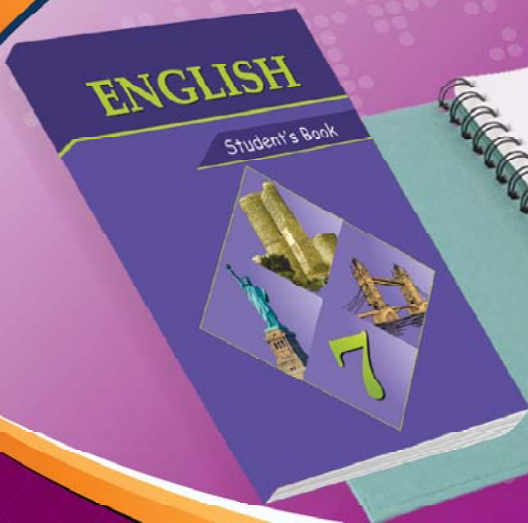


ENGLISH

Teacher's Book



7



AZƏRBAYCAN RESPUBLİKASININ DÖVLƏT HİMNİ

*Musiqisi Üzeyir Hacıbəylinin,
sözləri Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!
Ey qəhrəman övladın şanlı Vətəni!
Səndən ötrü can verməyə cümlə hazırız!
Səndən ötrü qan tökməyə cümlə qadiriz!
Üçrəngli bayrağınla məsud yaşa!
Minlərlə can qurban oldu!
Sinən hərbə meydan oldu!
Hüququndan keçən əsgər,
Hərə bir qəhrəman oldu!

Sən olasan gülüstan,
Sənə hər an can qurban!
Sənə min bir məhəbbət
Sinəmdə tutmuş məkan!

Namusunu hifz etməyə,
Bayrağını yüksəltməyə,
Cümlə gənclər müştəqdir!
Şanlı Vətən! Şanlı Vətən!
Azərbaycan! Azərbaycan!

KHALIDA RUSTAMOVA, GIZTAMAM GULIYEVA

ENGLISH

7

Teacher's Book

English as the main foreign language for the 7th
grade of the general secondary schools

Your inquiries, comments and suggestions should be sent to
kovsershriyyat@gmail.com and **derslik@edu.gov.az**
email addresses. Thank you for your cooperation in advance.



“KÖVSƏR”

Publishing House

BAKU – 2018

CONTENTS

Introduction			4
Inter Subject Integration			13
Unit	Standards	Lesson	Page
1. School	1.1.2./2.1.1./2.1.3./3.1.4./4.1.1.	1. We Are at School Again	24
	1.1.2./2.1.1./2.1.3./3.1.4./4.1.1.	2. Schools in Different Countries	27
	2.1.1./2.1.3./3.1.4./4.1.1.	3. One for All and All for One!	30
	2.1.1./2.1.3./3.1.4./4.1.1.	4. Let's Go to the Library!	32
	1.1.1./2.1.3./3.1.3./4.1.2.	5. Be an Exchange Student!	35
My Portfolio			38
Sub Summative Test 1			39
2. Communi- cation	1.1.2./2.1.1./3.1.1./3.1.2./4.1.1.	1. How to Communicate?	40
	1.1.2./2.1.3./3.1.3./4.1.3.	2. Digital Computers	43
	2.1.2./3.1.2./3.1.3./4.1.2.	3. Animals' Messages	45
	1.1.1./2.1.2./3.1.1./4.1.1.	4. Let's Visit Our ICC!	48
	1.1.1./2.1.1./3.1.2./4.1.1./4.1.2.	5. A Global Language	50
My Portfolio			53
Sub Summative Test 2			54
3. Countries	1.1.1./2.1.3./3.1.2./4.1.4.	1. Famous Places	55
	1.1.2./2.1.3./3.1.4./4.1.2.	2. My Home is My Castle!	57
	1.1.1./2.1.3./3.1.2./4.1.2.	3. Famous Regions in Azerbaijan	60
	1.1.2./2.1.1./2.1.3./3.1.4.	4. Tea in Azerbaijan	63
	2.1.2./2.1.3./3.1.3./ 4.1.1./4.1.3.	5. Lifestyle	68
My Portfolio			71
Sub Summative Test 3			72
4. Special Occasions	1.1.1./2.1.1./2.1.2./3.1.1./ 4.1.3./4.1.4.	1. Have a Good Holiday!	73
	1.1.2./2.1.1./2.1.2./3.1.3./4.1.1.	2. Do You Like Birthday Parties?	75
	1.1.1./2.1.2./2.1.3./3.1.1./3.1.2.	3. Birthday Traditions	77
	1.1.2./2.1.3./3.1.2./4.1.2./4.1.4.	4. Happy New Year!	79
My Portfolio			81
Sub Summative Test 4			82
5. Nature	1.1.1./2.1.3./3.1.1./3.1.4./4.1.1.	1. Water cycle	83
	1.1.1./1.1.2./2.1.3./ 3.1.4./4.1.2.	2. Water is Life	85
	1.1.2./2.1.1./3.1.1./4.1.4.	3. Have You Ever Been to Tahiti?	88
	1.1.2./2.1.1./3.1.1./4.1.4.	4. Natural Disasters	91
	2.1.1./2.1.3./3.1.2./3.1.4./4.1.1.	5. Under the Oak Tree	95
My Portfolio			98
Sub Summative Test 5			99

CONTENTS

Unit	Standards	Lesson	Page
6. Environment	1.1.2./2.1.3./4.1.1./4.1.2.	1. Mother Earth	100
	1.1.2./2.1.1./3.1.2./4.1.2.	2. The Wonderful World of Plants	103
	1.1.2./2.1.1./3.1.4./4.1.1.	3. I Love Flowers	106
	1.1.1./1.1.2./2.1.1./2.1.3. /4.1.3.	4. Let's Grow Our Own Vegetables!	109
Sub Summative Test 6			111
7. Good Habits	1.1.2./2.1.3./3.1.1./4.1.1.	1. Build Your Own Character	112
	1.1.1./2.1.1./2.1.2./3.1.3. /4.1.1.	2.No Pain, No Gain!	114
	2.1.1./3.1.3./4.1.2./4.1.3.	3. Honesty is the Best Policy!	117
	2.1.3./3.1.1./3.1.4./4.1.2.	4. A Friend in Need is a Friend Indeed	120
	1.1.2./2.1.2./3.1.1./3.1.4. /4.1.1.	5. What Kind of Person Are You?	123
My Portfolio			125
Sub Summative Test 7			126
8. Art and Creativity	1.1.1./2.1.2./3.1.4./4.1.4.	1. Music is Food for Our Souls	127
	1.1.2./2.1.1./3.1.1./3.1.4. /4.1.2.	2. Famous Musicians	129
	2.1.2./2.1.3./3.1.1./3.1.4./4.1.3.	3. Dance, Dance, Dance!	132
	1.1.1./2.1.1./3.1.3./4.1.4.	4. Eurovision in Azerbaijan	134
	1.1.2./2.1.1./2.1.2./3.1.2./4.1.4.	5. At the Music Festival	136
Sub Summative Test 8			138
9. The World of Talent	2.1.1./2.1.2./3.1.4./4.1.4.	1. Talent Contests	139
	1.1.1./2.1.3./3.1.1./3.1.3. /4.1.3.	2. Special Talents	141
	1.1.2./2.1.2./3.1.4./4.1.1.	3. Do You Like Flashmobs?	143
	2.1.2./3.1.1./3.1.4./4.1.1.	4. Extreme Sports	145
Sub Summative Test 9			147
10. Summer Holidays	1.1.1./2.1.2./3.1.4./4.1.3.	1. How Can We Travel?	148
	1.1.2./2.1.2./3.1.3./4.1.1.	2. The Channel Tunnel	150
	1.1.2./2.1.1./2.1.3./3.1.2./4.1.1.	3. Let's Travel!	152
	1.1.2./2.1.3./3.1.4./4.1.3./4.1.4.	4. Summer Plans	154
Sub Summative Test 10			156

INTRODUCTION

Happy New School Year! Welcome to school again, dear teachers and colleagues!

As authors we are sure you'll enjoy teaching English 7 with new ideas, methods and approaches in this school year. English 7 includes opportunities for self assessment, portfolio building and cross curricular content which connects activities with other school subjects. As you know, schools and teachers are given flexibility and ownership to plan and develop a range of diverse strategies to meet their students' varied needs. And try to be flexible and let your students feel free while speaking English.

Our role as a developing teacher

"I'd like someone observe my class and give me constructive feedback, so that I can get better." (Book-Blundell L, Stokes J)

Language is not really theoretical; it is a living, practical skill which enables us to communicate. The majority of our students, as you know, will need their English to get a job, a travel, use the internet and communicate in the real world. For this reason, in the modern language classroom, we are concerned with both what the learners can do with the language, as well as what they know about the language. In the end content such as vocabulary and grammar is important only as it contributes to their ability to do practical things with the language they have. As a language teacher and as an expert learner of English, we know that some learning about the language can be useful. If we want our students to really be able to use the language we are teaching them, then the practice phase is the most important part of the lesson. One of the joys of being a teacher is that we are constantly learning new things about ourselves, about our students and about the teaching process.

"It's a journey of discovery that never ends; whether you are a newly qualified or very experienced teacher, you still need to feel that you are developing in your work." (Book-Blundell L, Stokes J)

Think of the lesson as **a journey**. If you don't know where you want to end up, how are you going to get there? Aims are where you want to end up. Aims concern what you want your students to be able to do at the end of your lesson that they couldn't do at the beginning. Think of this Student's Book 7 as **A Journey**. We hope you and your students can enjoy this journey. At the end of the book you can write your thoughts and opinions about this journey.

Classroom management

- *Classroom options*
- *Lesson Planning*
- *Methods/techniques*
- *Assessment/testing*

Instructions for managing your classroom and your students.

The aim of classroom management is to create the conditions in which learning can take place. It covers the whole setting: the seating arrangements, your positioning in the classroom, your management of groups and pairs, how you deal with disruptive students, even your instructions. Many teachers underestimate the role that instruction play in an effective class management.

Students are easily tempted to become disruptive if they don't understand what they have to do, especially if they are in groups. In addition, long instructions are boring, and students can lose their interest in the task. Make your instruction short and clear. Try to show rather than tell. Check that the students have understood your instructions by asking.

So if you have a beautiful lesson, but poor classroom management skills, then the chances are that your lesson won't work. It's a bit like having a really expensive car, but forgetting to put oil in it. You need to be friendly but professional. Remember that your students don't want you as a friend, but want to respect you as a teacher. Show them that you expect them to work hard in your class, but that it can be enjoyable. One of the joys of being a teacher is that you are constantly learning new things about yourself, about your students and about the teaching process.

Lesson Planning

One of the main steps of the teaching process is Lesson planning.

Planning our lesson effectively is the first step of a successful lesson. Effective planning means clearly stated aims, clear stages, well-chosen procedures and good timing. Planning lessons helps you to be well organized, to be clear about what you want to do and how you want to do it.

A lesson plan provides:

- Structure
 - A memory aid
 - Helps you to anticipate possible problems and solutions
 - Helps you to think about timing
 - Helps you to achieve a good balance of activities and interaction patterns
 - Helps you to focus on improvements you want to make to your teaching.
- Many less experienced teachers feel that teachers stop planning as they become more experienced. This is simply not true. It may take less time, and more of it may be in the teacher's head, but teachers should always plan.

What goes into a lesson plan?

To plan effectively, you need to think about:

- Aims
- Objectives
- Stages & timing for each stage
- Interaction (e.g. pairs, individual, groups, whole class)
- Procedures(activities & tasks /exercises)

Materials & Teaching Aids ([Resources needed](#) SB, flipcharts, different pictures, power-point slides, CD-s, a tape-recorder, handouts, crayons, markers, flashcards, computer, projector, grammar tables/charts, realia, etc.)

General principles:

- 1. Make classroom climate – respect, rapport**
- 2. Set outcome-based learning on personal quality development and developing values**
- 3. Choose relevant standards and set objectives for achieving the main goal**
- 4. Set student-centered learning on their needs and interests**
- 5. Use warm-ups or ice breakings**
- 6. Apply new methods, games / Creative Work/Homework**
- 7. Set discipline (positive approach, fairness, engagement with study)**
- 8. Provide Assessment & Feedback**
- 9. Engage students to Project work / Student Portfolio**

Look at the following quote:

“It’s experience that group formation within any learning community needs continual reinforcement, and that group formation activities lead to a positive learning environment. Conversely, learning sessions that don’t include group formation activities may develop into a completely different learning atmosphere and be less effective in terms of results of the learner.”

Vale, D.Feunteun, A.Teaching Children English.

Great Britain:Cambridge University Press, 1995

Not all lessons can be exciting, but all lessons can be engaging. Engagement is about really hooking your students into your lesson, by making it relevant, clear and involving.

Make sure that you have fairly quick changes of activities in the class. Keep up a good pace so that your students don’t get bored. In some activities Ss need high energy and involvement and in others the students need to be slower, calmer and quieter. Topic is also really important. Think if it is suited to your students and their interests. Is it relevant to them?

These are very important:

1. Always have a ‘quick warmer’ in your class, however short. It helps to get students into the class in an enjoyable way. You may need it at the beginning to get your students into the right mood for learning;
2. Find out from your students what interests them. Choose a game or amusing item to round off the lesson with a smile. Ask them or design a questionnaire for them to fill in.
3. Learn to be a great observer of your students, what does engagement look like? Again, this can be best done when you’re not actually teaching them.
4. Ask students to do the part of the task they are best at in a group activity to boost their confidence. Unless they know they ‘can do it’ they are not willing to get engaged in it.
5. Make sure that students are engaged before trying to get them to work on whatever you’ve planned.
6. Have some alternative activities.
7. Be consistent, firm and fair.

Generic Skills

There are some types of generic skills:

- collaboration skills
- creativity skills
- information technology skills
- self-management skills
- communication skills
- critical thinking skills
- problem-solving skills
- study skills

Practical suggestions for teaching

- Make use of the learning targets and objectives and the broad learning outcomes provided in the English Language curriculum framework;
- Plan the lesson according to school-based language curriculum built in pedagogical approaches which facilitate learning progression and suit learners’ needs, interests and abilities
- Provide a language environment to encourage learners to learn and use English
- Support their learning of other subjects in English.
- Make use of a broad range of activities and materials including those involving the use of creative or imaginative texts to enhance learners’ motivation, and to develop, interalia, their creativity as well as critical thinking and problem-solving skills.

Components of the Program

English 7 Student's Book is intended for approximately 96 hours of classroom work. English 7 has two components:

- ***Student's Book (SB)***
- ***Teacher's Book (TB)***

Student's Book English 7

Student's Book English 7 includes 10 units through the school year supported by passages, dialogues, texts, **"Fact Files"**, **"Do You know"** and **"Remember"** boxes, **"Grammar Focus"** tables/charts, poems and other materials throughout each unit. This book is designed for students of grade 7, as they need to develop their skills both in and out of school through listening, speaking, writing and reading tasks.

Skills and Strategies for grade 7 students contain the above-stated throughout each unit, the story line is both entertaining and closely related to students' experience. All tasks, tests, grammar rules, illustrations, texts, stories, poems, dialogues given in the SB are developed considering the Ss' ages, needs, interests and their outlook.

Organization of Student's Book English 7

The main aims of this book are:

- to demonstrate effective language teaching in practice
- to develop the students' abilities to use and understand English
- to broaden the Ss' understanding and knowledge
- to encourage the Ss to develop their abilities to manage their own learning
- to support teachers in developing their teaching abilities

At the centre of the course is the aim of developing the Ss' abilities to use and understand English. For most of students language is simply not interesting enough to command their continual attention.

The basis for success in teaching and learning English Grade 7 *describes* the purposes of the course;

what Ss will be learning about;

the types of activities included;

how "learning" and "learning activities" will be assessed.

* how can I facilitate my students' learning?

* how can I keep teacher talking time down, so what my students speak more than I do?

* how can I correct my students effectively and appropriately, so that they are not always scared of speaking for fear of making a mistake?

If we want our students really to be able to use the language we are teaching them, then the practice phase is the most important part of the lesson.

We must use English in class as the main language for communication and talk a lot in English to our Ss. The more English the children hear, the more they will learn. They will learn gradually. Encourage them by responding positively. There are some important principles of teaching English. The main principles are:

- **Start and finish lessons on time**
- **Provide appropriate seating arrangements**
- **Establish clear rules and procedures**
- **Set interesting & appropriate homework tasks**
- **Keep records**
- **Use English language in learning process**
- **Prepare everyday lesson plan for achieving goal**

We hope that you will enjoy using this book, and that you will gain satisfaction from experimenting with new ideas.

All the Units in the SB were designed considering the Ss' ages, interests, understanding, needs, skills and abilities.

Teacher's Book English 7 contains:

- Organization of Student's Book 7
- Some introductory notes on using the course
- Guidance on using the Units
 - Planning lessons
- Curriculum links
 - The main points in teaching
- Practical suggestions for teaching
- Some techniques for teaching process

Teacher's Book offers complete Teaching Suggestions for all units of the Student's Book. References to corresponding practice exercises and to the supporting materials provided in the Student's Book are also included. At the same time some summative assessment test samples and *Exercises/Activities* in "My Portfolio" are included. After each unit the outline of some lessons is illustrated in the Student's Book to suggest teachers how to set the lessons visually.

Outline for any lesson of each unit is included to the Teacher's Book as a sample. It is not necessary to use this outline for your lesson. Every teacher can use this outline or make up, create his/her own outline for any lesson. Different activities for differential learning/test samples are given in order to increase the Ss' memory, creative, critical and logical thinking skills and abilities. You can prepare your own summative, formative, diagnostic tests according to your Ss' abilities/interests looking at the given samples.

EVALUATION /Assessment

Evaluation is the process of gathering information in order to determine the extent to which a language programme meets its goals. Relevant information can be teachers' and the parents' opinions, textbook quality, exam results, the students' attitudes. Some of the tools of the evaluation process are tests, questionnaires, textbook analysis and observation. The aim is to involve the students more in thinking about **how** they are learning, to encourage them to make more control over their learning.

Assessment is one of the most important topics for you as a teacher. Assessment gives you the students feedback on progress and achievement; it also gives you feedback on whether your teaching has been effective.

• **Diagnostic Assessment Tests** (to find out what the student knows and doesn't know at the beginning of a course. This assessment is a kind of assessment that doesn't demand so much time. It has the following methods and techniques. We have given a few diagnostic assessment samples on some topics. You can see some samples and prepare your own Diagnostic Tests.

Methods	Techniques
Observation	Observation sheets
Interview	Interview sheets
Tasks	Exercises
Cooperation with parents and other teachers	Questionnaires

• **Progress Tests** (to find out how well students have learnt a certain part of the course. It is sometimes called formative assessment). Formative Assessment is considered to be the essential part of interschool assessment. It pursues/checks the Ss' everyday activities and assesses how Ss master the knowledge and abilities that come from content standards at any phase/stage of the course. In other words, formative assessment provides information that can be used to improve course content, methods of teaching and ultimately, student learning.

Methods	Techniques
Interview	Interview sheets
Tasks	Exercises
Verbal/Oral Questionnaire	Verbal/Oral Questionnaire sheets
Self assessment	Self assessment sheets
Reading	Reading checklists
Writing	Checklists for Writing development
Rubrics	Rubrics/Schemes
Research Projects	Criteria Tables
Self Assessment	Self Assessment Checklists
Games etc	Observation sheets

Rubrics

Rubrics are the assessment criteria to evaluate the level of Ss achievements/progress. It serves 2 main purposes:

1. What I must assess – Ability criteria (What ability criteria I must assess)

2. How I must assess–What achievement/progress levels can be on these criteria. Rubrics are both: the methods and the techniques of assessment. Rubrics are one of the most effective methods of Formative Assessment/Evaluation. Rubrics can be held not only for formative evaluating, but also for Diagnostic and Summative Assessment/ Evaluating as well.

Level IV	Level III	Level II	Level I
Exemplary Excellent Brilliant Perfect Reliable Well experienced Creative Master	Good experienced Knowledgeable	Average Satisfactory Sufficient Improving Little Experienced Poor	Should be Improved Beginner Not Sufficient Inexperienced Very Poor

Level I is the lowest, **level IV** is the highest rates.

Level I and **Level II** are for poor/low level students, **Level III** and **Level IV** are for high level students. With the help of Rubrics we can assess our Ss more effectively and systematically, reliably and more fairly.

• ***Achievement Tests*** (to find out how well students have learnt the whole content of a course. It is sometimes called summative assessment)

What can we assess? We can assess any aspects of language: grammatical knowledge, vocabulary, ability in reading, writing, speaking, listening, communication. “It’s important to test what you teach”.

How can we carry out assessment?

We can use different ways of assessing students according to which aspect of them we want to look at. We can also use a combination of formal and informal assessment. We can assess students in the following ways:

*By testing By observing By collecting samples of students’ works –
e.g portfolio assessment*

The major Standards and sub Standards of the English Language Learning Grade 7

At the end of Grade 7 Student:

- *identifies the main idea and logical order in the listened/read passages*
- *uses speech etiquettes and speech models in speaking*
- *expresses and shares ideas on the topic in oral and written form*
- *follows punctuation marks and uses correctly*
- *writes posters, adverts and invitations*

Listening	Speaking	Reading	Writing
<i>1.1. Demonstrates consciousness on the context of the text listened</i>	<i>2.1. Demonstrates oral speech abilities</i>	<i>3.1. Demonstrates consciousness on the content of the text read</i>	<i>4.1. Demonstrates the correct/appropriate writing abilities</i>
1.1.1. Does exercises, tasks appropriate to the requests	2.1.1. Uses the learned speech models appropriately on the topic	3.1.1. Groups the words / expressions according to the morphological features	4.1.1. Expresses his/her thoughts in various forms on the given topic: composition, essay, story, etc.
1.1.2. Identifies /defines the main idea in the text listened	2.1.2. Uses speech patterns /models in dialogues	3.1.2 Reads the passages with appropriate speed/ rhythm	4.1.2. Writes the descriptions of the given things and situations
	2.1.3. Expresses ideas on the topic in different ways (changes tense forms/changes person)	3.1.3. Defines the logical order between the parts of the text	4.1.3. Writes different construction sentences using punctuation marks correctly
		3.1.4. Identifies the main idea on/of the topic	4.1.4. Makes adverts, posters and invitations

Inter Subject Integration

Grade 7

Standards	Integration Standards
Listening	
1.1.1. Does exercises, tasks appropriate to the requests	L-1.2.4./2.2.2
1.1.2. Identifies /defines the main idea in the text listened	N.L-1.2.2./H-1.3.1/ B-4.1.1/4.2.1/S-3.2.1./3.2.2.
Speaking	
2.1.1. Uses the learned speech models	S-3.2.1.
2.1.2. Uses speech patterns/ models in dialogues	N.L-1.2.4./ L-2.1.1./2.1.2/G-2.1.4./
2.1.3. Expresses ideas on the topic in different ways changing tense forms/person)	N.L-1.1.2./1.2.1/1.2.2. L-2.1.2./H-4.1.1/5.1.3/ B-1.1.1./S-1.2.1.
Reading	
3.1.1. Groups the words /expressions according to the morphological features	N.L-4.1.1.
3.1.2 Reads the passages with appropriate speed/ rhythm	N.L-2.2.1.
3.1.3. Defines the logical order reading in the passages	N.L-3.1.3.
3.1.4. Identifies the main idea on the topic	N.L-2.2.2./2.2.3./1.2.2./ Ch-2.1.1./S-1.1.1./2.3.1.3.2.2.
Writing	
4.1.1. Expresses his/her thoughts in various forms on the given topic: composition, essay, story, etc.	N.L-3.1.1./3.1.2. 3.1.3.L-3.1.1/H-5.1.3/S-3.2.1.
4.1.2. Writes the descriptions of the given things and situations	N.L-4.1.4.; 4.1.1.
4.1.3. Writes different construction sentences using punctuation marks correctly	N.L-4.1.3.
4.1.4. Makes adverts, posters and invitations	N.L-3.1.2./L-3.1.3.

Standards	Objectives
Listening	Listening
1.1.1. Does exercises, activities, tasks according to the addresses	listens to the questions answers the questions on the topic
1.1.2. Identifies /defines the main idea on the listened text	Listens to the questions and defines the main idea on the listened topic Identifies the main features on the passages answering the questions Expresses ideas on the topic defining the main idea
Speaking	Speaking
2.1.1. Uses the learned speech models	Acts out a dialogue using the key words and expressions Takes part in discussions using the key words and speech etiquettes Expresses ideas on the topic using the words
2.1.2. Uses speech patterns/ models in dialogues	Makes up dialogues using the speech etiquettes Takes part in discussions acting out dialogues and using the key words Takes part in questioning using the key words and word expressions. Asks and answers the questions
2.1.3. Expresses ideas on the topic in different ways (changes tense forms/ changes person)	Shares opinions with the partners comparing the main facts on the topic Demonstrates the main ideas talking on the importance of the topic Expresses his/her thoughts describing the pictures on the topic in different ways Talks on the main features of the topic changing persons and tense forms
Reading	Reading
3.1.1. Groups the words, expressions according to the morphological features	Reads the passages and groups the verbs/adjectives Reads the passage and finds the words with the suitable suffixes Reads the passages filling in the gaps with the suitable words
3.1.2. Reads the passages with speed/ rhythm	Reads the passages with high speed Reads the passage with correct intonation Reads the passage paying attention to the rhythm

3.1.3. Defines the logical order in the passages	Defines the logical order reading the text Asks and answers the questions on the topic Puts the sentences in correct order Matches the pictures with the passages
3.1.4. Identifies the main idea on the topic	Takes part in discussions identifying the main idea on the topic Talks on the main features on the text Expresses and shares ideas on the main facts/problems in the passage Solves problems, makes solutions and gives advice on the passages
Writing	Writing
4.1.1. Expresses his/her thoughts in various forms on the given topic: composition, essay, story, etc.	Writes passages/essays/compositions on the topic using the key words and expressions
4.1.2. Writes the descriptions of the given things and situations	Describes the objects or situations adding his/her own ideas writes the descriptions of the qualities/characters
4.1.3. Writes different construction sentences using punctuation marks correctly	Builds up sentences using the key words or expressions paying attention to orthographic marks
4.1.4. Makes adverts, posters and invitations	Makes posters or postcards on the places of interest in different places Makes adverts or announcements on the concerts, movies, contests Writes invitations to different special days

The abbreviations mean the following:

SB – Student’s Book

TB – Teacher’s Book

PW – Pair Work

GW – Group Work

CW – Class Work

KWL – Know/Want to know/Learned

M – Music

Int. – Interview

Ch – Chemistry

H – History

N.L – Native Language

B – Biology

Maths – Mathematics

Ss – Students

G – Geography

Inf. – Informatics

S – Science

IW – Individual Work

Implemented Standards for units	Unit	Lessons/Themes	Implemented standards for lessons	
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.3. 3.1.4. 4.1.1. 4.1.2.	1. School	1.We are at School, Again!	1.1.2./2.1.1. 2.1.3./3.1.4./4.1.1.	
		2. Schools in Different Countries	1.1.2./2.1.1. 2.1.3./3.1.4./4.1.1.	
		3. One for All and All for One	2.1.1./2.1.3./3.1.4./4.1.1.	
		4. Let’s Go to the Library!	2.1.1./2.1.2./3.1.4./4.1.1.	
		5. Be an Exchange Student!	1.1.1./2.1.3./3.1.3./4.1.2.	
		My Portfolio		
		Summative		
1.1.1. 1.1.2. 2.1.1. 2.1.2. 3.1.1. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3.	2. Communication	1. How to Communicate?	1.1.2./2.1.1. 3.1.1./3.1.2./4.1.1.	
		2. Digital Computers	1.1.2./2.1.3./3.1.3./4.1.3.	
		3. Animals’ Messages	2.1.2./3.1.2./3.1.3./4.1.2.	
		4. Let’s Visit Our ICC!	1.1.1./2.1.2./3.1.1./4.1.1.	
		5. A Global Language	1.1.1./2.1.1./3.1.2./4.1.1./4.1.2.	
		My Portfolio		
		Summative		

Integration	Resources	Assessment/ methods/tools	Hour
N.L.-2.2.3./ 3.1.2.	SB, CD, slides, pictures, handouts, flipcharts, markers	Diagnostic checklists, formative assessment, open questions	1
G.-3.2.1. N.L.-3.1.2.	SB, CD, slides, pictures, handouts, video	Self assess. checklists, formative assess., multiple choice exercises	1
S.-3.2.1.3.2.2. L.-2.1.1./3.1.3.	SB/Pictures/flashcards/CD, catalogue, handouts	Formative assess., multiple choice exercises	1
L.-2.1.1./3.1.1.	SB/Pictures/flashcards/realia/songs CD	Rubrics, Self Assess. checklists, multiple choice exercises	1
N.L.-1.2.2. L.-1.1.3.	SB/Pictures/slides /video roll, CD	Formative Assess., exercises	2
		Self Assessment checklists	1
		Test Exercises	1
S.-1.2.1./3.1.1. N.L.-1.2.4./3.1.4.	SB/Pictures/flashcards/realia/songs, slides, CD	Diagnostic Questionnaire, Self Assess., Formative Assess.	2
Inf.- 4.1.2. N.L.-1.2.2./2.2.3.	SB/Pictures/flashcards, songs, CD	Formative Assess., multiple choice exercises	2
B.-2.1.1./N.L.-1.2.2. 3.1.2./L.-3.1.1.	SB/Pictures/flashcards/realia/songs CD, slides	Formative Assess., open questions, multiple choice exercises	1
N.L.-1.2.1./L.-2.1.1.	SB/Pictures/flashcards, slides	Formative Assess., multiple choice exercises, filling chart	2
L.-3.1.3/ N.L.-3.1.1.; 2.2.3.	SB, CD, illustrations, flipcharts, slides	Self Assess., Formative Assess., writing essay, describing, grouping, etc.	2
		Self Assess., Formative Test exercises	1
		Test Exercises	1

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.4.	3. Motherland	1. Famous Places	1.1.1./2.1.3./3.1.2./4.1.4.	
		2. My Home is My Castle	1.1.2/2.1.3./3.1.4./4.1.2.	
		3. Famous Regions in Azerbaijan	1.1.1./2.1.3./3.1.2./4.1.2.	
		4. Tea in Azerbaijan	1.1.2./2.1.1./2.1.3./3.1.4.	
		5. Lifestyle	2.1.2./2.1.3. 3.1.3./ 4.1.1./4.1.3.	
		My Portfolio		
		Summative		
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	4. Special Occasions	1. Have a Good Holiday!	1.1.1/2.1.1./2.1.2./3.1.1. 4.1.3/4.1.4.	
		2. Do you like Birthday Parties?	1.1.2./2.1.1./2.1.2. 3.1.3./4.1.1.	
		3. Birthday Traditions	1.1.1./2.1.2./2.1.3. 3.1.1./3.1.2.	
		4. Happy New Year!	1.1.2./2.1.3./3.1.2. 4.1.2./4.1.4.	
		My Portfolio		
	Summative			

Lit.-3.1.3./2.1.1. N.L. -3.1.4.	SB/Pictures/flashcards/CD	Diagnostic, Checklists, Formative Assess., describing pictures, planning	2
G.-3.2.1. L.-1.2.4./3.1.1./ N.L.-1.2.4.	SB/Pictures/flashcards/realia/ songs CD	Formative Assess., discussing, open ended questions, matching etc.	2
S.-3.2.2. L.- 3.1.1./3.1.3. G.-3.2.3./	SB/Pictures/flashcards/realia/ songs CD	Formative Assess., describing, matching, discussing, etc.	2
N.L.-3.1.4./ L.-2.1.1.; 3.1.3.	SB/Pictures/flashcards/realia/ songs CD	Formative Assess., Questioning, discussing, finding T/F sent., etc.	1
Geo.-3.2.1. L.-1.2.4. N.L.-1.2.4.	SB/Pictures/flashcards/realia/ songs CD	Self Assess., Formative Assess., writing essay, describing, grouping, etc.	2
		Self Assess., Formative Test exercises.	1
		Test Exercises	1
N.L.-3.1.3./2.1.1. L.-3.1.4.	SB/flashcards/songs/CD, map, globe, cards	Formative Assess., describing, matching, making postcards, etc.	2
S.-3.1.1./L.-2.1.2. 3.1.1./N.L.-2.1.2.	SB/Pictures/flashcards/realia/ songs CD	Formative Assess., completing, making cards, matching, etc.	2
S.-3.2.1/L.-1.2.4. N.L.-1.2.1/1.2.4. G.H.-5.1.3.	SB/Pictures/map/cards, slides, handouts, songs	Formative Assess., discussing, questioning, filling charts, etc.	2
L.-3.1.3./H.-5.1.3. N.L.-3.1.4./4.1.3.	SB/Pictures/flashcards/realia/ songs, CD, handouts	Formative Assess., describing, making cards, discussing, etc.	1
		Self Assess. Checklists, multiple choice exercises.	2
		Test Exercises	1

G.-2.1.4./Ch.-4.2.1. Inf.-5.1.4./N.L.-4.1.4	SB/Pictures/flashcards/ handouts, CD	Formative Assess., finding T/F, discussing, etc.	2
S.-1.2.1./B.-4.1.1. C.-4.2.1./ N.L.-3.1.2./4.1.4.	SB/Pictures/flashcards/realia/ handouts, CD	Formative Assess., Rubrics, finding T/F sentences etc.	2
G.-3.2.3/2.1.4./ L.-2.1.1./3.1.3.	SB/Pictures, postcards, CD, map,	Diagnostic Questionnaire, Self Assess., Formative As- sess., multiple choice, etc.	1
G.-2.1.4./B.-4.1.1. N.L.-1.2.4./4.1.4.	SB/Pictures/flashcards/video roll, handouts/songs CD	Self Assess., Formative Assess., open ended tests	2
S.-1.1.1./G.-2.1.1./ 2.1.4./L.-2.1.1.	SB/Pictures/slides, video roll	Self Assessment Checklists, Formative Assessment, etc.	1
		Self Assessment Checklists, multiple choice	1
			1
		Test Exercises	1

S.-1.2.1./3.2.1. L.-3.1.3.	SB/Pictures/songs, CD	Self Assess., Checklists, Rubrics, describing, etc.	2
S.-1.2.1./B.-4.2.2./ N.L.-3.1.2./4.1.4.	SB/Pictures/flashcards/ songs, CD	Self Assess., Checklists, Formative Assess., etc.	2
S.-1.2.1.N.L.-3.1.2. L.-2.1.1./3.1.1.	SB, flashcards, realia, video roll, CD, handouts	Diagnostic Checklist., Formative Assess, matching	2
L.-1.2.4./Ch.-4.2.1./ B.-4.1.1./N.L.-4.1.3.	SB/Pictures/video roll,CD	Formative Assess, Rubrics, questionin, describing, etc.	1
		Self Assess. Check.,multiple	1
		Test Exercises	1

L.-2.2.1./1.2.4. N. L.-1.2.4./3.1.2.	SB, handouts, flashcards, pictures, markers	Formative Assess, grouping, questioning, discussing, etc.	2
L.-1.2.4. 2.2.1. S.-1.2.1.; 3.2.1	SB, board, markers, pictures, slides, computer	Formative Assess., completing, discussing, etc.	1
S.-3.2.1. L.-1.2.4./3.1.3. N.L.-3.1.2.	SB, flashcards, handouts, markers, pictures, slides	Self Assess. Checklist, Formative Assess., etc.	1
S.-3.2.1./L.-3.1.3. N.L.-3.1.2.	SB, flashcards, handouts, markers, pictures, slides	Formative Assess., filling charts, grouping, etc.	2
S.-3.2.1./3.3.1./4.1.1.	SB, flashcards, handouts, markers, pictures	Formative Assess., multiple.	1
		Self Assess. Check., multiple	1
		Test Exercises	1

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.2 4.1.3. 4.1.4.	8. Art and Creativity	1. Music is Food for Our Souls!	1.1.1./2.1.2./3.1.4./4.1.4.		
		2. Famous Musicians	1.1.2./2.1.1./3.1.1./3.1.4. 4.1.2.		
		3. Dance, Dance, Dance!	2.1.2./2.1.3./3.1.1./3.1.4. 4.1.3.		
		4. Eurovision in Azerbaijan	1.1.1./2.1.1./3.1.3./4.1.4.		
		5. At the Music Festival	1.1.2./2.1.1./2.1.2. 3.1.2./4.1.4.		
			My Portfolio		
Summative					
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.	9. The World of Talent	1. Talent Contests	2.1.1./2.1.2..3.1.4./4.1.4.		
		2. Special Talents	1.1.1./2.1.3./3.1.1../3.1.3. /4.1.3.		
		3. Do you like Flashmobs?	1.1.2./2.1.2./3.1.4./4.1.1.		
		4. Extreme Sports	2.1.2./3.1.1./3.1.4./4.1.1.		
			My Portfolio		
Summative					
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.	10. Summer Holidays	1. How Can We Travel?	1.1.1./2.1.2./3.1.4./4.1.3.		
		2. The Channel Tunnel	1.1.2./2.1.2./3.1.3./4.1.1.		
		3. Let’s Travel!	1.1.2./2.1.1./2.1.3./3.1.2./ 4.1.1.		
		4. Summer Plans	1.1.2./2.1.3./3.1.4./4.1.3. 4.1.4.		
			My Portfolio		
Summative					
Main Summative 2					

M.-2.2.1.N.L.-4.1.3. L.-2.1.2.H.-1.3.1. 5.1.3.	SB, video roll, CD, flipchart, marker, handouts	Formative Assess., openended exercises, etc.	2
M.-1.1.1./2.2.1. H.-5.1.3.N.L.-4.1.3.	SB, video roll, CD, flipchart, marker, computer, handouts	Diagnostic Check., Formative Assess., filling gaps,...	2
L.-2.1.2.N.L.-4.1.3. A.H. -1.3.1./5.1.3. H.-5.1.1.	SB, video roll, CD, flipchart, marker, computer, handouts	Formative Assess., filling charts, matching, etc	2
L.-2.1.1.N.L.-1.2.2./2.2.2.A.H.-5.1.3.	SB, video roll, CD, computer, flipchart, marker, pictures	Formative Assess., questioning, describing, etc.	2
L.-2.1.1. A.H.-5.1.3. N.L.-3.1.3./4.1.4.	SB, video roll, CD, computer, pictures, slides	Formative Assess., describing, discussing, etc.	2
		Self Assess. Checklists, multiple choice ex-s	1
		Test Exercises	1
L.-1.2.4.Art.-1.1.1. S.-3.1.1.	SB, flashcards, slides, video roll, CD, pictures	Formative Assess., questioning, making cards, etc.	2
L.-2.1.2.M.-3.2.1. Art.-1.1.1.	SB, flashcards, slides, video roll, CD, pictures	Formative Assess., grouping, discussing, etc.	2
S.-3.1.1.P.T.E.-3.1.1./4.1.3.Art.-3.1.1.	SB, slides, video roll, CD, pictures	Formative Assess., describing, discussing, etc.	2
P.T.E.-1.4.2.S.-3.1.1. L.-3.1.3.	SB, slides, video roll, CD, pictures	Formative Assess., discussing, grouping, etc	1
		Self Assess. Checklists, multiple choice ex-s, etc.	1
		Test Exercises	1
S.-3.1.1.L-2.1.1. N.L.-4.1.3.	SB, slides, video roll, CD, marker, pictures	Formative Assess., multiple choice exercises	2
L.-1.2.4. N.L. -3.1.3./4.1.4.	SB, slides, video roll, CD, map, pictures	Formative Assess., grouping, completing, questioning	2
S.-3.1.1.N.L.-1.2.1.	SB, CD, handouts, pictures, slides	Formative Assess., matching, discussing, questioning	2
L.-3.1.1./3.1.3. N.L. - 4.1.3.	SB, slides, Pictures, handouts	Formative Assess., multiple choice exercises	2
		Self Assess. Checklists, multiple choice exercises	2
		Test Exercises	1
			1

UNIT 1 School

Lesson 1 We are at School Again!

Aim: To share the impressions on The Knowledge Day through developing their speaking and listening skills.

Objectives

Student:

- identifies the main idea talking and reading about school
- takes part in discussions on school using the key words
- describes the pictures sharing his/her ideas on the first school day
- expresses his/her ideas about school in written form and writes school rules
- talks about the importance of the knowledge day
- writes a passage about his/her first day at school

Standards

- 1.1.2.
- 2.1.1.
- 2.1.3.
- 3.1.4.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Native Language-3.1.2./2.2.3.
Interaction	CW/GW/PW/IW
Strategy	Description /Cluster/Discussion/Questioning
Resources	SB, pictures, handouts, slides, CD, song

UNIT 1

SCHOOL

Lesson 1. We are at School, Again!

