ner ((e)






5. 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.

6. Match the halves. 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

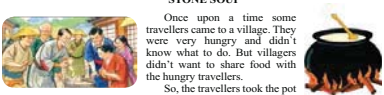
- a) homeless people.
- b) about people in need.
- c) corn and potato fields.
- d) medicine and first aid.
- e) shelters for them.

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Unit 6 HOW TO BE KIND

7. Read the text and divide it into three paragraphs: introduction, main part, conclusion. Then 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. "Ahb," 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.

(hy (((the tra/ ellers (all (t/ stone sou/ (((
 (one (((the the ((la/ ers hel/ the tra/ ellers


8. Choose (true or (false.

1. The travellers were hungry and came to village.
2. The villagers shared their food with travellers.
3. The travellers didn't want any food.
4. They put stone into the pot and poured water.
5. The villagers were curious what they wanted to do.
6. The travellers made soup only with stone.
7. The villagers gave them some vegetables.
8. The travellers eat soup themselves.

Pronunciation

TONGUE TWISTER

A good cook could cook as much cookies as a good cook who could cook cookies.



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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

Pronunciation task

A tongue-twister is a phrase that is designed to be difficult to articulate properly. **Tongue Twister** is a great way to practice and improve pronunciation and fluency.

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 three parts and use plural nouns</i>				
<i>completes the letter for helping hungry children</i>				
<i>writes a letter "Help hungry children"</i>				

Self evaluation

Rank: 1 – 2 – 3 – 4 – 5

Criteria I can ...	Yes	No	Score
<i>respond questions about hungry children</i>			
<i>express my ideas on hungry children</i>			
<i>divide the text into three parts and use plural nouns</i>			
<i>complete the letter using plural nouns</i>			
<i>write a letter about hungry children</i>			
My success:			

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 (sdialbde dehlcitr) and visited them (reyve ydhasoli).

4. *She ...*

- a) shows the way
- b) stops her
- c) doesn't help



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. *Choose the right answer*

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 to a charity
- c) open - handed

9. *Mubariz 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

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. When you go on a diet, you should drink a lot of water.
2. You should follow the doctor's advice.
3. You shouldn't eat much sweets.
4. You shouldn't drink coffee before going to bed.
5. You should eat fish three times a week.
6. You should drink milk and eat cheese.
7. You should eat more fruit.

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: Speaking

Integration: Science. 4.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- What is your favourite food?
- How many times do you have a meal?

Vocabulary

to cost, tangerine, grain, toast,
cereal, packet, can, slice, loaf,
bar, carton, to breathe

New expressions

What would you like to eat?

Here you are.

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.

Unit 7

HEALTH IS WEALTH

LESSON 1. THE FOOD YOU EAT

(ou are (of n(tof

- define food and mealtime
- enrich the vocabulary in speech
- make up a story about your mealtime

Speaking

What do you know about healthy food?

health (oot

1. Express ideas on the quotation.

((at l((h(breathe (ee(h((e ha((l(ly

2. Read the dialogue and put in order.

a) – Yes, an orange juice, please.
b) – That’s 8:50 A.Z.N.
c) – I’d like some fish and chips, please.
d) – How much do all cost?
e) – Hello. What would you like to eat?
f) – Here you are.
g) – Can I pour you some juice?
h) – Thank you.

1	2	3	4	5	6	7	8
e							

3. Answer the questions.

1. Where does this dialogue take place? 3. How does the waiter serve?
2. What does the man order? 4. How much does the meal cost?

Vocabulary

KEY WORDS

to (ost tan(er(ne (raf n toast (cereal (at (et
(an sh((e loaf (arton (arton to breathe

NEW EXPRESSIONS:

(hat would you l((e to eat((ere you are(

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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.



4. Look at the pictures, match and discuss Food means...



- a. health
b. tradition
c. beauty
d. culture
- (a / el(oof means (ultrdrou shoul(follow the table manners((((ture((

Reading

5. 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.

6. Find out what they eat between ...

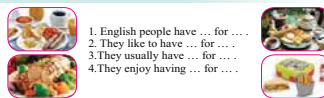
7 a.m. and 9 a.m. 12 p.m. and 2 p.m. 6 p.m. and 8 p.m.

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GRAMMAR SECRET

Countable Nouns	Uncountable Nouns
many / a lot of / few / 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.

7. Complete and discuss.



1. English people have ... for ...
2. They like to have ... for ...
3. They usually have ... for ...
4. They enjoy having ... for ...

8. Fill in the gaps and find the names of food.

1. A loaf of b _____
2. A can of j _____
3. A slice of m _____
4. A cup of c _____
5. A packet of f _____
6. A box of s _____
7. A carton of m _____
8. A bar of c _____



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 is ... 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.

Let us review

1. What is your most favourite food? Why?
2. What is your least favourite food? Why?
3. How do you make your sandwiches?

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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 ideas on learning vitamins. – 3.1.1.
- 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: Speaking

Integration: Science. 4.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- Do you know about Food Pyramid?
- What do you know about healthy and junk food?

Vocabulary

actually, nutrition, bone, blood, pressure, disease, cancer, poultry to contain, to increase, illness, immune

New expressions

Thanks for good information.

HEALTH IS WEALTH Unit 7

LESSON 2. FOOD PYRAMID

(ou are (of n(to(

- learn about Food Pyramid
- describe healthy food
- share new ideas in pairs

Speaking

What do you know about Food Pyramid?

- How do you keep your diet?
- What do you know about healthy and junk food?

1. Read the dialogue between Sam and Lucy and answer the questions.

S: Hi, Lucy. What is in your hand?
 L: It is a Food Pyramid chart.
 S: Could you please tell me about it?
 L: It contains five food groups and shows how much of each we need to have for a healthy diet.
 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!

1. What is a Food Pyramid for?
 2. What should we eat more?
 3. What should we eat less?


Vocabulary

KEY WORDS

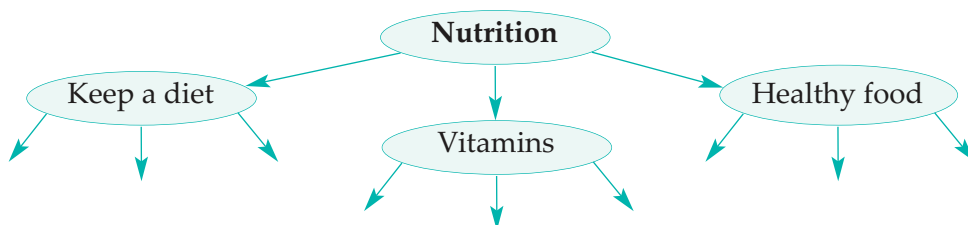
actually nutrit(on bone blood(ressure ((sease (an(er
 (outry to (ontat n to (n(rease (llness (mmune

NEW EXPRESSIONS:

(hant(s for (ool((nformat(on(



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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: Speaking

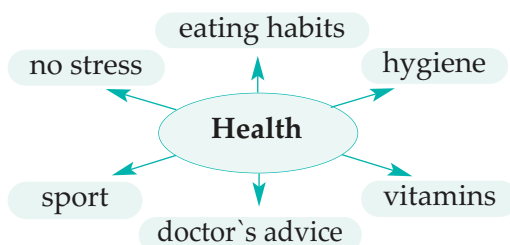
Integration: L1. 2.2.2.

