

# ENGLISH

Teacher's Book

8



**XALİDƏ RÜSTƏMOVA, QIZTAMAM QULİYEVA**

# ENGLISH

## 8

**MÜƏLLİM ÜÇÜN METODİK VƏSAİT**  
Ümumtəhsil məktəblərinin  
VIII sinfi üçün

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**“KÖVSƏR” NƏŞRİYYATI**  
**BAKİ – 2015**

**XALİDƏ RÜSTƏMOVA, QIZTAMAM QULİYEVA**  
**ENGLISH.**

Müəllim üçün metodik vəsait.

Ümumtəhsil məktəblərinin VIII sinfi üçün.

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# INTRODUCTION

*Happy New School Year!*

*Welcome to school again, dear teachers and colleagues!*



*As the authors we are sure you'll enjoy teaching English 8 with new ideas, methods and approaches in this school year. English 8 includes opportunities for self - assessment, portfolio building and cross curricular content which connect activities with other school subjects. As you know schools and teachers are given flexibility, creativity 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 listening, speaking, reading and writing English.*

## ***Our role as a developing teacher***

*"I'd like someone to 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. Vocabulary and grammar are important as they contribute to the Ss' ability to do practical things with the language they have.

One of the joys of being a teacher is that we are constantly learning new things about ourselves, our students and the teaching process.

*"It's a journey of discovery that never ends; whether you are 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 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 this Student's Book 8 is A Journey. We hope you and your students can enjoy 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.

### **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
- Manage the class/classroom management
- Make your work easier as it is planned in advance
- Work effectively with different students who have different backgrounds
- Design tasks for heterogeneous classes concerning the Ss' knowledge levels

#### **What goes into lesson plan**

To plan effectively, you need to think about:

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

## Resources

**Materials & Teaching Aid Resources needed:** SB, flipcharts, different pictures, Power-Point Slides, CD-s, a tape-recorder, handouts, crayons/markers, flashcards, worksheets, a computer, a 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 wants/needs and interests*
- 5. Use warm-ups or ice breakings*
- 6. Apply new methods, games/Creative Work/Project Work/Quotes*
- 7. Set discipline (positive approach, fairness, engagement with study)*
- 8. Provide Assessment & Feedback*
- 9. Engage students in Project work / Student's Progress Portfolio, Creative Work/Self Assessment/Solving Challenges/Dilemmas*

### 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. 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 students need to be slower, calmer and quieter. Topic is also really important. Think always of your students' interests, needs and skills.

### **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:

- |                                        |                                   |
|----------------------------------------|-----------------------------------|
| ▪ <b>collaboration skills</b>          | ▪ <b>communication skills</b>     |
| ▪ <b>creativity skills</b>             | ▪ <b>critical thinking skills</b> |
| ▪ <b>information technology skills</b> | ▪ <b>problem-solving skills</b>   |
| ▪ <b>self-management skills</b>        | ▪ <b>study skills</b>             |

### *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 which 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, inter alia, their creativity as well as critical thinking and problem-solving skills.

### **Curriculum links**

There should be links in any language course with broader educational aims, such as developing problem solving abilities, autonomy, questioning, cooperative learning, and so on. There are a number of reasons why this is important. Language teaching is a part of education, and needs to take its full educational responsibility and learning, teaching English can become more interesting and memorable for students. Student's Book 8 has curriculum links with some subjects such as Maths, Native Language, Music, Art, Biol-

ogy, Geography, Physics, History, Literature, Chemistry, Science, PT, etc. We should constantly pay attention to the Ss' age, their interests and skills as it is very important for teaching process.

### **When we teach students we can:**

- encourage them to read in English (stories, fables, tales, poems, comics, stories, texts, passages, letters, newspapers, etc)
- explain some things about language, but only very simple things
- use a wider range of language input as the model for language use
- encourage creative writing and help them to experiment with language
- explain your intentions and ask them to be helpful to each other

### **And Students:**

- are developing as thinkers
- understand the difference between the real and the imaginary
- can plan and organize how best to carry out an activity
- can work with others and learn from others through cooperation
- can be reliable and take responsibility for class activities and routines

### **Components of the Program**

*English 8 Student's Book is intended for approximately 102 hours of classroom work. It has two components:*

- **Student's Book – SB**
- **Teacher's Book – TB**

### **Student's Book English 8**

**Student's Book English 8** includes **9 Units** through the school year supported by passages, dialogues, texts, “**Fact File**”, “**Interesting to Know!**” and “**Remember and Compare!**”, “**Remember**”, “**Language Bank**”, “**Challenge**”, **Dilemma**”, “**Key Words**”, “**What You'll Learn**”, “**ProgressPortfolio**”, “**OverallProgress**”, “**MyTreasure**”, “**SelfAssessment**”, “**Assessment**” tables/charts, poems, songs, tongue-twisters, fables, proverbs and sayings, and other materials throughout each unit. This book is designed for students of Grade 8 as they need to develop their skills both in and out of school through doing listening, speaking, writing and reading tasks. Skills and Strategies for Grade 8 students contain all above-stated throughout each unit, the story line is both entertaining and closely related to Ss' experience. All tasks, tests, grammar rules/banks, illustrations, texts, passages, fables, stories, poems, dilemmas, dialogues given in the SB are considered of/focused on the Ss' ages, skills, abilities and needs, interests and their outlook/understanding.

## *Organization of Student's Book English 8*

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 the 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. The basis for success in teaching and learning English Grade 8 *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 I can give my students the opportunity to learn
- how I can keep teacher talking time down, so that my students speak more than I do
- how I can 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, so 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 gain satisfaction from experimenting with new ideas.

*Teacher's Book English 8 contains:*

## *Organization of Student's Book 8*

- Some introductory notes on using the course materials
- Guidance on using the Units
- Curriculum links
- Practical suggestions for teaching
- Planning lessons
- The main points in 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 Stories, exercises/activities in "Progress 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, remember the planning of their own way of creating another one. Outline for any lesson of each unit is included to the Teacher's Book as a sample.

**Note:** *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 parents' opinions, textbook quality, exam results, students' attitudes. Some of the tools of the evaluation process are tests, questionnaire's, 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. We have given a few diagnostic assessment samples on some topics. You can see some samples and prepare your own Diagnostic Tests. Diagnostic Assessment has the following methods and techniques:

Methods	Techniques
<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Tasks</li> <li>• Cooperation with parents and other teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Interview sheets</li> <li>• Exercises</li> <li>• Questionnaires</li> </ul>

• **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
<ul style="list-style-type: none"> <li>• Interview</li> <li>• Tasks</li> <li>• Verbal/Oral Questionnaire</li> <li>• Self assessment</li> <li>• Reading</li> <li>• Writing</li> <li>• Rubrics</li> <li>• Research Projects</li> <li>• Self Assessment</li> <li>• Games, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview sheets</li> <li>• Exercises</li> <li>• Verbal/Oral Questionnaire sheets</li> <li>• Self assessment sheets</li> <li>• Reading checklists</li> <li>• Checklists for Writing development</li> <li>• Rubrics/Schemes</li> <li>• Criteria Tables</li> <li>• Self Assessment Checklists</li> <li>• Observation sheets</li> </ul>

In **“Progress Portfolio”** there are some samples. You can write or design such kind of tests both for formative and summative assessments and use them when needed. You can make different grids of assessment for any lesson. It depends on the standards of the course.

### 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
<ul style="list-style-type: none"> <li>• Exemplary</li> <li>• Excellent</li> <li>• Brilliant</li> <li>• Perfect</li> <li>• Well experienced</li> <li>• Creative</li> <li>• Master</li> <li>• Experienced</li> </ul>	<ul style="list-style-type: none"> <li>• Good</li> <li>• Very good</li> <li>• Almost experienced</li> <li>• Knowledgeable</li> <li>• Fair enough</li> </ul>	<ul style="list-style-type: none"> <li>• Average</li> <li>• Satisfactory</li> <li>• Sufficient</li> <li>• Improving</li> <li>• Not bad</li> </ul>	<ul style="list-style-type: none"> <li>• Beginner</li> <li>• Not Sufficient</li> <li>• Inexperienced</li> <li>• Weak</li> <li>• Poor</li> </ul>

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

***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’ work – e.g portfolio assessment.*

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- Oxford Advanced Learner’s Dictionary-2003
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## The major Standards and sub Standards of English Language Learning Grade 8.

### At the end of Grade 8 *Student:*

- Separates the content of the text into pieces he listens to and reads, then compiles a plan.
- Expresses his ideas regularly using different sentence constructions.
- Distinguishes the words and word combinations according to their grammatical characteristics.
- Reads the sentences with correct intonation.
- Chooses and groups the facts and events on the text.
- Uses correctly the punctuation marks.
- Fills in application forms
- Compiles the texts dealing with the information

<i>1. Listening</i>	<i>2. Speaking</i>	<i>3. Reading</i>	<i>4. Writing</i>
<b>1.1.</b> Expresses his attitude to the content of the text he listened to.	<b>2.1.</b> Demonstrates oral speech abilities.	<b>3.1.</b> Demonstrates his learning on the content of the texts he reads.	<b>4.1.</b> Demonstrates correct writing skills.
<b>1.1.1.</b> Does the exercises consistently due to the applications.	<b>2.1.1.</b> Expresses his ideas with different sentence constructions.	<b>3.1.1.</b> Distinguishes the words and word expressions according to their grammatical and semantical characteristics.	<b>4.1.1.</b> Writes the content of the listened text consistently.
<b>1.1.2.</b> Separates the content of the listened text into pieces.	<b>2.1.2.</b> Expresses his ideas (opinions) dealing with the content at discussions.	<b>3.1.2.</b> Reads the sentences correctly due to the purpose and intonation.	<b>4.1.2.</b> Writes (informative) texts on the type of information.
	<b>2.1.3.</b> Expresses his opinions on the context in logical order.	<b>3.1.3.</b> Compiles a plan due to the content of the text.	<b>4.1.3.</b> Uses the punctuation marks in simple sentences.
		<b>3.1.4.</b> Chooses the main facts and events in the text and groups them.	<b>4.1.4.</b> Fills in various application forms.

## Inter Subject Integration Grade 8

Standards	Integration Standards
<b><i>Listening</i></b>	
1.1.1. Does the exercises consistently due to the applications.	N.L.-1.1.1./1.2.3./1.2.4.
1.1.2. Separates the content of the listened text into pieces.	N.L.-1.1.1./1.1.2./1.2.4. Lit.-1.1.3.
<b><i>Speaking</i></b>	
2.1.1. Expresses his ideas with different sentence constructions.	N.L.-1.2.2./1.2.3./1.2.4. Lit.-1.2.4./2.1.1.
2.1.2. Expresses his ideas (opinions) dealing with the content at discussions.	N.L.-1.1.1./1.2.3./1.2.4. Lit.-2.1.2./2.2.1. Az.His.-1.2.1./1.2.2.
2.1.3. Expresses his opinions on the content in logical order.	N.L.-1.1.2./1.2.2./1.2.3. /2.2.2./2.2.3. L-2.-1.1./2.1.2. Az.His.-1.2.1./1.2.2./5.1.2
<b><i>Reading</i></b>	
3.1.1. Distinguishes the words and expressions according to their grammatical and semantical characteristics.	N.L.-2.1.2. Lit.-1.2.3./1.2.4.
3.1.2. Reads the sentences correctly due to the purpose and intonation.	N.L.-2.2.1. Lit.-1.1.2
3.1.3. Compiles a plan due to the content of the text	N.L.-3.1.1./3.1.4. Lit.-1.1.3.
3.1.4. Chooses the main facts and events in the text and groups them.	N.L.-1.2.4./2.2.1./2.2.3. Lit.-1.2.3./1.2.4./2.1.1./2.1.2.
<b><i>Writing</i></b>	
4.1.1. Writes the content of the listened text consistently.	N.L.-3.1.1./3.1.2./3.1.3. Lit.-3.1.1./3.1.2.
4.1.2. Writes texts on the type of information	N.L.-3.1.1./Lit.-3.1.2./3.1.3.
4.1.3. Uses the punctuation marks in simple sentences.	N.L.-3.1.3./4.1.3.
4.1.4. Fills in various application forms.	N.L.-3.1.4./Lit.-3.1.3.



Standards	Objectives
<b><i>Listening</i></b>	
<b>1.1.1.</b> Does the exercises consistently due to the applications.	<p>Listens to the questions.</p> <p>Answers the questions on the topic.</p> <p>Asks questions on the topic.</p>
<b>1.1.2.</b> Separates the content of the listened text into pieces.	<p>Listens to the questions and defines the main idea on the listened topic.</p> <p>Expresses ideas on the topic separating the context of the text into pieces.</p> <p>Separates the text into pieces he/she listened to.</p>
<b><i>Speaking</i></b>	
<b>2.1.1.</b> Expresses his ideas with different sentence constructions.	<p>Acts out a dialogue using the key words and expressions.</p> <p>Takes part in discussions using the key words and speech etiquettes/models/different constructions.</p> <p>Expresses ideas on the topic using the expressions and shares his/her ideas with the partner.</p>
<b>2.1.2.</b> Expresses his ideas (opinions) dealing with the content at discussions.	<p>Makes up dialogues using the expressions and expressing his/her ideas.</p> <p>Takes part in discussions performing dialogues and using the key words dealing with the context.</p> <p>Takes part in questioning expressing and sharing his/her ideas dealing with the context.</p> <p>Asks and answers the questions.</p>
<b>2.1.3.</b> Expresses his opinions on the content in logical order.	<p>Shares opinions with the partners comparing the main facts on the topic.</p> <p>Demonstrates the main ideas talking on the importance of the topic.</p> <p>Expresses his/her thoughts describing the pictures on the topic in logical order.</p> <p>Talks on the main features of the topic expressing his/her ideas on the context in logical order.</p>
<b><i>Reading</i></b>	
<b>3.1.1.</b> Distinguishes the words and expressions according to their grammatical and semantical characteristics.	<p>Reads the passages and groups the word and expressions according to their grammatical characteristics.</p> <p>Reads the passages and distinguishes the word/expressions according to their semantical characteristics.</p> <p>Reads the passage and finds the words with the suitable suffixes.</p> <p>Reads the passages filling in the gaps with the suitable words.</p>

<b>3.1.2.</b> Reads the sentences correctly due to the purpose and intonation.	Reads the passage/poem with correct intonation. Reads the passage paying attention to the purpose. Reads the words and sentences in the passages/poems correctly due to the purpose and intonation.
<b>3.1.3.</b> Compiles a plan due to the content of the text.	Asks and answers the questions on the topic Puts the sentences/paragraphs in correct order Matches the pictures with the passages Makes/prepares a plan due to the context of the text.
<b>3.1.4.</b> Chooses the main facts and events in the text and groups them.	Takes part in discussions identifying the main ideas/facts on the topic. Talks on the main features of the text. Expresses and shares ideas on the main facts /problems reading the passages. Solves problems, makes solutions and gives advice reading the passages. Chooses the main facts and events on the text grouping/sorting them out.
<b>Writing</b>	
<b>4.1.1.</b> Writes the content of the listened text consistently.	Writes passages/essays/compositions on the topic using the key words and expressions. Writes the content of the text he/she listened to regularly.
<b>4.1.2.</b> Writes texts on the type of information.	Searches facts/information and writes passages. Searches materials and writes paragraphs on the information. Writes essays on the information of the topic.
<b>4.1.3.</b> Uses the punctuation marks in simple sentences.	Builds up sentences using the key words or expressions paying attention to punctuation marks writes passages using the punctuation marks in sentences. Puts correct punctuation marks in writing.
<b>4.1.4.</b> Fills in various application forms.	Makes posters/postcards on the places of interest Makes different application forms and fills in them. Makes/designs/prepares a questionnaire on the topic. Designs/prepares letters on the plan.

**TB** – Teacher’s Book  
**SB** – Student’s Book  
**Ss** – Students  
**N.L.** – Native Language  
**Maths** – Mathematics  
**H** – History  
**GH** – General History  
**Geog.** – Geography

**C** – Chemistry  
**B** – Biology  
**S** – Science  
**Inf.** – Informatics  
**PT** – Physical Training  
**M** – Music  
**IW** – Individual Work  
**PW** – Pair Work

**GW** – Group Work  
**CW** – Collective Work  
**ITK** – Interesting To Know  
**KWL** – Know/Want to know/Learned  
**Int.** – Interview  
**HAF** – Heydar Aliyev Foundation

Implemented Standards for Units	Unit	Lessons/Themes	Implemented St.for lessons
1.1.1. 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.	<b>1.</b> <b>Changes</b>	<i>1. Make Up Your Mind!</i>	1.1.1./2.1.1.3.1.3. /4.1.4.
		<i>2. Do you Like Changes?</i>	2.1.2./2.1.3./3.1.2./ 3.1.3./ 4.1.4.
		<i>3. Live and Learn!</i>	1.1.1./2.1.2./2.1.3./ 3.1.4./ 4.1.2.
		<i>4. Say, No to Violence!</i>	1.1.1./2.1.1./2.1.2./ 3.1.4./4.1.1.
		<i>5. Is Poetry Your Cup of Tea?</i>	1.1.1/2.1.1/3.1.1./ 3.1.2./4.1.3.
		<i>Progress Portfolio</i>	
	<b>Sub Summative</b>		

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	2.  Communication	1. The History of Communication	1.1.2./2.1.1./3.1.4./ 4.1.1./4.1.2.
		2.The Greatest Inventions on Technology	1.1.1./2.1.2./2.1.3./ 3.1.1./4.1.2.
		3. Ordinary Lives, Important Ideas!	1.1.1./2.1.3./3.1.4./4.1.2.
		4. Use, Benefit, but Don't Steal!	1.1.1./2.1.2./2.1.3./3.1.1./ 3.1.2./4.1.3./4.1.4.
		5. Helpful Animals!	1.1.1./2.1.2./2.1.3./ 3.1.1./4.1.1./4.1.3.
		Progress Portfolio	
		Sub Summative	
Revision			

<b>Integration</b>	<b>Resources</b>	<b>Assessment methods/tools</b>	<b>Hour</b>
<b>N.L.-1.2.3./3.1.1. Lit.-1.1.3./3.1.3.</b>	SB,CD, slides, pictures, handouts, flipcharts, marker	Diagnostic checklists, Formative Assessment, open questions	2
<b>N.L.-1.2.4./3.1.4. Lit.-1.2.4./2.2.1.</b>	SB,CD, slides, pictures, handouts, video	Self Assessment checklists, Formative Assessment, multiple choice exercises	2
<b>N.L.-1.2.4./2.2.2./3.1.1. Lit.-3.1.3.</b>	SB/Pictures/flashcards/ CD, catalogue, handouts	Self Assessment, Formative Assessment, multiple choice exercises, observation sheet	2
<b>N.L.-2.2.2./2.2.3./1.2.3. Lit.-2.1.1./3.1.3.</b>	SB/Pictures/flashcards/ realia/songs CD	Rubrics, Self Assessment, Formative Assessment checklists, multiple choice exercises	2
<b>N.L.-2.2.1./4.1.3. Lit.-1.2.4./2.1.1./2.2.1.</b>	SB/Pictures/slides /video roll, CD	Formative Assessment, exercises	2
		<b>Self Assessment checklists</b>	2
		<b>Test Exercises, open ended exercises</b>	1

<b>N.L.-2.2.2./2.2.3 Lit.-2.1.1./3.1.3. Maths.-5.1.2. Az. History-1.2.1. Gen.History.-5.1.1./5.1.2.</b>	SB/Pictures/flashcards/ realia/songs, slides, CD	Diagnostic Questionnaire, Self Assessment, Formative Assessment	2
<b>N.L.-1.2.4. Lit.-2.2.1./3.1.3. Az.His.-1.2.2. Gen.His.-5.1.2./5.1.3.</b>	SB/Pictures/flashcards, songs CD	Formative Assessment, multiple choice exercises	2
<b>N.L.-2.2.2./2.2.3. Lit.-3.1.2. Inf.-4.1.1./4.1.3.</b>	SB, Pictures, flashcards/ realia/songs CD, slides	Formative Assessment, Self Assessment, open questions, multiple choice exercises	2
<b>N.L.-2.2.1. Lit.-2.2.1./3.1.2. Inf.-2.2.1./2.2.3./3.3.1.</b>	SB, Pictures, flashcards, slides	Formative Assessment, multiple choice exercises, filling chart	2
<b>N.L.-1.2.4./4.1.3. Lit.-2.1.1./3.1.3. Tech.-1.4.1./3.1.1.</b>	SB, CD, illustrations, flipcharts, slides	Rubrics, Formative Assessment, open-ended tasks etc.	2
		<b>Self Assessment, samples for Formative tests</b>	2
		<b>Test Exercises</b>	1
			1

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.2.	3. Colours	1. Colours Influence People	1.1.1./2.1.1./2.1.2./ 3.1.2./4.1.1./4.1.4.
		2. Let Flowers Decorate Our Lives!	1.1.2./2.1.1./2.1.2./ 2.1.3./3.1.4./4.1.2.
		3. A Spot of Colour Is a Spot of Life!	1.1.1./2.1.2./3.1.2./ 3.1.4./4.1.1./4.1.2.
		4. The Wish of the Land	1.1.2./2.1.1./2.1.2./ 3.1.4./ 4.1.2.
		Progress Portfolio	
Sub 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. 4.1.4.	4. People and Nature	1. Cures From Around the World	1.1.1./2.1.1./2.1.2./3.1.3./ 3.1.4./4.1.2./4.1.3.
		2. Take Care of Your Health!	1.1.1./2.1.2./2.1.3./ 3.1.4./ 4.1.1./4.1.4.
		3. Keep a Balance in Nature!	1.1.2./2.1.1./2.1.3./3.1.4./ 4.1.1.
		4. Let's Save Animals!	1.1.2./2.1.3./3.1.2./ 4.1.2./ 4.1.4.
		5. Where are the Trees?	1.1.2./2.1.2./2.1.3./ 3.1.1./3.1.4./4.1.2./4.1.4.
		Progress Portfolio	
		Summative	
Main/Big Summative-1			
Revision			

N.L.-1.2.4./3.1.1./2.2.1./ Lit.-1.1.3./3.1.2. <b>Az.His.-</b> 1.2.1. <b>Gen.His.-</b> 3.1.1.	SB/Pictures/flashcards/ CD, www.teaching english.org.uk	Diagnostic Test, Formative Assessment, describing pictures, finding T/F sentences.	2
Lit-1.2.4./3.1.2. N.L.-1.2.3./2.2.1./2.2.2. Bio.-4.1.1. <b>Geog.-</b> 3.2.3.	SB/Pictures/flashcards/ realia/songs CD	Self Assessment, Formative Assessment, discussing, open ended questions, matching, etc.	2
N.L.-1.2.4./2.2.1. Lit.-1.2.4./3.1.3. <b>Az.His.-</b> 1.2.1. <b>Geog.-</b> 3.2.3. <b>Art-</b> 1.1.1./1.2.2.	SB/Pictures/flashcards/ realia/songs/CD	Diagnostic Test, Formative Assessment, describing, matching, discussing, etc.	2
N.L.-1.2.4./2.2.2./3.1.1. Lit.-1.2.4./21.1. <b>Az. His.-</b> 5.1.2. <b>Gen.His.-</b> 5.1.1. <b>Art.-</b> 1.1.1./2.1.2.	SB/Pictures/flashcards/ realia/songs CD	Self Assessment, Formative Assessment, Questioning, dis- cussing, finding T/F sent., etc.	2
		<b>Self Assessment, Formative Test exercises, Challenge solving</b>	1
		<b>Test exercises, Open ended exercises</b>	1

N.L.-1.2.3./Lit.-1.1.3./ 3.1.2. <b>Chem.-</b> 1.1.1./4.2.1./ <b>Biol.-</b> 3.2.1./4.1.1./ <b>Geog.-</b> 3.2.4./ <b>Scien.-</b> 4.1.1.	SB/flashcards/songs/CD, map, globe, cards	Formative Assessment, describ- ing, matching, quote writing.	2
N.L.-1.2.4./4.1.3. <b>Lit.-</b> 2.1.1./2.2.1./3.1.2. <b>P.T.-</b> 1.1.1./1.1.2./2.1.2. <b>Scien.-</b> 4.1.1.	SB/pictures/flashcards/ realia/songs CD	Formative Assessment, Challenge solving, discussing, matching, etc.	1
<b>Scien.-</b> 1.2.1. /4.1.1./ N.L.-1.2.3./1.2.4./ 2.2.2./ <b>Lit.-</b> 1.2.4. <b>Geog.-</b> 3.2.5./ <b>Chem.-</b> 4.2.1. <b>Biol.-</b> 4.2.2.	SB/pictures/map/cards, slides, handouts, songs	Self Assessment, discussing, questioning, filling charts, Finding T/F sentences, etc.	2
N.L.- 1.2.4./3.1.4./ <b>Lit.-</b> 2.2.1./ <b>Scien.-</b> 1.2.1. <b>Biol.-</b> 4.2.1./4.2.2. <b>Geog.-</b> 3.2.5.	SB/pictures/flashcards/ songs, CD, handouts, www.learningenglish. org.uk	Diagnostic Checklist, Formative Assessment, describing, planning, discussing, etc.	2
N.L.- 1.2.4./2.2.1./ <b>Lit.-</b> 2.2.1./3.1.3./ <b>Geog.-</b> 3.2.3./3.2.5./ <b>Scien.-</b> 1.2.1./ 4.2.1./ <b>Chem.-</b> 4.2.1. <b>Biol.-</b> 4.2.1./4.2.2.	SB/pictures/flashcards, realia, handouts	Formative Assessment, Dilemma solving, questioning, describing, reciting a poem, etc.	2
		<b>Self Assessment. Checklists, Dilemma solving, multiple choice exercises</b>	2
		<b>Test exercises, open ended exercises</b>	1
		<b>Test exercises</b>	1
			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. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	5. Environment	1. Have A Better Environment!	1.1.1./2.1.2./2.1.3./3.1.1./4.1.1./4.1.3./4.1.4.
		2. Don't Waste Your Waste!	1.1.1./2.1.3./3.1.3./3.1.4./4.1.4.
		3. Let's Save Our Beaches!	1.1.1./2.1.1./2.1.2./3.1.1./4.1.4.
		4. A Real Geography Lesson	1.1.2./2.1.2./2.1.3./3.1.2./3.1.4./4.1.2.
		Progress Portfolio	
Sub 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. 4.1.2. 4.1.3. 4.1.4.	6. Wonders of the World	1. The Seven Wonders of the World	1.1.2./2.1.1./2.1.2./3.1.4./ 4.1.2.
		2. Where Leisure, There Pleasure!	1.1.1./2.1.1./3.1.3./3.1.4./ 4.1.2./4.1.4.
		3. Changes in the XXI Century	1.1.2./2.1.1./2.1.2./3.1.4./ 4.1.1./4.1.3.
		4. How to Cross the River?	1.1.1./2.1.3./3.1.1./3.1.4./ 4.1.1./4.1.4.
		Progress Portfolio	
Sub 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. 4.1.2. 4.1.3.	7. Fame	1. My Favourite Film Star	1.1.1./2.1.2./3.1.3./4.1.2./4.1.4.
		2. Cartoons are not Only for Children!	1.1.1./2.1.3./3.1.2./4.1.1./4.1.2.
		3. Movies in Our Life	1.1.1./2.1.2./3.1.3./4.1.2./4.1.4.
		4. Heroes are Never Forgotten!	1.1.1./2.1.2./3.1.1./3.1.3./4.1.1./4.1.4.
		5. Give up? Never!	1.1.1./2.1.2./3.1.2./3.1.4./4.1.2./4.1.3.
		Progress Portfolio	
Sub Summative			

N.L.-1.2.3./1.2.4./2.2.2./ 3.1.4. <b>Lit.</b> -1.1.3./2.2.1. <b>Geog.</b> -3.2.5./ <b>Scien.</b> - 1.2.1. 4.2.1./ <b>Chem.</b> -1.1.1./ 2.1.1. <b>Biol.</b> -2.1.2./4.1.1.	SB/Pictures/flashcards/handouts, CD.	Diagnostic Checklist, Self Assessment, designing a model, playing a role, discussing, etc.	2
N.L.-1.2.4./2.2.2./3.1.4. <b>Lit.</b> -1.2.4./ 3.1.3. <b>Biol.</b> -2.1.2./3.1.1./4.2.1./ <b>Chem.</b> -4.2.1. <b>Geog.</b> -3.2.5. <b>Scien.</b> -1.2.1.	SB/Pictures/flashcards/realia/handouts, CD	Formative Assessment, Rubrics, filling in questionnaire, discussing	2
N.L.-1.2.3./2.2.3./3.1.4./ <b>Lit.</b> -1.2.4. <b>Chem.</b> -1.1.1./ <b>Biol.</b> -3.2.1./ 4.1.1. <b>Geog.</b> -3.2.3./3.2.4./ <b>Scien.</b> -1.2.1./4.1.1.	SB/Pictures, postcards, CD, map,	Diagnostic Questionnaire, Dilemma, Questioning, multiple choice exercises	2
N.L.-2.2.1./2.2.2./ <b>Lit.</b> -1.1.3./3.1.3. <b>Geo.</b> -1.2.2./ 2.1.3./3.2.5./ <b>Scien.</b> - 1.2.1./ 4.2.1. <b>Phys.</b> -1.1.1.	SB/Pictures/flashcards/video roll, handouts/songs CD, www.teachingenglish.org.uk	Self Assessment, Formative Assessment, multiple choice exercises, Dilemma Solving, Solution making, etc.	2
		<b>Self Assessment Checklists, multiple choice exercises</b>	1
		<b>Test Exercises, open ended exercises</b>	1
N.L.-1.2.3./1.2.4./2.2.2./ <b>Lit.</b> -1.1.3./3.1.2. <b>Az.His.</b> -1.2.2./ 5.1.2./ <b>Gen.His.</b> -5.1.1./ 5.1.3. <b>Scien.</b> -4.1.1./ <b>P.T.</b> -1.1.2. <b>Geog.</b> -1.2.2./ 2.1.2./ 3.2.4.	SB/Pictures/flashcards/songs/CD	Formative Assessment, Checklists, discussing, matching, describing, etc.	1
N.L.-1.2.3./ 1.2.4./2.2.2./ <b>Lit.</b> -1.1.3./2.1.1./ 2.2.1. <b>Az.His.</b> -5.1.1./5.1.3./ <b>Gen.His.</b> -5.1.1./5.1.3. <b>Geog.</b> -3.2.1./ <b>Art.</b> -1.1.1.	SB/Pictures/flashcards/songs/CD	Describing, discussing, questioning, multiple choice exercises, etc.	2
N.L.-1.2.3./1.2.4./4.1.3./ <b>Lit.</b> -1.2.4./3.1.3. <b>Az.His.</b> -1.2.2./1.3.1.5.1.2./ <b>Gen.His.</b> -5.1.1./ 5.1.2./ <b>Geog.</b> -1.1.1./ <b>Art.</b> -1.1.1./1.2.2.	SB, flashcards, realia, video roll/CD, handouts	Formative Assessment, multiple choice exercises, etc.	1
N.L.-1.2.4./2.1.2./2.2.2./ <b>Lit.</b> -2.1.1./ 3.1.3./ <b>Az.His.</b> -1.2.2./5.1.2./ <b>Gen.His.</b> -5.1.1./5.1.2./ <b>Geog.</b> -3.2.1.	SB/Pictures/video roll, www.learningenglish.org.uk	Diagnostic Checklist, Formative Assessment, matching, filling	2
		<b>Self Assessment Checklist, Formative Test samples, multiple choice exercises</b>	1
		<b>Test exercises</b>	1
N.L.-1.2.3./2.2.1./2.2.3./ <b>Lit.</b> -2.1.1./2.2.1./ 3.1.2./ <b>Az.His.</b> -4.1.1./5.1.2./ <b>P.T.</b> -1.4.1./ <b>Music.</b> -1.1.1. <b>Scien.</b> -3.3.1.	SB, handouts, flashcards, pictures, markers	Self Assessment, Formative Assessment, grouping, questioning, discussing, etc.	2
N.L.-1.2.4./2.1.2./2.2.1./ 4.1.3. <b>Lit.</b> -1.1.3./ 1.2.4./ 2.1.1./ <b>Scien.</b> -3.1.1./3.2.1./ 3.3.1./ <b>P.T.</b> -1.4.1.	SB, board, markers, pictures, slides, computer	Formative Assessment, Challenge solving, completing, discussing, making questionnaire, etc.	2
N.L.-1.2.3./2.2.1./3.1.4./ <b>Lit.</b> -1.1.3./2.1.1./ 2.2.1./N.L.-1.2.3./2.2.1.3.1.4./ <b>Lit.</b> -1.1.3./ 2.1.1./2.2.1./ <b>Az.His.</b> -5.1.2./5.1.3/ <b>Scien.</b> -3.2.1.	SB, flashcards, handouts, markers, pictures, slides	Self Assessment Checklist, Formative Assessment, multiple choice exercises, etc.	2
N.L.-1.2.4./2.2.2./ 2.2.3./ <b>Lit.</b> -1.2.4./2.1.1. 3.1.2./3.1.3. <b>Az.His.</b> - 1.2.2./ 4.1.1./ 4.1.2./ <b>Gen.His.</b> -4.1.1./ <b>P.T.</b> -1.4.1.	SB, flashcards, handouts, markers, pictures, slides	Formative Assessment, filling charts, grouping, discussing, questioning, etc.	1
N.L.-1.2.4./2.2.1./2.2.3./ 4.1.3./ <b>Lit.</b> -1.2.4./ 2.1.1./ <b>Az.His.</b> -4.1.1./ <b>Gen.His.</b> -4.1.2. <b>Biol.</b> -3.1.1./3.2.1./ <b>P.T.</b> -1.4.1./1.4.2. <b>Scien.</b> - 3.2.1./ 3.2.2.	SB, flashcards, handouts, markers, picture	Formative Assessment multiple choice exercises	2
		<b>Self Assess. Checklist, multiple</b>	2
		<b>Test exercises</b>	1



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. 4.1.3. 4.1.4.	8. Countries, Houses	1. The Traditional Way of Life	1.1.2./2.1.3./3.1.3./3.1.4./4.1.4.
		2. Where to Live?	1.1.1./2.1.2./3.1.3./3.1.4./4.1.1./4.1.4.
		3. Live in a Boat or a Plane?	1.1.1./2.1.1./2.1.3./3.1.3./4.1.3./4.1.4.
		4. Even Animals Need Home!	1.1.1./2.1.1./2.1.3./3.1.4./4.1.1./4.1.2.
		Progress Portfolio	
Sub 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. 4.1.2. 4.1.4.	9. Countries, Manners	1. Live Long, Stay Strong!	1.1.1./2.1.2./3.1.1./3.1.3./3.1.4./4.1.2./4.1.4.
		2. When in Rome, Do as the Romans Do!	1.1.2./2.1.2./3.1.1./4.1.1./4.1.2.
		3. Increase Your Good Fortune!	1.1.1./2.1.1./2.1.2./3.1.4./4.1.2./4.1.4.
		4. Create Your Tomorrow Today!	1.1.1./2.1.1./2.1.3./3.1.4./4.1.1./4.1.2.
		Progress Portfolio	
Summative			
Main/Big Summative-2			

<b>N.L.-1.2.4./2.2.2./2.2.3.</b> <b>Lit.-1.1.3./2.1.1./3.1.2</b> <b>Biol.-3.1.1./4.1.1.</b> <b>Gen.His.- 3.1.1.</b> <b>Geog.-3.2.1./3.2.3.</b> <b>Science.-3.1.1./3.2.1./3.3.1.</b>	SB, video roll, CD, flipchart, markers, handouts.	Formative Assessment, designing a plan, questioning, etc.	2
<b>N.L.- 1.2.3./2.2.1./</b> <b>Lit.-1.1.3./1.2.4./</b> <b>Biol.-4.2.2.</b> <b>Geog.-3.2.1./ Scien.-3.3.1/ Az.His.-1.3.1.</b>	SB, video roll, CD, flipchart, markers, handouts, www.learnin-genglish.org.uk	Diagnostic Checklist, discussing, making a plan, Formative Assessment, filling, etc.	2
<b>N.L.-1.2.3./4.1.3.</b> <b>Lit.-1.1.3./2.1.1./3.1.2.</b> <b>Scien.-4.1.1.</b>	SB, video roll, CD, flipchart, markers, handouts, www.teachin-genglish.org.uk	Formative Assessment, playing a role, finding T/F sentences, etc.	2
<b>N.L.-1.2.3./2.2.1./ 2.2.2./ 3.1.1./ Lit.-1.1.3./ 3.1.2.</b> <b>Biol.-4.2.2. Tech.-1.4.1.</b>	SB, video roll, CD, computer, flipchart, marker, pictures	Diagnostic Test, discussing, describing, Formative Assessment, questioning, etc.	1
		<b>Self Assessment, Checklists, multiple choice exercises</b>	2
		<b>Test Exercises</b>	1

<b>N.L.-1.2.4./2.1.2./ 2.2.3.</b> <b>Lit.-1.1.3./2.1.1./ 2.2.1./ 3.1.2. Az.His.- 1.3.1.</b> <b>Biol.-2.1.2./ 3.1.1./ 4.1.1.</b> <b>Scien.- 3.1.1./3.3.1.</b> <b>P.T.-1.1.2.</b>	SB, flashcards, slides, video roll, CD, pictures	Formative Assessment, discussing, making an interview, designing questionnaire, describing, etc.	2
<b>N.L.-1.2.3./2.1.2.</b> <b>Lit.-1.1.3./2.1.1./ 3.1.3.</b> <b>Az.His.-1.3.1.</b> <b>Gen.His.-5.1.1./ Scien.-3.1.1./3.2.1./ 3.2.2./ 3.3.1/</b> <b>Tech.-3.1.1./ P.T.-1.4.1.</b>	SB, flashcards, slides, video roll, CD, pictures	Formative Assessment, grouping, discussing, etc.	2
<b>N.L.-1.2.3./2.2.2./2.2.3./</b> <b>Lit.-1.2.4./2.1.1./3.1.2./</b> <b>Az.His.-1.3.1. Scien. -3.1.1./3.2.1/4.1.1. Biol.-3.1.1./3.1.2. P.T.-1.4.1.</b>	SB, slides, video roll, CD, pictures	Formative Assessment, making a questionnaire, describing, discussing, etc.	2
<b>N.L.-1.2.3./ 2.2.2./3.1.1.</b> <b>Lit.- 1.2.4./ 2.1.1./3.1.3.</b> <b>Scien. -3.1.1.3.2.1./3.3.1.</b> <b>Biol.-2.1.2./3.1.1.</b> <b>P.T.-1.4.1.</b>	SB, slides, video roll, CD, pictures	Formative Assessment, describing, discussing, grouping, etc.	2
		<b>Self Assessment, multiple choice exercises</b>	1
		<b>Test exercises</b>	1
			1

# UNIT 1. Changes

## Lesson 1. Make Up Your Mind!

**Aim:** To develop the sense of responsibility in Ss developing the four language skills.

### Objectives

#### Student:

- does/implements tasks in appropriate order
- takes an active part in questioning
- expresses his/her own ideas through different constructions
- expresses his/her point of views explaining the choice
- designs/writes letters according to the plan
- matches the halves to the sentences
- describes the pictures and speaks on various professions

### Standards

1.1.1.  
2.1.1.  
3.1.3.  
4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L-1.2.3./3.1.1. Lit.-1.1.3./3.1.3.
Interaction	CW/GW/PW/IW
Strategy	Description/Cluster/Discussion/Questioning/Role play
Resources	SB, pictures, handouts, slides, CD, song

**UNIT 1 CHANGES**

**Lesson 1. Make up Your Mind!**

**Key words:**

**acquire** (a) - receive, get, gain, earn, obtain, obtain  
**be competent** (a) - having enough skill/knowledge to do sth well  
**intend** (a) - to have a plan, purpose in your mind  
**make up one's mind** (a) - to decide  
**relevant** (a) - closely connected, appropriate to the matter at hand  
**sufficient** (adj) - sth that is enough for a particular purpose

**What you'll learn:**

- How to show the different jobs
- What relevant qualities to have for a job
- How to be responsible for each profession

**1. CW** Make a list of professions and give their most significant features. **Sample:**

I know four foreign languages and I intend to learn two more languages. I think knowing languages helps me a lot in my life and professional career. I always assist the people around me with languages and I feel happy to be helpful to anybody. There is a saying: "The more languages you know, the more people you are!"

**Task**

I work for a large European car maker company. I work on car designing and manage a team of designers. I always look for new model designs. I'm also in charge of design budgets. I deal with a lot of different people in the company. I'm responsible for design and production.

**Nhaig**

**REMEMBER AND COMPARE THE KEY PHRASES**

to be responsible for to agree with smb/smb to work for  
 to deal with to be in charge of to work on

**Sample:** Our company deals with cars and car designing. I agree with you, they are working on a special project.

**2. GW** Discuss these questions adding some more and explain your choice.

1. What are the qualities of a professional person?  
 (a good memory, tolerance, diligence, patience, responsibility, etc.)

2. What qualities do you think are relevant? Why?

**EXAMPLE**

**Tolerance**-the willingness to accept opinions that you do not necessarily agree.  
**Diligence**-being careful and throughout work or effort.  
**Responsibility**-the job or duty of doing sth or taking care of sth  
**Flexibility**-the ability of changing to suit new situations/conditions.  
**Intelligence**-the ability to learn and think in a logical way.  
**Leadership**-the position of being a leader.  
**Creativity**-the ability to produce sth new.

**3. PW** Read and act out the dialogue.

**Shaig:** What do you want to be? What profession do you like most?  
**Serdar:** I think all professions are good and important in life. The main thing is to be a real professional and a master of your profession. My intention is to be a highly-qualified\* designer and serve my people with my job.  
**Shaig:** Oh, that's interesting! What qualifications should you have to be a good designer?  
**Serdar:** You know, all professions have many good sides. To be a good professional in each field - one should study well, be open to innovations, integrate into world education and acquire the appropriate knowledge and qualities.  
**Shaig:** Sure. But for this only knowledge is not sufficient. We all must gain theoretical, as well as practical knowledge and skills to be competent in life. In that case we can gain success in any field.

**\*highly-qualified - well-educated, experienced, professional**

### Motivation (warm up) Listening/Speaking

As it is the first day of the school year, share the positive ideas on the Day of Knowledge. Encourage them to speak about this day and share their ideas and positive impressions. You can also begin your lesson with a song about school. Have them express their impressions on the first school day. Direct the Ss' attention to the photos on page 7, Task 1. Get them involved in the task and give explanation of each picture following the given sample.

**Research question:** • *What qualities should a professional have?*

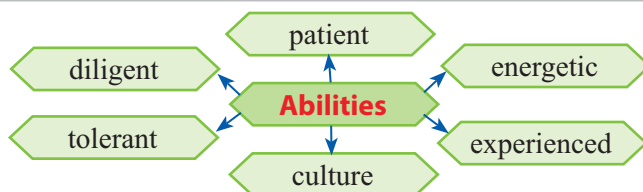
• *What/Which qualities do you consider the most relevant and why?*

### Discussion/Information Exchange

Have the Ss work in 2-3 groups – each group on 2 abilities (all together 6 abilities are given). Make them discuss the abilities and add 2 more of them thoroughly. Encourage the Ss to read and act out the dialogue on different professions, then share ideas on the dialogue exchanging with each other:

- *What qualification have you got? (I'm really good at/I've got an ability)*
- *Which of them do you think is the most important?*

Draw the Ss' attention to the definitions of the key words and their usage in the passages or dialogue. At the same time draw their attention to the usage of prepositions and encourage the Ss to use them in their speech. Pay attention to their pronunciation of the Key words.



### REMEMBER AND COMPARE!

- to be responsible **for**
- to agree **with**
- to work **for**
- to deal **with**
- to work **on**
- to be in charge **of**

**Sample:** Our company **deals with** cars and car designing.

<b>Key words/ Give definitions in cards</b>	<i>acquire, to intend, to be competent, sufficient, relevant, to make up one's mind</i>
<b>Summary</b>	Doing exercises 4 and 5, on page 9 the Ss come to conclusion that in order to be/become a highly qualified professional one should be competent having leadership skills, flexibility, diligence, creativity, tolerance, intelligence, enthusiasm and also develop interpersonal and intrapersonal as well as other good skills and qualities.
<b>Creative work</b>	<b>IW.</b> Write a letter applying for a job.

**Note:** As a facilitator your job is wonderful. Your duty as a facilitator is to help students learn/gain 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. Therefore, it is important that students know how to study effectively and it helps a great deal if they are organized. This book is designed to help students develop the study skills and improve their listening, speaking, reading and writing skills and 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 or the needs of your students. You can encourage your students to develop on their own study techniques based on the strategies that work best for them, given their individual learning styles. You can also suggest specific strategies to individual students and the students who need care and extra help.

### REMEMBER

**IW**–**I**ndividual **W**ork is Creative Work. Don't forget that IW/CW are also samples here. We do believe that you are creative enough to give other -more interesting creative tasks of your own that can meet the interests/needs of your students. As you know, you can change the places of lessons or the hours given to each lesson. For example: If you consider an hour is not sufficient for this lesson, you can give 2 hours to this lesson to teach it thoroughly.

**Self-Assessment:** **A-Very well** **B-Well** **C-A little** **D-Little**

	A	B	C	D
<b>I can:</b>				
• talk about different jobs and work				
• share my own ideas about different jobs				
• ask and answer questions at a job interview				
• talk about different skills and abilities				
• write a letter applying for a job				

**Assessment:** **5-Excellent** **4-Very good** **3-Satisfactory** **2-Poor**

Criteria	5	4	3	2
• Implements tasks in appropriate order				
• Takes an active part in questioning				
• Expresses ideas through different speech patterns				
• Writes letters according to the plan				
• Matches the halves to the sentences				
• Describes the pictures and speaks on different professions				

## Lesson 2. Do You Like Changes?

**Aim:** To encourage and lead Ss to speak about their school, its benefits, activities and future plans. To draw Ss' attention to the change of characters, improvements, point of views, etc through practicing the four language skills.