Getting ready for the task:

- What is the date today?
- What holiday is it today?
- How do you celebrate this holiday?

Key words:

an academic year – a school year
innovation – improvement, reform
to integrate – to enlarge, combine one thing with another so that they become a whole
a first-grade student – a beginner at school
a first former – to give a name to something
to name after – to give a name to something
to face – be positioned with the face or front toward something
unforgettable – memorable

1 CW. Listen to the passage and answer the questions using the pictures given below.



- What is going on in this picture and who is this person?
- What holiday are they celebrating?
- Why do the children feel happy today? in their hands?
- What do the schoolchildren have?

I think today is an unforgettable day for students. We are at school again. There are many students, parents and teachers in the school-yard now. Today is the 15th of September. It's a holiday. Azerbaijani people celebrate the Knowledge Day, the first day of the academic year. It is an exciting day. The beginning of the new school year is an important day not only for students, but also for teachers and parents. However, this day is more interesting for the first-grade students.

2 PW. Make up sentences using these words.

Sample: Students greet each other in the school yard on the 15th of September.

Noun	Verb	Adverb	Adverb
boy, girl, child, children, friend, teacher, students	go, meet, greet, say, hi, hello	in the schoolyard, in the park, at school	on foot, by bus, by metro

3 GW. Answer the questions and describe your school.

1. Where is your school situated? (name of the country, city, town, village)
2. What are there in your school? (a gym, a canteen, a library, etc.)
3. What is it surrounded with? (a garden, a park, a river, a forest)
4. What can school give us?
5. Do you follow school rules? How?

GRAMMAR FOCUS			PREPOSITIONS
in	on	at	Note:
September	Monday	the moment	We don't use in/on/at
spring	the 15 th of May	the weekend	this week
the morning	Sunday evening	5 o'clock	next year
2018	Novruz holiday	night	last month
the future	my birthday	midnight	every year
the past	week days	lunchtime	

4 IW. Look through the Grammar Focus above and choose the correct prepositions.

1. in/on Monday
2. in/on the 5th of May
3. in/on 2012
4. in/on autumn
5. in/at June
6. in/at summer
7. at/in home
8. at/in the future
9. on/in the evening
10. last/in last July
11. in/at midnight
12. at/on school

5 PW/GW. Read and discuss giving comments on the ones you agree/disagree with and say Why?

1. Students must wear a school uniform.
2. Students should never be late for school.
3. You can always miss the lessons.
4. Students shouldn't write on the walls.
5. Students can't make friends at school.
6. Students shouldn't help their friends. It is the teacher's job.



6 GW. Complete the sentences.

1. Our school is named after ...
2. This day is the most interesting for me ...
3. We study different subjects ...
4. My favourite subjects are ...
5. We have some enjoyable activities in our school ...

7 IW. Project work. Write a passage about your first day at school.

Motivation

Listening/Speaking

CW/GW. You may start the lesson with the discussion by giving your own opinion, not necessarily referring to the statements in the book. Try to develop Ss' thinking skills, encourage them to share and cooperate. Ss always need your help, so try to praise them all the time. Play the music "School years" by Lala Mammadova or get the Ss to work in pairs turning to each other and share their opinions on the questions. Or ask the Ss to make their own predictions by looking at the pictures. They will easily guess that they illustrate the first school day. Get answers from the students. (See page 6) **Sample:**

- *What day is it today?*
- *What holiday is it today?*
- *How do you celebrate this day?*
- *How do you feel today?*
- *Whom do you greet and how?*
- *Do you like the first day at school?*



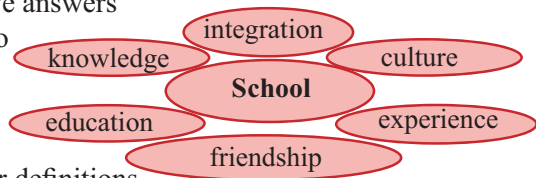
Research question: • *Why do we celebrate this day as a holiday?*
• *Why do we call this day the Knowledge Day?*

Discussion/Information Exchange

Get the Ss to work in groups, discuss and share ideas on the question:

- What is "School" for you?
- What can school give us?

Get the Ss to discuss and share their ideas on the topic. As Ss try to give answers around the word "school" you also can give them clue and some suitable words as cooperation and collaboration giving some explanation on the words and their definitions.



They came up to conclusion answering the questions on the importance of this day:

- why people celebrate this day;
- what school is for us;
- what school gives us.

They pay attention to the usage of prepositions and make up sentences using the new words on school and revise the school rules and also introduce each other doing exercises on pages 5-6.

Key words/ Give definitions in cards	to be surrounded with, an academic year, a first grade student, to name after.
Summary	The Ss summarize the topic working on exercise 6. They read and discuss the 2 students' approaches, then complete the Cluster, share everything connected with school subjects. Ss revise once again what school give them through answering the questions on: What school gives us.
Creative work	IW. To write a quote: <i>"What can school give us?"</i>

Remember: *Subdivision of the lesson depends on you (teacher). You can design your lessons freely.* All these are just some samples that any teacher can use at his /her lesson. Follow the sample and try to use more activities and be creative to simplify /easify according to the level of the class. Activities should be on 4 levels in heterogeneous classes. When preparing your lesson you start by planning the main items you want to include. You can find some extra ingredients to make your lesson rich, varied and interesting. You will need brief orientation activities/games or amusing items to motivate your students. In most cases, activities are suitable for a variety of levels, from elementary to advanced, so you will find indication of a recommended level only in very few cases. You are probably the best judge of the appropriacy of an activity for your students. Try to give extra flexibility of level, you will find different activities/exercises on the topic that are clearly divided into elementary/simple, intermediate/middle and advanced/high levels.

Note: You can see different charts/grids in Student's Book. Ask the Ss not to write anything in SB and have them copy all the grids/charts into their copybooks or work on papers, flip-charts only.

Criteria	1	2	3
Group			
Identifies the main idea talking about school			
Takes part in discussions on school using the keywords			
Describes the pictures sharing his/her ideas on the first school day			
Writes about school expressing ideas			
Expresses ideas on the importance of school			
Writes school rules			

Lesson 2

Schools in Different Countries

Aim: Enlighten and enlarge the Ss' Speaking and Reading skills through exchanging ideas on curriculum development in different countries.

Objectives

Student:

- speaks about different schools in different countries
- speaks about curriculum in different countries
- defines the main idea reading and discussing the passages
- talks about National Curriculum in Azerbaijan
- compares the educational system in different countries
- shares his/her ideas comparing educational system of schools
- writes a paragraph on educational system in Azerbaijan

Standards

- 1.1.2.
- 2.1.1.
- 2.1.3.
- 3.1.4.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Geography 3.2.1./Native Language-3.1.2.
Interaction	CW/GW/IW
Strategy	Description/Discussing/Venn Diagram
Resources	SB, flashcards, video, CD, pictures

Lesson 2. Schools in Different Countries

Getting ready for the task:

- How does school education differ around the world?

Key words:

core – the most important part of an object
compulsory – that must be done because of a law or a rule
innovative – introducing or using new ideas/ ways
to provide – to give, to grant, to tender, to afford
to include – to make sth/with a part of something; to add it

- 1 **CW. Look at the pictures and say where these schools are situated. Find out what countries these flags represent.**

Curriculum – a new-educational program/a new innovative program the subjects that are included in a course of study or taught in a school/a college, etc.

2 **GW. Listen and discuss Curriculum in different countries.**



There is a **National Curriculum** for all students in **the UK**. School Curriculum mainly includes 10 subjects. English, Math, Science are the **"core"** subjects. There are state and private schools. State (**public**) schools **provide** a free education for children. Most students study at public schools and they have to wear a school uniform. Secondary education takes 12 years in the UK.



Each state in **the USA** has its own curriculum. Students take a number of hours in the given subjects. These subjects are usually English, Spanish, Science, Math, History, Music and **Physical Education (PE)**. Secondary education lasts 12 years in America.



Secondary education in **Germany** is the longest in Europe. It lasts 13 years. Students have the **opportunity (chance)** to learn 2 or more foreign languages. They choose their own subjects. There are about 12 **compulsory** subjects, two or three of them are foreign languages.



Primary education normally starts at the age of 7 in **Singapore**. It lasts 6 years, and it is compulsory. They study not only Arts and Crafts, Music, Health Education, but also Moral Education, Social Studies.



Japanese children go to primary school from the age of 6. Secondary education lasts 12 years. The Japanese school year begins in April. They have only one month for summer holiday. A school year has three terms: spring, summer and winter. School Curriculum covers Social Studies, Maths, Science, Music, Art, Handicrafts and Physical Education.

- 3 **IW. Write a paragraph on "The National Curriculum and educational system in Azerbaijan" pointing out the similarities and differences among our and some other school systems.**

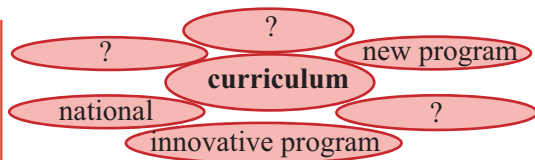
Motivation (warm-up)

Have them work collectively and describe the pictures on different schools on page 8/10

- Are the schools the same or different?
- *What is curriculum?*
- *What does curriculum give us?*

Draw a circle on the board and write curriculum in the centre. Ask the students to write more words around the word “Curriculum”.

Curriculum—
a new-educational program
a new innovative program



Research question: • *In what countries is Curriculum implemented?*
• *What does Curriculum serve?*

Discussion/Information Exchange

Get the Ss to work in groups, discuss and share ideas on pictures.

Have the Ss work in 5 small groups or pairs (it depends on the number of Ss). Encourage them to look at the pictures given for each group on page 9. You may prepare flashcards with texts for the groups and ask them to read their own passage and discuss it. Questions:

- *What can you say about National Curriculum in the UK?*
- *How many subjects does it consist of?*
- *How many years do Ss study at school in Europe?*
- *What can you say about primary and secondary education in Japan?*
- *How long do the Japanese students have summer holidays?*
- *How many years do the American Ss study?*
- *At what age does education start in Singapore?*

Draw the Ss' attention to the screen/board. Demonstrate the pictures of some schools in different countries: Germany, the UK, the USA, Japan, etc. Elicit from the Ss:

- How do schools differ from each other?
- In what countries do they implement curriculum?
- What do you know about the educational system in these countries?

Key words/ Give explanation	curriculum, boarder, to include, core, innovative, compulsory, provide
Summary	Ss get immense information and knowledge on Educational system and curriculum development in different countries: the UK, the USA, Japan, Germany, etc. and are able to discuss the similarities and differences between them. Ss realize wherever Curriculum is implemented, it doesn't make any difference, it just has one function: to teach Ss innovations in education-global education and gain a number of skills to become competent, get self confidence. They compare Azerbaijan Educational system with the represented countries' educational system. The students can easily demonstrate it by Venn Diagram or you can get your students to work in KWL chart. It depends on your choice.
Creative work	To search for more information on "National Curriculum in Azerbaijan".

Self-Assessment: **5-Excellent 4-good 3-weak 2-bad**

I can speak about different schools				
I can share ideas on educational systems				
I can talk about National Curriculum				
I can compare different educational systems				

Assessment: Always –A Often -B Usually- C Seldom-D

Criteria	A	B	C	D
Group				
Speaks about different schools in different countries				
Speaks about curriculum of each country				
Matches the texts to the pictures				
Defines the main idea reading and discussing the passages				
Talks about National Curriculum in Azerbaijan and compares the educational systems in different countries				

Lesson 3

One for All and All for One!

Aim: To direct the Ss to appreciate being in a company of friends, value group and pair work through speaking, reading and writing skills.

Objectives

Student:

- expresses different ideas on the proverbs
- defines the main idea in the passages answering the questions on the topic logically
- speaks about the importance of being in a company
- makes/writes rules for GW/PW using the new words
- writes letters to the friend giving advice on being a model student

Standards

2.1.1.
2.1.3.
3.1.4.
4.1.1.

Content line	Speaking/Reading/Writing
Integration	Science- 3.2.1./3.2.2./Literature- 2.1.1./3.1.3
Interaction	CW/GW/PW/IW
Strategy	Description /Matching/Questioning/Discussion
Resources	SB, flashcards, CD, handouts, flipchart, markers

Lesson 3: One for All and All for One!

Getting ready for the task:

• Do you like to work together?

• Why is it good to work together?

Key words:

independently – without depending on anyone

pair – two things of the same type to put people things into groups of two

to take turns – to do smth alternatively

brilliant – 1. shining, sparkling

household – relating to a house or to the people living in a house

1 CW. Look, match and find out what the proverbs "One man is no man" and "One for all and all for one" mean.



A) In class students work together, think, pair and share their ideas to gain experience and success.



B) In a football team all the players try to win together. Here is "One for all and all for one".



C) In a dancing club students dance together. They like dancing very much. Dancing together is enjoyable and it gives them a great pleasure.



D) A family is a school, too. There is a lot of work to do in a family. In the family everyone helps one another to do the household. All the members work and have their meals together in the family.

2 GW. Answer the questions and make rules for GW/PW.

1. Do you like working in pairs/in groups? Why?
2. What is a team and team work?
3. What can Group Work/Pair Work give you?
4. What is Collective Work for you?
5. Do you follow the school/classroom rules? How?
6. Do you love playing with your friend/friends? Why?
7. Do you enjoy being in the company of your classmates?
8. Do don't you share your ideas with your classmates? How and why?



Rules for Group and Pair Work

- Think and share your ideas!
- Work together!
- Respect each other!
- Try to express your ideas independently!
- Listen attentively to others!
- Take turns!
- Don't be shy!
- Be kind to your mates!

3 PW. Read the students' ideas and give your advice orally or in written form.

Dear friend!

My name is Kate. I am in the 7th grade. I am twelve. My marks are not good. I try a lot, but I am afraid I can't be a good student. I can't express my ideas and share my opinions with my friends independently. After school I like playing computer games. I enjoy listening to music and watching TV. I don't have any time to help my mother. She comes home from work very tired. Can you help me? What should I do to be a brilliant student?

Dear Kate!

Here is what you should do: You can be a good student! Do your homework every day. I think school comes first. Be patient, listen to your friends and share ideas with them. If your lessons are difficult, ask your teacher, your classmates, your mother and friends for help. They can help you. Good luck!



Self Assessment: IV-excellent III-good II-fair I-weak IV III II I

I can express my own ideas about GW/PW									
I can speak about the importance of being in a company									
I can make school rules/rules for GW/PW									
I can write a letter to my friend and give advice									
I can say proverbs on being in a company									

Motivation (warm-up)

If you have a chance of listening to CD, get them listen to the song: “We Are the World”. Or draw the Ss’ attention to the motto on the board: **“One for all and all for one”** or **“One man no man”**. Ask what these proverbs/sayings mean for them. Ask:

- *Do you like to work together?*
- *Is it good /bad to work together? Why?*

Research question: • *What is the importance of being in a company?*
• *What can GW/PW/CW give us?*

Discussion/Information Exchange

Involve the Ss to work in groups describing the pictures and discussing on the following questions:

Gr 1 - Why do we always have dinner together?

Gr 2 - Why do we dance in pairs?

What is the difference between dancing alone and in pairs?

Gr 3 -Why do boys play football in teams? What is team and team work?

Gr 4 -Why is working in groups/pairs interesting to you? What is the importance of Pair/ Group Work?

The Ss discuss these questions sharing their opinions and realize the importance of working cooperatively and collaboratively.

Get them to cooperate freely, exchange ideas discussing GW/PW/CW.

Encourage them to make rules on GW and PW looking through the sample.



Key words	independently, household, to take turns, brilliant, to pair
Summary	Direct the Ss’attention to the quote of the day: “One man no man” and stress once again what this quote means. They understand that working together they can break the barriers, they can share, collaborate and cooperate. Get the Ss to work individually. Have them write a letter to a friend asking for help and giving advice, read the letters on page 12.
Creative work	IW. Write a paragraph “One Man No Man” .

Criteria	Group	A	B	C	D
Expresses different ideas on GW/PW/CW					
Speaks about the importance of being in a company					
Makes rules for GW/PW					
Writes letters to the friend giving advice on being a model student					

Lesson 4

Let's Go to the Library!

Aim: To enrich the Ss' outlook on Libraries/Books, the importance of libraries and books for them through practising speaking, reading and writing skills.

Objectives

Student:

- listens to the facts on the libraries and identifies the main idea
- uses speech etiquettes in making dialogues
- shares ideas with partners on the library in different ways
- talks about the importance of libraries
- gives some samples reading fact file on libraries
- writes about the influence of libraries in our life using the modal verbs

Standards
1.1.1.
2.1.1.
2.1.2.
3.1.4.
4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Literature -2.1.1./3.1.1.
Interaction	CW/PW/IW
Strategy	Discussion/Role Play/Description/Silent Reading
Resources	SB, catalogue, realia, pictures, handouts, video roll

Lesson 4. Let's Go to the Library!

Getting ready for the task:

- Do you like reading books? What books?
- Where can you find different books? • What is the role of libraries in our life?

Key words:

digital – electronic
to check out – to examine
a catalogue – a complete list of items

to support – to help or encourage
smb by saying that you agree with them

1 GW. Listen to the Fact File and discuss it in your groups:

- What famous libraries do you know in the world?
- Why is it important to have a library or to go to the library?

Fact File

There are many famous libraries in the world. One of them is the Library of Congress. The Library of Congress is a symbol of vital connection between knowledge and democracy. The Library provides the Congress with information and ideas, and it also helps other libraries throughout the world. Thomas Jefferson is the founder of the Library of Congress. He was a man of various interests. His personal library is the Library's core. Today's the Library of Congress is the world's greatest resource. With the support of the US Congress it has become the largest and the most famous library in the world.

vital – necessary, essential, important

13

2 PW. Listen to the dialogue and act it out.

Samira: Hello, Vagif! Where were you yesterday?
Vagif: Hi, Samira! I was at the library with my friends.
Samira: Oh, great! Is your library new, Vagif?
Vagif: Yes, of course. We have got a large and modern library in our school.
Samira: Is it a digital library?
Vagif: Yes, of course.
Samira: What books are there in your library?
Vagif: All kinds of books, even in different languages. You can see fantasy, detective, adventure, fiction and other books there. You can also find old and new books on literature, physics, history, chemistry, geography and many other books on different subjects in our library.
Samira: What book did you want to take?
Vagif: I checked out "Sister Kerry" by T.Dreiser. That was for home reading in the original/in English. That's why I had to get it. And the librarian willingly helped me with that.
Samira: Oh, that's very good! And you have to return the book to the library in two weeks.

3 CW. Make up a situation about M.F. Akhundov Library using the following words and word combinations.

catalogue, fiction, adventure books, to give a hand, to borrow books (from), capacity, digital, to take turns, to return books (to), to check out

4 PW. Listen to the Library Rules and change them following the Grammar Focus below.

Library Rules

- Follow library rules!
- Keep library books clean and return them in time!
- Never write or draw on the pages of a book!
- Keep silence in the library/reading hall!
- Don't make dog's ears in the books!
- Never bring food or drinks to the library!
- Don't interrupt or bother people while reading or working!

GRAMMAR FOCUS

Must	Mustn't	Should	Shouldn't
• You must treat the old very politely.	• You must not interrupt people while working/ speaking.	• You should show your card to a librarian.	• You shouldn't sleep very late.

Motivation (warm-up)

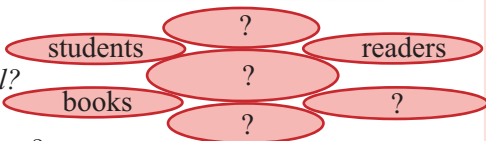
Draw a circle on the board and ask:

- *What is that place where there are readers?*
- *Where can you find books?*

In this way you can get the answer “Library” from the Ss.



- *Have you got a library in your school?*
- *Is it digital or not?*
- *What kind of books can you find there ?*
- *Do you have a digital library in your school/region/city/country?*



Research question: • *What is the role and the function of a library?*
• *How important are the libraries in our life?*

Discussion/Information Exchange

Have the Ss read out Fact File on page 13, (Silent Reading) get the information from the passage, then discuss the facts among groups. They'll be aware of the following: The world famous libraries in the world, the functions and importance of the libraries, the library rules, etc. At the same time involve them to perform a dialogue on page 14. Have them share their opinions creatively and freely. Adding new facts from Fact File and sharing ideas the Ss realize why we need libraries, what the libraries can give us, how we should behave in a library, what books we can find in the libraries, etc.

Key words/ Give definitions in cards	digital, to check out, catalogue, capacity, electronic, support
Summary	They also revise library rules and realize the importance of books and libraries in our life bearing in mind they should take care of books which are the source of knowledge, that have immense facts, modern knowledge, information, modern outlook, interest. Pay special attention to the usage of modal verbs; should/ must/ have to. Ss make up a situation on Akhundov Library paying attention to Grammar Focus working on exercises on page 14 and using the given words and word combinations.
Creative work	To search for more facts about famous libraries in the world and prepare library rules using the modals on page 14.

Remember: You can design your lesson freely. This is just a sample that any teacher can use in his /her lesson. Follow the sample and try to use more activities and be creative to simplify /easify according to the level of the class. The activities should be on 4 levels. You may start the lesson with the discussion by giving your own opinion, not necessarily referring to the statements in the book. Try to develop Ss ' thinking skills, encouraging them to share and co-operate. You may start the lesson with discussion by giving your own opinion. Have the Ss use many samples on the Grammar Focus and practise more and more.

Standards: 2.1.1./2.1.2./4.1.1.

Rubrics

Criteria: 1. Expressing and sharing ideas

2. Building up sentences

I	II	III	IV
Answers the questions with some difficulties.	Asks and answers the simple questions on libraries.	Takes part in dialogues using the key words and speech etiquettes on libraries.	Makes up dialogues by using speech etiquettes creatively sharing in pairs.
Hardly makes up sentences on libraries.	Builds up sentences about libraries with the help of new words.	Writes essays on the largest libraries using the new words.	Writes compositions or essays independently using the new words and word expressions on the role and importance of the greatest libraries.

Self-Assessment:

A-always B-often C-sometimes D-seldom

I can answer the questions on libraries				
I can speak about the influence/importance of libraries				
I can make rules for libraries				
I can describe the pictures about libraries				
I can play a role on the importance of libraries				

Lesson 5

Be an Exchange Student !

Aim: Enrich the Ss' vocabulary and widen their outlook on exchange programs and give sufficient information through listening, speaking, reading and writing skills.

Objectives

Student:

- expresses his/her ideas on exchange programmes
- asks and answers on exchange programmes
- reads the text paying attention to the modal "have to"
- makes questions with the modal verb "have to"
- matches the halves finding the definitions of the words
- chooses the correct variant doing tests
- writes about the quality of an exchange student
- writes a letter to an exchange student

Standards

- 1.1.1.
- 2.1.3.
- 3.1.3.
- 4.1.1.
- 4.1.2.

Content line	Listening/ Speaking /Reading/Writing
Integration	Native Language-1.2.2. Literature-1.1.3.
Interaction	GW/PW/CW/IW
Strategy	JigSaw Reading/Questioning/Discussion/Debate
Resources	SB, flashcards, video roll, CD, pictures

Lesson 5. Be an Exchange Student!

Getting ready for the task:

- What do you know about an exchange program?
- What is a youth exchange program?

Key words:

youth – the time of life when a person is young
fair – faithful
government – a group of people who are responsible for governing a state
to pass a law – to adopt/accept/admit a law
a scholarship – an amount of money given to study by an organization to help to pay for their education
a host – a person who invites guests to a meal or party, etc. at his/her own place
an exchange program – a program to share and work on with partners

1 GW. Read the text paying attention to the sentences with the modal verb "to have to".

In an exchange program, groups of people from different countries visit each other. They go to other countries to spend time there, study the language of the country and make new friends. In 1992 the United States government **passed a law**. Under this law the US government started to offer **scholarships** to school students. These students go to the USA and live there for a year. They live with a **host** family. But they are not guests of the family, they become members of the family, just like the children and the parents of the family. And they do not go there for a holiday, because while they are there they go to high school. They **have to** learn about the country and speak English very well.

You **have to** win a competition, then you can become an exchange student in the US. You **have to** take a test in English, and they choose only those students who are good at English. Your teachers **have to** give you a recommendation that you are responsible, independent and cooperative. At the same time you must be **fair**, caring, honest, and you should respect other people. When you come back, you can share what you learned in the USA with all your friends.



15

2 CW. Answer the questions.

1. Why do countries exchange students?
2. When did exchange programs start?
3. Where do exchange students live?
4. What do students have to learn in the USA?
5. How can students get a scholarship?
6. How long do exchange students have to stay in the USA?



GRAMMAR FOCUS The Modal Verb "have to"

Have to	The Present Simple	The Past Simple
Positive	I/we/you/they - have to He/she/it - has to	I/you/he/she/it/we/you/they - had to
Negative	I/we/you/they - don't have to He/she/it - doesn't have to	I/you/he/she/it/we/you/they - didn't have to
Questions	Do/we/you/they - have to Does he/she/it - have to	Did I/you/he/she/it/we/you/they - have to

Sample: Positive: I/we/you/they **have to** learn these rules now.
Interrogative: Do I/we/you/they **have to** learn these rules now?
 She **has to** go to the party today.
 Does she **have to** go to the party today?
 I/You/He/She/We **had to** stay in London last week.
 Did I/You/He/She/We **have to** stay in London last week?

3 PW. Fill in the gaps with "to have to" paying attention to the tense form and Grammar Focus above.

1. Peter ... to help his little brother to do his lessons.
2. Students ... to take part in this competition.
3. They ... to live with host families last year.
4. My brother ... to go to the library yesterday.
5. There is a lift here, you ... to climb the stairs.
6. The children ... to walk home from school every day.
7. Lamiya ... not ... to work on Sundays.
8. We ... to take a taxi to school yesterday.

16

Motivation (warm-up)

Bring the brochures on educational system in the UK, in the USA or play a video on the same topic for class. Elicit your Ss:

- What do you know about an exchange program?
- How can you participate in exchange programs in the UK and in the USA?
- Who can be an exchange student?

Research question: • *What qualities should an exchange student have?*
• *What does an exchange program give us?*

Discussion/Information Exchange

JigSaw Reading. Have the students work in four groups, (first in home groups, then in expert groups), get sufficient information in the text at the same time. After Jigsaw reading ask your students to share their ideas on exchange programs and the importance of exchange programmes. Make them ask and answer the questions on the text using the modal verb “to have to” in exercises on pages 16-17.

Key words	youth, exchange programs, government, scholarships, host, pass a law, fair
Summary	The Ss do different tasks and answer the questions on the topic and come to conclusion that today's students who win competition, who are kind, responsible, independent, cooperative and fair, careful and honest can participate in exchange programs.
Creative work	IW. 1. To write some specific features or good qualities of an exchange program student. 2. To write a letter to an exchange student.

Criteria	A	B	C	D
Group				
Reads the text choosing the modal verb “to have to”				
Writes the numbers of paragraphs and defines the logical order				
Asks and answers on exchange programmes				
Completes the sentences matching the paragraphs				
Writes about the qualities of a student who can be an exchange student using “to have to”				

Writing Tip

When you write a letter, organize the information or your arguments. Each paragraph should focus on one key topic.

Imagine you have a new exchange student. Plan a letter introducing yourself to him or her. Choose topics for paragraphs and make notes for each paragraph. Then write a four paragraph letter of 100-120 words using your plan. (See models)

Paragraph 1. Introduction, general personal details

Paragraph 2.

Paragraph 3.

Paragraph 4. Asking for information about the other person

Model: A letter to an exchange student

Dear Ann,

1. Hi, I'm your exchange student from England. My name is David and I am 14 years old. I live with my parents and my two sisters in Bournemouth, a town on the south coast of England.

2. I'm at Lidborough School. It's small private school just outside Bournemouth. I am studying for twelve subjects, including French, of course. My best subject is probably English.

3. I'm really looking forward to visiting you in Bordeaux next month and meeting your family. What kind of school do you go to? Please write soon and send a photo too.

Best wishes, David Kelp

A letter to an exchange student

Dear Gloria,

1. Hi, I'm Sarah Jones, your new exchange student. I'm 13 and I live on a farm in a small village in central Wales with my mum and dad. I haven't got any brothers or sisters.

2. Wales is a part of the UK, but it's got its own culture and language. Most people in the village here are Welsh speakers, and my grandparent speak it all the time.

3. I've got lots of hobbies and interests. I go horse riding a lot, and I play hockey and badminton. I'm into rock music, and my favourite bands are the Stereophonics, and the Super Furry Animals.

4. Anyway, that's all for now. Please write soon and tell me about your life in Spain, By the way do you live near the beach? And what's the weather usually like in May?

Regards, Sarah

My Portfolio

The main purpose of “**My portfolio**” is to revise the vocabulary and grammar of the preceding units and give extra practice in language skills. This should help Ss to gain self confidence. Depending on the class you may prefer to do some of these activities orally or to treat them all as in written exercises. It’s up to you. There are different exercises for portfolio. It’s not necessary to use all of them. You can also choose the exercises according to your students’ levels and interests. Have A4 papers in your class to involve the Ss to work creatively. Take into account the level (1-4) of Ss and put the Ss’ results into their portfolios.

Note: *As a facilitator your job is wonderful. Your duty as a facilitator is to help students to acquire the knowledge and develop the skills that will prepare them for their adult lives. As you know, however, you cannot always be there for your students. Much of their time is spent on studying and learning. Therefore, it is important that students know how to study effectively, and it helps a great deal if they are organized. This book was designed to help students develop the study skills and improve their listening, speaking, reading and writing skills as well as organizational skills which can help them to become independent learners. You can meet many strategies in the book. Feel free to modify the strategies presented in the book in order to meet your needs and the needs of your students. You can encourage your students to develop their own study techniques based on the strategies that work best for them, given on their individual learning styles. You can also suggest specific strategies to individual students who need your care and help.*

Self - Assessment: This Self Assessment checklist is just a sample for you. We’ve prepared Self Assessment lists for each Unit. You can add other descriptions to this list according to students’ activities.

I can introduce myself			
I can speak about my school			
I can talk about libraries			
I can write school rules			
I can write library rules			
I can talk about educational system			
I can give some advice to my friends			
I can share my ideas in pairs/groups			
I can write essays on schools			
I can talk about pair/group work			

Sub Summative Test 1. (Open-ended questions)

Choose the correct variant.

1. An exchange student should be

- A) independent and careless B) impolite and kind
C) responsible and honest D) cooperative and lazy

2. Which one is right?

- A) State schools don't provide a free education for children in the UK.
B) Secondary education in Germany lasts 12 years.
C) Primary education starts at the age of 8 in Japan.
D) Each state has its own curriculum in the USA.

3. ___ provides a free education for children in the UK.

- A) private school B) state school C) primary school D) secondary school

4. Complete the saying.

Prophet Muhammad said: "Learn from

- A) birth to death B) birth to today C) today to death D) birth to tomorrow

5. Complete the proverb.

1. One for all and

- A) all for all B) all for one C) one for one D) one for all

6. Which one is correct?

- A) Never take turns! B) Be always polite to your mates!
C) Be unkind to your mates! D) Be impolite to your friends!

7. Complete the sentence.

The library of Congress is a symbol of vital connection between ... and

- A) life, knowledge B) education, information
C) knowledge, democracy D) peace, education

8. Choose the correct modals.

You ... interrupt people while working.

- A) can B) must C) mustn't D) haven't to

9. Choose the correct verb.

You can different books from the library.

- A) give B) lend C) borrow D) buy

10. Write a passage: "What does school give us?"

UNIT 2

Communication

Lesson 1

How to Communicate?

Aim: To develop the Ss' listening, speaking, reading and writing skills through engaging them in discussions, role plays on different types of communication.

Objectives

Student:

- listens to the questions and answers them
- expresses ideas on communication sharing with the partners
- speaks about hobbies comparing them
- acts out a dialogue on the topic using the verbs in correct tense form
- reads the letters with appropriate rhythm
- writes an essay about his/her hobbies/interests

Standards

- 1.1.2.
- 2.1.2.
- 3.1.1.
- 3.1.2.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Science-1.2.1./3.1.1. Native Language -1.2.4./3.1.4.
Interaction	CW/GW/PW/IW
Strategy	Discussion/Cluster/Role Play, Description, Carousel
Resources	SB, flashcards, video, CD, pictures, slides

UNIT 2

COMMUNICATION

Lesson 1. How to Communicate?

Getting ready for the task:

- How do you spend your free time?
- Do you like watching TV/talking on the phone/playing computer games?

Key words:

- to waste* – to use carelessly with no purpose
- to communicate* – to exchange information new's ideas with smb.
- to chat* – to talk
- to depend on* – to be controlled or determined by someone
- gigantic* – huge, massive
- a super-chatter* – a very talkative person
- nowadays* – at present

1 CW/GW. Look and match the pictures with the sentences.

1. You can talk to someone on the telephone.
2. You can talk or write to someone on the internet/skype.
3. You can write someone a letter, a postcard.
4. You can take part in forums or chat sessions on the computer.
5. You can participate in local and international teleconferences.
6. You can type/search something/anything on the computer.
7. You can talk and share (in pairs/groups).



2 GW/PW. Answer the questions, brainstorm and share your ideas with your partners in many ways.



- What are the most common methods of communication?
- Who do we communicate with? Why?
- How do we communicate/keep in touch with the relatives/friends?
- What is the easiest way to communicate nowadays? Why?
- Why do we need to communicate?

Communication – is the activity or process of expressing ideas/ thoughts and feelings.

We can't live if we don't communicate. Not only people, but also animals and plants communicate with each other in different ways.

3 PW/IW. Listen and read letters with appropriate rhythm. Write about your own hobbies/interests.



I enjoy figure skating. That's why my username on the Internet is *Skate Princess*. I enjoy watching sport programs on TV and I regularly search for the latest news on figure skating and more facts about its fans. I keep in touch and share my ideas on the latest news with my friends *via* skype.



I like *chatting* on the internet. My username is *Superchatter*. I always share my ideas actively communicating with my friends on the Internet. We talk about different games and matches, share and learn about the latest news.

*via - through

Motivation (warm-up)

Listening –Speaking.

Highlight some pictures describing different types of communication on the screen or the board and elicit from the Ss:

- *What do you see in the pictures?*
- *What are these pictures about?*

Let the Ss feel free expressing their ideas, thoughts on the pictures. Or draw their attention to the circle on the board and ask:

- *How do you spend your free time?*
- *Do you like watching TV/talking on the phone/playing computer games?*
- *How do you contact/communicate with your friend/relative who lives abroad?*

Have the Ss work in pairs and ask the partner what kind of communication he/she uses mostly and why. (Sample: Skype, letter, Internet, phone, etc.)

Research question: • *What kinds of communication do you know?*
• *What is the importance of communication?*

Discussion/Information Exchange

Get the Ss to read the passages with appropriate rhythm and compare different hobbies of students. Find out what kinds of communication they do have. Ss take an active part in dialogues playing roles. They also use the appropriate verb forms opening the brackets in exercise 4, on page 22 and also paying attention to **Grammar Focus** on the same page. Encourage the Ss to ask each other what they like doing. Follow the samples:

**“I like reading stories”, “I love swimming”, “I enjoy drawing”,
“ I like surfing”, “I like listening to music”, etc.**

Key words/ Give definitions in cards	a waste of time, to communicate, to chat, to depend on, gigantic, a super-chatter, nowadays
Summary	The Ss are able to think of possible ways of communication to express their thoughts answering different questions on the topic. They discuss a number of questions like: <ul style="list-style-type: none">• <i>Why do we need to communicate with friends?</i>• <i>What is the best way of communicating with friends/ relatives?</i>• <i>Why is communication useful?</i>
Creative work	IW. Write an passage “How I can communicate”

Remember: All these are just some samples that any teacher can use in/at his /her lesson. Follow the sample and try to use more activities and be creative to simplify /easify them according to the level of the class. Activities should be on three or four levels: easy/middle/high as in heterogenous classes.

Diagnostic Questionnaire

Answer the questions.

1. Can you write a letter to your friend?
2. Can you send a message or e-mail to anybody?
3. Can you take part in discussions /forums on the Internet?
4. Can you play computer games?
5. What games do you often play?
6. How do you like to spend your free time?
7. Do you like watching TV?
8. How often do you watch TV?

Self Assessment: 2- poor 3- weak 4-fair 5-perfect

I can describe the pictures				
I can ask and answer questions on communication				
I can express ideas on communication				
I can write about my hobbies/interests				
I can read the passages with the speed				
I can build up sentences using the correct tense form				

Criteria				
Group				
Describes the pictures matching to the sentences				
Expresses ideas on communication sharing with the partners				
Speaks about hobbies comparing them				
Writes about his/her hobbies/interests				
Reads the letters with appropriate rhythm				
Acts out a dialogue on the topic using the verbs in correct tense forms				

Lesson 2

Digital Computers

Aim: Increase the Ss' abilities on four language skills, enrich their outlook on Digital Computer through discussions, debates, etc.

Objectives

Student:

- gives samples on digital electronics
- discusses the functions or roles of digital computers
- speaks about computers expressing his/her ideas
- reads and gives his/her comments on computers and robots
- debates on good and bad sides of using computers
- compares the role of two computers
- completes the sentences using the conjunctions
- makes a list of the things computers/robots do/can do

Standards

- 1.1.2.
- 2.1.3.
- 3.1.1.
- 3.1.3.
- 4.1.3.

Content line	Listening/Speaking/Reading/Writing
Integration	Inf-4.1.2. Native Language 1.2.2./2.2.3.
Interaction	GW/PW/IW/CW
Strategy	Venn Diagram, Completion, Discussion, Debate, Cluster
Resources	SB, computer, video, CD, pictures, slides

Lesson 2. Digital Computers

Getting ready for the task:

- What can computers do nowadays? • Why do people need computers?
- What is a computer? • How can computers change our lives in future?

Key words:

experience - 1. the knowledge and skill you've gained through doing smth; competence, proficiency
2. the things that have happened to you
to surf websites - to use internet

web - network

patient - 1. able to accept or tolerate delays, problems, tolerant
2. a person receiving medical treatment

1 CW. Fill in the circles answering the questions.

- What can computers do?
- Can you talk about its functions?



- We can't imagine our life without computers -- thinking machines nowadays.
- Computers are the main part of our life today.
- They help us to communicate, they can find facts and we can solve some problems with the help of a computer.



2 GW. Discuss what computers can/can't do.

- design cars
- learn from experience
- play chess
- do puzzles
- send e-mails
- teach languages
- talk like a child
- think for people
- surf websites
- improve some skills

Sample:

Computers can design cars but they can't ...

With modern computers you can send e-mails, surf websites ...

23

3 PW. Read the teens' ideas and give your comments on the statements about computers and robots.

- Computers can make our lives easier.
- Nowadays computers run factories, plan cities, teach children.
- Robots can really think as people do.
- We can't imagine the 21st century without computers.
- People will use robots to control their lives, etc.



Computers are very important in the modern world, especially in management, art, science, business, education and music. They help scientists do many experiments. Thanks to computers people have made different programs in many areas, such as health care, communication systems and business management, etc. They always help us improve the quality of life.

Do you know anything about robots? A robot's brain is a computer. Robots can help people at home and schools, in hospitals, factories, stores and malls, too. Many car factories in Japan, the USA, and other countries use robots. Robots can work all day and all night. There are robots that visit classrooms to tell children about safety.



Robots are new workers nowadays. They are skilled, and they do many jobs. Robots never become tired. They can do jobs that are too boring, dangerous, or difficult for people to do. A robot's computer "brain" tells it what to do. Of course, these machines cannot really think as people do. Most robots work in factories and stores.

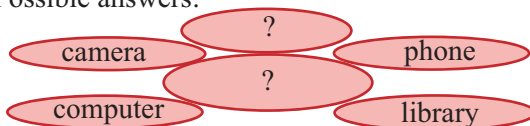
Robots can help people become better doctors and nurses. For example, a robot can be "a real patient" on the operating table. Robots can work for disabled people, too. They can feed and dress the disabled people. People also use robots for fun. Some robots can sing, dance, play the piano or tell jokes. Perhaps, one day, home robots will cook the food or walk a dog.



24

Motivation (warm-up)

Draw the Ss' attention to the circle on the board:
What can be here in the centre? Possible answers:
Or hang some pictures on the wall.