Science . 4.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- How can we develop our healthy eating?
- What healthy food should we eat most?



Vocabulary

to try, frozen, bitter, portion, salty, spicy, sour, crisps, to reduce

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.

Unit 7
HEALTH IS WEALTH

LESSON 3. EAT WELL – STAY HEALTHY

(ou are (of n(to
 • learn about healthy eating
 • use the new words in speech
 • write some advice for keeping diet

Speaking

How should we keep our health?

- How can we develop our healthy eating?
- What healthy food should we eat most?

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.

(of ell((tute- (ru(t an((el etables are full of ((tam(ns an((ool 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 ...

Vocabulary

KEY WORDS

to try	fro/ en	b(ter	(ort/ on	salty	s((y
sour	(r(s(s	to re/ u(e			

NEW EXPRESSIONS:

(hat a tasty (af e (t(s((t(s(ell((t(ous(

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New expressions

What a tasty cake it is!
It is delicious!

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 fruit: grapes, kiwi, mangoes, papaya.

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.

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.**

((*ref* (((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.

((*ref* (((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 **spley** meat pie and drink cola. I usually have a slice of meat, some potatoes and some grapes in the evening.

((((*ollet years old*)

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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 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.

((*ref* (((years old)

6. Write the verbs in the right place.

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.

to change
to reduce
to drink
to get
to raise
to eat

7. Design a healthy menu for breakfast, lunch, dinner.

Let us review

1. Is it easy to follow doctor's advice? Why?
2. How do you keep your diet?
3. What is health 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**

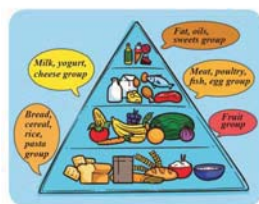
Interaction: Collective, Pair, Group and Individual work.

Techniques: Word Association, Role Play, Information Gaps, etc.

Summarizing.

Output – Healthy Eating habits!

We should ...	We should eat ...
encourage children eat slowly; eat meals with your family; make pleasant conversation at; mealtimes sharing each other.	low fat food; dairy products; grain bread and cereals; fruits and vegetables; fish and chicken.



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
responds questions and uses vocabulary in speech				
reads the text learning the new words				
matches problems to menus and practices grammar				
designs a healthy menu				

Self-Evaluation paper

Criteria I can ...	Always ++	Sometimes +	Seldom =	Never –
respond questions on eating healthy				
use vocabulary describing				
read the text and match menus				
write a story using grammar				
design a healthy menu				

IW Creative Work. Design a healthy menu for good eating habits.



LESSON 4. CAN YOU COOK?

Aim: Students improve 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: Speaking-Reading
Integration: Science . 2.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- What kind of food can you cook?
- What can you make from fruit and vegetables?

Vocabulary

to pour, to boil, dish, to taste, to mix
grater, rye, orphan

New expressions

That will be great!

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.

Pronunciation task

A tongue-twister is a phrase that is designed to be difficult to articulate properly. **Tongue Twister** is a great way to practice and improve pronunciation and fluency.

HEALTH IS WEALTH Unit 7

LESSON 4. CAN YOU COOK?

You are (a / an / to /)
 • learn about kitchen activities
 • participate in dialogues
 • make up a shopping poster

Speaking

What kitchen activities do you know?
 1. What kind of food can you cook?
 2. What can you make from fruit and vegetables?

1. 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

2. Fill in the gaps participating in the dialogue.
 a (rate /) a (ut / n / boar / (/ u / umber / sala / (/ reas
 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, ... , cabbage, some ... and add little salt.
 B: You can add a little olive oil, too.
 A: That will be great!

Vocabulary

KEY WORDS
 to (our to haf l (/ sh to taste to m((/ rater
 rye or/ han

NEW EXPRESSIONS:
 (hat w/ ll be (reat

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Unit 7 HEALTH IS WEALTH

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.

at put
be add
I cool
I cut
I mix
I boil

4. Choose and say.

You are going to buy something to eat. What will you choose? Why?



5. 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.

6. Say the recipe using *few* or *little*. Why can't Jane make a pie?

(/ of ell / (ane / an / t ma / e a / (e be / ause she has / tle su / ar

Apple pie

3 eggs
200 gr butter
100 gr sugar
500 gr flour
1 glass of milk
2 apples



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HEALTH IS WEALTH Unit 7

Pronunciation



TONGUE TWISTER

Betty bought butter
but the butter was bitter, so
Betty bought better butter to
make the bitter butter better.

Reading

7. Complete and say.

1. Chips ... a) sweet.
2. Lemon ... b) spicy.
3. Chocolate ... c) salty.
4. Coffee ... d) sour.
5. Sauce ... e) bitter.

tastes

8. Read and fill in.



Leyla is a 6th grade student. She should ... Nowruz party for ... 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 ... this cake. Leyla makes ... cream for the flag. The other students will bring some ... 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: (e ha / e a b / (home / erba / (an / (

to make
to prepare
colourful
orphan
flour

9. Put questions to the missing words.

(/ of ell / (bat / (/ (/ eyla / re / are on / owru / holt /

1. Leyla prepared ... on Nowruz holiday.
2. They wanted to prepare a cake with ...
3. They wanted to visit ...
4. Leyla's friends used ... for this cake.
5. The poster means ...



10. What do you want to prepare for Nowruz holiday?

Names of food	Ingredients	How to make
---------------	-------------	-------------

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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.

- a) Choose kitchen activities on pictures. – **GW**
- b) Participate in dialogues on learning making salad. – **PW**
- c) Fill in the gaps and learns food making rules. – **GW**
- d) Describe how to make a big cake. – **CW**.
- e) 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: <i>Cooking rules</i>
<ol style="list-style-type: none"> 1. <i>Make a shopping list before going to the market</i> 2. <i>List of all ingredients for making dish</i> 3. <i>Write food making rules</i> 4. <i>Know kitchen activities and tools</i> 5. <i>Learn making different kind of salads</i> 6. <i>Find the way how to make desserts (chocolate, juice, ice-cream)</i>

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. Make up a chart about mealtime.