### Objectives

#### Student:

- takes part in dialogues exchanging ideas
- speaks about new school-innovation and how to gain success in education
- takes part in questioning using the new words and expressions
- matches information to the paragraphs in the lesson
- matches the words with their definitions
- talks about future career plans
- makes a list of changes
- looks through the plans and writes essays on the given sample
- designs/writes an application form on the Ss' notes

### Standards

- 1.1.1.
- 2.1.2.
- 2.1.3.
- 3.1.2.
- 3.1.3.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./3.1.4./Lit.-1.2.4./2.2.1.
Interaction	CW/GW/IW/PW
Strategy	Description/Cluster/Discussing/Venn Diagram/Role Play
Resources	SB, flashcards, video, CD, pictures, markers

### Lesson 2. Do You Like Changes?

**Key words:**

- adapt** (v) - make sth suitable for a new use
- benefit** (v) - to receive an advantage, profit, gain
- get used to sth** - to get accustomed
- jewellery** (n) - objects that people wear as decoration such as rings, necklaces
- knack** (n) - skill, ability, capability
- make success** (v) - to succeed
- rucksack** (n) - a bag
- trolley** (n) - a small vehicle with wheels that can be pushed/pulled
- influence** (v) - to affect

**What you'll learn:**

- What school can give us
- What my school is like
- What my school activities are
- What my future plans are
- How I've changed since the last school year

**1 PW. Read the dialogue and perform. Pay attention to the new words and expressions.**

**Asst:** Are you a new center in our school?

**Santia:** Yes, I am.

**Asst:** How do you find your new school?

**Santia:** Can you **adapt** to our **times and conditions**?

**Santia:** Truly, many things are new for me here. But I like changes. I think I'll **get used to** everything soon.

**Asst:** I also changed my old school to this one last year.

**Santia:** It's good to try new things and the best thing here is that you can see new computers in all the classrooms, we have internet access and use Web 2 tools, Microsoft, Publisher programs, etc. At the same time we have Electronic Boards almost in all classrooms and it's amazing. I think all students work **creatively and make great success**.

**Asst:** Yes, you're right. So, welcome to our new world! You'll **benefit** from this **innovation immensely**. Good luck in you, dear friend!

**Immense** (adj) - extremely large, enormous

**immensely** (adv) - extremely, very much, enormously

**creative** (adj) - having the skill and ability to produce new

**creatively** (adv) - involving the use of skills

**innovation** (n) - the introduction of new things, ideas, or ways of doing sth

**2 GW. Read the letter and discuss these questions.**

- How has Aydan's life changed in recent years?
- How has your life changed in recent years?
- Have you changed your school, home or city?
- Do you think you have changed? Explain how?
- What would you like to change in your school? How and Why?

Dear friend! Lots of things have changed in my life in recent years. Firstly, I've changed my school. It was difficult at first, but now I enjoy it. My classmates are great. A... Well, there is one boy I don't like, because he is sometimes a **bully** to a friend of ours, but we protect him. Another difference is the last two or three years has been in my school work. There is more of it. B... I've got lots of new subjects and more textbooks. I've also got two exercise books for each subject. C... I've got a **locker** at school, but I take some of the books home. I don't need a **rucksack**, I need a supermarket **trolley**! I've changed the way I look, too. I still like wearing jeans and t-shirts but now I also like wearing different clothes when I go out with my friends. I've started wearing skirts and lots of **jewellery**. My mum helps me get ready before I go out. We have good fun. D... I've also changed my hairstyle. It's longer. E... I now I also do different things in my **free time**.

I like spending more time with my friends. My mum is more in town on Saturdays and we spend our **pocket money** at the shops or at the cinema. I also spend more time in my bedroom. I've put up some new posters. F... but my mum says my bedroom is the only thing that hasn't changed. It has always been very untidy!

**Aydan**

**3 PW. Choose the best title.**

- Who are I?
- Changing With the Years.
- My Best Friend is My Mum.
- School is Different.

**4 GW. Match the information 1-6 with the spaces A-F above.**

- Tells us about the writer's weekend activities
- Tells us about the writer's clothes
- Tells us about the writer's school materials
- Tells us about a problem at school
- Tells us about tidiness
- Tells us about the writer's free time

**5 TB. Write an essay looking through the plan.**

- What your school is like
- What you like doing here at school
- Enjoyable activities in school clubs
- Celebrations in your school
- Sport days at your school
- Break time at your school
- Prizes and rewards
- Competitions in your school

**6 TW. Make a list of changes you'd like to see in your school in the future giving comments.**

\*bully - teased / rebuked  
\*locker - a narrow open shelf / storage space

## Motivation (warm-up) Listening-Speaking

Draw your Students' attention to the **Cluster** on the board. Write the word "**Changes**" and encourage them to write more words around it. Or elicit:

Do you like changes? Is it good to make changes?

Encourage/motivate Ss to read the dialogue in pairs.

How did you find/decide to come to choose this school /to come to this school?

Do you adapt to its terms and conditions?

What changes have you had?

Ss practice the dialogue and answer the questions on the changes.



**Research question:** • *What recent changes have you had in your life recently?*  
• *Do you think you really have had changes?* • *What and how?*

## Discussion/Information Exchange

Direct your Ss to read out the passage on page 11 with clear intonation and discuss the questions giving appropriate answers. Then have them choose the best title for the passage. Get them to do exercises 3-4 on page 11 and match the information 1-6 to the spaces A-F, saying out what have been changed: weekend activities, clothes, school materials, school problems, tidiness in school, leisure activities, etc. At the same time encourage the Ss to pronounce the new words correctly paying attention to the given sounds.

<b>Key words/ Give explanation</b>	<i>jewellery, benefit, to make success, a rucksack, a trolley, to adapt, knack, to get used to</i>
<b>Summary</b>	Draw the Ss' attention to the key words, their definitions and encourage them to use the new words, word combinations in their own sentences. Doing exercises on pages 11-12 the Ss once more define for themselves that changes can mostly occur in life. People can change their houses, schools, cars, dresses, furniture, subject, etc. which can be made in every period of life. The main thing is to make positive changes in any field and be open to innovations.
<b>Creative work</b>	<b>IW.</b> Make a list of changes you'd like to see at your school in the future giving comments.

**Key answers:** • **Task 4, page 11.**

1-d      2-c      3-b      4-a      5-b      6-c

• **Task 7, page 12.**

1. A bully is ... e

2. A subject is ... b

3. A lesson is ... d

4. Homework is ... f

5. An exam is ... c

6. Rules are ... a



## REMEMBER

*Dear teacher, **subdivision** of the lesson depends on you. You can design your lessons freely. All these are just some samples that any teacher can use in his /her lesson. Follow the sample and try to use more activities and be creative to simplify/to adjust the material to the level of the class. Activities should be on 4 levels as 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.*

**Motivation** is one of the most important factors in language learning. Researchers have suggested that there are two main types of motivation in language learning: “Instrumental” which means that people study in order to use the language (e.g. in their work), and “integrative”-which means that they study because they want to know more about a foreign culture. Motivation is not something that comes from outside the students. It’s something inside them and the teacher has to try to open up. And as the authors we suggest you to begin your lesson with the motivation as you wish, and the motivation that we demonstrate or address is just a sample. Try to entertain the Ss, look for ways to bring about a deeper, enduring sense of student involvement. The more students are involved in deciding what they will do, the more ownership and personal involvement they have.

## Assessment: 5-Excellent 4-Almost experienced 3-Satisfactory 2-Weak

Criteria	5	4	3	2
• Takes part in dialogues exchanging ideas				
• Speaks about school innovations				
• Takes part in questioning using the new words/expressions				
• Matches information to the paragraphs				
• Plays a role on school innovations				
• Designs and fills in application form				
• Writes an essay on the plan				



# Lesson 3. Live and Learn!

**Aim:** To enlarge the Ss' knowledge on schools and New Curriculum, levels of schools/education and the difference among schools.

### Objectives

#### Student:

- does exercises appropriate to the requests
- takes part in discussions on New Educational System
- uses new words, word combinations/expressions in his/her speech
- shares ideas/opinions on levels of education
- fills in the grid actively participating in questioning
- uses the verbs in the Passive Voice
- compares schools describing them
- searches information and writes paragraphs about different schools
- finds the halves and builds up sentences

### Standards

- 1.1.1.
- 2.1.2.
- 2.1.3.
- 3.1.4.
- 4.1.2.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L-1.2.4./2.2.2./3.1.1./Lit.-3.1.3.
Interaction	CW/GW/PW/IW
Strategy	Cluster/Matching/Venn Diag/Questioning/Discussion/Role Play
Resources	SB, flashcards, CD, handouts, flipchart

**Lesson 3. Live and Learn!**

**Key words:**  
afford (vt) - provide or supply (an opportunity or facility)  
extremely (adv) - very, highly, very much  
annual degree of life  
free of charge (adj) - no payment  
graduate (vt) - school-leavers or those who take a University degree  
believe (adj) - agree or have time  
mad (vi) - did, not and did to do  
prestigious (adj) - vgl. reputable, having high respect and status

**What you'll learn:**  
• About implementation of curriculum in schools  
• Subjects, exams and leisure activities  
• Levels of school education  
• The difference among schools  
• The Comparison of Simple Present and Simple Past Passive

**1. Discuss the following proverbs/sayings giving comments.**

**REMEMBER AND COMPARE!**

- Knowledge is power? - Knowledge is wealth!
- Knowledge is light? - It's never too late to learn!
- Little knowledge is a dangerous thing!
- As knowledge increases, wonder deepens!
- If you have knowledge let others light a candle in it!

**INTERESTING TO KNOW!**

There is a National Curriculum for all students in Great Britain. Different subjects **are taught** in schools and among them English, Maths and Science **are called** core subjects. Students **are assessed** in the core subjects at the ages of 7, 11 and 14. Exams in all subjects **are taken** at 16 in schools.

**LANGUAGE GAME**

The Present Simple Passive	The Past Simple Passive
<p>1. to attend 2. to be 3. to teach 4. to take 5. to enjoy</p>	<p>1. to attend 2. to be 3. to teach 4. to take 5. to enjoy</p>

English **is spoken** all over the world. Interesting books **are read** with great pleasure by students. Innovative teaching methods **are implemented** in our schools.

"Khamma" **was written** by Nezami Ganjavi. Lessons **were taught** with traditional methods at schools a few years ago. The pyramids **were built** by the Egyptians.

**4. GW. Describe the pictures reading the samples and compare schools in Afghanistan and in other countries.**

**In Afghanistan**      **Both**      **In Azerbaijan/other**

My name is Fatima. I'm from Afghanistan. My school is far from my house. I walk to school every day and it takes me 40 minutes to be in time for my classes. You can't believe our school was built of mud. We have no chairs to sit on, so we have to sit on the floor. My parents can't afford themselves to buy for me a school bag, books, copybooks or a school uniform. We have no content at our school, either.

My name is Murad. I'm from Azerbaijan. I think, education is very important and schools help us to have a better life in the future. Nowadays schools give us everything that we need. Schools are supported with modern technology in Azerbaijan. We've got all opportunities to study well. Very productive entertainments, extra-curricular activities and projects are always organised in our schools.

**REMEMBER AND COMPARE!**

- to enter a school - to take an exam
- to attend school - to do well in an
- Our schools are supported with modern technology today.
- Students have to take exams to enter a prestigious school.

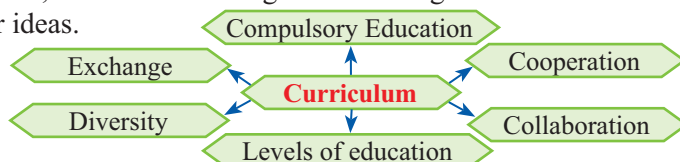
**5. GR. Find the halves and use any of them twice if appropriate.**

1. to attend	2. to get	a) an exam	b) a prestigious school
3. to teach	4. to take	c) a good job	d) different subjects
5. to organize	6. to enjoy	e) leisure activities	f) productive projects

**6. PW/PC. Search and write some information about different schools.**

### Motivation (warm-up) Listening-Speaking

Though this topic was taught in the 7<sup>th</sup> grade we consider this topic valuable as it is really innovation in Education. The Ss revise Curriculum and its implementation, its positive sides and effect once again. Draw their attention to the sayings/proverbs in Task 1 on page 13. Have them share their ideas creatively on the sayings about knowledge. Then draw a circle on the board and encourage them to write and speak about Curriculum. Have them do Task 2 on page 14. Encourage your Ss to work in 4 groups and discuss the questions, fill in the table/grid answering them. Have them actively share their ideas.



**Research question:** • *What levels in school education do you know?*  
• *How do these levels differ from each other?*

### Discussion/Information Exchange

Draw the Ss' attention to the **Language Bank** on page 13. Have them build up sentences using the Passive Voice after you. Let them practice Present Simple Passive and Past Simple Passive. At the same time encourage the Ss to read the **Interesting to Know!** box and pay attention to the usage of the Passive Voice. Have them build up more sentences according to the given construction.

<p>I <b>am</b></p> <p>He/she/it <b>is</b></p> <p>We/you/they <b>are</b></p> <p style="text-align: right;">+ V<sub>3/ed</sub></p>	<p>I/he/she/it/<b>was</b></p> <p>we/you/they <b>were</b></p> <p style="text-align: right;">+ V<sub>3/ed</sub></p>
<ul style="list-style-type: none"> <li>• Interesting books <b>are read</b> with great pleasure.</li> <li>• English <b>is spoken</b> all over the world.</li> <li>• Knowledge Day <b>is celebrated</b> in/at Azerbaijani schools on the 15<sup>th</sup> of September.</li> <li>• Students <b>are given</b> textbooks in/at our schools every year.</li> <li>• Grammar rules <b>are highlighted</b> through the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum <b>was implemented</b> in Azerbaijan a few years ago.</li> <li>• The pyramids <b>were built</b> by the Egyptians.</li> <li>• The Eiffel Tower <b>was visited</b> by many people.</li> <li>• Many new schools <b>were opened</b> in Baku last year.</li> <li>• Some old buildings <b>were reconstructed</b> in Baku last year.</li> </ul>

Have the Ss read the interview in Task 3, page 14 about Azerbaijan and Japanese school systems. Have them make a new dialogue of their own on School and Education in our Country. They also act out a dialogue. Get them to cooperate freely, exchange ideas discussing GW/PW/CW and pay special attention to the usage of Passive Voice. Encourage them to make rules on GW and PW looking through the sample. They also pay attention to the usage of post positions and do Task 5 on page 15.

<b>Key words</b>	<i>leisure, extremely, prestigious, graduates, free of charge, mud, to afford</i>
<b>Summary</b>	<p>The Ss compare the Azerbaijani and Afghan schools on Venn Diagram describing the given pictures. They use the new words/ combinations while discussing. The Ss indicate that though education has developed in most countries, there are some countries as Afghanistan where there is not a normal condition for schooling. There are still such schools there built of mud and hay. Nowadays each country has got a new curriculum, its education stages and all schools have been provided with modern technologies and devices that give great opportunity for Ss to study well and increase their knowledge/levels. And by the help of <b>Curriculum- A New Educational Program, A New Innovative Program</b> we have an access to all innovations, apply them in our everyday life and immensely benefit from them.</p>
<b>Creative work</b>	<b>IW.</b> Search and write some information about different schools.

### REMEMBER

As you know sounds are really essential in learning English. We should teach our Ss the sounds and sound combinations and also how to pronounce words. For this reason we decided to give some sounds and sound combinations in every lesson. Get your students to pay attention to the sound box and the usage of some sounds/sound combinations. Encourage the Ss to practise the words and phonetic exercises. Try to design phonetic tasks according to the given sounds or sound combinations in lessons. Such exercises are useful for your students' correct pronunciation.

### Additional Exercises:

#### Continue the sentences.

1. Knowledge is ... .
2. School is a place ... .
3. Curriculum is ... .
4. Innovation means ... .
5. A graduate is a person ... .

### Assessment: **A-Always B-Often C-Usually D-Seldom**

Criteria	A	B	C	D
• Takes part in discussions on new educational system				
• Shares ideas on the levels of education				
• Compares schools describing them in Venn Diagram				
• Searches information and writes paragraphs on the topic				
• Builds up sentences using the Passive Voice				
• Fills in the grid actively participating in questioning				
• Pays attention to the usage of post positions				

## Lesson 4. Say, No to Violence!

**Aim:** To draw Ss' attention to different types of schools, especially Victorian School and the hard school system there and discuss the school type.

### Objectives

#### Student:

- reads the sample letters and finds the ways how to solve the challenges
- says the main idea in letters and gives his/her own suggestions
- does grammar exercises grouping them under Plurals and Singulars
- opens the brackets to use appropriate tense form reading the passages
- reads the passage finding the main idea
- takes an active part in questions on the text and freely expresses his ideas
- puts the sentences in logical order
- writes a paragraph/quote about schools

### Standards

1.1.1.

2.1.1.

2.1.2.

3.1.4

4.1.1.

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	N.L-2.2.2./2.2.3./1.2.3./ Lit.-2.1.1./3.1.3.
<b>Interaction</b>	CW/PW/IW/GW
<b>Strategy</b>	Discussion/Role Play/Description/Silent Reading
<b>Resources</b>	SB, flashcards, pictures, handouts, video roll

**Lesson 4. Say, No To Violence!**

**Key words:**  
**reed** (r) – to be the cause of sth  
**cause** (z) – a hard hollow stem of some plants  
**drawn** (n) – someone who is played or done to them  
**failure** (n) – lack of success, defeat, collapse  
**humiliate** (t) – make sth feel ashamed or foolish  
**overworking** (n) – frightening, threatening  
**overworked** (n) – made to work too much, tired  
**pressure** (n) – stress, situation  
**stress** (n) – very strict  
**spend** (t) – many, considerable, not  
**violence** (n) – physical/emotional force

**What you'll learn:**  
 • Different types of schools  
 • About Victorian school system  
 • Understand how violence in Victorian schools  
 • The usage of Singular and Plural

**1. PW. Read the letters and say the main idea.**  
 Dear Gabriella,  
 I feel sad and lonely. My parents are too busy to talk to me about my problems. I don't spend much time on my lessons and it makes them nervous and angry. My teacher doesn't let me use my mobile phone, and of course it makes me angry, too. I usually argue with my classmates and my teacher always punishes me. It is very painful. What should I do?  
 I need your help.  
 Worried, Mike

Dear Mike! My teacher always gives us extra homework. Our classes are very difficult and we often have to write control tests. Tests are difficult and sometimes make me worry. My failure in my tests affects my life. My teacher always says that we behave badly. "In my days pupils were more polite and they always behaved better", she says.  
 Please, help. I need extra help.  
 Overworked, Gabriella

**2. GW. Read the sentences and pay attention to the usage of singulars and plurals.**

**REMEMBER AND COMPARE!**

Singular	Plural
Test <b>makes</b> me nervous.	Tests <b>make</b> me nervous.
My failure in my tests <b>affects</b> my life.	Computer games <b>are</b> interesting.
Knowing foreign languages <b>always helps</b> me.	Schools <b>help</b> us to have a better life in the future.
School <b>gives</b> students all opportunities.	Foreign languages <b>are</b> taught in our schools.
Violence <b>brings</b> violence.	

**LANGUAGE BANK: THE PASSIVE VOICE**

	Sometimes in the Active	Yes/No Questions in the Active	Sometimes in the Passive	Yes/No Questions in the Passive
<b>Present Simple</b>	Students <b>spend</b> English at the English lesson. Students <b>organize</b> production projects.	Do students <b>spend</b> English at the English lesson? Do students <b>organize</b> production projects?	English <b>is spoken</b> at the English lesson. Production projects <b>are organized</b> by students.	Is English <b>spoken</b> at the English lesson? Are production projects <b>organized</b> by students?
<b>Past Simple</b>	The students <b>organized</b> an extra-curricular activity.	Did the students <b>organize</b> an extra-curricular activity?	An extra-curricular activity <b>was organized</b> .	Was an extra-curricular activity <b>organized</b> ?

**3. PW. Make up Yes/No questions in the Passive Voice.**  
 1. New Curriculum is implemented in Japan.  
 2. New schools are built in our country every year.  
 3. The students chose the foreign language at college.  
 4. Modern schools are supported with new technology.  
 5. Student Books are given to all students at our schools.  
 6. The students were often punished in Victorian schools.

**4. GW. Choose the correct verb.**  
 1. Children learn lessons from playing.  
 2. Good books always make readers you read.  
 3. The furniture in our classrooms is/were new.  
 4. Playing computer games is/were my hobby.  
 5. Schools gives/give students all opportunities to study well.  
 6. Knowledge about many different things allows/allow us to live a full life.

**5. RW. Write "What kind of school would you like to study in? Why?"**

**Self-Assessment:** A ☒ correct B ☒ often C ☒ usually D ☒ seldom E ☒ never F ☒ always

**I can ...**  
 • take part in discussions about different types of schools  
 • talk about the Victorian school system  
 • say the sentences in correct logical order  
 • write a quote about schools  
 • build up sentences using the correct tense forms  
 • express my ideas about what sayings/proverbs

### Motivation (warm-up) Listening-Speaking

You can begin the lesson with miming some gestures of bad behavior. Or motivate the Ss to read the letters given on page 16 and catch the main idea in them. Have your students share their ideas on the letters freely. Encourage them to talk about their teachers, classmates and own school problems.

**Research question:** • *How do you obey/follow school rules?*

• *What qualities do you appreciate/value in a teacher? Why?*

### Discussion/Information Exchange

You can choose for this topic **Reading by Stops**. Get them to read the passage (Task 3, page 17). Have them pay attention to the usage of Passive Voice. Get the Ss to read the first passage and stop them asking the following questions:

What have you read in this paragraph/sentence?

What do you think about Victorian school, is it an ideal school or place to learn? Why/why not? What will come next /in the second paragraph/sentence?

How was the class formed?

Where was the teacher's observation point/place?

Why aren't the lessons interesting?

How can you understand this quote/statement? **"Violence breeds violence"**

How can you explain it? You can get from them possible answers.

1. Let's discuss your opinions on the following:

• Are children trained to be adults? • Were the students punished at school?

2. What do you think of this kind of school? Would you like to be taught by such strict teachers and in such severe condition?

The Ss discuss and express their point of views on Victorian School system in their groups and criticize the violence of that system. After reading have them pay attention to bold words (the Key words) and their pronunciation and find unknown words in the passage. At the same time draw the Ss' attention to the Yes/No questions in the Passive and **"Remember and Compare!"** table on page 16 and encourage them to build up sentences paying attention to the usage of verbs in Singular or in Plural.

Singular	Plural
Test <b>makes</b> me nervous. My failure in my tests <b>affects</b> my life. Knowing foreign languages always <b>helps</b> me. Playing computer games <b>is</b> my hobby.	Tests <b>make</b> me nervous. Computer games <b>are</b> interesting. Foreign languages <b>are</b> taught in our schools.

<b>Key words/ Give definitions in cards</b>	<i>overworked, intimidating, podium, spoil, breed, dunce, humiliate, cane, violence, failure, severe</i>
<b>Summary</b>	Doing different exercises on pages 17-18 Ss come to conclusion that by punishing, by irrelevant and dull classes, also by giving extra tasks, behaving badly, practicing violence in schools along thin sticks, leather belts or the canes we can do nothing- No good education, no success, no improvement, no good experience can be gained in the field of education. Only by creating warm atmosphere, good classroom management, patience, attention to your Ss, tolerance, supporting diversity, creativity, welcoming new ideas/things, supporting cooperation, collaboration, exchanging ideas, etc. we can create an excellent class that can be a real ideal learning place. We say: <b><i>“Say, No to Violence!” “Welcome to Innovation, and Cooperative Learning in Education!”</i></b> At the same time Ss practice Yes/No questions in the Passive Voice.
<b>Creative work</b>	<b>IW.</b> Write a passage on the quote: <b><i>“What kind of school would you like to study at?”</i></b>

	<b>Sentences in the Active</b>	<b>Yes/No Questions in the Active</b>	<b>Sentences in the Passive</b>	<b>Yes/No Questions in the Passive</b>
<b>Present Simple</b>	Students <i>speak</i> English at the English lesson.	<i>Do</i> students <i>speak</i> English at the English lesson?	English <i>is spoken</i> at the English lesson.	<i>Is</i> English <i>spoken</i> at the English lesson?
	Students <i>organize</i> productive projects.	<i>Do</i> students <i>organize</i> productive projects?	Productive projects <i>are organized</i> by students.	<i>Are</i> productive projects <i>organized</i> by students?
<b>Past Simple</b>	The students <i>organized</i> an extra curricula activity.	<i>Did</i> the students <i>organize</i> an extra curricula activity?	An extra curricula activity <i>was organized</i> yesterday.	<i>Was</i> an extra curricula activity <i>organized</i> ?
	They <i>built</i> a magnificent palace in Baku last year.	<i>Did</i> they <i>build</i> a magnificent palace in Baku last year?	A magnificent palace <i>was built</i> in Baku last year.	<i>Was</i> a magnificent palace <i>built</i> in Baku last year?
	Strict teachers <i>taught</i> students in Victorian Schools.	<i>Did</i> strict teachers <i>teach</i> students in Victorian schools?	Students <i>were taught</i> by strict teachers in Victorian schools.	<i>Were</i> students <i>taught</i> by strict teachers in Victorian schools?

**Key Answers:** ▪Task 4, page 17. (The correct answer is Blue)

A) Victorian Schools are fun

C) Leather belts are useful at schools

B) Violence breeds Kindness

D) Violence breeds Violence



**Standards: 2.1.1./2.1.2./3.1.4./4.1.1.**

**Criteria: 1. Expressing and sharing ideas**

**2. Finding the main idea**

**3. Building up sentences/writing a quote**

**RUBRICS: I-Poor II-Weak III-Good IV-Excellent**

I	II	III	IV
Answers the questions with some difficulties	Asks and answers the simple questions on Victorian-schools and tries to express his/her ideas	Takes part in discussions using the key words and freely expresses his/her thoughts	Takes part in questioning creatively sharing his/her opinions with the classmates and says the main idea in logical order giving his/her own advice creatively
Hardly reads the passages	Reads the passages finding the main idea	Reads the passage on Victorian schools, finds the way how to solve the problems saying the main idea freely, uses appropriate tense form opening the brackets	Finds the main facts/idea on the topic reading the passage, opens the brackets using the correct tense form
Hardly akes up sentences on the topic	Builds up sentences about Victorian schools with the help of new words	Writes an essay and sentences correctly in Passive Voice changing them from Active	Writes a quote/an essay independently using the new words and word expressions on the violent schools

**Assessment: A-Creative B-Good C-Poor D-Very poor**

	A	B	C	D
<b>Criteria</b>				
• Takes part in discussions on violent schools				
• Reads the sample letters and finds the way solving the problems				
• Says the main idea giving his/her suggestions				
• Groups singular and plural nouns				
• Uses the appropriate tense forms opening the brackets				
• Puts the sentences in logical order in the passage				
• Expresses his/her ideas taking part in questioning				

## Lesson 5. Is Poetry Your Cup of Tea?

**Aim:** To develop/lead the Ss to touch good and bad qualities of the youth/ teens in different countries/nations developing the four language skills.

### Objectives

#### Student:

- does the tasks appropriate to the requests
- expresses opinions reading the sayings and shares with the partner
- inserts correct punctuation marks reading the information about the teens
- defines the characteristic features in (of) different teens
- catches/finds the main idea in the dialogue
- sorts out the words for their semantic features
- reads out the poem with intonation and answers the questions
- writes an essay using the correct punctuation marks

### Standards

1.1.1.

2.1.1.

3.1.1.

3.1.2.

4.1.3.

Content Line	Listening/Speaking /Reading/Writing
Integration	N.L-2.2.1./4.1.3./ Lit.-1.2.4./2.1.1./2.2.1.
Interaction	GW/PW/CW/IW
Strategy	Jig Saw Reading/Questioning/Discussion/Debate
Resources	SB, flashcards, video roll, CD, pictures

**Lesson 5. Is Poetry Your Cup of Tea?**

**Key words:**

alien (n) – a stranger, foreigner  
 ancestor (n) – a person in family who lived a long time ago  
 free spirited (adj) – generous  
 ignorant (adj) – uneducated, illiterate, inexperienced  
 incorporate (v) – integrate, include  
 modernization (n) – updating, development  
 paper-reading (n) – the job of delivering newspapers to houses  
 poetry (n) – a collection of poems, one verse  
 poem (n) – except, run  
 be upset (v) – be distressed, have no mood to go to

**What you'll learn:**

- The difference among American English, American teens and their good and bad qualities
- The interests of teenagers
- The values of teenagers
- About derivation and compound adjectives

**1 CW** Read and match the sayings with the pictures. Give comments.

**REMEMBER!**

**A PERSIAN PROVERB**

- He who knows not, and knows not that he knows not, is a fool. *Show him!*
- He who knows not, and knows that he knows not, is a child. *Teach him!*
- He who knows, and knows not that he knows, is asleep. *Wake him!*
- He who knows, and knows that he knows, is wise. *Follow him!*

**2 GW** Think and say who they refer to: Teenagers in Britain/ America/ In Azerbaijan. Mark the correct answers.

Activities	Azerbaijani	British	American	other
Adults agree that they are lazy and rude				
Teenagers play a musical instrument				
Teens like music				
Teenagers are talented				
Teens work hard at school				
Teens enjoy relaxation				
Teens worry about their future life				
Teens plan their future				
Teens help parents				
Teenagers respect others				
Teenagers like sports				

*\*Persian saying – Fare doost / Dardoonat manasht*

**3 GW** Read and compare some recent information about teenagers in different countries. Put punctuation marks where necessary.

Azerbaijani teens are kind friendly and cooperative. Adults always appreciate teenagers' cooperation, their kindness and respect to others. Azerbaijani teenagers love folk music and our national art. Foreigners are surprised at the depth of our culture and historical background of Azerbaijan and Azerbaijanis. We always respect our ethnic values that were established centuries ago by our ancestors. Modernization should not mean forgetting our origins and who we are. We should respect our roots, mentality and national values.

**Lesson**

British teenagers work hard at school, respect their parents and plan for their future. Many British teenagers like to improve their knowledge too. They think a lot about the future. 57% worry about getting a job when they finish their studies. Some teenagers have jobs like paper-reading and baby-sitting. Popular activities with teenagers are music, sports and computer games cinema shopping, watching videos and watching TV. Music is the most important thing in their lives. Teens in Britain like to go on holiday without their parents. They plan where to go and how to spend the holiday.

**Ben**

Top Activities of today's young in the US – running, bicycling, fishing, camping and hiking are the most popular outdoor activities among youth motivations. Most teens enjoy the fast relaxation and excitement of outdoor activities. American teens consider that it's often increasingly incorporate the Internet. Teens use the Internet and frequently meet with (a lot of) friends with online activities and traditional media such as television and video games. By the way, American Life Project reports 91% of youth aged 12-17 use the Internet.

**Beila**

**1. Fill in the gaps with the correct form of the verb.**

to make verb + and	to make verb + v	to make verb + to
to make verb + and	to make verb + v	to make verb + to
to make verb + and	to make verb + v	to make verb + to
to make verb + and	to make verb + v	to make verb + to

**2. Find and complete the expressions from the given passages above. Sample: to use the Internet**

to spend	to advertise	to respect	to go on	to appreciate
to spend	to advertise	to respect	to go on	to appreciate
to spend	to advertise	to respect	to go on	to appreciate



### Motivation (warm-up) Listening-Speaking

Draw the Ss' attention to the Persian Sayings on page 19, Task 1. Have them think of these sayings and express their own ideas thinking critically. Encourage your Ss to read and give comments on each quote giving clear explanation. Or you can begin the lesson with the poem/song that interests today's teens.

**Research question:** • *Which of these sayings would you like to follow and why?*  
• *What qualities do the generation/the modern teens have?*

### Discussion/Information Exchange

Encourage the Ss to work in 3 groups and think about teenagers from different countries. Get them to do Task 2 on page 19 and Task 3 on page 20 and fill in the grid with their own ideas. Then have them read out the passages about the lives of modern teens from different countries and backgrounds. After this the Ss fill in the grids expressing their opinions on **“What Kind of Teens are there in Different Countries?”**

As the lesson is planned for 2 hours, the dialogue given on 19 should be given here. Let the Ss read and find the main idea in the dialogue and sort out the adjectives under simple, derivative and compound adjectives. Try to teach your Ss the compound adjectives thoroughly. At the same time Ss must be directed to practice how to use the verb **“to make”**.

to make smb + adj	to make smb + verb	to make + noun
<i>to make smb sad</i> <i>to make smb happy</i> • <b>Fresh air makes a child healthy.</b>	<i>to make smb walk</i> <i>to let smb walk</i> • <b>The news made everybody feel happy</b>	<i>to make fun</i> <i>to make success</i> <i>to make a reference</i> <i>to make a friend</i>

Key words	<i>ignorant, paper-rounds, ancestor, irresponsible, poetry, free-spirited, to shun, incorporate, modernization, be upset, alien</i>
Summary	As the lesson is designed for 2 hours for summarizing you can choose the poem for the first lesson, and the “Challenge” for the second lesson. Answering the questions in “Challenge” box and reading the poem on page 22, answering the questions, writing about the importance of books the Ss come to conclusion that poetry and books as well as sports, internet and other activities play a great role in the life of teens/youth. They realize that they should follow clever, diligent and intelligent people as you see: <b>“He who knows and knows that he knows is wise. Follow him!”</b>
Creative work	<b>IW. 1.</b> Write a paragraph about the teens' lifestyle in Azerbaijan. <b>2.</b> Write an essay: <b>“What's poetry for you?”</b>

**Key Answers:** ▪ **Task 10, page 22.** Read the poem with intonation and pay attention to the usage of “to make”.

- |                                                                                                                               |                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. I love to read books,<br>It's my cup of tea<br>Books are full of ideas,<br>Don't you agree?                                | 2. Books can teach and excite,<br>Books can comfort and thrill,<br>Books can show you the world,<br>And will <i>make you feel</i> . |
| 3. Funny books <i>make me laugh</i> ,<br>Romances make me cry,<br>Adventure books <i>make me happy</i> ,<br>I don't know why. | 4. Thrillers bore me to death<br>Fantasy is good for fun.<br>And I don't read science fiction,<br>I've never done.                  |
| 5. All those robots and fights,<br>And alien ships,<br><i>Make me cry</i> at night,<br><i>Make me walk</i> in my sleep.       | 6. Books will not let you down,<br>Books will never mislead,<br>When you <i>make a new friend</i> ,<br>Ask him “What do you read?”  |

▪ **Task 4, page 23.** Match the definitions.

1-f

2-g

3-a

4-e

5-c

6-d

7-b

**Note:** As you see we've used Dilemma, Challenge, Interview, Questionnaire, Quotes in Student's Book 8 where we had a space. Some of them can be a good Sample for teachers, but it's not compulsory for you, you can use them or create/prepare any other comprehensive checking charts, critical or logical thinking tasks for your Ss and assess their work in groups, pairs as well as individually.

### REMEMBER

We tried to give an assignment to Ss to write a quote, a paragraph, an essay, a composition. But it's not compulsory. It's up to you to decide what to give them do at home.

### Assessment:

**I-Very poor**

**II-A little experienced**

**III-Almost experienced**

**IV- Well-experienced**

Criteria	I	II	III	IV
• Does the tasks appropriate to the requests				
• Expresses opinions reading the sayings				
• Inserts correct punctuation marks reading the information about the teens				
• Differentiates the characteristic features of different teens				
• Catches the main idea in the dialogue				
• Reads the poem with correct intonation				
• Takes part in questioning				
• Writes a paragraph about the importance of books				

## Progress Portfolio

### Welcome to Our Progress Portfolio Section!

Being authors we'd like to mention/stress that these are not the law or special rule for you. In this section we have given materials on Reading and Writing. (Also Speaking) It depends on your choice in deed, because you have to choose the skill to build up your lesson. Here you are given 2 big charts/tables: **1. My Overall Progress** and **2. My Treasure** in which Ss can assess their overall success during the Unit and the second checklist is what they gained, how they gained and how they will implement the gained knowledge in their experience. By the way, you are welcome to use the second table in each, in every 2-3 lessons. We'd love to give them at the end of each lesson, but there is little space in the book, we'd advise you to use them yourselves.

The main purpose of "**Progress 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 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 knowledge levels (1-4) of Ss and put the Ss' results into their portfolios.

**Note 1:** It's up to you to divide the hours appropriately and give 1 or 2 hours to **Progress Portfolio**.

**My Overall Progress:** 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 Ss' skills, abilities and also activity type.

**Note 2:** 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.

### Welcome to Sub Summative Section (See page 44)

**Sub Summative Tests** are also a sample for you. As you know we have very little space in Student's Book to give more samples here. So, you can design more tasks: open-ended, give definitions, True/False, multiple choice exercises, etc yourself. We tried to do our best to cover the taught material to consolidate the key words, word combinations and expressions along the Unit. Sometimes you can use Additional Exercises given in TB at your lessons. You're welcome to approach more creatively and design/write/prepare a number of interesting tasks, tests, exercises as well.

## My Overall Progress

### Self Assessment:

Think about your progress and tick one of the boxes.

*A-No problem at all*

*B-I don't have any difficulties*

*C-I sometimes find this difficult*

*D-I need more practice*

**A B C D**

• I can share findings on the schools/changes with my partners/peers				
• I can make presentations on my major goals in CW, PW, GW and IW				
• I can participate in discussions on different types of schools				
• I can be critical to myself and my partners as well				
• I can write quotes/essays about schools, teenagers' lifestyles				
• I can research facts on new or unknown information with great pleasure				
• I can explore different ways in presenting projects and presentations				
• I can make plans/questionnaires on the changes/schools				
• I can use punctuation marks correctly				
• I can read the poems/texts with correct intonation				

Fill in "My Treasure" table for Unit 1.

**REMEMBER**

*It is just a sample. Encourage your students to fill in the table.*

What I gained	How I gained	How I'll implement
<b><i>Learned the following words:</i></b> diligence, intelligence, flexibility, overworked, intimidating, cane, violence, dunce, bully, breed, knack, adapt, benefit, jewellery, prestigious, afford, failure, etc.	<b><i>I performed</i></b> different roles, took an active part in questioning on education, different kind of schools.	<b><i>I'll often use</i></b> the learnt words and expressions in sentences and situations. I'll try to use Present and Past Simple Passive in my everyday speech to build up more effective and professional/ sentences.
I learned to build up sentences in the Present Simple and Past Simple Passive. (Add ...)	I participated in discussions and tried to solve problems on the topic.	I'll do my best to create Student Parliament, to help and support PTA in my school, as well as in the other schools of my region/city.
I learned a lot of proverbs about knowledge and education. I got a lot of useful information about different professions, many qualities of a professional person. At the same time I studied changes of teens and talked about my own changes.	I wrote paragraphs/ essays about old and modern schools, teens' lifestyle, etc. I grouped the adjectives and completed the phrases.	There are lots of proverbs on education, too. I think that they are very important for us as they direct us to choose the right one in life, to be conscious in making a choice. As all proverbs have been provided from old times we'll try not to lose them. We'll pass them to future generations, this is our duty.
I could describe and compare different jobs, different kinds of schools, teens' lifestyle in different countries. I got more information about violent schools and found the main idea. (Add ...)	I read some passages, some information on schools, teens' lifestyle, recited poems on books and poetry.	I love and respect my country, its rules, terms and conditions for teens in Azerbaijan. We do respect our roots, our history, customs and traditions and highly value our mentality, ancient values and national culture.

## Sub Summative Test 1 (Open ended tests)

### 1. Choose the correct answer.

*Flexibility means ... .*

- A) the willingness to accept opinions      B) a duty to deal with smth  
C) the position of being leader      D) the ability to think logically  
E) the ability of changing smth to new situations

### 2. Complete the sentence.

*A student who frightens other students is ... .*

- A) brave      B) bully      C) strong      D) fair      E) honest

### 3. A period of time when you study a subject in class is ... .

- A) a test      B) an exam      C) a quiz      D) a subject      E) a lesson

### 4. Choose the correct sentence.

1. Knowing English always help me in my career.  
2. Writing control tests make me worry.  
3. Attending a prestigious school is great.

### 5. Find the correct synonym of the word.

*to spoil-*

- A) to make      B) to do      C) to ruin      D) to change      E) to build

### 6. Find the wrong variants.

1. to enter to a school      4. to answer the questions  
2. to attend to a prestigious school      5. to go to college  
3. to prepare for an exam      6. to accept of opinions

### 7. Choose the correct variant.

*Exams in all subjects ... at 16 in Great Britain.*

- A) is taken      B) was taken      C) are taken      D) are took      E) were took

### 8. Answer the questions.

1. What do the teens in Great Britain like to do?  
2. What features do you appreciate in Azerbaijani teens? Why?  
3. What qualities do the American teens have?

### 9. Choose and underline the compound adjectives.

well-done, cooperative, software, prestigious, outdoor, talented, full,  
well-known, famous, failure, respectful, great, popular, free, ill-mannered,  
musical, rucksack, overworked, free-spirited, well- educated, productive

### 10. Write a paragraph: "Why do I like changes?"

# UNIT 2. Communication

## Lesson 1. The History of Communication

**Aim:** To encourage the Ss to learn about different types of communication, their history and benefits through practicing the four language skills.

### Objectives

#### Student:

- puts/divides the passages in logical order while speaking
- uses different speech models via sharing ideas
- defines True/False statements
- reads and defines the logical order in the passages
- searches and writes information about the history of information
- writes the historical facts in logical order taking notes
- takes part in discussions about the history of communication
- completes the expressions and builds up sentences

### Standards

1.1.2.  
2.1.1.  
3.1.4.  
4.1.1.  
4.1.2.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-2.2.2./2.2.3. Lit.-2.1.1./3.1.3. Math-5.1.2. Az.His.-1.2.1. Gen.His.- 5.1.1./5.1.2.
Interaction	CW/GW/PW/IW
Strategy	Description/Cluster/Discussion/Researching, Venn Diagram
Resources	SB, pictures, handouts, slides, CD, song

**UNIT 2 COMMUNICATION**

**Lesson 1. The History of Communication**

**Key words:**  
 celebration (n) - tören  
 fire (n) - the flame, light, heat  
 holy (adj) - sacred, divine, blessed  
 marathon (n) - a long running race of about 42 km or 26 miles  
 mediator (n) - peace-maker, negotiator, reconciler  
 miracle (n) - a wonder  
 swallow (v) - a small bird with long pointed wings

**What you'll learn:**  
 • About different means of communication  
 • The effectiveness of communication  
 • How people benefit from communicating with each other  
 • How people send messages in the past

**1 GW. Look at the quote, discuss it and answer the questions.**  
*Where there is collaboration, there is cooperation, communication and friendship!*

• Can a fire be a means of communication? How?  
 • Can a swallow be a means of communication? How?  
 • Can rocks be a means of communication? How?

**INTERESTING TO KNOW!**

From ancient times, fire has been a means of communication. Even at Dedé Gorgad's time on happy days, people set a fire at the top of the highest mountain. If there was set one fire, it meant that people celebrated a very special, happy event, if there were set two fires it meant that something wrong had happened, they were in danger or the enemy was at the door.

A dove has always been the symbol of peace all over the world. In old times a dove was as a mediator to deliver a message from one place to the other. People communicated with each other by the help of the dove.

When people didn't have the alphabet or they couldn't read or write they drew pictures on the walls or rocks. These pictures tell people the stories of their everyday life, battles and culture. Gobustan is a lively sample and one of the first holy places of art culture of the world where the ancient dance and musical culture are formed.

*"A means of communication - message carrier" - (pözlümün ögeci)*

**2 GW. Discuss the questions in the "Challenge" box.**

**CHALLENGE**

- What did people do to tell other generations about their culture when they didn't have the Alphabet?
- How did people send letters to one another?
- What did people do to send quick messages when they didn't have the telephone and the telegraph?

**3 GW. Read the passages using the verbs in the correct tense forms and Voice.**

In the ancient world there were thousands of foot messengers who (to) form an ancient communication network. One of the most famous messengers in history was a Greek soldier. He (to) run to Athens to bring the news of the Greek victory over the Persian. When he (to) get to Athens and (to) give the news, he (to) fall dead of exhaustion. He had covered a distance of 26 miles. In honour of that soldier, sportmen nowadays run the same distance - a marathon.

When the telephone (to) invent in 1876, everybody (to) think that it (to) be a real miracle. The telephone and the telegraph were the fastest means of communication that people could imagine. In the 19<sup>th</sup> century people used to say: "We (to) invent everything we could". As we know, today it is just the beginning.

In the Middle Ages life was hard and dangerous. It was very important to have good neighbours and get news quickly. So people (to) use the high towers of their castles to send and receive messages about the enemies. American Indians (not to) build high towers but (to) use smoke signals to send important information.

**4 GW. Take notes on the paragraphs give presentations.**

**REMEMBER AND COMPARE!**

• to communicate with	• to bring news	• to set a fire
• to be in danger	• to send a message	• to deliver a message
• to receive a letter	• to receive a message	• to be at the door

The people used smoke signals to send important information.  
 They set a fire at the top of the hill.  
 When people were in danger they made two fires.



### Motivation (warm-up) Listening-Speaking

You can begin the warmer with the slides from the film “**Dede Gorgud**” or questionnaire.

Draw the Ss’ attention to Task 1, page 25. Ask/ elicit:

What can you say about these pictures?

Can they be the means of communication?

What did people do/use to send messages in old times? –

Have you seen the film “Dede Gorgud”? You can get useful answers from the Ss.



**Sample:** ▪ *Flame-fire was a means of communication.*

▪ *White Dove also was a means of messenger as well.* Get them to read the ITK box and be acquainted with the ancient means of communication.

**Note:** The answers to the questions given in Motivation are inside the ITK box. We just ask you to give absolutely another Motivation to make the lesson much more interesting. You can choose a song, a movie, a quote, etc.

**Research question:** • *How did people communicate with each other in old times?*

- *What other historical means of communication do you know?*
- *How effective were they in communicating with each other?*

### Discussion/Information Exchange

Have the Ss work on the Challenge box and discuss questions in groups. (page 26, Task 2) At the same time get them to read the passage using the verbs in the correct tense forms and Voice. Then encourage them to put paragraphs A-C in logical order taking notes and give presentations. Encourage your Ss to speak about the oldest means of communication. Doves, ABC/Alphabet on stones, rocks, high towers- that sent smoke signals, marathon, flowers, fire, etc. that were the means of communication many-many years ago. So the Ss discuss different facts on communication in old times BC and exchange idea in groups and pairs. The Ss also do exercises on page 27 and complete the expressions with their own ideas. As they can use the expressions from the passages taught/learned at previous lessons: **Sample:** *to draw pictures, to use smoke signals, to set a fire, to invent the Alphabet, to tell stories* etc. Engage your students to build up sentences paying attention to the past positions or some expressions in the **Remember and Compare** box. Have them follow the given sample.