Research question:

- *What is the main role of computers in our life?*
- *What can we do with the help of computers?*

Discussion/Information Exchange

Have the Ss discuss in groups or pairs and do exercise 2, page 23. Encourage the students to use these samples: *Computers can: Send emails, Do puzzles, Design cars, etc.* Get them to listen to the teens' ideas and give their comments on the statements about computers and robots:

- *Computers can make our lives easier.*
- *Nowadays computers run factories, plan cities, teach children.*
- *Robots can really think as people do.*
- *People will use robots to control their lives, etc.*

Draw your students' attention to the **Grammar Focus** on page 25 and encourage them to complete the sentences with the suitable conjunctions.

Key words	experience, to surf websites, complicated game, digital, web
Summary	Have them listen to the predictions and give comments on the importance of today's robots and computers. They can also debate saying the advantages and disadvantages of the robots and computers.
Creative work	IW. Make a list of things that computers/robots can do.

Criteria	A	B	C	D
Group				
Gives samples on digital electronics				
Discusses the functions or roles of digital computers				
Reads and defines the logical order in the text				
Debates on good and bad sides of using computers				
Makes a list of the things that computers can/can't do				

Lesson 3 Animals' Messages

Aim: To elicit from the Ss on how and why animals send messages, how they communicate developing Ss' speaking, reading and writing skills.

Objectives

Student:

- expresses his/her ideas on animals' messages
- speaks about the importance of communication
- reads and defines the logical order of the text
- matches the halves on the text easily
- completes the KWL chart on the topic
- writes about the communication of some animals reading the given sample

Standards

1.1.2.
2.1.1.
3.1.2.
3.1.3.
4.1.2.

Content line	Listening/Speaking/Reading/Writing
Integration	Biology - 2.1.1., Nat Lang.-1.2.2./3.1.2. Lit.-3.1.1.
Interaction	GW/PW/IW
Strategy	KWL, Description, Discussion, Matching
Resources	SB, illustrations, video, CD, flipchart

Lesson 3. Animals' Messages

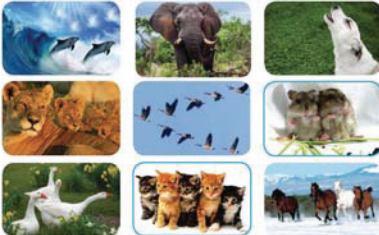
Getting ready for the task:

- Can plants/animals communicate?
- What do you know about animal communication?

Key words:

a distance – the amount of space between two places; things
to run away – to escape
to attract – to make people have a particular reaction
to roar – to make a deep, loud cry or shout; to scream
a direction – a guideline, a course
safe – not dangerous, secure






1 GW. Write about the ways animals express themselves using the KWL chart and pictures below.



Animals:	K (Know)	W (Want to know)	L (Learned)
Bees	dance to send a message	How do they communicate?	
Birds	chirp to send a message	What is their message?	
Dogs	bark to send a message	?	
Dolphins	make sounds for other dolphins	How can they send signals?	

26

2 GW. Read to the passages and fill in the 3rd column of the KWL chart.

- Lions **roar** loudly when they want to tell other animals about danger. The message is, "Run away! It is dangerous here!" 
 - A whale can hear another whale's song from a distance of fifty kilometers. The message is, "I am over here." 
 - Have you ever seen how flowers "talk"? No! Of course, flowers can't talk in the way we understand "their talking". But they can send out messages. How? Some flowers have bright colours. These colours are the messages, because they tell bees, "Please, come and visit me!" 
 - Have you ever seen how bees "talk"? Try to follow a bee when you see one. You will see that other bees also fly in the same **direction**. Bees "tell" each other by signals like "dancing" where the best flowers are. They send the message at what **distance** the food is and what kind of food it is. So, the message is, "Come this way. There is a very good place here." 
 - Dolphins make sounds for other dolphins. They can hear these sounds very far away, but people can't hear them. 
- 3 GW. Find a-e in the paragraphs 1-5.**
- The message: "It is not safe here."
 - They make noises only for themselves.
 - They can easily **attract** the bees.
 - We found good food. Come here!
 - It's possible to hear them from many kilometers.

4 IW. Match the halves.

- Bees "tell" each other by signals
- Flowers tell bees
- The whale's message is
- Dolphins make sounds
- Lions' message is
- a) "I am over here."
- b) for other dolphins.
- c) where the best flowers are
- d) "Run away! It is dangerous!"
- e) "Please, come and visit me!"

5 IW. Write a paragraph on animals' messages.

27

Motivation (warm-up)

Play a record with the sounds of different animals and address to the Ss:

- What do you hear? • What animal is it? Or draw the Ss' attention to the pictures on page 26 and get them answer the following questions:
- Can animals communicate? How?
- Can plants communicate? How?
- Have you ever witnessed animal's communication?

Research question: • *How do plants/animals communicate?*
• *Why do animals/plants need to communicate?*

Discussion/Information Exchange

Draw the Ss' attention to the passages on page 27, get them to read the passages attentively and get sufficient information about each animal, then compare their answers given previously on page 26 in KWL chart in exercise

1. Get the Ss to fit the sentences in the story putting numbers 1-6 in the texts.

Key words/ Give definitions	distance, to roar, to run away, direction, signals, to attract, safe
Summary	Have the Ss do different tasks and get them actively involved in filling the third column of KWL chart on page 26. They realize that not only humans, but also plants and animals need to communicate, in different situations they can call one another and inform what is happening. And they understand that different animals communicate in different ways, and their communication helps them to protect themselves from danger/to survive.
Creative work	IW. To collect information about "Different Animals' Messaging".

Assessment:	A-Excellent	B-good	C-weak	D-poor
Criteria	A	B	C	D
Group				
Writes about the communication of some animals reading the given sample				
Reads and defines the logical order of the text				
Expresses ideas on animals' messages sharing with the partners and filling the KWL chart				
Speaks on animals' messages				
Matches the halves on the text easily				

Sample for Formative Test

Nature is full of beautiful colours. Plants, animals, birds and insects have many beautiful colours. But colour for them is not only for beauty. Birds use their colour to tell other birds to keep away from their nests. They sing and move their wings to show their colour as a warning to other birds. There is one kind of fish which can change its colour, which is the same as the surrounding sea plants or rocks. then its enemies can't see it. so colour is very important to animals, birds and isects. often it can save their lives

1.The underlined pronoun ‘they’ refer to

- A) colours B) plants C) fish
D) birds E) nests

2. The information given in the passage is mainly about

- A) Colours in nature
B) Fish and insects in nature
C) Fish and the surrounding sea plants
D) Beauty
E) Birds and their colour

3. Choose the false variant

Nature’s colours ...

- A) can save lives. B) make things beautiful
C) protect from enemies D) are used as warnings
E) are not important

4. Which word from the passage has the meaning ‘a place chosen or made by a bird for laying its eggs

- A) a warning B) a wing C) an enemy
D) a rock E) a nest

5. Choose the true statements.

1. The colours of birds may warn other birds.
2. Birds change their colour when they stay in their nests.
3. The colour in nature is only for beauty
4. Some fish change their colour to hide from enemies.

Lesson 4

Let's Visit Our ICC!

Aim: To enlarge the Ss' outlook on the ICC through practising their listening, speaking, reading and writing skills with the help of various activities.

Objectives

Student:

- listens and identifies the main idea on the topic
- participates in the dialogues using the key words and speech etiquettes
- reads the passages comparing them with his/her answers
- uses the correct tense form opening the brackets
- expresses ideas on the given topics in written form comparing today's teenagers with the teenagers of 1960s
- shares ideas on the importance of ICC

Standards

- 1.1.1.
- 2.1.2.
- 3.1.1.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Native Language-1.2.1./Literature- 2.1.1.
Interaction	GW/PW/IW
Strategy	Description/Cluster/Discussion/Researching, Venn Diag.
Resources	SB, flashcards, CD, handout, video roll

Lesson 4. Let's Visit Our ICC!

Getting ready for the task:

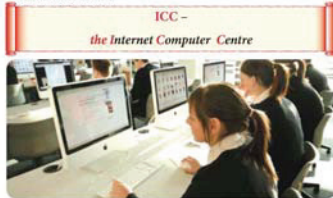
- Have you got the ICC in your school? • How many hours a day do you use it?
- Do you use the internet in your school? • Why do we use the internet?

Key words:

an access – a way of entering or reaching a place
to search – to explore to find
a forum – a place where people can

exchange opinions on a particular issue
success – fortune, happiness
to produce – to work out release build
make/create/output

1 PW. Listen to the dialogue paying attention to the Key words. Act it out.



Aysel: Hi, Samir. How nice to see you here again.

Samir: Hi, Aysel. Nice to see you, too.

Aysel: What are you doing here?

Samir: You know, I am searching for some information about our school monthly news here.

Aysel: Oh, how interesting! Do you produce a monthly newspaper?

Samir: Yes, of course. We have to prepare a wall newspaper every month. We began to produce monthly newsletters on a special site on the internet.

Aysel: It's good that we have an ICC in our school and it helps us a lot in getting aware of the innovations in all fields. Let's search together.

Samir: Here is lots of information about our school, students and great projects in our school that we do in our school ICC.

Aysel: Perfect! You must be proud of your success. I'll regularly read fresh news here.

28

*regularly – usually, frequently

2 GW/PW. Read and complete the teenagers' letters.



My English lesson is always interesting. My home task for English is to find useful information about one of our national heroes. I have to prepare a creative composition on heroes. I have internet access and I want

I have to find facts for my school project. The project is quite complicated (very difficult, not easy), so it will take quite a long time to finish. I haven't got a computer at home. That's why I come to the ICC. After I finish my homework, I'll play some online games here. I want



I usually surf the internet. Yesterday I had to download lots of music onto my MP3 player, so I went to the internet cafe. And I had to chat on facebook with my friend. I wanted



Yesterday I had to email my penfriend in Poland. Then I had to visit the BBC children's website. I wanted to join forums there and did it. It was really amazing! I wanted



BBC – the British Broadcasting Corporation

3 PW. Fill in the chart according to the passages above.

Activities	Agil	Carrie	Brian	Jessy

4 CW. Answer the questions on the passages.

1. Who had to copy music?
2. Who hasn't got a computer at home?
3. Who had to find facts for the school project?
4. Why did Brian have to surf the internet?
5. Who had to email the penfriend?
6. Who had to write about heroes?



29

Motivation (warm-up)

Listening/Speaking

You can begin the warmer with questioning/eliciting. Ask the Ss:

- Where can we get different/important information on various topics?
- What can make our classes interesting nowadays?
- Have you got ICC in/at your school?
- Do you use internet in your school?
- How many hours a day do you use it?

Research question: • *Is it good/bad to use internet at the lesson? Why?*
• *What is the role of the ICC at your school?*

Discussion/Information Exchange

Get the Ss to interact/get actively involved in performing the dialogue on the ICC on page 28. Draw the Ss' attention to read different teenagers' ideas and thoughts about the importance of the Internet, the ICC in life. Encourage them to share their ideas actively.

Key words	to search, access, forum, headache, to produce, success, onto, complicated
Summary	The students work in groups, read the passages about different teenagers' opinions and complete the Venn Diagram and come to conclusion that the ICC plays an important role in our today's life. It is also useful for students at schools, Universities, in hospitals, offices, banks, etc.
Creative work	IW. Write an essay: <i>"Why do I go to the Internet Café?"</i>

Criteria	A	B	C	D
Group				
Participates in the dialogues using the key words and speech etiquettes				
Reads the passages comparing them with his/her answers				
Uses the correct tense form opening the brackets				
Shares ideas on the importance of the ICC				
Expresses ideas in written form on the given topics comparing today's teenagers with the teenagers of 60's				

Lesson 5 A Global Language

Aim: Direct the Ss to share their ideas on *Global Usage of Foreign Languages*, especially English, through listening, speaking, reading and writing skills.

Objectives
Student:

- listens and identifies the main idea on the topic
- finds the way how to act in some problem situations
- speaks about global languages
- uses speech models on the purpose
- speaks on the mportance of the English language
- reads the text with correct intonation
- answers the questions easily on speaking English
- makes a plan on the global language
- writes expressions in the correct coloumn

Standards
1.1.1.
2.1.1.
3.1.2.
4.1.1.
4.1.2.

Content line	Listening/Speaking/Reading/Writing
Integration	Literature-3.1.3. Native Language- 3.1.1./2.2.3.
Interaction	GW/PW/IW
Strategy	Description, Completion, Discussion, Mind map
Resources	SB, pictures, video, slides, CD, flipcharts, markers

Lesson 5. A Global Language
Getting ready for the task:

- Do you know any foreign languages? • Is it easy to learn foreign languages?
- Is it important to know foreign languages? And why?

Key words:
abroad – in to a foreign country
global – world wide
a foreigner – a stranger, an alien, not native
a watermelon – a type of large melon with hard dark green skin and stripes
inside (prep) – on or to the inner part of smth/smb

1 GW/PW. Work in small groups, brainstorm and share your thoughts/ideas about English.

Sample: English is a worldwide language.

2 GW. Look at the pictures, listen to the problems and say how you can act in such situations.

- You are in the city centre and you meet a **foreigner**. The foreigner asks you to help him/her to show the way to the National Library. But you can't understand her/him.
- You are in a foreign country. You are in the market. You are going to buy a watermelon. You know English a little. You begin to explain, "I'd like a watermelon which is juicy, sweet and red inside and has a good taste".

7 PW. Look at different reasons why people learn English. And say why you learn English.

A) I learn English, because I want to be an intelligent person. B) I am also able to understand people everywhere, because I know English.

C) I learn English, because I want to be able to travel all over the world independently. D) I am able to write and send messages to my foreign friends, because I know English.

E) I learn English, because I want to be able to make friends in other countries.

GRAMMAR FOCUS Modal Verb *to be able to = can*

	to be able to	The Present Simple	The Past Simple
REMEMBER!	Positive	I am able to +V We/you/they-are able to+V He/she/it-is able to+V	I/he/she/it-was able to+V We/you/they-were able to+V
	Negative	I am not able to+V We/you/they-are not able to+V He/she/it-is not able to+V	I/he/she/it-was not able to+V We/you/they-were not able to+V
	Yes/No	Am I able to +V? Are we/you/they-able to+V? Is he/she/it-able to+V?	Was I/he/she/it able to+V? Were we/you/they able to+V?
	Samples	<ul style="list-style-type: none"> I am able to translate these words. I was able to translate this story into English yesterday. 	

8 IW. Insert "to be able to" in the gaps.

- I ... to do these tests, because I work hard.
- Nigar ... to understand the words of this song as she knows many English words.
- Mahammad has many qualities and he ... to use modern computers.
- Dad was very tired yesterday and he ... not ... to sleep well.
- They knew four foreign languages and they ... to travel to many countries.
- Students ... to integrate into the world education system.

9 IW. Write a paragraph: "Why do We Learn English?"

Motivation (warm-up)

Listening/Speaking.

Write the word “hello” in different languages on the board: Ask Ss to read the greeting words one by one. Elicit from the Ss’ which languages they are and which of them is the globally used one. For sure the answer will be *English*. Concentrate on English which is globally used nowadays.

- **English is an international language!**
- **English is a global language!**
- **English is a musical language!**



Research question: • *Is it important to know foreign languages? Why?*
• *Why is English a globally used language?*

Discussion/Information Exchange

Have them read the essay on page 32 with appropriate temp/rhythm and answer the questions sharing in pairs. Have the Ss discuss the main reasons of studying foreign languages, the importance of learning foreign languages. At the same time they share ideas on: what studying foreign languages gives us, how foreign languages help us when we go abroad/when we listen to foreign music, when we watch foreign movies, etc. After discussing involve them in filling in the chart and write an essay/ a passage on a global language looking through the given plan in task 4, and tasks 5-6 on page 32.

Explain to the Ss how to fill the chart using the useful expressions given in the box above, on page 32. Tell the Ss also to pay attention to the **Grammar Focus** on page 33 using and practicing the modal verb “*to be able to*” correctly in their speech.

Key words	abroad, global, lyrics, foreigner, watermelon, inside, reason
Summary	Draw the Ss’ attention to exercise 7 on page 33 and suggest them to read it carefully and attentively to consolidate the taught material. Different Ss speak on learning English, and they share opinions on why they learn English, how they learn it and the importance of learning English for them. As they discuss the given problems they try to express their views, thus the discussions become lively.
Creative work	IW. Write a paragraph: “ <i>Why do We Learn English?</i> ”.

Remember: You may start the lesson with Discussion by giving your own opinion, not necessarily referring to the statements in the book. Try to develop Ss' thinking skills, encourage them to sharing and co-operation. Ss always need your help, so try to praise them when needed.

Standards: 2.1.1./4.1.1./4.1.2.

Rubrics

- **Criteria: Discussing**
- **Describing in written form**

I	II	III	IV
Hardly speaks on the topic Global English using the Key words.	Expresses ideas on the English Language by using the new words and expressions briefly.	Talks on Global English Language, its importance and role.	Takes an active part in discussions-exchanging and sharing ideas on Global usage, importance and role of the English language.
Doesn't read the passage with correct intonation, has many mistakes in pronunciation.	Reads some words and expressions with incorrect intonation.	Tries to read the passage at correct speed identifying the meaning of it and answers some questions.	Identifies the basic features in the passage reading with correct speed and intonation and retells its content.
Hardly describes his/her ideas on Global English/in/written form.	Builds up sentences on using the new key words.	Writes an essay on Global English using the key words, expressions and describing the pictures.	Writes compositions or essays independently and creatively giving a broad description of Global English.

Self Assessment: A-always B-often C-usually D-seldom

I can talk about global languages				
I can answer the questions				
I can solve problems on the language				
I can describe pictures				
I can share ideas about English				
I can write my ideas about English				
I can complete the sentences				

My Portfolio

Develop Ss' skills in evaluating their own study abilities. It raises their awareness and interest in the subject.

Self-Assessment: A-always B-often C-usually D-seldom

I can share ideas on communication				
I can make up a dialogue on communication				
I can share ideas on digital computers				
I can build up sentences using conjunctions				
I can fill in KWL about animals' messages				
I can describe pictures on the topic				
I can speak about the importance of English				
I can take part in discussions on the topic				
I can write about my interests and hobbies				
I can talk on the importance of the ICC				

Sample for Formative Test

Lesson 5. A Global Language

You can prepare different types of exercises for formative test.

1. Answer the questions.

1. What languages are more useful and why?
2. How can a foreign language help you in your country?
3. Why do we need to learn a foreign language?
4. What can a foreign language give you?
5. Why is English an important global language?
6. Is it easy or difficult for you to learn English?
7. How many people speak English in the world at present?

2. Complete the sentences with your own ideas.

1. English is the language of
2. I learn English, because
3. You can learn English not only in an English speaking country, but... .
4. Today English is very popular,
5. If I don't know English,

Sub Summative Test 2 (Open-ended tests)

1. Choose the correct variants.

.... is the process of expressing ideas and feelings.

- A) information B) discussion C) communication D) innovation

2. Choose the correct variant.

Mary enjoys ... Nature programs on TV.

- A) listening B) watching C) looking D) reading

3. Complete the sentence.

... are the main part of our life today.

- A) taperecorders B) radios C) computers D) TV

4. Choose the correct variant.

... means Internet Computer Centre.

- A) BBC B) ICC C) DV D) WWW

5. Choose the correct conjunction.

My sister likes playing the piano, ... my brother likes playing the violin.

- A) and B) that C) but D) because

6. Choose the correct variant.

A whale's message from a long distance is ".....".

- A) Come and see me B) I'm over here
C) Run away! D) Please, visit me!

7. Choose the incorrect sentence.

- A) English is a global language.
B) It is important to know English.
C) English is spoken only in England.
D) Chinese is the first language in China.

8. Which one is wrong?

- A) Computers can design cars. B) Computers can do puzzles.
C) Computers can't send e-mails. D) Computers can find facts.

9. Choose the correct conjunction.

Computers are the main part of our life today ... they help us to communicate.

- A) that B) and C) but D) or

10. Write a paragraph "How do we Communicate?"

UNIT 3

Countries

Lesson 1

Famous Places

Aim: To engage the Ss to share and exchange ideas, point of views on famous places in the world by the help of 4 language skills.

Objectives

Student:

- listens and identifies the main idea on the topic
- talks and describes the postcards on famous places expressing his/her own ideas
- reads and finds out the main idea of the letters
- reads the text with correct intonation
- writes the descriptions on the famous places according to the plan
- writes/designs invitations/posters on famous places

Standards

- 1.1.1.
- 2.1.3.
- 3.1.2.
- 4.1.4.

Content line	Listening/Speaking/Reading/Writing
Integration	Literature -3.1.3./2.1.1. Language -3.1.4.
Interaction	CW/PW/IWCW
Strategy	Description, Discussion, Reading, Filling gaps
Resources	SB, pictures, map, globe, cards, CD

UNIT 3

COUNTRIES

Lesson 1. Famous Places

Getting ready for the task:

- What countries have you visited? • What countries would you like to go?
- What are these places famous for?

Key words:

administrative - connected with organizing the work of an institution
cosmopolitan - widely distributed
fashionable - stylish, modern
a border - a line separating one country from another

1 CW. Look at the postcards from famous places and describe them paying attention to the "Grammar Focus".



Sample: This is the picture of the Statue of Liberty. It is in New York. I have been to New York this year. And I have seen a lot of places of interest there.

GRAMMAR FOCUS

The Present Perfect Tense Form.

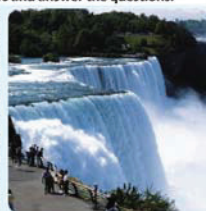
Positive	I/we/you/they + have + V, /ed
Negative	I/we/you/they + have not + V, /ed
Questions	Have I/we/you/they + V, /ed?

Time adverbs: just, already, ever, never, since, this week, lately, yet, many times, recently

Sample: • I/You/We/They have been to Italy lately.
 • He/She has already written his/her exercises.

2 PW. Listen to the letters and answer the questions.

■ Hello! I am Joe. I live in the US. I have been to Canada lately. It is the world's second largest country. This country attracts visitors all year round. Visitors come here for the magnificent scenery and beauty. Mountain climbing, hiking, watching polar bears, skiing, fishing or swimming are enjoyable ways to experience the extraordinary scenery. You can't go home without seeing Niagara Falls. The capital city Ottawa is the administrative centre of the country. Ottawa also attracts tourists. It is a cosmopolitan city of great beauty, with its large parks, impressive public buildings and wide streets. You can come to this country and see everything with your own eyes.



■ Hi, my name is Helen. I am from France. This year I have been to England. I have made some new friends here. I have learnt many traditions and seen a lot of wonderful things here. It is one of the oldest cities in the world and at the same time one of the largest cities in Europe. This is on the bank of the Thames. It is not only the capital, but also a big port and one of the greatest commercial centres in the world. You can see many bridges over the Thames. But Tower Bridge is the most interesting one. The City is the oldest part and the heart of London. You can enjoy being in the West End. It is the most fashionable and expensive part of London.



1. What are the letters about?
2. Where are they from?
3. Where is Niagara Falls situated?
4. What do these countries attract visitors with?

*extraordinary - very unusual or remarkable



Motivation (warm-up)

Draw the Ss' attention to the video slides or postcards of different famous places on page 36. Elicit:

- Have you ever been to a foreign country?
- What countries have you ever visited?
- What countries would you like to visit?

Research question: • *What are these places famous for?*
• *Why do these places attract people?*

Discussion/Information Exchange

Draw the Ss' attention to the letters on page 37. Get them to read the letters with the correct tone paying attention to the intonation - the rising /falling tone. Have them find out what country the children have been to and what places of interest they have seen there. Then the Ss discuss the following questions sharing their ideas: What do these countries attract Joe's/Helen's attention with? Why did they choose these places to go? Have them pay special attention to the usage of Present Perfect and encourage them to read the text with correct intonation. After reading the passage get them answer the questions on the text. Try to lead the students to complete sentences with "**I have been to...**". In this way Ss will be able to learn the 3 forms of the verb.

Key words	commercial centre, fashionable, to attract, cosmopolitan, administrative, border				
Summary	Get the Ss to work and prepare the plan of a place that is worth visiting. They read Fact File about Niagara Falls, get enough information on the attractive places in the world. They understand that those places are really worth visiting.				
Creative work/ Project	To design invitations or postcards on picturesque places of Azerbaijan or of other countries. And search additional material on Niagara Falls visiting ICC in your school.				
Criteria	Group	A	B	C	D
Talks and describes the postcards expressing his/her own idea					
Reads and finds out the main idea of the letters					
Writes the descriptions of the famous places according to the plan					
Reads the text with correct intonation					
Answers the questions on famous places					
Writes/designs invitations to famous places					

Lesson 2

My Home Is My Castle

Aim: To increase the Ss' listening, speaking, reading and writing skills practising different activities and brushing up their critical and logical thinking skills on the given topic.

Objectives

Student:

- recognizes the names of places on the map
- defines the main idea and the characteristic features of the topic
- listens to the passages and shares his/her opinions
- describes the places in pictures in different ways
- expresses his/her ideas concerning the topic
- thinks creatively and answers the questions on the topic

Motherland

- reads the information and speaks about the role of international projects
- finds out and writes the proverbs about countries/hometowns
- writes special questions paying attention to the grammar focus

Standards

- 1.1.2.
- 2.1.2.
- 2.1.3.
- 3.1.4.
- 4.1.2.

Content line	Listening/Speaking/Reading/Writing
Integration	Geo.- 3.2.1. Lit.-1.2.4./3.1.1./Native Language-1.2.4.
Interaction	CW/GW/PW/IW
Strategy	Incomplete story, Completion/Description
Resources	SB, video roll, CD, handouts, pictures, map

Lesson 2. My Home Is My Castle!

Getting ready for the task:

- What is "Motherland" for you?
- Why do we love our Motherland?

Key words:

- to witness – to see smth happen with your own eyes
- hospitality – friendly cordial reception
- be rich in – be wealthy
- a skyscraper – a very tall building
- landscape – a view
- a multistoried house

1 GW. Listen and complete the sentences.



Motherland

- The country – where we live is ...
- The capital city of our country is ...
- The people of our country are ...
- The language of our country is ...
- The natural riches are ...
- The places of interest are ...
- The customs and traditions are ...
- The cities and towns in our country are ...
- The sea, rivers, lakes around our country are ...
- The mountains, hills, valleys around our country are ...



39

2 GW. Listen to the passages. Share your opinions and discuss.

Yes, Azerbaijan has all these beautiful features!



Azerbaijan, land of fire!

- People in Azerbaijan always welcome international guests. It's a great pleasure for us to **value** their presence. We have rich flora and fauna. Come and witness!



Land of rich culture!

- Baku is the city of winds. Baku is changing day by day. You can see a lot of places of interest, historical monuments and skyscrapers here.



Land of beautiful nature!

- You can enjoy its beauty: green forests, mineral springs, attractive lakes, high mountains and large orchards.



Land of natural riches!

- Azerbaijan which is rich in natural resources attracts many foreign countries with its oil. Oil is the main wealth of Azerbaijan.



Land of beauty!

- You can see the most beautiful and attractive **landscapes**! You can enjoy the **hospitality** of the Azerbaijani people!



Birth of music!

- You can find the most beautiful works of art! Azerbaijan is the birthplace of Mugham.

40

*value – appreciate, respect

Motivation (warm-up)

Listening/Speaking

Draw the Ss' attention to the title or get them to listen to the song "Azerbaijan" by M. Magomayev. Try to create a warm atmosphere in the class. Or bring some pictures about Azerbaijan or places of interest in Azerbaijan. Draw the Ss' attention to the map on page 39. Get the students to show his/her country on the map and name its capital, biggest towns, lakes, rivers, mountains, places of interest. Have them work cooperatively in groups, discuss the pictures on p 38 and match them with the passages. Ask:

- *What is the song about?*
- *How did you feel while listening?*
- *What are these pictures about?*

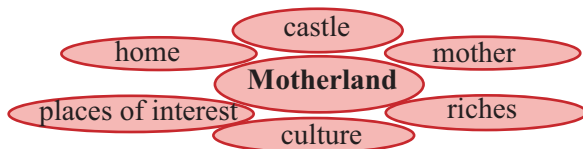


Research question: • *What is a "Motherland" for you?*

• *What associations come to your mind when you hear the word "Motherland?"*

Discussion/Information Exchange

Draw a circle on the board and ask the Ss to write their answers around the key word "Motherland". You can get possible answers:



Get the Ss to exchange their ideas describing the pictures that demonstrate the development of Azerbaijan in the last few years. Then they begin to match the pictures with the given sentences. Pay attention to the pronunciation of the Key words. Get the Ss to listen to the passages and share their opinions on our motherland. Ask them to discuss the letters actively. Have them write letters about their motherland, its history/beauty/ places of interest, etc. Get them to find proverbs/sayings about motherland, hometown. Elicit:

- What is Azerbaijan famous for?
- What natural resources does Azerbaijan have?
- What does Azerbaijan attract the tourists with?
- What places of interest does Azerbaijan have? etc.

Draw the Ss' attention to Grammar Focus and ask them to use the correct Wh/ How questions using the Present Perfect Tense form.

Key words	hospitality, skyscraper, extreme, witness, to be rich in, landscape
Summary	Brainstorm the Ss to think of the proverb “ East or West, Home is Best ” and explain the meaning of this proverb independently. Draw their attention to the usage of Yes/ No questions in Present Perfect and the construction: “ Have you ever been to...? ” They do exercises on pages 41-42, answer the questions and act the dialogue and come to conclusion that Azerbaijan is rich in natural resources, Azerbaijan always attracts foreign guests and tourists, Azerbaijan is the land of beautiful nature, etc.
Creative work	IW. To collect additional material on Heydar Aliyev Foundation from different sources reading the Fact File.

Remember: *You may start the lesson with the discussion by giving your own opinion, not necessarily referring to the statements in the book. Try to develop Ss' thinking skills, encourage them to share and cooperate. Ss always need your help, so try to praise/support/help them all the time. This outline is also a sample. You can choose other standards for this topic as you wish. You can choose any exercise on “Motherland” taking into consideration the level of the class. Doing these exercises Ss can easily speak about the places of interest in Baku and think how to express their impressions. It will encourage them to discussions and make Ss think more creatively and enthusiastically about their hometown. It may also encourage and give an opportunity to good students to help those who are weaker.*

Criteria	Group	A	B	C	D
Recognizes the names of places on the map					
Defines the main idea and the characteristic features of the topic					
Expresses his/her ideas concerning the topic					
Reads and matches the pictures with the passages					
Describes the places in pictures in different ways					
Realizes the great progress of the flourishing Motherland in the last few years					
Gets sufficient information about H. Aliyev Foundation and its importance in the country					
Thinks creatively and answers the questions on the topic Motherland					

Lesson 3

Famous Regions in Azerbaijan

Aim: To develop the Ss' listening, speaking, reading and writing skills by eliciting and engaging them to work interactively on the famous and wealthy regions of Azerbaijan.

Objectives

Student:

- responds to the questions on the topic
- reads the text with correct intonation and easily matches the pictures to the passages
- describes the pictures easily realizing what part of the country it belongs to
- speaks about motherland, its importance using the key words appropriately
- writes an essay or a letter about his/her motherland

Standards

- 1.1.1.
- 2.1.3.
- 3.1.2.
- 4.1.1.
- 4.1.2.

Content line	Listening/Speaking/Reading /Writing
Integration	Science-3.2.2. Lit.- 3.1.1./3.1.3. Geo.-3.2.3.
Interaction	CW/GW/IW
Strategy	Description, Discussion, Matching, KWL
Resources	SB, realia, song, video, pictures, CD

Lesson 3. Famous Regions in Azerbaijan

Getting ready for the task:

- What famous places do you know in our country?
- What are these places popular with?

Key words:

crop – harvest

to harvest – to gather crop

a pasture – the place where

animals graze, where there is much

grass

a peel – a shell, skin, the outer

covering or rind of a fruit or

vegetable

a pearl – a small hard shiny white

ball that is inside a shell

1 CW. Write a narrative describing a famous place/region in our country. Follow the sample.



Sample:

The symbol of this region is an apple. It's also famous for its beautiful carpets. (Its carpets are very popular even far outside Azerbaijan.) There is a famous song about "The White Apple" of this region. The apples are yellow, red, green and tasty with soft **peels**. What region is it?

43

2 GW. Listen and guess the name of the region. Match the pictures to the facts thinking logically.

1. This region is famous for its Turshu meadows, Isa bulagi, Yukhari Dashedli springs, and the well-known Jidir Duzu valley which are popular in the world. People call this region the **pearl** of Azerbaijan. What region is it?



2. This area is famous for its pomegranates. People in this region celebrate the pomegranate festival every autumn. Many foreign guests visit this international festival **annually**. What region is it?



3. There are many orchards with citrus fruit in this region. Citrus fruit is delicious. It contains citric acid, sugar, Vitamins C, B and A. This region is popular with its tea, too. It has a subtropical climate. What region is it?



4. The best chestnuts in Azerbaijan grow here. There is a famous chestnut forest on the mountain **slopes**, 1,000 metres above the sea level. When spring comes, the symbol of this land blossoms. The chestnut trees are more than 500 years old here. What region is it?

GRAMMAR FOCUS

Compare and Remember:

REMEMBER!

The Present Perfect

*I have just sent a letter.
in my life, today, never, for, ever, just, since, today, this year, etc.*

- I have never seen a UFO.
- She has already seen this film.
- The architect has designed a big bridge this year.
- Have you ever met any famous man?

The Past Simple

*I sent a letter yesterday.
in 1991, last week, last year, last Sunday, yesterday, 2 days ago, etc.*

- Many guests came to the festival yesterday.
- The architect designed this bridge 3 years ago.
- We saw a funny film last week.

*annually – every year
*slopes – hillside

44

Motivation (warm-up)

Begin the lesson with a game “Find your Pair”. For this write the names of famous regions of Azerbaijan on some slips or bring some pictures that remind you these regions. For example, write Gedebeý on one slip or bring a picture where there are lots of potatoes on it. Get the students to guess what region it belongs to. **Sample:** potatoes grow in/belong to Gedebeý, apples belong to/grow in Guba, etc. Or Draw the Ss’ attention to the illustrations of some fruits/vegetables or realia on the screen or on board/table:

a potato, a tomato, an apple, a pomegranate, a banana, a pine-apple, an orange, tea, a lemon, nuts, etc. Elicit:

- What are these pictures about?
- Which of them do we harvest in Azerbaijan?
- Which of them doesn’t belong to our country?
- What countries do they belong to?
- Do you know wealthy regions in your country? What are they?



Research question: • *How can a region be rich?*

• *What region is rich in apples/pomegranates/nuts?*

Discussion/Information Exchange

Get the Ss to exchange ideas on different fruits and vegetables and describe the illustrations using the Key words and speak about which of them refers to Azerbaijan, which of them is specific for Azerbaijan. Have them think and find out where /in what region Azerbaijani people grow these fruits or vegetables or what fruits/vegetables this region is famous for. Get them pay attention to the pronunciation of the new words. Get the Ss to discuss these questions looking at the pictures where these regions are situated and try to encourage the Ss to think and answer the questions logically:

- What is Goychay/Guba/Shaki/Lenkoran/Gedebeý famous for?
- What else are there in these regions?
- What grows in other regions? etc.

Draw the Ss’ attention to the comparison of the Past Simple with the Present Perfect. **Sample:**

Past Simple	Present Perfect
I <i>went</i> to Shaki yesterday.	I <i>have been</i> to Shaki lately.

Key words	wall-nuts, hazelnuts, chestnuts, pomegranate, carpet, crop, to harvest, pearl
Summary	Ss work on different tasks, do exercises, answer the questions on the riches /wealth in different regions of Azerbaijan. They read the passage on page 44, task 2, choosing the correct verbs and paying attention to the Grammar Focus table. They compare the Past Simple with the Present Perfect using time adverbs consciously, while reading the text. They really understand that each region/place has its own specific riches, such as: Guba has apples, Lenkoran has citrus plants- lemons, oranges, Gedebeý has really got the best potatoes. In general each region is rich in smth and famous for its wealth.
Creative work/Project	IW. To write an essay looking at the plan.

Remember: *You can choose the appropriate Strategy: KWL, Mind Map, Discussion, Cluster, etc. It depends on the level of the class, the Ss' interests and needs. Doing these exercises Ss can easily speak about the regions where people grow different fruits/vegetables and think how to express the importance of these fruits/vegetables. You can give them a chance to share their ideas actively. All the time while they are working try to get the Ss think and guess what region it is. Encourage them to talk more about regions of our country independently. Try to develop Ss 'thinking skills and encourage them to share and cooperate. Don't forget to praise/help/support them.*

Assessment: A-high B-fair C-good D-weak

Criteria	Group	A	B	C	D
Responds to the asked questions on the topic					
Reads the text with correct intonation and easily matches the pictures to the passages					
Describes the pictures easily realizing what part of the country it belongs to					
Speaks about motherland, its importance using the key words appropriately					
Writes an essay or a letter about his/her motherland					
Takes part in discussions on the topic					
Builds up sentences comparing tense forms					

Lesson 4

Tea in Azerbaijan

Aim: To direct the Ss' attention to the widely known and used Azerbaijani tea, its importance and fame in the world and brush up their knowledge on tea growing countries through practising listening, speaking and reading skills.

Objectives

Student:

- asks and answers questions on the content of the text appropriately
- counts the names of the drinks specific to Azerbaijan
- expresses ideas on tea in various ways
- takes an active part in discussions exchanging ideas on Azerbaijani tea

Standards

- 1.1.2.
- 2.1.1.
- 2.1.3.
- 3.1.4.

Content line	Listening/Speaking/Reading
Integration	Science-4.1.1.Native Language-3.1.2
Interaction	CW/GW/PW
Strategy	Discussion, Brainstorming, Description, Silent Reading
Resources	SB, flashcards, CD, video roll, pictures

Lesson 4. Tea in Azerbaijan

Getting ready for the task

- What do you like to drink?
- Do you think tea is good for you?
- What national drinks do you know?

Key words:

- to grow tea* – to harvest tea
- flavour* – the distinctive taste of food or drink
- a tea plantation* – a tea field
- a beverage* – a drink
- pastry* – a dough of flour, shortening and water, used as a base and covering in baked dishes such as pies

1 CW. Look and speak about the drinks.



2 GW. Read the passage giving your comments.



Have a cup of tea when you are tired/ you feel bad/ have a headache, etc!

The Azerbaijanis grow tea in the Lankaran-Astara region. It has a very special flavour. It is famous all over the world. All tourists have our national tea with great pleasure. We have tea for breakfast, lunch and dinner. We serve tea in "armudu" glass which is in the shape of a pear (pear shaped). Our people like to have tea mostly with lemon. We also enjoy tea with shakarbura, badambura, pakhlava and different kinds of sweets, as well as pastries.



3 CW. Listen to the Fact File and answer the questions.

Fact File

The British, the Chinese, the Indians, the Japanese love drinking tea. The British first introduced tea into India. India is the world's largest tea-drinking country. The history of tea in China is old. They drink tea instead of water.

In the late twelfth century tea came to Japan from China. Tea is an important part of Japanese food culture. There are various types of tea in Japan. Green tea is also the central element of the tea ceremony. Tea has affected the history and economy of the world like no other beverages/drinks.



The British love tea with or without sugar. They drink several cups of strong, refreshing tea every day. This tradition started over 350 years ago. The five o'clock tea and tea with milk are among the greatest contributions of the British to tea culture.



1. What country is famous for its tea?
2. What is tea useful for?
3. What kinds of tea do you know?
4. In what country do people prefer green tea?
5. How do our people serve tea?
6. How do people serve tea in Japan/India/England?



4 PW/GW. Find True/False sentences.

1. The history of tea in Britain is long.
2. The English drink tea instead of water.
3. India is the world's largest tea-drinking country.
4. Tea is an important part of Chinese food culture.
5. Tea is an important part of Japanese food culture.
6. Green tea is also the central element of the tea ceremony in Azerbaijan.

Motivation (warm-up)

Have the Ss listen to the song or play the tape “Armudu stakanda chay”. Or bring some pictures of different types of drinks or realia (tea, coffee, water, juice, etc) to the class. Then elicit from the class:

- *What is the song about?*
- *What are these pictures about?*
- *What is your favourite drink? Why?*
- *What do you like to drink?*
- *What national drinks do you know?*



Research question: •*What is tea good for?*

•*When do we drink tea? What with and why?*

Discussion/Information Exchange

Draw the Ss' attention to the pictures of drinks specific to Azerbaijan giving some explanation. Get them to read the passage giving their own comments. Have the Ss read the **Fact File** to get interesting information about the history of tea in different countries.