0000000000

Food name:
ingredients:
how to make:

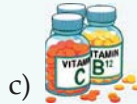
SUB SUMMATIVE TEST VII

Choose the correct answer.

1. Put in order.

- | | |
|----------------------|--------------------|
| ___ brush your teeth | ___ wake up |
| ___ go to school | ___ get dressed |
| ___ eat breakfast | ___ wash your face |

2. _____ a day keeps a doctor away.



3. Choose and write countable and uncountable nouns

Bread, cereals, cabbage, apple, roll, sugar, rice, onion, potato, cake, macaroni, coffee

countable	uncountable
------------------	--------------------

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. ____
2. 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, diary products, macaroni, like to buy, shopping list)

8. Choose and match.

- | | |
|------------------------|---------------------------|
| diary products ____ | a) rice, flour, macaroni |
| fat and unhealthy ____ | b) milk, cheese, yogurt |
| grains ____ | c) soup, fish, vegetables |
| healthy ____ | 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 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. 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 a filter in the kitchen for drinking water.
7. Plant trees and flowers around your house and school.
8. Use public transport.

LAYIHƏ

LESSON 1. THE WEATHER FORECAST

Aim: Students improve their 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: Speaking-Reading
Integration: Science. 1.2.1. Math. 1.1.2.

Motivation. Problem situation.

Speaking. Collective work.

- What is weather forecast?
- Why is the weather forecast important?

Vocabulary

temperature, thermometer,
above, below, forecast,
drop, frosty, to expect, ecology,
steam, thunder

New expressions

It is going to rain.
Never mind!

Unit 8
ECOLGY AND MAN

LESSON 1. THE WEATHER FORECAST

(ou are (of nt /of

- get new knowledge about the weather forecast
- explain the weather forecast on a thermometer
- prepare a story about your country's weather

Speaking

How do we forecast the weather?

- What is the weather forecast?
- Why is the weather forecast important?

REMEMBER

It's 20 degrees above 0. It's hot. It's 20 degrees below 0. It's cold.

1. Look at the pictures and describe what weather is like.

(of el((he foref ast says the tem(erature w(ll be(below/abo(e an((t w(ll be((

1) +2 3) +32 A B C D

2) +10 4) -2

Reading

2. Read 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!

Vocabulary

KEY WORDS

tem(erature thermometer abo(e below fore(ast
(ro(erature frosty to e((e(t e(olo(y steam thun(er

NEW EXPRESSIONS: (t s (of nt /to raf nt (e(er m(nt (

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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.

GRAMMAR SECRET

HOMOPHONE

Some words sound the same, mean different things and have different spelling.

there/their where/wear weather/whether (if) flour/flower

3. Read the passage and answer the question.

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.

(s weather fore(ast (n(ortant for (eo(let

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 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/shine shines on it. Some water goes up into the sky and makes clouds. The wind carries the clouds. Then the clouds meet/meet 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/ra. Water moves from oceans to clouds. Then it becomes rain and drops into rivers and oceans.

(here (o(low(s(ome from(ow(oes the water (et(into the st yf

5. Choose the correct answer and discuss.

- Rain ... (always/ some/ most/ ne/comes from the blue sky.
- Hot water makes ... (raf/ n/ steam/ w/ma/ bathroom.
- Steam goes up from ... ((ol/ water/ low(s(hot water)
- A cloud moves ... (w/ th the w(n(from(ol/ of eans/ from the sun)
- Clouds meet cold air in the sky and we see ... (raf/ n/ore(/ raf/ s(thant/ er)
- We must ... (wal/ outs(/ et(ut/ e an umbrella/ / ut on windy days.

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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. "What a big snowstorm!" | a. 10 °C | b. -10 °C |

7. Choose opposites and write.

same cloudy frosty changeable above
warm sunny below hot 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.

Let us review

- What kind of weather do you like?
- Why is the weather forecast important for us?
- What do you usually do on a rainy day?

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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.

- Describe weather matching to the pictures. – PW
- Participate in the dialogue using vocabulary. – GW
- Read the story "Rain comes from cloud" and discuss. – GW
- Write weather forecast on the map. – PW

Grammar Secret**HOMOPHONE**

Some words sound the same, mean different things and have different spelling.

there/their where/wear weather/whether (if)

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>				
<i>?</i>				

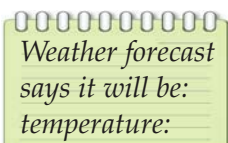
Self-Evaluation paper

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: Speaking-Reading

Integration: Science 1.2.1. Math. 1.1.2.

Motivation. Problem situation.

Speaking. Collective work.

- What do you know about the climate of England?
- What is the best season in England?

Vocabulary

climate, to freeze, pleasant, changable, chilly, awful, shower, stormy, snowy, foggy

New expressions

It's wet and foggy.
It's cool and windy.
It's hot and stuffy.

ECOLOGY AND MAN Unit 8

LESSON 2. THE WEATHER IN ENGLAND

(You are / of / not / of)

- be familiar to the climate in England
- develop your reading skills
- discuss your country's weather on a map

Speaking

How do you talk about weather in England?

- 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 Tom is walking 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 Tom's parents go out and they have one umbrella.

Vocabulary

KEY WORDS

(It mate	to free(e	(leasant	(han(eable	(h(ly
awful	shower	stormy	snowy	fol(y

NEW EXPRESSIONS:

(It s wet an(fol((y	(It s(cool an(off n(y	(It s hot an(stff
----------------	----------	------------------	----------	----------------	------

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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

Unit 8 ECOLOGY AND MAN

3. Express ideas on the quotation.

((unny thou! hts ma(e the whole (ay br((lter

Reading

4. Read and say the meanings of the words and expressions.

The weather in England is very changeable. It changes so often that it is difficult to **forecast**. When people meet each other the weather is a good **topic for conversation**.

British 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. It's the best time to visit England.

Summer is the hottest season in England. 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 red and fall to the ground.

In winter it rains and sometimes it snows. It isn't so cold and there is not much snow in winter. The rivers in England never **freeze**, that's why children there go skating very seldom.

5. Put questions to the missing words.

1. The weather is ... in England. (How?)
2. ... is time for holidays in England. (When?)
3. Spring months are the best time to visit... (Where?)
4. The ... turns into yellow in September and October. (What?)

6. Match the halves.

- | | |
|---------------------------------|---------------------------------|
| 1. The climate of England is | a) in March and April. |
| 2. Summer season | b) for conversation is weather. |
| 3. In winter it rains | c) as showers each day. |
| 4. In England temperature rises | d) and sometimes it snows. |
| 5. It often rains | e) changeable and not the same. |
| 6. In England a good topic | f) is known as sunbathing. |

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ECOLOGY AND MAN Unit 8

Pronunciation

TONGUE TWISTER

Whether the weather is warm,
whether the weather is hot,
we have to put up with weather,
whether we like it or not.