**Sample:** • *We can communicate with the friends who live abroad.*

- *She always receives letters/messages. The dove brought interesting news.*
- *The students send postcards /messages to their friends.*
- *Get the Ss pay attention to the three forms of the Regular and Irregular verbs.*

### REMEMBER AND COMPARE!

- |                            |                            |                        |
|----------------------------|----------------------------|------------------------|
| • to communicate with      | • to bring news            | • to be in danger      |
| • to send a message to smb | • to receive a letter from | • to receive a message |

**Sample:** ▪ Today everybody can send or **receive a message** by phones.

- When people **were in danger** they made/set two fires at the top of the hills.

<b>Key words</b>	<i>exhaustion, miracle, marathon, mediator, granted, holy</i>
<b>Summary</b>	Ss do True/False task on page 26-27, tasks 4-7 and come to conclusion that communication plays/has played an important role in all times for all generations. People had ties/connected with each other with various means of communication. The history of communication dates back to very old times. In 490 BC a Greek soldier ran to the Athens to bring the news of the Greek victory over the Persian troops that sat the battle of marathon. We do have marathon even today and sportsmen hold marathon in honour of that soldier. If we made one, two, three fires to communicate/contact people in old times, today we use other modern means of communication as skype, satellite, etc. It means that we live in the century of modern innovations/inventions and life is always in progress.
<b>Creative work</b>	<b>IW.</b> Search and write information about the history of communication.

### Diagnostic Assessment

### REMEMBER

As you know Diagnostic Assessment is held/provided at the beginning of each unit/lesson. To assist our teachers and help them on this reason we tried to give Diagnostic Assessment which is of great help. Bare in mind that samples of Diagnostic Assessment we gave in TB/SB should be given at the beginning of the academic year, at the beginning of the Unit or lesson, but you can find them at the end of some lessons as for the lack of space in the book. And also as we tried not to spoil the design of the book and gave it at the end of the page. For sure we believe that you are knowledgeable and creative enough to provide Diagnostic Assessment in appropriate time. Good luck to you in your professional career, dear Teachers!

### Self-Assessment: A-Always B-Often C-Sometimes D-Seldom

	A	B	C	D
• I can answer the questions on the history of communication				
• I can say the means of communication in old times				
• I can say how people communicated with each other in old times				
• I can compare means of communication today and in old times				
• I can talk about the importance of the communication				

### Assessment: 2-Poor 3-Weak 4-Knowledgeable 5-Perfect

Criteria	2	3	4	5
• Writes the historical facts in logical order taking notes				
• Puts/divides the passages in logical order while speaking				
• Uses different speech models via sharing ideas				
• Finds out true/false sentences/statements				
• Reads and defines the logical order in the passages				
• Takes part in discussions about the history of communication				
• Searches and writes information about the history of communication				



## Lesson 2. The Greatest Inventions on Technology

**Aim:** To teach Ss what invention there exists in life and the role and importance of inventions through practicing listening, speaking, reading and writing skills.

## Objectives

**Student:**

- participates in questioning on old Technology/Inventions
- compares and shares ideas on the functions and importance of the new devices
- defines the logical historic order of the facts in his/her speech
- collects information about new-recent and old events
- makes up passages on the topic
- searches and writes facts on inventions
- fills in the chart asking/answering the questions

## Standards

### 1.1.1.

### 2.1.2.

### 2.1.3.

### 3.1.1.

### 4.1.2.

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	N.L.-1.2.4. <b>Lit.</b> -2.2.1./3.1.3. <b>Az.His.</b> -1.2.2. <b>Gen. His.</b> -5.1.2./5.1.3.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	KWL, Description, Discussion, Matching, Questioning, Venn Diag.
<b>Resources</b>	SB, illustrations, video, slide show, flipchart

### Lesson 2. The Greatest Inventions on Technology

**Key words:**

**invent** (v) – discover, invent, create  
**inventor** (n) – an inventor, author, product designer  
**invention** (n) – creation, innovation  
**evolution** (n) – development, growth, progress  
**potential** (n) – type of abilities that person/country has the past to protect from the sun or rain  
**under** (p) – the system that can make rooms to find the position  
**roller** (n) – a piece of wheel, metal or plastic shaped like a wheel  
**openable** (adj) – open, patch  
**shape** (n) – structure, figure, form, appearance

**What you'll learn:**

- What inventions exist?
- What of them is essential?
- Why are most new inventions?
- What is their role/importance in our life?



 radio  
 parasol  
 roller

**1 CW. Look and say their functions/importance.**



















**Radio** – a system that pass radio waves to find the position





**Sample:**

- Umbrellas
- Telephones
- Cosmonauts
- Radio
- W.W.W
- Cameras
- Radares

- Televisions are used for watching films/ programs, etc
- a) for finding information from all around the world.
- b) providing entertainments in newspapers
- c) listening to interesting music, news, etc
- d) talking to people who are far away
- e) taking photos
- f) finding the position of the objects cars.
- g) keeping dry when it rains from sunshine.

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LANGUAGE BANK / WH-QUESTIONS IN THE PASSIVE		
Wh-question	Who ... by?	When ...?
The first crossword was compiled by A. Wynne in 1913.	Who was the first crossword compiled by?	When was the first crossword compiled by A. Wynne?
Telephones were invented in 1876.	What was invented in 1876?	When were telephones invented?
Crosswords were played for the first time in England.	Where were crosswords played for the first time?	When were crosswords played for the first time?

**4 PW.** Look, ask and answer using the model.

**Model:** **Mehriban:** When was the telephone invented?  
**Elaur:** It was invented in 1876.  
**Mehriban:** Who was it invented by?  
**Elaur:** It was invented by Alexander Graham Bell.



in 1850



200 years ago



in 1842



in 1876



in 1897



in 1926



in 1885



400 years ago

**5 PW.** Sort the words out according to the sounds in the chart.

astronaut information computer invention crossword exhaustion  
 communication satellite camera cone evolution ancestor

[k]	th [θ]	tion [ʃən]

**6 HW.** Visit your ICC and search information about recent and old inventions. Write interesting facts / paragraphs.

### Motivation (warm-up) Listening-Speaking

Show some slides of TV, Radio, umbrellas, vacuum, washing machine, a fridge, computer, etc and address to the Ss:

What are they? Why do we need them? etc.

Or motivate your Ss to look at Task 1, on page 28 to speak on devices saying/explaining their features. **Sample:** *Why are umbrellas/radio/TV, etc used?*

*Umbrellas are used to keep (for keeping) dry from the rain.*

*Television is used to watch (for watching) programs, etc.*

### Research question:

- *Why do people need inventions and what is their role in our life?*

### Discussion/Information Exchange

Get the Ss to read the students' ideas in Task 2, page 29 and discuss the given questions: *Which inventions are the most important?*

*Which old/recent inventions do you know?* Have them actively share their ideas discussing old and recent inventions. At the same time engage the Ss to pay attention to the “*Interesting to Know*” box and read the inventions. Get them to practice the Passive Voice building up sentences. Then draw the Ss' attention to the **Language Bank** box on page 30. Let them practice sentences using the Present and Past Simple Passive with special questions.

<b>Key words/ Give definitions</b>	<i>discovery, invent, inventor, invention, evolution, parasol, squeeze, roller, radar, shape</i>
<b>Summary</b>	By doing exercises on page 30 the Ss fill in the chart asking and answering the questions. They summarize the learnt material by looking through the pictures and making up questions on them. The Ss realize the importance of inventions and the role of each invented device in our life. They say: <ul style="list-style-type: none"> <li>• <i>We can't take pictures if we don't have cameras nowadays.</i></li> <li>• <i>We can't communicate fast without phones.</i></li> <li>• <i>We can't watch interesting programmes without TV, etc.</i></li> </ul>
<b>Creative work</b>	<b>IW.</b> Project Work: Visit your ICC, search information about inventions and write interesting facts.

### Key Answers:

#### ▪ Task 1, page 28

1-G    2-D    3- B    4-C    5-A    6-E    7-F

**Assessment:**    **A-Exemplary**    **B-Experienced**    **C-Average**    **D-Poor**

Criteria	A	B	C	D
• Participates in questioning on the inventions				
• Compares and shares ideas on the functions of the new devices				
• Differs the verbs and noun forming suffixes from verbs				
• Defines the logical historic order of the facts in speech due to the years				
• Collects information about new-recent and old events				
• Makes up/prepares a text/passages				

# Lesson 3. Ordinary Lives, Important Ideas!

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

## Objectives

### Student:

- does the exercises/tasks appropriate to the requests
- speaks on various types of communication describing the pictures
- matches the pictures to the expressions giving their explanations
- speaks about the role and the leading place of computers in our life
- groups the main idea in the passages
- searches and writes facts about Tim Berners' creativity
- reads the passage using the new words and word combinations

## Standards

- 1.1.1.
- 2.1.3.
- 3.1.4.
- 4.1.2.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-2.2.2./2.2.3. Lit.-3.1.2. Inf.-4.1.1./4.1.3.
Interaction	CW/GW/PW/IW
Strategy	Discussion/Cluster/Role Play, Description, Matching
Resources	SB, flashcards, video, CD, pictures, slides, handouts

**Lesson 3. Ordinary Lives, Important Ideas!**

**Key words:**

- chat (t) - to talk in a friendly or an informal way
- command (p) - order, st to order
- e-mail (p) - electronic mail
- text messaging (t) - to send a message
- get in touch (t) - to keep relations here
- log (p) - to enter a computer
- link (v) - to enter connect
- log (t) - to enter Internet
- network (t) - web
- space ship (p) - a vehicle for travelling in space

**What you'll learn:**

- What kinds of communication most people use
- Who created www?
- How important the modern technology is
- Advantages and disadvantages of new technology
- What Software and Hardware mean.

1. Look and match the pictures A-F with 1-6. Choose and speak on your choice giving explanation.

A) e-mail B) a letter C) skype D) text messaging  
E) WhatsApp F) chatting G) a webcam H) something else

2. Read and discuss what the students' thoughts about computers are and fill in the table ticking the appropriate boxes.

Students	For	Against
•	•	•
•	•	•
•	•	•

I've got a laptop. I can use it easily. I've got many friends all over the world. I've never seen any of them. But I know them well, because we *chat* and *send e-mails* to each other. If you know English a little, the door to the world is open to you. I find all this very exciting.

**Michelle**

Computers are great. They are better than TV. On TV you can watch a *spaceship*, but in a computer game you can fly in a spaceship. Computers are going to be very important in the future. Computers have helped us to improve the quality of writing, designing, making different projects in life.

**Ali**

The Internet is very useful. There is more information on the Internet than in the Bodlian Library in Oxford. I like searching for information on the Internet.

We've got a *webcam*, so we can video chat with our friends in some countries. I also send messages and *download / load or copy from computer* a lot of music and videos from the Net and I burn them onto CDs and DVDs. And messages are sent in a few seconds.

We think, many of today's computer games are very harmful for teenagers. There is too much shooting and killing. These games are worse than horror films. When you watch TV, you see bad things, but when you play computer games you do bad things. Computers teach violence and they can't be good for you.

**Gabriella and Jack**

**REMEMBER AND COMPARE!**

**Software** → Power point, Excel, Word, Microsoft, etc.

**Hardware** → processor, provider, monitor, camera, mouse, key board

3. Think and find who speaks about: ...

- doing bad things
- flying in a space-ship
- violence on computer games
- on-line fun
- having a webcam
- having many on-line friends
- not useful
- the help of computer
- the usefulness of internet

## Motivation (warm-up) Listening-Speaking

Encourage the Ss to describe the pictures on page 31, Task 1, giving explanation on each of them and match the pictures with the numbers 1-6. You can get these answers from them: **1-g, 2-b, 3-c/f, 4-d, 5-a/d, 6-e**

**Research question:** • *What's the importance of the Internet?*

• *What are advantages/disadvantages of exceed usage of computers?*

## Discussion/Information Exchange

Get the Ss to work in 4 groups sharing their ideas, filling in the grid who is for or against computers. As this lesson is designed for 2 hours have the Ss read the passages on page 32. Get them to discuss what the students' thoughts about computers are and fill in the table ticking the appropriate boxes. After that Ss have to fill in the table. Then get them to match the sentences in the text with the numbers beneath/below. Have the Ss pay attention to the **Language Bank (page 34)** and the usage of Passive Voice with modals. Encourage them to build up more sentences looking through the **sample:**

- *School Rules **must be followed** by the students.*
- *Elderly people **should be respected**. • Their request **may be implemented**.*

For the second hour have the Ss read the passage in Task 4 on page 33 and write the information in 2 columns using the given words.

Modal Verbs + <b>be</b> + <b>V</b> <sub>3/ed</sub>	Affirmative Form	Negative Form	Yes/No questions
<ol style="list-style-type: none"> <li>The letters must be sent at once.</li> <li>Books should be kept in libraries.</li> <li>Some houses can be built within a year.</li> <li>The old should be respected.</li> <li>Virtual flowers, e-cards, pieces of music can be found on the Internet sites.</li> <li>Subjects should be chosen by students at schools.</li> </ol>		<p><i>Some pieces of music <b>can't be found on the Internet sites.</b></i></p> <p><i>Animals <b>mustn't be disturbed.</b></i></p>	<p><i><b>Must</b> the letters <b>be written</b> at once?</i></p> <p><i><b>Can</b> messages <b>be sent</b> in a few seconds?</i></p>
Key words	<i>network, a space-ship, to log, to link, to get in touch, chat, e-mail, command, laptop</i>		
Summary	Doing exercises on page 33-34, reading the information about the creator/inventor of www Ss fill in the grid, do other exercises as well. With all this the Ss summarize the positive changes made by inventing and using computers. They have chat sessions, download music, games, different useful files and become skillful in using computers easily. The Ss also understand the bad sides/disadvantages of extra using of computers for the health of humans.		
Creative work	<b>IW.</b> <i>Search and write more information about Tim Berners Lee and his creativity.</i>		

## REMEMBER

All these are just some samples 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 activities should be on three or four levels: easy/middle/high as in heterogeneous classes.

### Key Answers: ▪ Task 4, page 33.

**Fill in the gaps with the following words and word combinations.**

**Then write the information in two columns.**

1. Nowadays it is easy **to get in touch** with people all over the world. You can **get in touch** with people not only by letter or by **telephone**, but also by e-mail or skype via computer. 2. Write your question about anything that you want to know, give the “**search**” command and get **answer**. How does this happen? Computers are joined to **telephone lines**. The telephone lines link to a huge computer **network** all over the world. This network is called the Internet. All computers can be joined in this huge network. 3. On **the Internet** you can send **electronic messages** to other “**users**” - people who use computers. And you can get messages from other users. This kind of message is called “**e-mail**” -electronic mail. 4. By e-mail you can get in touch with anybody in any country of the world. It takes just several minutes, not more. 5. On the Internet you can also have **a chat** with another person-you can have electronic “**on line**” conversations by skype or messenger and whatsapp (with voice recording or typing). 6. You can send a message and a minute later you can read **the answer**. You can read messages and reply each other immediately. And of course, the Internet is a good place **to make friends**!

### ▪Task 6, page 33.

1. computer, internet, **download**, email, webcam
2. letter, skype, telephone, conversation, **harmful**
3. search, send, **camera**, find, connect, type, call
4. processor, monitor, **violence**, mouse, provider
5. Word, Excel, **Exam**, Movie Maker, Power Point
6. useful, harmful, violent, **teenager**, different

## Assessment: A-Brilliant B-Good C-Satisfactory D-Inexperienced

Criteria	A	B	C	D
• Does the tasks appropriate to the requests				
• Expresses ideas on communication sharing with the partners				
• Speaks on various types of communication describing the pictures				
• Matches the pictures to the expressions giving their explanation				
• Talks about the role and the leading place of computers in our lives				
• Searches facts about Tim Berners Lee and writes about his creativity				



## Lesson 4. Use, Benefit, but Don't Steal!

**Aim:** *To direct Ss to learn and discuss what is blog, who can create a blog, what sources of information exist and how these sources can help people.*

## Objectives

**Student:**

- shares his/her ideas on the sources of information describing the pictures
- reads the dialogues with correct intonation
- answers the questions on the dialogue
- defines the uncountable nouns as attributes in sentences
- reads the texts using the verbs in logically correct tense forms
- creates his/her own blogs following the given sample
- writes the facts in the passages in correct order
- builds up sentences using the expressions
- fills in the gaps in the dialogue
- plays a role on the importance of the Internet

## Standards

- 1.1.1.  
2.1.2.  
2.1.3.  
3.1.1.  
3.1.2.  
4.1.3.  
4.1.4.

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -2.2.1. <b>Lit.</b> -2.2.1./3.1.2. <b>Inf.</b> -2.2.1./2.2.3./3.3.1.
<b>Interaction</b>	GW/PW/IW/CW
<b>Strategy</b>	Role Play, Questioning, Mind Map, Discussion, Debate
<b>Resources</b>	SB, computer, video, CD, pictures, slides

## Lesson 4

### Use, Benefit, but don't Steal!

# Unit 1

#### Key words:

**benefit** (v) – receive an advantage, gain from  
**blog** (n) – add new material to or regularly update a blog internet diary  
**circulate** (v) – spread, move or pass around  
**columnist** (n) – a commentator, independent  
**fingerprint** (n) – finger and  
**incredibly** (adv) – to a great degree, extremely  
**reference** (n) – a record/evaluation, suggestion  
**reliable** (adj) – trustworthy  
**source** (n) – a person  
**steal** (v) – thieve, plunder, rob, pilferage

#### What you'll learn:

- What is a blog?
- Who can create blogs?
- Where we can get the information
- What information sources exist?
- How the information sources help people?

**1 CW** Look through the sources of information and speak about each of them.

*Sample: I think newspapers are one of the best sources of information.  
 There is lots of information in daily or weekly newspapers.*



[1] top/blog  
 [2] columnist/circulate





Students themselves can be a source of information!















### REMEMBER AND COMPARE!

There **is** a lot of information.

There **is** some news.

There **are** lots of interesting news.

There **are** lots of information sources.

There **are** some news programmes.

There **are** many interesting newspapers.

11

**1 GW** Use the verbs in correct tense forms. Build up sentences using bold words and translate.

A) Most people (to use) the internet as soon as there is something they (to want) to find out. Whether it is information for homework or the latest of films at the cinema, the internet has our first point of **reference**. It is like having all the world's libraries at your **fingertips**. By when you (to look) at the internet you (to see) "blogs" everywhere, but what exactly is a "blog"? The word "blog" is very new, so it is not in many dictionaries yet. It is a noun and a regular verb, too. It (to come) from "weblog". "Web" means "internet" and "log" means "diary". So "blog" (to mean) "internet diary". C) There are millions of blogs on the web. They are often about personal opinions or experiences like a diary. The "blogger" is like a newspaper **columnist**, but without any special training. Nobody can write a blog and everybody can read it. **My** blogs first (to appear) in the late 1990s, but there (to be) an enormous increase in their popularity since 2000. Nowadays everybody has their own blog: politicians, singers, scientists, artists, policemen, and teachers and of course, students and schoolchildren create blogs. Blogs (to become) the fastest way that news **circulate**. E) Blogs are a part of modern life and they are often called online journals. And creating your own blog is **incredibly** easy. So start up your computer and blog!

**2 FW** Match the headings 1-6 with paragraphs A-E.

1. What is a blog?      2. Bloggers at home      3. Start blogging!  
4. A useful resource      5. Who is blogging?      6. Express yourself!

**3 FW** Write the facts in logical order in task 4 above.

**4 FW** Look and create your own blog.

1. What is a blog?  
2. Bloggers at home  
3. Start blogging!  
4. A useful resource  
5. Who is blogging?  
6. Express yourself!

**5 FW** Find the halves and build up your own sentences.

to make, to get to, to visit, to use  
to call  
to express, to put in work, to go on  
to play  
to have, to find, to give

thoughts, own blog, name, a reference newspaper, create an article, internet, friends, online conversation, messages, by letters, a great idea

### Motivation (warm-up)

Direct the Ss' attention to the pictures on page 35, Task 1. You can use Mind map asking: *What word can be in the centre?* Or encourage them to speak about the sources of information, to be aware of the fact that there are a number of sources of information. You can get these answers from your students: "Students, their speech, drawings, writings, teachers, newspapers, magazines, TV, radio, computer, etc". Elicit more facts that can be a source of information and get them to speak about it.

**Research question:** • *What can sources of information give us?*  
• *Which of the sources of information is the essential one? Why?*

### Discussion/Information Exchange

Direct the Ss' attention to Task 2 on page 36. Get them to read the dialogue with intonation filling in the gaps with given words. Then encourage them to perform a dialogue answering the questions. Get them to look at **Remember and Compare** Box on page 35, being attentive with the construction:

*There is/ There are.*

### REMEMBER AND COMPARE!

There **is** a lot of **information**.

There **are** lots of information **sources**.

There **is** a lot of **news**.

There **are** a lot of news **programmes**.

There **is** a lot of interesting **news**.

There **are** many interesting **newspapers**.

There **is** some **water** in the lake.

There **are** some water **reservoirs** in this region.

<b>Key words</b>	<i>to steal, source, blog, fingertip, benefit, reliable, columnist, to circulate, incredibly reference</i>
<b>Summary</b>	Reading the passage in Task 5, page 37 and doing exercises on pages 36-37 the Ss come to conclusion that there are lots of information sources, especially internet being the major one. People mostly prefer using Internet, create their own blogs, learn how anyone can create a blog, etc. Blogs are a part of our modern life which is one of the fastest ways that circulates news.
<b>Creative work</b>	<b>IW.</b> Look at the sample and create your own blog.

**Note:** *We have prepared creative tasks here, so it is up to you to encourage your Ss to do one of them in class and the others at home. Or, you can ask Ss to work in 2 groups and each group is given one topic to work at home and be ready for the next lesson.*

**Key Answers:****▪ Task 2, page 36.**

**A:** You look really sad. What's the matter with you?

**B:** I got the result for my report on David Beckham and it's **D(poor/ weak)**.

**A:** Wow! That's tough. Why did you get such a bad mark?

**B:** I'm not sure. I found the information about him on the Internet.

**A:** Oh, I understood. Could I have a look at your report?

**B:** Sure. Here you are!

**A:** Yes, that's what I thought: *Plagiarism!*

**B:** What does it mean?

**A:** That means you copied the report that somebody else had put on the Internet.

**B:** Yes, I did. But what's wrong with that? I know that David Beckham is a famous football player, but that's really all. Where should I get the information about him?

**A:** There are a lot of information sources and you should use as many as possible. Don't just copy an interesting newspaper article or somebody's report from the Internet. The Internet is usually a good information source, but the information there isn't always 100% reliable.

**B:** And what do I have to do?

**A:** So, you have to be very careful and check it with other sources. And another very important thing: If you want to use somebody's ideas and thoughts in your report, you should always use quotation marks and make a reference to the author.

**B:** Oh, now I understand! Thank you, Agil! Next time I'll be more careful.

**▪ Task 4, page 36.**

**1. chat room-c    2. web blog (or blog)-a    3. website -b**

**Assessment: A-Skilled   B-Responsible   C-Satisfactory   D-Poor**

Criteria	A	B	C	D
• Shares his/her ideas on the sources of information describing the pictures				
• Matches the words to the pictures				
• Reads the dialogues with correct intonation				
• Answers the questions on the dialogue				
• Uses the verbs in the correct tense form				
• Creates his/her own blogs following the given sample				
• Writes the facts in the passages in correct order				



Lesson 5. Helpful Animals!

**Aim:** To teach Ss about the role and devotion of animals- especially dogs, their help to people through practicing speaking, reading and writing skills.

Objectives

Student:

- takes part in discussions on devoted animals
- shares opinions with the partners on the dogs
- expresses thoughts describing the pictures
- writes the content of the tale he/she listened regularly
- pays attention to the punctuation marks in the tale
- distinguishes the expressions according to their semantical characteristics
- writes a composition on the role of the pets

Standards

- 1.1.1.
- 2.1.2.
- 2.1.3.
- 3.1.1.
- 4.1.1.
- 4.1.3.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./ 4.1.3. Lit.- 2.1.1. 3.1.3. Tech.-1.4.1./3.1.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Completion, Discussion, Mind map, Role Play
Resources	SB, pictures, video, slides, CD, flipcharts, markers

**Lesson 5: Helpful Animals**

**Key words:**

- obedient** (adj) - wanting to do/obey certain rules
- devoted** (adj) - caring, put to use, employ
- intelligent** (adj) - good at learning/thinking
- obedient** (adj) - willing to obey with orders or requests
- obstacle** (n) - becomes difficult
- get** (v) - strike or put (an animal) affectionately
- retriever** (n) - a dog of a breed used for retrieving game
- reward** (n) - prize, reward
- roadblock** (n) - obstacle
- valuable** (adj) - having a great worth or value
- verbal** (adj) - said spoken
- vet** (n) - veterinarian, an animal doctor

**What you'll learn:**

- How intelligent devoted helpful the dogs are
- How dogs help blind people
- What animals have what qualities that humans don't have

**1 CW. Look at the pictures and talk.**

**INTERESTING TO KNOW!**

Dogs are the most intelligent animals. Most dogs play and get attention from their owners. But some dogs work hard. They are called guide dogs. Guide dogs and their owners are a team. Guide dogs don't lead the owners and their owners don't control the guide dogs. Guide dogs don't know where the owners want to go, so they have to follow the owner's instructions. The owners can't see the obstacles along the way, so the dogs make decisions for the safety of the owners. Guide dogs stop at all roadblocks before crossing the street. Guide dogs are colorblind, so they can't see the difference between a green and a red light. They watch the traffic, when it is safe they cross the road. The dogs help their owners to get on a bus or a train. They learn to obey many verbal commands.

**2 GW. Read the article filling in the gaps with the adjectives given in the box and discuss these questions.**

- How can dogs/horses help people?
- Have you ever experienced such kind of practice?
- Why are dogs and horses called "devoted"?
- What connection is there between two animals and some characters of a person? Find out proverbs.

...obedient, intelligent, physical, verbal, golden, full, friendly, valuable, complicated

1. Most guide dogs are ... retrievers. These breeds are very ... obedient and ... A guide dog needs to work without distraction\* in ... places, bad weather, crowds of people and situations. 2. When you see a guide dog it is important that you recognize that the dog needs to concentrate on its job. Don't get or talk to the dog. Guiding them is very ... and it requires a dog's ... attention. 3. Guide dogs' training lasts about five months. Only about 72% of dogs that enter the training program "graduate". Those that graduate bring their owners ... help and love. 4. In other dog training programs, trainers use food as a reward. In guide dog training the trainer doesn't use food. He or she uses ... and ... affection\*. This is because a guide dog sometimes takes the owner to a restaurant. It must lie patiently at the owner's feet without wanting to eat. 5. Guide dogs like to play after the work finishes. When the harness is on, they know they have to work. When it is off, they can play. Like all dogs they love playing, too.

**REMEMBER AND COMPARE!**

Most	The most
most people	the most important
most countries	the most difficult
most people keep pets.	Cats are the most favorite pets.
Most students are open to innovations.	This is the most difficult challenge.

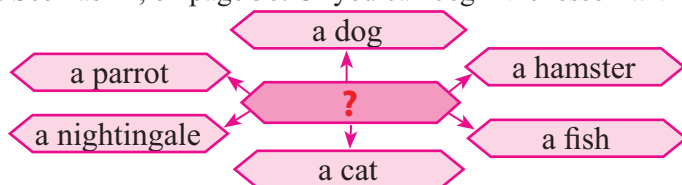
**3 GW. Say which paragraph in the text is about ...**

- a. No food for a reward
- b. Guide dogs know when to play
- c. Dogs love playing games
- d. They should be trained about 5 months
- e. Guide dogs need no distraction
- f. Never play with a guide dog while he/she is working

\*distraction - отвле́чение / отвлека́ние  
\*affection - любви́тельность / любимо́сть

### Motivation (warm-up) Listening-Speaking

Motivate your Ss with the “Mind Map” to look at the board and say what the key word can be. As they see the pictures of a hamster, a dog, a cat, a parrot, a monkey, etc. they may say out different ideas. As the teacher gets the right idea-word from her/his Ss-**Pets**. Encourage the Ss to speak about their lovely/favourite pets. See Task 1, on page 38. Or you can begin the lesson with the slides about pets.



**Research question:** • Which/what animals can be considered devoted ?  
• How can they help people? • Explain and give reasons.

### Discussion/Information Exchange

Direct the Ss to read the passage in Task 2 on page 39 and insert the appropriate adjectives from the box in the gaps while reading. Motivate them to share ideas about guide dogs, saying out their specific features, what they are taught through training. So, the Ss share and discuss what the guide dogs like, how they know when to work and when to rest. During the discussion process the Ss are also aware of the difference of **most** and **the most** and their correct usage. **Sample:** most countries/most dogs/the most important/the most difficult. Also draw the Ss' attention to **Interesting To Know!** box with very interesting facts about dogs. As the lesson is planned for 2 hours get the Ss to read the tale on page 38 and define the main idea-moral of it and complete the last sentence adding their own thoughts. At the same time encourage them to read and act out the dialogue.

<b>Key words</b>	<i>intelligent, colourblind, harness, valuable, reward, vet, an obstacle, obedient, retriever, to pet, roadside, verbal</i>
<b>Summary</b>	As the Ss read more information about dogs (pages 40-41) in the passage about pets in their and other countries and also in “ <b>Interesting To Know!</b> ” box, they come to conclusion that animals, mostly guide dogs can both work and rest. They get attention from their owners. Guide dogs play an important role especially in the life of blind people.
<b>Creative work</b>	<b>IW. Project Work. Choose one of the sayings and write a composition:</b> • <i>A barking dog doesn't bite.</i> • <i>Let sleeping dogs lie! Love me, love my dog!</i>

### Key Answers: ▪ Task 2, page 39.

1-golden      2- intelligent      3-friendly      4-noisy      5- complicated,  
6-difficult      7-full      8- valuable      9- physical      10-verbal

▪ Task 3, page 39. a-4      b-5      c-5      d-3      e-1      f-2

**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 sharing and co-operation. Ss always need your help and try to praise them all the time.

**Standards: 2.1.2./2.1.3./4.1.1./4.1.3.**

**Criteria: Describing and expressing ideas**

**Discussing**

**Searching Facts**

**Writing a paragraph**

**RUBRICS: I-Poor II-Weak III-Good IV-Excellent**

I	II	III	IV
Hardly speaks on the pets using the Key words.	Expresses ideas on the pets, devoted animals by using the new words and expressions briefly.	Talks about on the pets, devoted animals expressing ideas and describing pictures.	Takes an active part in discussions exchanging and sharing ideas on the pets, their importance and role in our lives; describes the pictures independently and thinking logically.
Hardly writes his/her ideas on the devoted animals, makes punctuation mistakes.	Builds up sentences on using the new key words without paying attention to the punctuation marks.	Writes a brief paragraph without punctuation mistakes.	Writes a composition independently and creatively giving broad description of devoted animals and pets and their roles in our lives.

**Key Answer:**

▪ **Task 6, page 40.**

1. blind  
5. pet

2. a pack  
6. colourblind

3. pet owner  
7. to obey

4. deaf  
8. valuable

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

A	B	C	D

- Takes part in discussions about devoted animals
- Shares opinions with the partners on the guide dogs
- Expresses thoughts describing the pictures
- Writes an essay about pets/lovely animals
- Pays attention to the punctuation marks
- Writes paragraphs on the saying/proverbs about dogs

## Progress Portfolio

### 1 Tick Your Overall Progress. ✓

#### Self-Assessment

**A- No problem**

**B- OK**

**C- I need more practice**

**D- I sometimes find this difficult**

	A	B	C	D
• I can share findings on the communication with my partners/peers				
• I can make presentations on my major goals in IW/GW/PW/CW				
• I can participate in logical discussions on communication/inventions				
• I can use new words and expressions in my speech/ dialogues				
• I can write quotes/essays about the old/recent inventions				
• I can talk about the importance of some animals/pets				
• I can explore different ways making projects and presentations				
• I can make plans/questionnaires on the communication/the history of communication /inventions				
• I can build up sentences using the correct tense forms and voice				
• I can solve the problems on the topic				

### Sample Tasks for Formative Test

#### Lesson 1. The History of Communication

You can prepare different types of exercises for formative test.

Follow the sample:

#### 1. Open the brackets and use the correct tense form in the Passive Voice.

- Smoke signals (to use) to send important information by American Indians.
- When the telephone (to invent) everyone (to think) that it was a real treasure.
- The first motor car (to build) by Karlz Benz.
- Where Ferrari cars (to make)?
- When (to invent) the calculator?
- Gobustan is the place where the ancient dance and musical culture (to form)

#### 1. Find the correct word.

The American Indians used ..., because they couldn't read or write.

- A) rocks      B) smoke signals      C) a fire      D) the telegraph

#### 2. When people couldn't read or write they ... on the walls of or rocks.

- A) wrote      B) draw pictures      C) used pens      D) used chalk

#### 3. People in the past ... with each other by the help of the dove.

- A) talked      B) spoke      C) communicated      D) received

## Sub Summative Test 2 (Open ended tests)

### 1. Complete the sentences with your own idea.

Computers are harmful, because ... .

Computers are great, because ... .

### 2. Choose the correct variant.

*Tim Berners Lee invented ... .*

- A) Computer                      B) WWW                      C) radio                      D) TV

### 3. Complete the sentence.

*Tin Berners Lee said: "The web is a universal of information it's is for ..."*

- A) anyone    B) nobody    C) somebody    D) everybody

### 4. Choose the correct variant.

*Modern umbrella was invented by ...*

- A) Samuel Fox                                              B) A.G. Bell  
C) T. Berner Lee                                              D) Arthur Winne

### 5. Choose the correct variant.

*Plagiarism means ... .*

- A) an act of making smth                      B) an act of copying another person's ideas  
C) an act of building smth                      D) an act of showing something

### 6. Find and complete.

*... is used to find the position of the objects*

- A) radar                      B) book                      C) computer    D) radio

### 7. Choose the incorrect sentences and correct.

1. There are a lot of news.                                              2. There is a lot of interesting news.  
3. There are some sources of information.    4. There is some news programs.

### 8. Choose the correct variant.

*Web means ... , log means ... .*

- A) diary, internet                                              C) log, blog  
B) internet, diary                                              D) news, internet

### 9. Choose the correct question.

1. When the telephone invented?                      3. When was the phone invented?  
2. When did the phone invented?                      4. When was invented the phone?

### 10. Complete the expressions with your own ideas.

1. to create    2. to make    3. to use    4. to receive    5. to blog  
6. to express    7. to invent    8. to set    9. to celebrate    10. to copy

# UNIT 3. Colours

## Lesson 1. Colours Influence People

**Aim:** To teach them about Colours and their affect on humans, the role and the relationship among colours and nature, culture and customs in life.

### Objectives

#### Student:

- describes the pictures giving reasons
- speaks about symbols due to the plan
- shares his/her thoughts/ adding ideas to the given statements
- reads the facts about the British flag with correct intonation
- writes a paragraph about colours
- speaks about the features/peculiarities of flags, different symbols and their colours filling in the KWL chart
- prepares/designs a paragraph on colours and their connection with life and nature

### Standards

- 1.1.1.
- 2.1.1.
- 2.1.2.
- 3.1.2.
- 4.1.1.
- 4.1.4.

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	N.L.-1.2.4./3.1.1./2.2.1. Lit.-1.1.3./3.1.2.Az.His.-1.2.1. Gen.His. -3.1.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Description, Discussion, Completion, Reading, Filling in gaps, KWL
<b>Resources</b>	SB, pictures, map, flags, globe, cards, CD, crayons, worksheets

## UNIT 3

### COLOURS

**Lesson 1. Colours Influence People!**

**Key words:**

**daydreaming** (v) - wishing  
**harmonious** (adj) - helpful, mutually  
**influence** (v) - to affect  
**intellectual** (adj) - mental, logical, cognitive  
**derive** - obtain something from (a specified source)  
**passion** (n) - emotion  
**subway** (n) - underground  
**passion** (n) - strong emotion  
**represent** (v) - speak on behalf of, act for  
**spiritual** (adj) - connected with the human spirit  
**symbolize** (v) - be a symbol of sth.

**What you'll learn:**

- How colours influence people
- How effective the colours are
- Why colours are important
- What's the connection between colours and life
- What's the difference between life and life's

**[All] intellectual/spiritual**

**1 CW Look, read the sample and complete the sentences.**








**Sample:** Green is my favourite colour. It's the colour of nature. I think, it helps people feel calm and optimistic.

1. I think, it helps people feel calm and optimistic.
2. I always want to achieve what I want, my favourite colour is...
3. You always think of your future, and your favourite colour is...
4. If you choose brown you are always...
5. Yellow makes me feel relaxed and tired, because...

**REMEMBER AND COMPARE:**

It	His	It's - He is
I look? It is the flag of Azerbaijan.	Azerbaijan is a large country. Its capital is Baku.	I like Baku. It's a nice city.
It is blue, red and green.	We have taken an exam and will get the results soon.	Red is my lovely colour. It's complete.

## UNIT 3

### COLOURS

**INTERESTING TO KNOW!**

- Blue means - the unity of Turkic peoples
- Red means - the symbol of our modesty
- Green means - the symbol of Islamic unity
- There is a half-moon and an eight pointed star on the Azerbaijan flag.




**The Flag of Turkey is red with a white crescent moon and a star in its center. The name of Turkish flag is Ay-yıldız (moon-star) or Al - bayrak (red flag). Red and white colours on the flag symbolizing the south - western branch of Turks.**

- The common names of the Flag of the USA are: the "Stars and Stripes", "Old Glory" and the "Star Spangled Banner". There are fifty stars on the flag. The stars show the number of states in the USA. Red means - courage. White means - liberty. Blue means - justice.




**REMEMBER!**

- Ear is the wheatear which means rich crop.
- Ear is the symbol of ears in Azerbaijan.
- There is adopted as the symbol of peace in many countries.
- Eagle is the bird and it is the symbol of heavenness in Germany and in the USA.

**6 CW Look and answer the questions. Add other symbols.**





**Symbol - means**  
 a person, object, event, etc. that represents a more general quality or situation.  
**Sample:** White has always been a symbol of purity in Western culture.

1. What do these symbols mean?
2. What are these attributes for any country?
3. What is the relation between symbols and colours?
4. Is there any connection between colours and flags?



### Motivation (warm-up) Listening-Speaking

Draw the Ss' attention to the video slides or postcards of different objects on page 44. So motivate the Ss to look at those pictures, describe and discuss their colours giving appropriate explanation on them. Encourage them to complete the sentences with their own ideas. The sample given below will be of great help for the Ss. **Example:** *Green is the colour of trees and leaves that gives harmony to nature. Green makes me feel calm. I think blue is the most intellectual colour and it controls the main decisions in my life. Red is my favourite colour. It gives me a lot of energy. Red represents passion and energy.*

**Research question:** • *How do colours influence people?*

- *What is the relationship between colours and nature, culture and customs?*

### Discussion/Information Exchange

Direct Ss' attention to Task 2, page 45, encourage them to discuss the questions giving reasons: *How do colours affect people? What's the relationship between colours and culture/nature/customs?* At the same time draw their attention to the **Compare and Remember** box and have them choose the correct forms of "*it, its or it's*" in the passage. Then get them to read the dialogue with correct intonation and play a role on Colours. (See Task 3, page 45). At the same time have the Ss pay attention to the usage of the verb "*to make*". You can encourage your students to clarify and explain what these colours mean. The lesson is designed for 2 hours. The lesson is full of activities. You can choose any of them, it depends on your choice. Draw the Ss' attention to Task 6, page 46. Get them to look at the pictures and answer the questions. Have them add other symbols. **Elicit:**

- *What countries do these attributes belong to?*
- *What is the relationship/connection between colours and symbols, colours and flags?*
- *What do the colours on flags say to us?*

Have them read the information with correct intonation under **Interesting to Know!** box and match them according to the pictures of flags and their features. Also Ss look at **Remember and Compare** box and practically compare the same words-used as **a verb** and **a noun**. Have them listen to your samples and build up their own sentences paying attention to the table. **Samples:**

Verb	Noun	Verb	Noun
to ruin	ruin	to damage	damage
to test	test	to benefit	benefit
to love	love	to plant	plant
to mind	mind	to water	water
to colour	colour	to help	help
to influence	influence	to taste	taste
to value	value	to smell	smell

- *Love* your country!
- *Love* always brings happiness! *Love* is Life.
- We should *help* our friends.
- We thanked our friends for *help*.

<b>Key words</b>	<i>to influence, harmonious, intellectual, spiritual, passion, daydreaming, to symbolize, jealousy, fertility, to derive, to represent</i>
<b>Summary</b>	The Ss read out the passage about the UK flag and its colours. They fill in the KWL chart, also find <b>True and False</b> sentences. Doing the exercises (see page 47) the Ss come to conclusion that each colour has a special role in our lives. Colours can calm us, colours make us feel strong, courageous and confident, colours give us energy, they can encourage us to fulfill our day dreams, they are very good for our intellectual growth and help us to make and change our decisions. Colours have relationship/connections not only with nature, life, but also with the symbols and attributes, that have definite meanings and specific features.
<b>Creative Work</b>	<b>IW. Write a paragraph on colours.</b>

<b>it</b>	<b>its</b>	<b>it's</b>
• Look! It is the flag of the USA.	• Azerbaijan is a large country. Its capital is Baku.	• I live in Baku. It's a nice city.

	<b>K</b>	<b>W</b>	<b>L</b>
<b>Symbols</b>	The Flag of the UK	What's the name of the British Flag?	Its name is Union Jack
<b>Features</b>		What does it represent?	It represents the emblems of three countries under one Sovereign
<b>Colours</b>	Red, white and blue	What do colours tell us?	The red cross, white diagonal cross, blue

### **Diagnostic Test Sample.** Answer the following questions:

1. What is your favourite colour?
2. Do you know the meaning of the colours?
3. What do colours mean for you?
4. What's the relationship between colours and nature?

**Assessment:**    **A-Very well**    **B-Well**    **C-A little**    **D-Little**

<b>Criteria</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
• Expresses ideas on the colours and their functions in life				
• Speaks about the features/peculiarities of flags and different symbols				
• Describes the pictures giving reasons				
• Designs a paragraph on colours and their connection with life and nature				
• Reads the facts about the British flag				
• Shares his/her thoughts/adding ideas to the given statements				
• Fills in the KWL chart about symbols, their features and colours				
• Speaks about symbols due to the plan				



# Lesson 2. Let Flowers Decorate Our Lives!

**Aim:** The role of flowers in our life, what occasions they are given for, what flowers have what meanings and their influence in people's lives and usefulness via practicing listening, speaking, reading and writing skills.

## Objectives

### Student:

- shares his/her ideas using various constructions/models
- finds/defines flowers for months and tells them in correct order
- matches the paragraphs to the pictures
- groups the main facts about flowers filling in the chart
- searches information about flowers and speaks of the importance
- says out his/her thoughts in logical order
- separates the context into 12 pieces
- talks on different ceremonies, holidays, events

## Standards

- 1.1.2.
- 2.1.1.
- 2.1.2.
- 2.1.3.
- 3.1.4.
- 4.1.2.

Content Line	Listening/Speaking/Reading/Writing
Integration	Lit.-1.2.4./3.1.2./N.L.-1.2.3./2.2.1./2.2.2./Bio.-4.1.1./Geog.-3.2.3.
Interaction	CW/GW/PW/IW
Strategy	Discussion, Unfulfilled Story, Completion, Description, Role Play
Resources	SB, video roll, CD, handouts, pictures, papers, markers

Lesson 2. Let Flowers Decorate Our Life!

Key words:

commemorate (v) - show respect for sth/sb as a ceremony

banquet (n) - a drink on her wedding day

glory (n) - 1) a kind of flower, 2) fame

groom (n) - a man on his wedding day

bouquet (n) - a bunch of flowers, small white flowers and red berries

homage (n) - a widely distributed flowering shrub

rebels (n) - a period of new life growth

victim (n) - someone, fatally mortally

What you'll learn:

- What is the role of the flowers in our lives
- What flowers should be given on what occasions and why
- How flowers decorate our life
- What valuable customs people have
- How useful some flowers are in healing by caring diseases

to remember

- to remember
- to remember
- to remember

1 CW. Look and talk about these ceremonies/events.



Example: Our people have got many valuable customs and traditions. Wedding is one of our national customs. Traditionally the groom always gives a bunch of roses to the bride as in many other countries. In the USA, before the bride and groom leave the party, the bride flowers her bouquet over her head and girls try to catch it. It's believed that the girl who catches it will be the next one to get married.



REMEMBER AND COMPARE!



Flowers grow according to nature, with changes in the environment. There are a number of occasions throughout the year that are always on in the same month. It's always a good idea to have a choice of flowers in mind when selecting flowers by month.

1 IW. Read the Fact File and search for other flowers. Write their usefulness in the life of people.

Martyrs Avenue project

January 20 is known as Black January, the Day of Shuhids. Soviet troops entered the city of Baku and killed more than one hundred civilians\* in 1990. It is celebrated as the rebirth of the Republic of Azerbaijan. It is also the day of Remembrance of the victims of the Nagorno-Karabakh War in 1988. We go to Martyrs' Avenue and put different flowers especially carnations on their graves.

FACT FILE

A martyr is a person who sacrificed himself for the sake of his motherland.

2 GW. Fill in the chart according to the flowers.

Flowers	Months	Colours	Features	Other
..	..	..	..	..

for

like

at

to look

through

after

up



is the only flower that never appears anywhere as a wild flower plant. You have to plant it.

Starry looks happy.

Look at these wonderful flowers!

I'm looking for fresh flowers.

Look after the flowers!

Peggy looks like a cat.

Look through the newspaper!

You should look up the flower words in the encyclopedia.

I have my granny very much and look after her.

3 IW. Choose the suitable one and translate the sentences.

1. Why do you look/look up/look at so tired?

2. Aygul looks/looks through/looks like her mother.

3. I've lost my watch and now I'm looking at/looking up/looking for it.

4. The prisoner look/look like/look after stars.

5. Shag looked at/looked like/looked up an elegant film director.

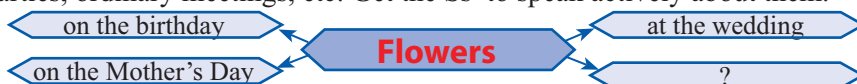
6. Selah looks/looks after/looks for a rugby player. He's enormous.

7. Aygun is looking at/for/through the newspaper now. She's going to find useful information.

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### Motivation (warm-up) Listening-Speaking

Direct the Ss to look at the photos (see page 48 Task 1) and speak about those particular/special events or ceremonies and what flowers are given on what occasions. Draw the Ss' attention to special occasions as: wedding, birthday parties, ordinary meetings, etc. Get the Ss to speak actively about them.