Key words	to grow tea, flavour, tea plantation, sleepy, pastries, beverage
Summary	The Ss learn that in some countries people grow and love tea, such as: in China, Japan, Britain, India, etc. They all have particular/specific qualities and play an important role in food culture and tea ceremonies. The Ss also learn when and why people prefer drinking tea. Then they do exercise, find true and false statements and give comments. The Ss also answer the questions on the topic thinking logically and critically.
Creative work	Visit the ICC and search extra materials on the importance of tea finding <i>“Why do Azerbaijani People Drink Much Tea?”</i> .

Criteria	A	B	C	D
Group				
Asks and answers questions on the content of the text				
Counts the names of drinks specific to Azerbaijan				
Talks on tea expressing ideas in various ways				
Takes an active part in discussions exchanging ideas on Azerbaijani tea				
Finds T/F sentences on the topic				

WRITING TIPS

General writing improvement strategies

Writing is a skill like playing tennis. You have to practise. There is a lot of extra work you can do on your own to help you become a better writer. Doing these activities your students will practice their writing and practice forming opinions. The general writing improvement strategies below will help you learn to think about a topic.

1. To improve your writing, pay attention when you read. Take any model essay and write it out by hand. Write it several times until you get a feel for the use of transition phrases. Try to understand how the details support the topic sentences. Pay attention to the introductions and conclusions. Then create your own essay on the same topic. Compare your essay with the model essay.

2. Read more. A lot of research has shown that reading improves your writing. Reading will build your vocabulary and your understanding of the way ideas are expressed. Read every chance you get.

3. An essay is made up of sentences. If you have some extra time, for example, while waiting for someone, don't just stare at the wall. Write! You don't have to write an essay, write just a sentence or two. Look around you. What do you see? Write what you see. The wall is painted a light yellow. Write what you think about it. Yellow is too colourful for me. I'd prefer grey. Write why you think so: Yellow is too bright colour, it's hard to relax in a yellow room.

4. The sentences which you have written can be from words, to poems, to jokes, to a complete essay. It can be about your school, your family or you. The important thing is to write.

5. When events happen, take notes. Later in the day reread your notes and turn them into sentences. Turn the sentences into paragraphs. The more you write, the better writer you will become. You may think of a better, or a different, way of expressing a thought.

Here is an overview of the step by step process you'll use to address the task and organize the topic.

Step 1	Read the essay topic.
Step 2	Identify the task.
Step 3	Write about your thesis statement.
Step 4	Make notes about your general ideas.
Step 5	Expand your notes to include specific details.

Model Essay

Imagine a foreign visitor has only one day to spend in your country. Where should this visitor go on that day? Why?

Use specific reasons and details to support your choice.

A foreign visitor with only one day to spend in my country should definitely spend that day in the capital. Spending time in the capital is the easiest way to see many aspects of our country in one place. In the city, the visitor can learn about our history, see examples of our culture, and buy our national products and souvenirs.

Foreign guests can see our country's history in several ways through the city. Foreigners can learn about the history of our city, the places of interest of Baki, monuments to famous historical people and events. It's also possible to see different valuable traditions of our culture. Our art museums and galleries show paintings and sculptures by our artists. Visitors can enjoy our national and folk music and traditional dances at Mugham and our national theatres. Many restaurants in the capital serve our native dishes. Central markets sell our local fruit and vegetables from the surrounding agricultural regions. Tourist and craft shops sell native handicrafts which are made in the countryside.

The capital city, Baki is the best place to learn a lot about our country in one place. Of course, it is difficult to see all of the city's attractions in one day. But it's possible to see at least a few examples of our country's history, culture, and traditions in one day. Welcome to my capital city!

Project Checklist

1. Work in pairs. Find or draw a map of your country and label with:

- *The capital city*
- *Some important cities*
- *The seas or countries near it*
- *Your home town*

2. Choose subjects for each of these topics: my home, geography, cities, people, industry, sports.

3. Find information on the Internet about these subjects and write one or two sentences about each one.

4. Choose three or four photos to illustrate your texts.

5. Make a poster with your map, texts and photos.

6. Present the poster to the rest of the class.

Model: Project

My Country

• Location

New Zealand is south-east of Australia. It is a small country with two islands. On south island, there are high mountains. On North Island, there are beautiful beaches.

• Sport

Rugby and cricket are traditional sports and they are very popular. The All Blacks are the famous national rugby team. Bungee jumping and zorbing are also from New Zealand.

• Cities

Wellington is the capital city. There are about 200,000 inhabitants. There are a lot of museums, cinemas and theatres there. The largest city is Auckland with 1,3 million inhabitants. There is a very big port and sailing is popular.

• My home

This is my home town. There are about 10,400 inhabitants. Skiing and climbing are very popular here.

• People

This is a photo of Sir Edmund Hillary, the first person to climb Mount Everest. Peter Jackson is also a famous New Zealander. He is the film director of the Lord of the Rings.

Project Checklist

1. Work in pairs. Find or draw a map of your country and label with:

- *The capital city*
- *Some important cities*
- *The seas or countries near it*
- *Your home town*

Answer the following questions.

- Where is Azerbaijan situated?
- What is the capital of Azerbaijan?
- What big cities are there in Azerbaijan?
- What is Azerbaijan famous for?
- What famous people do you know in Azerbaijan?

Now make a poster about Azerbaijan following the steps in the project checklist.

Lesson 5
Lifestyle

Aim: To encourage the Ss to interact in pairs and groups sharing different opinions and exchange ideas on lifestyle through speaking, reading, writing skills.

Objectives
Student:

- describes the pictures and expresses point of views on them
- makes up dialogues using the speech etiquettes appropriately
- exchanges ideas thinking on the statements
- reads/groups some typical features of different countries
- defines the logical order in the passages
- gets information on tips for writing essay
- makes a list of typical features of different nationalities

Standards
1.1.2.
2.1.2.
2.1.3.
3.1.3.
4.1.1.
4.1.3.

Content line	Listening/Speaking/Reading/Writing
Integration	Science 4.1.1. Lit.-1.2.3./3.1.3. Nat. Lang 3.1.1./3.1.3.
Interaction	GW/CW/PW/IW
Strategy	Discussion/Description/ Role Play / Mistakes in Reading
Resources	SB, flashcards, illustrations, slides, flipchart

Lesson 5. Lifestyle
Getting ready for the task:

- What is a lifestyle?
- Is it important to change a lifestyle? Why?
- How do the lifestyles of people from different countries differ?

Key words:
casual – simple, easy going
uncomplicated
to mow the lawn – to cut down grass
to mend – to repair
a homeowner – a person who owns his/her own home
to trim a hedge – to decorate a fence

1 CW/GW. Look at the pictures, describe and talk about them looking through the model.

Model:

- Exercise is an important part of a healthy lifestyle.
- Spending time with the family and friends is enjoyable.
- Doing housework daily is also a part of our lifestyle.
- Going out together with the family and having picnic gives us energy.
- Spending more time in the lap of nature is good for our health.
- Walking in the open air is a good way for keeping healthy.

2 GW. Read and match the titles with the paragraphs.
1. Interests and Hobbies 2. Doing Housework 3. Character traits*

A) Visitors always report that most Americans are friendly, helpful and polite. They say, "If you don't have anything to say, then don't say anything at all". The habit of informality still surprises foreign visitors. In casual conversations many Americans like the topics about income, religion and politics. "Kidding around" is a part of the daily life of many Americans. In general they like to joke about their abilities and achievements and then see how the others react.

B) The lives of most Americans **revolve*** round their homes and houses. Most American **homeowners** do everything around their houses themselves. They do food shopping once a week at the local supermarket. In many families children help their parents around the house. They vacuum the **rugs (mats, carpets)**, **mow the lawn**, weed flower beds, clean windows, **trim hedges**, keep the car clean and so on.

C) Life is often **hectic***. The pressure is on at work and at school. Many adults and teenagers often volunteer to work in hospitals. They are under pressure to do well in their exams, to get into a good school, to get a better paying job, to improve themselves to get **slimmer*** or even to relax.

3 IW. Look through the words in bold in task 2 above and use them in sentences.

4 CW. Discuss and say if you agree/disagree giving your own reasons.

1. The Azerbaijanis are hardworking.	5. The English like gardening.
2. The Americans are kind and friendly.	6. The Americans like relaxing.
3. The Azerbaijanis respect the old.	7. The Azerbaijanis are hospitable.
4. The English are polite.	8. The Americans are very helpful.

5 GW. List some typical qualities of the Azerbaijanis/ the English/the Americans and other nationalities under each heading.

Nationalities	Character traits	Interests/Hobbies
The Americans	• friendly	• like working around the house
The Azerbaijanis	• friendly • hospitable	• like receiving guests and showing respect for a guest
Other	?	?

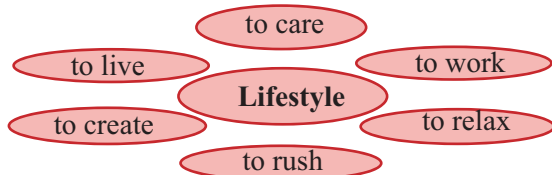
**revolve – go around*
**hectic – busy, intensive*

**slim – thin*
**trait – feature, quality*

Motivation (warm-up)

Play a short video role for the class about lifestyle in any country. Then elicit from the Ss or write the word “**Lifestyle**” on the board and ask the Ss:

- *What comes to your mind when we say the word “Lifestyle”?*
- *How do you understand this word?* Possible answers:



- Research question:**
- *How does the lifestyle of different nations differ?*
 - *Is it important to change lifestyle? Why?*

Discussion/Information Exchange

Have your students look at the pictures on page 48 and talk about them looking through the sample:

- *Exercise is an important part of a healthy lifestyle.*
- *Spending time with the family and friends is enjoyable.*
- *Doing housework daily is also a part of our lifestyle.*
- *Going out together with the family and having picnic gives us energy.*
- *Spending more time in the lap of nature is good for our health.*
- *Walking in the open air is a good way for keeping healthy.*

Encourage the Ss to work on 3 passages, read and find the logical order in the passages, match them with the expressions. They discuss the following questions and exchange ideas on:

- *What kind of people are the Americans by character?*
- *What do they like most?*
- *How do they do housework?*
- *Why is life hectic for the Americans?*

Have the Ss list some features of Azerbaijani/ English/ American lifestyles. Get them to make up dialogues in pairs using the given speech etiquettes. Encourage them to speak about different features of different nationalities, their characters, everyday life, their daily habits and specific features. Have them share their ideas freely. The Ss match the paragraphs to the passages, find the logical order in them, at the same time they fill in the grid with the facts - characteristic features of different nationalities on page 50. They also prepare/write an essay on the given plan.

Key words	hectic, rush, casual, to mow, intense, homeowner, to trim, rug, to mend
Summary	Have the Ss act out a dialogue using the key words and expressions. They realize that any nation has got special characteristic features, customs and daily habits, etc. They understand that people must have time for everything: work, entertainment, study, relaxation, sport, housework, etc. In one word, we should plan our time correctly and care about everything to have a good lifestyle. The Ss work creatively and write an essay on their own lifestyle using the tips. The Ss do different tasks, match the questions with the answers paying attention to Wh / How questions in the Present Perfect Tense form.
Creative work	IW. To prepare a poster on Azerbaijani Lifestyle giving broad explanation on each picture.

Mistakes in Reading

Say to the Ss that you're going to read the story aloud and they should follow it in their own book. Add that you feel tired or haven't got your glasses and might make a mistake. Read to the class, but substitute, add or omit words. Ask them to find your mistakes if you do. The Ss will follow and tell you about it immediately. Thank them, correct your own mistakes and carry on making more mistakes.

Self-Assessment: A-always B-often C-usually D-seldom

I can exchange ideas acting out a dialogue				
I can find the logical order in the passage				
I can write an essay about lifestyles				
I can talk about different lifestyles				
I can ask and answer the questions on the topic				

Criteria	A	B	C	D
Group				
Describes the picture and expresses views on it				
Makes up dialogues using the speech etiquettes appropriately				
Exchanges ideas thinking on the statements				
Defines the logical order in the passages				
Reads and groups some typical features of different countries				
Gets information on tips for writing an essay				

My Portfolio

Develop Ss' skills in evaluating their own study abilities. It raises their awareness and interest in the subject.

Self-Assessment: A-always B-often C-usually D-seldom

I can share my ideas on countries/cities				
I can make up a dialogue on countries/cities				
I can share ideas on famous places				
I can build up sentences using the Key words				
I can make up sentences using the Present Perfect				
I can describe postcards on the topic				
I can express my ideas about wealthy regions				
I can take part in discussions on the topic				
I can talk about different lifestyles				
I can write a composition about my country				

Sample for Formative Test

Lesson 3. Wealthy Regions in Azerbaijan

1. Match the halves.

1. This area is famous for its apple orchards.
2. The best chestnuts grow in this region.
3. This region is the pearl of Azerbaijan.
4. This place is popular with its tea and citrus orchards.
5. This region celebrates the pomegranate festival every autumn.

A) Goychay B) Shusha C) Lenkaran-Astara D) Zagatala E) Guba

2. Read and correct the sentences paying attention to the tense forms.

1. My uncle grows a lot of pomegranates this year.
2. Last year 50 foreign guests has come to Goychay to the pomegranate festival.
3. Do you ever been to pomegranate festival?
4. I spend my summer holidays in Shaki last year.

Sub Summative Test 3. (Open-ended tests)

1. Odd the negative ones out.

fantastic, friendly, cruel, helpful, unhappy, hospitable, lazy, active, unkind

2. Choose the correct definition of the proverb.

There is no place like home.

- A) East or west, home is best!
- B) No pains, no gains!
- C) One man, no man!



3. Complete the sentence.

Azerbaijan began to grow ... in 1937.

- A) fruits B) vegetables C) coffee D) tea

4. Complete the sentence.

Tea tradition started over 350 years ago

- A) in Britain B) in Japan C) in China

5. Complete the sentence.

In the late twentieth century tea came ...

- A) to Japan from China B) to China from Japan C) from Britain to Japan

6. Choose the correct variant.

... say: "If you don't have something to say, then say nothing at all".

- A) The Americans B) The English C) The Chinese

7. Choose the correct words.

The best advice of Americans is : "To relax, ... and ... yourself"

- A) enjoy, improve B) smile, enjoy C) work, rest

8. Complete the proverb.

East or West ...

- | | |
|--------------------|---------------------|
| A) house is best | B) home is best |
| C) country is best | D) city is the best |

9. Write a letter about your country and its places of interest.

10. Write your ideas on the saying: "East or West, Home is Best!"

UNIT 4

Special Occasions

Lesson 1

Have a Good Holiday!

Aim: Remind the Ss about special holidays, occasions by eliciting and brushing up their knowledge in history and literature through speaking, listening and writing skills.

Objectives

Student:

- talks on special occasions describing the pictures
- speaks giving sufficient information on the peculiarities of each holiday/ special days
- acts out a dialogue on holidays in pairs sharing ideas
- reads the passages and matches the facts with the pictures saying the exact date of each holiday
- makes postcards on special days using speech etiquettes

Standards

- 1.1.1.
- 2.1.1.
- 2.1.2.
- 3.1.1.
- 4.1.4.

Content line	Listening/Speaking/Reading/Writing
Integration	Literature -3.1.3./2.1.1. Language -3.1.4.
Interaction	CW/PW/IW
Strategy	Description, Discussion, Filling gaps, KWL, Carousel
Resources	SB, pictures, a map, globe, cards, CD, postcards

UNIT 4

SPECIAL OCCASIONS

Lesson 1. Have a Good Holiday!

Getting ready for the task:

- What special days do you know?
- Why are these days special?

Key words:

- to reconcile* - to make people become friends again after disagreement
- an occasion* - a special event
- memorable* - unforgettable
- ideal* - perfect, most suitable, existing only in the imagination
- to be at odds* - to be on bad terms
- a rescuer* - a savior
- a wedding* - a marriage ceremony

1 CW. Listen to the passage and talk about the special events looking through the pictures.



Sample:
Azerbaijan is a multinational country with its ancient customs and traditions. Holidays, memorable days and special occasions play a very significant role in the people's life. One of the national holidays is Novruz. On this holiday people visit each other very often. Azerbaijan people are really happy to receive guests. People who are at odds reconcile with each other on the eve of Novruz holiday.



2 PW. Listen and match the facts with the pictures.

Pay attention to the words in *italics*.

A. The Americans celebrate Independence Day on the 4th of July. They have day-long picnics, they are entertained with a *friendly* baseball game or enjoy the annual parade. In some towns and cities people gather together to watch fireworks.

B. People celebrate this day on the first of June with great pleasure. Children sing songs, dance *different* dances, give great presentations and show performances on this day. It is an *enjoyable* and *unforgettable* day for them. They also get a lot of *colourful* presents and toys.

C. June 15, 1993 entered our history as the *National Salvation** Day. It is *valuable* for our people. Our people welcomed the return of Heydar Aliyev with hope and joy. They remember this day as the day of National Salvation. Heydar Aliyev's name entered our history as the name of Great Rescuer.



GRAMMAR FOCUS Compare and Remember!

REMEMBER!	Adjective forming Suffixes				
	-able	-ful	-y	-al	-ous
	unforgettable	joyful	windy	educational	religious
	comfortable	helpful	rainy	professional	various
	enjoyable	greatful	snowy	multi national	prosperous

3 CW. Add the appropriate suffix to the word in the box and fill in the grid looking through "Grammar Focus" above.

nation, depend, courage, danger, cloud, fog, change, tradition, thank, care, friend, love, differ, fame, decorate, frost, value, memory, joy, act, comfort, multination, great

-able	-ly	-ous	-ent	-al	-ful	-ive	-y
.
.
.

*Salvation - liberation

Motivation (warm-up)

Draw their attention to the pictures on page 54, or you can show slides on special occasions in different countries and get the Ss' comments. Elicit:

- What are these pictures about?
- What special days do you know?
- Why are these days special?

Research question: • *What is the role of holidays/special days in life?*
• *What is the importance of special occasions in our life?*

Discussion/Information Exchange

Have the Ss work in PW or GW. Get them to read and match the facts with the pictures giving some explanation. Get the Ss to complete the conversation given in the chart and make postcards.

Draw their attention to fill in the grid writing the adjectives given in the box. The Ss also work in pairs reading and acting out a dialogue according to the model. They pay attention to the capital letters in the passages. Get them complete the KWL chart on page 56. (only the first and second columns)

Key words	occasions, memorable, ideal, to reconcile, to be at odds, unforgettable, rescuer
Summary	Have the Ss complete the KWL chart on page 56. Encourage them to talk about memorable days, as well as tragic days in Azerbaijan such as Khojaly Tragedy, Black January, etc. Encourage the Ss to speak actively about these unforgettable days of our history. Get the Ss to complete the dialogue using the appropriate verbs. Get each student to do exercises on pages 56-57 and make a list of gifts he/she likes to give or receive on special days.
Creative work	IW. To make a list of gifts that you would like to give or to get.

Criteria	Group	A	B	C	D
Talks on special occasions describing the pictures					
Reads the passages and matches the facts with the pictures saying the exact date of each holiday					
Acts out a dialogue in pairs sharing ideas on holidays					
Makes postcards on special days using speech etiquettes and writes essays					

Lesson 2

Do you Like Birthday Parties?

Aim: To brush up Ss' knowledge on Birthdays; to enlarge their outlook on receiving, accepting, refusing invitations and making birthday cards by practising listening, speaking, reading and writing skills.

Objectives

Student:

- identifies the main idea talking and reading about school
- uses speech patterns appropriately in dialogues
- speaks about birthdays expressing some ideas and sharing with partners
- reads the passages and matches the facts with the pictures
- defines the logical order in the passages
- writes and says how to celebrate Birthday Parties
- makes various/colourful cards/invitations

Standards

- 1.1.2.
- 2.1.1.
- 2.1.2.
- 3.1.3.
- 4.1.1.
- 4.1.4.

Content line	Listening/Speaking/Reading/Writing
Integration	Science-3.1.1. Lit.-2.1.2/3.1.1. Nat.Language-2.1.2.
Interaction	GW/PW/IW
Strategy	Cluster, Word Association, Discussion/Matching
Resources	SB, CD, slides, pictures, handouts, cards/markers

Lesson 2: Do You Like Birthday Parties?

Getting ready for the task:

- Do you like birthday parties?
- How do you accept/refuse an invitation?
- How do you arrange your birthday party?

Key words:

to accept – to adopt, receive
honour – great respect for smth!
to show great respect
to encourage – to give smb support
to refuse – not to accept

unfulfilled – not carried out or completed
impatiently – having no patience
to arrange – organize, plan, schedule
terrific – excellent, wonderful

1 CW. Look through the Language Focus box and make up a dialogue on Birthday Party. Answer the questions.

1. When and where is the party?
2. What does the person who accepts the invitation say?
3. What reason does he/she give?
4. What does the person who refuses the invitation say?

Language Focus

Inviting people	Accepting invitation	Refusing an invitation
1. What are you doing at the weekend?	1. I'd love to! That would be lovely! Thank you!	1. Thank you very much! But ... I'm afraid ...
2. Would you like to ...?	2. Thank you! I'd like to come very much!	2. I'd love to, but I ...
3. I'd like to see you ...	3. I'd really like to come! That sounds great/fun/terrific/wonderful!	3. I'd really like to, but You can give reasons for refusing: I am looking after my baby sister.

Agil: What are you doing this weekend?
Fidan: I haven't decided yet about my plan.
Agil: I'm having a party. I'd love to invite you to waltz.
Fidan: Would you accept my invitation to come to my party?
Agil: I'd love to. I'd never refuse your request.
Agil: Hope, we'll have a chance to waltz, too.

2 PW. Listen to the dialogue and act it out.

Aydan: Where were you yesterday?
Shahin: We went to the Shagan orphanage. There was a birthday party.
Aydan: Oh, really? Whose birthday was it there?
Shahin: It was Gunay's birthday.
Aydan: What did you buy for her?
Shahin: It was very difficult for us to choose a present.
Aydan: I think, life is a bit different for the children who live here.
Shahin: Oh, yes. I agree with you. And I think gifts aren't the main things. They need care and warmth most of all.
Aydan: That's true. How did you celebrate the birthday?
Shahin: We organized a small party for her. In my opinion it brought a lot of fun to her and her friends. You know, Aydan, we could encourage the children to talk about their interests, hobbies, wishes. I think they are very talented, capable and energetic. There are dancers, singers, painters among them.
Aydan: I'm sure, Gunay was pleased with it and she felt very happy.



3 Read Gunay's thoughts and share your ideas making comments.

Dear friends! I'm grateful to you. Thank you very much! I can't express my feelings. It was the greatest and the most unforgettable day in my life. I've never seen my parents and relatives. I've grown up here. We are waiting for them impatiently and we are like their imagined family, a part of their world and unfulfilled desires.

Best wishes, Gunay.

- The children who live in an orphanage don't need only presents, clothes, toys, but also they need care, love and warmth.
- The children have only one desire – and it is probably hard to realize – “to have parents”.

4 IW/GW. Write an essay: How to help needy children?

Motivation (warm-up)

You can bring to class a real cake with candles on it or get the Ss sing a song: “Happy Birthday”. Then ask the Ss:

- Do you like Birthday Parties?
- How do you celebrate your Birthday Party?
- With whom do you like to celebrate it?
- What is “Birthday” for you?



Research question: • *What do homeless/disabled children need ?*
• *What are the needy children’s wishes?*

Discussion/Information Exchange

Engage the Ss to work in pairs and think of their own dialogue listening to the given sample on page 58. Don’t forget to remind your Ss warmly to help, assist the needy, homeless, disabled children with open heart and take care of them and answer the following question:

Why do they need care, love and warm attitude beyond presents?

What are the needy one’s wishes/dreams?

Key words	to refuse, to waltz, to be honoured, to accept
Summary	<p>The Ss read the letter given on page 59 and give some comments on:</p> <p><i>The children who live in an orphanage don’t need only presents, clothes, toys, but also they need care, love and warmth.</i></p> <p><i>The children have only one desire – and it is probably hard to realize – “to have parents”.</i></p>
Creative work	IW. Write an essay: How to help needy children?

Criteria	A	B	C	D
Group				
Makes up a dialogue looking through the language focus				
Completes the dialogue using speech patterns				
Speaks about birthdays expressing some ideas and sharing with partners				
Reads the letter and gives comments on it				
Writes an essay on the topic				

Lesson 3

Birthday Traditions

Aim: To elicit and brush up Ss' knowledge and get more experience on Birthday Traditions through/by practising listening, speaking and reading skills.

Objectives

Student:

- speaks and shares his/her ideas about birthday gifts
- listens to the dialogue and expresses his/her ideas on birthday traditions in different countries
- takes an active part in questioning
- participates in dialogues using speech etiquettes
- expresses various ideas on birthdays/birthday parties
- reads and talks on taking care of the orphans, warm attitude to the homeless children on special days/occasions
- writes an essay "How to help needy children"

Standards

- 1.1.1.
- 2.1.2.
- 2.1.3.
- 3.1.2.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Scie.-3.2.1. Lit.-1.2.4. N.L.-1.2.1/1.2.4. G.His.-5.1.3.
Interaction	GW/PW/IW/CW
Strategy	Questioning, Role Play, Silent Reading, Filling Gaps
Resources	SB, flashcards, illustrations, slides, map, cards

Lesson 3. Birthday Traditions

Getting ready for the task:

- What is birthday for you?
- What birthday traditions do you know?

Key words:

to hang - to attach smth
honour - great respect for smth/
to show great respect

to encourage - to give smth support
to survive - continue to live or exist
waltz - a dance performed by
a couple

1 IW. Look at the pictures and talk about them.



2 IW. Look through the postcard and try to make your own.

Dear friend!
Please come to my
Birthday Party!
On 21 May at 6.
At Nizami Street 12.
From Tunar.



Come to my
Birthday Party!
We're honoured to
see you among us!
It's my pleasure
to have you there!

3 GW. Listen and match the paragraphs to the pictures and say in which country it is.

1. dancing is important
2. they wear special clothes
3. they decorate chairs
4. they give the guests chocolate
5. they put gifts near the bed
6. they hang a flag at the window



2. In **Argentina**, as in many Latin American countries, it is one of the most important birthday parties when a girl is fifteen. When girls turn 15, they have a huge party and dance the **waltz** first with their father, then with the boys at the party.



4. In the **Netherlands** special birthday years are 5, 10, 15, 20, 21. They call these years "crown" years. The birthday child receives a special large gift. The family also decorates the birthday child's chair with flowers or paper boats, paper flowers and balloons.



3. In **India** children usually wear white to school. However on their birthday Indian children wear colourful clothes to school and give out chocolate to everyone in the class. Their best friend helps them to do this.



REMEMBER!	GRAMMAR FOCUS		Compare and Remember!	
	If/When + Present Simple		Present Simple	
	If I get / have a new CD.		we always listen to it together.	
	When the Americans meet people for the first time,		they usually shake hands.	
	We always accept the invitation		when they invite us to the party.	

Motivation (warm-up)

Draw the Ss' attention to the pictures on page 60, task 1 and elicit:

- What do people do on birthday parties?
- What do people give to birthday boy/girl?
- What is the most valuable present for birthday?

Let the students share their ideas actively.

Research question: • *What do children need to have on their birthdays?*

• *How do children celebrate their birthdays in different countries?*

Discussion/Information Exchange

The Ss listen to the passages and match the numbers 1-4 with the letters a-d. Students are able to know some traditions on Birthday Parties in different countries. At the same time they find out in what country they take place.

Draw the Ss' attention to the **Grammar Focus:** The correct usage of the Definite article/Zero Article.

For the next lesson encourage your students to read the text and fill in the gaps with the verbs given in the box. Get them to use the verbs in the correct tense form.

Key words	boomerang, to encourage, to survive, to desire
Summary	Doing different tasks Ss come to conclusion that people celebrate birthday parties in different ways. They learn that the Warlpiri people have modern lives, but also they have their own traditions, too. In Denmark, India, Netherlands and in Argentina people celebrate birthdays differently and always make their children happy.
Creative work	

Criteria	A	B	C	D
Group				
Speaks and shares his/her ideas about birthday gifts				
Listens to the dialogue and expresses his/her ideas on birthday traditions in different countries				
Participates in dialogues using speech etiquettes				
Expresses his/her ideas concerning the topic				

Lesson 4

Happy New Year!

Aim: To develop the Ss' listening, speaking, reading and writing skills by engaging them to work in groups and pairs on New Year experiences, meals and traditions.

Objectives

Student:

- expresses his/her ideas on the topic in different ways
- describes the pictures explaining specific 'characteristic features of the New Year
- reads the passages with speed/rhythm
- speaks about customs and traditions/lucky meals on New Year's Day in discussing
- prepares/designs postcards on New Year

Standards

- 1.1.2.
- 2.1.3.
- 3.1.2.
- 4.1.2.
- 4.1.4.

Content line	Listening/Speaking /Reading /Writing
Integration	Literature-3.1.3.History-5.1.3 Language-3.1.4./4.1.3.
Interaction	CW/IW/GW
Strategy	Description, Matching, Discussion
Resources	SB, flashcards, pictures, slides, postcards, CD

Lesson 4. Happy New Year!

Getting ready for the task:

- Do you celebrate New Year in your country? How?
- What is the symbol of New Year?
- What holidays do we celebrate on the same day?

Key words:

a drum – a musical instrument made of a hollow round frame with plastic to **sparkle** – to shine brightly with small flashes of light
to light – to make smth start to burn

artificial – not real, not happening naturally
to admire – to respect smth for what they are or for what they have done
huge – very big
a fir-tree – an evergreen tree with leaves like needles

1 GW. Look and match these ornaments/symbols with the names of the countries and describe the New Year Tree.

- Do you know these ornaments/decorations symbols?
- What countries do these symbols belong to?



a) Turkey b) Russia c) England d) Japan e) Azerbaijan f) the USA

2 IW. Listen to the facts and put the correct punctuation marks.

♦ When it comes to celebrate the New Year it seems that everyone has their own special way of doing things in different cultures: some people throw bread, others burn **scaracrons*** and still others **list*** fight for good luck these are some strangest New Year traditions from around the world

♦ In Denmark people climb on top of chairs and **literally*** "jump" into the New Year to bring good luck

♦ In Colombia people carry their suitcases around with them all day in hopes of having to travel all year round

*scaracrons – an object made to look like a human figure
*list – the hand closed tightly
*literally – exactly

3 GW. Read about the customs and find out what special food people eat on New Year's Day for good luck.



On New Year's Day in Japan people eat mochi-rice cakes for strength.

Some Americans from southern states eat black-eyed peas and rice with greens. The black-eyed peas are like coins and the greens are like dollars.

In Spain and some Latin American countries, people eat 12 grapes at midnight on New Year's Eve: one grape for good luck in each month of the new year.

It is a Jewish custom to eat apples with honey for a sweet new year.

4 IW. Read and correct the sentences on task 3.

1. The Japanese eat sweets for strength in the new year.
2. Some Americans eat black-eyed peas. Black-eyed peas are like dollars.
3. In Europe people eat 12 grapes for good luck in each month of the new year.
4. Some Jewish people eat apples with candy for a sweet new year.
5. People in Latin America like to eat apples.

5 CW. Search for the song "Jingle Bells" and sing together.

6 IW. Project. Make a research and write facts on "How We Celebrate New Year in Our Country".

Motivation (warm-up)

You can start the lesson with the toys or symbols or with the song about New Year-“Jingle Bells”. Get the Ss answer:

- *What is this song about?*
- *Did you like the song?*
- *Do you know any other songs about New Year?*
- *Do you celebrate New Year in your country? How?*
- *What's the symbol of New Year?*
- *What holiday do we celebrate on the same day?*



Research question: • *How do you celebrate New Year in your family?*
• *What traditional /special lucky meals do you have on New Year Holiday?*

Discussion/Information Exchange

Get the Ss to work in groups and share their ideas, views on the picture given on page 64. Get the Ss to describe the picture on New Year Tree and compare the symbols of different countries. Encourage the Ss to speak about how they celebrate this holiday/with whom they like to celebrate the holiday and what they do on this holiday reading the passages with correct intonation. Have the Ss design and decorate a New Year Tree creatively, then share their warm expressions, ideas, opinions enriching their own vocabulary. Encourage them to make New Year postcards for their family members and relatives/friends. They also discuss what different people eat on New Year Day giving comments.

Key words	ornament, collard, to belong, carnival, sticks, huge, drum, to sparkle, to admire
Summary	Ss correct the sentences in exercise 5 on page 61 and share their ideas on: how different nations celebrate this holiday, what they prepare for this holiday, what meals they consider lucky meals and why.
Creative work	To make a postcard/invitation on New Year's Day.

Criteria	A	B	C	D
Group				
Expresses ideas on the topic in different ways				
Describes the pictures explaining specific `characteristic features of the New Year				
Prepares postcards on New Year				
Speaks about customs and traditions/lucky meals on New Year's Day				

My Portfolio

Develop Ss' skills in evaluating their own study abilities. It raises their awareness and interest in the subject.

Self Assessment:

A-always

B-often

C-usually

D-seldom

I can share my ideas on special days				
I can make up a dialogue on holidays				
I can speak about favourite days				
I can build up sentences using the Key words				
I can compare special days/holidays				
I can describe postcards on the holidays				
I can talk about memorable days in my country				
I can take part in discussions on the topic				
I can write a composition on holidays				
I can fill in charts on special days				

Sample for Formative Test

Lesson 2. Do You Like Birthday Parties?

1. Match the halves.

- | | |
|---|---------------------------|
| 1. When you accept people, you say | a) I'd love to, but |
| 2. When you refuse an invitation, you say | b) I'd like to see you... |
| 3. When you invite people, you say | c) That sounds great! |

2. Complete the sentences.

1. In India children on their birthday dress
2. Special year Birthday parties are 5, 10, 15, 20, 21
3. The people in Denmark hang ... outside a window.
4. In Netherlands the family decorates the birthday child's chair with
5. When girls are 15 in Argentina
6. The best friends help the children

3. Write a composition: "At My Friend's Birthday Party".

Sub Summative Test 4. (Open-ended tests)

1. Choose the correct variant.

Americans celebrate the “.....” on 4 July.

- A) Independence Day B) Flag day C) Thanksgiving Day D) Army Day

2. Choose the correct variant.

The National Salvation Day entered the history of Azerbaijan on ...

- A) July 4, 1991 B) June 15, 1993 C) 18 October 1993

3. Read and find which suffix is suitable for these words?

value, enjoy, comfort, forget

- A) -able B) -ous C) -ful D) -less

4. Complete the sentence.

Children sing songs, dance, show performances and get presents on... .

- A) New Year's Day B) Children's Day C) Mother's Day

5. Find the correct variant.

Our National Flag's total area is ... with a weight of about ...

- A) 2.450 sq meters, 350kg B) 3.450sq meters, 250 kg C) 2.350 sq, 250 kg

6. Choose the correct adjective.

In India children wear ... to school on their birthday.

- A) colorful B) white C) colourless D) pink

7. Choose the correct variant.

The family decorates the birthday child's chair with flowers and balloons in ...

- A) India B) Netherlands C) Azerbaijan D) Denmark

8. When girls are 15, they have a huge birthday party in ...

- A) Azerbaijan B) Denmark C) Argentina D) Columbia

9. The people hang ... outside a window when they have a birthday parties in Denmark .

- A) a flag B) a gift C) a flower D) a doll

10. Write a paragraph: “How do you celebrate your birthday?”

UNIT 5

Nature

Lesson 1

Water Cycle

Aim: To develop the Ss' listening, speaking, reading and writing skills by eliciting and encouraging them to speak and read the passages on water cycle, weather, air, water, etc.

Objectives

Student:

- does exercises, tasks appropriate to the requests
- expresses various ideas on water cycle
- reads and chooses the main idea on water cycle
- finds out True/False statements
- defines the basic role of water cycle in our planet
- writes his/her ideas on water cycle
- thinks logically and answers the questions on weather and water cycle

Standards

- 1.1.1.
- 2.1.3.
- 3.1.1.
- 3.1.4.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Geo.-2.1.4./Chem- 4.2.1./Inf-5.1.4./N. L.-4.1.4.
Interaction	CW/GW/IW
Strategy	Description, Discussion, Reading by Stops
Resources	SB, slides, overhead projector, flipcharts, pictures

UNIT 5

NATURE

Lesson 1. Water Cycle

Getting ready for the task:

- Where can water be?
- How does water cycle?
- Where does water come from?

Key words:

to shake - to make sth smth move with short quick movements
a crystal - a small piece of a substance to fall down - to live
concentration and fall, to descend

to go up - to rise, to approach
a drop - a very small amount of liquid that forms a round shape
a cycle - a series of events that are regularly repeated in the same order

1 CW. Look, think and answer the questions:

- What do these arrows tell you?
- Where does water go?
- How does water go into the sky?
- How does water fall from the clouds?



2 GW. Read the passage using the appropriate verbs and choose the best title for it.

- (a) to give (b) to go (c) to become (d) to water (e) to be
 (f) to change (g) to fall (h) to do (i) to shake (j) to come
 (k) to move (l) to have (m) to show (n) to make (o) to blow

The water cycle (1)... how water moves and changes on the Earth.
 It is a cycle, because it doesn't (2)... a beginning or an end. It is important, because it (3)... us water to drink. It also (4)... plants for our food.
 The warm air (5)... up and becomes cold. When it comes down, it rains. Then little wet drops (6)... into millions of drops of water and (7)... clouds. When the clouds (8)... in the sky, it may rain. When the air (9)... colder, more drops of water are formed. When there are very many drops of water, they (10)... so heavy that the clouds cannot hold them, so they (11)... down on the ground. This is rain. When it is very cold, these drops (12)... little crystals of ice and fall down on the ground. This is snow. When and why (13)... the wind (14)...? When the air becomes warm, it goes up into the air and the cold air (15)... down. So the air (16)... and the wind blows and all the trees (17)...

- a) The Sun and the Sea b) Water Cycle c) The Air and the Water

3 CW. Find True/False sentences giving explanation.

1. Drops of water make clouds.
2. Rain is a drop of ice falling on the Earth.
3. Plants can live without air.
4. Snow is an ice crystal falling down from the sky.
5. The sun can never heat water in the sea.
6. The warm air goes up and becomes hot.



4 IW. Choose the correct articles.

1. When ... sun shines, we say it is sunny.
a) - b) the c) a
2. Plants can't live without ... air.
a) the b) - c) an
3. We live on ... Planet Earth.
a) an b) - c) the
4. How do ... sun, ... air, and ... water make ... weather?
a) the, the, a, the b) the, the, the, the c) -, a, the, the
5. ... Lake Baykal is ... deepest lake on ... Earth.
a) -, the, the b) the, the, the c) the, the, an



5 IW. Insert the correct articles where necessary and answer the questions.

- When ... sun shines, we say ... weather is fine, it's sunny! However, it is not always sunny ... weather changes, sometimes it rains, sometimes ... wind blows and all ... trees shake. So, what is ... weather like?
- Which of the following make ... weather? Mark how you think, which one is right ... sun which is shining in the sky or ... clouds that cover ... sky and which are sometimes white and sometimes dark grey?
- How can people live without ... air? How can rivers or seas be without ... water?
- How do ... sun, ... air and ... water make nature?

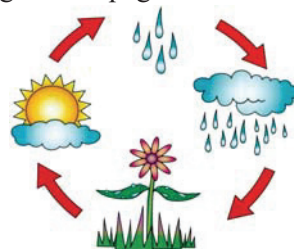
6 IW. Write a paragraph about "Water Cycle".

Self Assessment: IV-excellent III-good II-fair I-weak	IV	III	II	I
I can express my own ideas on water cycle				
I can answer the questions about water cycle				
I can find True/False sentences about water cycle				
I can identify the main idea on the topic				
I can use the correct articles while speaking/reading/writing				

Motivation (warm-up)

Direct the Ss to look at the picture of water cycle given on page 68 and ask:

- What can you say about this picture?
- What do these arrows tell you?
- What are these drops?
- What do these drops change?
- Where does water go?
- How does it go into the sky?
- How does water fall from the clouds?



Research question: • *How does water cycle?*

• *Where does water come from?*

Discussion/Information Exchange

Get the Ss to think and speak about their views on water circulation sharing ideas with the classmates. Involve the Ss in reading the text using the words given in the box and choosing the best title. Get them to speak about water cycle, its importance for people, for plants and animals. Have them find out True/False sentences in exercise 3 on page 69.