Let it go

7. Write the compound nouns joining the words together.

sun weather rain fall
snow man shine storm

8. Complete the letter using the correct tense form.

Dear William,

It ... (be) the 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. I ... (be) at National Gallery on Friday. I also ... (visit) Madame Tussaud's Museum last Saturday but I ... (not/see) Big Ben. We ... (go) there next Friday. Just now I ... (do) nothing. My family ... (watch) TV and my brother ... (sleep).
Please write to me.
Love, Amy

9. Look at the weather map and write. What will the weather be like in each region for the next week?



Let us review

1. What sunny countries do you know in the world?
2. What cold countries do you know in the world?
3. When do you prefer travelling?

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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.

- a) Answer the questions about weather. – GW
- b) Describe the map using new words. – GW
- c) Read and discuss the text learning about weather. – GW
- d) Write a letter about his/her country's weather – PW

Pronunciation task

A tongue-twister is a phrase that is designed to be difficult to articulate properly. **Tongue Twister** is a great way to practice and improve pronunciation and fluency.

Interaction: Collective, Pair, Group and Individual work.
Techniques: Cluster, Information Gaps, Role Play, etc.

Summarizing.

Output: *Weather in London.*

London: «rainy city» in the UK;
Weather: changeable;
Summer: warmer and cooler;
Best time: from May to September;
The hottest time: July and August;
The worst month: 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 about your country's weather.

0000000000

Azerbaijan: _____
 Sunny country: _____
 Temperature: _____
 Parts: _____

LESSON 3. ENVIRONMENT

Aim: Students develop 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.

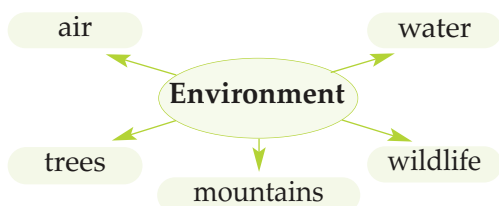
Content: Speaking

Integration: Science. 1.2.1.

Motivation. Problem situation.

Speaking. Collective work.

- What does the word «environment» mean?
- What is recycle, reduce and reuse?



Vocabulary

to waste, environment, wildlife,
to reduce, to recycle,
to reuse, litter, to disappear,
to survive, alive

Unit 8
ECOLOGY AND MAN

LESSON 3. ENVIRONMENT

ou are (of / ol / ol

- learn about the environment
- enrich vocabulary in speech
- solve some environmental problems

Speaking

How to keep our environment clean?

reduce ...

(nf / ronment

Reading

1. Read the dialogue between Kate and Tom and answer the questions.

K: Why do you throw our newspapers into the bin, Tom?

T: Why not, Kate?

K: We must recycle them, so we'll save trees.

T: That's true. But where can we leave them?

K: I don't know, but we are studying the environment at school.

T: Then you ask your teacher, I am sure she'll tell you where to leave them.

K: 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?

REMEMBER

Singular Nouns

water, air, smoke, gas, fire, traffic, pollution, paper

Vocabulary

KEY WORDS

to waste en / ronment w / ll / fe to ref ut e to ref yt le
to reuse to / rote / t ll / tier to / (sat / eur to sur / (/ e all / (e

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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.

GRAMMAR SECRET

Modal Verb «Must» (must+V)

Modal Verb «Must» is used to express: prohibition, obligation, necessity.

I must tidy my room. (obligation)
You mustn't eat in class. (prohibition)
It's raining. I must take my umbrella. (necessity)

2. Read the passage and put questions.

Environment is everything that is around us. The air we breathe, the land on which we stand or walk, the water we drink are all parts of the environment. It is very important to keep our environment clean. Clean air and clean water are important for our health. All people should know **R3** to keep the environment clean.

Reuse
to use (something) again
in a different way

Reduce
become a smaller size

Recycle
to make something new
from the old one

3. Match the words to the pictures. What should we recycle, reduce and reuse?

a) litter b) cans c) metal d) at e) last f) lass



4. Think and talk. What can we reuse?

- | | | |
|---------------|------------------|--------------|
| a) newspapers | e) glass | i) bottles |
| b) plastics | f) sending smoke | j) cans |
| c) metals | g) cutting trees | k) cardboard |
| d) litter | h) driving cars | |

5. Complete the following sentences with the words from the box.

recycle paper, drive a car, cut trees, waste water, keep the city clean, throw litter, kill animals, keep water clean

Reuse must

Reduce mustn't

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6. Read the paragraph "Mother Earth's Letter" and use the verbs in the correct tense form.



I'm your Mother Earth and I would like to say some words to you, people.

First, I want to thank all people. You (to try) to take care of my health. But I must say that I'm still very angry. Many of you don't respect me and (to throw) litter in the streets and parks in different ways: waste and litter (to be) everywhere. Some people (to kill) so many animals and (to cut) down so many trees.

Wildlife is now in danger. If you don't stop all this, life (to be) in danger. So please don't forget that I (to be) your only home and you must protect me!

7. Read the poem and discuss how we can help the Earth.

Don't let the Earth down!
Do not destroy the ground.
Don't let the Earth die.
Help her to survive.



8. 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 litter -
- To stay alive from danger -
- To take it away from house -
- Animals and birds leave their places -

a) to throw
b) environment
c) to clean up
d) to survive
e) wildlife
f) bin
g) to disappear

9. Fill in must or mustn't.

- You ... stop when the traffic lights are red.
- You ... pick flowers from the flowerbeds.
- You cross the road. You ... be attentive.
- You ... play on the road.
- You ... wear uniform to school.
- You ... drop litter.

Let us review

- Why do people should recycle newspapers?
- What can we do to protect forests?
- What environmental projects do you know?

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Research question:

How to keep our environment clean



SB. Speaking-Reading. Discussing and exchanging ideas.

Draw the students' attention to research these questions, working in groups, pairs with these activities. After eliciting ideas students discuss the story "Environment" in «Jigsaw reading», or on a diagram, to identify new information about nature and pollution. Students participate in dialogue and find out what is reduce, recycle and reuse. They will learn new words on some pictures and match them to each other. Then they learn these words on definitions. Students exchange information how to solve these problems doing tasks in groups or pairs about reduce, recycle and reuse.

- Identify the environmental problems – CW
- Participate in the dialogue identifying the problems – GW
- Find the definitions of the new words. PW
- Read the text: "Mother Earth" using correct tense form. – GW
- Find the solutions of environmental problems. – GW

Interaction: Collective, Pair, Group and Individual work.