**Research question:** • *What's the role of flowers in our life?*

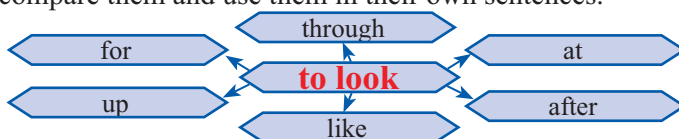
• *What do flowers give us?* • *Why are flowers classified by months?*

### Discussion/Information Exchange

Direct the Ss' attention to tasks 2-3 on page 49, and get them to work in pairs or groups to find out filling in the gaps with the month for flowers: **"What month is it?"**, separate the text into 12 pieces and write them in correct order by months. Encourage the pairs to speak about the flowers, their colours, features, shapes, meanings, etc independently. At the same time on page 46, there is **Remember and Compare** box, so get the Ss to scan it and express their ideas following that sample. As the lesson is designed for 2 hours, for the next second lesson get the Ss to work on the **Dialogue** paying attention to the **"Poppy Day"**. First of all ask them to prepare questions to the given answers. Encourage them to give explanation and find the main idea in it. **Elicit:**

1. Do you know about Poppy Day?
2. When was the First Poppy Day held?
3. What do you know about its history?
4. Why did they choose Poppy Day?

Draw their attention to the table with the Verb **"to look"** and its usage. Have the Ss compare them and use them in their own sentences.



<b>Key words</b>	<i>a fiancée, a groom, holly, honeysuckle, hawthorn, to commemorate, rebirth, glory, victim, garland</i>
<b>Summary</b>	Reading the Fact File on page 50 and other tasks on page 51 the Ss realize that flowers really add colour to our lives, they can influence our mood. The Ss always remember Remembrance Day, Black January Day and carnations which we put on the graves of our national martyrs and heroes. At the same time the Ss realize that flowers can be classified by months and it depends on the months, on our mood and also on occasions. Flowers make our lives colourful, give us high spirit. At the same time they learn that they can get many important things from the flowers such as: perfume, jam, <b>"gul-qend"</b> , <b>"gul-suyu"</b> , decorative things, <b>garland</b> , bunches, etc. And they are able to speak about other benefits of flowers.
<b>Creative work</b>	<b>IW. 1. Search for other flowers and write their usefulness in our life.</b> <b>2. Write a paragraph on a quote. What flower would you choose for our Martyrs? Why?</b>

**Note:** We highlighted the Key Answers of some complicated tasks. Such as Matching, Logical order, Open the brackets, Find the definitions, etc. in TB. (Teacher's Book) As there is no extra space in the book or we consider some tasks /exercises very simple and creative, we haven't given their key answers. Ss can easily do/write them or you can help them giving extra explanation. And creative tasks should be done by students.

### 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 them. This outline is also a sample. You can choose other standards for this topic.*

### Self-Assessment: A-Verywell B-OK C-A little D-Little

	A	B	C	D
• I can group the flowers by months				
• I can talk about the features of flowers				
• I can speak about the importance/benefits of the flowers				
• I can share my ideas about the role of the flowers in life				
• I can describe the pictures on the flowers				
• I can search and write a paragraph about the flowers				

### Assessment: A-Always B-Usually C-Sometimes D-Rarely

Criteria	A	B	C	D
• Talks about the pictures describing them				
• Shares his/her ideas using various constructions/models				
• Matches the paragraphs to the pictures				
• Groups the main facts about flowers filling in the chart				
• Searches information about flowers				
• Speaks on the importance of the flowers				
• Says out his/her thoughts in logical order				
• Plays a role/performs the dialogue on the flowers				
• Defines flowers for months and says them in correct order				

## Key Answers: ▪ Task 2, page 49

- A.** The morning *glory* is **September** flower. It's a climbing plant with blue or purple blossoms. Its green leaves look like small green hearts and blossoms are like bells. (5)
- B.** The flower of the month of March is the daffodil. The flowers are usually white or yellow. The plant has long leaves and a sweet pleasant smell. (7)
- C.** The snowdrop is January flower. It is as white as snow. (1)
- D.** *April* flowers are daisies. You can see them in the fields, gardens and even roadsides. (8)
- E.** **December** flower is the *holly*. It is the flower of the Christmas season. (9)
- F.** The flower for *May* is the hawthorn. It grows on a small tree and its blossoms are pink, white or red. It also has small hard fruit which looks like a little apple. (12)
- G.** **June** flower is the honeysuckle. (6)
- H.** The flower of **November** is the chrysanthemum. It can be white, yellow, red or purple. (10)
- I.** **October** flower is the *hop*. It is a climbing plant which often decorates country houses. (4)
- J.** **July** flowers are water lilies. You can see them in quiet lakes. They're yellow, pink, blue and even purple. (2)
- K.** The *primrose* is the flower for **February**. It can be white, yellow, red, pink, purple and orange. It looks like a star. It is one of the earliest spring flowers. (11)
- L.** The flower for **August** is the *poppy* which looks like a cup. It's bright red and sometimes yellow. (3)

**A-5 B-7 C-1 D-8 E-9 F-12 G-6 H-10 I-4 J-2 K-11 L-3**

### Additional Task for this lesson. Find the unscrambled words.

**orygl** - glory

**syiad** - daisy

**ylil** - lily

**pypop** - poppy

**dilofdaf** - daffodil

**roseimpr** - primrose

**kleeyhonsuc** - honeysuckle

**sanmumthechry** - chrysanthemum

**wsndrop** - snowdrop

**thornhaw** - hawthorn

**lyhol** - holly

**poh** - hop

## Challenge!

Answer the questions:

- *When do people buy/receive flowers? Why?*
- *What kind of flowers are given on some occasions/ ceremonies? And why?*



# Lesson 3. A Spot of Colour is A Spot of Life!

**Aim:** To direct the Ss to think of your ancient/historical values, old/antique things that remind us our customs and traditions, their importance in life. To teach them to be aware of the source and influence in our life.

## Objectives

### Student:

- describes the pictures of national ornaments
- speaks about our national ornaments and values
- reads the passage with correct intonation
- uses the verbs in correct tense forms
- takes an active part in questioning saying the main facts
- groups the carpets for their colours, regions, features filling in the gaps
- searches, collects information on carpes and writes a passage

## Standards

- 1.1.1.
- 2.1.2.
- 3.1.2.
- 3.1.4.
- 4.1.1.
- 4.1.2.

Content line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./2.2.1./Lit.-1.2.4./3.1.3./Az.His.-1.2.1./Geog.-3.2.3. Art.-1.1.1./1.2.2.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Matching, Grouping, Questioning
Resources	SB, realia, flashcards, song, video, pictures, CD

**Lesson 3. A Spot of Colour is A Spot of Life!**

**Key words:**

- consummate** (adj) - excellent, perfect, superior
- graceful** (adj) - having grace or elegance
- handcraft** (n) - a particular skill of making decorative objects by hand
- patterns** (n) - decoration, ornament, shape
- prevailing** (adj) - widespread, universal
- recognizable** (adj) - recognized from previous stage
- silk** (n) - a fine, strong, soft fibre produced by silkworms
- weave** (v) - make, knit, knit
- weaver** (n) - person, who weaves, looms
- woven** (adj) - made by weaving
- trend** (n) - tendency, movement, direction, shift

**What you'll learn:**

- What national ornaments we have
- Why we should save our national values
- What regions in Azerbaijan are famous for what patterns

**1 CW. Describe the pictures and speak about the value of each national object.**



**Sample:** Azerbaijan is a country of various **handicrafts** and the decorative-art. Our classic and folk literature and historical books have always glorified the national values and ornaments of ancient Azerbaijan. One of the most popular values in our country is carpet making. Let's pay attention to the colours of carpets: brightness of pomegranate, golden brilliance of spice, copper of affluence and blue **flora** of grapes. The richness of colour, the flight of artistic fantasy and **consummate** skill - that is Azerbaijani carpet.

**REMEMBER!**


**Baku** is one of the most **prevailing** and richest ornamental elements of Azerbaijani decorative art. **Baku** is a crown of our art and literature, national value and beauty. It's also the sign of our history. It looks like an almond or a bud. **Baku** belongs to the Age of Fine Weaving. It's widely used in the carpet making of Baku, Karabakh, Ganja, Nakhchivan, Soyma, Khaghat, Akhshar, Dabab, as well as in the interior design of buildings, clothing and other patterns of the art.

**Baku**

\*Baku - Baku, Azerbaijan  
\*Baku - Baku, Azerbaijan  
\*Baku - Baku, Azerbaijan

**2 GW. Read the passage with the correct intonation and pay attention to the bold words.**

Carpet making is one of the most ancient and traditional forms of art in Azerbaijan. The value of a carpet is **determined** by a complex mix of factors such as quality, colour, age, fashion and transportation. During XIII - XIV centuries many carpets and carpet items from Azerbaijan were exported to foreign countries. Our carpets with their **unique** ornaments, **fine** and **graceful** patterns are famous all over the world. Development of carpet art in Azerbaijan comes to middle of XX century. There are some carpet producing regions in Azerbaijan such as Baku, Shirvan, Guba, Garabagh, Ganja, Qazakh, etc. Each region has its own technology, typical patterns, composition and colours. Main colours such as red, blue, green, yellow and cream are frequently used in Azerbaijani carpets. Azerbaijani carpets are mostly made of wool. The carpets of silk are produced only in Shaki. The prices for real silk carpets which are made in Azerbaijan are extremely high. Every carpet pattern has a story to tell us. Normally it represents simple and homely life of women who make it and the scenery which they see every day from their windows: a flock of sheep, grazing horses, different flowers and birds and so on.



**3 PW. Answer the questions in the "Challenge" box.**

**CHALLENGE!**

1. What are the oldest and most traditional forms of art in Azerbaijan?
2. When did the carpet art begin to develop in Azerbaijan?
3. What are Azerbaijani carpets mostly made of?
4. What regions produce silk carpets in Azerbaijan?
5. What stories can Azerbaijani carpets tell us?

**4 IW. Complete the table according to the passage.**

Carpets	Patterns	Colours	Features	Regions
* Baku	+	+	+	+

**5 IW. Insert it/its/it's.**

1. ... difficult to find old carpets nowadays.
2. Every region has ... own carpet technology.
3. I didn't like ... colour ... very dark.
4. ... really important to have valuable ornaments.
5. What is a boy like? Oh, ... is very old. I like ...
6. Baku is a national ornament ... the crown of our national art.

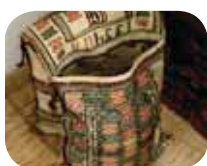
**6 IW. Visit your ICC and search and write information/facts for Azerbaijani and other carpets in the world.**

\*Azerbaijan - Azerbaijan, Azerbaijan  
\*Azerbaijan - Azerbaijan, Azerbaijan



### Motivation (warm-up) Listening-Speaking

You can begin the lesson with Slide Show demonstrating the national values of our history such as ancient *carpets*, *heybe*, *buta*, *charig*, *khurcun*, *sumakh*, etc. Or encourage them to describe the pictures (See Task 1, page 52) saying if you know anything about each of them and the value of each national object. You can follow the sample, get them to read about our national values, especially about Buta.



**Research question:** • *What information do these ornaments give us?*  
• *Why do we have to save our ornaments/values?*

### Discussion/Information Exchange

Direct the Ss' attention to Task 2 on page 53, let them read aloud with intonation. Get them correctly to pronounce the new words with the help of you-teachers. As the Ss understand that there are some specific ornaments in Azerbaijani Art which has earned it a remarkable place in the world art. Sheki silk carpets are really unique and very expensive ones in the world. Encourage the Ss to realize that each carpet which was made in Azerbaijan has its story behind it.

### Key Answers:

#### • Task 5, page 53.

1. It's      2. Its      3. Its/it's      4. It's      5. It's      6. It, it.

### Challenge

• **Do you remember any ancient work of art that impressed you or you hated? What was it? Describe it.**

**Note:** Sometimes, as for the lack of blank space, we just write:

**Optional.** We do believe that you all are really creative enough to make an option for encouraging your Ss to practise the thought lesson/theme/topic through giving them one more another task as homework or Project Work. It's up to you to approach IW professionally and make a choice you consider the best. So you're welcome to demonstrate your creativity giving any interesting extra task.

<b>Key words</b>	<i>adornment, graceful, pattern, recognizable, silk, spot, prevalent, to consummate, tender, trend, handicraft</i>
<b>Summary</b>	Doing tasks on page 53, especially “ <b>Challenge</b> ” and “ <b>Interesting to know!</b> ” boxes (page 50) the Ss come to conclusion that Azerbaijan has really got very valuable ethnic ornaments such as kilim, buta, sumakh, heybe, etc. Carpet art is so ancient and valuable in Azerbaijan. Azerbaijani carpets are popular all over the world and the oldest samples of them are kept in prestigious museums of the world. Each colour in those carpets has its special features according to their regions and tells us a historic story, they are cast of life, nature and nation. The Ss also learn the fact that silk carpets are made only in Azerbaijan in Shaki. We are proud of our national art, national values and ornaments.
<b>Creative work/ Project</b>	<b>IW.</b> 1. Visit your ICC and search information /fact files for Azerbaijani and other carpets in the world. 2. Design/ draw a picture of carpet with special ornaments.

### Diagnostic Test Sample

**Answer the questions.**

**Sample:** 1. What is a pattern /an ornament?

**Answer:** A pattern is a drawing of lines, shapes or objects that is repeated.

2. Where do patterns/ornaments come from? **Answer:**

Many patterns come from village life, the countryside and nature.

3. What is a national value?

4. What national values and ornaments do you know?

5. Can you talk about national values and ornaments in Azerbaijan?

6. What are the main features for ornaments?

7. What colours are characteristic for the ornaments in Azerbaijan?

**Assessment:** **A-High** **B-Good** **C-Fair** **D-Weak**

Criteria	A	B	C	D
• Describes the pictures about national values of Azerbaijan				
• Speaks about our national ornaments and values				
• Reads this passage with information and uses the sentences in correct tense form				
• Takes an active part in questioning saying the main facts				
• Groups the carpets for their colours, regions, features filling in the gaps				
• Searches and collects information on carpets and sharing with peers/partners				



## Lesson 4. The Wish of the Land

**Aim:** To teach Ss about the mysteries of Art and the representatives of Art styles/ samples by well-known artists, their wishes, desires and world famous pictures/works.

### Objectives

#### Student:

- describes what's happening on the pictures
- talks about well-known artists and their works
- explains the given art samples using the given words
- expresses his/her own ideas on Care about needy children
- reads the passage using the suitable prepositions
- groups the main facts filling in the chart
- talks about the charitable projects of the HAF
- searches and writes a paragraph on famous artists and their works
- makes a poster of art samples

### Standards

1.1.2.  
2.1.1.  
2.1.2.  
3.1.4.  
4.1.2.

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	N.L.-1.2.4./2.2.2./3.1.1./Lit.-1.2.4./2.1.1./Az.His.-5.1.2./ Gen. His.-5.1.1. Art.-1.1.1./1.3.1./2.1.2.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Cluster, Discussion, Brainstorming, Description, Venn Diagram
<b>Resources</b>	SB, flashcards, CD/video roll, slides, pictures, www.learningenglish.org.uk

**Lesson 4. The Wish of the Land**

**Key words:**

- distorted** (adj) – pulled or twisted out of shape
- drawn** (v) – said, go under
- drawn** (adj) – unable to speak
- genre** (n) – particular style or type of literary/art
- group** (v) – take a firm hold of sth/sb
- inspiration** (n) – producing creative ability
- inspired** (adj) – filled with or showing inspiration
- pastel** (adj) – soft light, light-colored
- seaweed** (n) – any green sea, seaweed, kelp
- subtle** (adj) – not very noticeable or obvious
- supply** (v) – provide, deliver, equip
- via** (prep) – through, by plane

**What you'll learn:**

- The most well-known painters in the world and their styles
- The values of art
- The definitions of some new words and expressions on art
- About the most important role of art in Azerbaijan
- Some interesting facts about the activities of HAF / Heydar Aliyev Foundation

**1 CW:** Describe what's happening and explain what kind of art it is.

genre, wonderful, valuable, chalk drawings, sand drawings, natural, colourful, art gallery, etc.



**Sample:** "Pavement Pictures" is another name for Julian Beever, a chalk artist from Britain. He's created chalk drawings on the pavement for over ten years. He's worked in cities all over the world from Brussels to New York. He works in chalk, so his art which takes about three days to complete can easily be destroyed by a shower of rain. The most important thing for him is to get a photo at the end before that happens. He says: "My art is for anybody. It's for people who wouldn't go into an art gallery. It's the art for people".

**1 IW:** Read the passage and "ITK" box. Then Visit ICC and search for the most famous painters and their works taking notes.

**INTERESTING TO KNOW!**

The Heydar Aliyev Foundation (HAF) – a powerful, wealthy and charitable institution that always supports a number of projects in Azerbaijan. As the president of the HAF, the first lady of Azerbaijan Mehriban Aliyeva organizes international, large-scale projects and always pays attention to mentally and physically retarded\* children who suffer from different illnesses. She reconstructs and opens new schools that teach the disabled children to work with modern information technologies. Under her leadership, different exhibitions and parties are organized for disabled children, too.

Saniya Salzmanova, in a wheelchair and almost has a very good memory. Saniya expresses herself with the help of her paintings. She paints her works with her feet. On the 17th of November 1997, when the 3rd Republican Exhibition for Disabled People was held, our national leader Heydar Aliyev visited the exhibition and saw Saniya. He said: "Although she could not transfer her inner talent to paper with her hands, she delivers it to people by drawing with her feet. Saniya is on the same level as national heroes".




**LANGUAGE BANK**

UNCOUNTABLE NOUNS			
sand	chalk	glass	art
stone	silver	music	news
bread	coffee	juice	tea
water	advice	peace	luck
health	wealth	success	gold

COUNTABLE NOUNS	
<b>Without article</b>	<b>With article</b>
a chalk	a chalk painter
a piece	a piece of art
a tea	a tea glass
a furniture	a furniture shop

**2 IW/PW:** Put in a, an or 0 article where necessary.

- There is ... information centre at the airport.
- ... chalk isn't used in modern schools.
- We've ... lovely weather today.
- There is ... furniture shop near the mall.
- There is ... stone wall in front of us.
- ... glass is made of ... sand.
- Have you ever met ... said artist?
- ... health is ... wealth.

**56** | \*retarded - a person who is physically or mentally disabled

### Motivation (warm-up) Listening-Speaking

Motivate the Ss to look at page 54 and elicit from the Ss if they like drawing and what the drawings given on page 54 mean. Get them to explain independently what kind of art it is, giving reasons for their choice. Draw their attention to chalk drawings under the pictures. Get the Ss involved in the other pieces of art as chalk art, sand art and other samples.

**Research question:** • *What can drawings tell/give us?*

• *How can they attract our attention?*

• *What do painters/craftsmen want to tell us/to demonstrate mostly?*

### Discussion/Information Exchange

Get the students actively involved in Task 2, page 55 describing what's happening in those paintings-pieces of art. Encourage the Ss to read the paragraphs on page 55 in two groups. The Ss get acquainted with life and activity of Sattar Bahlulzade, Pablo Picasso and discuss their art works and art style in groups. Have them pay attention to bold (key) words and their usage. They exchange ideas about the 2 artists comparing their styles in Venn Diagram. S. Bahlulzade-used natural and pastel colours, his art language was lively, colourful and easy to understand. P. Picasso-liked cubism, used triangle, circle. His art language was abstract and complicated, his art brought new style to Art, Science. Get them to read **Interesting to Know!** box about *Jeyranbatan reservoir* that inspired S. Bahlulzade. S. Bahlulzade said: *"Where there is water there is beauty, our Jeyranbatan reminds me Tahiti, I needn't go to Tahiti, it's enough to see Jeyranbatan artificial Water Reservoir"*. Get them to fill in the chart on the paragraphs. Also ask the Ss to pay attention to the **non-count nouns**. Encourage them to remember the other non-count nouns taught in the 6<sup>th</sup> and 7<sup>th</sup> grades. Have the Ss build up sentences using the **non-count** nouns paying attention to the usage of the indefinite article **a/an** and do other exercises on page 56 putting the articles **a/an** where necessary.

#### Non count nouns/Uncountable Nouns

<i>glass</i>	<i>art</i>	<i>sand</i>	<i>music</i>
<i>work</i>	<i>life</i>	<i>chalk</i>	<i>health</i>
<i>stone</i>	<i>wealth</i>	<i>water</i>	<i>advice</i>
<i>tea</i>	<i>work</i>	<i>coffee</i>	<i>news</i>
<i>paper</i>	<i>weather</i>	<i>gold</i>	<i>furniture</i>
<i>coal</i>	<i>cotton</i>	<i>silver</i>	<i>information</i>
<i>happiness</i>	<i>air</i>	<i>kindness</i>	<i>progress</i>

<b>Key words</b>	<i>distorted, drown, dumb, genre, grasp, inspiration, inspired, subtle, pavement, pastel, supply, via</i>
<b>Summary</b>	The Ss read the passage about S.Suleymanova – a disabled talented Azerbaijani artist and the <b>Interesting to Know!</b> box. They come to conclusion that each artist has his/her own art language and can express his/her thoughts by means of chalk, sand, paint, etc. One glorifies nature, landscape, mountains, etc, the other describes cubism, circle, triangle showing on them his/her imagination. At the same time they realize that the powerful institution Heydar Aliyev Foundation always sets up to support a number of educational and charitable projects and the first lady of Azerbaijan, the president of the Heydar Aliyev Foundation Mehriban Aliyeva always pays attention to mentally and physically retarded children who suffer from different illnesses.
<b>Creative work</b>	<b>IW. Project Work:</b> <b>1.</b> Visit your ICC and search for the most famous modern painters – their works and write a paragraph. <b>2.</b> Make a poster of Art Samples by Sattar Bahlulzade and P. Picasso.

**Self-Assessment:** **A-Always** **B-Often** **C-Usually** **D-Seldom**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
• I can exchange ideas describing the pictures				
• I can explain the given art samples				
• I can make a poster about art works				
• I can take part in questioning				
• I can define the correct usage of it/its/it's				

**Assessment:** **I-Poor** **II-Average** **III-Good** **IV-Perfect**

<b>Criteria</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
• Describes the pictures about different art works/drawings				
• Speaks about our national ornaments and values				
• Reads this passage with correct intonation				
• Takes an active part in questioning saying the main facts				
• Groups the carpets for their colours, regions, features				
• Shares his/her own ideas with peers/partners				
• Searches and collects information on carpets				

## Progress Portfolio

### 1 Tick Your Overall Progress. ✓

#### Self-Assessment

**A- No problem**

**B- OK**

**C- I need more practice**

**D- I sometimes find this difficult**

	A	B	C	D
• I can share findings on colours, their features and influence, meanings with my partners/peers				
• I can make presentations on my major goals in IW/GW/PW/CW				
• I can participate in logical discussions on colours, symbols, attributes and their features and national values				
• I can talk about the role of the HAF and its world wide projects				
• I can write quotes about the symbols, attributes and national values				
• I can research facts on new or unknown information with great pleasure				
• I can talk about the disabled people and their heroism				
• I can make plans/questionnaires on colours and national symbols/values				
• I can appreciate my own and friends' activities during the projects				
• I can willingly take part in discussing on famous painters and their art work				

### Challenge!

**Answer the questions and write a paragraph.**

- What colour do you like most? Why?
- What do colours mean for you?
- What are the meanings of colours?



### Sample for Formative Test.

#### Lesson 2. Let Flowers Decorate Our Lives.

**Read and correct the wrong sentences.**

1. Primroses look like cups.
2. Daises are white as snow.
3. August's flowers are water lilies.
4. Poppies is the flower for January.
5. The chrysanthemum is the flower for May.
6. Poppies often grow near the lakes and rivers.
7. The snowdrop are bright red or yellow flowers.
8. Frogs like to use the large green leaves of the daises as chairs.



## Sub Summative Test 3 (Open ended tests)

### 1. Choose the correct variant.

*Carpet weaving is one of the oldest forms of art in ...*

- A) Germany      B) Japan      C) England      D) Azerbaijan

### 2. Choose the correct variant.

*... is an adornment and a prevalent decorative element of Azerbaijani ornamental art.*

- A) buta      B) khurjun      C ) rug      D ) shadda

### 3. Complete the sentence.

*S. Bahlulzade made nature look colourful using a combination of ...*

- A) The shapes of cubes      B) pastel colours  
C) The form of circles      D) the form of triangles

### 4. Complete the sentence.

*After visiting Lake Jeyranbatan Sattar Bahlulzade created ...*

- A) Lake Jeyranbatan      B) The land of Wish  
C) The wish of land      D) The wish of Tahiti

### 5. Complete the sentence.

*... , the chalk artist, has created chalk drawings on the pavement for ten years.*

- A) S. Bahlulzade      B) P. Picasso      C) T. Salahov      D) Julian Beever

### 6. Choose the uncountable nouns and tick.

furniture, picture, glass, news, chalk, newspaper,  
information, source, exhibition, stone, sand

### 7. Which ones aren't flowers?

poppy, puppy, lily, daisy, lazy, rose, nose, hop, rosy, hope, glory

### 8. Odd the negative ones out.

*fantastic, friendly, kind, cruel, helpful, unhappy, hospitable, lazy  
spiritual, unkind, lucky, tender, graceful, envious, optimistic, active*

### 9. Find and write unscrambled words.

nerysce, ternpat, mentpave, tlebus, lerygal, raltuna, aspgr  
mentadorn, derten, vicmit, threbir, tualspiri, regen, fulourcol

### 10. Write your ideas on the saying: *A Spot of Colour is a Spot of Life!*

# UNIT 4. People and Nature

## Lesson 1. Cures From Around the World

**Aim:** To teach Ss what healthy problems people have, how to take care of our health, what plants can be useful for health, why it is important/preferable to cure with natural plants, for sure through practicing listening, speaking, reading and writing skills.

### Objectives

#### Student:

- expresses his/her ideas with various sentence patterns/constructions
- talks about natural plants and their importance for healthy life
- shares his/her ideas about health problems and their treatment
- demonstrates thoughts/ideas on the topic during discussions
- makes/designs a plan according to the text
- chooses and groups the main facts/ information in the text
- writes/designs information based on the passages
- plays a role on the topic
- searches more facts on national plants and writes a passage

### Standards

- 1.1.1.
- 2.1.1.
- 2.1.2.
- 3.1.3.
- 3.1.4.
- 4.1.2.
- 4.1.3.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./Lit.-1.1.3./3.1.2.Chem.-1.1.1./4.2.1./Biol.-3.2.1./4.1.1. Geog.-3.2.4./Scien.-4.1.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Grouping, Role Play, Venn Diagram
Resources	SB, pictures, a map, globe, cards, CD, postcards

## UNIT 4

### PEOPLE AND NATURE

#### Lesson 1: Cures from Around the World

**Key words:**

**bitter kola** (pl) - a kind of a plant  
**have an** - being ill due to health or food  
**ginger** (pl) - a hot fragrant spice made from a plant  
**menstrual** (pl) - deep brown, reddish to deep  
**proven** (pl) - a person's first  
**serpentine** (pl) - a snake-like twisted plant  
**sunburn** (pl) - a skin ache, feel sore about, be in pain  
**willow** (pl) - a kind of plant with narrow leaves which grows near water

**What you'll learn:**

- What health problems people have and how
- How people take care of health
- What plants are useful for health

**1. PPR** Look and make a note of your partner's answers.

**"Have you ever ...?" about these injuries:**

- Had a headache/flu/cold
- Had a toothache here/there
- Had a burn
- Suffered from a stomachache
- Used/complained about uncomfortable things

**LANGUAGE BANK**

**Definition - Compliments**

What should we do for cold?

- It's helpful to have a cup of tea with lemon.
- It's useful to get some aspirin.
- It's a good idea to take some Vitamin C.
- It's important to have a rest.
- It's good to have ginger tea/drink etc.

*Note: throat - upper/lower / (communicable) diseases*

## UNIT 4

### PEOPLE AND NATURE

#### 2. GW Read the Fact File on Plants and write more facts on the plants adding your own ideas.

FACT FILE

People have used plants to make medicines for thousands of years. Modern scientists still use plants to make medicines. Some medicines can cure very serious illnesses.

**Booy periwinkle** - grows in the rainforests in Madagascar. All parts of the plant are good for:

- a serious fever
- a disease of blood

**Thymus vulgaris** is good for:

- nervous system
- cough and flu
- stomach and cancer
- blood circulation

It can be found in the mountains of Azerbaijan.

**Rosa canina** - is useful for:

- eye sight, liver and kidneys
- heart and infectious diseases
- memory, sugar diabetes
- has got A, C, B, and B, vitamins

**Serpentine root** - grows in forests. It is good to treat:

- pains in the bones
- stomach
- stomach

**Bitter kola** - grows in warm, damp rainforests. It is used to treat:

- very dangerous fever
- stomach

**Willow** - grows mostly in North America and Europe. It is used:

- to make tablets
- to treat heart disease
- to keep normal blood flowing

**3. GW** Fill in the chart according to the Fact File.

Plant	Heart Disease	Nerves	Fever	Blood	Kidney	Memory	Other
Booy periwinkle							
Thymus vulgaris							
Rosa canina							
Serpentine root							
Bitter kola							
Willow							

\*Heart - a disease of the heart  
 \*Stomach - a disease of the stomach  
 \*Liver - a disease of the liver  
 \*Kidney - a disease of the kidney  
 \*Memory - a disease of the memory  
 \*Blood circulation - a disease of the blood circulation

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### Motivation (warm-up) Listening-Speaking

Direct the Ss' attention to Task 1 on page 59-pictures of different illnesses diseases: headache, backache, stomachache, sore-throat etc. Encourage them to ask and answer the questions like:

- Have you ever had a backache/headache/toothache?
- Have you ever had a sore throat etc?
- And get bright answers from them.

**Research question:** • *What should we do for cold/headache/fever?*

- *What plants can be useful for curing /healing different diseases?*

### Discussion/Information Exchange

Direct your Ss' attention to the dialogue. Get them to read and pay attention to **Language Bank** and encourage them build up sentences using the construction: *It's helpful to do/It's good/It's important to drink*, etc. Then get the Ss perform the dialogue "**Patient and Doctor**" using the given words and expressions. Remind them to recall the natural healing plants: have they/their family members ever used, when they are /were ill/caught flu, etc. Encourage the Ss to compare medicaments and natural healing plants and say advantages of natural plants. As the lesson is designed for 2 hours, get the Ss to work on the given plan for the next lesson and make up their own plans on it.

<b>Key words</b>	<i>bitter cola, cure, insomnia, serpentine, willow, suffer from, prescribe, ginger</i>
<b>Summary</b>	The Ss read <b>Fact File</b> box, fill in the chart and come to conclusion that curing/healing with natural plants has some good effects and they are not harmful for health. Instead they have some advantages and have been used for ages not only in Azerbaijan, but also in different countries. Ss realize the most important healing plants as: Themus Vulgaro (keklik otu) daisy (cobanyastigi) rosa canina (it burnu) and others as the best useful ones for health.
<b>Creative work</b>	<b>IW.</b> Project work. Write a paragraph on a quote: "What Natural Plant would you use for healing if you got ill? Why?" Search and write more facts on the plants and add your own ideas.

**Assessment:** **A-Perfect** **B-Good** **C-Average** **D-Poor**

Criteria	A	B	C	D
• Expresses his/her ideas with various sentence patterns				
• Makes/designs a plan according to the topic				
• Chooses and groups the main facts and information in the text				
• Demonstrates/ideas on the topic during discussions				
• Writes/designs information based on the plants				



Lesson 2. Take Care of Your Health!

**Aim:** To remind and teach Ss how to keep fit, how to take care of their body and be healthy following the daily routine via practicing the four language skills.

Objectives

Student:

- takes an active part in discussions on keeping the body fit/ healthy
- talks about different kinds of sports and games and their role
- shares his/her ideas on keeping fit
- Reads the text and says a number of words/ expression on the topic
- Matches the words with their definitions
- builds up sentences using the Future Simple Passive
- writes a paragraph looking through the plan
- makes a list of healthy and unhealthy things

Standards

- 1.1.1.
- 2.1.2.
- 2.1.3.
- 3.1.4.
- 4.1.1.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./4.1.3./ Lit.-2.1.1./ 2.2.1./3.1.2./P.T.-1.1.1./1.1.2./ 2.1.2. Scien.-4.1.1.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Word Association, Discussion, Matching
Resources	SB, CD, slides, pictures, handouts, cards, flashcards

**Lesson 2. Take Care of Your Health!**

**Key words:**

- skinned** (adj) - scratched to one or be severely injured
- boundary** (n) - a dividing line, border
- cyborg** (n) - a hypothetical person whose physical abilities are extended beyond normal human
- device** (n) - tool, instrument (device, method)
- fictional** (adj) - imaginary story
- fragile** (adj) - breakable, delicate
- graft** (n) - transplant, implant
- skin** (n) - epidermis (skin)

**What you'll learn:**

- What is health
- How to care of our health
- How to plan our daily routine to be healthy
- How to make up sentences in the Future Simple Passive

**1 CW** Look and talk about health looking through the plan.

• How you take care of your health.      • How you follow the daily routine

• What you usually do to be healthy      • What sport activities you go to do

• What food you prefer eating for health.      • How you would like to protect your health

**2 PW** Discuss and compare your answers giving reasons.

**CHALLENGE**

- Do you think the following predictions are true?
- Do you agree with them? Why/ why not?
- A special diet will be created by computers
- Most of the work will be done by computers
- All diseases will be treated
- Families will be able to relax using special devices in the future
- Special devices will be linked to a special service which will give advice on health, diet and exercise.

**LANGUAGE BANK**

**THE FUTURE SIMPLE PASSIVE**

**shall be** → **V<sub>inf</sub>**      **I/We shall be + V<sub>inf</sub>**  
**will be** → **V<sub>inf</sub>**      **You/he/she/it/they will be + V<sub>inf</sub>**

**Time adverbs:**

- *The healthy food will be given to the children.*
- *These diseases will easily be cured in a few years.*
- *We shall be sent to the conference room.*

**3 CW** Read the passage paying attention to the tense forms and voice.

Our body is *fragile* and complex. It can be easily *damaged*. The human body has always had *injuries*. Scientists have developed new medications and materials which have allowed surgeons to replace body parts. In the future new *skin* can be made by placing skin cells in a special gel. It will be helpful for the patients who need *skin grafts*. In the past artificial parts of the body were made from metal. In the future these parts will be *operated* by tiny electronic signals and sensors. These will allow a person, for example, to walk without concentrating on each step and all kinds of physical activities such as jogging and cycling. Special tiny *devices* will be *attached* behind the ear to help the deaf to hear. *Fictional* cyborgs such as Captain Picard from "Star Trek" with their strength and superman sensory organs may soon become a reality. In the future the *boundary* between humans and machines will become *skinned* with the creation of real cyborgs.

**4 PW** Match the words a-j with their definitions 1-10.

1. a doctor who does operations in hospitals	a) that
2. a person who receives medical treatment from a doctor	b) patient
3. not natural	c) tiny
4. the time after the present	d) margin
5. unable to last	e) deaf
6. connect one thing to another	f) reality
7. extremely small	g) artificial
8. things that actually happen or are true	h) attach
9. a creature that is partly a machine and partly a human	i) future
10. to become difficult to see, because the boundary is not clear	j) cyborg

**5 IW** Make future passive sentences from the table. Sample:

My friend will be given a prize by our principal tomorrow.

next year, next week, soon, in 30 years, tomorrow, tonight	all the world, English, modern digital libraries, new universities, modern technology	open, give a prize, do, repeat, build one	by the principals, by teachers, by the machines, by people, etc.
------------------------------------------------------------	---------------------------------------------------------------------------------------	-------------------------------------------	------------------------------------------------------------------

**6 PW** Make a list of Healthy/Unhealthy things.

\*skinned - scratch, operated/implanted, margin

### Motivation (warm-up) Listening-Speaking

Demonstrate a slide on Fitness Clubs or draw Cluster on the board writing the key word “Health” in the center of it and elicit from the Ss:

What comes to your mind when you hear the word “**Health**”? Have them write a brief paragraph about Health looking through the plan.

**Research question:** • *How do you care (take care of) your health?*  
• *How will diseases be cured in future?*

### Discussion/Information Exchange

Engage the Ss in discussing the given questions (see Task 2, page 62) before reading the text and think of a number of words on Healthy Body and have the Ss answer the questions given in the **Challenge** box and compare their answers giving reasons. Ask them to think about the following predictions if they agree/ disagree. Then get them to think as many words as they can around the theme “A healthy body”. And have the Ss to pay attention to the **Language Bank** box with samples of Future Simple Passive.

**Sample:** *Some diseases will be cured in the future.*

*Most work will be done by computers.*

*A special diet will be created by scientists.*

<b>Key words</b>	<i>fragile, graft, fictional, cyborg, device, boundary, blur, blurred, skin</i>
<b>Summary</b>	The Ss discuss the given questions, do exercises on page 63 and summarize that a person must be more in the open air, must take care of his/her daily routine, use sports activities, have/eat healthy food. They realize that if a person has got good health, he has really good wealth. As in the saying: “ <b>Good Health is above Wealth!</b> ” The one who has good health is rich (wealthy) enough indeed.
<b>Creative work</b>	<b>IW. Make a list of Healthy/Unhealthy things.</b> Or <i>make a list of Unhealthy Food giving reasons.</i>

**Key Answers:** • **Task 4, page 63.**

**Match the words a-j with their definitions 1-10.**

- a doctor who does operations in hospitals -**d**
- a person who receives medical treatment from a doctor -**b**
- not natural -**g**
- the time after the present -**i**
- unable to hear -**e**
- connect one thing to another -**h**
- extremely small -**c**
- things that actually happen or are true -**f**
- a creature that is partly a machine and partly a human -**j**
- to become difficult to see, because the boundary is not clear -**a**

- blur
- patient
- tiny
- surgeon
- deaf
- reality
- artificial
- attach
- future
- cyborg

# Lesson 3. Keep a Balance in Nature!

**Aim:** Actively encourage the Ss to speak consciously and understand the importance of animals in nature practising the four language skills.

## Objectives

### Student:

- describes the pictures saying what object was made of what
- (from which animal's leather)
- shares his/her opinions on the importance of animals
- defines the correct order in the paragraphs
- writes/takes notes caring the logical order in the paragraphs
- defines the main facts in the texts grouping and filling in them
- finds out True/False sentences
- uses different patterns/models
- writes a paragraph/quote on the protection of animals

## Standards

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

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./4.1.3. Lit.- 2.1.1./2.2.1./3.1.2. P.T.-1.1.1./1.1.2./2.1.2. Scien. -4.1.1.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Word Assosiation, Discussion, Matching, Debate
Resources	SB, CD, slides, pictures, handouts, cards, flashcards

**Lesson 3. Keep a Balance in Nature!**

**Key words:**

leash (v) - to lead or lead before it goes  
craft (n) - skilled work  
disturb (v) - worry, bother, disturb, trouble  
endangered (adj) - (of species) seriously at risk of extinction  
extinct (adj) - no longer existing (led out)  
ivory (n) - creamy-white bone-like substance  
composing the main part of the body of an elephant  
predation (n) - a wild animal that preys on others  
selection (n) - choice, pick  
species (n) - type, sort, breed  
build (v) - to give, sort, build  
build (n) - a long tooth

**What you'll learn:**

- What the secret of the world of plants is
- Why plants and animals are doing
- Why we should protect endangered species

**1 CW.** Match the pictures of things with animals and say what people use to make these things. **Sample:**

**Model:** People use the leather/bone/s of crocodiles to make bags.  
**Or:** Some bags are made of a crocodile's leather



**2 GW.** Pay attention to the quote below and discuss the questions.

- Why do people kill or hunt animals?
- Why should we protect endangered species?

**1** *If we destroy a species we could leave a hole in nature and this hole will be too big to fix! No, we realize: Better late than never!*

**3 GW.** Read the passage and fill in the gaps with the given words.

predators, mammals, endangered, insects, earth, species, nature, fashionable, common, extinct, pulvers, strong, fat, busy

1. "Species" is another word for kinds of plants and animals. "..." means they are in danger of becoming extinct. "..." means that a species no longer exists. For example, we can say that dinosaurs are ...

2. ... For millions of years, since people began to live on the ..., they have used animal **fur** to keep warm. Today women pay a lot of money for expensive ... coats, as they want to be ... Another example is the elephant. Many centuries ago, people discovered that they could use the ... of elephant ... **Tusks** are used for making teeth, ... bracelets and other ... and even for decorating the walls ...

3. ... Thirty years ago the bald eagle was a disappearing species. It was an **endangered** ... Then people stopped killing and began protecting it.

4. ... Plants and animals are important on our planet. If any plant or animal disappears, this will **disturb** everything else - other species will also disappear.

5. ... Even ..., which kill and eat other animals are necessary for ... They hunt and kill those animals which are weak. So, only healthy and ... animals keep living. In this way nature selects healthy individuals to continue the life of the species. This is called "natural selection".

**4 GW.** Choose the best title for the passage.

A) Natural Selection B) Endangered Species C) Protecting Animals  
D) Chain Of Species In Nature E) Reasons For Animals' Disappearance

**REMEMBER AND COMPARE!**

- to make teeth
- to make statues
- to make craft
- to make bracelets
- Elephant tusks are used to make **instruments, bracelets**.
- Tiger leather is used to make **coats, etc.**

**5 IW.** Find unscrambled words and write.

carpus- reptor- suggested- mucus- tub- undap-  
tick- merence- nature- tentate- intellect- cyon-

Ther - 100/100

### Motivation (warm-up) Listening-Speaking

You can either bring some pictures to the class to show the Ss or draw their attention to concentrate on the pictures given on page 64 in SB. Get them to say out their ideas looking at the sample. Have them answer the questions:

What are the garments/dresses/shoes made of?

Ask your Ss a number of questions: What can be made of the elephant's bone (tooth, statuettes, various decorative souvenirs) tiger's leather-coats, boats, dresses, etc. **Snake's leather- shoes, belts, bags, etc. *This bag is made of crocodile leather or people use the leather of crocodiles to make bags, shoes, etc.***

**Research question:** • *How do people make accessories?*  
• *How should we protect endangered species?*

### Discussion/Information Exchange

Encourage your students to pay attention to the quote: **"If we destroy a species we could leave a hole in nature and this hole will be too big to fix!"**, get them to have debate and discuss the questions: • *Why do people kill or hunt animals?* • *Why should we protect endangered species?* Encourage the Ss to debate saying out pros and cons, and make the topic more interesting. Then get them to read the text on page 65 and fill in the appropriate words paying attention to animal's being in danger and extinct. Pay attention to Task 4 and see key answers: **1-b, 2-d, 3-c, 4-e, 5-a**. Get the Ss to pay attention to the usage of **"Millions of/ Hundreds of"** while speaking and use them practically in their own sentences.

<b>Key words</b>	<i>ivory, tusks, extinct, predators, crack, bud, endangered, disturb, craft, selection</i>
<b>Summary</b>	Reading the passages, having a debate, doing the tasks on page 66 and discussing the statements on the topic the Ss conclude that many animals are in danger. So we should take care of animals and protect them, as they are one of the most important features/parts of nature as well as plants. Ss do understand that if any plant or animal disappears, it may destroy everything around. Even small insects are important and valuable for nature.
<b>Creative work</b>	<b>IW. Write a paragraph on the quote: <i>How to Keep a Balance in Nature!</i></b>

**Self Assessment:** **A-Very well** **B-Well** **C-A little** **D-Little**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
• I can describe the pictures on the topic				
• I can define the correct order in the paragraphs				
• I can write/take notes caring the logical order in the paragraphs				
• I can define the main facts in the texts grouping/filling in the chart				
• I can find True/False sentences				
• I can use different patterns				

Lesson 4. Let's Save Animals!

**Aim:** To teach Ss about Safari animals' their role and benefit for people and nature through practicing listening, speaking, reading and writing skills.

Objectives

Student:

- participates/takes part in the dialogue using the new words and expressions in his/her speech
- reads the sentences with correct intonation
- shares his/her ideas in discussions on safari animals
- completes the table with his/her own ideas due to the plan
- uses the sentences in correct tense forms
- designs/writes a questionnaire about animals
- searches facts/infomation about animals

Standards

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

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.- 1.2.4./3.1.4./ Lit.-2.2.1/ Scien.-1.2.1. Biol.-4.2.1./4.2.2. Geog.- 3.2.5.
Interaction	CW/PW/IW/GW
Strategy	Description, Discussion, Completion, Questioning
Resources	SB, flashcards, pictures, slides, postcards, CD

**Lesson 4. Let's Save Animals!**

**Key words:**

- amphibians** (n) - a cold-blooded animal of a class that comprises the frogs, toads, newts, and salamanders
- grizzly cat** (n) - a large grey bear that lives in North America
- habitat** (n) - natural environment, natural surroundings
- insects** (n) - bugs, small animals that have six legs and one or two pairs of wings
- loss of habitat** (n) - lack of living environment
- reptiles** (n) - lizards, chameleons, snakes, turtles
- reptile** (n) - a cold-blooded animal of a class that includes snakes, lizards, crocodiles, turtles, and tortoises
- bamboo** (n) - a giant woody grass that grows in the tropics

**What you'll learn:**

- where the animals live
- why and how to protect animals
- how we can benefit from them in our daily life
- what's the importance of Safari parks

**1. CW** Think one way to help endangered species and talk about Safaris.

Sample: Safaris help animals survive! People can see and learn animals in Safaris! Keeping animals in zoos is a kind of entertainment!



**Animals in Safaris:**

- feel happy
- feel safe
- are fed daily
- are able to live in their natural habitats
- are treated well

**INTERESTING TO KNOW!**

**Red Book** of the Republic of Azerbaijan is an official state document. It's about the status of rare (endangered, first and endangered) wild animals and plant species in the territory of Azerbaijan. The current "Red Book" consists of 6 parts, which reflect the information on rare and endangered 14 mammal species, 36 bird species, 9 species of fish, 13 amphibians, and reptile species, 49 insect species and 140 plant species.

**4. GW** Dilemma. Rare animals are in danger. Try to find out why most animals are in danger. Explain your ideas giving reasons.

- Hunting
- Changing of weather
- Loss of habitat
- Caught for food
- Global warming
- Or something else



**1. This is a leopard. It is in danger. People kill them for making coats.**



**2. This is a whale. It is in danger, as it is also hunted.**

**2. PW** Make a questionnaire for animals looking at the sample:

- How much do you know about Leopards?
- What questions can you ask about Leopards?