Key words	to shake, crystal, to come down, drop, fall down, to go up, cycle
Summary	Get the whole class to take part in answering the questions, putting sentences in the correct order. (see the tasks on page 69) They learn how water moves and changes into steam on the Earth, how water goes into the sky and how it falls from the clouds. At the end they realize how important the water cycle is and where it comes from.
Creative work	IW. Get sufficient information about water cycle and write an essay “ <i>Water Cycle</i> ” or talk about it.

Criteria	Group	A	B	C	D
Expresses ideas on water cycle in different ways					
Reads and chooses the main idea on water cycle					
Finds out True-False statements doing the tasks					
Defines the basic role of water cycle in our planet					
Writes his/her ideas on water cycle					
Thinks logically and answers the questions on weather and water cycle					

Lesson 2

Water is Life

Aim: To elicit and enlarge Ss' knowledge on the importance of water, water shortage and how to protect water by practising listening, speaking, reading and writing skills.

Objectives

Student:

- listens to the expressions and speaks about water
- expresses his/her ideas about the importance of water
- reads the information and thinks of more questions
- finds out true/false sentences
- chooses the correct sentences with the modals
- reads the passage paying attention to the punctuation
- makes a poster on natural disasters
- writes a paragraph on saving water

Standards

- 1.1.1.
- 1.1.2.
- 2.1.3.
- 3.1.4.
- 4.1.1.
- 4.1.3.
- 4.1.4.

Content line	Listening/Speaking/Reading/Writing
Integration	Sci-1.2.1. B-4.1.1. Ch-4.2.1. N. L-3.1.2./4.1.4.
Interaction	CW/PW/GW
Strategy	Unfinished Story, Description, Discussion
Resources	SB, picture, handouts, slides, computer, markers, flip-chart, etc.

Lesson 2. Water is Life!

Getting ready for the task:

- What are the pictures about?
- Where is water on the Earth?
- Can we live without water?

Key words:

a spring – a place where water comes naturally to the surface
to overcome – to defeat, to win
a geyser – a natural spring with hot water

a challenge – a difficult task that tests somebody's ability
a source – a place/person or thing that you get something from, resource

1 GW. Match the expressions with the pictures and explain why we need water.



1. For drinking



2. For cooking



3. For washing



4. For watering



5. For swimming



6. For washing a car

2 GW. Listen to the passage and think of several important facts about water in your life comparing the pictures.



Compare



Model: Many people in the world can't get enough water. In Gambia, Africa one person uses four and a half litres of water a day. But in the USA, water intake by one person is much higher.

Do You Know...?

There is a lot of water on the Earth. The water is in the rivers and in the lakes. There is much water in the deep seas and oceans too. But the water in the seas and oceans is salty. Water is in trees, in flowers and in the air. Nothing and nobody can live without water. Some water falls down on the Earth as rain.



Lake Baikal the Baikal is the deepest lake on the Earth. The water is fresh in this lake. It is 1,741 metres deep. The Baikal is a source of beauty and power for the Russians. But **Paper and Pulp Mill** at Baikal pollutes the lake now. So, this beautiful lake is in danger now.

3 PW. Read the information and think of more questions.

There are big lakes and rivers in the world. Many birds build nests nearby, and they catch fish in the water. People use water for the plants in the gardens, orchards and fields, houses and factories. Sometimes they use water too much and as a result of it the rivers and lakes dry up. Look at this picture!

This lake has dried up. The lake looks like a desert. The fish and the birds have died out.

- What would the birds say to people if they could speak?
- How would people answer the birds?
- What do birds need the water for?

Think of 4 questions the birds would request.

Write your own ideas.

1. _____ 3. _____ 2. _____ 4. _____

4 CA/GW. Find out True/False sentences.

1. Water isn't important for life.
2. Lake Baikal/the Baikal is in danger now.
3. Water isn't clean in seas, rivers and lakes.
4. We should keep water clean and air fresh.
5. People should save nature from pollution.
6. People don't think about how to save the planet Earth.



Motivation (warm-up)

Use imagination and draw a scenery on “A village around the springs/a lake/a river”. Have the Ss draw a picture of the village in their minds. Begin like this: I see a blue sky, a village in the mountains, around springs and a waterfall. You can hear the voices of water of the waterfall. It sounds as music/ a sweet song and you can enjoy this music/scenery and relax.

- *What do you want to draw?*
- *What can you see around you?*
- *How did you feel while drawing a picture?*
- *Can you describe it with other words? How?*

Then concentrate the Ss’ attention on exercise 1 on page 70 and ask them to match the expressions with the pictures and say why people need water.

Research question: • *Where is water on the Earth?*

- *What is water useful for?*
- *Why do people need water?*

Discussion/Information Exchange

Encourage the Ss to work in small groups. Have the Ss listen to the important facts about water. Then ask them to read the information and answer the questions. Ask:

- *Where do many birds build their nests and why?*
- *Why do people use water?*
- *Why do lakes dry up?*
- *If the birds can talk, what will they ask?*
- *What do they need the water for?*

- ***Don’t pollute water!***
- ***Keep water clean!***
- ***Save water!***
- ***Help Birds!***
- ***Don’t litter!***

Familiarize them with the “***Do you know***” box and get them to speak about the water on the Earth.

Key words	spring, geyser, challenge, dry up, to overcome, source, to face to suffer from
Summary	Actively involve the Ss in describing the pictures demonstrating creativity and match the pictures with the expressions. They demonstrate knowledge on usefulness of water, describe the importance of water for human beings. They get much information about Baikal Lake and pay attention to the usage of the definite article with some geographical names.
Creative work	IW. Write a paragraph: “ <i>How to keep water clean</i> ”.

Standards: 1.1.2./2.1.3./3.1.4. / 4.1.2.

Rubrics

Criteria:

- **Verbal Describing**
- **Identifying the main idea**
- **Describing in written form**

I	II	III	IV
Makes up incorrect sentences describing the pictures on the importance of water.	Briefly describes the pictures and answers some of the questions about water.	Describes the pictures on weather using the key words and word combinations and actively answers the questions on water.	Answers all questions correctly describing the pictures creatively and freely/independently shares with the classmates/partners on the importance of water.
Reads the text with some difficulty, hardly answering the questions and finding the T/F sentences.	Reads and answers the questions on the text, making a few mistakes in questioning and in choosing T/F sentences on water.	Reads the text and takes an active part in questioning, tries to give explanation on T/F sentences.	Reads the text on the importance of water, creatively speaks on water and its importance not only for human beings, but also for animals and plants. Defines the T/F sentences giving explanations independently and consciously on the topic.
Hardly writes about the importance of water on the pictures.	Makes up sentences on the importance of water using the new words and expressions.	Writes a short essay/composition on the importance of water.	Easily writes a perfect essay on the importance of water working creatively and independently.

Story: Day after day, week after week the hot sun burned in the sky. The giraffe was very hungry. But there were a lot of leaves on the trees, unfortunately they were brown and dry. The zebra was hungry, too. There was a little grass, and it was dry. A thirsty hippo walked to the bank of the river. There was little water. It was dirty and brown. Why didn't it rain? The elephant looked at the sky. There were a few dark clouds in the sky. And suddenly the rain started. There was a rainbow. The animals were very happy.

Lesson 3

Have You Ever Been to Tahiti?

Aim: To enrich the Ss' vocabulary and give information about nature, weather and plants in Tahiti by pictures and increase the 4 language skills through working interactively and sharing ideas in groups, pairs and individually.

Objectives

Student:

- sorts/groups the adjectives
- speaks on postcards using speech patterns
- shares ideas by discussing the places of interest
- describes different pictures using the new words
- participates in questioning on places
- makes postcards/invitations on wonderful places

Standards

1.1.2.

2.1.1.

3.1.1.

4.1.4.

Content line	Listening/Speaking/Reading/Writing
Integration	Geography-3.2.3./2.1.4., Literature-2.1.1./3.1.3.
Interaction	CW/GW/IW
Strategy	Discussion, Description, Questioning, Cluster
Resources	SB, postcards, slides, computer, map, pictures, grammar table, handouts

Lesson 3. Have You Ever Been to Tahiti?

Getting ready for the task:

- Do you like travelling?
- What is "travelling" for you?
- What countries would you like to be to?
- What is the weather like in Tahiti?

Key words:

Key words:
incredible – very difficult to believe
to glitter – to shine brightly with little flashes
a jewel – a precious stone such as a diamond
a lagoon – a lake of salty water that is separated from the sea by an area of rock/ sand

a crown – a circular ornament usually made of gold (that kings wear on their head)
turquoise – a blue or greenish blue precious stone
to explore – to travel to or around an area in order to learn about it

1 GW. Look and talk about these postcards. Use the sentences below.



You can begin like this:

- Welcome! There is so much to see and do here!
- You can see a beautiful island. You can make a **crown** of flowers.
- Tahiti is an island of **turquoise lagoons** and white sand beaches.
- Tahiti is an island of tall green rainforests and mountains.
- You can meet the friendly Tahitian people.
- You can listen to the music and watch the incredible fire dance here.
- There is a big **sparkling green jewel** in the **glittering blue ocean**.



2 GW. Listen to the passage and answer the questions.

Tahiti is the latest and most glamorous tropical island. It is located in the southern Pacific Ocean. Tahiti is just the world's paradise. Rainforests, the interior areas of Tahiti are beautiful with green trees and flowering plants, with **gushing*** waterfalls, long rivers and deep valleys. You can see tall palm trees and fields of tropical flowers on the coast. The main crops here are **copra** (dried coconut kernels from which oil is obtained), vanilla, sugarcane and other tropical fruits. There is no answer to "What's the weather like in Tahiti?" This is the tropical region with a similar weather model throughout the year, having a lot of sunshine. However there is no **monsoon***, there are no cyclones, and there is a lot of sunshine.



- Where is Tahiti? Which ocean is Tahiti in?
- What is the main crop of Tahiti?
- What can you see on the island?
- What water activity can you do in Tahiti?
- What are the Tahitian people like?
- What is the weather like in Tahiti? How do you know?

3 GW. Have a look at Tasks 1-2 and find the words.

adjectives	weather words	fruit words
• glittering	• sunny	• copra
• sparkling	•	• coconut

Remember and Compare!

Noun	Adjective	Noun	Adjective
sun	sunny	snow	snowy
fog	foggy	rain	rainy
cloud	cloudy	storm	stormy

4 IW. Look at the samples and make posters or invitations.

- Welcome to Tahiti!
- Come and relax!
- You can enjoy the weather here!
- You can see a sparkling green jewel in the blue ocean!
- We can make you a crown of flowers!

- Would you like to swim in the clear ocean?
- Would you like to lie in the sun?
- Would you like to surf 10 metre waves?
- Then come and enjoy!

*gush – flow out of smth in a rapid and plentiful stream
*monsoon – a seasonal wind

Motivation (warm-up)

Draw a circle on the board and engage the Ss 'attention to the question. Ask:

- Do you like travelling?
- What countries have you been to?
- What countries would you like to visit?
- What is travelling for you?

Write as many words as you can around the circle using the key words.



Research question:

- *Why do you choose cold/hot place to travel?*
- *What kind of climate do you prefer when you go travelling?*

Discussion/Information Exchange

Draw their attention to the passage about Tahiti/its nature/climate/weather, people who live there and their daily activities in task 2 on page 75. Get them to read the passages and answer the questions on the passages. Ss read the information about the nature, climate, weather, people and their daily activities of Tahitian people. They make discussions, share and group the words on colour/weather/fruit. At the same time they practise and consolidate their previous knowledge on the adjectives formed from nouns with the suffix “y”. Have them make up a text, using the statements (see task 1 on page 74) and describe the pictures. Encourage the Ss to do exercise 4 on page 75 as well. Have them find the weather words/fruit words and colour adjectives in the passage. Get them to discuss these questions describing the pictures:

- *Where is Tahiti situated?*
- *What is the weather like in Tahiti?*
- *What kind of people live in Tahiti? etc.*

Key words	incredible, to glitter, jewel, crown, turquoise, lagoons, bay, explore
Summary	Ss got enough information on the weather in Tahiti with its climate/weather, fruits and vegetables, plants, trees, beaches, flower and wonderful nature. So they realized “What a place Tahiti is” and “What is the weather like in Tahiti?” looking at the Citrus plants, waterfall, beaches and flowers on page 74.
Creative work	IW. Make up a Poster or prepare an invitation to attract foreigners to the pictures of “ <i>Nature of Azerbaijan</i> ”. Or search some extra information about the weather of Tahiti in websites in the ICC.

Remember: You can motivate your students with different strategies: Clustering, Description or Discussion. Create a positive environment so that children don't feel embarrassed. Help them to continue speaking more about the beauty of the nature in Tahiti, its weather/plants/fruits, etc. Give them a chance to express their ideas/thoughts freely/independently. Accept and respect their thoughts in a friendly way.

Diagnostic Questionnaire

Questions	Yes	No
1. Have you ever travelled?		
2. What countries have you been to?		
3. What have you seen there?		
4. Have you ever been to an island?		
5. What can you see on an island?		

Self Assessment: A-seldom B-sometimes C-often D-always

I can express my own ideas on travelling				
I can describe the pictures about Tahiti				
I can share ideas with the partner on Tahiti				
I can talk on given postcards				
I can make invitations to Tahiti				
I can ask and answer the questions on Tahiti				

Assessment: A-master B-good C-weak D-bad

Criteria	A	B	C	D
Group				
Sorts/groups the adjectives				
Speaks on postcards using speech patterns				
Shares ideas by discussing the places of interest				
Describes different pictures using the new words				
Participates in questioning on places				
Makes postcards/invitations on wonderful places				

Lesson 4

Natural Disasters

Aim: To develop Ss' outlook with the help of four language skills and enlighten their knowledge through eliciting, sharing, discussing and thinking logically on tornadoes.

Objectives

Student:

- speaks about natural disasters looking through the pictures
- makes up a dialogue about the weather
- completes the dialogue using the words and expressions
- corrects the exclamatory sentences paying attention to Grammar Focus
- defines the main idea of the text on tornadoes
- expresses his/her ideas on tornadoes sharing with the partner
- tries to solve the questions using the sample answers
- writes his/her own ideas describing the pictures on the topic

Standards

1.1.2.
2.1.2.
2.1.3.
3.1.4.
4.1.2.
4.1.3.

Content line	Listening/Speaking/Reading/Writing
Integration	Science- 1.1.1. Geo. -2.1.1./2.1.4. Lit. -2.1.1./3.1.3.
Interaction	GW/CW/IW
Strategy	Description/Discussion/Role Play/Filling Gaps
Resources	SB, flashcards, slides, video roll, handouts

Lesson 4. Natural Disasters

Getting ready for the task

- Have you ever heard about extreme weather? • Have you ever seen a tornado?
- What happens when it rains doesn't rain a lot? • What can tornadoes cause?

Key words:

a flood - a large amount of water
to destroy - to damage smth so badly
a funnel - a channel, pipe, tube
hail - heavy rain
a tsunami - an extremely large wave on the sea/the ocean
damage - harm
a drought - a long period of time when there is no rain
a hurricane - a violent storm with strong winds

1 CW. Look at the pictures and speak about natural disasters following the sample.



2 PW. Follow the sample and make up a dialogue about the weather where you live.

Sona: What is the most extreme weather where you live?

Elchin: We sometimes have droughts.

Sona: What do you do when there is a drought?

Elchin: Well, we don't make fires. Fires are very dangerous when there is a drought. We should be careful with natural disasters.

3 PW. Complete the dialogue using the expressions. Act it out.

- a) terrible b) tornado c) warning d) at the bottom
e) inform f) damage(s) g) imagine h) central point
i) I am sorry j) matter k) deadly (fatal) l) to speak



Vagif: You know Samira, how lucky I'm to stay alive after that (1)... day.

Samira: What happened? What was the (2)...?

Vagif: Oh, a horrible (3)...! You can't (4)... how dangerous it is and what

5)... it can cause.

Samira: How did it happen? Did they inform people about it? Was there any (6)...?

Vagif: Oh, no. But they usually (7)... people beforehand by radio or TV.

Samira: I wonder how tornadoes happen, what shape and (8)... results they have.

Vagif: Tornadoes appear as a cloud which moves in circles round the (9)...

They have the shape of a pipe which are narrow (10)... and wide at the top.

Samira: You know, it's very horrible to hear it. And what about the (11)...?

Vagif: It caused a lot of damages. I don't want (12)... any more about it.

Samira: (13)... Vagif.

REMEMBER!

GRAMMAR FOCUS

EXCLAMATORY SENTENCES

Use an exclamation point/mark at the end of exclamatory sentences.

Sample:

- What a wonderful idea she has!
- What a terrible tornado it is!
- How wonderful the idea is!
- How terrible the tornado is!

4 GW. Correct the exclamatory sentences paying attention to Grammar Focus.

1. What wonderful day it was!
2. How dangerous is a drought!
3. How careful are we!
4. What lucky they are!
5. How extreme weather we have today!

Motivation (warm-up)

Hang some pictures on the board/wall describing extreme weather. At the same time you can use Clustering for motivation. Ask your students about natural disasters. You can get them the following answers: **Sample:** tornadoes, storms, lightning, flood, fires, droughts, etc. Or draw the Ss' attention to the pictures on page 76. Ask:



- *What are these pictures about?*
- *What do you know about them?*
- *Where can tornadoes happen?*
- *What types of tornado do you know?*
- *Have you ever seen/witnessed tornadoes?*

Or you can draw the Ss' attention to the pictures and ask them:

- *What do you see in the picture?*
- *What is happening?*
- *Why is the weather different in these pictures?*
- *Have you ever heard about extreme weather?*

Compare the 2 pictures in Venn Diagram.

Research question: • *What can tornadoes cause?*

• *How dangerous are tornadoes?*

• *How do droughts/floods/tornadoes affect nature and people?*

5 PW. Read the Fact File and search for more information about tornadoes. Define the main idea of the text.

Fact File

In different parts of the world the weather can be very violent. For example tornadoes are nature's most violent storms, they can be very dangerous. Sometimes they are deadly. Tornadoes can form any time of the year, but the tornado season runs from March to August. Tornadoes look like a funnel, which we use to pour liquid into the small opening, for example, a bottle. Tornado winds can blow at up to 300 miles or 480 km an hour. They can damage an area one mile wide and 50 miles long. Most Tornadoes in the USA happen in Tornado Alley where Oklahoma is. There are some types of tornadoes. The strongest type is F5. This type of tornado moves at 500 km an hour and can throw cars as far as 100 metres. It also destroys houses, trees, etc. on its way.



6 Match the halves and use them in sentences.

1. a thunderstorm
2. a tornado
3. wind
4. snow
5. a cloud
6. flood
7. ice
8. sun
9. a rainbow



- a) frozen water
- b) bright flashes of light
- c) a dangerous and terrible funnel
- d) a colourful huge "arc"
- e) like foggy balloons in the sky
- f) bright shining balloon
- g) moving air
- h) too much water
- i) lots of white fluffy crystal flakes

7 GW. Put the words in the correct order.

1. it what problem a global is!
2. today foggy the weather how is!
3. was what a terrible it thunderstorm!
4. were how dangerous the fires!
5. What season it is a cold!
6. are friendly the Tahitian how people!
7. jewel a sparkling green is what!
8. What it is a wonderful island!

78 a pipe – a tube through which liquids and gas can flow

8 PW. Read and try to solve these questions using the sample Answers.

What's happening to the world's weather?
Why is the weather changing?
How can hurricanes and tsunamis destroy cities?
What can drought, fires and floods cause?
How can you explain it?



Answer 1.	Answer 2.
It's easy. Temperatures are hotter now than 100 years ago. Why? Another easy answer! It's because of the way we use the planet. We're destroying the planet with the smoke that the factories and cars produce.	This is a global problem today. We must behave better! We shouldn't wait for the politicians to do something, we can change the world ourselves. We must recycle things, and we must save water, nature and air.

9 IW. Think and choose the correct answer.

1. When does thunder happen? – When there is ...
A) a storm B) a tornado C) rain
2. What happens before thunder?
A) tornado B) lightning C) ice
3. What happens when it rains a lot?
A) a flood B) a tornado C) a thunderstorm
4. When is the season of tornadoes?
A) from January to March B) from March to August C) in spring
5. ... can damage an area one mile wide and 50 miles long.
A) Rain B) Tornadoes C) Fog
6. Tornado winds can blow at up to ... an hour.
A) 380 miles or 580km B) 280 miles or 580 km C) 300 miles or 480 km

10 IW. Creative Work. Write an essay on the plan:

What would you do/how would you react if a thunderstorm happened?

Sample: • Have you ever come across with any accident in life?

• How would you help your friend/relative in such a situation?

• What a terrible funnel it is!

• How dangerous it was!

79

Discussion/Information Exchange

Encourage your students to listen to the solutions and ask them to try to solve the following questions:

What's happening to the world's weather?

Why is the weather changing?

How can you explain it?

What can tornadoes/droughts/fires/floods cause?

Have the students discuss these questions in groups and share their ideas actively. Then ask the students to follow the sample and make up a dialogue about the weather where they live.

For the next lesson direct your Ss to the dialogue about Tornadoes on page 77. Get them to fill in the gaps with the key words and complete them choosing the best saying below the dialogue. Encourage them to act the dialogue out.

For the next lesson get the Ss to read **Fact File** with interesting information on tornadoes; where, when, how tornadoes can happen, its strongest types -F5 and also the most occasional places -such as America, the suitable season -from March to August, etc. During discussions Ss hear enough facts on what tornadoes can damage and what high speed they have. Get them to build up exclamatory sentences looking through **Grammar Focus**.

Key words	damage, pipe, violent, deadly, funnel, hail, a central point, warning
Summary	<p>Students play roles and exchange ideas on temperature on the damage of smoke coming from factories on the global problems causing droughts in the world. The Ss give as many reasons as they can for extreme weather, the damages of hurricanes, tsunamis, droughts and fires and answer the questions.</p> <ul style="list-style-type: none">• <i>Why is the weather changeable in the world?</i>• <i>What causes weather change?</i>• <i>Why is it changing? etc.</i> <p>Ss summarize the learnt facts through practising, answering the questions on the topic. They realize how the ground becomes dry, forests burn out, waters become dry due to extreme weather. They learn that tornadoes are very dangerous, they can destroy everything, even houses, cars, forests in a few minutes and they are deadly terrible.</p>
Project Work	Write a paragraph: <i>“What Would You do if Tornado Happened?”</i>

Remember: *Motivate your students by using the strategies Brainstorming or Cluster. It depends on your students' interests to choose the appropriate exercise /task (page 74, in SB). Try to give them a chance to express their ideas /thoughts freely that will give them a chance to share their ideas actively. As you know personal involvement of the learners/ students plays an important role in teaching /learning English. Try to give your students a greater sense of ownership in language learning.*

Remember: You can use Brainstorming, Miming, Mind Map, Venn Diagram or Role Play, a song/a poem about seasons in order to motivate and raise the Ss' interest on the topic. Miming can be a suitable strategy for the beginning. Encourage them to speak actively on the weather. Try to give them a chance to express their ideas/thoughts freely. Create a positive environment, so that children don't feel embarrassed.

Silent Reading:

When children can read silently on their own, they are developing confidence and independence. To check their pronunciation, ask individual students to read a little louder for you. Children should always have time to look at written text before reading aloud.

Self Assessment:

A - 5 B- 4 C - 3 D - 2

I can identify the main idea in the text on tornadoes				
I can write my own ideas describing the pictures				
I can speak about damages of tornadoes				
I can take part in discussions on tornadoes				
I can read and understand fact files about tornadoes				
I can make up stories about extreme weather				
I can share my feelings with my partners				

Criteria	A	B	C	D
Group				
Defines the main idea on tornadoes				
Writes his/her own ideas describing the pictures on the topic				
Uses key words and word expressions in a dialogue				
Defines the main idea by reading and answering them logically				
Expresses ideas on tornadoes sharing with the partner				

Lesson 5 Under the Oak Tree

Aim: To develop and enlighten Ss' outlook and knowledge by eliciting, sharing, discussing, thinking logically on Nature events, weather and how to act in extreme weather or situations by practising Speaking, Reading, Writing skills.

Objectives

Student:

- expresses ideas on extreme weather thinking logically
- demonstrates opinions sharing on extreme weather
- defines the main idea reading the passage
- reads the passage with correct intonation
- defines the main idea and writes his/her thoughts on the passage
- fills in the chart using the correct tense forms

Standards

- 1.1.2.
- 2.1.1.
- 2.1.3.
- 3.1.2.
- 3.1.4.
- 4.1.1.
- 4.1.2.

Content line	Speaking/Reading/Writing
Integration	Geo.-2.1.4. Biology-4.1.1. Nat Language-1.2.4./4.1.4.
Interaction	CW/GW/IW
Strategy	Discussion, Silent Reading or Reading By Stops
Resources	SB, flashcards, video roll, pictures, computer, handouts, flip-chart, marker

Lesson 5. Under the Oak Tree

Getting ready for the task:

- How can you ever see a thunderstorm?
- What causes thunderstorms?
- What is a thunderstorm?

Key words:

a bay – part of the sea of a large lake enclosed by a wide curve of the shore
a lightning – very bright flash of light in the sky that happens during thunderstorms
to yell – to shout loudly
gaseous – containing gas
to pull away – to start moving
a thunderstorm – a storm with thunder and lightning
to grab – to take or hold sth smth with your hand suddenly

1 CW. Look at the pictures and talk about them.



2 GW. Read the passage with correct intonation, define the main idea of it and add your own idea. Answer the question: Why is it dangerous to stand under a tree or use a mobile phone in a thunderstorm?

One afternoon last summer I was playing football with some friends near the park. It was a warm afternoon, but the sky was full of dark grey clouds. My best friend Simon and I were playing football in the same team. While Simon was running with the ball I fell on him. He lost the ball. Simon got really angry and shouted at me. We were still arguing about it. Suddenly it began to rain very hard. Then there was a bright flash of lightning and a few moments later there was a loud thunder – it was a thunderstorm! I tried to run home, but my knee hurt from the fall, so I stood under a big oak tree to get out of the rain. I wanted to call my brother on my mobile. At that time somebody grabbed me and pulled me away from the tree. I fell on the ground. When I opened my eyes I saw Simon. "You are crazy!", he yelled. I was shocked. I couldn't believe my best friend was so angry with me for just a silly football game! There was another flash of lightning and it hit the big oak tree. When I turned round, I saw the oak tree burning. "I was under it ten minutes ago!", I said to myself. "You are crazy", Simon answered. "Don't you know it is dangerous to stand under a tree or use a mobile phone in a thunderstorm?" Only then I realized the situation.

3 Correct the sentences according to the text.

(See page 80)

1. Simon was playing football with his friends in the playground last week.
2. The sun was shining and the sky was cloudless.
3. While I was running with the ball, Simon fell on me.
4. The players were very angry and shouted at Simon.
5. Suddenly the rain stopped and a few moments later there was terrible thunder.
6. Simon wanted to go home, but his arm hurt from the fall.
7. I wanted to call my father for help on my mobile.
8. My friend Simon was standing under a big oak tree to get out of the rain.

GRAMMAR FOCUS

The Past Continuous Tense Form

	was were + V-ing	
Positive	I/he/she/it-was + V-ing We/you/they-were + V-ing	I was reading a story at 5 yesterday. We were reading at 5 yesterday.
Negative	I/he/she/it-was not/wasn't + V-ing? We/you/they-were not/weren't + V-ing?	I was not reading a story at 5 o'clock yesterday. We weren't reading a story at 5 yesterday.
General (Yes/No) Questions	Was I/he/she/it + V-ing? Were we/you/they + V-ing?	Was he reading a story at 5 yesterday? Were they watching TV at 5 yesterday?
Wh/How questions	What was I/he/she/it + V-ing? What were we/you/they + V-ing?	What were they doing at 5 yesterday? What was he doing at 5 yesterday?
Time adverbs	at one o'clock yesterday / at that time yesterday / when you came / while...	

4 IW/PW. Open the brackets and use the verbs in correct tense form.

1. Murad (to watch) the DVD at that time yesterday.
2. The boys (to play) football at that time yesterday.
3. We couldn't go out, because it (to rain).
4. It was a beautiful morning. The sun (to shine) and the birds (to sing).
5. Mary (to search) some information about flowers in the internet café, when we (to reach) there.

Motivation (warm-up)

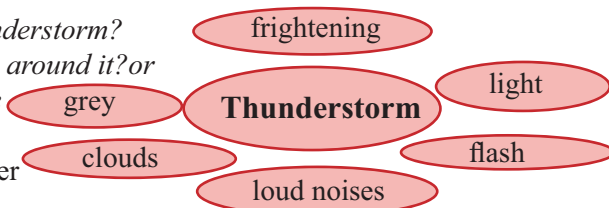
Listening/Speaking.

Draw the Ss' attention to the circle and write "thunderstorm/lightning" in the centre. Or draw their attention to the picture on page 76 and elicit:

- *What is a thunderstorm?*
- *Have you ever seen a thunderstorm?*
- *What words can you write around it? or*
- *Which words can describe the thunderstorm?*

Possible answers: see Cluster

These are just samples.



Research question:

- *What damage can thunderstorms make on people/ nature?*
- *How would you react in a thunderstorm?*

Discussion/Information Exchange

Have the Ss read the passage with the correct intonation on page 80. Get them to make their comments afterwards. Get them to think of the questions and discuss:

- *Why was his friend angry with him?*
- *Why is it dangerous to stand or be under the oak tree and use a mobile phone in a thunderstorm?*
- *What other trees can be dangerous in a thunderstorm? Why?*
- *How would you react in this situation?*

Reading by Stops will be very productive here. After each stop you may ask:

- How do you think?
- What will happen next?
- Why do you think so?

Explain your reasons giving some extra information. Draw the Ss' attention to **Grammar Focus**, encourage them to build up sentences using the sample:

"I was doing". Involve your students in such repetitions.

Key words	lightning, thunderstorm, to grab, to pull away, gaseous, flash, fluffy, to yell
Summary	As Ss do all the exercises on the topic, they come to conclusion that one of the diseases of Nature, Thunderstorm can cause a number of damages in life, such as: striking planes, destroying buildings, trees, people, etc. Ss understand why Simon called his friend crazy. A real friend made an attempt to protect his friend from thunderstorm by giving him good advice not to stand/to use a mobile phone under the tree. It's very dangerous. Then they fill in the table constructing sentences in the Past Continuous.
Creative work	Write a quote: "How would you react in this situation?" <i>"How Would You Help Your Friend?"</i>

Formative Test

Samir: I'm thankful I'm still alive after that terrible day.

Aysel: What happened? What was the matter ?

Samir: Oh, a horrible tornado ! You can't imagine how dangerous it is and what damage it can cause.

Aysel: How did it happen? Has anybody informed you about it before?
Was there any warning?

Samir: Oh, no. Usually people have a few minutes warning on the radio or TV.

Aysel: I wonder how tornadoes happen what deadly results and what shape they have.

Samir: Tornadoes appear as a cloud which moves in circles round a central point. They have the shape of a pipe which are narrow at the bottom, and wide at the top.

Aysel: Oh, it's very horrible to hear it. And what about the damage?

Samir: It caused a lot of damages. I don't want to speak about it.

Aysel: Oh, I'm sorry.

Self Assessment: A-always B-often C-sometimes D-seldom

I can express my own ideas on thunderstorms				
I can share ideas with partners on thunderstorms				
I can define the main idea reading the story				
I can write my ideas on extreme weather				
I can explain my ideas on lightening, giving reasons				
I can read the passage with correct intonation				

Assessment: A-Brilliant B-good C-weak D-bad

Criteria	A	B	C	D
Group				
Expresses ideas on extreme weather thinking logically				
Demonstrates opinions sharing on extreme weather				
Reads the passage with correct intonation				
Defines the main idea on reading the passage				
Writes his/her own ideas on extreme weather				
Builds up sentences using the sample				
Gives real facts on thunderstorms				

My Portfolio

Develop Ss' skills in evaluating their own study abilities. It raises their awareness and interest in the subject.

Self Assessment: A-always B-often C-usually D-seldom

I can share my ideas on the topic				
I can make up a dialogue on				
I can speak about				
I can build up sentences using the Key words				
I can compare				
I can describe				
I can talk about				
I can take part in discussions on				
I can write a composition on				
I can fill in charts on				

Sample for Formative Test

Read and answer the questions.

Earthquakes are one of the most frightening happenings of nature. Today the study of earthquakes has grown greatly. At the present time the scientists don't have enough knowledge to inform people about the time and size of earthquakes. But a large group of scientists at the National Centre for Earthquake Research in California has been able to show the areas where they can happen. Research at the centre about the physical and chemical nature of rocks helps engineers to build structures in the areas that often suffer from earthquakes.

1. The passage is mainly about ...

- A) Different places B) A group of organizations
C) Earthquakes D) Various areas

2. Correct the sentences.

1. The scientists can always plan the size of earthquakes.
2. Write the close meaning of the word: to help _____
3. Write the definition of the word: **earthquake** _____
4. The scientists have got a lot of knowledge about the time of earthquakes.

Sub Summative Test 5 (Open-ended questions)

1. Choose the correct variant.

What warms the surface of the Earth?

- A) the moon B) the sun C) the sky D) the night

2. Complete the sentence.

The strongest type of ... is F5.

- A) flood B) thunderstorm C) tornado D) earthquake

3. When the sun shines we say the weather is ...

- A) rainy B) sunny C) frosty D) windy

4. Choose the incorrect variant.

Tahiti is an island of

- A) great deserts B) beautiful waterfalls
C) green rainforests D) cool rivers

5. Choose the correct variant.

The boys football at that time yesterday.

- A) was playing B) are playing C) were playing D) have played

6. Choose the correct variant.

... of flowers

- A) A piece B) A crown C) A box D) A bunch



7. Choose the incorrect modal verb.

We ... throw litter to the rivers, seas and lakes.

- A) must B) shouldn't C) mustn't D) can

8. Odd one out.

- | | |
|-----------------------|----------------------|
| 1. lake, like, river | 3. air, eye, weather |
| 2. clean, fish, fresh | 4. deep, card, fast |

9. Complete the sentence.

Tornado season runs ...

- | | |
|-------------------------|------------------------|
| A) from March to August | B) from May to October |
| C) from April to August | D) from March to June |

10. Write your ideas on: "Why do We Need Water?"

UNIT 6

Environment

Lesson 1

Mother Earth

Aim: To brush up the Ss' knowledge on Mother Earth involving them in cooperative work and get them to share about its beauty, wonders, mountains, rivers-how to protect the Earth through practising listening, speaking, reading, writing skills.

Objectives

Student:

- defines the main idea listening/answering the questions
- takes part in discussions about the Earth
- writes the opinions describing the pictures on the topic
- makes solutions reading the passages
- writes an essay using the key words and expressions
- uses the correct punctuation marks

Standards

- 1.1.2.
- 2.1.3.
- 3.1.4.
- 4.1.1.
- 4.1.2.
- 4.1.3.

Content line	Listening/Speaking/Writing
Integration	Science-1.2.1./3.2.2. Geo.2.1.3. Literature -3.1.3.
Interaction	GW/IW/PW
Strategy	Description, Discussion/Word Association/Carousel
Resources	SB, flashcards, map, grammar table, computer, film roll, handouts, cards, pictures, CD

UNIT 6

ENVIRONMENT

Lesson 1. Mother Earth

Getting ready for the task

- What planet do we live on?
- What is there on the Earth?
- Why should we protect the Earth?
- What is the Earth?

Key words:

worthwhile - important, enjoyable
harmony - a state of peaceful existence
humans - people, men, individuals
pride - a feeling of pleasure

to survive - to continue to live or exist
overloaded - having much load
to strive - to try very hard to achieve
smith

1 GW. Listen to the passage and answer the questions. Pay attention to the punctuation mistakes.



we live on the earth the sun shines on it the rain falls on it the wind blows on it the world is all around you you can see many interesting things in the world and keep your eyes open the world is full of wonderful things what can you see around you you can see the blue sky the black night different plants trees and flowers hills and mountains. you can see seas rivers lakes and waterfalls too all these things are the world the Earth is 4,600 million years old men have lived on the earth for only 35,000 years but during this time we have changed our planet in many ways many of the things we have done are good but many more are bad for the earth

- What is there on the Earth?
- What problems do people have with environment?
- How can people help the environment?
- What good/bad things do people do on the Earth?
- Why should we save the Planet Earth?

REMEMBER!

A sentence tells a complete thought. Use a comma to separate words and statements. Use a full stop at the end of the sentence/statement.

2 GW. Read and complete the chart below with the information from the passages.



Around the Earth there is a special type of oxygen which is called "ozone". Ozone is important, because it stops ultraviolet radiation coming from the sun. As you know, nowadays factories and many aerosol sprays destroy it, and they have made a very big hole in the ozone layer. Too much ultraviolet radiation coming from the sun enters the Earth, which is very dangerous, and can cause cancer.

Ismayil

Look at the streets of our city. How many cars do you see? In most cities you can't drive your car on certain days. In other places they use public transport, buses and electric cars. Cars and buses send a lot of smoke into the air which we breathe.

Mosako



People destroy our green forests, they cut down millions of trees. Many types of animals, birds and plants lose their homes, and they disappear. Do you know how useful and important the trees are? Yes, of course! They help to produce oxygen and keep the ecological balance in the nature.

Jim

Factories and plants also pollute the land and the water. And people sometimes throw their rubbish into the rivers, seas and lakes. As a result of it many rivers and lakes become dirty, and some of them become dead.

Isabella



What is the Earth?	What has happened to the Earth?	What are the results?	What should we do?
•	•	•	•

3 IW. Find the correct synonyms and antonyms for the words given in the table.

Words		
great, fresh, safe, dirty, polluted, bad, wonderful, brilliant, early, strong, fine, interesting, dull, cold, terrible, careful, warm		
Words	Synonyms	Antonyms
overloaded	full	empty

Motivation (warm-up)

You can begin the lesson with the song on Nature/Environment. Or ask them to close their eyes and relax a little. Or say that you are going to describe a picture to them and they should think and find out what it is about. Describe the picture slowly: There are many broad fields, high mountains in the distance. There are low hills and many trees in the hills. Near the hills there is a river. Now have them open their eyes and describe the same landscape to their neighbour/partner. Lead the Ss to prompt discussion by asking questions.

- How did you feel while listening to the song?
- What places of nature do you want to visit?
- Can you describe it with other words? How?

Or you can also motivate your students with the picture given on page 86.

Research question: • *What is “the Earth” for you?*

• *What should we do to save the Earth?*

Discussion/Information Exchange

Ss work in groups, share and exchange their ideas with each other using the key words. Involve the groups in reading the passages about Environment, its pollution, about destroying it, water, etc. Then get them to fill in the chart on the passages with the following headings.

- *What is the Earth?*
- *What is the result of polluting environment?*
- *What should we do to have a clear environment?*
- *What are there on the Earth?*
- *What can you see on the Earth?*
- *What should we do to save the Earth?*
- *Why is our planet in danger?*

Direct the Ss' attention to the **Grammar Focus** on page 81 to consolidate the Past Continuous Tense Form.

Remember: *You can stimulate the Ss' to get interested in the topic by Brainstorming/Cluster/. You can use or choose different tasks for this topic. Give them a chance to present a deep knowledge on the topic and share their ideas actively. You will discover that your students express their opinions independently in various ways. And always try to value their enthusiasm to learn and share, interest, abilities and skills.*

Key words	worthwhile, harmony, take pride, to strive, overloaded
Summary	Have the Ss listen to the song or the poem “ Mother Earth ” with some gaps and actively get the Ss to fill in the gaps during active listening. At the end Ss realize how wonderful the Earth is, how to save the Earth, what we should/shouldn’t do to protect our Earth and so on. They also understand: what are good/bad things for Nature. The Ss express their thoughts how to protect the world and what his/her duty is in protecting the Earth. They come to a conclusion that Mother Earth is their home, and they must keep their home always clean.
Creative work	IV. Write an essay about “ <i>Mother Earth</i> ”.

Standards: 1.1.2./2.1.1./4.1.2.

Rubrics

I	II	III	IV
Hardly expresses ideas on the Earth and answers the questions incorrectly.	Tries to share thoughts with the partners about the Earth using the key words.	Answers the questions and talks on the importance of the Earth actively using the new words.	Takes part in discussions expressing his/her own ideas creatively on the Earth, its importance and answers all the questions correctly.
Builds up sentences about the Earth with difficulties.	Makes up some sentences about the Earth using the key words.	Describes the picture with his/her own ideas and writes an essay about our planet.	Writes a short story about the Earth, its protection, describing and demonstrating great enthusiasm and success.