Techniques: Role play, Matching, Jigsaw reading.

Grammar Secret

Singular Nouns

water, air, smoke, gas, fire, traffic, pollution, paper

Summarizing.

Output: *Stop air pollution!*

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.

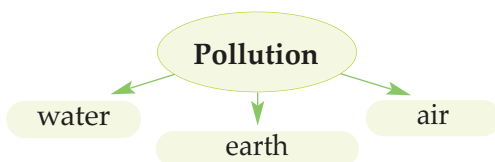
Content: Speaking

Integration: Science 1.2.1.

Motivation. Problem situation.

Speaking. Collective work.

- What kinds of pollution do you know?
- What can you do to save the Planet?



Vocabulary

to pollute, pollution, safety,
to destroy, destruction, to affect,
surface, container, traffic jam,
resource, to prevent, solution

ECOLOGY AND MAN Unit 8

LESSON 4. WHAT CAN WE DO?

(ou are t of nt /at

- get new knowledge on pollution
- improve reading-speaking skills
- prepare a project: «Take care of the environment».

Speaking

- What kinds of pollution do you know?
- What can you do to save the Planet?

1. Look at the pictures and say what happens in nature.

Reading

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 is a lot of traffic jam in cities and cars send much smoke into the air.

Some people cut trees and build new houses, factories 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 of all these problems.

Vocabulary

KEY WORDS

to (ollute	(ollut on	safety	to (estroy	(estru(it on	fat(uf
surface	container	traffic jam	to prevent	solution	

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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.

Unit 8 ECOLOGY AND MAN

3. Make up 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.



a) p n



b) d n

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.



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 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 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 sea animals. Fish die in polluted water. We must make filters to have clean water.

Pronunciation

6. Practise the words with the sounds [k], [ʃ], [i:]. Odd one out.

- [k] chemical carbon plastic reduce traffic recycle
 [ʃ] destruction pollution solution ocean nature special
 [i:] litter clean sea street leave keep

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Unit 8 ECOLOGY AND MAN

Let us review

12. Put the sentences in the correct order. Make up a paragraph.

- 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?

(of el The first sentences is C.

a	b	c	d	e	f
		1			

13. Write answers to the questions.

1. How was the environment 100 years ago?
2. What things cause pollution nowadays?
3. What kinds of energy are useful?
4. Is it possible to live without plastic products?
5. Why is recycling important?
6. What can we do today to help the environment?

14. Project work: «Take care of the Environment».

(of e are of the (n(t ronment((

Let us review

1. How does air pollution affect people?
2. What can you do to stop pollution?
3. What must we do to keep water safe?

REMEMBER AND FOLLOW!

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 a filter in the kitchen for drinking water.
7. Plant trees and flowers around your house and school.
8. Use public transport.

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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 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

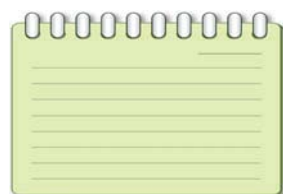
Criteria. Student	A	B	C	D
<i>answers questions about pollution</i>				
<i>explains his/her thoughts about air and water pollution</i>				
<i>describes how to take care of nature using vocabulary</i>				
<i>makes a poster "Take care of environment"</i>				

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>			
My success:			

IW Creative work. *Take care of the Environment.*



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) Factories ... 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 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 direction and be careful.

LESSON 1. DO YOU KNOW PLANETS?

Aim: Students develop vocabulary and speaking-reading skills learning planets, solar system.

OBJECTIVES: Student

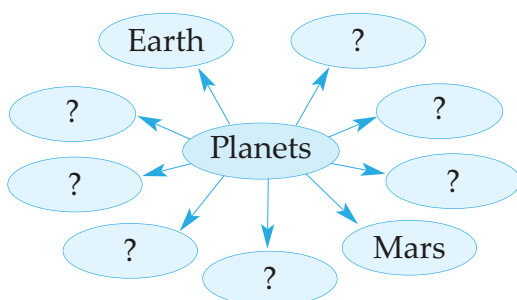
- says the names of planets on pictures. – 1.1.2.
- pronounces the names of planets in the poem- 3.1.2.
- compares places and sizes of planets reading the text. – 2.1.1. 3.1.1.
- puts questions and chooses true and false answers. – 3.1.4.
- writes descriptions of planets. – 4.1.2.

Content: 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

Solar System, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

Unit 9
SPACE AND TRAVELLING

LESSON 1. DO YOU KNOW PLANETS?

(ou are (of n(to(

- learn about planets and the Solar System
- compare planets developing speaking skills
- discuss in pairs and groups

Speaking

What are there in the Solar System?

stars

(olar system

- What is the Solar System?
- How many planets are there in the Solar System?

Pronunciation

- Pronounce the names of the planets correctly.

Mercury [ˈmɜːkjʊəri]	Venus [ˈviːnəs]	Earth [ɜːθ]
Jupiter [ˈdʒuːpɪtə]	Uranus [jʊˈreɪnəs]	Saturn [ˈsætɜːn]
Mars [mɑːz]	Neptune [ˈneɪptjuːn]	Pluto [ˈpluːtəʊ]

Reading

- Read the names of planets with the 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.

Vocabulary

KEY WORDS

(olar (system	(er(ury	dnus	(arth	(ars	(u((ter
(aturn	(ranus	(e(tune	(luto		

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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. 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.

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	



3. Read the text and answer the questions below.

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 rings. 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.

1. What is the Solar System?
2. How many planets are there in the Solar System?
3. Are all the planets of the same sizes?
4. Is the Sun planet?

4. 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 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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5. Put questions to the answers.

1. ... ? We call the planets and the Sun the Solar System.
2. ... ? There are nine planets in the Solar System.
3. ... ? No, it is not. The Sun is a star.
4. ... ? Saturn has got a ring.
5. ... ? It is 4.5 billion years old.

Let's go

6. 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 |

7. Write descriptions of the planets on a model.

(a) *Mercury is the first planet next to the Sun. It's not a big one.*
(t) *oes around the (un) n orb (t) (t) ays*



8. 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?

Let us review

1. What do you know about the planets?
2. Are all planets of the same size?
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

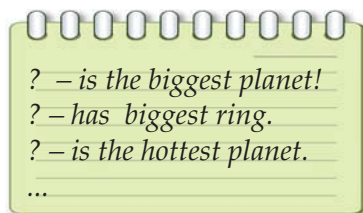
Groups/ criteria	says and pronounces names of planets	compares places and sizes of planets	puts questions and matches the halves	writes descrip- tions of planets
Group A				
Group B				
Group C				
Group ?				

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: Speaking

Integration: Science. 1.2.1.

Motivation. Problem situation.

Speaking. Collective work.