<b>1. Where live?</b>	From Siberia to Africa	<b>4. Where spend most time?</b>	In trees
<b>2. How long live?</b>	For 10 years	<b>5. What eat?</b>	Small mammals, such as antelopes, monkeys, rabbits
<b>3. How many hours sleep?</b>	12 hours a day	<b>6. Why sleep near?</b>	They are hunted for their wonderful leather, etc.

**4. PW** Read the Fact File and search other facts on animals.

**FACT FILE**

**The rarest bear** - found in South West China

**Eats** - bamboo leaves

**Hunted** - is protected now

**Danger from** - loss of habitat, food because bamboo forests are cut down



**Giant Panda**

**Brown bear**

**Found in** Alaska (the USA), Canada, Russia

**Eats** - meat, fish

**Hunted** - for meat, fur and body parts

**Danger from** - loss of food.

**2. PW** Think, find the halves and match.

1. When I went back to my old school

2. The hunter couldn't kill the leopard.

3. When I returned

4. By the time the storm reached the South

5. Before she came to the Kalahari Desert

6. By the time the hunter came up

a) my friends had prepared for a trip

b) because it had run away

c) nothing had changed

d) the rain had stopped

e) Li had never seen a safari

f) another bear had eaten her cubs away



### Motivation (warm-up) Listening-Speaking

Play a video roll or direct them to look at the pictures given on page 67. Get the Ss to think one way to help endangered species and talk about Safaris. **Sample:**

- *Keeping animals in zoos is a kind of entertainment.*
- *Animals live in their natural habitats.*
- *Animals are fed daily in Safaris.*
- *Safaris help animals survive, etc.*



**Research question:** • *What is the role of Zoos and Safaris for animals?*  
• *Why are animals in danger now?*

### Discussion/Information Exchange

Direct your Ss' attention to Task 2 on page 68 and elicit from them: What country does this map belong to?

Encourage the Ss to work in pairs, role play and perform the given dialogue. Let them discuss where Utete's father works, how Utete helps her father, what future plans she has and what are the main animals in Namibian nature. Get them to think and answer the questions:

**What will happen if they can't stop the people that kill animals?** Then the Ss solve a **Dilemma:** *Why are animals in danger?* looking through the given sample. (Task 6, page 70). As this lesson is designed for 2 hours the Ss have enough time to complete the tale with their own thoughts/ideas giving conclusion to it. Draw their attention to the facts about Red Book of Azerbaijan. At the same time direct your Ss to **Language Bank** on page 69 - the usage of the **Past Perfect** tense form and its time adverbs by giving sufficient practical samples. **Example:** When the hunter approached the place, the bear had already gone away. Mother bear had taken her cubs away by the time the hunter came up. Leila had prepared her lessons by 5 yesterday.

Encourage your Ss to say more sentences using **Past Perfect** and practice **Yes/No questions in the Past Perfect Tense**. **Sample:**

- When the director *entered* the classroom the bell *had already rung*.
- Hardly *had he entered* the room, when the bell *rang*. etc.

### LANGUAGE BANK

#### The Past Perfect Tense Form

**I/You/he/she/it /we/they +had +V<sub>3/ed</sub>**

**Sample:** 1. Mother Bear *felt* somebody coming. She *had gone* away when the hunter *came up*/by the time the hunter *came up*.

2. Scarcely *had* the hunter *approached* the tree, than the mother bear *ran away*.

#### Time adverbs:

*when /before+V<sub>2</sub>*

*by the time*

*by 5 yesterday*

*scarcely ... when*

*by that time +V<sub>2</sub>*

*No sooner...than*

*by Friday/Monday, etc.*

<b>Key words</b>	<i>loss of habitat, bamboo, grizzly, safari, reptile, amphibian, insect</i>
<b>Summary</b>	The students try to solve the problem in Dilemma and make a questionnaire according to the plan. At the same time they read the Fact File (see page 69-70) and come to conclusion that wild animals - Zoo animals, Safari animals are really very important for nature. People should take care of not only safari animals, but also all the animals as well. If safaris, zoos don't exist, our world can be a sad place. Namibian people also take care of safaris and safari animals. Ss talk about animals that are in danger and find ways how to protect them.
<b>Creative work</b>	<b>IW.</b> Search other facts about animals and write a paragraph.

**Key Answers: ▪ Task 7, page 70 ( You can add more questions)**

<b>1. Where do leopards live?</b>	<b>From Siberia to Africa</b>	<b>4. Where do they spend most time?</b>	<b>In trees</b>
<b>2. How long do they live?</b>	<b>For 15 years</b>	<b>5. What do they eat?</b>	<b>Small mammals, such as antelopes, monkeys, zebras.</b>
<b>3. How many hours do they sleep?</b>	<b>12 hours a day</b>	<b>6. Why do they disappear?</b>	<b>Their wonderful leather</b>
<b>1. Where do Giant Pandas live?</b>	<b>in South West China</b>	<b>3. What is Giant Panda's food</b>	<b>They eat bamboo leaves</b>
<b>2. Why are they in danger?</b>	<b>Bamboo forests are cut down</b>	<b>4. Why are whales in danger now?</b>	<b>Whales are hunted.</b>

**Assessment: A-Brilliant B-Good C-Satisfactory D-Weak**

<b>Criteria</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
• Describes the pictures expresses his/her own ideas				
• Participates/takes part in the dialogue using the new words and expressions in his/her speech				
• Completes the table with his/her own ideas due to the given plan				
• Designs/writes a questionnaire about animals/safari animals				
• Shares his/her ideas in discussions about animals				
• Talks about the importance of animals				
• Uses the sentences in correct tense form				
• Tries to solve the problem about the animals' life				



## Lesson 5. Where Are the Trees?

**Aim:** To teach the role and importance of humans and wildlife and why we should protect wildlife by using all four language skills.

### Objectives

#### Student:

- shares his/her thoughts on trees/forests independently
- takes part in discussions about the role of the forests/trees
- reads the passage and answers the questions on it
- tries to solve problems in Dilemma
- writes/prepares his/her own questions on the text
- reads/recites the poem with pure intonation
- searches and writes Fact File about forests

### Standards

- 1.1.2.
- 2.1.2.
- 2.1.3.
- 3.1.2.
- 3.1.4.
- 4.1.2.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.- 1.2.4./2.2.1./Lit.- 2.2.1./3.1.3./Geog.-3.2.3./3.2.5./ Scien.-1.2.1./4.2.1./Chem.-4.2.1. Biol.-4.2.1./4.2.2.
Interaction	CW/PW/IW/GW
Strategy	Description, Matching, Jigsaw Reading, Debate
Resources	SB, flashcards, realia, CD, flipcharts, slides

### LESSON 5. Where Are the Trees?

**Key words:**

- rainforest** (n) - an forest, a jungle similar to an alligator
- centipede** (n) - insect that have many legs
- flashlight** (n) - a battery operated portable light
- insect** (n) - of various kinds, dragons or insects
- moss** (n) - a flowerless green plant that lacks true roots
- rainforest** (n) - a tree-shedding tropical forest
- rainforest** (n) - a plant with complex flowers found in tropical forests
- poisonous** (n) - a small fish that eats the animals
- poisonous** (n) - rich, healthy
- rainforest** (n) - a large hairy spider that lives in hot countries

**What you'll learn:**

- The role and importance of humans and wildlife
- Why we should protect forests
- How we can protect forests
- What the WWF is

**1 PW. Imagine you are preparing for a hike. Look at the plan and talk.**

- Where to go:
- What places you'd like to choose:
- How long your trip will be:
- What to see or explore:
- What things are necessary for trip:
- What you should do not to harm nature:

**2 GW. Read and say the paragraphs in correct logical order.**

A - While the explorers were hiking with flashlights, they came across colourful centipedes and a bird-eating *rainforest*. At dawn the students got up to watch birds and animals. They watched everything around them: birds, monkeys, insects, etc. B - During the excursion, a guide grabbed a *rainforest*, a tropical crocodile which was examined and released. All enjoyed swimming in the river though the water was too dark. It was a safe place because *poisonous* wouldn't attack unless there is blood in the water. C - The students had prepared for this trip, run by CEETI, by studying rainforest ecology and wildlife, as well as South American history. D - One cold grey day in March, a group of students left their school in Millbrook, New York, for South America. When they reached Iquitos, Peru, on the Amazon River, they were met by *intense humidity* (longer, wetter) and heat. E - Back at school the students raised money for a Peruvian zoo that protected *rainforest* animals. F - They went by boat down the Yacuja River and 90 miles away to Yacuma - deep in the heart of the Amazon rainforest.

**3 GW. Fill in the table according to the passage given on page 69.**

Find unknown words and make up sentences.	Formulate your own questions on the text.	Find in the text:
1. ...	1. ...	• What the climate was like in Peru
2. ...	2. ...	• What wildlife they spotted
3. ...	3. ...	• Why they raised money

**INTERESTING TO KNOW!**

The **IDEA** (International Dialogue for Environmental Action) is the unique organization in Azerbaijan that deals with protection of the environment. The leader of the IDEA Leyla Aliyeva always organizes ecological projects and summer camps for students. These summer camps are also supported by Azerbaijan Representation of **World Wide Fund for Nature (WWF)**, the Heydar Aliyev Centre and the Ministry of Education of Azerbaijan. "Protecting leopards" and "Man and Environment" are great sample projects that are organized by the IDEA. The students debate on the projects sharing their ideas about the environment. They try to solve global ecological problems in the camps. They always demonstrate the music performances and conversations around the campfire.

**4 IW. Fill in the gaps with the appropriate words and recite the poem.**

Trees, forest, animals (2), wood, the wind, roads, the land, people (2), land, houses.

Where is the ...?  
Cried the ...?  
Where are the ...?

We needed the wood.  
Said the ...  
... to make fires  
Land for our cattle.  
Wood to build ...  
We cut it down.  
We cut it down.

Where is the forest?  
Said the animals.  
Where are the trees?  
We cut it down.  
Where is the forest?  
Cried the ...  
Where are the trees?

Gone! Gone! Gone!  
Gone! Gone! Gone!

\*Whispered - pishishish... (murmur)

### Motivation (warm-up) Listening-Speaking

Imagine you are preparing for trip/picnic/ hiking. Draw the Ss' attention to Task 1, page 71 and encourage them to talk about the plan. **Elicit:**

- What place is advisable for trip/picnic?
- What place would you choose for hiking/trip?
- How long are you planning to hike? etc.



**Research question:** • *Why do people go to forests?*  
• *What will happen if forests are destroyed?*

### Discussion/Information Exchange

Get the Ss to read and say the paragraphs in correct logical order. Get them to find answers to the given questions from the text and discuss. And also encourage them to prepare/formulate their own questions on the text. **Example:**

- Where did Ss go one day?
- What happened?
- What did they come across?
- What wild life did they explore?
- What did they do after they came back?
- Why did they raise money for Peruvian zoo? Have your Ss concentrate on some verbs with post positions such as: *leave for*, *reach* etc in the text and especially remember the ones without post position.

<b>Key words</b>	<i>flashlight, tarantula, caiman, piranha, moss, plentiful, centipede, intense, orchid, motmot</i>
<b>Summary</b>	The Ss become more conscious on the topic reading <b>Interesting to Know!</b> box and do different tasks given on pages 72-73. They get a lot of knowledge about the role of <b>IDEA</b> and its main goal. Ss learn that the <b>IDEA</b> is the only unique organization in our country which deals with protection of the Environment. They also get more information about the role of forests/rainforests and recite the poem " <b>Where Are the Trees</b> ". They learn that trees, forests, rainforests are a part of our nature and forests are homes of plants and animals. At the same time the Ss try to solve Dilemma "Forest Pillage" and come to conclusion that trees are mostly in forests, we shouldn't cut them down, take care of them as they are a part of our life.
<b>Project Work</b>	<b>IW.</b> Try to predict the forests in Azerbaijan in 50 years/in 100 years. Write a paragraph on the quote: " <b>How to Protect Forests?</b> "

**Key Answers:** ▪ **Task 2, on page 71.**

**2. Read the passage and say the paragraphs in correct logical order.**

**1.** One cold grey day in March, a group of students left their school in Millbrook, New York, for South America. When they reached Iquitos, Peru, on the Amazon River, they were met by intense humidity and heat. **2.** The students had prepared for this trip, run by CETFI, by studying rainforest ecology and wildlife, as well as South American history. **3.** F They went by boats down the Yarapa River and 90 miles away to Yacumama-deep in the heart of the Amazon rainforest. **4.** A-While the explorers were hiking with flashlights, they came across colourful centipedes and a bird-eating tarantula. At down the students got up to watch birds and animals. They watched everything around them, birds, monkeys, insects, etc. **5.** During the excursion, a guide grabbed a caiman, a tropical crocodile which was examined and released. All enjoyed swimming in the river though the water was too dark. It was a safe place because piranhas wouldn't attack unless there is blood in the water. **6.** Back at school the students raised money for a Peruvian zoo that protected rainforest animals.

**1-D**

**2-C**

**3-F**

**4-A**

**5-B**

**6-E**

▪ **Task 4, page 72. Where Are The Trees?**

Where is the forest?

Cried the animals.

Where are the trees?

We needed the wood,

Said the people.

Wood to make fires

Wood to build houses,

We cut it down.

Where is the forest?

Said the animals.

Where are the trees?

We needed the land,

Said the people.

Land for our cattle,

Land for our roads,

We cut it down.

Where is the forest?

Cried the animals.

Where are the trees?

Gone, whispered the wind

Gone! Gone! Gone!

*(by John Foster)*

**Diagnostic Test**

**Answer the questions.**

1. Do you like to go on picnic/trip/walking/hiking?
2. What places would you like to choose? Why?
3. What is the weather like in forests/rainforests?
4. What can you see in the rainforest/forest?
5. What can you explore there?

**Self Assessment:** A-Very well B-OK C-A little D-Little

	A	B	C	D
• I can share my opinions on the trees/forests				
• I can read the passage and say the paragraphs in correct order				
• I can talk about the importance of the trees/forests				
• I can build up my own questions on the passage				
• I can write an essay on the forests after reading				
• I can search and write a Fact File on the forests/trees				
• I can work on solving the problem on the forests				
• I can write an essay for and against problems				
• I can talk the importance of the trees				

**Assessment:** I-Weak II-Good III-Fair IV-Excellent

Criteria	I	II	III	IV
• Shares his/her thoughts on trees/forests independently				
• Reads the passage and answers the question on it				
• Recites the poem with pure intonation				
• Talks about the importance of the trees/forests				
• Writes/prepares his/her own questions on the text				
• Writes an essay on the topic after reading it				
• Searches and writes Fact File about forests				
• Says the paragraphs in a logical order				

**Note: Preparation: Writing an essay (For and against)**

Think of some ideas you want to include and write an outline. Your introduction should be interesting so that it encourages the reader to continue reading your essay. Include points in favour of and points against the statement in the title. Divide your essay into four paragraphs, including a strong conclusion. Use linkers to connect your points: In addition..., On the other hand..., However... .

**Key Answers:** ▪ Task 3, page 74. (Pay attention to the cursive words)

1. Jane had learnt a lot of things about animals by Friday.
2. The students had prepared for the trip by that time yesterday.
3. I was surprised, because I had never seen a grizzly bear.
4. The forest was full of rubbish. Somebody had thrown it.
5. When the students returned their friends had already gone away.
6. When we reached the forest the travellers had already camped.
7. The students had solved some ecological problems in the camp by Sunday.

## Progress Portfolio

### Self Assessment:

Think about your progress and tick one of the boxes.

*A- No problem*

*B- I don't have any difficulties*

*C- I sometimes find this difficult*

*D- I need more practice*

### Fill in "Your Overall Project"

	A	B	C	D
<i>I can ...</i>				
• share findings on nature, natural medicine and health with my partners				
• make presentations on my major goals in a teamwork, pairs and individual work				
• participate in logical discussions on healthy life and nature				
• be critical to myself and my partners as well				
• write quotes/essays about the protection of nature, animals				
• actively make researches on new or unknown information				
• make up sentences using the correct tense form				
• make plans/questionnaires on nature, rainforests, animals				
• appreciate my own and friends' activities during the projects				
• willingly take part in discussing results in summarizing				

### Lesson 4. Let's Save Animals!

#### 1. Choose the correct tense form and make Yes/No questions.

- The children have gathered/had gathered the rubbish in the forest by that time yesterday.
- When the tourists reached the forest the hunter has killed/had killed the leopard.
- The boy drew a picture of the bear which he saw/had seen at the Zoo.
- When we returned the artist painted/had painted a giant tree.
- Charlie cooked/had cooked the fish by dinner yesterday.
- Mary has learned/had learned about wild animals before she comes/came to the Zoo.

#### 2. Look at the sample, answer and design animal quiz.

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| 1. Where do leopards live?            | 4. What do leopards eat?           |
| 2. What is the brown bear hunted for? | 5. Where does the brown bear live? |
| 3. Why is the panda in danger?        | 6. Why are whales in danger?       |

## Sub Summative Test 4 (Open ended tests)

### 1. Complete the sentence.

*What should you do for a headache?*

- A) It's helpful to get no medicine      B) It's important to work much  
C) It's good to eat a lot                      D) It's useful to have a cup of tea

### 2. Choose the natural plants.

1. willow      2. water-lily      3. thymus vulgaris      4. bitter cola  
5. coca cola      6. pillow      7. rosa canina      8. serpentine

### 3. Answer the questions.

1. How do you take care of your health?
2. How do you follow daily routine?
3. How would you like to protect your health?

### 4. Find the correct verb.

*... statements, ... crafts, ... teeth, ... money*

- A) to take      B) to do      C) to make      D) to build

### 5. Choose the correct word and complete the expression.

*... are used for making teeth and bracelets.*

- A) tusks      B) ornaments      C) predators      D) fur

### 6. Complete the sentence.

*– is a park in which wild animals live and move around freely.*

- A) A safari park      B) A zoo      C) A museum      D) A cave

### 7. Choose the correct tense form.

*The travellers ... already ... for the trip by that time yesterday.*

- A) have prepared      B) are preparing      C) prepared      D) had prepared

### 8. The students ... a lot of money for a Peruvian Zoo before they ... there.

- A) have raised, went      C) are raised, had gone  
B) had raised, went      D) had raised, had gone

### 9. Complete the expression.

*A flashlight means ...*

- A) lightening      B) an electric iron      C) an electric clock      D) a small electric lamp

### 10. Make Solutions on: "How to protect forests and animals?"



# UNIT 5. Environment

## Lesson 1. Have a Better Environment!

**Aim:** To teach Ss what causes pollution, what can pollution destroy and how we can reduce pollution through practicing the four language skills.

### Objectives

#### Student:

- speaks about pollution of environment giving reasons
- shares his/her ideas on the protection of environment
- makes solutions on protection of environment
- prepares presentations on keeping environment clean and safe
- makes up a dialogue using the key words
- reads the dialogue paying attention to correct intonation
- tries to solve problems in "Challenge" box on Environment
- completes the sentences with his/her own ideas
- designs the model of environment of the city/town in 30-50 years
- writes an essay expressing ideas on the future in the next 30-50 years

### Standards

- 1.1.1.
- 2.1.2.
- 2.1.3.
- 3.1.1.
- 3.1.2.
- 4.1.1.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./1.2.4./2.2.2./3.1.4. Lit.-1.1.3./2.2.1. Geog.-3.2.5. Scien.-1.2.1./4.2.1./Chem.-1.1.1./2.1.1. Biol.-2.1.2./4.1.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Matching, Role Play, Completion, Debate
Resources	SB, slides, overhead projector, flipcharts, pictures

### UNIT 5 ENVIRONMENT

**Lesson 1. Have A Better Environment!**

**Key words:**

- chemicals (n) - a substance that has been prepared artificially
- smoke (n) - fumes, gas pollution
- get away (v) - to escape as quickly as possible
- lost (v) - the fact of losing or being without
- pest (n) - a destructive insect or other animal that attacks crops, food, livestock
- precious (adj) - valuable, of great value
- surroundings (n) - things around a person or thing
- thermal (adj) - hot, warm, heated

**What you'll learn:**

- What causes pollution
- What pollution can damage
- How we can reduce pollution
- Why environment is important
- What the bad effects of pollution are
- How to use fuel better, better, better

[H] thermal
[N] chemical/poison

**1 CW.** Look at the pictures of common pollutants and talk about danger for the environment.

Aerial view, sprays

Loss of natural resources

Smoke from factories

Car fumes

Chemicals in farming

Throwing a lot of rubbish

**Model:** *Beginner like this: Let's talk on Environment and Pollution. Environment means "surroundings". Mountains and valleys, seas and rivers, plants and animals all these make up our natural environment. Our Planet faces many problems and it's in danger. Our environment is polluted by people. Human activities cause pollution (dirty air, land, water, etc.).*

**2 PW.** Write an essay expressing your ideas on the environment of your city/town/village in 50 years. You can use:

*I think, I don't think, I'll... I hope, in my mind, I'd like... I'd prefer, in fact, in my opinion, in the long run, springs and geysers, pure water*

**Model:** *I think pollution is getting worse. I just want to get away from the city, all this noise, traffic and pollution. I'd like to get some fresh air, have a change of scene. I'd like to stay in a fantastic place, as far as the top of nature where there is fresh air, lots of tall trees around, fresh water, where thermal springs and geysers boil, waterfalls fall down, rivers flow, the smell of the wild flowers is felt from a mile.* **Imagery!**

**3 GW/PW.** Answer and discuss the questions in the "Challenge" box.

**CHALLENGE!**

- What can you (your friends/family) do to protect the Earth from pollution?
- How should you take care of environment?
- What should you do to make sure that the future will be a wonderful place worth living in?

**4 PW.** Read the "Remember" box and make Solutions on how to protect the Earth.

**REMEMBER!**

**Pollution** - in general means the presence of harmful matter in the environment, air, water and land. Industries, motor vehicles and the way of life in big cities are the main sources of pollution. Waste materials pollute the land and water and at the same time damage the atmospheric layers that are precious for all human beings on the Earth. Pollution is the most serious world-wide and global problem today.

- Don't destroy forests!
- Never send smoke into the air!
- Never throw litter in the streets!
- Never damage the atmosphere, lakes!
- Have always a wonderful Environment!

*"In the long run, we're all in it together."*



### Motivation (warm-up) Listening-Speaking

You can prepare and demonstrate a slideshow on the screen for the whole class activity. Or draw the Ss' attention to Task 1, page 76 and have them talk about common pollutants and danger for the environment. They can use the sample.

**Elicit:** • *What do you think about these pictures?*

- *How do we pollute the environment?*
- *Who/ What causes pollution?*

**Research question:** • *How can people reduce pollution and save the Earth?*

### Discussion/Information Exchange

Get your Ss to work individually and write an essay expressing their ideas of the environment of their city/village in 50 years. Then have them discuss the questions given in "Challenge" box. Encourage your students actively to take part in discussions and find the ways how to protect and save the Earth from Pollution. (See tasks page 77-78). Then draw the Ss' attention to **Language Bank - "Compare and Remember"** box and get them to build up sentences using "**Would prefer, Would like, Would rather and Had better**" and compare these expressions.

would prefer+to to say what smb wants in a particular situation	would rather <del>(to)</del> = would prefer+to	had better <del>(to)</del> = it's advisable to do it
I would prefer =I'd prefer ▪ I'd prefer to help them.	I would rather =I' d rather ▪ I' d rather go on foot.	I had better =I'd better ▪ I'd better join the Green Company.
Negative	would rather not	had better not

<b>Key words</b>	<i>chemicals, loss, precious, to get away, fumes, smoke, thermal, surroundings</i>
<b>Summary</b>	Doing Tasks on page 77-78 and making a choice the Ss talk about protecting of the Environment in their local community. Don't forget that this lesson is designed for 2 hours, so you can engage your Ss to read and act out the dialogue on page 78 using the key words. Have them pay attention to the intonation and at the same time to the usage of the Past Perfect tense form. The Ss complete the sentences with their own ideas in Task 5, page 78 and they also make solutions on the protection of Environment. They come to conclusion and realize once again that each person is responsible for protecting the Environment; Environment begins from our homes, people pollute it and people should protect/save it themselves.
<b>Creative work</b>	<b>IW.</b> Design the model of Environment of your city/village in 50 years. Make Solutions on " <i>How to protect the Earth?</i> "

## Lesson 2. Don't Waste Your Waste!

**Aim:** The aim is to teach Ss to care anything and everything they have. The main thing is that Ss should bare in mind that we have to value everything and never waste our waste, be economical and able to raise our budget.

### Objectives

#### Student:

- expresses thoughts describing the pictures
- groups the main facts/expressions filling in the chart
- makes a questionnaire on the Environment
- takes part in discussions thinking creatively
- reads the tale and makes comments on the proverbs
- writes the sentences in the correct tense form
- tries to solve problems in "Challenge" box

### Standards

- 1.1.1.
- 2.1.3.
- 3.1.3.
- 3.1.4.
- 4.1.3.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./2.2.2./3.1.4.Lit.-1.2.4./3.1.3./Biol.-2.1.2./3.1.1./4.2.1./Chem.-4.2.1./Geog.-3.2.5. Scien.-1.2.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Grouping, Matching, Questioning, Debate
Resources	SB, pictures, handouts, slides, computer, markers, flip-chart

**Lesson 2. Don't Waste Your Waste!**

**Key words:**

- leak** (v) - self points, leaking with excessive points
- cart** (n) - trolley, truck, carriage
- compost** (n) - decayed organic material used as a plant fertilizer
- fertilizer** (n) - chemical added to soil, plant food
- galaxy** (n) - plenty
- heap** (n) - cinema pile of material, land
- leak** (v) - there are highly or comends, drop
- leak** (v) - carry, mean, ditch, being
- transform** (v) - completely change the appearance or character of sth

**What you'll learn:**

- How we can protect the planet
- Which things are good food for our planet
- Why we shouldn't waste our waste
- What conditions are needed for Reusing, Reducing and Recycling

**1 CW. Look and think of three things to make our homes and schools greener.**

- Find some facts that **damage**\* our planet.
- Find some facts that we can do to help the planet.

**REUSE -** Use something again!  
**Recycle -** Use "Used" things so that they can be used again!  
**Reduce -** Make something less or smaller in size, quantity and price!

**2 GW. Fill in the chart answering the questions.**

Where?	What is reduced?	What is reused?	What is recycled?
In my family			
In my region			
In my school/class			

\*damage - (v) to harm, destroy, injure

**2 GW. Fill in the gaps with the given verbs and match the paragraphs 1-4 with the letters A-D.**

no make-2, to go, to waste, to break, to help, to need, to collect, to buy, to use-2, to give, to drink, to transform, to leave, to recycle

**1. Don't ... the things!** Local "green" companies can ... these old posters and magazines into recycled paper and they can transform your old mobile phone into a new one ... these t-shirts and jeans that are too small for you and ... them to a charity. 2. Of course, most people ... a break at school or work. But if you ... from plastic bottles you won't help the planet. It looks harmless, but plastic is a material that is difficult to recycle. A lot of modern food products have lots of packaging and it's a waste! Drink fruit juice from a glass bottle and ... a sandwich! Glass is easy ... and a homemade sandwich is better for you and the environment! 3. When you ... shopping think before you ...! Are your trainers really old? Do you really need a new MP, player? Remember, we don't need ... the world's resources to look cool. If you only buy the things that are really necessary you'll help to save the planet! 4. Have a shower! If you have a shower you'll use less water. When you have a shower, approximately 90 litres of water, but only 10 litres when you have a shower. And don't ... the tap\* on when you ... your teeth! Water is one of our most important natural resources and you should ... save it!

**3 GW. Pronounce the words correctly and write them in the right column.**

cut earth shower exhaust thermal too less tag gather have bath charity waste gas cause throw compost effort sandwich landfill smoke less chemical galaxy organic copper

[e]	[a]	[i]	[u]	[ɜ]	[ɒ]	[ɔ]	[ɪ]	[ʊ]

**INTERESTING TO KNOW!**

- There is no doubt that recycling paper is good for the environment!
- There is no doubt that recycling glass we can save a lot of energy!
- By recycling plastics we can create a cleaner environment!
- By recycling organics we can produce compost, which is equally good for gardens and agriculture\*
- By recycling iron, copper and aluminium we can save a lot of energy.

**REUSE REDUCE RECYCLE**

**4.2**

\*tap - iron / span  
 \*agriculture - And inorganic / synthetic materials

### Motivation (warm-up) Listening-Speaking

Draw the Ss' attention to the pictures in Task 1 on page 79. Encourage them to discuss the question: **Which things are bad/good for the planet?**

Have them find some things that we can do to help the planet and some things that we damage our planet with. Or you can choose another activity for Motivation. You are free to make a choice.

**Research question:** • *Why should we protect our world?*  
• *How can we help the Earth?*

### Discussion/Information Exchange

As the lesson has been planned for 2 hours, you are free to make a choice, which part of the lesson to take for discussion. For Discussion 1 you can take Task 3 on page 80. It's up to you. Either you start reading the passage and Ss should listen to you attentively as you read with pure intonation, and at the end ask the Ss to complete the story with their own ideas. Or Ss can themselves read the passage dividing it into parts and complete it at the end. Encourage your Ss to speak on the following questions:

- *What was the man's purpose of going to the village and sell apples?*
- *How did the man greet and treat the women bringing the litter for exchange?*
- *What were the man's thoughts about the young girl who brought little litter?*
- *How do you think, did the man find what he was seeking or not?*

Give explanation/comments.

<b>Key words</b>	<i>fertilizer, galore, tote, tuck, heap, tap, toss, transform, boast, cart, compost, agriculture</i>
<b>Summary</b>	<p>There are a number of creative exercises/tasks in our lessons. You are welcome to make a choice and use what you consider the most appropriate for your lesson. Or you can create/design any other task of your own. So the Ss summarize the lesson reading <b>Interesting to Know</b> and <b>Remember</b> boxes. At the same time they do tasks given below the fable 3A-3D (pages 81-82). And for the second lesson they fill in the gaps and match 1-4 with the letters. The Ss come to conclusion that Environment begins just from home. In order to have clean environment each person should begin from his/her home. At the same time they realize the essential meaning of the mottos:</p> <ul style="list-style-type: none"> <li>• <b>Don't waste your waste!</b></li> <li>• <b>Reuse, Recycle, Reduce!</b></li> <li>• <b>Don't pollute the air!</b></li> <li>• <b>Keep Environment clean! etc.</b></li> </ul> <p>The Ss witness that it's not only the business of Local Green Companies, but it is also the duty of each of us. Everybody must keep Environment clean and tidy. Everybody must know his/her duty for protecting Environment.</p>
<b>Creative work</b>	<b>IW. Make Solutions: "How to protect our environment?"</b>

**REMEMBER**

A **debate** is an argument with rules.

Debating rules vary from one competition to another, and there are several formats for debates. Debates involve teams that include several students. Typically in a debate two teams are presented a resolution or topic that they debate, and each team is given a period of time to prepare an argument. Students typically don't know their debate subjects ahead of time. The goal is to come up with a good argument in a short time. Students are encouraged to read about an event and controversial issues to prepare for debates. You - teachers should encourage individual team members to choose special topics and focus on them. At a debate, one team argue in favor (*pros*) and the other argue in opposition (*cons*). Sometimes each team member speaks, and sometimes the team selects one member to speak for the team. A judge or a panel of judges assigns points on the strength of the arguments and the professionalism of the teams. One team is usually declared the winner and that team can enter/go to a new round.

***Note:** You are welcome to make a choice and give a task either to do in the next (2<sup>nd</sup>) lesson or at home. **Note:** The lesson is to be taught in 2 hours.*

**Key Answers:** ▪ **Task 6, page 82.**

1. Don't waste the things you don't want by throwing them away! Local "green" companies can make those old posters and magazines into recycled paper and they can transform your old mobile phone into a new one. Collect those t-shirts and jeans that are too small for you and give them to a charity.

2. Of course, most people need a break at school or work. But if you drink from plastic bottles you won't help the planet. It looks harmless, but plastic is a material that is difficult to recycle. And if you eat a snack make sure it comes in just one bag or box. A lot of modern food products have lots of packaging and it's a waste! Why not drink fruit juice from a glass bottle and make a sandwich? Glass is easy to recycle and a homemade sandwich is better for you and for environment!

3. When you go shopping think before you buy! Are your trainers really old? Do you really need a new MP3 player? Remember, we don't need to use the world's resources to look cool. If you only buy the things that are really necessary you'll help save the planet and your money!

4. Don't have a bath, have a shower! If you have a shower you'll use less water. When you have a bath you use approximately 90 litres of water, but only 30 litres when you have a shower. And don't leave the tap on when you brush your teeth! Water is one of our most important natural resources and you can help save it! Well, if we all help it will have a better chance.

**Key Answers: ▪ Task 4, page 81.**

1. The girl *has just gathered* the litter.
2. The man *sold* the fruits which he *had brought* there.
3. The maids *had cleaned* the rooms before we *returned* home.
4. Tilly *brought* the litter which her neighbours *had given* to her.
5. Tom's father *had already sold* all the apples when the girl *came*.
6. The son and his father *had filled* their cart with apples by 7 yesterday.

**Standards: 1.1.1./ 2.1.3./3.1.3./4.1.4.****Criteria: 1. Verbal Describing****2. Matching****3. Designing****RUBRICS    I-Poor    II-Weak    III-Good    IV-Excellent**

I	II	III	IV
Hardly expresses thoughts describing the pictures on the protection of our planet.	Briefly describes the pictures and answers some of the questions on the protection of our planet.	Describes the pictures on the Environment actively answers the questions on the topic.	Answers all questions correctly describing the pictures creatively and independently shares with the classmates/ partners.
Reads the text with some difficulty, hardly matching the paragraphs to the poster.	Reads and matches the paragraphs with the A-D making a few mistakes.	Reads the text and takes an active part in questioning, matches the paragraphs with the A-D.	Reads the text on the importance of environment, creatively speaks on our planet and its importance, matches the paragraphs with the A-D working independently and consciously on the topic.
Hardly makes up a plan/questionnaire on the given questions.	Makes up a plan/questionnaire on the importance of environment using the new words and expressions.	Makes up a questionnaire on the importance of environment using the new words and expressions; fills in the chart grouping the main facts and prepares solutions.	Easily writes a perfect essay on the importance of environment working creatively and independently. Makes a questionnaire and designs mottos on the topic thinking logically and creatively.



## Lesson 3. Let's Save Our Beaches!

**Aim:** To develop Ss' listening, speaking, reading and writing skills by involving them to work on and learn what products we get from sea and the importance of seas for humans.

### Objectives

#### Student:

- expresses his/her opinions using different speech patterns
- talks about the importance of the seas and beaches
- defines True/False statements
- shares ideas about the importance of water through discussions
- designs posters on the importance and protection of water
- differs the usage of the verb **"to make"** for its meaning
- says tongue- twisters correctly and fast

### Standards

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

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./2.2.2./3.1.4./Lit.-1.2.4./3.1.3./Biol.-2.1.2./3.1.1./4.2.1. Chem.-4.2.1./Geog.-3.2.5./Scien.-1.2.1.
Interaction	CW/GW/IW/PW
Strategy	Discussion, Description, Questioning, Carousel, Mind Map, Debate
Resources	SB, postcards, slides, computer, map, pictures, grammar table, handouts

**Lesson 3. Let's Save Our Beaches!**

**Key words:**  
**artery** (n) - a highway, main line, trunk, highway  
**conserve** (v) - save, protect, preserve, maintain  
**deplete** (v) - exhaust, use up, consume  
**implementation** (n) - the process of putting a decision or plan into effect, realization, fulfillment  
**endure** (v) - last, last long, last forever  
**oyster** (n) - a large, flat shellfish  
**petition** (n) - a formal written request appealing to authority with respect to a particular cause  
**prejudging** (v) - making up one's mind before or without a fair trial  
**unique** (adj) - unprecedented, distinct

**What you'll learn:**  
 • How we can take action by water (journey)  
 • How beneficial and extremely important water is for humans  
 • What sea products we get from seas  
 • Where we can get energy

**1. CW. Look and complete the sentences with the words and word combinations. People use:**  
 a) seaweeds to make food  
 b) oil to make petrol  
 c) sand to make cement  
 d) salt to prepare meals  
 e) shells to make gifts for tourists  
 f) sand to cure some illnesses  
 g) pearls from the oysters to make rings and earrings

**2. Remember and compare:**  
**to make**  
 • to make a list  
 • to make a plan  
 • to make a change  
 • to make progress  
 • to make up one's mind  
 • to make a mistake  
 • to make contact  
 • to make dinner  
 • to make food salad  
 • to make petrol  
 • to make gifts

**3. IW. Listen and say this tongue-twister. Start slowly and get faster and faster.**  
 She sells the sea-shell\* on the seashore  
 The seashells that she sells are the sea-shell\*. I'm sure!  
 \*Sea-shell - a large, flat shellfish  
 \*Pearls - small, round, smooth, white or grey, precious stones

**10. GW. Look, answer and add your own ideas on:**  
 • Where is water? • What products can water be found in?

**11. GW. Dilemma. Think and decide what you should do:**  
 You visit a friend of yours and in the yard you see that his father with a hose in his hand is about to start washing the family car.  
 Offer to help him say nothing, because you are shy and you think it is not your business  
 suggest that using a bucket of water and a brush to wash the car would save a lot of water  
 suggest that the car should be taken to a carwash, do something else, refuse

**12. IW. Make your own solutions reading the given samples.**  
 • Recycling begins from home!  
 • Don't leave water running!  
 • Don't use drinking water to water the garden!  
 • Brown, Reduce, Recycle and never be confused!  
 • Use a well\* or rain water collected in advance!

**INTERESTING TO KNOW!**  
 Children all over the world learn a lot about the Earth at school. They get special environmental education. Even though they are children and they can't do much about pollution or help to save the Earth.

**March 22 - World Water Day**  
 One of the most valuable things in life is water. We must know the importance of water and we need to make efforts. People celebrate this day as drinking water sources are fast depleting. The world must raise the problem and start conserving it. They must make conclusions\* that how useful the water is.

**April 22 - Earth Day**

**6. Self - group - recording**

### Motivation (warm-up) Listening-Speaking

Motivate your Ss to look at the Mind Map on the board or in SB, page 83 Task 1. As there are pictures split over the hidden key word, encourage them to think and find out what word could be in the middle/centre. At the same time elicit from them what people use oil, salt and, pearl, sea shell for. Possible answers:

- People use salt to prepare meals.
- People use shells to make gifts.
- People use sand for healing/  
curing some diseases, etc.



**Research question:** • *What will happen if we don't have seas?*

- *Imagine we are on a very messy beach, what should we do to make it a clean place for us?*

### Discussion/Information Exchange

Direct the Ss' attention to exercises on page 84-85. Have them work on the project thinking /imagining that they are on a dirty beach. Encourage them to find the ways to settle that problem- how to make beaches a clean place for us? You can use the method of **Carousel** for this project. Give a flipchart to the groups, have each group write thoughts/ideas with one colour- 1<sup>st</sup> group with green marker, 2<sup>nd</sup> group with purple marker, 3<sup>rd</sup> group with blue marker, etc. At the end when the circle is done, check together with all groups with his/her red marker and different point of views are sounded/listened to. In this way the best way through discussing how to keep the beaches clean is defined. As this lesson is designed for 2 hours for the second lesson, you can lead the Ss to discuss the given passage on the book and debate on: "**What can companies, authorities do for keeping beaches clean?**" Encourage your Ss to speak about polluted beaches, seas and rivers, their importance. Get them to share their ideas actively and creatively on the usefulness of water and the products of the seas, rivers and beaches. You can also touch the **Contract of the Century Baku Jeyhan Oil Pipeline**. Get Ss to say more brilliant ideas being open to innovations and all happenings in Azerbaijan and at the same time in the world. Also, all the tasks in the lesson are at your and your Ss' disposal, so feel free to do them together or create/design your own ones. Draw the Ss' attention to Task 6 on page 85 and encourage them to do it freely using the "**would like/would rather, had better**".

**Key Answers:** • **Task 6, page 85.**

1. The beach is dirty. I ... clean it up today. (had better)
2. You don't look very well. You ... not lie in the sun today. (had better)
3. ... you ... to go for a walk with us? (would like)
4. I ... collect seashells on the beach (would rather)
5. We ... to send e-mail to the mayor about our green plan. (would like)
6. I ... to design posters on Green Planet. (would prefer)



<b>Key words</b>	<i>artery, oyster, milestone, pearl, protruding, petition, conserve, deplete, implementation, unique</i>
<b>Summary</b>	<p>Get the Ss to speak on: <i>Where else can water be?</i></p> <p>The Ss look through the tasks in this lesson and come to conclusion that Water can be /named/called <i>A Blue Planet</i>. Although there is more water on the Earth, and approximately-97% of this water is salty, it means that only 3% of it can be used- the unsalty portion. (<i>Note:</i> They learned it in the 7<sup>th</sup> grade.) Don't forget to remind your Ss that we have already learnt about it in the 7<sup>th</sup> grade. So Ss consciously realize that pure water on our Planet is so little that we should take care of it and save it as the rest 97% of it contains salt and is not fresh to use. We should all take care of that very small percentage to have clean life. And also the Ss learn more by doing tasks on pages 85-87. They become aware of the facts how important and useful the water is, why people should protect water, where else water can be, etc.</p>
<b>Creative work</b>	<b>IW.</b> Look at the solutions and make your own, using: <i>"I would like/prefer/rather/had better"</i> .

### Key Answers:

#### ▪Task 4, page 84.

Read the passage filling in the gaps with the words/phrases.

*the situation, meeting, to organize, rubbish bins, the town centre, green organization, the mayor, demonstration, a petition, the beach, the town, posters, summer*

Our local government says it doesn't have any money to clean *the beach*. If we don't do anything, it won't be clean for the *summer*. What are we going to do? Next Saturday we're going *to organize* a demonstration. It is going to be in *the town centre*. The director of the *green organization* is coming and she's going to explain *the situation*. We'll also start *a petition* and a group of students will take it to the town hall. They're also going to ask *the mayor* for more *rubbish bins* on the beach and a new volleyball area. What can you do? Come to our *meeting* on Monday May 25 in room 18. There is lots of work to do! Do good things! We need lots of new *posters*. They will tell everybody about the *demonstration* and when it is going to happen. We also need people to send letters and emails to the mayor. He should know how important the beach is for the people of *the town*!

#### ▪ Task 9, page 85.

Fill in the gaps with the given words.

*water, damage, waste, touch, throw*

1. Don't touch the birds' nests!
2. The grass is dry. Water it, please!
3. We shouldn't throw litter into water!
4. Never waste your waste!
5. You mustn't throw rubbish into water.
6. Water is known as the "Blue Planet".
7. Never leave water running!
8. Don't damage water reservoirs!

## REMEMBER

We're sure this lesson is interesting for the Ss. It's the continuation of the topic taught in the 6-7<sup>th</sup> grades, but this time we tried to integrate widely. You can motivate your students with different Strategies:

**Clustering, Description, Carousel, KWL** or **Discussion** create a positive environment, so that children don't feel embarrassed. Help them to continue speaking about the importance of water. Give them a chance to express their ideas/ thoughts freely and individually. Accept and respect their thoughts. Encourage your Ss enthusiastically to speak about the existence of water not only in rivers, lakes, oceans seas, but also in some products. Motivate them to pair and share where else water can be, what great importance and benefits water has in life.

### Diagnostic Questionnaire

Tick 

Questions	Yes	No
• Have you ever taken routes by water?		
• Have you ever sailed?		
• Have you ever collected sea shells?		
• Have you ever made a gift from the oysters?		
• Have you ever seen pearls/sea gulls?		
• Have you ever been to an ocean/a sea or a river		
• Have you ever played with the sand?		

### Assessment: A-Master B-Good C-Average D-Poor

Criteria	A	B	C	D
• Expresses his/her opinions using different speech patterns				
• Defines True/False statements				
• Reads the Fact File and discusses the facts				
• Fills in the gaps with the suitable verbs				
• Says the tongue twisters faster				
• Works on the project answering the questions				
• Talks about the Earth Day and World Water Day				
• Makes solutions using the expressions				
• Shares ideas about the importance of water through discussions				
• Designs posters on the importance and protection of water				
• Differs the usage of "to make" for its meaning				
• Talks about the importance of water				

## Lesson 4. A Real Geography Lesson

**Aim:** To teach Ss the importance of all other subjects and their integration to our subject-English, also natural disasters and their harmful damage to nature, animals and humans as well through developing the language skills.

### Objectives

#### Student:

- reads the passages aloud in correct intonation and takes notes
- shares ideas on natural disasters through discussions
- expresses his/her thoughts in logical order
- speaks about natural disasters and their damages
- talks about the role of different subjects in life
- chooses main/ major facts from the text he/she reads
- writes information about disasters
- plays roles on natural disasters

### Standards

- 1.1.2.
- 2.1.2.
- 2.1.3.
- 3.1.2.
- 3.1.4.
- 4.1.2.

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	N.L.-2.2.1./2.2.2./Lit.-1.1.3./3.1.3./Geo.-1.2.2./2.1.3./3.2.5. Scien.-1.2.1./4.2.1./ Phys.-1.1.1.
<b>Interaction</b>	CW/GW/IW/PW
<b>Strategy</b>	Discussion, Reading By Stops, Description, Matching, Role Play, Questioning
<b>Resources</b>	SB, flashcards, video roll, pictures, computer, handouts, flip-chart, marker, www.learningenglish.org.uk

### Lesson 4. A Real Geography Lesson

**Key words:**

be in rain - for raining, wet  
 camp (n) - a place or pen for cooking/feeding  
 desperate (adj) - feeling hopeless  
 erupt (v) - become active, burst or gain or release  
 liquid (n) - fluid, moist, loose  
 magma (n) - very hot fluid  
 restore (v) - rebuild, reconstruct, renew  
 rule (v) - destroy, obstruct, crush, collapse  
 sudden (adj) - come to feel, become, make, undergo  
 solid (adj) - fixed or firm

**What you'll learn:**

- Natural disasters and their damage
- The importance of different subjects
- To be aware and well informed about natural disasters

(v) erupt/desperate  
 (n) solid/restore

**1 CW. Look, think and talk about the pictures.**

**Sample:** Look at picture 1. What is it? Why is smoke coming out of the mountain? How does a volcano erupt? Under the surface of the Earth it's very hot. The rocks aren't hard and solid. They are thick and liquid. This liquid rock is called magma. Sometimes there is an opening on the surface of the rocks. Then the magma can come up through this opening and volcano erupts. When a volcano erupts, it throws up dust and pieces of rock into the air.