Self Assessment: A-always B-often C-seldom

I can express my own ideas on the importance of the Earth			
I can answer the questions about the protection of our planet			
I can describe the picture about the Earth			
I can make up a story on the importance of the Earth			
I can recite the poem about our planet			
I can fill in the chart with synonyms and antonyms			

Lesson 2

The Wonderful World of Plants

Aim: To develop Ss' listening, speaking, reading and writing skills on the wonderful world of plants through/by eliciting and directing them to speak and write about the good sides of plants and trees, their importance in our life.

Objectives

Student:

- reads the poem with correct intonation and at proper speed
- finds out the main idea on the plants
- talks on different types of trees/plants using the new words
- expresses ideas sharing and describing the pictures of different plants
- recites the poem about the trees
- writes about / describes the features of trees

Standards

- 1.1.2.
- 2.1.1.
- 3.1.2.
- 4.1.2.

Content line	Listening/Speaking/Writing/Reading
Integration	Science-1.2.1. Biology-4.2.2./Native Lan.-3.1.2./4.1.4
Interaction	CW/GW/IW
Strategy	Description/Completion/Discussion/Questioning
Resources	SB, flashcards, pictures, slides, computer, realia, video roll, handouts

Lesson 2. The Wonderful World of Plants!

Getting ready for the task:

- Do you like plants?
- What plants do you like? Why?
- What can make our world colourful?
- Why do we need trees?

Key words:

- to bear* - to be able to deal with smth unpleasant
- a thorn* - a small sharp pointed part (on the stem) of some plants
- to hunt* - to catch kill animals for food
- bushy* - growing thickly
- a source* - resource
- a seed* - a small hard part produced by a plant
- ripe* - fully grown

- 1 CW/IW. Write and speak about the features of the plants. Use the sentences below:



- Plants grow in different sizes and shapes.
- Some plants grow big and some plants remain small.
- Big plants are trees. They can be tall and strong.
- Some plants' stems are weak and some plants have thorns.
- Some plants are **bushy**. Trees are a source of oxygen.
- We plant **seeds** of some plants to get crop.

- 2 GW. Look through the motto, answer the questions and share your ideas. Make/prepare some environmental solutions.

• No killing!

• Save Nature!

• Protect Trees!

- What are these solutions about?
- How can people help the environment?
- What current environmental problems is the world facing?

87

REMEMBER!

GRAMMAR FOCUS

	Real	Conditional
If/when + The Present Simple	The Future Simple	
• If my friend invites me,	we shall go to the party.	
• When Jane returns,	she will help me.	

3 IW. Use the verbs in brackets in the correct tense form. Pay attention to the usage of "If" and "when".

- If pollution (to disturb) the balance in nature, all living things (not to live) in harmony.
- If the air and the water (to be) polluted, many species of plants and animals (to disappear).
- We (to put) up a tent when we (to go) to the camp.
- When we (to go) camping, we never (to make) campfires.
- If we (not to pay) attention to pollution, our Earth (not to be safe) to live in.

4 IW. Read the poem, find what season it is matching 1-4 with a-d.

a) Autumn

b) Winter

c) Spring

d) Summer

- Who loves the trees best?
"I" said the ...
Green leaves so beautiful
To them I bring.
- Who loves the trees best?
I "said" the ...
I give them flowers,
White, pink and red.
- Who loves the trees best?
"I" ... said,
I give them ripe fruit,
Golden and red.
- Who loves the trees best?
I love them best,
White ... answered,
I give them rest.

Note!
The tallest and strongest trees are in California. They are 378 feet 115 meters tall. They are 40,000 years old.

88

Motivation (warm-up)

Draw the Ss' attention to some voices of the animals, birds. You can enjoy these voices and relax a little. Ask them:

- *Did you enjoy these sounds?*
- *Where did you feel yourselves?*
- *What did you see around you while listening to the sounds?*
- *How did you feel while listening?*
- *What plants do/don't you like? Why?*

Research question: • *Why are trees useful for life?*

- *What do trees give us?*

Discussion/Information Exchange

Encourage the Ss to work in groups and share their ideas, views on the pictures expressing their thoughts independently and actively given on page 87.

Get the Ss to discuss these questions:

- *What can make our world colourful?*
- *What kind of trees do you know?*
- *Why do we need trees/plants?*
- *Why should we plant trees?*
- *Why shouldn't we cut down trees?*

They express their productive thoughts on plants, trees. Ss demonstrate their imaginations on how to protect the world of plants. They build up sentences using the new key words, recite the poem about trees and do exercises on the topic on pages 87-88. Direct the Ss' attention to the **Grammar Focus** on page 88 to consolidate the sentences with "**if** and **when**" and make up more sentences with them demonstrating great ability, capability and success.

Key words	to bear, thorn, seed, motto, ripe, bushy, source, to hunt
Summary	They brush up a deep knowledge on the topic. They come to conclusion that plants are very important for life and people can't live without plants. They complete the sentences with modals: should/shouldn't/must/mustn't/have to/has to. The Ss recite the poem on trees giving a title to it. The Ss should write the names of seasons of the year in the gaps thinking logically as well.
Creative work	Get more information about the tallest/shortest/strongest trees in the world visiting some websites.

Remember: You can use/choose different strategies to motivate the Ss on the topic: Brainstorming/Discussion/Mind map/Eliciting or Debate for this lesson. Begin discussion of environmental issues as one of the urgent problems of the contemporary world. Make the Ss recycle their previous knowledge on the topic. Ask the Ss to associate their ideas expressing the environmental problems with the natural elements: Earth, water, plants and air. Check/discover that your students express their opinions creatively and independently in various ways.

No killing!

Save Nature!

***Protect
Trees!***

***A Source of
Oxygen!***

No littering!

No cutting!

***Take care of
trees!***

***A box of
Oxygen!***

Self Assessment

I can read the passage with the correct intonation			
I can talk about the types of trees			
I can describe the pictures expressing ideas			
I can recite the poem on the trees			
I can write about the features of trees			
I can talk how to protect trees			

Criteria \ Group	A	B	C	D
Reads the poem with correct intonation and speed				
Finds out the main idea on the plants				
Talks on different types of trees/plants using the new words				
Expresses ideas sharing and describing the pictures of different plants				
Recites the poem about the trees				
Writes about the features of trees				

Lesson 3

I Love Flowers

Aim: To develop the Ss' Knowledge on 4 language skills through encouraging them to work actively on Flowers, their beauty and positive influence in the life of people.

Objectives

Student:

- makes up a dialogue using speech patterns
- defines the main idea of the flowers talking about the usefulness of them
- builds up sentences using the key words
- reads the passages and defining the main idea
- groups the flowers according to their features
- writes essays about favourite flowers

Standards

1.1.2.
2.1.1.
2.1.2.
3.1.4.
4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Science 1.2.1./N.L-3.1.2../Literature -2.1.1./3.1.1.
Interaction	GW/CW/PW/IW
Strategy	Cluster, Venn Diagram, Discussion, Description
Resources	SB, flashcards, realia, video roll, CD, handouts

Lesson 3. I Love Flowers!

Getting ready for the task:

- Do you like flowers?
- What flowers do you love? Why?
- Do you know their meanings and colours?
- Why are flowers important in life?

Key words:

to pick up - to collect sth from a place
a bud - a small lump that grows on a plant
a blossom - a tiny shape of a flower
tiny - very small

endemic - regularly found in a particular place and difficult to get rid of
healing - the process of getting better after an emotional shock

1 GW. Look at the samples, sort the flowers out and fill in the grid. You can add any other flower to the grid.



Field/wild flowers

- Wild flowers are beautiful, fragrant and colourful.
- Daisy - can be white, yellow and sometimes orange. Daisy means day's eye.

Houseplants

- Roses can be colourful: red, yellow, white, pink ...
- I like pink roses. Pink roses make me feel happy/calm.
- Roses smell sweet.
- As in the proverb: Tastes differ.

2 GW. Project. Choose the flowers to decorate or make your home/room pretty. What flowers would you like to choose and why? Use the key words.

89

3 GW/PW. Read the Fact File and search for more symbols of countries.



Fact File
Red poppy is the national flower of Albania.
Lotus is the national flower of India.
Jasmine is the national flower of Pakistan.
Calanit is the national flower of Israel.



4 CA. Look and match the pictures to the facts.

- A) is a symbol of England.
- B) is the symbol of Scotland.
- C) is the symbol of Wales.
- D) is the symbol of Northern Ireland.



5 PW. Listen and complete the dialogue giving comments.

Act it out.

Aysel: Samir, don't you think we can make a flowerbed in the corner!
Samir: We have too many flowerbeds. What is a garden for, if it isn't for planting fruit trees, vegetables and useful things like that?

Aysel: Oh Samir, you know that a garden is a place for flowers.
Samir: Rubbish! I think of digging up the roses and planting a few cabbages or some onions and potatoes there.

Aysel: You'll plant them in my flowerbeds?! I have never heard of anything like that ...

6 PW. Make up a conversation answering the questions.

1. What is your favourite flower? Why?
2. Do you like to give flowers to your teacher/mother/granny/anyone?
3. Do you know the meaning of flowers?
4. Whom do you give flowers on holidays/birthdays?
5. What flowers have you got in your garden/home?
6. Do flowers give us positive energy? How?



90

Motivation (warm-up)

Divide your students into 2 groups. Put pictures of different types of flowers (the back sides) on the table. Ask the first group members to come to the front of the class, grab/take one of the pictures and try to describe its features and ask the second group to find out what it is. Sample:

Group 1: It is yellow. It grows in spring. You can see this flower in the fields.
What flower is it?

Group 2: A daffodil.

Or draw the Ss' attention to the song about flowers. (or the pictures /flashcards on different types of flowers) Ask them:

- What is the song about?
- What are the pictures about?

Research question: • *What can make our world colourful?*
• *How do flowers decorate/change our lives?*

Discussion/Information Exchange

Ss work in groups, share and exchange their ideas with each other using the Key words. Get the Ss to look at the illustrations on page 90 and describe the pictures expressing their thoughts independently and actively. Get them to share their ideas on different types of flowers. Draw their attention to the pronunciation and the appropriate usage of the new words.

Get the Ss to make up dialogues answering these questions:

- Why do we need flowers?
- What can flowers give us?
- What sort of flowers do you know?
- What can make our world colourful?
- What colour can flowers be?
- Do you grow/keep flowers at home/in your class?



Key words	smell, taste, pick up, a bunch of flowers, bud, pond, tiny, blossom, daisy, endemic, healing
Summary	The Ss express their productive thoughts on flowers saying that flowers are very important for life, for people, and flowers decorate the people's homes, gardens, give energy and beauty. Doing exercises Ss get immense information reading the: "Do you know" box. They differ the flowers and also do exercises on page 91 looking at Grammar Focus .
Creative work	Write an essay: <i>"I Love Flowers"</i> or <i>"My Favourite Flower"</i>

Remember: You can use /choose different strategies to motivate and stimulate the Ss' interests on the topic: Brainstorming/Discussion/Mind Map/Eliciting, Debate or KWL for this lesson. Try to give the Ss a chance to present their thoughts on the topic. You will be sure your students express their productive ideas on the importance and beauty of flowers. Try to respect the Ss' thoughts.

Field /wild flowers

Daffodils are yellow.
Daffodils grow in fields.
You can see daffodils in spring.
Daffodils make me feel calm.
They smell good. They give me positive energy.
You can enjoy the daffodils.

Home flowers

Roses can be colourful: red, yellow, white, pink... .
I like pink roses. Pink roses make me feel happy/calm.
Roses smell sweet. I can say this proverb: Tastes differ.

Diagnostic Checklist

Yes/No

I can name flowers		
I can choose the flower words		
I know the flower symbols		
I can say the colours of flowers		
I can sing a song about flowers		

Criteria	A	B	C	D
Group				
Acts out a dialogue using speech patterns				
Defines the main idea of the flowers talking about the usefulness of them				
Builds up sentences using the key words				
Reads the passages defining the main ideas				
Matches flowers to the sentences				
Writes an essay about the flowers				

Lesson 4. Let's Grow Our Own Vegetables!

Aim: To develop the Ss' Knowledge on 4 language skills through encouraging them to work actively on fruits and vegetables, their usefulness in our life.

Objectives

Student:

- speaks about growing fruits and vegetables looking through the pictures
- listens to the passages and answers the questions
- expresses his/her own ideas on gardening
- compares different people's ideas on gardening
- reads the passages defining the main idea
- writes essays about growing fruit and vegetables

Standards

- 1.1.2.
- 2.1.1.
- 2.1.2.
- 3.1.4.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Science 1.2.1./N.L-3.1.2../Literature -2.1.1./3.1.1.
Interaction	GW/CW/PW/IW
Strategy	Cluster, Venn Diagram, Discussion, Description
Resources	SB, flashcards, realia, video roll, CD, handouts

Lesson 4. Let's Grow Our Own Vegetables!

Getting ready for the task:

- Do you like gardening?
- Why is it good to have a garden?
- What can you grow in your garden?

Key words:

community-a group of people living in the same place or having a particular characteristic in common
patch-mend or strengthen (fabric or an item of clothing) by putting a piece of material over a hole; mend; repair
shed- barn, a simple roofed structure
plot-storyline, story, action

1 GW. Look at the pictures and talk about them looking through the model.



Model:

The Azerbaijanis like gardening. They say that it always tastes much better when you grow it yourself in your own garden. Our people grow different fruit and vegetables in their gardens and we have different fruit trees in the orchards.

2 GW. Listen and answer which reasons are mentioned:

- . It's a good way to relax
- . The food tastes better when you grow it yourself
- . It's cheaper than buying food in the supermarket
- . It's a good way to earn some extra money



United States

When you think of Washington, you might not think of vegetable patches, but there are lots of them. "Community plots" where people can grow their own food are getting more popular. Brian Wallis, who works in banking, likes gardening in his free time. And he's not alone. "When you work in the city, gardening is a great way to relax," he says.

Australia

Outside Sydney there are more than fifty community gardens. In the garden at the Addison Road Centre people grow all kinds of things from bananas to coffee, herbs, beans and vegetables. They also have lemon, peach and cherry trees. People come here to learn new skills related to organic gardening and recycling.

Kenya

In Kenya having a piece of land to grow food on is not just a good way to relax, it's a way to earn some extra money. People grow bananas, coffee, and sugar on the land, as well as vegetables to eat at home.

Russia

Every weekend in the summer the roads of big cities in Russia are full of traffic, with families escaping to their dacha. A dacha can be anything from an old shed in a field to a huge house in the countryside, but the reason they go is the same. People from the city can enjoy the clean air and grow some vegetables. They grow tomatoes, cucumbers, greens and cabbages.

3 GW. Answer the questions and compare your answers.

1. Why do people enjoy gardening?
2. What do people do with the food they grow?
3. What is a "dacha" in Russia?
4. What fruit and vegetables do the Azerbaijanis grow?
5. What can Russian people enjoy at their dacha?

4 IW. Write an essay: "Let's make our world a greener place!"

Motivation (warm-up)

Get the Ss to look at the illustrations and describe the pictures expressing their thoughts independently and actively. Get them to share their ideas on different plants-trees/flowers/fruits and vegetables grown in the gardens or kindergartens.

- Can you describe these pictures?
- What are the pictures about?

Research question: • *What can make our world colourful?*
• *Why do people grow fruits and vegetables?*

Discussion/Information Exchange

Ss work in groups, share and exchange their ideas with each other using the Key words. Draw their attention to the pronunciation and the appropriate usage of the new words. Get the Ss to listen to the passages and share their own ideas on them.

- *Why do people grow fruits and vegetables?*
- *What can plants give us?*
- *What plants do your grandparents grow?*
- *What can make our world colourful?*

Encourage your students to speak about the growing fruits and vegetables.

Key words	community, patch, organic, shed
Summary	The Ss express their productive thoughts on growing different fruits and vegetables, that are very important for life. They decorate the people's gardens and kindergartens and orchards, they give us energy and beauty.
Creative work	Write an essay: 'Let's make our world a greener place!'

Sub Summative Test 6. (Open-ended questions)

1. Choose the correct variant.

The tallest and strongest trees are in

- A) California B) Canada C) India D) Japan

2. Choose the correct variant.

What happens when it rains a lot?

- A) drought B) tornado C) flood D) lightning



3. Complete the sentence.

If the air and the water are polluted many species of plants and animals...

- A) survive B) disappear C) appear D) live

4. Complete the sentences with your own words.

1. When you go to the camp ,
2. If we save the planet Earth,
3. When we do bad things on the Earth,

5. Match the halves.

- | | |
|--|------------|
| 1. A red poppy is the national flower of | a) Israil |
| 2. A calanit is the national flower of | b) England |
| 3. A red rose is the national symbol of | c) Albania |

6. Find the third form of the verbs.

- | | |
|-------------|------------|
| 1. to say | a) taken |
| 2. to see | b) come |
| 3. to come | c) said |
| 4. to take | d) brought |
| 5. to bring | e) seen |



7. Odd one out.

1. poppy, puppet, calanit 2. rose, rosy, tulip 3. daffodil, lotus, cabbage

8. Which one isn't a flower?

- A) rosy B) poppy C) lily D) daisy

9. Complete the sentence.

Tulip Carnival is the most important flower show in April

- A) in Azerbaijan B) in Holland C) in China D) in France

10. Write a paragraph: "How Can Flowers Change My Life?"

UNIT 7

Good Habits

Lesson 1

Build Your Own Character

Aim: To encourage Ss to speak on characters improving their listening, speaking reading, writing skills and get new information on how characters differ, how they come/flow from heart.

Objectives

Student:

- defines the main idea answering the questions
- expresses ideas on different characters sharing
- groups the adjectives on characters
- builds up sentences using the key words
- reads and compares the descriptions with the partner giving his/her comments
- writes the qualities of different characters

Standards

- 1.1.2.
- 2.1.3.
- 3.1.1.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Literature 2.2.1/1.2.4/ NL-1.2.4/3.1.2.
Interaction	CA/GW/PW/IW
Strategy	Discussion/Silent Reading/Filling in Gaps
Resources	SB, handouts, flash cards, paper, markers, pictures

UNIT 7

GOOD HABITS

Lesson 1. Build Your Own Character!

Getting ready for the task:

- What is a character?
- Can you build your own character? How?
- What do characters show?

Key words:

- a trait - a particular quality of your personality
- a diary - a book in which one keeps a daily record of events and experiences
- a habit - a thing that you often do
- to spill - to flow over the edge of container
- to concentrate - to give all attention to something
- exhausted - very tired
- painstaking - diligent, careful

1 CW. Talk about characters.



2 GW. Listen and fill in the gaps using the correct tense form of the given verbs. Make your comments on the statements below.

- a) to become b) to write c) to think d) to talk e) to be f) to care
g) to start h) to feel i) to do j) to keep k) to continue l) to say

Many people like (1) ... a diary. Some people (2) ... their diaries from time to time and some write every day. They write about their lives. Keeping a diary is especially interesting for girls. Sometimes boys also do it. This is what a boy of thirteen, Max wrote, "Everybody (3) ... a lot what other people (4) ... about them. Today Bernard (5) ... to Ben, "He is a great guy." I thought, "Who does he mean? Maybe they are (6) ... about me?" We all want (7) ... great. My grandfather is a great man to me. Yesterday he said, "Being great (8) ... inside you. It is the way you (9) ... toward yourself and others. You must always try (10) ... good. When you do something many times, it regularly (11) ... a habit. When you (12) ... doing it, it becomes a trait of your character. People with good character traits are always happier than people with bad traits.

- How everybody cares about other people's opinion;
- How you can build your own character;
- How you must behave toward others;
- How you can build habits.



3 GW. Listen to the passages about the students and talk about their character traits.

Sophia likes to sing and dance. She also enjoys working and having fun with her friends. Sophia is a very interesting person, just a little bit shy. She keeps her room tidy and clean. She thinks of other people and respects them. She takes care of plants, she has a lot of flowers in pots. She always looks after them and waters them. She is kind to animals as well.



Elvin is very painstaking and diligent. All teachers love and always praise his good qualities. He is modest and creative. He is never late for school. He is always a good sample for his classmates and for his school. He is outstanding not only in his district, but also in the country for his brilliant results.



Mike is tall and very handsome, but he is not enough friendly or kind. He hardly cares for his classmates or friends. When you advise him to be more polite and truthful, he often gets angry with you. He sometimes argues with his friends and classmates. He always thinks about himself.



4 IW. Match the 1-6 with the a-f.

- a) kind-hearted b) selfish c) tidy d) creative e) funny f) hard-working

- Jessica always keeps her room clean and wears clean clothes. She is ...
- Anar hardly thinks about his friends. He is ...
- Mehriban likes dancing and singing. She always has a lot of fun. She is ...
- Laman has a lot of flowers. She takes care of flowers and plants. She is ...
- Tehmasib always tries to help his friends and old people. He is ...
- Shahin takes part in after-school activities. He makes school projects and always brings certificates and medals to school. He is ...

5 IW. Write an essay "How Can I Build My Own Character?"

Motivation (warm-up)

Greet the Ss warmly and ask them to say something pleasant to their partners.

Ask: Do you like to say/hear pleasant words?

Why do we need pleasant words? **Sample:**

- *You look so pleasant today!*
- *Oh, how beautiful you are!*
- *Oh, how beautiful your skirt is!*
- *How happy you look today, dear!*

Or draw the Ss' attention to a circle on the board and write "Character" in the centre of the circle. Involve the Ss in writing as many words as they can around it: honest/kind/unkind/fair/responsible/cruel/lazy/irresponsible, etc.

Research question: • *Does character depend on mood ? Why and How?*

• *How can you build your own character?*

• *What can good/bad characters give us?*

Discussion/Information Exchange

Have the Ss read the text silently and put the correct verbs in the gaps. Involve them to mark some sentences with which they agree /disagree. Have them compare their ideas with their partners given below the text. After reading and discussing have them read descriptions of some children in pairs and fill in the chart writing their characters. You can ask:

- Whom can we call "responsible/irresponsible/ honest/cruel"?
- What good qualities can a person have?

Key words	build a character, a trait, a habit, a diary, exhausted, spill, to concentrate
Summary	As you encourage the Ss to share and exchange their ideas on different characters and have them do tasks on pages 96-97. They learn that each person can/should build his/ her own character, respect other people, build habits, be faithful/tidy/diligent. Briefly, we should build all good habits to have a good character and be positive everywhere and any time.
Creative work	IW. Write a quote/essay <i>"How Can I Build My Own Character?"</i>

Criteria	A	B	C	D
Group				
Defines the main idea expressing ideas on different characters sharing with partners				
Groups the adjectives on characters				
Builds up sentences using the key words				
Reads and compares the descriptions with the partner giving his/her own comments				
Writes the qualities of different characters				

Lesson 2

No Pain, No Gain!

Aim: To involve Ss to work on the topic “No Pains, No Gains” sharing and exchanging ideas about hardworking and what hard working brings to a person. Develop the Ss’ listening, speaking, reading and writing skills leading them to work cooperatively in groups and collectively.

Objectives

Student:

- does different exercises on the topic
- talks on the expressions “hard work and hard working” explaining and using them in different speech patterns
- identifies the logical order in the passage
- completes the statements giving interesting, good, positive ideas

Standards

- 1.1.1.
- 2.1.1.
- 2.1.2.
- 3.1.3.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Literature 1.2.4./2.2.1./Science 3.2.1./1.2.1.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Description, Discussion, Unfinished story
Resources	SB, board, markers, papers, pictures, slides, computer

Lesson 2. No Pain, No Gain!

Getting ready for the task:

- Do you like working?
- What can hard work give us?
- Are you hard-working?

Key words:

a vineyard – a piece of land where grapes are grown
to be upset – be worried
a diamond – a colourless precious stone

treasure – a collection of valuable things such as gold
a necklace – a piece of jewellery to wear around the neck/a chain



1 GW/PW. Read and fill in the gaps with the appropriate verbs from the box in the correct tense form.

- a) to call b) to know c) to begin d) to appear
e) to sell f) to teach g) to imagine

There was an old farmer. He always worked hard, but his sons didn't. The farmer wanted ... (1) his three sons how to be good farmers. So he ... (2) them and said, "My dear sons, I want you ... (3) that there is great treasure buried in the vineyard. Promise me that you'll look for it after my death."

As the sons promised they ... (4) looking for the treasure after their father died. They worked very hard in the hot sun. In their minds they ... (5) boxes of gold coins, diamond necklaces and other things. But they didn't find a single penny. They were very upset. But when the grapes started ... (6) on the vines, their grapes were the best in the neighbourhood. And they ... then for a lot of money. Now they understood.



Sample: • The moral of this story is • Hard work brings ...

2 GW. Discuss these questions and give your comments on.

1. What was the father's aim?
2. What did the father mean by the great treasure?
3. What can hard work bring to people?

GRAMMAR FOCUS

Relative Pronouns

We use relative pronouns to join sentences to nouns.

who/that

which/that

- A liar is a person **who/that** tells a lie.
A person **who/that** always helps others is helpful.
A plane is a machine **which/that** flies.
A dictionary is a book **which/that** gives us the meaning of the words.

3 GW. Complete the sentences with the pronouns and choose the correct word from the box.

responsible, cooperative, honest, selfish, funny, diligent, internet, a liar*

1. A man ... thinks about himself is ...
2. A person ... tells lies is ...
3. A person ... is willing to help and share work is ...
4. A thing ... you can communicate with it is ...
5. A person ... tells the truth is ...
6. A man ... works hard is ...
7. A man ... tries to tell jokes is ...
8. A person ... does his work and study is ...



4 IW. Complete the sentences with your own ideas.

Sample: I have a friend who is very clever and diligent.

1. A good student is someone ...
2. A good teacher is a person ...
3. Everest is a mountain ...
4. A map is a thing ...

Self Assessment:	IV-excellent	III-good	II-fair	I-weak	IV	III	II	I
I can do different exercises								
I can identify the logical order in the passage								
I can complete the sentences								
I can build up sentences using relative pronouns								
I can match the paragraphs with their definitions								

*a liar – a person who tells lies

Motivation (warm-up)

Involve the Ss in giving/saying more words making a Cluster on “Hard Work”
Elicit:

- What associations come to your mind when you hear the word “**Hard Work**”?

Sample: health/wealth/tastes/fame/good education/happiness/popularity, etc.
As you get answers from the Ss write them around the key word.

Research question: • *What can hard work give /bring us?*

- *Are you a hard-working person?*

- *What can we achieve/gain/earn by hard-working/working hard?*

Discussion/Information Exchange

Involve the Ss in thinking on the motto: “**No Pain, No Gain!**” Have the Ss read the passage filling in the gaps with the given verbs and involve them in giving their comments on the passage. Encourage them to give more ideas on “hard work” and its usefulness. Get them to answer these questions:

- Why do we call a person hard-working?
- Are you hard working? • Whom do we call lazy?

Is it good to be hardworking/lazy? Why?/ Why not?

Have them match the sentences with the paragraphs.

Draw their attention to the Grammar Focus on page 99. Involve them in building up sentences using the relative pronouns “**who/that/which**” and compare them using them in sentences.

Key words	vineyard, to bury, treasure, necklace, to be upset, diamond
Summary	Have the Ss complete the sentences with the paragraphs and correct adjectives. They also complete the sentences with their own ideas in exercises 3-4, on page 99.
Creative work	IW. Search for proverbs on “ Hard Work ” and give reasons/comments.

Criteria	Group	A	B	C	D
Does different exercises on the topic					
Talks on the expressions “hard work and hard working” explaining and using them in different speech patterns					
Identifies the logical order in the passage					
Completes the statements giving interesting, good, positive ideas					

Standards: 1.1.2./2.1.3./4.1.3.

Rubrics

I	II	III	IV
Hardly answers the questions, although realizes the problem.	Answers some of the questions on the urgent problems.	Comprehends/ realizes the problems on the topic: “Weather Change” and answers all the questions asked.	Identifies the main idea on Extreme Weather through listening and easily compares weather change in Venn Diagram demonstrating great ability and creativity.
Hardly uses the words in sentences on Water though understands the simple sentences about the pictures on Water.	Tries to give a brief and simple explanation on/ to the pictures in his/her own words.	Expresses his/her ideas describing and explaining the pictures on Extreme Weather Change in the world.	Expresses creative/ constructive ideas describing and comparing the pictures and saying out various opinions on weather problems absolutely independently and very easily.
Makes up incorrect sentences on the influence of weather change to/on animals.	Makes up sentences on the impact of extreme weather on animals with some orthographic mistakes.	Makes up a short passage on the impact of extreme weather on animals.	Independently writes a story on the impact of extreme and changeable weather on nature, creatively inserting the appropriate orthographic rules.

Lesson 3

Honesty is the Best Policy!

Aim: To increase Ss' logical and critical thinking on the text "Honesty is the Best Policy" eliciting what is honesty and how to be honest through practising speaking, reading and writing skills.

Objectives

Student:

- listens and does tasks appropriate to the requests
- expresses opinions using the speech patterns
- reads and identifies the logical order of the passage/fable and finds the correct words
- writes the qualities on the passage
- builds up/compiles a short extract/story using the key words
- shares ideas with the partner on a lie/the truth giving comments

Standards

- 1.1.1.
- 2.1.1.
- 3.1.3.
- 4.1.1.
- 4.1.3.

Content line	Speaking/Reading/Writing
Integration	Science-3.2.1. L.-1.2.4./3.1.3.N.L-3.1.2.
Interaction	GW/PW/IW
Strategy	Description, Discussion, Matching
Resources	SB, pictures, handouts, flashcards, computer, slides

Lesson 3. Honesty is the Best Policy!

Getting ready for the task:

- Is it good/bad to tell a lie? Why?
- Have you ever told a lie? Why?

Key words:

to amuse – to make smb laugh or smile
policy – a plan chosen by a party, etc.
honesty – the quality of being true
a liar – a person who tells lies

to chase – to run after smth/smb in order to catch
a shepherd – a person who cares for sheep

1 CW. Look and think of the proverbs about the truth/lie and give their equivalents in your mother tongue.



2 GW. Listen and choose the best title.

- A) A Good Lie B) A Good Lie C) A Bad Lie

Milos was a shepherd boy. He liked the sheep, but sometimes was very bored with his job. One day he thought of a way to amuse himself. So, he began to shout, "Wolf, wolf! There is a wolf. The wolf is chasing the sheep!" The villagers ran up to the hill. When they arrived, Milos laughed at the villagers and said, "I am joking. There is no wolf." The next day Milos was bored again. "Wolf, wolf, wolf!" There is a wolf. The wolf is chasing the sheep! Milos was very happy when he saw many villagers around him. There was no wolf, it was a joke again. Some days later Milos wasn't bored. He was too scared. Out of the forest came a big wolf. Milos cried and cried, "Help, help me! Wolf, wolf! There is a wolf! Help me, please!" But no villagers came to help him. Why? ...

100

3 GW. Match the parts and make up sentences according to the story.

1. Milos was
2. He was bored
3. Milos laughed
4. Milos was joking
5. He was happy
6. Help, help me, please!



- a) at the villagers
- b) there was no wolf
- c) with his job
- d) when he saw many villagers
- e) but no villager came to help
- f) a shepherd boy

4 GW. Make your comments on the following:

1. What is the moral of this passage?
2. Why didn't villagers help Milos?
3. Do you tell lies? Is it good/bad to tell a lie?
4. Is it good to tell the truth? Why?
5. Was Milos a liar or an honest boy? Why do you think so?
6. What would you advise him?

Remember!
 to tell a lie
 to tell the truth

5 PW. Complete the sentences with the adjectives from the box.

untidy, faithful, shy, hard-working, polite, lazy

1. Don't lie to me! You're not ...
2. Tom never does his homework. He is really ...
3. My sister never shouts at me, because she is very ...
4. Nilay's brother doesn't like to talk to others. He is ...
5. Elmur's uncle works hard. He is ...
6. Ted always wears dirty clothes. He is ...

6 IW. Find and write the opposites of the adjectives.

cruel –	generous –	hard-working –	crazy –
kind –	dangerous –	nervous –	honest –
rude –	important –	funny –	helpful –
friendly –	happy –	polite –	different –

7 IW. Project. Creative work. Write an essay: "Honesty is the Best Policy".

107

Motivation (warm-up)

Write or say any proverb about telling a lie or the truth/honesty. **Sample:**

"A lie has a short life, but the truth lives forever"

"Truth is my friend, but lie is my enemy"

"With lies you may get ahead in the world, but you can never go back"

"A half truth is a whole lie" etc.

Encourage the Ss to say more proverbs giving explanations, good/bad sides of telling a lie/the truth. Ask Ss:

- Have you ever told a lie? Why?

Research question: • *Is it good to tell a lie? Why? Why not?*

- *Why is it bad to tell a lie?*

Discussion/Information Exchange

Involve the Ss in working in groups and share their ideas, views on telling lies/ the truth. Get the Ss look at the illustrations on page 100 and describe them expressing their thoughts independently. Get them to listen the fable about **"a lie"** filling in the gaps with the given words and choosing the best title for it. Get the Ss make comments on the topic and say proverbs or sayings about it. After reading ask:

- *What is the story about?*
- *How did you like the story?*
- *What did you feel while listening?*
- *Why did Milos tell a lie?*
- *Do you always tell the truth or tell a lie?*

Get the Ss to pay attention to the usage of telling a lie (a = any lie); to tell the truth – as the truth – has only one face, it is always used with the definite article: **to tell a lie/to tell the truth.**

Key words	to amuse, a shepherd, to chase, a liar, policy, honesty, to drawn
Summary	And get them to prepare samples on good and bad habits. Have them read the short passage and say its moral. Encourage them to: Give some advice such as: <ul style="list-style-type: none">• <i>Never tell a lie!</i>• <i>Be always helpful!</i>• <i>Kindness brings happiness!</i>• <i>Be always friendly!</i>• <i>Try to tell the truth!</i>• <i>Honesty is the best policy!</i>
Creative work	Read the story (see task 6 page 98). Write your own story on "Honesty is the Best Policy/The Truth" .

Remember: You can use Discussion/Debate or Prediction to motivate the Ss on the topic. This can stimulate/interest the Ss on the topic. For sure your students will express their productive ideas on the importance of telling the truth. Give them an opportunity to discuss the qualities good sides of telling the truth and express their views thinking critically. Create a warm atmosphere in class, it'll motivate your Ss to feel free and confident.

Prediction

Prediction is an important part of the thinking process. Children need to practise thinking about and guessing what comes next. Children learn how to predict what a word means from context, pictures, illustrations in SB. Encourage the Ss to talk about what they have read. Helping children to be independent readers is also very important and practical.

Self Assessment:

3-weak

4-fair

5-perfect

I can identify the logical order in the passage			
I can say proverbs about the truth and lies			
I can share ideas with my partner			
I can take part in discussions on the topic			
I can build up a story on the truth/lies			
I can describe the illustrations on the topic			
I can answer the questions on the topic			

Assessment:

A-excellent

B-good

C-weak

D-poor

Criteria	A	B	C	D
Group				
Expresses opinions using speech patterns				
Identifies the logical order in the passage /fable				
Writes the qualities on the topic				
Builds up/compiles a short extract /story using the key words				
Shares ideas with the partner on a lie/the truth				
Reads and finds the correct words				
Says proverbs about the truth/a lie				

Lesson 4

A Friend in Need is a Friend Indeed!

Aim: To draw the Ss' attention on "How should a real friend be? "What qualities should a friend have?" by improving speaking, reading and writing skills.

Objectives

Student:

- demonstrates ideas discussing some questions
- finds out the main idea on the topic sharing sayings/ proverbs about friendship
- matches the definitions on the topic
- gives suggestions about good friendship/ devoted friends
- sorts/groups the adjectives according to the topic
- writes short descriptions and qualities of real/devoted/false friends

Standards

2.1.3.
3.1.1.
3.1.4.
4.1.1.
4.1.2.

Content line	Speaking/Reading/Writing
Integration	Science-3.2.1./L-3.1.3./N.L-3.1.2.
Interaction	CW/GW/PW
Strategy	Discussion, Silent Reading/Clustering/Debate
Resources	SB, flashcards, flip chart, markers, pictures, handouts

Lesson 4. A Friend in Need is a Friend Indeed!

Getting ready for the task:

- Have you got a friend?
- Has he/she ever let you down?
- What qualities has your friend got?
- What is friendship for you?

Key words:

- timid* – careful, shy
- to escape* – to get away from a place where you aren't allowed to leave
- to let down* – to disappoint
- to attack* – to use violence to try to hurt or kill smth
- to sniff* – to smell



1 GW. Discuss and express your opinions. Say ...

- why it is important for each of us to respect/help others
- why it is necessary that people should help and respect others
- which qualities (of character) you would like to develop in yourself and why



2 IW. Find some adjectives to describe yourself. Then write a short description of your personality.

Sample: I'm a cheerful person. I am ...

3 GW. Read the sayings about friendship. Find the main idea and discuss their meanings.

1. Life without friendship is like the sky without the sun.
2. The best mirror is an old friend.
3. A friend in need is a friend indeed.
4. A friend is the one who walks in, when others walk out.
5. Every person is a new door to a different world.
6. A friend is someone who can sing you the song of your heart when you forget it.

102

4 GW. Listen and paraphrase the fable. Choose the best title.

a) A Brave Man b) A Fearful Friend c) An Honest Friend

Two friends were travelling together through a forest. One of the travellers was **timid** and fearful of danger. "Have you ever seen wild animals in this forest?" he asked his friend.

"I heard a wolf **howl** last week" replied the other man. Then he laughed and he told his companion not to worry. "I'm a fearless fellow", he said.

Suddenly a bear met them on their path. The timid traveller froze in fear. The other man left his friend at once and quickly climbed up a tree. He hid in the branches and watched the bear from his place of safety. The timid traveller couldn't **escape** in time. He knew that the bear was going to **attack** him. He fell on the ground. The bear came up, smelled him all over and **sniffed** in his ear. The traveller held his breath. He pretended to be dead as much as he could (People say that a bear never touches a dead body).

Fortunately the bear left him soon. When the bear went away, the other traveller came down from the tree. He laughed and said, "What did the bear whisper in your ear?" The timid traveller answered, "... ?"



5 IW. Choose the best answer to the timid traveller's question to complete the text.

1. Never believe in brave friends.
2. How friendly your friend is!
3. Always travel with fearful friends.
4. Never travel with a friend who leaves you when you are in danger.

6 GW. Make your comments answering the questions. Try to use the new words while answering.

- What is the moral of this fable?
- What was the timid traveller's answer?
- What could he say to his "friend"?
- What would you say to him? Why?
- Imagine if you were his friend, how would you react?



7 IW. Project Work. Write a short story on: "How Would You React to Help Your Friend in Such a Situation?"

103

Motivation (warm-up)

Brainstorm the Ss on what the Friendship is. Have them identify their own ideas in different ways.

Have them work on “Cluster” and write as many ideas as they can around the word “Friendship”



Research question: • *How must a real/devoted friend be?*

• *What ideas can you tell about this proverb: “A friend in need is a friend indeed”.*

Discussion/Information Exchange

Involve the Ss to work in groups, discuss some questions and say their opinions on Friendship.

- *Have you got a friend?*
- *What qualities has he /she got?*
- *Has he/she ever let you down?*
- *What is friendship for you?*
- After it encourage your students to exchange/share their ideas on proverbs and sayings about friendship. Get them explain the main ideas in these sayings. Then have them read the fable giving the best title for it making comments and completing it with the given answers.

Note: You can cut the story into pieces and give the Ss the pieces to make the whole story. Try to make the Ss think of the passage logically and learn good things/ how to take care of human beings, animals, nature/ in one word surroundings, and be tolerant, friendly to them, give a helping hand, assist in anything.

Have them share their opinions on the story, say how they would react in such situation and what they would say to the friend. Have them write as many sayings/ proverbs as they can on “**A good friend**”/“**Real friendship**”. Involve them to say /to give true answers for this situation giving comments.

Key words	timid, to pretend, to escape, snout, safety, attack, to let down, to stay with, sniff, to freeze in fear
Summary	<p>Ss give some suggestions/ advice about good friendship:</p> <ul style="list-style-type: none"> • <i>How to be helpful?</i> • <i>How to be kind?</i> • <i>How to be a real friend? etc.</i> <p>They do tasks on pages 102-103, then get them to write a short story about the importance of friendship using the given words and expressions.</p>
Creative work	IW. Write a composition on: <i>“My friend lets me down/ never lets me down”</i> .