- What do you know about satellite?
- Would you like to travel into Space?

What do you know about Space flights?

Vocabulary

meteor, satellite, alien, rocket, engine, spaceship, to orbit, to connect

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

(ou are / of / n / to /

- learn new words about Space Flights
- improve reading-speaking skills
- write about the future life

Speaking

- What do you know about space flights?
- What astronomic objects do you know?

1. Match the words to the pictures.

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 in the sky. 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 spaceship and has engine. It is ...

Vocabulary

KEY WORDS				
meteor	satell	te	al / en	rof / et
st / a / est /		to orb / t		to / onnet / t

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Reading

3. Read the passages and answer the questions below.

SPACE FLIGHTS

People always looked up into the night sky and dreamed about space. In the second half of the 20th century their dreams became true. On October 4, 1957 the first satellite *Sputnik 1* went into space. Then there was a first flight of a man into space.



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 on July 20, 1969 in the rocket «*Apollo*».

1. What was the first sent into space?
2. Who was the first man sent into space?
3. How long did V. Tereshkova spend in space?
4. What country sent the first men to the moon?

4. Get an interview from the cosmonauts. Put the questions to the given answers.

TV reporter: ...?	Astronaut: Who?
...? 1961.	...? 1969.
...? Vostok 1.	...? No, there isn't.
...? 108 minutes.	...? We walked on it.
	...? 1963.
	...? To be the first is not easy.
	...? 48 times under 3 days.

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Speaking

5. Read the passage and answer the question.

Satellites are an important part of our lives. For example, the information for weather forecasts is sent by satellites. They are also used to connect our phone calls, for computer connections and Internet. Many of our TV programmes come to us through them. Pilots sometimes use a satellite to help them to find their location.



Azerspace 1 is Azerbaijan's first satellite in space. It was sent to orbit on February 7, 2013.

What do people use the satellites for?

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. Read the passage and express your ideas on it.

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.



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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.


- a) Choose new information about space flights – PW
- b) Find new words on definitions and pictures – GW
- c) Get an interview participating in dialogue – PW
- d) 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.


Unit 9 SPACE AND TRAVELLING

Do you know that...
... UFO - Unknown Flying Object




Let us think

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 or horrible in space?
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?

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?

Let us review

1. What is interesting in this lesson?
2. Would you like to travel into Space? Why?
3. What would you do if you met some aliens?

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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 Earth.

I would love to travel ...
with ...
how:
with whom:

LAYIHƏ

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: Speaking

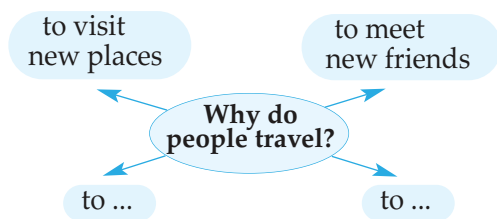
Integration: L1 2.2.2.

Science . 4.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- What parts of our country did you visit?
- What places of interest did you see there?



Vocabulary

passport, to book, trip, guidebook
swimsuit, postcard, impossible,
attractive, suitcase, wonder

New expression

Have a nice trip!

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?

(ou are / of nt / of
 • learn reasons of travelling
 • make up a dialogue about travelling
 • share new ideas in pairs

Speaking

Why do people travel?

to visit new places *(eol / e / truf / el*

- What parts of our country did you visit?
- What places of interest did you see there?

- Express ideas on the quotation.
(to traf / el (s to ll (/ el (
- Say what you need for travelling and add your items.

Vocabulary

KEY WORDS
*(ass / ort to boof tr / ((ul / eboof sw / msuf t (ost / ar /
 (nt / oss / ble attra / t / (e saf / t ase won / er*

NEW EXPRESSION:
(ul e a nt / e tr / ((

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3. Put the sentences in the correct order.

- a. I don't know yet. We are just discussing our plans. And where are you going?
 b. Have a nice trip!
 c. To Italy. We will spend ten days there.
 d. Yes, in a big hotel near the sea. We are busy now. We are leaving on Friday.
 e. Where are you and Ben going for your holiday?
 f. Are you staying at a hotel?

(of el The first sentence is E.

a	b	c	d	e	f
---	---	---	---	---	---

Reading

4. Read the letter and say the meaning of the words and expressions in bold.

**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-storeyed red buses**. The Science Museum and Natural History Museum are attractive for any visitor to London! Before 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.

5. 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.

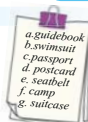
6. Put questions.

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.



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.



8. 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

(of H M)

9. 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.



10. Write down all the things you must do before going on holiday.

(hat (((you (that w(If you (o(



Let us review

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.

- Find out the reason of travelling – CW.
- Say what you need for travelling – GW
- Complete the sentences using vocabulary – GW
- Read the text and put questions – PW
- Fill in the gaps and use the words. – GW
- 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 ...*

- meet different people!*
- see many places!*
- know travelling rules!*
- get to know cultures!*
- have more information!*
- get skills and become intellectual!*

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

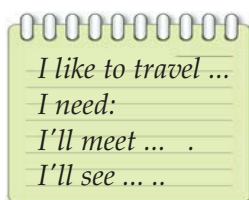
Groups/ criteria	<i>identifies the reason of travelling</i>	<i>says the items for travelling</i>	<i>puts questions to the text</i>	<i>writes a travelling plans</i>
Group A				
Group B				
Group C				
Group ?				

Self-Evaluation

Criteria I can ...	Not yet 2	A bit 3	Almost 4	Full 5
<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>				
Your success:				

IW Creative work.

Write a travelling plan before going on a holiday.



LESSON 4. HOW CAN YOU TRAVEL?

Aim: Students improve 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: Speaking-Reading

Integration: L1. 2.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- What ways of travelling do you like?
- What's happening when you travel?

Vocabulary

to check, direction, to lose
opposite, enough, comfortable,
countryside, loud

Unit 9 SPACE AND TRAVELLING

LESSON 4. HOW CAN YOU TRAVEL?

(ou are (of n(to(

- identify different transportation for travelling
- increase vocabulary knowledge
- write a letter about your travel

Speaking

What should we know while travelling?

- What ways of travelling would you like?
- What travelling rules do you know?

1. Match the pictures with the sentences and say.

A *(of n(to(* **1. It is very cheap to travel by bus – D.** **E**

B **2. It takes 2 or 3 days to travel by ...**

C **3. It takes a very long time by ...**

D **4. It is very fast to travel by ...**

E **5. People can travel in deserts ...**

F **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	

Vocabulary

KEY WORDS

to (he(((re(it on to lose of (os(te
enou(h (omfortable (ountrys((e lou(

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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.