**2 PW. Read and perform the dialogue.**

Jack: Did you see the awful storm last night?  
 Isabelle: Yes, of course!  
 Jack: How? Were you out or at home?  
 Isabelle: I was at my friend's when it started.  
 And what about you?  
 Jack: I had already reached home before it happened.  
 Isabelle: Oh, I think you were really terrified.  
 Jack: Oh, not! I had gone to bed when it began. But when I heard the thunderstorm I was really terrified.  
 Isabelle: So, you are afraid of storms? But not me.

**2 PW. Find True / False sentences. Explain your answers.**

1. Tilly's dad ran to the safety with his family.  
 2. Tilly was at school on 26 December 2004.  
 3. Tilly's mum explained the situation to her.  
 4. Everybody was running to the safety when the tsunami arrived.  
 5. The tsunami killed thousands of people on Maldivian beach.  
 6. Tilly's geography lessons helped her understand the situation.

**3 CW. Match the definitions 1-6 with the adjectives a-f. And make a list of adjectives of emotion.**

When a person ...	He/she is ...
1. Thanks someone for something	a) desperate
2. is sad about something	b) upset
3. worries about something bad in the future	c) enthusiastic
4. is frightened about a situation	d) anxious
5. is very interested in something	e) afraid
6. is very worried and wants to change	f) grateful

**4 PW. Join the two sentences using "because, as or that" and use them in the Past Perfect tense form.**

1. Geography helped Tina very much. She learned a well at school.  
 2. The children didn't see grey clouds. They went to sleep.  
 3. She didn't pass the exams. She didn't prepare for them.  
 4. Tilly's parents ran to a safe place. Tilly told them about the disaster.  
 5. Tilly told her mother about the tectonic plates. Her geography teacher taught Tilly at the lesson.

**5 CW/PW. Choose the correct word.**

1. Our daughter made us feel proud/*anxious*. She saved a lot of people.  
 2. After the terrible experience in Thailand, they were *grateful*/*glad* to go home.  
 3. I'm very *grateful*/*thank* for your help.  
 4. I was *astonished*/*proud* when I didn't pass any of my exams.  
 5. After the tsunami we were *desperate*/*afraid* to swim again.

**6 PW. Complete the Table sorting out the right adjectives from the box.**

proud, desperate, upset, grateful, terrified, helpful, glad, surprised, sad, pleased, astonished, careful, relaxed, proud, unhappy, exhausted, lucky, safe, more, anxiety

Positive	other	Negative
helpful	weak	unhappy

## Motivation (warm-up) Listening-Speaking

Listening/Speaking

Draw a Mind Map or just Slide Show.

The simplest way is to concentrate the Ss' attention to the pictures in SB (see page 87, Task 1) and elicit:

***What are all these called?***

Possible answer: These are called (Natural Disasters) Encourage the Ss to say out some ideas/thoughts about each of them like:

*I think this is the picture of Volcano* (see the samples) As this is the enlarged lesson from the 7<sup>th</sup> grade, your Ss will easily get into the topic to express their ideas on the already taught topic.



**Research question:** • *What damages can disasters cause?*

• *What subjects could help us to be aware of such damages and overcome them?*

## Discussion/Information Exchange

As the lesson is designed for two hours for the first lesson, get them to read and perform the dialogue on page 87, Task 2. The Ss actively share their ideas on the natural disasters acting a dialogue. Then you can lead the Ss to read the passage and put prepositions where necessary in Task 3, page 88.

They talk about natural disasters and their damage and at the same time the importance of the subjects after reading the passage. Tilly's story is really a

good sample for it. She feels Tsunami's waves and makes everybody there leave the beach. Tilly's knowledge on Geography saves the lives of many people. Her parents were happy that their daughter knew Geography well and were grateful to her for that. For the second lesson remind your Ss to read **Fact File** and discuss the Shamakhy earthquake and its damages in their groups. Have your students pay attention to the usage of some post positions and get them to build up sentences using in their own sentences.



- to be grateful sb **for** sth
- to be proud **of**
- to thank smb **for** smth
- to be frightened **about**
- I am proud of our heroes.
- Jill was grateful to me for the respond.
- Tilly's friends thanked her for help.

<b>Key words</b>	<i>magma, liquid, restore, ruin, sadden, solid, to erupt, desperate, coop, to be in vain</i>
<b>Summary</b>	The Ss read the passage on page 89 and do exercises on pages 89-90. They come to conclusion that learning all subjects is compulsory, especially Geography lesson is much more important as it deals with all the natural disasters. Natural disasters have always influenced both nature and people: <i>Destroyed houses, all remained under water, people died, etc.</i> Summarizing the taught lesson the Ss also revise some other creative tasks here. As the lesson is designed for 2 hours you should undertake how to do it.
<b>Creative work</b>	<b>IW. 1. Search some facts about disasters in the world. 2. Write a quote: How can subjects help me in life?</b>

### REMEMBER

You can use *Brainstorming, Debate, Mind Map* or *Role Play* in order to motivate and raise the Ss' interest on the topic. Try to create a positive environment so that children don't feel embarrassed. As this lesson has integrated to Geography and Physics, you can encourage the Ss to express their creative thoughts in their own language and then assist them in translating the same ideas into English. Have them freely say out the facts they know about the world wide disasters as well as Shamakhy earthquake and its terrible damages. The main thing/aim here is to make the place of Physics and Geography out among the subjects taught at school and stress the usefulness of these subjects. They think about: Tilly's being knowledgeable on Geography gave the second life to the people on the beach which was a great gift for them. You have really a good opportunity here - in this lesson to teach your Ss the fact that all subjects are equally important to be taught and each of them has its significance in bringing up the teens/youth.

### Key Answers:

#### ▪ Task 3 B, page 88.

1. Everybody ran to the safety.
2. Tilly Smith studied tsunamis at school.
3. The waves destroyed the tourist centre.
4. The tourists were happy that Tilly liked geography.
5. Tilly and the tourists watched how the big waves formed.
6. Her parents were glad that she had learnt Geography at school.

## Key Answers:

### ▪ Task 6, page 88.

**Insert prepositions where necessary and choose the best title.**

Tilly Smith, a young school girl *from* Sureey *in* England, is very enthusiastic *about* her geography classes. But *on* December 26, 2004 Tilly discovered that geography is more than just an interesting school subject. After she had come across the incident *on* the beach Tilly was sitting there **A.** ... in Phuket, Thailand, as if the sea suddenly disappeared *for* a moment. What was happening? While big waves were forming, Tilly and the tourists watched. *At* first, they weren't afraid, but Tilly remembered her geography lessons and she became anxious. She wanted to leave the beach quickly. Tilly remembered that they had studied earthquakes. **B.** ... She recognized what was happening, but the other tourists weren't moving *from* the beach. She was very tense. Tilly told her mother *about* tectonic plates and an earthquake *under* the sea. Tilly became very upset. *In* the end she was desperate to leave the beach *with* her family. Tilly's father told the other tourists *about* the danger. Everybody was running *to* the safety when the first *of* three tsunami waves came *up* the beach. **C.** ..., the waves were destroying the small tourist centre. *After* the Tsunami, a lot of tourists were grateful *for* Tilly's interest *in* geography. Her parents were glad she had been attentive *in* her geography class. **D.** ... The tsunami was a terrible accident *for* thousands *of* people. But, thanks to Tilly, it didn't kill anybody *on* Maikhao beach.

### Assessment: A-Always B-Often C-Sometimes D-Seldom

	A	B	C	D
• Shares ideas through discussions				
• Reads the passages aloud and takes notes				
• Expresses his/her thoughts in logical order				
• Speaks about natural disasters and their damages				
• Chooses main/major facts from the text he/she reads				
• Writes information about disasters				

### Self Assessment: A-Brilliant B-Good C-Average D-Weak

	A	B	C	D
• I can share my ideas through discussions				
• I can read the passages aloud and take notes				
• I can express my thoughts in logical order				
• I can speak about natural disasters and their damages				
• I can choose the main/major facts from the text				
• I can write information about disasters				
• I can talk about the usefulness of different subjects				

## Progress Portfolio

### 1 Fill in My Overall Progress. ✓

**Self-Assessment:** *A-Always B-Often C-Sometimes D-Seldom*

	A	B	C	D
• I can share findings on the environment with my partners/peers				
• I can make presentations on my major goals in a teamwork, pairs and individual work				
• I can participate in discussions on the protection of environment				
• I can talk about the importance of water				
• I can write quotes/essays about the protection of Environment				
• I can research facts on natural disasters				
• I can explore different ways in presenting projects and presentations				
• I can make plans/questionnaires on the Environment				
• I can talk about the role and importance of different subjects				
• I can willingly take part in discussing the results and in summarizing				

### Diagnostic Checklist For Lesson 1. A Better Environment!

	Yes	No
• I can talk about surroundings		
• I can express my ideas about pollution		
• I can talk about the protection of environment		
• I can speak about the causes of pollution and its damages		
• I can find the ways how to reduce pollution		
• I can write more words about pollution and environment		

### Key Answers:

▪ *Task 3, page 90*

1 -B 2 -A 3- B 4-E 5-C 6-D

1. *flood* 2. *tsunami* 3. *drought* 4. *hurricane* 5. *tornado* 6. *thunder*

▪ *Task 4, page 91.*

**Build up words from the given ones.**

1. gmaam - **magma**

2. dilso - **solid**

3. derthun - **thunder**

4. gtelighnin - **lightening**

5. arlpe - **pearl**

6. ystero - **oyster**

7. dingtrupro - **protruding**

8. teryar - **artery**

9. dolof - **flood**

10. tipeiton - **petition**

11. ostmpoc - **compost**

12. tornado - **donator**

### Challenge

**Answer the questions:**

- *What do you and your family do to help the environment?*
- *What would you do to have a better environment?*



## Sub Summative Test 5 (Open ended tests)

### 1. Choose the correct numbers.

*People cut tress ...*

- |                     |                        |                   |
|---------------------|------------------------|-------------------|
| 1. to build houses  | 2. to damage forests   | 3. to heat houses |
| 4. to recycle paper | 5. to save the animals | 6. to make cement |

### 2. Complete the sentences.

*Environment means ...*

*Pollution means ...*

### 3. Choose the correct variant.

*... is to use something, ... is to treat things that they can be used again ...  
is to make something less or smaller in size, quantity and price*

- |                           |                           |
|---------------------------|---------------------------|
| A) Reduce, recycle, reuse | D) Reuse, recycle, reduce |
| B) Reuse, reduce, recycle | E) Recycle, reuse, reduce |
| C) Reduce, reuse, recycle |                           |

### 4. Choose the correct variant.

*After the Tsunami, a lot of tourists were grateful ... Tilly's interest in geography. Tilly's friends thanked her ... help.*

- |            |           |            |              |
|------------|-----------|------------|--------------|
| A) to, for | B) at, to | C) for, to | D) with, for |
|------------|-----------|------------|--------------|

### 5. Choose the correct variant.

*I ... join the Green Company.*

- |               |               |               |               |
|---------------|---------------|---------------|---------------|
| A) had rather | B) had prefer | C) had better | D) would like |
|---------------|---------------|---------------|---------------|

### 6. Choose the correct verb.

*Don't ... the things you don't want by throwing them away!*

- |         |           |          |          |
|---------|-----------|----------|----------|
| A) find | B) damage | C) throw | D) waste |
|---------|-----------|----------|----------|

### 7. Odd one out in each line.

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. tense, desperate, geography | 3. weather, dangerous, attentive |
| 2. fresh, accident, anxious    | 4. deep, danger, tectonic        |

### 8. Complete the sentence.

*People celebrate ... on the 22<sup>nd</sup> of April.*

- |              |              |                 |                 |
|--------------|--------------|-----------------|-----------------|
| A) Water Day | B) Earth Day | C) Forestry Day | D) Flowers' Day |
|--------------|--------------|-----------------|-----------------|

### 9. Find the correct variant.

- A) Recycle means to make something smaller in size.  
B) Compost is a mixture of decayed food.  
C) Pollution means the presence of harmful matter in the environment.  
D) Reuse means to use something again!

### 10. Write your ideas about your favourite lessons and give reasons why you like them/it.

# UNIT 6. Wonders of the World

## Lesson 1. The Seven Wonders of the World

**Aim:** To learn about Ancient World Wonders and also Wonders in Azerbaijan through practicing the four language skills.

### Objectives

#### Student:

- separates/divides the listened passage text into subtitles
- uses various constructions for expressing his/her ideas on wonders
- describes the pictures on the old wonders
- shares and compares ideas about Modern and Ancient wonders
- chooses main/ major facts from the read parts
- matches pictures to the paragraphs
- searches information and writes about ancient wonders

### Standards

1.1.2.  
2.1.1.  
2.1.2.  
3.1.4.  
4.1.2.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./1.2.4./2.2.2./ Lit.-1.1.3./3.1.2./ Az.His.-1.2.2./5.1.2./ Gen.His.-5.1.1./5.1.3.Sci.-4.1.1./PT-1.1.2.Geog.-1.2.2./ 2.1.2./3.2.4.
Interaction	CW/GW/IW/PW
Strategy	Description, Discussion, Word Association, Carousel, Venn Diagram
Resources	SB, flashcards, map, grammar table, computer, film roll, handouts, cards, pictures, CD, www.learningenglish.org.uk

**GVN** Look at the pictures, read and translate the passage into your own language.

In the second century BC seven buildings and works of art were so beautiful that they were considered the Seven Wonders of the World.

**The BC - Before Christ**

**The Tomb of Mausolus at Halicarnassus** was built by his wife, the queen. The tomb was decorated by the best artists of the time.

**The Temple of Diana at Ephesus** is in Asia Minor. Inside the temple (church, monastery) there were some of the finest works by Greek artists. You can see parts of the columns in the British Museum.

**The Gardens of Babylon** were built by the king of Babylon in about 600 BC.

**The Colossus of Rhodes** was an immense bronze statue. It is 32 metres high, very high for that time.

**The Statue of Zeus at Olympia** is in Greece. It is 12 metres high. The robes of Zeus were of gold and the eyes of precious stones.

**The Hanging Gardens of Babylon** were built by the king of Babylon.

**The three Pyramids of Giza** in Egypt were built as tombs for Egyptian kings.

**1. MC. Choose the correct articles.**

1. My list begins with ... Channel Tunnel between ... England and ... France.  
A) the, -, B) -, -, C) -, the, D) the, the, -

2. ... Statue of Zeus at Olympia is in ... Greece.  
A) -, B) the, -, C) -, the, D) the, the

3. ... Hanging Gardens of Babylon were built by ... king of ... Babylon.  
A) the, the, -, B) -, the, the, C) -, -, D) the, the, the

24 | Previous stories - present day - future stories

**PWGVN** Read and match the passages with the pictures.

1. ... is one of the most valuable natural resources of Azerbaijan. It is at the **foot** of the Mount Ararat. The oil is famous in the world as the exclusive means with **healing** properties. of bone - joint, skin, neurological diseases as well as liver and rheumatic diseases.

2. The people of ... is one of the ethnic nations of Azerbaijan. Among the ethnic **minorities** in Azerbaijan they are distinguished with unique ethnographic features. This village is a mountainous part with fresh air and picturesque beauty.

3. Azerbaijan's ... are one of 28 sites selected for the final of the New Seven Wonders of Nature. ... are a sign of the presence of oil and gas underground. This is also used in **healing** some diseases.

4. Azerbaijan has the highest concentration of ... Its natural resources make 90 million tonnes. This mountain is famous both for its pure salt and **healing** properties (minerals) in the world. This is ...

5. ... is a rare sanctuary located in the natural cave between Binalag and Mountain Nahajir, 12 km away from the city of Nakhchivan. It's one of the world's rare sanctuaries.

6. It is considered one of the wonders of the world. Before the religion of Islam, ... was a place of religious **faith** and a shrine for five worshippers (believers in God). Not far away from ... i.e. 200 metres south there is a weak volcano **erupting** around water with stone.

**2. MC. Find unknown words in the passages and explain their meanings.**

**3. MC. Fill in the table according to Task 4.**

Ashabi Kaba	Khynalyg	Red Volcano	Naphtalan	Tanar Dag	other

**4. FW. Search and write facts on ancient wonders in Azerbaijan.**

*\*Ashabi Kaba - Ashabi Kaba / Ashabi Kaba*  
*\*Khynalyg - Khynalyg / Khynalyg*  
*\*Naphtalan - Naphtalan / Naphtalan*  
*\*Tanar Dag - Tanar Dag / Tanar Dag*

25 | Previous stories - present day - future stories

### Motivation (warm-up) Listening-Speaking

Demonstrate Slide Show about modern wonders or direct Ss' attention to the pictures in SB, page 93, Task 1 where "*The Wonders of the Present World*" is given. Get them to read the Ss' lists of wonders and make a list of wonders of the Modern World adding their own ideas. Encourage them to say as many wonders as they can. **Sample:** Computers, Olympic Games, Bridges, Eurovision, Holidays, skyscrapers, etc.

**Research question:** • *What do you know about the seven World Wonders?*  
• *Which of them is the top Wonder for you and why?*

### Discussion/Information Exchange

Get your Ss to work in pairs of 7. Each pair reads the information given in Task 2, and matches it to the appropriate picture. They open the brackets paying attention to the voice and tense forms. After reading the passages have them discuss the questions: • *What are seven wonders of the world?*

- *Why are they considered the wonders?*
- *Who were the Hanging Gardens of Babylon built?*
- *Where is the Statue of Zeus situated? etc.*

As they learnt it in the 7<sup>th</sup> grade the Ss will easily insert the definite article with proper nouns in Task 2. Try to encourage your Ss to work interactively and with enthusiasm and share their ideas creatively. They are advised to compare *Ancient Wonders* with *Modern Wonders* with their similarities and differences filling in the Venn Diagram.

<b>Key words</b>	<i>faith, foothill, compressive, harbour, heal, immense, precious, robe, sanctuary, temple, terrace, tomb, worship, slime, shrine</i>
<b>Summary</b>	The Ss come to conclusion reading out the passages and doing tasks about Azerbaijan, its valuable natural resources. They realize that Azerbaijan is full of natural wonders, its oil, salt, mud volcanoes are very famous all over the world. Now the Ss are aware and knowledgeable about Azerbaijani wonders as: Salt Mountain, Burning Mountain, Ashabi-Kahf, Naphtalan and others.
<b>Creative work</b>	<b>IW. Search and write facts on ancient wonders in Azerbaijan.</b>

**Assessment:** **A-Poor B-Fair C-Good D-Brilliant**

	A	B	C	D
• Separates/divides the listened passage into subtitles				
• Uses various constructions for expressing his/her ideas on wonders				
• Shares ideas about wonders				
• Chooses main/major facts from the read parts				
• Searches information and writes about the oldest wonders				
• Compares old and recent wonders				

## Lesson 2. Where Leisure, There Pleasure!

**Aim:** To get sufficient knowledge and information about the famous cities, places of interest in the world through practicing the four language skills.

### Objectives

#### Student:

- talks about different places, places of interest
- expresses his/her ideas through inserting different speech patterns
- shares ideas in pairs playing roles
- matches the features of cities with the pictures
- makes the dialogue in logical order
- answers the questions using the language bank
- searches sufficient materials and writes a paragraph on world - famous places
- designs a plan to describe a world famous city or place
- finds the main facts reading the passage

### Standards

1.1.1.  
2.1.1.  
2.1.3.  
3.1.3.  
3.1.4.  
4.1.2.  
4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./1.2.4./2.2.2.Lit.-1.1.3./2.1.1./2.2.1.Az.His.-5.1.1./5.1.3./Gen.His.-5.1.1./5.1.3. Geog.-3.2.1./Art.-1.1.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Completion, Discussion, Questioning, Role Play, Matching
Resources	SB, flashcards, pictures, slides, computer, realia, video roll, handouts

**2. GW. Read and find the cities. Insert I/Us/We.**

**1.** ... is the largest city in Louisiana, the USA. ... stands on the bank of the Mississippi River and is a busy port and tourist centre. ... population of about 550,000 is very cosmopolitan, with immigrants from many countries. People from all over the world always visit. ... to see ... famous Mardi Gras carnival. There are many old buildings and excellent restaurants in the city.

**2.** ... is the largest city on the Caspian Sea and of the Caucasus region. ... is an ancient city and is located 29 metres (92 ft) below the sea level. ... has eleven administrative districts and 48 townships. The former City of ... along with the Shirvan Shah's Palace and Maiden Tower were inscribed as a UNESCO (United Nations Educational, Scientific and Cultural Organization) World Heritage Site in 2000. The city is the scientific, cultural and industrial center of Azerbaijan. ... hosted the 57th Eurovision Song Contest in 2012 and in 2015 - the First European Games. ... has become a cosmopolitan city.

**3.** ... is the capital of Austria and ... stands on the banks of the River Danube. ... the gateway between east and west Europe. ... music, theatre, museums, and parks make ... a popular tourist centre. ... has a population of over 1,500,000 and ... has a rich history. ... has been the music capital of the world for many centuries. Mozart, Beethoven, Schubert and the Strauss family all came to work there. Now ... is an important cultural centre for art and ... the home of the world's most famous orchestra, the Vienna Philharmonic, the State Opera House, etc.

**4. RW. Fill in the table according to the passages.**

What city is it?	Where is this city?	What is special about this city?	What's this city famous for?	What can visitors do there?
Baku		the land of fire winds		
Vienna				
New Orleans				

**5. CW. Odd the one out, which is different.**

1. cultural, famous, history 3. industrial, immigrant, excellent  
2. cosmopolitan, popular, people 4. gateway, township, scientific

**6. PW. Find out what these figures stand for and give comments.**

1,500,000	2015	48	2000
28	2012	550,000	57

\*Baku - Az. Bakı / Azerbaijan

**Lesson 3. Changes in the 21-st Century**

**Key words:**

- average (avg) - middle, including mean
- be equipped (v) - be supplied with the necessary items for a particular purpose
- care (v) - treatment, therapy, feed, attend to health
- diffic (v) - contrast with, be different from
- be distinguished
- do business (v) - occupy, trade, employ, work
- handwrite (v) - make familiar with, acquire with, to introduce
- incurable (adj) - that cannot be cured, fatal, mortal
- vocal (adj) - voiced, uttered, articulated, oral

**What you'll learn:**

- Big changes in the 21st century
- Differences between old and new changes
- The importance of modern changes and their features

**7. GW. Look, talk and compare them in Venn Diagram.**

**In the past:** People wore chaps. People used khorchum. People used to pass messages by doves, fire, flowers, etc.

**Now:** People wear different types of shoes. People use mobile phones, computers, iPhones, etc.

**OLD BOTH NEW**

### Motivation (warm-up) Listening-Speaking

**Note:** The lesson is “Where There Is Leisure, There Is a Pleasure”. But as *trafarits* names are to be given shorter, we also preferred to shorten it as. “Where Leisure There Pleasure!”

The fact is that the name of the lesson itself can be the motivation for this lesson. Or you can direct the Ss’ attention to concentrate on the table/chart on Task 1. Encourage them to say out sentences accordingly. **Sample:** *Spain-to watch Flamenco dancing. Or: I’d love/I’d like to visit Spain to watch Flamenco dancing. I’d prefer to go to Spain to watch Flamenco dancing. Spain is a fantastic city. I’d like to go to Moscow to see the Kremlin, etc.*

**Research question:** • *Why do we call them famous cities?*

• *What special features have made them famous all over the world?*

### Discussion/Information Exchange

The lesson is to be taught for 2 hours. At the end of the first lesson you’d better ask the Ss to work on the project to make a poster on their favourite city/ place for the next lesson and make a group presentation – saying why they have chosen that city and what are the most significant/ specific peculiarities of that city. Also direct your Ss to read passages on page 97, Task 3 and find out what city it is. Get them to pay special attention to the usage of *it, its, it’s* (It’s advisable to make them work in 3 groups) and consolidate/ revise the difference between them. Then have the Ss share and say ideas where New Orleans, Vienna and Baku are situated, what are special about these cities and what visitors could do there filling in the chart/table. During discussions direct the Ss’ attention to the **Language Bank** “What is it like?”

- |                                        |                                         |
|----------------------------------------|-----------------------------------------|
| • <i>What’s your teacher like?</i>     | <i>Oh, she is very kind/intelligent</i> |
| • <i>What is your school like?</i>     | <i>It’s very big.</i>                   |
| • <i>What are Jane’s parents like?</i> | <i>They are friendly.</i>               |
| • <i>What’s your sister like?</i>      | <i>She is ambitious.</i>                |

(clever/flexible/hard-working/lazy/inflexible/noble/modest/helpful/creative/cooperative/punctual/You can stress positive or negative features/characters of a person. “**Like**” isn’t used as a verb here, it’s used as a preposition.

### REMEMBER

**What’s it like?** = tell smth /smb about it

- Is it good or bad, big or small, old or new? etc.

**What is the city like?**                      **Ot, it’s fantastic.**

**What’s your new teacher like?**        **She’s very kind.**

**What was the movie like ?**              **It was very interesting.**

**What is Jane like?**                        **She is intelligent.**

**What is your school like?**              **It is large and new.**

### Key Answers:

▪ **Task 6, page 98**

A-5, B-2, C-1, D-4, E-6, F-3

▪ **Task 9, page 98**

famous, canyon, carnival, wonderful, tulip, adore, music, fantastic, ancient, perfection, cosmopolitan, float, history

<b>Key words</b>	<i>adore, canyon, sea-gull, vast, float, perfection, symmetry, township, cosmopolitan, inscribe, heritage, gateway</i>
<b>Summary</b>	<p>Working on different Tasks on page 98, role-playing, designing posters, making a questionnaire/plan the Ss come to conclusion that each place/city has its own beauty and specific features. Any city has got a good point that attracts people. <b>Sample:</b></p> <ul style="list-style-type: none"> <li>• <i>Baku attracts people of the world with its historical places: the Maiden Tower, the Inner City, etc.</i></li> <li>• <i>New Orleans attracts people with its Mardi Gras Carnival, old buildings and excellent restaurants.</i></li> <li>• <i>Vienna attracts tourists with its Opera House and Philharmonics etc.</i></li> </ul> <p>As in the saying: • <b><i>The more you travel the more you know!</i></b>  The Ss also say out some proverbs and sayings.  <b>Sample:</b> • <i>East or West, Home is Best!</i> • <i>There is no place like home!</i></p>
<b>Creative work</b>	<b>IW. Search sufficient materials/facts on countries/cities and make an interview.</b>

**Note:** You are welcome to make a choice to summarize the lesson with any of these tasks. There are a number of creative and interesting tasks, you can make a choice.

### REMEMBER

You can use/choose different strategies to motivate the Ss on the topic: Brainstorming/Discussion/Mind map/Eliciting/Carousel or Debate for this lesson. Discover that your students express their opinions differently and independently. You're free to divide/design this lesson for two hours. Direct Ss' attention to the Motto: ***Where Leisure, There Pleasure!*** and encourage them to say out their opinion on: Why do you choose to visit these places and why would you prefer to visit these places? You have an opportunity to revise with them ***it/its/it's*** and at the same time: ***Would rather/would like/had better*** and consolidate them all. Teach them **What is it like?** construction through practising it many times during the lesson. For **example:** ***"Why would you like to visit Spain?" and What's Spain like?*** Possible answers you may get:  
***"I'd prefer /like to see Flamenco dancing in Spain".***

**Assessment:**    **A-Poor**    **B-Fair**    **C-Good**    **D-Brilliant**

Criteria	A	B	C	D
• Expresses his/her ideas through inserting different speech patterns.				
• Shares ideas in pairs and role plays				
• Makes the dialogue in logical order				
• Matches the features of cities with the pictures				
• Searches sufficient materials				
• Writes a paragraph on world famous cities/places				



# Lesson 3. Changes in the XXI Century

**Aim:** To encourage Ss to concentrate on big changes in the XXI century by practicing the four language skills.

## Objectives

### Student:

- describes the pictures and talks about old and new devices
- finds out what discovery belongs to what century
- compares old and new devices
- shares ideas on changes using different constructions
- reads the passages, groups the facts about changes/discoveries
- uses punctuation marks correctly while writing
- defines the correct statements
- completes the sentences creatively with his/her own thoughts
- writes a paragraph on the latest wonders

## Standards

- 1.1.2.
- 2.1.1.
- 2.1.2.
- 3.1.4.
- 4.1.1.
- 4.1.3.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./1.2.4./4.1.3./Lit.-1.2.4./3.1.3. Az.His.-1.2.2./1.3.1./5.1.2. Gen.His.-5.1.1./5.1.2./Geog.-1.1.1./Art.-1.1.1./1.2.2.
Interaction	GW/CW/PW/IW
Strategy	Cluster, Venn Diagram, Discussion, Description, Grouping, Completion
Resources	SB, flipcharts, realia, video roll/CD, handouts

**2 GW. Fill in the gaps with the given words. Insert correct punctuation marks and post positions.**

Industrial, smoking, fir, machines, medical, power, current, information, age, blind, rich, possibilities, e-mail, tests

I believe that the big changes in the 21<sup>st</sup> century will be the changes in economic conditions. In 30 or 40 years people will do business better. They'll have better houses and eat healthier food than they do today. More goods will be produced and so perhaps countries will be able to give more help to ... countries. I believe countries as well as people will be richer in the 21<sup>st</sup> century.

**3 GW. Complete the sentences with your own ideas.**

1. Different diseases will easily be cured ...
2. Today there is no need to send letters by mail, because ...
3. I think, doctors will be able to cure diseases, which ...
4. ... people can use computers as well, because ...
5. All schools are well equipped with computers today and ...

**4 PW. Tick the correct answer and compare the ideas.**

Who speaks about	Sam	Lale	Soleyman	Mehriban
Changes in the economy				
Better medical care		✓		
Information age				
Mini Computers for disabled				
The help to the poor				
Healthier Food				

**5 PW. Find the statements below which are true according to the information given in the passages.**

1. Lale says that doctors can cure AIDS today.
2. Mehriban thinks that people will have longer lives in the 21<sup>st</sup> century.
3. Sam says, Mini computers give all people a chance to get the latest news.
4. Soleyman believes that we'll all be richer in 30-40 years.
5. According to Mehriban we can get more information in the 21<sup>st</sup> century.
6. Sam thinks that poor countries won't receive any help from rich countries.
7. Lale says that it will be impossible to get education at home.

**6 CW. Fill in the gaps with the correct forms and voice of the verbs.**

to cure, to give, to design, to do, to walk, to visit, to be equipped

1. Have you ever ... Khyatdy?
2. A lot of diseases ... by the doctors soon.
3. Internet ... all people a chance to get a lot of information.
4. Nowadays most schools ... with new technology in our country.
5. A mini computer for the people who can't see was ... in Azerbaijan.
6. People all over the world ... New Orleans to see Mardi Gras carnival.
7. With the help of new technology people ... business without leaving their homes.

**7 IW. Project Work. Write a paragraph:**  
"The Latest Wonders or Big Changes in Azerbaijan".

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

A B C D

I can talk about changes in the 21<sup>st</sup> century  
I can read the passages about changes in the 21<sup>st</sup> century  
I can find out true/false statements  
I can fill in the gaps with the suitable verb-forms  
I can write a quote on the topic



### Motivation (warm-up) Listening-Speaking

Divide your students into 2 groups. Put different pictures (the back sides of them) on the table. Ask the first group members to come to the front of the class, grab one of the pictures and try to describe it saying its features and ask the second group to find out what it is. *Sample:*

**Group 1:** *It is a thing. It is an old device. People used it as a bag in old times. Now you can see it in the museums. What can it be?*

**Group 2:** It can be heybe/khurchun.

Or draw the Ss' attention to the pictures Task 1 on page 99 and elicit:  
*What do you see in the pictures?*

*What associations come to your mind when you see them?*

Try to sort them out and compare in Venn Diagram.

**Research question:** • *What are the specific features of Present Life?*  
• *How do these innovations/changes affect people?*

### Discussion/Information Exchange

First split your Ss into 4 groups, give each group one marker (red, blue, green, purple). Before the lesson you should stick a Flipchart on each wall of the room. They are the following topics:

- **Economical Changes**
- **Technological Innovation for Disabled**
- **Technology**
- **Health**

Encourage the Ss (groups) to approach the paper on which there is a topic in the same colour as they have in their hands. Each group should think and write some facts under the topic with the marker the colour they are given. *Sample:*

**Group 1** – has got red marker-their topic will be Recent Economical Changes in the world, so they have to write and present as many facts as they can.

**Group 2** – has got blue marker-their topic is Recent Health Changes in the world, etc. Then get them to read the passages given on page 100, Task 2 and compare their variation with the passages. In this way the Ss can exchange immense ideas, learn a lot while sharing actively and fill in the chart adding their own creative ideas.

### REMEMBER

You can use/choose different strategies to motivate and stimulate the Ss' interests on the topic: **Brainstorming/Discussion/Mind Map/Eliciting, Debate, Venn Diagram** or **KWL** for this lesson. Try to give the Ss a chance to present their thoughts on the old and modern devices, the similarities and the difference between them, their importance and features. You will be sure your students express their productive ideas on the importance of old/new devices. Try to respect the Ss' thoughts.

<b>Key words</b>	<i>average, incurable, to be equipped with, cure, differ, do business, familiarize, vocal</i>
<b>Summary</b>	Doing exercises on page 101 the Ss cooperate and share a lot of ideas on innovations of the XXI century, learn a lot and exchange ideas in groups. They become aware of a number of facts that the XXI century has- innovation in all fields: in the field of Medicine, Health, Agriculture, Education, etc. Remind the Ss about innovations in Education–Curriculum, Technology, etc that have made us more knowledgeable and capable, creative and competent than before.
<b>Creative work</b>	<b>IW. Project Work. 1. Write a paragraph: <i>The Latest Wonders or Big Changes in Azerbaijan.</i></b> <b>2. Write a quote: <i>What would you like to invent? Why?</i></b>

### REMEMBER

As you know, sounds are really essential in teaching/learning a foreign language, especially English. We should teach our Ss the sounds and sound combinations and also how to pronounce words. For this reason we've prepared some phonetic tasks in SB. To avoid confusion while pronouncing some words you should regularly practise phonetic exercises. But please, bare in mind that the ones we've given in SB are just some samples to encourage the Ss to get used to correct pronunciation with the help of such kind of of exercises. Feel free to design/create/prepare more phonetic tasks to get excellent results. Because by teaching correct pronunciation you can build up your Ss' spelling very well. At the same time it'll help them to distinguish similar words and master the word groups that are pronounced the same (homonyms), but have different spelling. These words are a very common source of confusion when writing as well. Be sure, all your Ss will enjoy such exercises and have fun! And also Ss will be able to enrich their vocabulary/word stock. Good luck to you with phonetic exercises/pronunciation.

### Assessment: **A-Perfect** **B-Good** **C- Satisfactory** **D-Poor**

Criteria	A	B	C	D
• Finds out what discovery belongs to what century				
• Shares ideas on changes using different constructions				
• Reads the passages groups the facts about changes/discoveries				
• Uses punctuation marks correctly while writing				
• Completes the sentences creatively with his/her own thoughts				
• Defines the correct statements				

## Lesson 4. How to Cross the River?

**Aim:** To get involved in the topic “The World Famous Bridges and their importance” via practicing the four language skills.

### Objectives

#### Student:

- shares and demonstrates his/her thoughts about bridges
- differs the words on bridges for their semantic meanings
- defines/groups the main facts about bridges
- expresses his/her ideas on the bridges and their role
- writes a paragraphs on the content of bridges listening to them
- describes the pictures and prepares questions on them
- finds the definitions of the words
- reads the passage and retells the content in logical order

### Standards

- 1.1.1.
- 2.1.3.
- 3.1.1.
- 3.1.4.
- 4.1.1.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./2.1.2./2.2.2./ Lit.-2.1.1./3.1.3./Az.His.-1.2.2./5.1.2./ Gen.His.-5.1.1./5.1.2./Geog.-3.2.1.
Interaction	GW/CW/PW/IW
Strategy	Discussion/Description/Venn Diagram
Resources	SB, Pictures, slides, computer, handouts, www.learningenglish.org.uk

**GW** Read the paragraphs and fill in the grid with the facts under the figures/numbers.

Turkey's Bosphorus Bridge has connected the east and the west since 1973. It is a landmark of the city and the main symbol in photographs of Istanbul. So, you can pick up a postcard of this bridge in any part of Turkey. You can't imagine this city without this bridge. Turkey's Bosphorus Bridge is one of the most popular bridges in the world.

Golden Gate Bridge is the North American strait that connects San Francisco Bay to the Pacific Ocean. It has been known as the headland of the San Francisco Peninsula and the Marin Peninsula. The bridge is one of the most internationally recognized symbols of San Francisco, California, and the USA. Tourists always come to see this bridge with great pleasure.

Pont du Gard is a three-level stone aqueduct that crosses the Gard river valley. Pont du Gard was built over 2000 years ago, by Marcus Agrippa. It's now well-maintained and a very popular tourist attraction.

2000	1743	1996	25	1937	19	512	1973
*	*	*	*	*	*	*	*

**GW** Put appropriate articles and translate the passage.

Kariba Dam stands on ... Zambesi river in ... Africa. It was built in ... deep, narrow valley. ... dam is 128 metres high. ... road goes along ... top. More than 30,000 people lived in ... valley before ... dam was built. New villages were built for them and they were moved to ... new homes. When ... dam finished in 1959, ... water in ... river started to rise. There is now ... huge lake behind ... dam. It is called ... Lake Kariba and it is 240 kilometres long. ... thousands of animals lived in ... valley. When ... water rose they were trapped on ... little islands in ... lake. They were rescued by boats.



**FW** Answer the questions.

- Where are dams built?
- Why are dams very important?
- How long is Lake Kariba?
- Where is the Kariba Dam situated?
- Why did water start to rise in the river?
- What's there behind the dam?

**IW** Visit your ICC and search the Internet for more interesting facts about the world famous bridges.

**GW** Read the paragraph and write about modern bridges and their importance.

Historically, a lot of bridges were built on caravan routes of the most commercial centres of Azerbaijan, such as: Durbent, Shamakhi, Ganja, Baku, Astarak, Baku, Nakhchivan, Tabriz. Bridges are a part of culture of Azerbaijan. There are a lot of ancient bridges in Azerbaijan, such as: Ganja Bridges, Alagachay Bridges, Gilanchay Bridge, Sultan Bridge, Tagly (Arch) Bridge, Top Bridge, Syuyq Bridge, Lalazar Bridge, Khudafarin bridge and so on. They differ from each other for their form, structure and construction. Among these bridges we can show Khudafarin Bridge with 11 and 15 spans in the Jabrayil region on the Arax River. The remains of Khudafarin Bridge connect the northern and southern banks of the Arax River. Historians believe that they were constructed in the 12<sup>th</sup>-13<sup>th</sup> centuries.



**FW** Match the words with their definitions and use them in a situation or sentences.

- |               |                                                                       |
|---------------|-----------------------------------------------------------------------|
| 1. a bridge   | a) a large area of water that is surrounded by land                   |
| 2. a lake     | b) a low area between hills or mountains                              |
| 3. a valley   | c) something in a large building that you can see from a distance     |
| 4. a landmark | d) a structure that is built over a road/railway/river                |
| 5. a headland | e) a narrow piece of land that projects from a coastline into the sea |

**FW** Sort the words out and complete the chart. Use them in sentences.

postcard, appearance, railway, northern, connection, commercial, culture, attraction, headland, boat, minor, construction, bridge, deep, building, historic, land, valley, landmark, coastline

Simple Nouns	Derivative Nouns	Compound Nouns	Simple Adjectives	Derivative Adjectives

**IW** Think of a bridge you know and make notes on the questions below.

- Where is this bridge situated?
- What are its benefits for the community?

### Motivation (warm-up) Listening-Speaking

You can either bring pictures of different bridges to the class or direct the Ss to the picture on Task 1, page 102. Have them look and talk about these pictures. It's advisable to use the Carousel method here. Draw a circle and write these words around the circle: **Golden Gate Bridge, Pond du Gard, Tower Bridge, Bosphorus Bridge, etc.** Elicit: What are these? Where are they situated? You can get these answers: These are famous bridges. Tower Bridge is in London, etc.

**Research question:** • *What's the Role of Bridges in Our Life?*  
• *How can bridges help people?*

### Discussion/Information Exchange

Actively encourage your Ss to work in pairs or small groups (it depends on the number of your Ss in class) and give each pair a picture of one world famous bridge. Get them to discuss and give presentation on them. Ask them to tell about the size, shape and age of the bridges. (See Task 2, page 103) Get them to fill in the grid with the facts under these figures. As this lesson is designed for 2 hours you can get them to read the paragraph about the Kariba Dam putting appropriate articles for the next lesson. Draw their attention to **Remember and Compare** box (page 102) on the usage of Article with the Geographical names and have them build up sentences using the Definite Article with the geographical names. **Sample:** the Amazon River, the Zambezi River, etc.

<b>Key words</b>	<i>aqueduct, minaret, rescue, span, strait, trap, valley, well-maintained</i>
<b>Summary</b>	The Ss do creative tasks on pages 103-104 and read the paragraph about historical bridges in Azerbaijan, especially about Khudaferin Bridge and about its history. They come to conclusion that bridges play really a very important role in our lives: to cross rivers, seas, lakes, mountains we do have different style famous bridges all over the world. And modern bridges in Azerbaijan do meet the world standards for their age, shape, size, quality and beauty in the world.
<b>Creative work</b>	<b>1W.</b> <i>Think of a bridge you know and make notes on the questions. Visit your ICC and search the Internet for more interesting facts about the world famous bridges.</i>

### Key Answers:

Simple nouns	Derivative nouns	Compound nouns	Simple adjectives	Derivative adjectives
boat culture minaret bridge bank valley animal symbol island	difference happiness connection attraction construction building	postcard railway headland landmark	deep narrow	northern commercial different

▪ **Task 8,**  
**page 104**

**Key Answers: ▪ Task 3, page 103.****Read about the Kariba Dam and put appropriate articles.**

The Kariba Dam stands on the Zambezi river in Africa. It was built in a deep, narrow valley. The dam is 128 metres high. A road goes along the top.

When the dam was finished in 1959, the water in the river started to rise. There is now a huge lake behind the dam. It is called Lake Kariba and it is 240 kilometres long. More than 30.000 people lived in the valley before the dam was built. New villages were built for them and they were moved to new homes. Thousands of animals lived in the valley. When the water rose they were trapped on little islands in the lake. They were rescued by boats.

**Note:** We have given some samples here to make your choice easier. So you can choose and use any of them, but not all, just the appropriate one for you.

**Standards: 2.1.3./3.1.1./3.1.4./4.1.1.**

**Describing**

**Differing**

**Writing Facts**

**RUBRICS: I-Poor II-Satisfactory III-Good IV-Brilliant**

I	II	III	IV
Expresses his/her ideas on Bridges with difficulty.	Expresses his/her ideas on Bridges / dams using some of the new words / expressions. Makes some mistakes in describing the pictures on dams/ bridges.	Shares his/her ideas describing the pictures on bridges/dams. Constructs and says ideas on bridges/dams.	Easily describes the pictures giving ideas independently. Makes questions/a questionnaire on dams/bridges creatively and shares ideas on the topic logically.
Hardly differs words for their semantic features and chooses the facts in the text with difficulty.	Though with difficulty, but can choose some facts on the topic and some of the semantic features.	Chooses the words and expressions for their semantic features and says the facts on the Kariba Dam in logical order.	Creatively expresses his/her ideas on the Kariba Dam and freely retells the passages in the lesson. Defines the age/ shape/quality easily using the simple/ derivative and compound words in his/her speech.
Hardly writes the sentences on the content of the bridges.	Writes little information that he/she listened to on the Bridges.	Writes facts/ information on the bridges he/she listened to.	Independently writes information/facts on the bridges adding his/her creative ideas to the facts on them.

## Progress Portfolio

1 Think about your progress and Tick Your Overall Progress. ✓

Self Assessment:

*A-No problem*

*B-I don't have any difficulties*

*C-I sometimes find this difficult*

*D-I need more practice*

	A	B	C	D
• I can share findings on the wonders of the XXI century with my partners				
• I can make presentations on my major goals in a teamwork, pairs and individual work				
• I can participate in discussions on the ancient and recent wonders				
• I can make up a list of old and new wonders in Azerbaijan				
• I can write quotes/essays about ancient and modern wonders				
• I can research facts on famous bridges in the world				
• I can find the definitions of the words and expressions				
• I can make plans/questionnaires on Changes of the XXI century				
• I can talk about the importance of bridges and their roles				
• I can take part in discussions about bridges and their role				

## Formative Test Sample for Lesson 4

Choose the correct form of the verb.

- Turkey's Bosphorus Bridge connected/has connected the east and west since 1973.
- Thousands of animals lived/had lived in the valley by the time.
- They built/had built a huge bridge before we came to the village.
- When the man returned home his son has gone/had gone to bed.
- The flat was very dirty, because nobody has cleaned/had cleaned it for a long time.

2. Choose the correct variant.

*1. Where is the Kariba Dam situated?*

- A) on the Thames B) on the Zambezi C) on the Kur D) on the Amazon

**2. The Golden Gate Bridge is the North American strait that connects San Francisco Bay to ... .**

- A) the Pacific Ocean B) the Atlantic Ocean C) the Amazon D) the Gardon

**3. Turkey's Bosphorus Bridge has connected ... since 1973.**

- A) east and south B) east and west C) north and west D) south and north

## Sub Summative Test 6 (Open ended tests)

### 1. Choose the correct variant.

*This mountain is famous both for its salt and healing peculiarities in the world. It is ...*

- A) Khynalig      B) Yanar Dag      C) Salt Mountain      D) Mud of Volcanoes

### 2. Answer the questions.

*What are the wonders of the ancient world?*

*Where are they situated?*

*What are the modern wonders of Azerbaijan?*

### 3. Complete the sentence.

*The three Pyramids of Giza ... were built as tombs for Egyptian kings.*

- A) in Greece      B) in China      C) in Egypt      D) in Great Britain

### 4. Complete the sentences.

1. The temple of Diana at Ephesus in Asia Minor. Inside the temple there were some of the finest works by ... . You can see parts of the columns in ... .

2. The Statue of Zeus at Olympia ... . It was 12 metres ... . The robes of Zeus were of gold and the eyes of ... .

### 5. Find and match the definitions.

- A) a bridge      1) an area of low land between hills and mountains  
B) a valley      2) smth such as a large building that you can see clearly  
C) landmark      3) structure that is built over a road, railway, river

### 6. Choose the correct questions.

1. What your city is like?      2. What is your school like?  
3. What is your city like?      4. What are your school like?