Remember: You can use /choose different strategies to motivate the Ss on the topic: Brainstorming/Discussion/ Debate for this lesson. This can stimulate the Ss’ interest in/on the topic. Use Reading by Stops. It will improve the Ss’ interests/trusts and their critical /logical thinking. Have the Ss practise thinking about and guessing what comes next, or you can give Jig-Saw Reading or Silent Reading as well.

Real friend	Fair weather friend
Always helps me	Never helps me
Always believes me	Always scolds me
Has a lot of fun with me	Always laughs at me
Always listens to my problems	Doesn’t understand friendship/me
Always shares secrets with me	Always talks about me behind my back
Never forgets my birthday	Always forgets my birthday
Always gives advice	Never gives his/her hand to me

Criteria	A	B	C	D
Group				
Demonstrates ideas discussing some questions				
Finds out the main idea of the topic sharing on sayings about friendship				
Sorts/groups the adjectives according to the topic/task				
Writes short descriptions and qualities of real/false friends				

Lesson 5

What Kind of Person are You?

Aim: To involve the Ss in cooperating thinking critically and logically on how to be an intelligent, an honest, a truthful, a respectful and a devoted person by practising the four language skills.

Objectives

Student:

- takes part in discussions sharing ideas
- identifies or defines the main idea listening to the questions
- acts out a dialogue using the speech etiquettes or word combinations
- finds out the main idea on the topic reading the passages
- matches the definitions giving reasons
- completes the situations giving reasons

Standards

- 1.1.2.
- 2.1.2.
- 3.1.1.
- 3.1.4.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Science-3.2.1./3.3.1./4.1.1.
Interaction	CW/GW/IW
Strategy	Clustering, Description, Role Play, Matching
Resources	SB, handouts, pictures, flipcharts, marker

Lesson 5. What Kind of Person Are You?

Getting ready for the task:

- Why is it good to help/respect others?
- How can you be helpful to others?

Key words:

a quality - excellence, superiority
worth, value, distinction
devoted - faithful
neat - tidy and in order
untidy - not tidy

generous - willing to give freely
modest - moderate, timid, mild
an accident - misfortune, happening, breakdown

1 GW. Work in small groups and discuss the following.



- Never be rude!
- Try to be honest!
- Try to be intelligent!
- Respect others!
- Never fight!
- Never argue!
- Be kind to your friends!

2 PW. Read and complete the short dialogues. Act them out.

1. Imagine you are in the street, you see an old man with a heavy bag. How would you react?

Mahammad: Hello, could I carry your bag, please?

The old man: Oh, thanks, my dear child! ...

2. Imagine you are in the street park. You see that some boys are arguing. How would you react in this situation?

Agil: What has happened, boys?

Nemat: Oh, Asim has told me a lie and ...

3 GW/PW. Complete the letters choosing the most appropriate adjectives from the box.

generous, honest, shy, sporty, unfriendly, sincere, friendly

Hi, I am Mark. I am 13. Unfortunately I can't walk because of a car accident. I go everywhere in a wheelchair. But it doesn't stop me from doing the things that boys of my age want to do. I regularly do exercises to build bigger arms. I'm also good at playing chess and I've been a winner for several times. I am a ...



Hello, my name is Zeynab. I love helping others. It is not only good for them, it also makes me happier too. For example, I've visited the old-age home with my friends lately. We danced, sang a lot of national songs and showed performances there. How happy those old people were! Aristotle once said, "We become good people by doing good things". I always try to be ...



Hello, my name is Kamran. I love sport, computer games, working on the Internet and also telling jokes. I don't like telling lies. I am ...



Hi, I am George. If I have a problem, I speak only to my mother about it. I don't like to ask a lot of questions. I am really good at listening. I am a bit ...



4 PW. Find out which of them has such qualities.

- ▶ ... says problems only to his mother.
- ▶ ... goes everywhere in a wheelchair.
- ▶ ... admires people.
- ▶ ... wants to be strong.
- ▶ ... likes sport and jokes.
- ▶ ... wants to help other people.

5 IW/PW. Odd one out.

1. sad, friendly, joke, good
2. generous, sport, strong, old
3. sporty, unfriendly, fun, funny
4. funny, liar, upset, true
5. dance, kind, important, old
6. truth, cruel, rude, weak

Motivation (warm-up)

Ask and brainstorm the Ss and involve them in group work discussing the following:

- Is it good to respect/help the old/the children/young/? Why and How?
- Agree on four qualities that you think are the most important;
- For each quality-think of a famous person/close person who you think has these qualities.

Research question: • *Why is it good to be polite?*

• *Why is it good to respect other people? (Give broad explanation.)*

Discussion/Information Exchange

Have the Ss play a role describing the pictures and reading the situations.

Encourage them to say mottos/expressions given as “Advice” below.

Sample:

Never be rude! Never fight! Never argue! Respect others! Respect others' feelings! Be honest! Always be kind! Be polite! Be a good sample! etc.

Encourage the Ss to read the letters finding out who has special qualities and complete the sentences giving reasons. For the next lesson get the Ss to read the text Reading by Stops and use the verbs in appropriate tense form opening the brackets. After each stop lead them give comments. Collect their views on the whole text after they finish reading (see the questions at the top of the passage)

Key words	quality, painstaking, devoted, modest, generous, accident, neat, untidy
Summary	Ss come to conclusion that all people should take care of birds/ animals and be kind, attentive to them. It's impossible to imagine life without animals, birds, because they are very useful for humans and nature. Ss make solutions. “Love birds! Take care of birds! Feed Birds”! etc. Doing different tasks students realize that they can be good people by doing good things as Aristotle said. At the same time they think that they should be courageous and strong, helpful, respectful and friendly.
Creative work	IW. Write: <i>“What Kind of Person I am!”</i>

My Portfolio

Develop Ss' skills in evaluating their own study abilities. It raises their awareness and interest in the subject.

Self Assessment: A-always B-often C-sometimes D-seldom

I can talk about the Earth				
I can speak about the usefulness of plants				
I can share ideas about flowers				
I can speak about the importance of flowers				
I can write an essay about the Earth				
I can find antonyms and synonyms				
I can take part in discussions on the topic				
I can talk on the protection of nature				
I can talk about the damages of extreme weather				
I can recite and sing a song on the Earth				

Sample for Formative Test

Lesson 5. A Baby Bird

1. Complete the sentences.

1. Last spring the girl went for a walk... .
2. Benny suddenly began barking, it....
3. The girl took the egg and
4. The Mother said: ...
5. At the end of the month she
6. She opened the door and

2. Complete the table.

Infinitive	Past Simple
to have	
to hear	
to be	
to fly	
to go	

Infinitive	Past Simple
to read	
to say	
to find	
to write	
to give	

Sub Summative Test 7. (Open-ended questions)

Choose the correct variant.

1. I'm sure Suzie forgot telling her class about the meeting. She is... .

- A) fair B) careless C) cruel D) attentive

2. You don't have to tell Tom what to do. He'll plan his day and have everything ready in time. He is very

- A) independent B) intelligent C) irresponsible D) unfair

3. If Murad promises to make a poster for the lesson he'll do. He's very... .

- A) selfish B) untidy C) honest D) responsible

4. Nigar always shares work with her classmates. You can always rely on her. She is really

- A) stupid B) respectful C) cooperative D) selfish

5. Vagif loves his friends. He visits his friend who is in hospital now. He is

- A) unfriendly B) friendly C) helpless D) tidy

6. Find and say.

- | | |
|---------------------------------|--|
| 1. The opposite of <i>truth</i> | 3. The opposite of <i>shy</i> |
| 2. The opposite of <i>rude</i> | 4. The opposite of <i>hard working</i> |

7. Find and write.

Another adjective for *happy*- Another word for *diligent*-

Another noun for *a diary*- Another noun for *honesty*-

8. Give the explanation of these proverbs and sayings.

- A friend will always stand with you.
- Life without friendship is like the sky without the sun.
- An old friend is the best mirror.
- A friend is someone who can sing you the song of your heart when you've forgotten it.

9. Complete the sentences with your own.

1. Life without friendship is like
2. A friend is someone who

10. Write a story about friendship.

UNIT 8

Art and Creativity

Lesson 1

Music is Food for Our Souls

Aim: To involve Ss in speaking, reading and writing about music -its value, its being food for our souls, giving us high spirit, nice inner qualities, etc by practising the four language skills.

Objectives

Student:

- talks on music doing some activities
- acts out a dialogue using useful expressions and target vocabulary
- identifies the main idea on the topic expressing opinions on music, musical instruments
- makes advertisements on music/art
- expresses ideas on Music sharing with the partner

Standards

- 1.1.1.
- 1.1.2.
- 2.1.2.
- 3.1.4.
- 4.1.4.

Content line	Listening/Speaking/Reading/Writing
Integration	M- 2.2.1./ N.L-4.1.3./L-2.1.2./H-1.3.1./5.1.3.
Interaction	GW/PW/IW
Strategy	Role Play, Interviewing, Discussion, Word Association
Resources	SB, video roll, CD, flipchart, markers

UNIT 8

ART AND CREATIVITY

Lesson 1. Music is Food for Our Souls!

Getting ready for the task:

- What is music for you?
- What impressions can music create in you?
- What kind of music do you like to listen to and why?
- What can music give people?

Key words:

spiritual - relating to people's thoughts
appeal - the quality of being
interesting and attractive
to maintain - to make smth continue
at the same level/standard to keep

aesthetic - made in an artistic way
mankind - all human beings thought
about as a large group
to enrich - to improve or enhance the
quality or value of smth

1 CW/PW. Listen to the passage and share your comments on music using the given words/word combinations.

high spirit, mood, entertainment, fun, useful, the part of life, enjoyable, a great pleasure, brilliant, important part, spiritual



Music is truly the one universal language of mankind. I think people can't live without music. Music is an art, fun and a great pleasure. It is also aesthetic, emotional*, mental, social, and spiritual delight for us. Music is an important part of life. Music gives people high spirit and mood. Sometimes music can help people to improve or maintain their health. It can enrich our inner life. The most popular types of music are: classical, jazz, pop, rock, rap, folk, opera, as well as electronic music.



110

*emotional - sentimental

2 PW. Act the dialogue out filling in the gaps with the correct prepositions: on, to, about, with, without, of, for.

Murad: Hi, Aygul! What are you doing?

Aygul: I'm listening ... music.

Murad: What kind ... music do you like to listen ...?

Aygul: I like folk music most of all. And what ... you, Murad?

Murad: But I like pop music. What other kinds ... music do you know, Aygul?

Aygul: I know jazz, rock, opera.

Murad: What is music ... you? Can you imagine your life ... music?

Aygul: I think, no! Music is food ... our souls. Our mood may depend ... music.

Murad: I agree ... you. Yes, music has a deep intellectual appeal and a strong ethical* effect. It can create a special spiritual world ... the listener.

Aygul: And I think to play a musical instrument is a great pleasure, too.

Murad: You are quite right, Aygul!

3 PW/GW. Look and answer the questions. Make a chart and sort out saying which ones are our national musical instruments.



• What musical instrument can you play?

• What is your favourite musical instrument?

Sample: This is a tar - Azerbaijani traditional musical instrument. I can play the tar well.

4 GW/PW. Discuss the following and play a role.

- the kind of music you play
- who plays what
- the name of your favourite musician
- the kind of dance you perform
- what has influenced your music
- the records you have made

*ethical - moral

111

Motivation (warm-up)

Play a piece of music by Rashid Behbudov. Or hang some pictures of some famous musicians, then ask:

- What did you see/ listen to?
- How did you enjoy it?
- What kind of music do you like most?
- Can you imagine your life without music?
- Can you play any musical instrument? Which one?
- What is your lovely musical instrument?



Research question: • *What is music for you?*

• *What does music give us?*

• *What impressions can music create on us?*

Discussion/Information Exchange

Ss answer the questions, share their opinions on music and musical instruments. Organize the class for a three- minute competition to write down the names of as many musical instruments as they know. When the time is up, ask them to count the names of the musical instruments they have written. Have them read the passage about music and different types of music in task 1, page 110 and encourage them to prepare their own passage about music.

Key words	aesthetic, mental, spiritual, ethical, appeal, to enrich, to maintain, emotional, mankind
Summary	Ss understand what is music, how it can change our lives, give up positive emotions, what kinds it can be, etc. Music is product and our mood may depend on music. In our Musical Culture our national music plays an important role. The Ss role play using the key words and do exercises on page 112 looking through the Grammar Focus.
Creative work	IW. Make up adverts on Music and write about Traditional Azerbaijani music.

Criteria	A	B	C	D
Group				
Talks on music doing some activities				
Acts out a dialogue using useful expressions and target vocabulary				
Identifies the main idea on the topic expressing opinions on music, musical instruments				
Writes adverts and an essay about music/art				

Lesson 2

Famous Musicians

Aim: To develop Ss' outlook on Famous Musicians-not only Azerbaijani, but also the world famous musicians and what fame Azerbaijani musicians brought to our country developing the four language skills.

Objectives

Student:

- identifies the main idea on the topic matching the pictures
- takes part in discussions describing the pictures
- talks on famous musicians /singers using useful expressions
- finds out "who is who" reading the passages about the musicians
- writes a composition/ describing the famous musicians
- fills in KWL table about musicians

Standards

- 1.1.2.
- 2.1.1.
- 3.1.1.
- 3.1.4.
- 4.1.1.
- 4.1.2.

Content line	Listening/Speaking/Reading/Writing
Integration	M-1.1.1./2.2.1./H-5.1.3./N.L.-4.1.3.
Interaction	CW/GW/PW/IW
Strategy	Interviewing, Discussion, Completion, KWL
Resources	SB, flashcards, pictures, slides, video roll, computer, CD

Lesson 2. Famous Musicians

Getting ready for the task

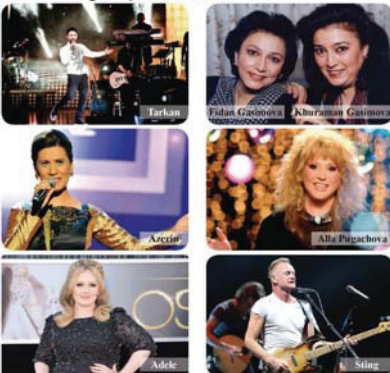
- What famous musicians do you know? • What are these people famous for?
- What brought them fame and recognition?

Key words:

decade – a period of ten years
to glorify – to make and seen better
cabaret – entertainment, show, performance

improvisation – the process of activity without pre-planning
bandstand – a covered platform outdoors where musicians stand and play

1 CW/GW. Look at the pictures and discuss them answering the questions below.



- Who are they? What country do they represent?
- What other famous musicians do you know in Azerbaijan?
- What famous musicians do you know in other countries?

112

2 GW. Listen to the passages and match them with the pictures.



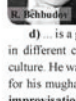
a) ... is a very successful French singer and actress. Stylistically her music isn't classical, but it's closer to a mixture of pop music, cabaret and jazz. In 2002 she had her film debut. She represented France in the Eurovision Song Contest 2009 in Moscow.



b) ... is the great Azerbaijani singer. He sang our national songs in many countries and always glorified Azerbaijan. In 1965 ... organized the first Song Theatre. He performed the role of Asker in the operetta "Arshin Mal Alan".



c) ... was the prominent composer of the XX century. He brought mugham into opera and created the genre of mugham opera in "Leyli and Majnun" ... played a great role in making the art of mugham famous in the world.



d) ... is a great mugham singer. He sings our mughams in different countries and brings a lot of success to our culture. He was awarded the UNESCO music prize in 1999 for his mughams. His music is characterized by his vocal improvisation.



e) ... was an American musician: singer, songwriter, music producer and actor. ... was the most successful entertainer of all times by Guinness World Records. His great music and dances, as well as dance techniques are popular all over the world. His music and fashion have made him a global popular figure for over four decades.

f) ... a very popular Azerbaijani singer. He had a wonderful voice, and people loved his songs very much. His best song "My Mother-Azerbaijan" is popular all over the world. He became the art director of the Azerbaijan State Bandstand Symphonic Orchestra in 1975.



3 IW. Find the words in bold in task 2 and use them in your own sentences.

114

Motivation (warm-up)

Stick a picture or just the name of a famous musician-singer on the forehead of a student. The Ss should say sentences like: You are one of the famous singers. The student asks general questions:

- Do I live in Azerbaijan?
- Am I a singer?
- Am I from Azerbaijan?/ Am I a woman singer?

Ss continue: Yes, you are a woman singer.

The Student asks again –Did I take part in any contest?

The teacher makes the student speak more and more about that famous singer, so until the student in front of the class could guess who that singer is.

Research question: • *What are these musicians famous for?*

- *Have they gained fame by their hard work? How?*
- *What brings them fame?*

Discussion/Information Exchange

Ss find out what the singers, musicians are famous for or what brought them fame, how they gained popularity. Elicit:

- *What musicians do you know?*
- *What world famous musicians do you know?*
- *What Azerbaijani musicians do you know?*
- *What are they famous for?*
- *What makes/made them famous?*
- *Why did they become so famous?*

Involve the Ss in reading the passages and match them with the pictures. Get them fill in I and II columns of KWL chart about the musicians.

Famous musicians	K	W	L
R.Behbudov	Popular singer Great musician.	What did he do? What did he perform?	He performed operetta “Arshin Mal Alan”.
U.Hajibeyov	Great composer.	What fame did he bring to Azerbaijan?	He played a great role in making the art-mugham.

Key words	bandstand, decade, improvisation, genre, to glorify
Summary	Ss realize what made them famous/what brought them world-wide fame, etc. They learn about the most famous people, their activities/their fame and popularity completing in KWL chart and do a number of exercises on page 115.
Creative work	Search and write a short biography about “ <i>A Famous Musician.</i> ” Or “ <i>My Favourite Musician/Singer.</i> ”

Note: Interview an interesting personality. Imagine that you are a person who is well known to the Ss: a famous national figure, a singer, an actor, a local personality, or a character from a book. You are at a press conference; the Ss are the journalists. Tell the Ss who you are and invite them to ask you questions. You of course, have to improvise answers, as convincingly as you can. After the first time a student can take over the role of the ‘interviewer’ choosing his/her own new identity. **Sample:** The person to be interviewed (you or a volunteer student) tells the class he/she is a well-known personality, but does not tell them who. They ask questions in order to find out the person’s identity. Once they have discovered it, the interview continues as described above.

Diagnostic Checklist

Yes/No

I can name musicians		
I know famous musicians in my country		
I know famous musicians in the world		
I can play a musical instrument		
I can sing a song		

Criteria	A	B	C	D
Group				
Identifies the main idea on the topic matching the pictures				
Takes part in discussions describing the pictures				
Talks on famous musicians/singers using useful expressions				
Finds out “who is who” reading the passages about the musicians				
Writes a composition about famous musicians				

Lesson 3

Dance, Dance, Dance!

Aim: Develop Ss' sense of national value on the topic through practising and increasing speaking, reading and writing skills.

Objectives

Student:

- plays roles using effective and useful expressions
- talks on different dances describing the pictures
- expresses his/ her idea on the passages
- defines the main idea on the dances reading the passages
- reads and says fact files on the history of dances
- matches the passages with the pictures
- fills in the chart on different dances
- writes a text on dances paying attention to punctuation

Standards

- 1.1.1.
- 2.1.2.
- 2.1.3.
- 3.1.1.
- 3.1.4.
- 4.1.1.
- 4.1.3.

Content line	Speaking/Reading/Writing
Integration	L-2.1.2./, N.L-4.1.3./A.H-1.3.1./5.1.3./H-5.1.1.
Interaction	GW/PW/IW
Strategy	Discussion, Description, Cluster, Matching, Interviewing
Resources	SB, flashcards, pictures, slides, CD, computer, papers, markers

Lesson 3. Dance, Dance, Dance!

Getting ready for the task:

- Do you like dancing?
- What kind of dances do you know?

Key words:

- artistic* – connected with art or artists
- braveness* – courage, bravery
- gracefulness* – elegance, delicateness
- to differ from* – to be unlike

1 GW/PW. Speak about these pictures using the key words.



Sample: We have got a lot of national dances.

In different regions people dance various dances such as Lezginka, Yalli, Halay, Terekeme, Heyvagulu, Papag, etc. Terekeme is a lively and lovely dance. Azerbaijan national dances show the characteristics of the Azerbaijani people. These dances **differ from** other dances for their quick temp and optimism. And they also show the **braveness** of our people.

110

2 GW. Listen to the passages and match them with the pictures.

a) "Flamenco" is a style of entertainment with lively song, music and **artistic** dance. It is very popular in Spain. A man and a woman dance Flamenco in **genuine** Spanish costumes.



b) Everybody knows that dance has an important role in the everyday life of African people. They express their feelings of joy, happiness, sorrow or grief in their dances. Some African dances are very dramatic, some are very energetic.



c) Dance has always played an important role in the life of Greeks. They perform dances for entertainment, at weddings or harvest festivals. They think it is also good for health. There is a Greek saying, "Dance is the wedding of movement to music".



d) Azerbaijani people have folk, old, melodious, attractive, lyrical elegant dances, such as *Ay bari bakh*, *Uzun-dara*, *Vaghtzali*, *Jeyrani*, etc. Azerbaijan national dances show the characteristic features of the Azerbaijani nation.



**genuine – actual, authentic, ideal*

111

Motivation (warm-up)

Stick the pictures of different African, Russian, Azerbaijani, Greek, Egyptian and other dances on the board or you can demonstrate an dance (may be national) on the screen. You can also ask your Ss to dance if they can. Elicit:

- What do you see on the screen /in the pictures?
- What country do these dances belong to?
- How did you enjoy the dance?
- Do you like dancing?

Research question: • *Can you imagine your life without dances? Why?*

• *What specific features do dances have?*

• *What messages can dances convey?*

Discussion/Information Exchange

Have the Ss speak on the given pictures stressing the specific peculiarities of dances of each nation. Have them read the passages paying attention to capitalization mistakes. Elicit:

- What national Azerbaijan dances do you know?
- What kind of dances do you know?
- Does a dance keep us healthy/fit? Why?
- Do you know any popular foreign/national dancers? Who are they?
- When do we mostly dance?

Key words	artistic, braveness, gracefulness, hunting, courage, differ
Summary	Ask them to write paragraphs about dancing in different countries following the samples. Ss also care punctuation mistakes and get sufficient information about ancient history of Azerbaijan national dances-from Gobustan Rocky Mountains. They became aware of the fact that dances are not just only a physical movement, but they also symbolize heroism, courage, love, respect to elderly people, show optimism, energy and enthusiasm as well. Engage the Ss to write a composition using the facts in “Do you know” box on page 118.
Creative work	Write a composition <i>“My Favourite Dance”</i> .

Criteria	Group			
	A	B	C	D
Plays roles using effective and useful expressions				
Talks on different dances describing the pictures				
Defines the main idea of the dances reading the passages				
Writes a text on dances paying attention to punctuation				
Expresses his/ her idea on the passages				

Lesson 4

Eurovision in Azerbaijan

Aim: To increase Ss' responsibility on Eurovision, its history, through listening, speaking, reading and writing skills.

Objectives

Student:

- identifies and expresses the main idea describing pictures
- reads the passage putting the sentences in correct order
- writes adverts using new words and effective expressions
- makes up sentences and statements using the key words
- asks/answers questions using the given expressions
- speaks about the importance of contests

Standards

- 1.1.1.
- 1.1.2.
- 2.1.1.
- 3.1.3.
- 4.1.4.

Content line	Listening/Speaking/Reading/Writing
Integration	L-2.1.1./N.L.-1.2.2./2.2.2./A.H.-5.1.3.
Interaction	GW/PW/IW/CW
Strategy	Discussion, Description, Interviewing, Mind Map
Resources	SB, flashcards, slides, CD, video-roll, computer, pictures

Lesson 4. Eurovision in Azerbaijan

Getting ready for the task:

- What international contests do you know?
- Who can participate in these contests? • Where do they hold these contests?

Key words:

fame - popularity
grandiose - splendid, magnificent
contest - competition
annual - happening once a year
to hold - to carry/support with one's arms or hands

1 CW. Look through the pictures and discuss answering the questions below.



1. What is the main aim of the Eurovision Song Contest?
2. When does this contest take place?
3. What is the language of the Eurovision Song Contest?
4. What is the importance of the Eurovision Song Contest?

119

2 GW. Listen to the passage and find True/False sentences.

There are different kinds of contests: sports, art, music, etc. Eurovision is a music contest which is full of wonderful songs and dances, lots of colours and shiny clothes. The aim of the Eurovision Song Contest is finding the most perfect European pop song. It takes place in May every year. Azerbaijan joined this international song contest for the first time in 2008 with the song "Day after Day" which brought a great fame. In 2011 Azerbaijani duo Eldar and Nigar participated in this contest in Düsseldorf, Germany and took the first place. As a result, Azerbaijan got the right to host the 2012 edition of the Eurovision Song Contest. This event went down in history under the motto "Light Your Fire!" The musicians from 42 countries performed their great shows in a newly constructed magnificent Baku Crystall Hall. In 2013 Eurovision took place in Sweden. Farid Mammadov participated in this contest with the song "Hold me" and took the second place.

1. The aim of the Eurovision Song Contest is to show different performances.
2. Eldar and Nigar became the winners of the Eurovision Song Contest.
3. In 2006 Azerbaijan participated in this contest for the first time.
4. The singers from 52 countries participated in the contest in 2012.
5. Farid Mammadov was one of the musicians to perform in Baku Crystall Hall.

3 IW. Put questions to the underlined parts of the sentences looking at the sample.

Sample: Azerbaijan opened its doors to the Eurovision Contest in 2012.

- What country opened its doors to the Eurovision Contest in 2012?
- When did Azerbaijan open its doors to the Eurovision Contest?

1. Our singer will take part in a music contest.
2. I have just finished my work.
3. We have never faced such a problem.
4. She performed a brilliant show yesterday.
5. Khadija likes to listen to folk music.
6. They have recently performed William Shakespeare's play.

4 IW/PW. Write a dialogue about our contest winners.

5 IW/PW. Project work: Design/Write an invitation to the Eurovision Song Contest.

120

Motivation (warm-up)

- Draw the Ss' attention to the pictures of the winners in Eurovision Contest or bring some pictures from some music contest and ask the Ss whether they know anything about them, get possible answers from the class.
- What associations come to your mind when you hear the word Contest?
- Have you ever taken part in a local contest?
- Have you ever taken part in an international contest?



Research question: • *What do contests give us?*

• *Why are they important for us?*

• *What kind of Contests do you like most? Why?*

Discussion/Information Exchange

They exchange their ideas by expressing their personal thoughts on different kinds of contests, speaking about the importance of the international contests. Engage the Ss to work actively and interactively reading the passage and putting the sentences in correct order in the passage. Then they do exercises on page 116.

Key words	fame, annual, grandiose, contest, to hold
Summary	Song Contests give an opportunity to demonstrate a nation its art, national music to the world. From this point of view Azerbaijan National music was performed successfully and we could demonstrate our ability to the world in Eurovision Contests. As a result of this Contest Chrystal Hall was built which is as famous in the world as our singers are.
Creative work	IW. Write/perform a song for the World Contest.

Criteria	Group	A	B	C	D
Identifies and expresses the main idea describing pictures					
Reads the passage putting the sentences in correct order					
Writes adverts using the new words and effective expressions					
Makes up sentences and statements using the key words					
Asks questions using the given expressions					

Lesson 5 At the Music Festival

Aim: To involve the Ss in getting engaged on the topic and take an active part in discussions reading the passages and speak fluently and accurately through practicing the four language skills.

Objectives
Student:

- identifies the main idea on festivals describing the pictures and using the expressions
- makes up a dialogue using the words and expressions
- reads the passages with correct intonation
- speaks on the pictures discussing different titles
- reads and makes comments on the statements
- writes about the world’s biggest music festivals

Standards
1.1.2.
2.1.1.
2.1.2.
3.1.2.
4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	L.-2.1.1./A.H-5.1.3./N.L-3.1.3./4.1.4.
Interaction	GW/PW/IW
Strategy	Discussion, Description, Filling in the gaps, Interview
Resources	SB, pictures, CD, slides, computer, video roll

Lesson 5. At the Music Festival

Getting ready for the task:

- What have you heard of festivals?
- Have you ever participated in any festival?
- What do you know about Mugham Festivals?

Key words:
picturesque – visually attractive
accompaniment – music that is played to support singing
emphasized – stressed

a conductor – a person who stands in front of an orchestra and directs the performance
to retain – to keep hold of, maintain, remember, hold back, continue

1 GW. Look at the pictures and discuss them.

The Heydar Aliyev Foundation and the Azerbaijani Ministry of Culture and Tourism organize international music festival in a picturesque region of Azerbaijan, Gabala every summer. This traditional music festival brings together the world’s famous musicians and music lovers from around the world. Prominent musicians, world-famous conductors and art groups of Azerbaijan and foreign countries take part here.

121

Motivation (warm-up)

Draw the Ss' attention to the pictures on page 121. Elicit:

- What are these pictures about?

Have them talk about these photos using the effective expressions given on the photos.

Research question: • *What do International festivals bring to your country?*

- *What countries take part in this festival?*

- *What year did they start this festival? Why?*

Discussion/Information Exchange

Have the Ss work in pairs and act out the dialogue filling in the gaps with appropriate words given in the box. Encourage them to take part in discussions by making comments on what they know about:

- Music festivals
- International Music festivals
- Where they hold the festivals
- What countries attend the festivals
- What these festivals bring to the country
- Who can participate in these festivals



Key words	picturesque, to retire, conductor, empasized, stringed, accompaniment
Summary	Have them read the “ Remember ” box with correct intonation and research a brief information of the world’s biggest music festivals.
Creative work	IW. Write about “ <i>International Music Festival in Gabala</i> ”.

Criteria	A	B	C	D
Identifies the main idea describing the pictures and using the expressions				
Makes up a dialogue using the words and expressions				
Reads the passages with intonation				
Speaks on the pictures discussing different titles				
Reads and makes comments on the statements				

Sub Summative Test 8.

1. Complete the sentence.

.... performed the role Asker in the operetta “Arshin Mal Alan”

- A) R.Behbudov B) U.Hajibeyov C) M.Magomayev D) A.Gasimov

2. Complete the sentence.

Flamenco “ is a genuine art.

- A) Egyptian B) Spanish C) Turkish D) African



3. Choose the correct word.

The Greeks think that dances are good for

- A) health B) wealth C) strength D) fame

4. Answer the questions.

1. When did Azerbaijan participate in Eurovision for the first time?
2. Who were the first winners in Eurovision from Azerbaijan?
3. When did Eurovision take place in Azerbaijan?

5. Write about International Mugam Festival in Gabala.

6. Find unsuitable words on the Unit.

writer, popular, composer, printer, singer, sweater, dancer, painter, partner, actor, paper, player, conductor, cluster

7. Choose the correct preposition.

The song *Day after Day* brought a great fame Azerbaijan ... 2008.

- A) to, at B) to, in C) in, on D) at, in

8. Complete the sentence.

Courage means ...

- A) popularity B) energy C) honesty D) braveness

9. Which suffix is suitable for these verbs?

act, conduct, direct

- A) er B) or C) ity D) ist

10. Write an essay: “My favourite singer”.

UNIT 9

The World of Talent

Lesson 1

Talent Contests

Aim: To encourage the Ss to get involved in the topic Talent Contest sharing and learning through three skills.

Objectives

Student:

- plays a role using new words and expressions
- demonstrates ideas on talents and skills sharing with partners
- finds out the main ideas reading the dialogue
- makes/designs postcards on talent contests
- writes stories about the talent contest
- completes the passages with the correct words

Standards

- 1.1.1.
- 2.1.1.
- 2.1.2.
- 3.1.4.
- 4.1.1.
- 4.1.4.

Content line	Speaking/Reading /Writing
Integration	L-1.2.4. Art-1.1.1./S-3.1.1.
Interaction	PW/GW/IW
Strategy	Description, Discussion, Role Play, Completion
Resources	SB, flashcards, slides, video rolls, CD, pictures

UNIT 9 THE WORLD OF TALENT

Lesson 1. Talent Contests

Getting ready for the task:

- Do you have any clubs in your school?
- Are you a member of any club?

Key words:

fascinating - very interesting and attractive
ingenious - very clever, original

craft - an activity involving a special skill
eternity - time without end
achievement - a thing that smb has done successfully

1 PW/GW. Look and say what competitions they are.



2 PW. Listen to the dialogue and act it out.

Bella: Look here, Henry! There is a talent contest on Sunday. Why don't you want to participate in the talent contest? You dance very well, I'm sure, you'll succeed.
Henry: I can't go to this contest. I think I'm not ready for the contest. But anyway, thanks for encouraging me, Bella. Maybe, we can both go to the contest.
Bella: Oh, no I can't dance at all, but I can play the piano.
Henry: It doesn't matter, we can be winners or not. It will be a positive experience for us to take part in this competition.
Bella: Sure, Henry. Why not? You are right. It'll be an enjoyable practice for us. We can also see many talented students there.
Henry: OK. Let's try then. Good luck to us!

124

REMEMBER!

GRAMMAR FOCUS

NOUN FORMING SUFFIXES

-or	-er	-ist
conductor	teacher	scientist
actor	reader	artist
visitor	composer	journalist

3 GW. Read and complete the sentences with the conjunctions *who/that/which* paying attention to *-or, -er, -ist*.

Anyone can be famous for fifteen seconds, but some people remain famous forever. Leonardo da Vinci ... was creative by nature has been rightly called "a man for *eternity*". Leonardo da Vinci was an Italian artist, scientist, engineer and writer. He was also a *genius* in all the sciences and arts of his time. He spent all his life observing things and testing them scientifically in his laboratory. Da Vinci was a man ... reached the highest peaks of human *achievement*. His discoveries ... were circulation of the blood, the design of a flying *craft*, an *ingenious* war machine, etc. have *fascinated* thousands of people.

4 PW. Fill in the gaps with the given words and expressions thinking logically. Act the dialogue out.

favourite, natural, talented, sing and dance, funny, nickname, I think, can entertain

Steve: What's your opinion of the *Spice Girls*, Liz?

Liz: ... they are great! I like their style. They ... people and they are ... They ... very well. My favourite is Mel. She is so fit and really ...

Kate: Which of them do you like best, Mike?

Mike: Emma. She is the most ... member of the group.

Kate: But my ... is Victoria. I like her ... "*Push*" *Spice*".

5 IW. Make up an advertisement on talent contests.

• Can you Dance or Sing?
 Be a TV Star!
 Join the Talent Contest
 Sunday 10.00 a.m

• Come to the Piano Concert!
 It will be a great and grandiose
 Contest! You'll relax and have
 a great fun! Saturday at 6.00

**Spice Girls* - English pop girl group

**Push* - luxurious, stylish, elegant

125

Motivation (warm-up)

Draw the Ss' attention to the pictures and elicit:

- What are the children doing?
- Do you have any clubs in your school?
- What are they?
- Are you a member of any club?
- Have you got any talented Ss in your school?

Research question: • *What is the importance of the talent/being talented?*
• *How can you define the best qualities of a talent?*

Discussion/Information Exchange

Encourage the Ss to express their own opinions on different talents and give examples about famous talented people. Have the Ss act out a dialogue on talents and skills and talent contests. Encourage them to read the passage completing with the conjunctive words and noun forming suffixes “-or/-er/-ist”

or	er	ist
conductor, actor	reader, driver	artist, pianist

Key words	masterpiece, eternity, ingenious, craft, achievement, fascinated
Summary	Involve the Ss to play role (task 2) and also speak about their favourite musical groups sharing opinions and giving reasons creatively.
Creative work	Make postcards and write a story about “ <i>Talent Contests</i> ”.

Criteria	A	B	C	D
Group				
Plays roles using the new words and expressions				
Demonstrates ideas on talents sharing with partners				
Finds out the main ideas reading the dialogue				
Makes postcards on talent contests				
Writes stories about the talent contests				

Lesson 2

Special Talents

Aim: To encourage the Ss to get actively involved in the topic and work interactively practising different activities through implementing the four skills.

Objectives

Student:

- does some activities talking on super brains
- groups words/word combinations on talented people
- defines the logical order in the passages
- completes the texts paying attention to punctuation
- takes part in discussions on talents/abilities
- writes about talented people
- fills in Venn Diagram on talented people

Standards

- 1.1.1.
- 2.1.3.
- 3.1.1.
- 3.1.3.
- 4.1.1.
- 4.1.3.

Content line	Listening/Speaking/Reading /Writing
Integration	L-2.1.2./M-3.2.1./Art-1.1.1.
Interaction	GW/IW
Strategy	Discussion, Mind Map, Matching, Completion, Venn Diagramm
Resources	SB, flipchart, handouts, slides, computer, video rolls, CD

Lesson 2. Special Talents

Getting ready for the task:

- Do you have special talent for any of these things?
- Can you name a well-known person who has had a special talent in each area?

Key words:

- to investigate – to carefully examine the facts of a situation
- mute – unable to speak
- blind – unable to see
- to reproduce – to restore, reconstruct
- a slave – a person who is owned by another person
- a band – a group of musicians
- autistic – unable to communicate

1 CW. Read, choose and say which ones suit your character.

Try to explain giving reasons.

Sample: I'm good at ... (drawing).

language music art sewing memory sports
cooking drawing mathematics dancing history knitting

2 GW. Read and discuss. What do you think the two boys in these pictures have in common? Compare them in Venn Diagram.



Thomas Wiggins "Blind Tom"

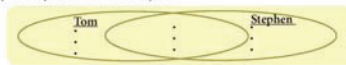
In 1850 an American lawyer, James N. Bethune, bought a slave to work in his home. The slave was a woman. She had a small child called Tom who was blind and autistic. One day Bethune heard music coming from the house. He went inside to investigate and found young Tom playing the family piano. Bethune realized that a four year old Tom had special abilities. He hired a band of musicians to come to the house and play in front of him. Tom perfectly reproduced the music, which he heard. In 1857 Tom took part in his first public performance. Three years later Tom was invited to the White House where he performed for the president. Over the next forty years Tom performed shows in the US, Canada, the UK and in several South American countries. His concerts were a mixture of classical music and his own compositions.

126



Stephen Wiltshire was born in 1974 in London. He was mute and at the age of three he was diagnosed with autism. However Stephen had a remarkable talent and could create the most amazing drawings. His mother sent him to Queensmill School in London. Stephen's teacher, Chris Marris realized that Stephen could communicate through his drawings. At the age of 8 he drew detailed pictures of architecture, cars and imaginary post-earthquake of cities. At the age of 9 with Marris' help Stephen started talking. When he was 10 he produced a series of pictures which he called "London Alphabet". Each drawing featured the London landmark-one for each letter of the alphabet. Stephen became an extremely popular artist and published a number of books of his drawings and paintings. He is an "autistic savant" - a person who in spite of his autism has an extraordinary ability in a certain area. Stephen is quite famous these days.

Stephen is quite famous these days.



3 PW. Answer the following questions.

Questions
What was Tom's/Stephen's special ability?
When/Where was Stephen born?
Where did Tom perform his concerts?
Where did Stephen study?
When did Stephen begin drawing?
How did Tom and Stephen communicate?
What pictures did Stephen draw?
How did Stephen call his series of pictures?
How did Tom and Stephen become popular?

*savant – scholar, scientist

127

Motivation (warm-up)

Write some words on the board and draw the Ss' attention to them:
language, memory, art, sport, dance, music, history, cooking, maths, English, etc
Elicit:

- What word can be used instead of these ones?
- Which 2 areas would you most like to have a special talent for? Say Why?
- Answers will be: talent or ability

Encourage your students take part in discussions and answer these questions giving reasons.

- Have you got any talent for any of these things?
- Can you name a well known person who has/had a special talent in each area?

Research question: • *How can a person gain talent?*

- *Is a person born with a talent or he/she gains it through years?*
Give some explanation.

Discussion/Information Exchange

Get the Ss to read the two passages defining the correct logical order. Encourage them to work in Venn Diagram finding out the similarities and differences between 2 talented people. Have them do tasks on page 127-128.

Key words	blind, autistic, extremely, a slave, band, mute, to investigate
Summary	Have the Ss write exercise 6, on the same page using the correct tense form, building up sentences by using the given verbs and adverbs. They can easily compare the Present Perfect and Past Simple tense forms.
Creative work	IW. Complete the text using the correct tense forms and pay attention to the capitalization mistakes. Or write about: <i>"Talented People"</i> .

Criteria	Group			
	A	B	C	D
Does some activities talking on super brains				
Groups words / word combinations on talented people				
Defines the logical order in the passages				
Completes the texts paying attention to punctuations				
Takes part in discussions on talents /abilities				

Lesson 3

Do You Like Flashmobs?