Reading

3. Read the pages from Ann's diary and put questions to the words in bold.



Friday, August 8.
I'm in Italy. I came with my family by car. We stay at a **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.

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.



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 Eyes, a big wheel in the centre of the city. It is so cool! We followed all **travelling rules** and learned many useful things.

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 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.

6. Write about Ann's diary in the past tense.

1. Places and things she saw
2. The weather in the countries
3. Traveller's rules she learned

August 8

August 16

August 25



7. Write about the best time of year to travel and why.



Let us review

1. What traveller's rules should you know?
2. Which transportation is better for travelling?
3. What things were interesting in this lesson?

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 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

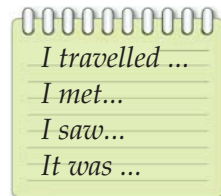
Groups/ criteria	<i>chooses transport types for travelling</i>	<i>compares types of transportations for travelling</i>	<i>puts questions to the words reading the text</i>	<i>discusses Ann's diary using past simple</i>	<i>writes a story about travelling</i>
Group A					
Group B					
Group C					
Group ?					

Self - Evaluation

Criteria I can ...	Not yet 2	A bit 3	Almost 4	Full 5
<i>choose transport types for travelling</i>				
<i>compare types of transportations</i>				
<i>put questions to the words in the text</i>				
<i>discuss Ann's diary and use past simple tense</i>				
<i>write a short story about travelling</i>				
<i>Your success:</i>				

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 plane.*

- a) cheaper, train
b) more expensive, train
c) expensive, train



UNIT 10

OUR WONDERFUL WORLD

This unit is about learning wild world and animal planet in the world developing 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 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 yourself.
5. Don't hunt «Red Book» animals.
6. Make up travelling plan on summer holidays.

LAYING

LESSON 1. AROUND THE WORLD

Aim: Students develop Speaking-reading – writing skills expressing wonderful world.

OBJECTIVES: Student

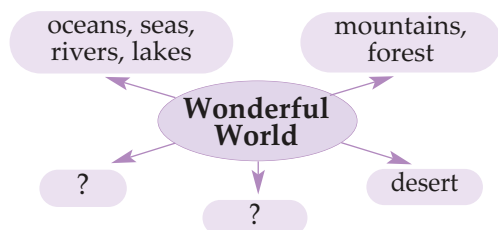
- talks about pictures that make the world wonderful. – 1.1.2.
- expresses his/her ideas about animals' with "to be" and "to go" – 2.1.3.
- reads the text and differs the words on a chart. – 3.1.1.
- writes descriptions of animals using adjectives and adverbs. – 4.1.2.
- makes up a poster about the wonderful world. – 4.1.4.

Content: Speaking-Reading
Integration: Science. 4.1.1.

Motivation. Problem situation.

Speaking. Collective work.

- What is the biggest desert in the world?
- What is the highest mountain in the world?



Vocabulary

seaweeds, jungle, strange,
deep, lizard, tortoise, sharp,
to treat, octopus, tropical

Unit 10
OUR WONDERFUL WORLD

LESSON 1. AROUND THE WORLD

(ou are / of nt /ot)

- get new information about the world
- develop speaking skills
- share ideas reading passages

Speaking

What makes the world wonderful?

mountains *(ou / erfut /orl)*

1. Let's talk. Choose the correct ending.

Where would you like to *(o / to be)* 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 wild animals.
- to have a good picnic.

2. Tell about these animals. Where do these animals live?

Vocabulary

KEY WORDS

seaweed / s	(un / le	stran / e	(ee /	ll (ar /
tortoise	sharp	to treat	o / to / us	tro / (/ al

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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 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. Group the words in bold 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	verbs	adjectives	adverbs	pronouns	numerals	prepositions
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4. Complete the questions to the answers.

- How are ... ?
They are **salty** and **deep**.
- What kind of ... ?
Camels and snakes live in the **deserts**.
- What is the ... ?
The weather is **hot** and **wet** there.
- Why can't plants ... ?
It is very **cold** high up on them.

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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 **fast** swimmer. It swims very **well**.
A tiger is a **fast** animal. It runs **fast**.

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 ...



6. Guess the riddles. (hat am (((

- I've got a tail. I've got big teeth and whiskers. I'm brown and yellow.
- I've got a long body. I've got small eyes and sharp teeth. I'm green and dangerous.



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 «Wonderful World».

Let us review

- What wonderful places do you know?
- Where would you like to see animals?
- How should we treat animals?

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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.

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**.

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, etc.

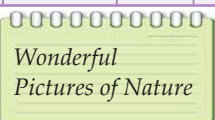
Criteria. Student	full	half	a piece	none
<i>talks about pictures that make the world wonderful</i>				
<i>expresses ideas about animals' description</i>				
<i>differs the words in the text</i>				
<i>write animals' descriptions using adj. and adv.</i>				
<i>makes up a poster about wonderful world</i>				
Your success:				

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.



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.

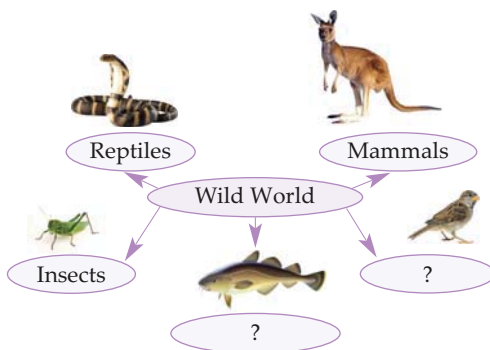
Content: Speaking-Reading

Integration: Science. 1.2.1. 2.1.3

Motivation. Problem situation.

Speaking. Collective work.

- What do you know about wildlife?
- What dangerous animals do you know?



OUR WONDERFUL WORLD Unit 10

LESSON 2. WHAT IS WILDLIFE?

(ou are t of nt tat)

- find types of animals in the world
- use words and expressions in speech
- read Mowgli's life developing vocabulary

Speaking

- What do you know about wildlife?
- What dangerous animals do you know?

Reading

- 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 poisons 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 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.

Vocabulary

KEY WORDS

mammals	re(t) les	to lay	fur	to ((e a b) rh	h(mb
(of son	lat yb(r(to ref eat	hole	bee	term(te

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Vocabulary

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!

Summarizing.

Output: Wild world is different!		
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 paragraph about animals' life.

Mowgli's life: _____

He lives: _____

His friends: _____

His enemies: _____

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.

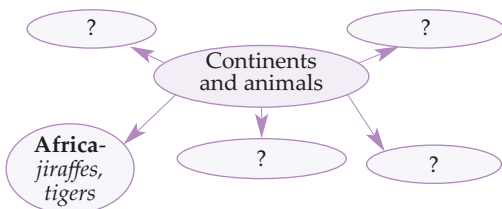
Content: Speaking

Integration: Science. 2.1.1. L1. 2.1.1

Motivation. Problem situation.