### 7. Choose the correct variant.

*During the festival tulip arrangements look like "tulip seas" and the ... by visitors.*

- A) admired      B) are admired      C) was admired      D) have admired

### 8. Find out which city it is.

... is the largest city in Louisiana and stands on the banks of the Mississippi.

... is the largest city on the Caspian Sea and of the Caucasus region.

... is the capital of Austria and stands on the banks of the River Danube.

### 9. Match the halves.

- |                               |                              |
|-------------------------------|------------------------------|
| 1. Tourists go to Egypt       | a) to walk in Red Square     |
| 2. You can go to India        | b) to see Tulips' Festival   |
| 3. I'd rather go to Spain     | c) to visit Taj Mahal        |
| 4. You'd like to go to Moscow | d) to watch Flamenco Dancing |

### 10. Write a paragraph: "Modern Changes in Azerbaijan".



# UNIT 7. Fame

## Lesson 1. My Favourite Film Star

**Aim:** To teach Ss the role of children's films in our life- the world famous film stars, the connection between real life and the one in the children films through practicing the four language skills.

### Objectives

#### Student:

- describes the pictures on the movies/films
- speaks about children's films and famous film stars
- expresses his/her ideas on the roles of the children's films
- plays roles on children's films
- designs a questionnaire on the children's films and film stars
- fills in the gaps using the words appropriately
- writes an essay/a paragraph about the film stars

### Standards

- 1.1.1.
- 2.1.2.
- 3.1.3.
- 4.1.2.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./2.2.1./2.2.3./Lit.-2.1.1./2.2.1./3.1.2./Az.His.-4.1.1./5.1.2. P.T.-1.4.1./ Music-1.1.1./ Scien.-3.3.1.
Interaction	CW/GW/PW/IW
Strategy	Discussion, Description, Matching, Role Play, Interview, Questioning
Resources	SB, handouts, flash cards, pictures, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>

## UNIT 7

### FAME

#### Lesson 1. My Favourite Film Star

**Key words:**

**capture** (v) - to trap, to catch, to catch  
**endure** (v) - to go on, to last, to last  
**well** (adv) - to do well, to do well, to do well  
**hardship** (n) - difficulty, difficulty, difficulty  
**surviving** (v) - to live, to live, to live  
**survive** (v) - to live, to live, to live  
**gained** (v) - to win, to win, to win  
**prevent** (v) - to stop, to stop, to stop  
**rule** (v) - to be, to be, to be  
**fortune** (n) - to be, to be, to be

**What you'll learn:**

- What's the role of the children's films in our life?
- Who are famous film stars?
- What's the connection between films and the real life?
- How films affect people?

**1 CW** Look, find out what films these pictures are from and say which proverbs coincide with them. Give comments on them.

**2 GW/PW** Fill in the gaps using the key words and expressions. Discuss these questions as well.

What children's films do you like most?  
 Are the leading parts always positive characters? Why/Why not?

## UNIT 7

### FAME

#### Lesson 1. My Favourite Film Star

**Key words:**

**capture** (v) - to trap, to catch, to catch  
**endure** (v) - to go on, to last, to last  
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**surviving** (v) - to live, to live, to live  
**survive** (v) - to live, to live, to live  
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**What you'll learn:**

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**1 CW** Look, find out what films these pictures are from and say which proverbs coincide with them. Give comments on them.

**2 GW/PW** Fill in the gaps using the key words and expressions. Discuss these questions as well.

What children's films do you like most?  
 Are the leading parts always positive characters? Why/Why not?

### Motivation (warm-up) Listening-Speaking

Demonstrate a short film/slide show or get your Ss concentrate on Task 1, page 107. Also stick some samples of Proverbs/ Sayings on the board. Ask your Ss to say the proverbs to the pictures with coincidence: **Sample:**

*A friend in need is a friend indeed! A Hero dies, his fame remains!, After rain comes fair weather!, Truth will conquer!, You know a man by his friends!, (this proverb coincides with the film “The Gypsy Girl/Qaraca Qız”), Union is strength! Knowledge is Power! (these proverbs coincide with the film “The Mystery of a Castle/Bir Qalanın Sirri”) etc.*

**Research question:** • *What is the role of Children Films in our life?*  
• *How/ Why are they created?*

### Discussion/Information Exchange

Get the Ss to work in 3 groups. Present each group a flip chart of **KWL**. Encourage them to fill in the 1<sup>st</sup> and 2<sup>nd</sup> columns sharing and writing with the facts or information –what they know about children’s films and also what else they want to know about them. Then lead your Ss to read the passages given in Task 2 on page 107-108 and fill in the gaps using the appropriate words and expressions beside the passages. After this they get additional information about children’s films. At the end have them fill in the 3<sup>rd</sup> column of **KWL-What I Learned** column.

<b>Key words</b>	<i>capture, endow, evil, merciless, poison, hardship, prevent, ruler, torture</i>
<b>Summary</b>	The Ss are advised to read one more passage about a children’s film- a young Hollywood film star, Dakota’s life and activity and come to conclusion that Children’s films both Azerbaijani and world famous have been designed to demonstrate friendship, unity, devotion, love to friends’ family, tolerance, heroism, etc. We can learn much from them and compare the personages with ourselves in real life. As the lesson is designed for 2 hours you can engage them to do other tasks given in this lesson. Try to make your own choice. You can choose tasks given on page 108-109 for summarising. The Ss put the sentences in correct order and perform the dialogue.
<b>Creative work</b>	<b>IW.</b> Project Work. Search information about children’s films and interview your partner performing a small scene. <i>Write an essay: “My Favourite Film Star”.</i>

## Key Answers:

### ▪ Task 2, page 107.

1. The main character in this film Tutu lost her parents at an early age and lived a very hard life with lots of hardships, torture and trouble. The Gypsy Girl-Tutu who was living with Piri baba in Huseyn Bey's garden and the daughter of the bey Khadija became close friends. But Khadija's cruel mother Perijahan khanum didn't support this friendship and wanted to prevent it. And finally Tutu-The Gypsy Girl got poisoned when she tried to save Khadija's life and died.

2. This film speaks about the fight of the poor, the honest people against the merciless and cruel ruler who has captured the lands and water from their hands. Elshan, Kamran baba are the leading roles in this fight. It is shown in the film that by uniting the strength and unity of the people with science we can gain success and overcome the evil and endow joy, happiness to thousands of people. Hadi and Bıdı are the main children's roles in the film.

### ▪ Task 3, page 108.

1-c, 2-b, 3-e, 4-d, 5-a

5a) **Fidan:** I also like this movie and the music that is sounded in the film.

2b) **Kamran:** I enjoy watching movies or cartoons on TV.

1c) **Fidan:** How do you like to spend your free time? What is your favourite pastime?

4d) **Kamran:** I've seen "The Stepmother" lately and liked Ismayil's part. His role made a great impression on me, especially the end of the film was very impressive.

3e) **Fidan:** Oh, really? I also think it's very enjoyable. And what movies do you prefer most? Whose roles do you appreciate in Azerbaijani or foreign movies?



## Assessment: A-Perfect B-Good C-Satisfactory D-Poor

Criteria	A	B	C	D
• Describes the pictures speaks/tells about children films				
• Plays roles/acts out performing children films				
• Matches the paragraphs to the headings reading them with correct intonation				
• Writes an essay a paragraph about the film stars				
• Fills in the gaps using the words appropriately				
• Put the sentences in correct order and performs the dialogue				
• Designs a questionnaire on the children's films and film stars				

## Lesson 2. Cartoons Are Not Only for Children!

**Aim:** To teach Ss more about Cartoons, the hidden moral in cartoons, the role of Cartoons in bringing up the children through practicing the four language skills.

### Objectives

#### Student:

- tells the fable in logical order
- expresses ideas on the relationship of people
- appreciates the national values in cartoons and good behaviour
- reads the fable with correct intonation
- speaks about cartoons describing the pictures
- finds and says the main idea/moral reading the fable
- groups the adjectives semantically using them in sentences
- puts the facts in correct order
- builds up sentences using the expressions

### Standards

1.1.1.  
2.1.3.  
3.1.2.  
4.1.1.  
4.1.2.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./2.1.2./2.2.1./4.1.3./Lit.-1.1.3./1.2.4./2.1.1. Scien.- 3.1.1./3.2.1./3.3.1./ P.T.-1.4.1.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Description, Discussion, Debate, Unfinished Story
Resources	SB, board, markers, pictures, slides, computer

**Lesson 2: Cartoons are not only for Children!**

**Key words:**  
**absorbent** (adj) - having got, those  
**cartoonist** (n) - a cartoonist  
**cartoon-maker** (n) - a person who creates animated films  
**crow** (n) - the bird of a crow or similar bird, small  
**instant** (adj) - immediate, prompt, rapid, quick, sudden  
**loud** (adj) - loud, clear  
**overturned** (adj) - falling both over and upside down  
**pull up** (v) - to pull up, to pull out, to pull  
**step** (v) - to go, to walk, to  
**wrong down** (v) - to fall rapidly downwards through the air, to fall

**What you'll learn:**  
 • Children's favorite hobbies  
 • The usefulness of cartoons and their roles in children's life  
 • The hidden moral of cartoons  
 • How cartoons affect people  
 • The role of cartoons in the upbringing of children

**1. CW: Look, describe and talk.**



You can also create a simple animation with a home computer and special software.

adjective	verb	adjective	verb
boring	to bore	bored	to be bored
tiring	to tire	tired	to be tired
entertaining	to entertain	entertained	to be entertained

**2. PW/GW: Put the paragraphs in the fable in correct logical order.**

1. All this was seen by a hungry fox. Who called up to the crow? How very beautiful you are! Has no one told you so?

2. A farmer's wife threw out some cheese. And before you could count three, A crow swooped down and carried it off to the top branch of a tree.

3. The fox, quick as lightning, snapped it up and laughed to think such a prize could be won from a crow stupid enough to fall for a pack of lies!

4. Now since the crow still held the cheese quite firmly in his beak (still). He gave a nod to the fox below, but didn't dare to speak.

5. "If I could hear your song!" said the fox. I'd soon be able to tell if it's true that even the nightingale cannot sing half as well!

6. At once the crow broke into a song - a single, ugly "Caw". And the cheese fell from his open mouth on to the floor then.

7. Not only are you beautiful, the fox said, but I've heard your voice is lovelier than the voice of any other bird!

8. The crow pulled up by all of this, smiled down at the fox below, but his beak still firmly held the cheese and did not let it go.

**Raymond Wilson**

**INTERESTING TO KNOW!**  
 • Crows are very intelligent creatures.  
 • Crows are omnivores.  
 • Crows live more than a hundred years.  
 • Crows are highly adaptable to any situation.

**CHALLENGE!**  
**Answer the questions!**  
 • What is the moral of this cartoon fable? → Are crows wise or stupid?  
 • Why do people easily trust others? → Which of them is wiser?  
 • The crow as the fox? → Why do you think so?  
 • If you were a crow what would you do? how would you react?

**3. PW: Project: 1. Design a poster on Cartoons. 2. Try to create any fable of your own.**

\*adaptable - (adj) capable of being adapted or changed  
 \*dare - (verb) to do something that is dangerous or difficult, especially when you are afraid

### Motivation (warm-up) Listening-Speaking

Run some pieces of films, movies, cartoons, or direct your Ss to look at the pictures on page 110, Task 1. Encourage/motivate them to tell the names of those films/cartoons describing some scenes or facts about them. **Sample:** “*Jirtdan, Tom and Jerry, Mickey Mouse, Masha and Bear*”, etc are well known and are always watched by children and adults with great pleasure. All these cartoons tell us about happy moments of our childhood, bring us happiness and kindness, etc.

**Research question:** • *What’s the hidden moral in cartoons?*

• *Are cartoons only for children or not?*

• *Why yes/Why not? Give reasons.*

### Discussion/Information Exchange

The Ss are presented a composition and a fable on page 111. Encourage them to read the fable with correct intonation and put the paragraphs in logical order. Get them to discuss the questions under/beneath the paragraph and answer them: What is the moral of this cartoon/fable? Why do some people trust others? How would you act if you were a crow? Which of them do you find cleverer? the fox or the crow? And why? etc. Have them take part in discussions actively and share their opinions freely. For the second lesson get the Ss to read the **ITK** box and share there ideas on the great story editor, clever businessman and the greatest **cartoonist**, cartoon maker in cinema history, Walt Disney. Encourage them to answer these questions: What did Walt Disney do? Which cartoons did he animate? What can his cartoons teach us? What are his hit cartoons?

<b>Key words</b>	<i>abandon, a cartoon-maker, decline, omnivorous, puff up, swoop down, snap up, nod, paw, cartoonist</i>
<b>Summary</b>	The Ss summarize the gained knowledge during the lesson and by reading the Fact File they get more information about one of the creators of Cartoon Making-Animation-Walt Disney. They become aware of the fact that cartoons are not only for children but also for adults. With the help of cartoons children as well as grown ups and elderly people can be brought up/taught/explained – properly as in fables. So, cartoons are of great importance for the people of all ages as they may direct them to behave well and be experienced in many directions in life. <b>Note:</b> As this lesson covers 2 hours you can give the other hour to teach about <i>Charlie Chaplin</i> – the animation actor, the films he was taken and was the producer, etc. Additionally you should direct the Ss’ attention to the usage of <i>ed, ing</i> suffixes in the passage. <b>Sample:</b> Bored-boring/entertained-entertaining/tired-tiring etc.
<b>Creative work</b>	<b>IW. Design a poster on Cartoons.</b>

## Key Answers:

• Task 2, page 111. Read and think of the moral.

### The Fox and the Crow (by Raymond Wilson)

1. A farmer's wife threw out some cheese, and before you could count three, A crow **swooped down** and carried it off to the top branch of a tree.
2. All this was seen by a hungry fox, who called up to the crow: How beautiful you are! Has no one told you so?
3. Now that the crow still held the cheese quite firmly in his **beak**, He gave a nod to the fox below, but didn't **dare** to speak.
4. Not only are you beautiful, the fox said, but I've heard Your voice is lovelier than the voice of any other bird!
5. The crow **puffed** up by all of this, smiled down at the fox below, But his **beak** still **firmly** held the cheese and did not let it go.
6. "If I could hear your song" said the fox I'd soon be able to tell if it's true that even the nightingale cannot sing half as well!
7. At once the crow broke into song- a single, "**ugly caw**"- And the cheese fell from his open mouth on to the forest floor.
8. The fox, quick as lightning, **snapped it up** and laughed to think such a prize could be won from a crow stupid enough to fall for a **pack** of lies!

### Challenge!

Answer the questions and write a paragraph:

- *What can cartoons give us?*
- *If you were a cartoon maker what fable would you design as a film? Why?*
- *How can cartoons affect people, especially little ones?*

**Assessment: A-Always B-Often C-Sometimes D-Seldom**

	A	B	C	D
• I can speak about cartoons describing the pictures				
• I can read the fable with correct intonation				
• I can tell the fable in logical order				
• I can put the facts in correct order				
• I can find the main idea/moral reading the fable				
• I can group the adjectives semantically using them in sentences				

**Assessment: A-Excellent B-Good C-Weak D-Poor**

Criteria	A	B	C	D
• Speaks about cartoons describing the pictures				
• Reads the fable with correct intonation				
• Tells the fable in logical order				
• Puts the facts in correct order				
• Finds and says the main idea/moral reading the fable				
• Groups the adjectives semantically using them in sentences				



Lesson 3. Movies in Our Life

**Aim:** To teach Ss on “How films make us feel/think/laugh/cry” via practicing the four language skills.

Objectives

Student:

- shares/demonstrates his/her ideas on different films
- takes an active part in questioning
- plays a role /performs some scenes from films
- designs a plan or a questionnaire about film makers/actors
- completes sentences using the correct conjunctions
- searches facts about film stars of the world taking notes
- prepares a questionnaire to interview his/her partners
- thinks of a famous actor and makes a plan

Standards

- 1.1.1.
- 2.1.2.
- 3.1.3.
- 4.1.2.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./2.2.1./3.1.4./Lit.-1.1.3./2.1.1./2.2.1./Az.His.-5.1.2./5.1.3 Scien.-3.2.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Questioning/Completion/Role Play
Resources	SB, pictures, handouts, flashcards, computer, slides

Lesson 3. Movies in Our Life

**Key words:**

**be spotted** (v) - be noticed, become dirty, be stained  
**costume** (n) - a piece, suit, pants  
**depict** (v) - showing an image of sth/sb in a picture  
**disgrace** (v) - give sb a different appearance so that nobody can recognize him  
**drapery** (n) - cloth, material for garment, fabric  
**lack** (v) - have none or not enough of sth  
**luxury** (n) - splendour, magnificence, prosperity  
**merchant** (n) - a person who buys/sells goods in large quantities

**What you'll learn:**

-How important the films are  
-Why we choose films  
-How films make us think /laugh/cry  
-What was Charlie Chaplin

**1 CW:** Make a plan. Think of a famous movie maker or popular actor/actress answering the questions. Use:

- How old is she/he?
- Where does he/she live?
- What film did he/she make?
- When did he/she make/perform it?
- What is his/her first role?
- What are your expressions about his/her role/performance?



**2 PW:** Complete the dialogue and perform it.

**Argul:** Have you ever seen "Arslan Mal Alan"?

**Isayarli:** No, I'm not sure.





**Argul:** Haven't you ever heard of it yet? "Arslan Mal Alan" was composed by Uzeyir Hajibeyli, the outstanding Azerbaijani composer and playwright, the founder of national professional music and national opera.

**Isayarli:** And what is the moral of this film?

**Argul:** To love, to be loved and create a happy family are seen as the desire in this film. The hero of this film is **merchant** Argul. On the advice of his friend Suleyman, Argul **disguises** himself as an **arabaznash** (the one who is busy with buying a selling goods) and starts to visit houses selling cloth, drapery, shawls to girls and women. Argul finds his love, Gulchehra in one of the courtyard and decides to marry her.

**Isayarli:** Oh, how interesting!

**3 GW:** Ask your partner and complete the chart.

Name	Age	From	Ethnicity	Profession	Role-Partner	Film
						
						
						
						

**4 IW:** Complete the sentences using the conjunctions: who, which, that, where, whom, whose, etc.

- Uzeyir Hajibeyli is the great playwright, composer and musician ... made the world famous film "Arslan Mal Alan".
- Golden Gate is the most famous bridge ... was built in San Francisco.
- Walt Disney was the great cartoonist ... produced a series of classics.
- A dictionary is the book ... gives people the meaning and the translation of the words.
- Jeyhun ... plays Isayarli in the Azerbaijani film "The Stepmother" is performed really an unforgettable role.
- Charlie Chaplin was an actor ... the scenarios treated very much.
- A columnist is a person ... writes articles for a newspaper or a magazine.
- A merchant is a person ... buys and sells goods.

### Motivation (warm-up) Listening-Speaking

You can make a choice, start the lesson with demonstrating a piece of any film or a piece of music from them. It's up to you to make a choice /optional. Or you are welcome to direct the Ss to look at the pictures on page 114, Task 1, asking them to describe the pictures. Encourage them to design a plan thinking of a famous movie maker or popular actor/actress. They can use the questions given below.

**Research question:** • *How do you make a choice on films?*

• *What film heroes do you know?*

• *What qualities should heroes have?*

### Discussion/Information Exchange

Motivate them to work in pairs to act out some film personages, support them to take an active part in role playing/performing the roles. (See Task 2, page 115) And also suggest them to fill in the questionnaire after that. At the same time you can engage your students in remembering the relative conjunctions taught in the 7<sup>th</sup> grade and have them do task 4 on the same page. Motivate them actively to build up sentences using the conjunctions.

Key words	<i>courtyards, be spotted, depiction, disguise, drapery, luxury, lack, merchant, nevertheless, shawl, sink</i>					
Summary	<p>As the <i>Titanic</i> has won the prize Oscar, for summarizing we have given here a passage about the gigantic ship <i>Titanic</i> and its sinking. (See Tasks on page 116). Get the Ss to pay attention to the facts when and how it happened, how it sank, how the real facts from life were described, how some people were saved. Encourage your Ss to speak about the roles of actors, how effectively and reliably their roles and realize that most of the facts in films are taken from real life. Then please, draw your Ss' attention to the usage and practice of the <i>Past Simple and Past Perfect</i> while reading the passage. Have them compare and witness the difference and relationship visually and practically. <i>Sample:</i></p> <table><tr><th>Past Simple</th><th>Past Perfect</th></tr><tr><td>1. The captain <b>realised</b> that -c 2. When we <b>returned</b> - b 3. By the time the lifeboats reached - a</td><td>a) the ship <b>had already sunk</b> b) the children <b>had slept</b>. c) the ship <b>had already hit</b> the iceberg.</td></tr></table>		Past Simple	Past Perfect	1. The captain <b>realised</b> that -c 2. When we <b>returned</b> - b 3. By the time the lifeboats reached - a	a) the ship <b>had already sunk</b> b) the children <b>had slept</b> . c) the ship <b>had already hit</b> the iceberg.
Past Simple	Past Perfect					
1. The captain <b>realised</b> that -c 2. When we <b>returned</b> - b 3. By the time the lifeboats reached - a	a) the ship <b>had already sunk</b> b) the children <b>had slept</b> . c) the ship <b>had already hit</b> the iceberg.					
Creative work	<p><b>IW. Search facts about film stars of the world.</b> <i>Design a plan or a questionnaire about film makers/actors.</i></p>					

## 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.

### Key Answers:

#### ▪ Task 4, page 115.

1. Uzeyir Hajibeyli is the great playwright, composer and musician who made the world famous film “Arshin Mal Alan”.
2. Golden Gate is the most famous bridge which was built in San Francisco.
3. Walt Disney was the great cartoonist who/that produced a series of classics.
4. A dictionary is the book which/that gives people the meaning and the translation of the words.
5. Jeyhun, who/that plays Ismayil in the Azerbaijani film “ The Stepmother” is performed really an unforgettable role.
6. Charlie Chaplin was an actor whom the scenarists trusted very much.
7. A colomnist is a person who/that writes articles for a newspaper/a magazine.
8. A merchant is a person who/that buys and sells goods.

#### ▪ Task 6, page 116

1. Before the Titanic hit the iceberg - a	a. The captain tried to turn the ship around
2. When the people got on the lifeboats - b	b. The rescue ship hadn't arrived yet
3. She failed the test - c	c. Because she hadn't studied well
4. The Titanic had luxuries - e	d. How the ship had come to the iceberg
5. The captain didn't realize - d	e. That ships had never had before
6. By the time the passengers came out from their cabins - g	f. He had made a mistake
7. The captain realized that - f	g. The lifeboats had left

#### ▪ Task 7, page 116

#### Infinitive

to leave  
to hit  
to begin  
to travel  
to realize  
to study  
to compose  
to sink  
to create  
to produce

#### Past Simple

left  
hit  
began  
travelled  
realized  
studied  
composed  
sank  
created  
produced

#### Past Participle

left  
hit  
begun  
travelled  
realized  
studied  
composed  
sunk  
created  
produced

# Lesson 4. Heroes Are Never Forgotten!

**Aim:** To teach Ss about historic people, their deeds, what they did for people and country, who we call heroes and why, through practising the four language skills.

**Objectives**  
**Student:**

- shares/demonstrates his/her ideas on the heroes
- talks about heroes and personalities who played great roles in our history
- takes an active part in questioning
- designs/prepares a plan or a questionnaire about heroes
- prepares a questionnaire /interview about personalities
- finds the definition of the words
- writes a quote about heroes

**Standards**  
**1.1.1.**  
**2.1.2.**  
**3.1.1.**  
**3.1.3.**  
**4.1.1.**  
**4.1.4.**

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./2.2.2./2.2.3./Lit.-1.2.4./2.1.1./3.1.2./3.1.3. Az.His.-1.2.2./4.1.1./4.1.2./Gen.His.-4.1.1./P.T.-1.4.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Matching, Venn Diagramm, KWL
Resources	SB, pictures, handouts, flashcards, computer, slides

**Lesson 4. Heroes are Never Forgotten!**  
**Key words:**  
atrocities (n) - cruelty, violence, abuse  
avenge (v) - revenge, punish  
besiege (v) - surround with armed force  
liberation (n) - capture, occupation  
negotiation (n) - release, deal  
negotiable (adj) - a dialogue, mediation, consultation  
notable (adj) - remarkable, significant, prestigious, important  
quest (n) - aim, goal, the search for sth  
widespread (adj) - found or distributed over a large area or number of people  
**What you'll learn:**  
• Who our heroes are  
• Who parts played in military actions  
• Who can be a hero  
• Why heroes never die  
• What qualities a hero should have

**1 CW** Talk about these personalities and fill in the KWL chart on heroes.  
  
  
**Patriotism** - love of your country and willingness to defend it  
**Heroism** - very great courage

**2 PW** Prepare a paragraph about heroes and work on the plan.  

Introduction	Main Body	Conclusion
<b>Paragraph 1</b> Description: • General features of the hero; • Who is the hero?	<b>Paragraph 2</b> Description: • Special qualities of the hero; • The main aim of the hero	<b>Paragraph 3</b> History: • What the hero did; • How he/she did it; • Why he/she did it; • What he/she gained
		<b>Paragraph 4</b> Description: • The action at the end; • Your feelings or comments

**1 GW** Search/Find the definitions of the highlighted words in the passage.  
Babek Khorrami (the years of reign: 816-838) was a symbol of the national liberation movement in Azerbaijan, a prominent Azerbaijani commander and political figure. During the early years of his leadership Babek ruled the Kharrami movement and became popular. The talent of Babek not only just as a military leader, but also as a political figure was reflected in negotiations with the Byzantine emperor on the eve of the defeat of the movement. "Babek said: It is better to be one day free than 40 years as a slave!"  
  
Koroghlu, an Azerbaijani folk hero lived in the 16th century. The national Koroghlu epic, which is widespread in Azerbaijan, the Caucasus, Central Asia, Turkey, and Iran, is a heroic legend. He fought against unjust rulers in the 16-17th centuries seeking (looking for) to avenge the wrong with his heroic deeds, as well as for defending the poor. Koroghlu is the symbol of patriotism, courage and bravery.

**4 PW** Read "ITC" box and fill in the table. Make an interview.  
**INTERESTING TO KNOW!**  
Chingiz Mustafayev was one of the most notable independent Azerbaijani journalists. He was posthumously bestowed by state order as National Hero of Azerbaijan. He was the man behind the video camera, who filmed scenes of atrocity in the Khojaly Massacre of 1992. In order to document the massacre Chingiz Mustafayev travelled on the army helicopter under heavy enemy fire. He was able to film the massacre which was evidence to show the world hundreds of dead bodies in the snow-covered fields of Khojaly.  
  

Heydar Aliyev	Koroghlu	Babek	C. Mustafayev	M. Ibrahimov	other

**3 IW** Give the equivalents of the words/phrases.  
1. a journalist - 2. to shoot - 3. enemy - 4. to document  
5. prestigious - 6. violence - 7. very great courage - 8. a person who sacrificed himself for his country

**5 PW** Project. Write a quote:  
1. Who do you call a hero?  
2. Search materials about national heroes of Azerbaijan.  
  
\*legend - a legend; \*negotiations - negotiations  
\*posthumously - after death; \*source - source

### Motivation (warm-up) Listening-Speaking

You can start the lesson by demonstrating a piece of historical film or a piece of music on heroism or about “My Motherland” by M. Magomayev. It’s up to you to make a choice. (optional) Or you are welcome to direct the Ss’ attention to the pictures on page 117, Task 1. Ask them to talk about these famous personalities and elicit: Who are they? What did they do for their country? How do we call them? Why are they called heroes? At the same time you can draw the table of KWL, it will be very useful and productive. Have them fill in the first and second columns. Get them to talk and say important ideas about our international leader Heydar Aliyev, national heroes as Chingiz Mustafayev, Mubariz Ibrahimov, Salatin Asgerova, etc. (The Ss know these great personalities as they studied a lot about them in the 7<sup>th</sup> grade on History. We are sure that they will talk about them creatively and actively. They know that Fateh Vilhelm was the founder of the state of England in 1066. Sultan I Suleyman Qanuni was the most powerful personality and well known leader in Europe, Asia and Africa) etc.

**Research question:** • *What qualities should heroes have?*  
• *Why are they called heroes?*

### Discussion/Information Exchange

Encourage your Ss to Task 2 on page 117 and Task 3 on page 118 to prepare a paragraph using the plan about heroes. Then ask the Ss to read the passage about heroes, their heroic deeds and braveness for the sake of people and government who lived in different times. (see Task 3, on page 118) and find the definitions of the highlighted words. They share their ideas about our political leader, a prominent Azerbaijani commander, the symbol of the national-liberation movement in Azerbaijan, **Babek Khurramid** and Azerbaijani folk hero **Koroghlu** who lived in the 16<sup>th</sup> century. The Ss discussed these questions:

- Who did Koroghlu/Babek fight against?
- Why are they called heroes?
- Why are they the symbols of patriotism/heroism?

<b>Key words</b>	<i>atrocious, bestow, notable, invasion, quest, widespread, negotiation, liberation, avenge</i>
<b>Summary</b>	The Ss read the <b>Interesting to Know!</b> box and get sufficient information not only about historical heroes of Azerbaijan: as Babek, Koroghlu, Javanshir, but also recent heroes who sacrificed themselves for the integrity of our motherland in Garabagh. They understand that heroes can be in any field and everywhere. They are memorized every time and are never forgotten. We are proud of our heroes. Our heroes will always live in our souls, we’ll never forget them.
<b>Creative work</b>	<b>IW. Write a paragraph on a quote: <i>Who do you call a hero?</i> Search materials about National Heroes in Azerbaijan.</b>



## Lesson 5. Give up? Never!

**Aim:** To teach Ss about the bravery of disabled people and how to be full of life spirit through practising the four language skills.

### Objectives

#### Student:

- takes an active part in the discussions about disabled people
- reads/recites the poem with intonation
- says the moral of the passages
- groups the facts about disabled
- searches the facts about the disabled people
- designs paragraphs caring punctuation marks
- describes the pictures on the topic expressing ideas about disabled
- says the main idea on the topic
- writes a paragraph about Superman

### Standards

1.1.1.  
2.1.2.  
3.1.2.  
3.1.4.  
4.1.2  
4.1.3.

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	N.L-1.2.4./2.2.1./2.2.3./4.1.3./Lit.-1.2.4./2.1.1.Az.His.-4.1.1. Gen.His.-4.1.2./Biol.-3.1.1./3.2.1./P.T.-1.4.1./1.4.2./Scien.-3.2.1./3.2.2.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Discussion, Grouping, Description, Cluster, Venn Diag., Jigsaw Reading
<b>Resources</b>	SB, flashcards, slides, flip chart, markers, pictures, handouts

**Lesson 5. Give up? Never!!**

**Key words:**  
 give up (v) - refuse, stop doing sth, quit  
 reach (v) - to find, to arrive, to get to a destination  
 near (pre) - the back part of something, especially a building or vehicle  
 suffer (v) - to experience pain or discomfort  
 take up (v) - take in, start, become an, become a part of  
 tear off (v) - pull up, tear out, tear down, pull out  
 transcendent (adj) - spiritual, unusual, beyond or above normal or physical human experience  
 vision (n) - insight, ability to see

**What you'll learn:**  
 • How transcendent the people are  
 • How powerful and talented the disabled people are  
 • How you can characterize a person who never gives up in life  
 • How to be full of life spirit and enthusiasm

**1. CW. Look and describe these pictures. Talk on the motto:**  
 "You can get it if you really want it!"

**2. GW. Read and discuss the passages:**  
 • How can you characterize a person who never gives up in life?  
 • How can you stand it?"

**Ludwig van Beethoven** had a significant disability, **deafness**. Beethoven lost his hearing when he was thirty. In spite of his deafness he composed wonderful music and his music was complicated. Deafness wasn't an obstacle for him. It led him to this **transcendent** realm where he was able to compose his music.

**Steve Wonder** is known as a singer, songwriter, a record producer, and multi-instrumentalist. He recorded his first hit single in 1963. Wonder's hits are "Superstition", "Sir Duke", "You Are the Sunshine of My Life", "I Just Called to Say I Love You" and "Ebony and Ivory". "If a man lacks the use of his eyes, it doesn't mean he lacks vision" said Steve Wonder.

*\*Alphabet - A-Z / 119*

**Bethany Hamilton** was the best surfer of her age. She was only 13 and was surfing in Hawaii. Suddenly a shark attacked her and **tear off** her left arm. As soon as she left hospital she began practicing her surfing exercises on the beach. Everyone was amazed to see her surfing after her accident. Incredibly she finished fifth at the National Surfing Championships. She has written a book about her experience: "I always dream of the sun", she says. "When you surf it's like, it's like walking on water and when you're in the air it's like you're flying".

**3. PW. Read the statements and say if you agree/disagree.**

1. Always hope for a better future!
2. Be realistic about what you choose!
3. You can get it, if you really want it!
4. Always take up a new activity with a friend!
5. Always take up a new activity at the beginning of the year!
6. Learning something new is a good way of meeting people!
7. Don't give up an activity before you've given it a good chance!
8. If you're learning something new, don't think you're going to become the best at it in the world!

**4. GW. Find the main idea of the passage and say which paragraph tells us about:**

- An awful change in Reeve's life (1)
- Reeve's personality (2)
- The things that Reeve could do in a film (3)
- Reeve's life after the accident (4)

**A.** In films, Christopher could fly, he could stop cars with his hands and he could catch bad people. Yes, he was the greatest super hero of them all: Superman. But for a lot of people, Christopher Reeve was a bigger hero in real life. **B.** Reeve was a film star and he enjoyed a good life. But in 1995 his life changed. He was on his horse when he had a terrible accident. After the accident he could only move his head and he spent all his time in a special wheelchair. **C.** But this terrible situation didn't stop Reeve and he made a new version of the famous Alfred Hitchcock film "Rear Window". He also did a lot of work for people who had the same problems as Reeve. **D.** When life was difficult, Reeve always hoped for a better future. Reeve was Superman in the cinema and in real life, too.

*\*Alphabet - A-Z / 120*



### Motivation (warm-up) Listening-Speaking

Draw your students' attention to Task 1 on page 119. Encourage the Ss to describe the pictures and talk about the motto/quote: ***"You can get it if you really want it!"*** Or you can put the picture of some disabled artists, actors, singers, composers-any famous person/people on the desks for each group and encourage them to speak about them. You can also play the song ***"I just called to say I love you!"*** by Steve Wonder. (The Ss learned a lot about disabled people, their special abilities and courage in the 7<sup>th</sup> grade).

**Research question:** • *How can they stand the obstacles to overcome?*

• *How can you characterize a person who never gives up in life?*

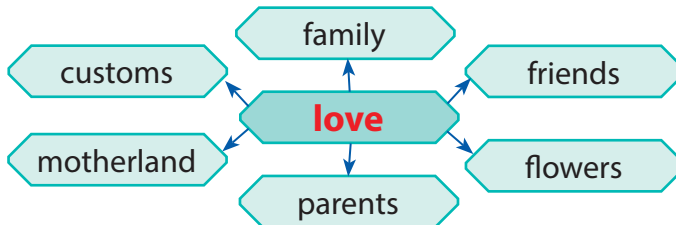
### Discussion/Information Exchange

Encourage the Ss to work in groups or pairs, discuss some questions and write about the disabled people they know. Then get them to share their notes with other/pairs and get more information from each other. Then have them split into 3 groups to read: **1. Disabled Singer - Steve Wonder**

**2. Disabled Composer - Beethoven** **3. Disabled Sportsman**

You can organize a Jigsaw Reading here. Before splitting them into groups get them to count from 1 to 3 (1-3). They are in their native –home groups. Then ask all ones to sit together, all twos together and all threes together. You will have 3 expert groups. Give the 3 reading materials to the groups:

Ss are given the papers to read and take notes in their expert groups. After they finish reading have them return to their home/native groups and share their notes with their home members. You can ask some questions on each topic after they have discussions in their home groups and check how attentive they were both while working in their expert groups and while listening to their group mates in the home groups. It helps to increase their responsibility to be top attentive and careful while reading and listening, as well as cooperating. So as soon as they finish sharing, ask the groups to come and give presentations about all three famous disabled people, their talent, their being full of life spirit and fame. Or you can have them work on three cornered Venn Diagram and ask your Ss to speak about the differences and similar facts/ characters of the 3 disabled personalities. As the lesson is planned for 2 hours you can encourage your students to work on the Cluster "Love" on page 121 for the second hour.



<b>Key words</b>	<i>rear, surfer, tear off, vision, to give up, surfer, to take up, realm, transcendent</i>
<b>Summary</b>	You can make a choice to choose either the article-passage about Superman or the poem given on pages 120-121. The Ss read the passage about Superman and realize that Christopher Reeve wasn't only a film hero, but also a real hero in life. Though Reeve is in wheelchair, he has never given up and is full of life spirit as Steve Wonder and they are able to stand all the obstacles and create with all their might and strength to stand out.
<b>Creative work</b>	<b>IW. Write: Things about Superman and what he could do for people.</b>

### REMEMBER

We think that this lesson is appropriate to the Ss' age and interest. You can use/choose different strategies to motivate the Ss on the topic: **Brainstorming/Cluster/Discussion/KWL** or **JigSaw reading**, etc. on **Disabled People**, their enthusiasm to live and create, desire to live and stand on their feet and be useful to the society and government, though they have some lacks. We should lead Ss to be aware of the fact that though they are disabled and have concrete, painful disabilities, they have a great heart, talent and spirit to be considered real heroes and enjoy equal rights together with all of us. As you know all children are **“special”** and every child has **“needs”** while learning process. The phrase **“Special Needs”** is normally used to refer to children who have particular teaching/learning needs, most commonly children who are disadvantaged in **“normal”** classroom procedures. In many cases children are provided with special needs. If a child has problems keeping up or understanding, try to find out why. If you identify a child who you think is in need of some extra help, try to help him/her.

**Key Answers:** ▪ **Task 1, page 117.** This is also a sample. Be sure your Ss can fill this chart.

<b>K</b>	<b>W</b>	<b>L</b>
Azerbaijan has always been a birthplace of heroic individuals and great personalities who courageously fought and got countless invasions.	Who courageously fought and got countless invasions? Who else became heroic individuals? _____ _____	Some of the best known names of antiquity include Prince Jevanshir of Albania, Babek, Atabey Eldegiz and Jahan Pehlevan, Shah Ismail Khatai Safavid and many others. Today we have got many national heroes and personalities who sacrificed their lives for our country and for the future of our people. Our heroes are our pride. They never die. They will live in our people's hearts forever.

## Progress Portfolio

### Self Assessment:

Think about your progress and tick one of the boxes. ✓

*A-No problem*

*B-I don't have any difficulties*

*C-I sometimes find this difficult*

*D-I need more practice*

**A B C D**

• I share my ideas on children's films, cartoons and different movies				
• I make presentations on my major goals in a teamwork and pairs				
• I participate in logical discussions on our national heroes				
• I research facts about famous film makers, actors and their works				
• I write quotes/essays about film stars, national heroes and creative people				
• I read the poem and the texts with correct intonation				
• I talk about the courage and bravery of our national heroes				
• I make plans/questionnaires on different films, film stars, national heroes				
• I appreciate my own and friends' activities during the projects				
• I talk about disabled people who never give up in life				

### Key Answers: ▪ Task 5, page 121.

No New Year's Day to celebrate  
 No chocolate covered candy hearts to give away  
 No first of spring, No song to sing  
 In fact here's just another ordinary day  
     No April rain, No flowers bloom  
     No wedding Saturday within the month of June  
     But what it is, is something true  
     Made up of these three words that I must say to you  
 I just called to say I love you  
 I just called to say how much I care  
 I just called to say I love you  
 And I mean it from the bottom of my heart  
     No summer's hie, No warm July  
     No harvest moon to light one tender August night  
     No autumn breeze, No falling leaves  
     Not even time for birds to fly to southern skies  
 No Libra sun, No Halloween  
 No giving thanks to all the Christmas joy you bring  
 But what it is, though old so new  
 To fill your heart like no three words could ever do  
     I just called to say I love you  
     I just called to say how much I care, I do  
     I just called to say I love you  
     And I mean it from the bottom of my heart, of my heart,  
     baby of my heart.

## Sub Summative Test 7 (Open ended tests)

### 1. Choose the correct variant.

Charlie Chaplin's movies are ... .

- A) entertained      B) bored      C) entertaining      D) interested

### 2. Complete the expressions with your own ideas.

Patriotism –

Heroism –

### 3. Complete the phrases.

- to produce –      to entertain –      to compose –  
to make –      to exhaust –      to create –

### 4. Match the words and build up sentences.

- |                |               |
|----------------|---------------|
| 1. merciless   | a) well-known |
| 2. clever      | b) unkind     |
| 3. outstanding | c) wise       |

### 5. Find and write.

Another adjective for *brave* -

Another word for *omnivorous* -

Another noun for *a cartoon maker* -

Another noun for *a ruler* -

### 6. Complete the sentences.

1. ... was a great editor and the greatest cartoonist in cinema history.
2. ... was the greatest playwright, composer and musician in music history in Azerbaijan.
- 3.... the greatest silent movie actor in the world.

### 7. Complete the sentences with your own ideas.

1. Heroes are never forgotten, ... .
2. You can get everything if ... .

### 8. Choose the correct tense form.

Before the Titanic ... the iceberg, the captain ... to turn the ship around.

- A) hit, has tried      B) hit, had tried      C) hit, tries      D) has hit, tried

### 9. Choose the correct variant.

The Wright brothers had already invented the airplane... .

- A) in 1912      B) by 1912      C) after 1912      D) till 1912

### 10. Write a paragraph: *Why are heroes never forgotten?*

# UNIT 8. Countries, Houses

## Lesson 1. The Traditional Ways of Life

**Aim:** To teach Ss about ancient America –Ancestors of American Indians discovery of America, etc through practicing the four language skills.

### Objectives

#### Student:

- divides the listened text into parts
- expresses his/her ideas on the topic in logical order
- designs a plan on the ancient American Lifestyle
- chooses and groups the main facts about the lifestyle of Americans
- designs a questionnaire about the American lifestyle
- differs the ancient and modern American lifestyle and living conditions
- shares ideas taking an active part in questioning on the topic

### Standards

1.1.2.  
2.1.3.  
3.1.3.  
3.1.4.  
4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4./2.2.2./2.2.3./Lit.-1.1.3./2.1.1./3.1.2. Biol.-3.1.1./4.1.1. Gen.His.-3.1.1./Geog.-3.2.1./3.2.3./Science-3.1.1./3.2.1./3.3.1.
Interaction	CW/GW/PW/IW
Strategy	Role Play, Interviewing, Discussion, Word Association
Resources	SB, video roll, CD, flipchart, markers, www.learningenglish.org.uk

### UNIT 8 COUNTRIES, HOUSES

#### Lesson 1. The Traditional Way of Life




**Key words:**



**preserve** (v) - protect, maintain, defend  
**reserve** (v) - maintain, conserve  
**preserve** (n) - reservation, preserve  
**heritage** (n) - inheritance, heritage, legacy  
**tribe** (n) - ethnic group, people, nation, dynasty  
**grant** (v) - agree to give to others something requested  
**granted** (adj) - actually, it is true  
**unique** (adj) - distinct, special, unprecedented, exclusive  
**powerful** - power, strong  
**claim** - a person who is legally owned by another person and is forced to work

**What you'll learn:**

- Who were the first inhabitants in the US
- Who are native Americans in fact
- The lifestyle and culture of Americans
- Who discovered America

**1 CW** Make an interview asking questions about these pictures and write about what you discover.

**Cowboy:** a man, who rides a horse and whose job is to take care of cattle in the Western part of the USA.

**Schulki:** \_\_\_\_\_

**Zehre:** Native Americans lived in small groups of about 20-50 people.

**Schulki:** \_\_\_\_\_

**Zehre:** They worked on the farms and cultivated corn, wheat, grew plants.

**Schulki:** \_\_\_\_\_

**Zehre:** They were very powerful people.

**Schulki:** \_\_\_\_\_

**Zehre:** More than 250 million people live in the US now.

### UNIT 8 COUNTRIES, HOUSES

#### Lesson 1. The Traditional Way of Life

**2 PW** Now talk and write about native inhabitants of our country according to the plan.

Introduction	Main Body	Conclusion
• Who were the original inhabitants of our country?	• Where they lived • How they lived • What they did	• When they live now • How they live now • What they do now

**INTERESTING TO KNOW!**

After Christopher Columbus discovered America in 1492 many people from different countries came to the USA and made our country out of many. There were thousands of different languages and tribes. Each tribe came with its own culture, customs and traditions to this new land. The Germans brought Christmas trees, the Scots brought Halloween, etc.

**3 PW** Answer the questions.

**Argues:** When did Columbus discover America? **Tomas:** \_\_\_\_\_

**Argues:** Where and how did native Americans live? **Tomas:** \_\_\_\_\_

**Argues:** What were Native Americans busy with? **Tomas:** \_\_\_\_\_

**Argues:** What do you know about cowboys? **Tomas:** \_\_\_\_\_

**Argues:** Where did people come to America from? **Tomas:** \_\_\_\_\_

**Argues:** Why is this country called 'New World'? **Tomas:** \_\_\_\_\_

**REMEMBER!**

The list of things that Native Americans first farmed:

potatoes	tomatoes	malt	beans	pineapples	cacao
turkey	chicken	pepper	onion	potatoes	rubber

**4** Search more facts about the USA and write.

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

• I can talk about the first inhabitants in the USA. **A B C D**

• I can describe their lifestyle. \_\_\_\_\_

• I can talk about the Native Americans. \_\_\_\_\_

• I can take part in discussions on the topic. \_\_\_\_\_

• I can write about native inhabitants in my country. \_\_\_\_\_

• I can compare ancient and modern American lifestyle. \_\_\_\_\_

### Motivation (warm-up) Listening-Speaking

As a creative teacher you can show/demonstrate any object or their picture: jeans/wrangler, cowboy's hat, Mc Donald's that originally come from America and ask the class. *What are these objects and where do they come from?*

*What country do these objects remind you?*

Or you may ask the Ss to make an interview about these pictures and write about what they discover.

**Research question:** • *Who were the first inhabitants of America?*

• *What can you say about their ancestors?*

• *And how was their life style?*

### Discussion/Information Exchange

Get the students to complete the plan before reading the passage about ancestors of America. (see Tasks 2-3 page 125) Divide the passage into 4 parts. Ask the Ss to read and translate the passage and find out what figures stand for. Have them give comments. They also should work on the Venn Diagram and write the facts about old and modern America, comparing them, telling similarities and differences between them. Get them to read the Remember Box on page 125 and learn some interesting facts about America and Americans.