Aim: To direct the Ss' attention to different activities on the topic working cooperatively and finding out similar and various facts between talent and flashmobs through practicing the 4 skills.

Objectives

Student:

- identifies the main idea on flashmobs
- demonstrates his/her own opinions describing the pictures of flashmobs
- acts out a dialogue using speech patterns
- writes newsletters about flashmobs
- expresses ideas on flashmobs in discussions
- answers the questions on the flashmobs

Standards

- 1.1.2.
- 2.1.2.
- 3.1.4.
- 4.1.1.
- 4.1.4.

Content line	Listening/Speaking/Writing/Reading
Integration	S-3.1.1.PTE-3.1.1./4.1.3./Art-3.1.1.
Interaction	CW/GW/PW/IW
Strategy	Venn Diagram, Description, Discussion, Role Play, Interviewing
Resources	SB, pictures, handouts, slides, computer

Lesson 3. Do You Like Flashmobs?

Getting ready for the task:

- What is a flashmob?
- What is your opinion about flash mobs?

Key words:

creativity - a process of having the ability to produce smth new
a purpose - an aim a goal
a satire - a way of criticizing a person

a flashmob - a sudden mass gathering
the media - press
social - public

- 1 GW. Look and discuss. What is happening in each photo? What do you think they might have in common?**



A flashmob is a group of people who assemble suddenly in a place, perform an unusual and seemingly pointless act for a brief time, often for the purposes of entertainment, satire and artistic expression. The first Flashmobs were created in Manhattan in 2003.



Begin like this:

- I think flashmobbing is a perfect example of creativity and performance. Some people argue that flashmobs are a waste of time. We must accept that people have the right to decide for themselves how to use their time.
- I can't see any danger in coming together for a few minutes in public places to have fun. It is enjoyable. Imagine you are in the city centre and you see a group of children. They are ...

129

- 2 GW. Look through the Newsletter and produce your own Monthly/Weekly News/Class Newsletter.**

NEWSLETTER

S 6 A
 We have some talented students among us. Nigar is the best dancer and always makes progress. Last week she participated in the dancing contest. She won a prize.

C 7 B
 This is Rufat Muradov. He is a talented singer. Rufat participated in the song contest 5 days ago. He sang national songs and got the first place. We are proud of Rufat.

H 6 D
 There is ICC in our school. We visit our ICC and take part in forums, discussions and debates. We also have teleconference bridge with other schools every week. There are very capable students in our class.

O 7 C
 This is our Anar. He looks healthy, strong and energetic. He is famous for bringing certificates and medals to our school every year. For example he won a gold medal in an international competition last week. Good luck to you, Anar!

L 6 B
 Tunar and Nuray are the members of a flashmob group. They are very active and find time to entertain people together with their friends. They became famous and they are really happy about it. They always try to perform unusual shows. Good luck to them!

- 3 PW. Role Play about flashmobs using the words/word combinations and expressions below.**

a lot of fun, great creativity, it will be enjoyable, imagine, to have, in the city centre, perfect performance, TV journalists, really, energetic, talented teenagers, fantastic, I'm sure, with pleasure, let's go

- 4 IW. Write an Invitation to Flashmobs.**

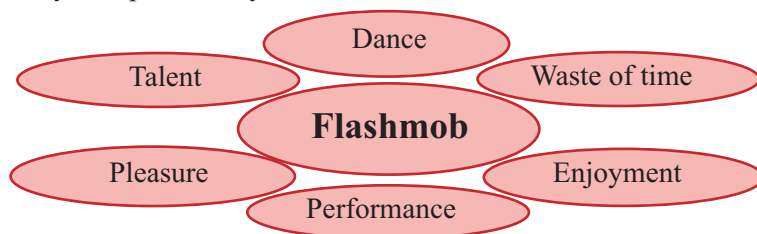
130

Motivation (warm-up)

Draw their attention to cluster about flashmobs.

Elicit:

- What is a flashmob?
- Is a flashmob talent or fun?
- What is your opinion/do you think about flashmobs?



Research question: • *What can flashmobs bring to you?*
• *Why do the young prefer taking part in flashmobs?*

Discussion/Information Exchange

Have them discuss in groups their ideas on flashmobs. Have them read a short information about flashmobs and discuss the ideas about it. Get them to answer the questions and write a newsletter about their classmates'/ schoolmates' talent. You can also involve them in working in Venn Diagram comparing Flashmobs and talents.

Key words	creativity, purpose, via, satire, social media, flashmob
Summary	Encourage the Ss to act out a dialogue using the useful expressions given in the box. Then have them write invitations as well as different advertisements on Flashmobs.
Creative work	Write about: <i>"I Like Flashmobs"</i>

Criteria \ Group	A	B	C	D
Identifies the main idea on flashmobs				
Demonstrates his/her own opinions describing the pictures of flashmobs				
Acts out a dialogue using speech patterns				
Writes newsletters about flashmobs				
Expresses ideas on flashmobs while discussing				

Lesson 4

Extreme Sports

Aim: To involve Ss in working on the topic and be aware of the extra facts about the risky types of sports through practising the three language skills.

Objectives

Student:

- defines the main idea on Sports and Extreme/Risky Sports
- takes part in the dialogue on Extreme/Risky Sports
- groups the people for their activities
- defines the main idea in the text reading and sharing it
- describes the pictures freely expressing ideas
- writes an essay on Extreme Sports
- follows the instructions responding them
- follows the punctuation marks

Standards

- 1.1.2.
- 2.1.2.
- 3.1.1.
- 3.1.4.
- 4.1.1.
- 4.1.3.

Content line	Speaking/Reading/Writing
Integration	PTE-1.4.2./S-3.1.1./L-3.1.3.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Role Play, Completion
Resources	SB, pictures, handouts, slides, CD

Lesson 4. Extreme Sports

Getting ready for the task:

- Have you ever ridden a horse? • Have you ever ridden a camel?
- Have you ever climbed a mountain?

Key words:

a hang gliding – a sport in which you fly while hanging from a frame like a kite
altitude – the height above sea level
a glider – a light aircraft that flies without an engine
dehydration – losing too much water from body
injured – harmed, damaged
fatigue – a feeling that you need to rest to sleep
a bend – a curve, esp. a sharp one, in a river, road, or path

1 CW. Look at the photos and discuss the questions.

- What is an extreme sport?
- Have you ever participated in an adventure activity?
- Do you think that the people who are good at extreme sports are strong or talented?
- Why do some people choose extreme sports?



2 PW. Read the sample and make up a dialogue on extreme sports:

1. **Fatima:** Hang gliding is a dangerous sport. Do you enjoy this sport?
 What kind of adventure sport do you like most?

Murad: ...

2. **Nuray:** We know, you are good at mountain climbing.
 What are some dangers that you've experienced?

Tunar: ...

131

3 GW. Read the articles and fill in the gaps with appropriate verbs from the box.

to be, to explore, to lose, to feel, to crash, to come up, to live, to cause, to like

The effects of high **altitude** on the humans are considerable. I've experienced lack of oxygen, **tiredness** and **dehydration**. I've ... through storms and strong winds. But that's what I ... about mountain climbing - overcoming danger.



No, I've never ... seriously **injured**. Maybe I've just been lucky. Once my **glider** turned upside down and I ... control. I almost ... but I parachuted away just in time. And I've always ... **hang gliding** is quite safe, though landing is sometimes difficult. I think, it's fantastic to be able to fly like a bird!



You get the **bends** when you're deep under water. If you ... out of the water too quickly, **bubbles*** form in your blood. The bends can be serious and they can even ... death. But the bends are rare. **Scuba diving*** isn't really dangerous. And it lets you ... another world.



4 IW. Answer the following questions based on the information given in the passages.

- What do the sportsmen enjoy?
- What are these sportsmen's opinions about these adventure activities?
- What are the dangers?

5 IW. Write an essay about adventure activities.

Self Assessment:	IV-excellent	III-good	II-fair	I-weak	IV	III	II	I
I can define the main idea on the topic								
I can take part in dialogues/role plays on extreme sports								
I can write an essay about adventure activities								
I can take part in discussions on extreme sports								

*bubbles – a ball of air or gas in liquid
 *Scuba diving – underwater diving

132

Motivation (warm-up)

Draw the Ss' attention to the pictures. Let them discuss the pictures answering the questions:

- Have you ever ridden a horse?
- Have you ever ridden a camel?
- Have you ever climbed a mountain?
- Have you ever played chess in the sky?
- Have you ever participated in a risky sport?
- Are you good at risky sports?



Research question: • *Why do people want to participate in a risky sport?*

• *Are people who are good at risky sports strong or talented?*

Discussion/Information Exchange

Encourage them to role play completing the dialogue in task 2 on page 131. One of the Ss will be an interviewer, the other will be a sportsman who will speak about the incidents they have come across. Then get them read the articles/ passages/interviews (task 3, p 132) opening the brackets and correcting the punctuation mistakes.

Key words	glider, hang gliding, injured, dehydration, tiredness, altitudes, bends
Summary	Direct the Ss to complete the chart on page 132 and Discuss the given questions and write an essay on the questions
Creative work	IW. Visit your ICC and search more interesting materials about " <i>Extreme Sports</i> ".

Assessment:

A-excellent

B-good

C-weak

D-poor

Criteria	A	B	C	D
Group				
Defines the main idea on Sports and Extreme/Risky Sports				
Takes part in the dialogue on Extreme Sports				
Groups the people for their activities				
Defines the main idea in the text reading and sharing the text				
Writes an essay on Extreme Sports				
Follows the instructions responding them				

Sub Summative Test 9

1. Choose the correct variant.

Blind Tom took part in his first public performance ...

- A) in 1867
- B) in 1757
- C) in 1857
- D) in 1957



2. Find the definitions of the expressions.

mute- autistic- blind-

3. Complete the sentence.

Stephen Wiltshire could communicate through his ...

- A) paintings
- B) performances
- C) music
- D) songs

4. Choose the correct variant.

Stephen drew a series of pictures which he called

- A) London Tower
- B) London Alphabet
- C) London Eye
- D) London Bridge

5. Choose the correct variant.

The first Flashmobs were created in 2003.

- A) in London
- B) in Montano
- C) in Manhattan
- D) in Baku

6. Choose the suitable variant.

- A) flashmob is a group of people who..... and
- B) gather in the same place, play different games
- C) assemble suddenly in a place, perform wonderful shows
- D) come together for a few minutes, waste a lot of time

7. Make up sentences.

- 1. are/waste of/that/some/time/argue/flashmobs /people
- 2. people/of/in a place/ and/unusual/an/is/suddenly/performance/time/brief/ for/perform/ who/a group/flashmob/assemble/

8. Which one isn't a risky sport?

skating, swimming, hang gliding, windsurfing, mountain climbing, skating, surfing, scuba diving, jogging, diving

9. Complete the sentence.

I think ... is fantastic to be able to fly like a bird!

- A) figure skating
- B) car racing
- C) hang gliding
- D) swimming



10. Write an essay: "Extreme Sports".

UNIT 10

Summer Holidays

Lesson 1

How Can We Travel?

Aim: To encourage Ss to speak and share on various means of Transport through practising the four language skills.

Objectives

Student:

- speaks about transports doing the exercises on Transport
- plays roles using speech etiquettes and expressions correctly
- defines the main idea in the text reading the passage
- uses the punctuation marks correctly in writing
- fills in Venn Diagram comparing today's and tomorrow's life

Standards

- 1.1.1.
- 2.1.2.
- 3.1.4.
- 4.1.1.
- 4.1.3.

Content line	Listening/Speaking/Reading /Writing
Integration	Science-3.1.1./L-2.1.1./N.L-4.1.3.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Cluster, Venn Diagram
Resources	SB, handouts, flipcharts, slides, computer, markers

UNIT 10

SUMMER HOLIDAYS

Lesson 1. How to Travel?

Getting ready for the task:

- Who do you like to travel with? • What form of transport do you prefer? Why?
- What form of transport do you like for travelling?

Key words:

a vehicle – a thing used for transporting people or goods
an advantage – a thing that helps you to be better or more successful

cruise – a voyage on a ship or boat taken for pleasure
journey – travelling from one place to another
to bump into – to meet smth by chance

1 IW/PW. Name all the vehicles in the picture and practise the model: I like to travel by air, because it's fast and comfortable.

by car by train by air by water by bus



GRAMMAR FOCUS

to go on ...	to go by ...	to go+ing	to go in/on
a holiday	car	shopping	in a car
business	train	windsurfing	in a taxi
a trip	bicycle	walking	on a plane
a cruise	bus	skiing	on a bus
an excursion	motorbike	swimming	on a ship
a journey	underground	fishing	on a train

134

5 PW. Read the passage, correct the wrong variants giving your reasons.

There are no trains in London. The main transport form is the underground. The London underground is called the tube because it looks like a long narrow tube with its walls covered with all kinds of advertisements. You can recognize the tube by its sign: a red circle crossed with a blue stripe. The sign can be seen either on the buildings or just under a staircase leading straight under the ground. People prefer the tube to buses because the fares are lower there.

The London underground ...

- a) isn't expensive
- b) isn't the main transport
- c) is called a staircase
- d) is full of advertisements
- e) looks like a red balloon
- f) is known by its sign

6 GW. Think about what life will be like in future and tell the class about your ideas. Write your ideas giving explanation.



7 IW/PW. Read the sample and fill in the chart about Tomorrow's World and Today's World and compare your thoughts with your partner's in Venn Diagram.

Today's World	Tomorrow's World
<ul style="list-style-type: none"> • We communicate by phone • We travel by train/plane • Our country is big • We eat fresh food • We live in high buildings • We study at school 	<ul style="list-style-type: none"> • We'll communicate by ... • We'll travel by ... • We'll travel by ... • We'll eat ... • We'll have ... • We'll study ...

136

Motivation (warm-up)

Draw the Ss' attention to Video slides or pictures asking the following questions. Elicit:

- What is the quickest means of transport?
- What is the most comfortable means of transport?
- What is the safest means of transport?
- What is the cheapest / most expensive means of transport?
- What is the most preferred means of transport?

Research question:

- *What transport do you prefer for travelling? Why?*
- *What is the importance of the means of transport?*
- *What transport do you prefer using? Why?*

Discussion/Information Exchange

Have the Ss take part in discussion and exchange ideas on different means of transport. Encourage them to pay attention to the table on page 134 on travelling and have them compare these expressions. Then involve them in a role play using the new words and word expressions. At the same time have the Ss read the passage about Transport in London choosing the wrong variants and giving reasons. Draw their attention to task 4, on page 135 and have them read it paying attention to punctuation marks and match the paragraphs 1-10 with a-j.

Key words	cruise, journey, vehicles, deck games, ride a bike, advantage, to bump into
Summary	Involve your students in thinking of Future life and write their ideas giving comments. At the same time they are able to fill in the chart about Tomorrow's life and Today's Life comparing them in Venn Diagram. Then they do tasks on pages 136-137.
Creative work	Write an essay: <i>"My Favourite Transport"</i>

Criteria	A	B	C	D
Group				
Speaks about transports doing the exercises on Transport				
Plays roles using speech etiquettes and expressions				
Defines the main idea in the text reading the passage				
Uses the punctuation marks correctly in writing				

Lesson 2

The Channel Tunnel

Aim: To get the Ss to think logically on the role and importance of tunnels in our life through developing the four language skills.

Objectives

Student:

- defines the main idea in the text answering the questions
- takes an active part in completing and performing the dialogue with the help of key words
- defines the logical order in the passages
- groups the facts by reading and defining the years about the channel in the passage
- expresses ideas, point of views on the topic in written form
- writes questions on the paragraphs

Standards

- 1.1.2.
- 2.1.2.
- 3.1.3.
- 4.1.1.

Content line	Listening/Speaking/Reading/Writing
Integration	Literature-1.2.4./Native Language 3.1.3./4.1.4.
Interaction	GW/PW/IW
Strategy	Description, Discussion, Role Play
Resources	SB, map, pictures, handouts, markers, flipcharts, slides, CD

Lesson 2. The Channel Tunnel

Getting ready for the task:

- Can you get to an island by car by train by boat by plane by bus or by bicycle?
- Is it good to live on an island?

Key words:

- to dig** - make a hole in the ground
- drill** - a tool or a machine with a pointed end for making holes
- tunnel** - passage built underground
- cost** - value
- rail** - a wooden or metal bar placed around smth as a barrier on which trains run over
- to link** - to associate, connect
- wonder** - mystery

1 PW. Listen to the dialogue and widen looking through the Fact File below. Act it out.



Shahin: Where are you going, Bella?

Bella: We're going to London Waterloo Station. The train to Paris is at ten o'clock from there.

Shahin: A train? But England is an island!

Bella: Don't you know about the Channel Tunnel?

Shahin: Oh, yes, I've heard about it. Good luck, Bella! I'll remember you.

Bella: I'll write to you! Don't forget to keep in touch! Here is my address, take it.


Shahin: Bye-bye! See you again.

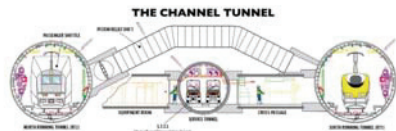
Fact File

The Channel Tunnel is one of the world's largest mega projects. It was officially opened by Queen Elizabeth II and French President Francois Mitterrand on 6 May 1994. It's the second longest rail tunnel and the longest undersea tunnel in the world. It is approximately 23.55 miles. It was operated by Eurotunnel and Eurostar. The Tunnel is now classified as one of the seven wonders of the modern world.

138

2 GW. Read the passages and put them in correct order.

a) 1802 A French engineer tells Napoleon about his idea. He wants to build a tunnel under the sea to link France and England. Napoleon doesn't like the idea. He wants to fight with England.	b) 1987 They start work. A British team begins drilling in England and a French team in France. Fifteen thousand workers build the tunnel. The biggest problem for builders is to meet under the sea.	f) 1860 A French engineer, Thomas de Gamond and a British engineer, Sir John Hawkshaw make plans for the tunnel.
d) 1980 The project starts again. A private company gives money for it. The project costs ten billion pounds.	g) 1994 The British and the French builders shake hands under the sea. The tunnel is ready.	h) 1975 The government of France and England close the project. They don't have any money for it.
c) 1880 Digging begins. A two-kilometre tunnel is ready, but work stops. The First World War begins.	e) 1960 The British and the French governments start a new tunnel project.	



3 PW. Change the verbs in the passages above into the Past Simple putting the parts in right order.

1	2	3	4	5	6	7	8

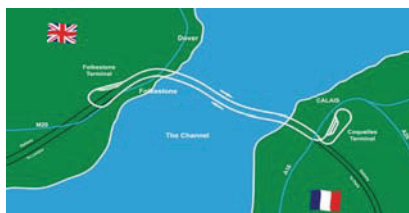
139

Motivation (warm-up)

Hang the pictures of different tunnels in the world or draw the Ss' attention to the map on page 135. Elicit:

- What is it/are these pictures about?
- Where does this map belong?
- What do you see in the picture?
- Have you ever heard of Channel Tunnel?
- Where is this tunnel situated?

Then have them play a role about the Channel Tunnel completing and finding the correct answers.



Research question: • *How can you get to an island?*
• *Can you get to an island by train? How?*

Discussion/Information Exchange

Involve your students actively in taking part in discussions and exchange ideas on tunnels in the world. Have the Ss read the passage about the Channel Tunnel saying sentences in correct order. Get them to read the information saying the sentences from beginning to the end with correct dates and give a name to the passage.

Key words	to link, to dig, tunnel, drill, to cost, wonder, rail
Summary	Draw the Ss' attention to task 4 and ask them to make up questions for the paragraphs. At the same time they do task 5 using the given words and expressions under each heading in the columns.
Creative work	IW. Visit your ICC searching for more information about the Channel Tunnel .

Criteria	Group	A	B	C	D
Defines the main idea in the text answering the questions					
Takes an active part in completing and performing the dialogue with the help of key words					
Defines the logical order in the passages					
Groups the facts by reading and defining the years about the channel in the passage					
Expresses ideas, views on the topic in written form					
Writes questions on the paragraphs					

Lesson 3

Let's Travel!

Aim: To concentrate the Ss' attention on "How long it takes" "them to travel by different means of transport through developing the four skills.

Objectives

Student:

- defines the main idea on the topic answering the questions
- expresses opinions on the topic in written form
- takes part in dialogues using speech etiquettes in models
- expresses his/her ideas on the topic in different ways
- reads and performs the dialogues with correct pronunciation
- matches the halves on the letters
- matches the posters with the expressions

Standards

- 1.1.2.
- 2.1.1.
- 2.1.3.
- 3.1.2.
- 4.1.1.

Content line	Listening/Speaking/Reading /Writing
Integration	Science.1.1./N-1.2.1.
Interaction	IW/CW/GW/PW
Strategy	Role Play, Discussion, Brainstorming, Questionnaire
Resources	SB, handouts, pictures, slides, CD

Lesson 3. Let's Travel!

Getting ready for the task:

- How do you go to school?
- How long does it take you to travel to other cities/towns?

Key words:

a ferry – a boat that carries people/vehicles/goods
an airline – a company that provides regular flights
to carry – to support the weight of smth smth and take them
a return ticket – a two way ticket there and back

1 CW. Look and discuss these questions.

1. How do you get/go to school?
2. How long does it take you to go home?
3. How far is it from school to your house?
4. How far is it from your city to London?



2 GW. Make your own sentences. Use the table.

	me	10 minutes	to go to school
It takes	you		to go to the bus station
It took	him		to go to work
It will take	her		to make a campfire
	Jane	an hour	to clean the house
	us		to go to the countryside
	them		to get to the city centre

REMEMBER!

A kilometre is a distance measure.
A kilometre is a thousand metres/meters.
In England a distance measure is a mile.
A mile is 1,609 meters/metres.
So there are 1,609 meters in a mile.

Do You Know?...
How many meters/
kilometers are there
in a mile?

3 GW. Write questions for answers.

Sample: How does Alice get to Moscow? – She flies there by plane.

1. _____? Emily gets to school by bicycle.
2. _____? Mother always goes to the shop by taxi.
3. _____? We can take a ferry.
4. _____? It took us 3 hours to fly to Paris.
5. _____? It takes the boys 20 minutes to go to the playground.



6 CW. Listen and sing along. Use the pictures for help.

Say: How long will it take ...
A) from Today to New Year?
B) from the snow to the Sun?
C) from the Earth to the Moon?

Summer holidays are gone
Winter with its ❄️ is here,

And how long will it take us
From Today to New Year?
Think of 🎁 and cards,

Think about 🌲 trees.

It will not take you long.
If you go there in your dreams.
It is windy and cold,
Life is boring and no fun.

And how long will it take us
From the ❄️ to ☀️?

You'll be fine. The ☀️ will shine.

There will be no snow or rain.
It will not take much time
If you go there by 🚀.

We didn't find a 🌈.

Took a very big 🌈
And how long will it take us
From the 🌍 to the 🌙?

Come along, come along.
Don't forget to sing this song.
If you don't go alone,
It will never take too long!

• Write your own poem about your favourite season. Use the given words and the pictures:

The Earth, the sun, the wind,
yellow daffodils, blowing blossoms,
leaves, colourful, green grass,
the fields, cover, fresh air, picnic,
flying, the birds, the mountains, etc.



Motivation (warm-up)

Draw the Ss' attention to task 1 and brainstorm eliciting the following questions. Elicit:

- How long does it take you to get to school?
- How long does it take you to do your lessons?
- How long does it take you to go to the bus station?
- How far is it from your city to London?etc

Research question: • *How do you plan/ arrange your day?*
• *How long does it take you to go to some places /to do your lessons?*

Discussion/Information Exchange

Involve the Ss in saying a number of sentences starting with: **“It takes me, It took me and It will take me...”** Get the Ss to write questions for the answers working cooperatively in groups. Have the Ss read and act out dialogues using the key words.

It takes It took It will take	me	10 minutes	to go to school
	you		to go to the bus station
	him		to go to work
	her		to make a campfire
	Jane	an hour	to clean the house
	us/them		to go to the countryside

Key words	a return ticket, carry, ferry, airline
Summary	Encourage the Ss to read the poem using the pictures and sing along. They'll think on the question "How long will it take you...?" and share their ideas on the poem/song.
Creative work	Write an essay using the expression: <i>“It takes me...”</i>

Criteria	Group			
	A	B	C	D
Defines the main idea on the topic answering the questions				
Expresses opinions on the topic in written form				
Takes part in dialogues using speech etiquettes in models				
Expresses his/her ideas on on the topic in different ways				
Reads and performs the dialogues with correct pronunciation				

Lesson 4

Summer Plans

Aim: To draw the Ss' attention to summer plans and get them express their ideas on the topic through the four language skills.

Objectives

Student:

- expresses different opinions sharing on summer plans
- defines the main idea on summer plans listening to the questions
- reads the passage and defines the essential idea in the text
- matches the posters with the expressions
- writes the sentences with correct capitalization marks
- writes letters on summer plans

Standards

- 1.1.2.
- 2.1.3.
- 3.1.4.
- 4.1.3.
- 4.1.4.

Content line	Listening/Speaking/Reading/Writing
Integration	L-3.1.1./3.1.3.N.L.-4.1.3.
Interaction	IW/CW/GW/PW
Strategy	Brainstorming, Description, Discussion
Resources	SB, pictures, slides, computer, handouts, posters, mottos

Lesson 4. Summer Plans

Getting ready for the task:

- What would you like to visit this summer? Why?
- What things would you like to do in the summer time?

Key words:

to hide - (hid /hid hidden) to put or keep smth smth in a place where it can't be seen

glamorous - especially attractive and exciting
top - the highest or uppermost point
a bank - a coast, shore

1 GW. Look and discuss where children like to spend their summer time and why. Give reasons.



People like:

- to go to the sea;
- to go to the mountains;
- to go to the forest;
- like to go to the river/lake;

a visit to London; **But:** to visit London; a trip to Tahiti; a journey to Siberia

• My visit to LA (Los Angeles) was wonderful.
• Fidan visited London last year.
• Did you enjoy your trip to Paris?
• Have you ever had a journey to Moscow?

144

2 PW. Open the brackets paying attention to capitalization. Try to write a letter to your friend about your summer plans comparing the letters.

hello, dear friend!

i (to be) to vienna, the capital of austria lately. it is a great place for a holiday. my visit to vienna was wonderful. i (to visit) famous buildings like the state opera house, the schonbrunn palace and st. stephen's cathedral which is over 850 years old. i (to go) to shopping centres several times and (to enjoy) vienna's coffee houses, cake shops, cafes and street musicians. i also (to travel) along the river danube by boat and (to go) for a walk in the park, one of many beautiful parks in the city. vienna is also the home of classical music. beethoven, mozart and schubert all (to live) there. i (to be) to the performances of their symphonies many times and (to relax). so come and stay for a summer holiday or for a week. there (to be) always lots of things to do in vienna.

with love, sevda!



hi, my dear sevda!

you know i love turkey. last year i (to visit) the capital of turkey ankara but this summer i (to decide) to visit istanbul. i (to stay) there for ten days. it is a wonderful place to visit. i (to see) lots of interesting historical places, wonderful buildings, shopping centres and famous mosques. i (to go) to topkapi palace which is 500 years old. i also (visit) two beautiful mosques very near the palace, the **sancta sophia** and famous the blue mosque. i (to buy) interesting books, some clothes in "grand bazaar" which is the biggest shopping center in istanbul. there are more than four thousand shops in grand bazaar. the food in istanbul is great and the city has some fantastic fish restaurants. come and visit istanbul - the city where asia meets europe

with love, shaig!

*The Sancta Sophia - Museum in Istanbul

145

Motivation (warm-up)

Hang or put some pictures to the class with the pictures on which Ss can see hiking/tent/beach/seaside/the bank of the river/the shore of the sea/etc. Ask the Ss to speak on them and have them explain what they mean. Ask and get them give the reasons:

- What do you see in these pictures?
- Where do people like to spend their summer holidays and why?
- When do we go to these places and relax?
- When are we free from school?
- When do we have a long holiday?

Research question: • *What things would you like to do in summer?*
• *Where would you like to visit /be this summer holiday? Why?*

Discussion/Information Exchange

Draw the Ss' attention to the letters on page 145. Encourage them to read the letters comparing them. Get them to write the appropriate tense form opening the brackets. Have them pay attention to capitalization mistakes too. Then involve them in writing their own letters about summer plans. Encourage them to match the halves on letters in exercise 3 on page 146.

Key words	hidden, at the top, on the bank, glamorous
Summary	Ss are able to role play the dialogues and do the tasks given on pages 142-143. Involve them to play a role using the model and correct the capitalization mistakes. At the same time they match the posters with the expressions on Summer Holidays.
Creative work	To write a composition/essay: <i>"My Summer Plans."</i>

Criteria	Group			
	A	B	C	D
Defines the main idea on summer plans listening to the questions				
Expresses opinions in different ways sharing on summer plans				
Reads and defines the essential idea of the text				
Writes the sentences with correct capitalization marks				
Writes letters on summer plans				
Matches the posters with the expressions				

Sub Summative Test 10 (Open-ended questions)

1. Choose the correct variant.

Big Ben is the biggest clock in

- A) Baku B) Istanbul C) Moscow D) London

2. Match the halves.

- | | |
|---------------|---|
| 1. travelling | a) travelling on a ship |
| 2. journey | b) travelling from one place to another |
| 3. trip | c) a journey by sea |
| 4. voyage | d) a journey to a place and back again for a short day |
| 5. cruise | e) going from one place to another place over a long distance |

3. Complete the sentence.

... is one of the world's largest megas projects.

- A) Waterloo Station B) Channel Tunnel C) Nelson Column

4. Choose the correct word.

The London Underground looks like a long narrow

- A) tribe B) tunnel C) tube D) balloon

5. Choose the correct variant.

A kilometer is a measure distance and is

- A) ten metres B) a thousand metres
C) a hundred metres D) ten miles

6. Choose the correct variant.

How many metres are there in a mile?

There are

- A) 1009 B) 1609 C) 1509 D) 1209



7. Read and complete.

Name vehicles:

you go in the air ____ you go on land ____ you go in the sea ____

9. Complete the sentence.

It is the deepest and most beautiful river in Great Britain. It is

- A) the Kur B) the Missisipi C) the Amazon D) the Thames

10. Write a composition: "Summer Holdays are at hand"

Key Answers

Unit 4. Lesson 3, page 62, task 4

Well, on the day of his thirteenth birthday, Jangala from Central Australia was **travelling** around the Tanami desert for a week and he **did** it alone! Jangala didn't **take** any food with him to eat in the desert, he **ate** small animals and snakes, he **caught** them with his boomerang and spear. He **made** small fires to cook his food. At nights he **slept** under the stars on the desert. In fact he **showed** that he was a good Warlpiri. When Jangala returned, his family **celebrated** his new status. He was happy. He **knew** that long ago the Warlpiri boys **spent** 6 months on Walkabout.

Page 62, task 6

- | | | | | |
|--------------|------------|-----------|-----------|------------|
| 1. walkabout | 2. waltz | 3. hang | 4. honour | |
| 5. encourage | 6. survive | 7. desert | 8. travel | 9. receive |

Page 63, task 9

- 1) **The** birthday child receives **a** special gift in **the** Netherlands.
- 2) **The** 15th of birthday is **the** most important day in - Argentina.
- 3) - Wales is **the** smallest country in **the** UK.
- 4) My friend's father works in **the** south of -Africa.
- 5) **The** French live in - France.
- 6) They're going to drive right across - Europe.

Unit 5. Lesson 1, page 68, task 2

b) Water Cycle

The water cycle **shows** how water moves and changes on the Earth.

It is a cycle, because it doesn't **have** a beginning or an end. It is important, because it **gives** us water to drink. It also **waters** plants for our food.

The warm air **goes** up and becomes cold. Then it comes down-it rains. Then little wet drops **change** into millions of drops of water and **make** clouds. When the clouds **move** in the sky it may rain. When the air **becomes** colder, more drops of water are formed. When there are very many drops of water, they **are** so heavy that the clouds cannot hold them, so they **fall** down on the ground. This is rain. When it is very cold these drops **become** little crystals of ice and fall down on the ground. This is snow. When and why does the wind **blow**? When the air becomes warm, it goes up into the air and the cold air **comes** down. So the air **moves** and the wind blows and all the trees shake.

Key Answers

Unit 1. Lesson 5, page 17, task 5

- a. the time of life when a person is young - **2**
- b. a group of people who are responsible for controlling a state - **3**
- c. an amount of money given to smb by organization to help to pay for their education - **4**
- d. a program to share and work on with partners - **5**
- e. to admire smb/smith deeply, honour - **6**
- f. a person who invites guests to a meal/a party, etc. at his/her own place - **1**

Unit 2. Lesson 1, page 22, task 5

1. Do you enjoy **visiting** other countries?
2. My sister loves **dancing** very much.
3. We tried ... more facts about new school systems.
4. Aydan's father decided **to sell** his old car.
5. Elnur likes **travelling** by train.
6. The visitor wanted **to see** many historical places.
7. My brother hates **getting up** early.

Unit 4. Lesson 1, page 56, task 6

- | | |
|--|--------------------------------------|
| a. perfect, satisfying one's conception - 7 | b. flourishing, fortunate - 6 |
| c. pleasant, giving delight or pleasure - 5 | d. various, not the same - 2 |
| e. beneficial, expensive, dear - 3 | f. very memorable - 1 |
| g. public, relating - 8 | h. sociable, outgoing - 4 |

Unit 4. Lesson 1, page 57, task 7

Sona: Hi, Where are you going?

Fidan: I'm going to the gift shop. I want to buy a present for Kathy.

As you know tomorrow it is Thanksgiving Day, one of the memorable holidays.

Sona: Yes, you are right!

Fidan: And what will you buy for her?

Sona: I have already bought a wonderful souvenir, it's not so ideal, but quite suitable for her. We were at the Mall with my mother yesterday.

Fidan: It is very nice indeed! Because we should buy something that will remind us to her.

Sona: You are absolutely right! And I think so and my mother also supports me on this.

Fidan: Oh, great! I'll buy something interesting for her, too.

Unit 5. Lesson 2, page 73, task 7

Story: Day after day, week after week the hot sun burned in the sky. The giraffe was very hungry. But there were a lot of leaves on the trees, unfortunately they were brown and dry. The zebra was hungry, too. There was a little grass, and it was dry. A thirsty hippo walked to the bank of the river. There was little water. It was dirty and brown. Why didn't it rain? The elephant looked at the sky. There were a few dark clouds in the sky. And suddenly the rain started. There was a rainbow. The animals were very happy.

Key Answers

Unit 5, page 77, task 3

1.-a 2. j 3. b 4. g 5. f 6. c 7. e 8. k 9. h 10. d 11. f 12. l 13. i

Unit 5, page 78, task 7

- | | |
|---|--|
| 1. What a global problem it is! | 2. How foggy the weather is today! |
| 3. What a terrible thunderstorm it was! | 4. How dangerous the fires were! |
| 5. What a cold season it is! | 6. How friendly the Tahitian people are! |
| 7. What a sparkling green jewel is! | 8. What a wonderful island it is! |

Unit 5. My Portfolio, page 82, task 4

- | | | |
|--------------------|------------------------|--------------------------------------|
| 1. geyzer-zeryeg | 2. lighting -ningthgit | 3. thunderstorm stomrdernuht- |
| 4. water-retaw | 5. crystal-latsycr | 6. hurricane-anecirruh |
| 7. drought-thguord | 8. disaster-retsasid | |

Unit 6. Lesson 2, page 86, task 4

- | | |
|--|--|
| 1. Mother Earth, Mother ... Earth
It 's a great ...place to be
Mother Earth, Mother Earth
home ... planet for ...you and ...me | 3. Humans... , animals, plants and ... trees
let's live together in harmony
In ourselves we must take ... pride
for our ... future we need ... to survive |
| 2. Look after our Earthwith care
Cos it's a ... planet we all share
It's ... a great place ... to be
In peace and ... harmony | 4. Be kind it's ...worthwhile
light ... the world up with your ... smile
Mother Earth, Mother Earth
It's a ... great place to be! |

Unit 7. Lesson 1, page 96, task 2

Many people like **to keep** a diary. Some people **write** their diaries from time to time and some write every day. They write about their lives. Keeping a diary is especially interesting for girls. Sometimes boys also do it. This is what a boy of thirteen, Max wrote: "Everybody **cares** a lot what other people **think** about them. Today I heard that Bernard **said** to Ben: He is a great guy." I thought: "Who does he mean? Maybe they are **talking** about me?" We all want **to be** great. My grandfather is a great man to me. Yesterday he said: Being great **starts** inside you. It **begins** with your heart. It is the way you **feel** toward yourself. It is also the way you **feel** toward others. You must always try **to do** good. When you do something many times and regularly it **becomes** a habit. When you **continue** doing it, it becomes a trait of your character. People with good character traits are always happier than people with bad traits.

Key Answers

Unit 7. Lesson 1, page 97, task 3

1. **c** 2. **b** 3. **e** 4. **f** 5. **a** 6. **d**

Unit 7. Lesson 2, page 98, task 1

There was an old farmer. (1) He always worked hard, but his sons didn't. The farmer wanted ...to teach his three sons how to be good farmers. So he ... called them and said: "My dear sons, I want you ... to know that there is a great treasure buried in the vineyard. Promise me that you'll look for it after my death. The sons promised (2) and they ... began looking for the treasure. They worked very hard in the hot sun (3). In their minds they ... pictured boxes of gold coins, diamond necklaces and other things. (4) But they did not find a single penny. They were very upset. (5) But then the grapes started ... to appear on the vines and their grapes were the best in the neighbourhood. And they ... sold them for a lot of money. Now they understood: No Pains, No gains. Hard work brings wealth and health!

Unit 10. Lesson 3, page 98, task 3

a) **7** b) **1** c) **4** d) **6** e) **2** f) **2** g) **3** h) **5**

Unit 10. Lesson 1, page 135, task 4

(1) **g** (2) **h** (3) **j** (4) **i** (5) **d** (6) **f** (7) **b** (8) **c** (9) **e** (10) **a**

Unit 10. My Portfolio, page 148, task 3

This summer Ismayil has been to Moscow. It has been wonderful! He has stayed there for two weeks. Ismayil liked it very much. He went to Red Square and spent a day in the Kremlin. He took photos of the Tsar Bell and the Tsar Cannon. He also visited the Armoury Chamber and saw the tsars of the Russia. Ismayil went to Bolshoy Theatre and saw a wonderful ballet there. Ismayil stayed in a hotel and liked the food in the restaurant. The weather was fine, too. It was a very cool trip.

References

- English Language Curriculum of Azerbaijan Republic-Ministry of Education of Azerbaijan Republic - **2012**
- English-TQDK - **2014**
- Language Assessment Brown.H.D - **2004**
- Grammar in Context 2 Sandra N.Elbaum
- Steps to Success. A Starter pack for newly qualified teachers. British Council
- Best Practices in Reading. Martha Crow (Options Publishing Inc)
- English Grammar in Use. Raymond Murphy.Cambridge University Press
- Understanding and Using English Grammar (Betty Schramper Azar)
- Oxford Advanced Learner's Dictionary - **2003**

Buraxılış məlumatı

İNGİLİS DİLİ 7

Ümumtəhsil məktəblərinin 7-ci sinfi üçün
ingilis dili (əsas xarici dil kimi) fənni üzrə
müəllim üçün metodik vəsait

Tərtibçi heyət:

Müəlliflər:	Xalidə Rüstəмова, Qızıtamam Quliyeva
Dil redaktoru:	Səadət Zeynalova
Naşir	Xəlil Həsənoğlu
Redaktor	Nailə Bağirova
Texniki redaktor	Jalə Kərimli
Bədii redaktor	Turqay Cəlallı
Korrektor	Billurə Ələkbərova
Dizayner	Tural Səfiyev

Azərbaycan Respublikası Təhsil Nazirliyinin qrif nömrəsi: 2018-100.

© Azərbaycan Respublikası Təhsil Nazirliyi — 2018.

Müəlliflik hüquqları qorunur. Xüsusi icazə olmadan bu nəşri və
yaxud onun hər hansı hissəsini yenidən çap etdirmək, surətini
çıxarmaq, elektron informasiya vasitələri ilə yaymaq qanuna ziddir.

Fiziki çap vərəqi 10,0. Formatı 70x100 1/16.
Səhifə sayı 160. Ofset kağızı. Jurnal qarnituru. Ofset çapı.
Tirajı 5828. Pulsuz. Bakı-2018.

“KÖVSƏR” NƏŞRİYYATI
Bakı, AZ 1010, Dilarə Əliyeva küç., 251A/8A

PULSUZ