Speaking. Collective work.

- What animals do you know in the world?
- What famous parks do you know for wildlife?



Vocabulary

cage, to be careful, gills, sparrow, swallow, owl, feather, lung, pigeon, pretty, oxygen, nest

Unit 10 OUR WONDERFUL WORLD

LESSON 3. ANIMALS' PLANET

You are (of) not (of)

- learn about animals' planet
- describe animals' actions in speech
- express new ideas in pairs

Speaking

- What animals do you know in the world?
- What famous wildlife parks do you know?

1. Look at the map and say where these animals are from.

2. Talk on a chart. *(of) The bear can walk, but can't fly and swim.*

	Climb	Fly	Jump	Run	Swim	Walk
bear	✓					✓
zebra				✓		✓
kangaroo			✓			✓
tiger	✓		✓	✓	✓	✓
crocodile					✓	✓
pigeon		✓				✓
dolphin		✓	✓			✓
tortoise						✓
monkey	✓		✓	✓		✓

Vocabulary

KEY WORDS

(of e to be (areful ((lls s(arrow swallow owl
feather lun(((con (retty of y(en nest

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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

Do you know that...

...birds can fly 14 thousand kilometers over the sky every year.

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.

1. This bird is a symbol of peace. It lives on the roof. It is
2. This bird likes to repeat what you said. It is
3. This bird likes to be in the trees in all seasons. It is small. It is
4. It comes only in spring and makes nests in the balconies. It is
5. It has big eyes and strange sound. It has 3 letters. It is



parrot



sparrow



pigeon



owl



swallow

5. Choose (true or false).

- a) Birds have four wings.
- b) Birds have hair.
- c) Birds come from eggs.
- d) Birds have lungs.
- e) Birds have two legs.
- f) 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.

1. have/birds/what/got?
2. they/live/where/do?
3. bird/eyes/big/which/has?
4. spring/what/is/messenger/bird/a?
5. pigeons/where/live/do?
6. words/bird/which/likes/to repeat?

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8. Read and 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!



a. cages
b. place
c. holiday
d. careful
e. dangerous

1. What are the girls talking about?
2. How do animals live in Safari Park?

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**.



10. Fill in the gaps and write.

Fish live in ... and breathe using ... Water goes in through ... and take ... from the water. Most fish ... by moving their ... left and right.

a. mouth
b. tail
c. water
d. gill
e. to swim
f. oxygen

11. (role of two) Make a poster about wildlife.

Let us review

1. What can you say about nature and wildlife?
2. What facts are interesting for you?
3. What is your favourite animal? Why?

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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.

- a) identifies Safari park animals – CW.
- b) participates in the dialogue filling in the gaps – PW
- c) chooses true and false answers – GW
- d) compares types of birds – GW
- e) describes animals' actions in nature – GW

Interaction: Collective, Pair, Group and Individual work.

Techniques: Cluster, KWL, Unfinished story,

How pretty the birds are!

Summarizing.

Output - Popular places for animals!			
Safari Park	St. James Park	London Zoo	Baku Zoo
Giraffes	Pelicans	Monkeys	Bears
Zebras	Flamingo	Tigers	Lions
Panthers	Geese	Lizards	Flamingos

Evaluation tasks

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

Criteria. Student	full	half	a piece	none
<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>				
Your success:				

Self- Evaluation

Criteria	perfect	almost	fair	poor
<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>				

IW Creative work. Make up a poster about interesting facts on wildlife.



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: Speaking

Integration: Science. 2.1.1. Music. 2.1.2.

Motivation. Problem situation.

Speaking. Collective work.

- What wonderful places do you know in your country?
- What do you know about flora and fauna of your country?

Vocabulary

flora, fauna, rare, waterfall, seal, gazelle, creature, shore, sturgeon, caviar, leopard

Input. 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

Songs. Practical ideas:

- you can ask the students to practice a song at home;
- play the song through first – make sure students can hear;
- they can read or sing while they listen.

There various teaching techniques that you can use:

- give the students the lyrics with some words missed out.

OUR WONDERFUL WORLD Unit 10

LESSON 4. NATURE OF MY COUNTRY

(you are (of n(to(

- talk about a wonderful world
- use new words in speech
- share ideas in pairs


Speaking

What wonders are there in Azerbaijan?


- 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 do 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.

1. What do you see in the world? (of ell(see (reen trees(blue ff((

2. Why is the world wonderful?

2. Match the halves.

Blue ...	a) day
White ...	b) rose
Green ...	c) rainbow
Red ...	d) sky
Bright ...	e) cloud
Pretty ...	f) tree

Vocabulary


flora	fauna	rare	waterfall	seal	gazelle
(reature	shore	sturt eon	(a((ar	leo(ar(

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The students have to listen and put in the words;
- give them some questions about the song before they listen.
Afterwards, they can tell you their answers.

Unit 10 OUR WONDERFUL WORLD


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 in its ...
2. Azerbaijan's fauna is rich in 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 / eɪ / oʊ /

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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Unit 10 OUR WONDERFUL WORLD

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 because of water pollution. 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.	4. Its length can reach 5 metres.
2. It has bones.	5. Sturgeon is not in danger of extinction.
3. There are 9 types of sturgeon.	6. Sturgeon is famous for its eggs.

8. Find homophones.

desert

I

cost

eye

wood

sheep

sea

ship

dessert

see

coast

hear

meet

son

here


would

sun

meat

9. Write the rules for keeping nature safe.

We must ...



We mustn't ...

Let us review

- What wonders do you know in your country?
- Why do we need to look after animals?
- How must we keep our fauna and flora safe?

REMEMBER AND FOLLOW!

- Learn more about wonderful places of the world.
- Take care of animals, they are beauty of the Earth.
- Nature gives us health, oxygen and life.
- Keep the nature clean for yourself.
- Don't hunt «Red Book» animals.
- Make up travelling plan for summer holidays.

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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 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.

- Respond questions about beautiful places in Azerbaijan – CW.
- Identify animals in «Red Book» – PW
- Discuss flora and fauna of Azerbaijan – GW
- Describe types of fish in Azerbaijan – GW
- Express the poem "What a wonderful world!" in words – GW

Interaction: Collective, Pair, Group and Individual work.

Techniques: Word Association, Information Gap

Summarizing.

Output: Flora and fauna of Azerbaijan				
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>				
Your success:				

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.

The parks: _____
 The animals: _____
 The birds: _____
 Places: _____

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.

BURAXILIŞ MƏLUMATI

ENGLISH 6

Ümumtəhsil məktəblərinin 6-cı sinfi üçün
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