Key words	<i>tribe, renewal, cowboy, preserve, heritage, grant, granted, unique, peaceful, cultivate, inhabitant</i>
Summary	The Ss read the paragraph about Columbus (how he discovered America) and they do different Tasks on page 125-126 and come to conclusion that the history of America dates back. The Americans lived in small villages and cultivated vegetables and fruit for many years. Now that small place has become so big and turned to be a giant country. Today more than 100 languages are spoken in America. The Indians are very proud of their heritage. Native North American Culture is a national treasure. Its renewal is everyone's renewal for Native Americans.
Creative work	IW. <i>Write and talk about native inhabitants in your country.</i>

**Assessment:** A-Exemplary B-Well C-Average D-Weak

Criteria	A	B	C	D
• Divides the listened text into parts				
• Expresses his/her ideas on the topic in logical order				
• Designs a plan on the ancient American lifestyle				
• Designs a questionnaire about the American lifestyle				



Lesson 2. Where to Live?

**Aim:** To teach Ss types of houses, what kinds of them are more useful for health to live in through practicing the four language skills.

Objectives

Student:

- separates the paragraphs listened to
- takes part in discussions on the topic
- makes a plan on describing houses
- differs/groups types of houses in different countries
- describes the house he/she lives in
- writes facts/information about the houses he/she has listened to in logical order
- answers the questions on the houses

Standards

- 1.1.1.
- 2.1.2.
- 3.1.3.
- 3.1.4.
- 4.1.1.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.- 1.2.3./2.2.1./Lit.-1.1.3./1.2.4./ Biol.-4.2.2./ Geog.-3.2.1. Scien.- 3.3.1/ Az.His.-1.3.1.
Interaction	CW/GW/PW/IW
Strategy	Discussion, Description, Mind Map, Jigsaw Reading
Resources	SB, flashcards, pictures, slides, video roll computer

**Lesson 2. Where to live?**

**Key words:**

**bamboo** (n) - a green woody grass that grows chiefly in the tropics

**caravan** (n) - small house on wheels

**chimney** (n) - stovepipe, smokehole

**frame** (n) - skeleton, body

**hut** (n) - a small wooden house

**igloo** (n) - a small round house made of blocks of ice for the Inuit people

**nomads** (n) - a tribe that moves with its animals from place to place

**rafts** (n) - simple boats with supports for working above the ground

**What you'll learn:**

- What kind of houses people live in
- How safe different houses are
- What countries prefer to live in what houses
- What are the houses like in our country

**1. CW. Look and describe the pictures.**



The Navajo are the largest native American tribe in North America. The Navajo live on a large area of land. There are a few forests and lakes. In summer it's very hot and dry. In winter it's cold. The Navajo people live in traditional houses. The houses are small and dark inside. They make their houses from stone and wood. Some houses also have roofs on the outside to keep them warm in winter. **Mattie**

Houses in Azerbaijan are built mostly from bricks and mortar that the floods bring from rivers and mountains. One people also used to build houses from the bricks that were made by mixing flint with mud. Then such bricks were put under the sun to get dried. These houses have always been warmer than others. Now we can find such houses in remote villages, but they are rare. **Ilham**

**122**

**1. RW. Complete the passage adding your ideas. Write what kind of house you'd like to live in and why.**

*All around the world, people are moving from the countryside to start new lives in cities. Most people in cities live in houses or blocks of flats\*. But people in the countryside have not given up their traditional houses yet! And I'd like to live...*



**2. PW. Build up sentences using the Passive Voice.**

1. Ugly houses just/some old houses to be seen today.
2. By the architect's new caravans to be designed soon.
3. With modern technology/houses to be equipped in 5 years.
4. By every body's modern architecture to be valued nowadays.
5. In flats to be built/very cosy houses with smart systems' soon.
6. In building of houses' to be used special materials a few years ago.
7. Very tall buildings like towers and skyscrapers not to be built a few years ago in the regions of our country.

**3. RW. Write the three forms of the verbs and use them in sentences.**

1. to build	4. to bring	7. to see	10. to speak
2. to make	5. to give	8. to buy	11. to think
3. to know	6. to take	9. to tell	12. to leave

**4. PW. Describe your house using the following layout.**

Introduction	Main Body		Conclusion
Paragraph 1	Paragraph 2		Paragraph 3
<b>Describe</b> • The kind of the house and its location (cottage, apartment, etc.)	<b>Describe</b> • What the house is like • What there is in the house	<b>Describe</b> • Any special features of the house (outside the house/balcony, pool, lawn, orchard)	<b>Write</b> • Why you'd like to live there • What changes you'd like to do and why • What it would be like after you design it

**5. RW. Make up sentences using the following compound words:**


countryside    waterway    waterfall    lifeguard    narrowboat    rainwater  
complex    driving    skyscraper    account    smartphone    lifeline

**6. PE. Project Work. Describe old and new style life conditions/ residences giving pros and cons of each one. Draw or stick pictures to make your work more attractive.**

\*Blocks of flats - multi-buildings in urban areas

**123**

### Motivation (warm-up) Listening-Speaking

Bring pictures of different houses (buildings, brick houses, thatch houses, stone houses, etc.) to the classroom or just make up a mind map  around which there are different types of houses and elicit: What are all these pictures? What associates them together? It's up to you how to ask what to ask. Just get an answer from the Ss to the statement: A house is a place which keeps us from heat, rain, snow, etc. and a comfortable place, shelter to live in. (page 127, Task 1)

### Research question:

- *What kind of houses would you prefer to live a healthy life?*

### Discussion/Information Exchange

Get the Ss to work actively in groups of 4. (See Task 2, page 128) Encourage them to get involved in Jigsaw reading. You have already practiced this kind of reading, so it'll not be difficult for you to implement this method in your class. Get them to make up a plan to describe any house he/she lives in or in his/her city, town, village, etc. Have them group the facts on the houses according to the countries. Have them to make up sentences using the given compound words in their sentences.

**Sample:** *barefoot, waterway, skyscraper, countryside, lifestyle, etc.*


<b>Key words</b>	<i>bamboo, frame, gers, hut, igloo, nomads, nomadic, stilts</i>
<b>Summary</b>	The Ss match the words to their definitions and make up questions using the given words. Doing all these tasks the Ss come to conclusion that there are different types of houses: traditional, from wood, from stone, brick thatch and mud, even from ice. People build houses to shelter and keep safe and secure from cold, hot, from animals, natural disasters, etc. Ss also learn that each country has its own special type of preferable houses. Remember that the Lesson is designed for <b>2 hours</b> .
<b>Creative work</b>	<b>IW. Project work.</b> <i>Describe old and new style life conditions and residences giving pros and cons of each one. Draw or stick pictures to make your work more attractive and interesting.</i>

**Key Answers:****▪ Task 5, page 128.**

1. nomadic-f a) a small wooden house or shelter
2. bamboo-e b) a temporary/permanent hut of ice built by Escimos
3. stilt-d c) a structure through which smoke or steam is carried up away
4. hut-a d) upright poles with supports for walking above the bridge
5. chimney-c e) a giant woody plant/grass that grows in tropical places
6. igloo-b f) a tribe that moves from place to place

**▪ Task 7, page 129.****Build up sentences using the Passive Voice.**

1. Very cosy houses with smart systems *will be built* in Baku soon.
2. Houses *will be equipped* with modern technology in 5 years.
3. New caravans *will be designed* by the architects soon.
4. Special material *was used* in building of houses a few years ago.
5. Modern architecture *is valued* by everybody nowadays.
6. Very tall buildings like towers and skyscrapers *weren't built* a few years ago in the regions of our country.

Diagnostic Checklist 	Yes	No
• I can name the houses		
• I know what the houses are made of		
• I know why people build houses		
• I can describe the houses		
• I can design a house		

**Assessment: A-Excellent B-Good C-Average D-Poor**

Criteria	A	B	C	D
• Separates the paragraphs listened to				
• Takes part in discussions on the topic				
• Makes a plan on describing houses				
• Differs/groups types of houses in different countries				
• Describes the house he/she lives in				
• Writes facts on the houses he/she has listened to in logical order				
• Builds up sentences using the Passive Voice				
• Answers the questions on houses				

## Lesson 3. Live in a Boat or a Plane?

**Aim:** To teach Ss that people can live not only in houses but also in different places: in buses, on ships-boat houses, on plane houses, in tents, etc. via practising all 4 language skills.

### Objectives

#### Student:

- builds up sentences using different constructions
- defines and compares his/her thoughts with friends/pairs on the topic.
- designs a plan/a poster on the read passage
- expresses his/her ideas on the topic in logical order
- plays roles on the topic
- finds out True/False sentences
- pays special attention to the punctuation marks while reading and writing

### Standards

- 1.1.1.
- 2.1.1.
- 2.1.3.
- 3.1.3.
- 4.1.3.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./4.1.3./Lit.-1.1.3./2.1.1./3.1.2./Scien.-4.1.1.
Interaction	CW GW/PW/IW
Strategy	Discussion, Description, Cluster, Matching, Interviewing, Role Play
Resources	SB, flashcards, pictures, slides, CD

**Lesson 3. Live in a Boat or a Plane!**

**Key words:**  
*unconventional (adj)* - based on or following conventional  
*float (v)* - stay on the surface of a liquid or up in the air  
*floating houses* - a kind of house that is in water or stays on the surface of water  
*houseboat (n)* - canal boat  
*steam (n)* - hot gas that water changes into when it boils  
*ugly (adj)* - unattractive, unpleasant, awful, having no beauty  
*waterway (n)* - a river, canal, or other route the travel by water

**What you'll learn:**  
 • Where people can live  
 • Why people choose such places  
 • What are pros and cons of living in different houses  
 • How we use compound nouns in sentences

[w] waterway [lks] float/narrow

**1 GW:** Look, describe and say where else people can live.



**2 GW/PW:** Discuss the variants comparing your ideas and giving comments.  
 • What type of houses do you want to live in one day?  
 a) I'm not very keen on modern architecture.  
 b) I'd like to live in a big old house, like my grandparents.  
 c) I've always loved tall buildings, like towers and skyscrapers.  
 d) Many modern buildings are just ugly boxes.  
 e) I live standing at the bottom and looking up. And I love the flying views.  
 f) The Eiffel Tower, because it's so beautiful.  
 g) I'd like to live in a boat.

**3 PW:** Read the interview and act it out.

**Interviewer:** What kind of house do you live in?  
**Bruce Campbell:** I live in a floating house!  
**Interviewer:** Wow! How long have you lived there?  
**Bruce Campbell:** I bought the plane in 1998, but I couldn't move in immediately. I've worked on the plane for years and I haven't finished yet!  
**Interviewer:** What has been your best moment on the plane?  
**Bruce Campbell:** The day that I connected the electricity was pretty good.  
**Interviewer:** Have you had many visitors yet?  
**Bruce Campbell:** Yes! I've had hundreds of visitors since I moved here. Everybody wants to see a house-on-a-plane!  
**Interviewer:** Will you live here forever or will you move to a house one day?  
**Bruce Campbell:** I haven't made up my mind yet. The plane is fun, but it's quite small inside.

**4 PW:** Plan an interview and take notes about where the person would like to live.

- Where is his/her home?
- What is it like? Big or small? Hot or cold?
- Has he/she lived there for a long time?
- What good/bad experiences has he/she had there?
- What are his/her future plans? etc.



**5 IW:** Write a word or a phrase which means:

1. contemporary	5. high buildings	9. nowadays
2. wonderful	6. entertainment	10. to decide
3. my mother's parents	7. guest	11. very little
4. at once	8. inner part	12. travel on water



**6 IW:** Prepare or design a poster on different style houses.

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

I can talk who people choose these houses.	
I can describe the houses where people like to live	
I can plan an interview about the houses.	
I can design a poster on different houses	
I can take part in discussions on the topic	
I can join the words and build up sentences	
I can play a role on the houses	

### Motivation (warm-up) Listening-Speaking

You can either play or demonstrate a play or slide show. Or just direct the Ss' attention to the pictures in SB, page 130. Elicit from the Ss: Where else can people live besides houses?

**Research question:** • *Where else can people live?*

• *Why do people prefer living in bathouses/plane houses, etc.*

### Discussion/Information Exchange

Motivate your Ss to work in pairs (or may be in groups, you are free to make a choice for your class) and discuss the given variants and compare their ideas giving reasons. **Sample:** *I'd prefer to live on/in a plane, because it is apart from people on the bank of a river in a quiet place. So, I'd better to live on a plane. I'd rather live/ I'd like to live in a cottage, because I think that modern high houses are just ugly boxes, etc.* Lead the Ss to plan an interview making notes where people would like to live? Have the Ss read the passage (Task 3, page 131) and put correct punctuation marks and prepositions where necessary. You can encourage the Ss to do the exercises below the passages.

Key words	<i>be webbed, conventional, float, ugly, waterway, floating homes, narrowboat, steam</i>
Summary	It's advisable to remind the Ss that 20% of Azerbaijani people are refugees and IDP (Internally Displaced People) and they have to live in tents even today. They talk about the help of our government to the refugees. Today more refugees are given new modern flats, houses in the villages. The Ss practice also: <ul style="list-style-type: none"> <li>• <i>I'd like our refugees to live in their own /previous homes.</i></li> <li>• <i>I'd better see them live in their native town/ village.</i></li> <li>• <i>I'd like our people to have modern cosy homes, etc.</i></li> </ul> Then the Ss read the interview given on page 132 and act it out.
Creative work	<b>IW. Project Work:</b> <i>Prepare/Design a poster on different style houses.</i>

**Key Answers:** • **Task 10, page 132.** Write a word or a phrase which means:

- contemporary-*modern*
- wonderful-*beautiful*
- mother's parents -*grandparents*
- at once-*immediately*
- high buildings-*skyscrapers*
- entertainment-*fun*
- guest-*visitor*
- inner part-*inside*
- nowadays-*now*
- to decide -*to make up one's mind*
- very little-*tiny/small*
- travel on water-*waterway*

**Key Answers:**    ■ **Task 3, page 131.****Read and put punctuation marks.**

**A.** Most homes are near a road, because most of us use roads to get around. In some places boats are more useful than cars, so living near a river is more important. But wherever we live, we all want to live in a house on dry land.

**B.** For thousands of years, some people have done exactly the opposite: they have built their homes on water instead of on land. Millions of people in Asia actually live on lakes, not just near lakes. Their homes are huts on stilts.

**C.** In parts of Cambodia, people even live in floating huts. Why? Heavy rainfall causes floods and floods destroy thousands of conventional huts every year. But too much rainwater is never a problem for floating homes because they float, just like a boat. At Inle Lake in Burma they even have floating gardens. Floating gardens are good because there is always plenty of water for the plants. **D.** Living in/on water is not as popular in Europe, but there are still thousands of canal “narrowboats” in the UK. A canal is a man made waterway – Suez and Panama are famous examples of canals. People have used narrow boats on the British canal network since the 1750s, both as a means of transport and as a home. They are only two meters wide and 15-20 metres long. So they can sail along narrow canals. Some people live in narrow boats all of the year.

**Diagnostic Test****Answer the questions.**

1. Do you like modern architecture? Why?
2. Do you like skyscrapers?
3. Would you like to live in one of them? Why/Why not?
4. Do you like ancient/modern houses?
5. Would you like to live in a boat?
6. Would you like to live in a plane?
7. Would you like to live in a train? Why?/Why not?

**Assessment:** **A-Excellent** **B-Good** **C-Inexperienced** **D-Weak**

Criteria	A	B	C	D
• Builds up sentences using different constructions				
• Defines and compares his/her thoughts with friends on the topic				
• Designs a plan on the read passage				
• Expresses his/her ideas on the topic in logical order				
• Pays special attention to the punctuation marks				



# Lesson 4. Even Animals Need a Home!

**Aim:** To teach Ss how animals build their houses and why they need them by practicing listening, speaking, reading and writing skills.

## Objectives

### Student:

- describes shelters for the animals
- expresses his/her ideas on shelters in logical order
- demonstrates his/her ideas using different constructions
- retells the main facts in the passages
- answers the questions on the text/passages
- collects and writes facts about the shelters for animals
- writes a paragraph about animals' homes

## Standards

- 1.1.1.
- 2.1.1.
- 2.1.3.
- 3.1.4.
- 4.1.1.
- 4.1.2.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./2.2.1./2.2.2./3.1.1./Lit.-1.1.3./3.1.2./ Biol.-4.2.2. Tech.-1.4.1.
Interaction	GW/PW/IW/CW
Strategy	Discussion, Description, Carousel, Cluster, KWL, Silent Reading
Resources	SB, flashcards, slides, CD, video-roll, computer, pictures

**Lesson 4. Even Animals Need Home!**

**Key words:**

**Back list** - 1. (to) sleep, (past), covering, cover  
2. to live, some, animal  
**beaver** (n) - an animal with strong teeth that lives on land in water  
**dam** (n) - a barrier or tunnel dug by an animal to stop water  
**lodge** (n) - a house or shelter built by an animal  
**pool** (n) - a hole, part of an animal  
**stick** (n) - a piece of wood

**What you'll learn:**

- If there animals live
- Why animals need home
- How animals build their homes

**1. PW. Look, talk and fill in the grid with more facts.**

Animals	S	W	L
Beavers	Beavers are wild.	Can they build ...?	Live in water.
Beavers	Beavers live in water.	How can they make their homes?	
Spiders	Beavers are insects.	How do they make their homes?	Their home is like a ...
Animals		Live in a house.	
Worms	Worms can fly.		

**INTERESTING TO KNOW!**

- Beavers have very strong **jaws** (teeth) and very sharp teeth. It takes them only fifteen minutes to cut down a small tree.
- Beavers are good swimmers and they can stay under water for about fifteen minutes. Their back feet are like the feet of a duck. This helps them to swim.
- Beavers can hold sticks and stone with their front feet.

**113**

**2. GW. Read the passage and fill in the gaps with the words.**

the roof, soft wood, sticks, America, fresh, the water, river, summer, branches, a dam, lodge, a deep pool, underwater house, builders, lake, an island

Beavers live in Canada and ... They are some of the best ... in the animal world. They build dams across rivers and ... The water makes ... behind the dam and here the beavers build their homes which are called lodges. When the beavers build ... they usually put one or two ... across the river. They put mud and stones between the branches, so the water cannot go through the dam. After they have built the dam the beavers build a lodge. First they make ... of mud in the pool. Then they build a roof from branches, ... and mud. The lodge has water all around it and stands 1-2 metres above the water ... of the lodge is very strong. Even a big, heavy bear would find it hard to break open. The beaver family is safe inside. Beavers live in families. There is the mother, the father and the young beavers which are called ... The beavers build ... tunnels, so they can go in and out of the ... They cut the bark and ... of trees. In ... they collect ... and put them under the water. Because ... is cold, the branches stay ...

**3. PW. Find the correct variant.**

1. The beavers build underwater tunnels.
2. Beavers can swim well.
3. First beavers make a lodge, then they build a dam.
4. Beavers make a roof from sticks and stone.
5. Beavers can stand under the water fifty minutes.

**Self-Assessment:** A=excellent B=good C=average D=weak

A	B	C	D
1, 2, 3	1, 2, 3	1, 3	4, 5
1, 3	4, 5	2, 3, 4	

**114**

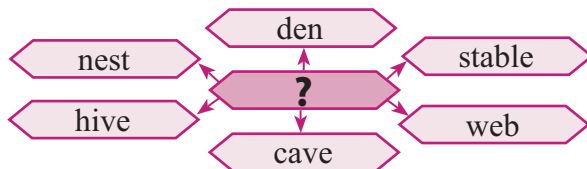
### Motivation (warm-up) Listening-Speaking

Draw the Ss' attention to the pictures given in SB, on page 133 in Task 1 and encourage them to talk about these animals and fill in the KWL grid. Or you can demonstrate a slide show about animal houses /shelters, nests, hives, caves, dens, burrows, etc. Or you can just ask them:

- *Do animals have homes?*
- *Where do/can animals live?*

Feel free to make a choice. You can also use Mind Map for motivation.

**Sample:** *What can these words tell us? What word can be in the centre?*



**Research question:** • *Why do animals need a shelter/home?*

### Discussion/Information Exchange

You may organize to use the **Carousel**, **Cluster** or may be **KWL** methods to involve your Ss in working cooperatively. Get the Ss to read out the passage about beavers' shelters on page 134, Task 2. Ask them to fill in the gaps with the given words. They actively discuss these questions and exchange their ideas: Where do beavers live? Where and how do they build their homes? How do beavers live? (in families) Why do they build tunnels? What do they eat? How long does it take them to cut down a tree? How long can they stay under water? etc. After discussing encourage them to retell the content of the text.

<b>Key words</b>	<i>beaver, dam, kits, lodge, bark, burrow, jaw, hive, paw, stick</i>
<b>Summary</b>	After doing activities and reading <b>Interesting to Know!</b> box the Ss come to conclusion that not only humans, but also animals do need home, a shelter to protect save their lives from danger, cold, hot, etc. Animals are also hardworking enough to make/build/homes/shelter for themselves. They say out many ideas and facts as they can sharing actively. <b>Example:</b> Birds live in trees, they build or make nests with thatch or tiny sticks, they collect the thatch with their beaks one by one. Birds lay eggs in the nests and keep their babies in the nests. They need a home too, etc.
<b>Creative work</b>	<b>IW. Write a paragraph: “Animals need a home, too!”</b>

**Key Answers: ▪ Task 2, page 135.****Read the passage and fill in the gaps with the given words.**

Beavers live in families. There is the mother, the father and the young beavers which are called kits. The beavers build underwater tunnels so they can go in and out of the lodge. When the beavers build a dam they usually put one or two trees across the river. They put mud and stones between the branches so the water cannot go through the dam. They eat the bark and soft wood of trees. In autumn they collect branches and put them under the water. Because the water is cold, the branches stay fresh. Beavers live in Canada and America. They are some of the best builders in the animal world. They build dams across rivers and streams. The water makes a deep pool behind the dam and here the beavers build their homes which are called lodges. The roof of the lodge is very strong. Even a big, heavy bear would find it hard to break open. The beaver family is safe inside. After they have built the dam the beavers build a lodge. First they make an island of mud in the pool. Then they build a roof from branches, sticks and mud. The lodge has water all around it and stands 1-2 metres above the water.

Animals	K	W	L
<b>Bear</b>	Bears are wild. They live in forests and in Zoos.	Can they build ...?	Bears live in caves
<b>Beavers</b>	Beavers live in water.	How can they make their homes?	They are painstaking and make their home themselves.
<b>Spiders</b>	A spider is an insect.	What's the name of its home?	Spider's home is a web.
<b>Bees</b>	Bees are insects. They make honey.	Where do they live?	Bees live in a hive.
<b>Rabbits</b>	Rabbits eat carrots and cabbage.	Where do they live?	They live in a burrow
<b>Horses</b>	Horses are farm animals. They eat thatch.	Where do they live?	Horses live on a farm/ in a stable.
<b>Birds</b>	Birds can fly.	Can they build home?	Yes, their home is a nest.

**Assessment: A-Excellent B-Good C-Weak D-Inexperienced**

Criteria	A	B	C	D
• Describes shelters for the animals				
• Demonstrates his/her ideas using different constructions				
• Answers the questions on the text/passages				
• Collects and writes facts about the shelters for animals				
• Expresses his/her ideas on shelters in logical order				
• Retells the main facts in the passages				

## Progress Portfolio

### 1 Tick "Your Overall Progress" ✓

**Self-Assessment: A-Always B-Often C-Sometimes D-Seldom**

	A	B	C	D
• I can share my ideas on traditional ways of life, different houses, buildings, animals' shelters				
• I can make presentations on my major goals both in GW and IW				
• I can participate in logical discussions on different types of houses				
• I can fill in KWL charts about animals' houses				
• I can write quotes/essays about different houses/animals' shelters				
• I can creatively approach any situation to research innovations				
• I can describe and make posters of different style houses				
• I can design questionnaires on different houses/animals' shelters				
• I can plan an interview about houses				
• I can match the words with their definitions				

### Sample for Formative Test

#### Lesson 1. The Traditional Way of Life.

Look at the plan and complete it about your country.

Houses (Describe the houses)

Country	People	Customs and Traditions	Lifestyle
Describe your country and its location	Describe what people are like	Describe traditions and customs and special features	Describe the lifestyle of the people
• •	• •	• •	• •

### Challenge!

Say where animals live and what their main food is.

- *Why should we protect wild animals?*
- *Why do animals need a house/ shelter?*
- *How can people help animals to live in safe places/ houses?*

## Sub Summative Test 8 (Open ended tests)

### 1. Complete the expressions.

a place where beavers live -

a place where birds live -

a place where bears live -

a place where spiders live -

### 2. Find the compound words and give explanation.

barefoot, spider, plane-house, valley, handmade, cupboard, beaver, waterway, builder, lifestyle, skyscraper, building, hardship, roommate, rainfall, rainforest

### 3. Choose the correct variant.

*The Novajo people make their houses from ... and ... .*

A) stone, sand    B) wood, sand    C) stone, wood    D) thatch, wood

### 4. Choose the correct variant.

*About 30 % of ... are "nomadic".*

A) the Scottish

B) the Mongolians

C) the Irish

D) the people of Thailand

### 5. Find the definitions of these words.

a chimney – a dam – bamboo – caravan – stilt – hut – igloo –

### 6. Find different words.

shelter, web, nest, house, mouse, den, rabbit, cave, stable, hive, building

### 7. Find and join the halves to the compound words.

style, scraper, cow, land, forest, life, bare, top, boat, side,  
tree, narrow, green, boy, rain, country, foot, sky, mark

### 8. Correct the sentences.

A) Most Romany live in huts.

B) Mongolian nomads live in modern caravans

C) The igloo is a snow-home for the Thailand people.

D) Thai huts are made from stone and wood.

### 9. Answer the questions.

1. Who discovered America?

2. Who are native Americans?

3. How did native Americans live?

4. What traditions do they have?

### 10. Write a paragraph: *"The Traditional Way of Life of the Azerbaijanis".*

# UNIT 9. Countries, Manners

## Lesson 1. Live Long, Stay Strong!

**Aim:** To get the Ss to learn about different stages of the life, the secret of longevity through practicing the four language skills.

### Objectives

#### Student:

- describes the pictures for different stages of life
- shares ideas on the topic answering the questions
- prepares an interview on the topic
- reads the facts and prepares a plan on longevity
- designs a questionnaire on longevity
- fills in the chart sorting out the facts about longevity
- groups the adjectives describing himself/herself
- searches and writes a short description of personalities

### Standards

- 1.1.1.
- 2.1.2.
- 3.1.1.
- 3.1.3.
- 3.1.4.
- 4.1.2.
- 4.1.4.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.4/2.1.2./2.2.3./Lit.-1.1.3./2.1.1./2.2.1./3.1.2. Az.His.-1.3.1. Biol.-2.1.2./3.1.1./4.1.1.Sci.-3.1.1./3.3.1. P.T.-1.1.2.
Interaction	CW/PW/GW/IW
Strategy	Description, Discussion, Role Play, Completion, Questioning
Resources	SB, flashcards, slides, video rolls, CD, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>

## UNIT 9

### COUNTRIES, MANNERS!

#### Lesson 1. Live Long, Stay Strong!

**Key words:**

**attitude** (n) - opinion, idea, approach, consideration  
**back breaking** (adj) - exhausting, manual (physical) labour  
**breeding** (adj) - fertile, breeding, energizing, stimulating  
**breastfeeding** (adj) - eating, suckling, nursing  
**descend** (v) - move or fall down; go down, come down  
**longevity** (n) - living a long life  
**outgoing** (adj) - friendly and socially confident  
**sensitive** (adj) - delicate  
**suit** (n) - make a film or record

**What you'll learn:**

- What the stages of life are
- What the secret of longevity is
- How long people can live
- What we should do to live a long and healthy life
- What the secret of a happy life is

**1. C.W. Match the pictures with the stages of life and discuss.**

adult, baby, child, infant, young, elderly person, teenager, old

**INTERESTING TO KNOW!**

Every person goes through different stages in his/her life:

a new-born baby	a little boy (girl)	a person coming of age 21
a baby (an infant)	a child coming up to school age	a person in his/her 20-30
a toddler	a teen	an adult (grown up)
a man or old as the hills	an old man	a middle-aged person

**DISCUSS:**

- How can people live longer?
- What helps them to live long and healthy?

**5. C.W. Read the interview and play a role.**

**Interviewer:** How old is Mahbuba Fatullayeva?  
**Sam:** She is 112.

**Interviewer:** What language does she speak?  
**Sam:** My mother always speaks Azerbaijani, but she sometimes speaks in the local Talish dialect.

**Interviewer:** Has your mother ever had a health problem?  
**Sam:** No, never. My mother has always been healthy. She has always lived here and always had only natural products. She has never eaten much meat. She likes all dairy products.

**Interviewer:** Oh, thank you for the interview.

Mahbuba Fatullayeva

**6. C.W. P.W. Find and write the adjectives in the suitable column. Think and choose the correct words for a happy and healthy life.**

optimistic, unkind, pessimistic, unlucky, irresponsible, cheerful, sensitive, honest, generous, emotional, mean, kind, cool, insensitive, unhappy, polite, rude, dishonest, independent, strong

Int	un	in	ir	y	dis	other
+	+	+	+	+	+	+

**7. I.W. P.W. Answer thinking logically on each statement in the plan.**

**Task:** What can help people to live long?  
**Shams:** I think ...

- living in the breathtaking mountains - Elazir
- having the breathing and fresh air
- having pure and clean water
- having a life of back-breaking labour
- having a happy family
- doing regular exercises
- having more fresh dairy products
- getting up early
- being lucky

**8. P.W. Project. Read the proverbs and write a paragraph on the quote: "The Mystery of Longevity". Write more proverbs.**

Good Health is above Wealth!  
 Eat to Live, Don't Live to Eat!  
 Early to Bed and Early to Rise Makes a Man Healthy, Wealthy and Wise!



## Motivation (warm-up) Listening-Speaking

Draw the Ss' attention to the pictures on page 137 and ask them to match the pictures with the stages of life. Or you can motivate them with the Slideshow of the periods of life.

**Research question:** • *What should we do to live long?*  
• *What can help people to live long?*

## Discussion/Information Exchange

### 10 Expressions about Age

- 4. There's her early twenties. (x10-21 years old)
- 5. He's in his late thirties. (x17-39 years old)
- 6. She just turned 60.
- 7. Ask your age!  
(ask him when an adult is being monstrous, arrogant like a child)
- 8. I'm not as young as I used to be.
- 9. I'm not over the hill yet!  
(over the hill = an informal expression to say 'old')
- 10. He's no spring chicken.  
(he's not young)
- 11. She's your beyond her years.  
(she is young, but she has the wisdom of an older person)
- 12. I'm getting a senior moment. (I'm forgetting things)
- 13. He lived to a ripe old age. (a very old age)

Direct the Ss' attention to the passages on page 138, Task 2. Get them to read out the passages about the people from different countries, such as France, Italy, Azerbaijan, the mystery of their living long. After reading the passages encourage the Ss to speak and discuss the habits, likes, dislikes of those people, find out what the secret of their longevity is/was. Make them write a description of each of those people and the lifestyle.

**Note:** The Lesson is designed for 2 hours. There is a dialogue and a plan on living long in this lesson. So, you'll have enough time for involving your Ss in role-playing and making up a plan on longevity.

Also write the stages of the human age on the board and ask the Ss to remember the 8 stages of age. You can also direct their attention to 10 Expressions about age that is given here, but it's up to you to work on it or not.

**Infant** – just born

**Teen** – 13-19 years old

**Baby** – newly born child; infant, tot

**Adult** – 20-55 years old

**Toddler** – 1-2-3 years old

**Senior** – 55-80 years old

**Child** – 3-12 years old

### Golden Oldie – 80 and above

<b>Key words</b>	<i>attitude, longevity, outgoing, sensitive, bracing, back-breaking, descend, breathtaking</i>
<b>Summary</b>	The Ss perform the dialogue, do tasks on pages 139 and come to conclusion that in order to be strong, healthy and live a happy life it's important to choose a relevant lifestyle. Not only by choosing the right food, but also by keeping fit and choosing a good lifestyle, having high spirit, mood, being optimist and loving life affects a person's life and helps each of us to live a long and healthy life indeed. Ss understand that longevity is really a mystery/treasure that people should value.
<b>Creative work</b>	<b>IW.</b> Write a quote: <i>"The Mystery of Longevity"</i> . Search and write a short description of each personality and his/her lifestyle.

**Remember!** *Dear Teacher! Please try to make up an assessment table on the objectives of the lesson!*

## Lesson 2. When in Rome Do as the Romans Do!

**Aim:** To teach Ss the greeting habits of different nations; Azerbaijan, American, British, German, Japanese through practicing the four language skills.

### Objectives

#### Student:

- separates the greeting of different nations telling their specific features
- says out his/her own ideas, opinions of the topic sharing in pairs
- distinguishes words and word combinations for their semantic features
- grouping the nations and filling in the grid
- corrects the false sentences
- makes up appropriate questions to the given answers
- writes the features on greeting for different nations
- searches and writes information on greetings

### Standards

1.1.2.  
2.1.2.  
3.1.1.  
4.1.1.  
4.1.2.

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	N.L.-1.2.3./2.1.2./ Lit.-1.1.3./2.1.1./3.1.3. Az.His.-1.3.1. Gen.His.-5.1.1./Scien.-3.1.1./3.2.1./3.2.2./3.3.1/Tech.-3.1.1./P.T.-1.4.1.
<b>Interaction</b>	CW/GW/IW/PW
<b>Strategy</b>	Discussion, Mind Map, Matching, Completion, Venn Diagram
<b>Resources</b>	SB, flipchart, handouts, slides, computer, video rolls/CD

**Lesson 2. "When in Rome Do as the Romans Do!"**

**Key words:**  
**authority** (n) – official, government, administrative  
**audience** (n) – person to whom speech  
**dishevelled** (adj) – dishevelled, messy  
**illustrated** (adj) – pictorial, containing pictures or other graphical material  
**intuitive** (n) – insight, start, creative intuition, set up  
**reserved** (adj) – uncommunicative, uncommunicative  
**subway** (n) – an underground rail system; metro, tube  
**unintentional** (adj) – not having or showing strong feelings  
**wisdom** (n) – greatest, most common

**What you'll learn:**  
 • The meaning of "When in Rome do as the Romans do!"  
 • The rules about greeting people in our country  
 • How people greet each other in different countries

**1 CW Look and write about each nationality's greetings.**  
 Sample: Like most cultures in the world, Azerbaijanis like warm and friendly greetings. Men greet each other with a handshake, a kiss on both the cheeks and "salams" (literally "peace" but meaning "hello"). Official greeting in Azerbaijan is a meeting when Presidents, official leaders shake hands to greet each other.

**2 CW Discuss the questions giving your comments and fill in the KWL table.**  
 Do you agree with the saying "When in Rome do as the Romans do!"?  
 How do people greet each other and behave in different countries?  
 What are the greeting rules in our country?  
 What advice would you give somebody coming to live and work in our country?

**Scamity** – the fact of being older or of a higher rank than others.

**1 CW Separate the greetings of different nations and discuss them giving comments.**  
 Travelling in all corners of the world gets easier and easier. We live in a global world, but how well we know and understand each other. We should learn about how to behave with other foreign friends/partners.

**2 The British** of course are cool and reserved. The great topic of conversation between strangers in Britain is the weather – *anomalous* and impersonal. The British are happy to have a business lunch and discuss business matters during the meal.

**3 The Americans** sometimes find it difficult to accept the neutral formal Japanese manners. They prefer to be casual and more informal as illustrated by the universal "Have a nice day!", "Enjoy!" In America, the main topic between strangers is the search to find a geographical link. "Oh, really? Do you live in Ohio? I had an uncle who once worked there!"

**4 The Japanese** have perhaps the strictest rules of social and business behaviour. Seniority is very important and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese prefer not to work while eating. Lunch is a good time to relax and get to know one another.

**5 The Germans** like to talk about business before dinner. But the French like to eat first and talk afterwards. They prefer eating before they discuss anything.

**6 CW Complete the table using the adjectives. Think and add which adjectives go with the nationalities below.**  
 every-going, punctual, friendly, reserved, hard-working, emotional, serious, enthusiastic, romantic, hospitable, outgoing, respectful, casual, sociable, quiet, cool, talkative, strict, warm, informal, impersonal, creative, reliable

Azerbaijanis	British	American	German	French	Japanese	other

**7 Imagine your friend is going to work in Japan/America, Germany, France, etc. Give some advice about how he/she should/shouldn't behave.**

**8 Search and write about different nations' greetings.**

### Motivation (warm-up) Listening-Speaking

Being a real professional, any teacher/facilitator can approach/create a real performance. Play a disk on greeting or slide show: Different people's greetings. Or draw the Ss' attention to Task 1 on page 140. Encourage them to write a brief description about each nationality's greeting reading through the sample. Or Just enter the classroom and greet your students by waving your hand, then get them to stand up and then sit down-showing with your hands up and down without speaking saying any word. Then ask the class: *Did you understand me? What did I want to say by waving my hands?* Possible answers: You greeted us, said: *Hello/ Stand up*, etc. Then explain to your Ss that we can sometimes show what we want to say by miming – with the help of gestures. If we want to say: perfect, brilliant, well done – we can just show it with our thumb up etc. Or play slide show **“Simon says”** without any voice and ask the Ss if they understood the performance on gestures. For sure they will answer positively. It's just to involve them in the process of performing with gestures-miming.

### Research question:

- *How do people greet each other and behave in different countries?*

### Discussion/Information Exchange

Get the Ss to discuss the passage and answer the questions on greeting separating them. Have them pay special attention to the saying: **“When in Rome, do as the Romans do!”** You are welcome to motivate them to say out as many proverbs and sayings as you can like this one, even in Azerbaijani. Get them to speak on the greeting rules in Azerbaijan, discuss good/bad manners and also have discussions on the quote: What would you advise the foreigner who come to your country to live and work for a long time.

**Note:** The lesson is to be taught in 2 hours, so for the second lesson you can engage your Ss to read and act out the dialogue adding the questions of their own to the already written answers. Have them work on the project: Ask the groups to download materials/ slide show: song/essays/etc on the greetings of different nations.

Key words	<i>accordingly, authority, embrace, handicapped, utmost, reserved, unemotional, seniority, subway</i>
Summary	Grouping the specific features of different nations, making corrections on false sentences Ss come to conclusion that every nation, every country has got its own and specific way and rules of greetings. Ss are aware of the casual and business greetings. They get sufficient information on “When in Rome, do as the Romans do”, so it means that we should be tolerant and respectful to any nation and nationality wherever we are and greet everybody friendly and warmly.
Creative work	<b>IW. Search and write about different nations' greetings.</b>

## Lesson 3. Increase Your Good Fortune!

**Aim:** To teach Ss about the positive and negative meanings of gestures in different countries and also how to make our own luck through practicing the four language skills.

### Objectives

#### Student:

- speaks on various tactile opportunities via looking at the pictures
- uses different constructions in his/her speech
- reads the article and prepares exercises on paragraphs
- completes the expressions on the topic
- checks his/her answers due to the passages
- makes/designs a questionnaire on the topic
- writes/ designs a project on gestures (orally/written form)
- searches and prepares a list of techniques on making luck

### Standards

- 1.1.1.
- 2.1.1.
- 2.1.2.
- 3.1.4.
- 4.1.2.
- 4.1.4.

Content line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./2.2.2./2.2.3./ Lit.-1.2.4./2.1.1./3.1.2./ Az.His.-1.3.1. Scien.-3.1.1./3.2.1/4.1.1. Biol.-3.1.1./3.1.2. P.T.-1.4.1.
Interaction	CW/GW/PW/IW
Strategy	Venn Diagram, Description, Discussion, Role Play, Interviewing
Resources	SB, pictures, handouts, slides, computer

**LESSON 3. Increase Your Good Fortune!**


**Key words:**

achieve (v) - gain or reach a desired objective  
 calm down (v) - cool off, quiet down  
 conclude (v) - come to conclusion, decision  
 convince (v) - persuade, try to ensure  
 fail (v) - be unsuccessful in achieving one's goal  
 fortune (n) - luck, destiny, luck  
 increase (v) - grow, get bigger, enlarge, expand  
 insist (v) - continue, behave in a way as to require to remain (stomach)  
 relax (v) - be relaxed, become less tense, become  
 trust (v) - rely on, believe

**What you'll learn:**

- Different gestures in different countries and their meanings
- How we can make out our luck
- How we can increase our good fortune
- Which ones are the best techniques for being luckier

**1.70** Talk about these pictures. Read the questionnaire and mark your answers in the column suitable for you.



**3 - this is usually true about me:**  
**2 - this is sometimes true about me:**  
**1 - this is hardly ever true about me:**

- I enjoy talking to people I haven't met before.
- I don't worry or feel anxious about life.
- I enjoy trying new food and drink.
- I listen to my intuition.
- I try to learn from my mistakes.
- I try to get what I want from life.
- I expect people I want to be pleasant, friendly and helpful.
- I'm optimistic and I look on the bright side of life.
- When I need to calm down I just go to a quiet place.
- I don't think about bad luck I've had in the past.

**2.70** Read the article and prepare "Tasks" of your own for paragraphs 1-3. Follow the sample.

Some people seem to be born lucky—they meet their perfect partners, achieve their ambitions and live happy lives. The British psychologist Dr Richard Wiseman has done a lot of research to discover why some people are luckier than others. After interviewing hundreds of people with the questionnaire he's concluded that people who think they are lucky, achieve more success and happiness than those who don't. Try to use his techniques, realize, control and increase your own good fortune.

**Ambition** - something that you want to do or achieve very much

**1. Lucky people use bad luck to their advantage.** If something bad happens, imagine how things could have been worse. You'll then realize that things aren't so bad after all. Take a long view of things - even if things seem bad now, expect them to get better in the end. Learn from your past mistakes and think of new ways of solving your problems.

**Sample Task:** When you experience bad luck, first cry for a few minutes. Then put your bad luck behind you. Do something to make the situation better, e.g. ask friends for advice and focus on a solution of the problem.

**2. Lucky people trust their instinct.** When you are trying to decide what to do, first make an effort to relax. Then when your mind is clear, listen to what it is telling you and act on it. **Task:**

**3. Lucky people expect to be lucky.** Convince yourself that your future will be bright. Set realistic but high goals. If you fail, don't give up and be open to the idea of trying a different way to achieve your goal. **Task:**

**3.70** Complete the expressions below with a verb or phrase, check your answers according to the passages and match them.

1. ... their ambitions	a) make yourself believe that your future will be bright
2. ... your routine	b) try hard to relax
3. ... an old friend	c) understand that things aren't so bad
4. ... to relax	d) make their ambitions come true
5. ... yourself that your future will be bright	e) change your routine, make a different
6. ... that things aren't so bad	f) meet an old friend by chance

### Motivation (warm-up) Listening-Speaking

Draw the Ss' attention to Task 1, page 143. Encourage them to talk about these pictures. Or what are these illustrations about? You can get from them: People may be happy, some are glad, some are sad, some are tired, some are bored, some are excited, some are angry, some are great, etc. Or you can show them slides about feelings. *Elicit*: How are they? How about you? What about you? Are you happy/glad/sad/angry/tired/bored/excited? etc.

**Research question:** • *How can we make our own luck/good fortune?*

### Discussion/Information Exchange

Direct the Ss' attention to the articles on page 144, get them to read out the paragraphs and prepare exercises on them following the sample on the same page. While writing /preparing exercises make them have discussions on how one can make up his/her fortune? Support them in saying their point of views (even in Azerbaijani, help them in translating) how to succeed in gaining fortune and become lucky). Then have the Ss complete the phrases/ verbs on the passages.

*Note:* The lesson is to cover 2 lessons. For the 2<sup>nd</sup> lesson encourage your Ss to work on the Projects given on page 145.

<b>Key words</b>	<i>achieve, ambitious, ambition, calm down, convince, fortune, increase, instinct, trust, relax, conclude</i>
<b>Summary</b>	<p>The Ss fill in the questionnaire given in SB and make up a questionnaire of their own on their family members, friends, etc. Doing all these exercises the Ss come to conclusion that the fortune or the luck are in the hands of each of us. A person must be open to different ways to achieve success, try to reach his/her goals in life and think positively trying to do his/her best every time and never give up.</p> <p><b>Ss realize:</b></p> <p>Always control and increase fortune! Always try to reach your goals in life! Always try to find different ways to achieve success!, etc.</p>
<b>Creative work</b>	<p><b>IW. Download facts about tactiles for being luckier.</b></p> <p><b>Write a quote:</b> <i>Think one technique which is the best for making you luckier.</i></p>

**Assessment:** **A-Excellent** **B-Good** **C-Satisfactory** **D-Poor**

Criteria	A	B	C	D
• Makes/designs a questionnaire on the topic				
• Checks his/her answers due to the passages				
• Speaks on various tactile opportunities via looking at the pictures				
• Reads the article and prepares exercises on paragraphs				
• Writes/designs a project on gestures (orally or in written form)				
• Uses different constructions in his/her speech				
• Completes the expressions on the topic				

**Key Answers:** ▪ **Task 3, page 144.**

1. \_\_\_ their ambitions d
  2. \_\_\_ your routine e
  3. \_\_\_ an old friend f
  4. \_\_\_ to relax b
  5. \_\_\_ yourself that your future will be bright a
  6. \_\_\_ that things aren't so bad c
- a) make yourself believe that your future will be bright (convince)  
b) try hard to relax (make an effort)  
c) understand that things aren't so bad (realize)  
d) make their ambitions come true (achieve)  
e) change your routine, make it different (vary)  
f) meet an old friend by chance (bump into)

**Diagnostic Checklist**



Yes

No

<i>Do you ... ?</i>	Yes	No
• enjoy talking to people		
• listen to your instincts		
• learn from your mistakes		
• expect good things to happen to you in future		
• look on the bright side of life		
• make your own luck		
• beleive in good luck		



# Lesson 4. Create Your Tomorrow Today!

**Aim:** To teach Ss about existing family problems, the ways how to solve/overcome family conflicts, some ways of correct family planning and taking good care of families, etc.

## Objectives

### Student:

- Compares family problems describing the pictures
- Groups the major facts on family reading the text passages
- Uses different constructions while speaking about family members
- Shares his/her own points of view and adds personal ideas while speaking about family members
- Says/designs the paragraphs in logical order
- Designs/writes his/her ideas and opinions due to the plan
- Says out various proverbs and sayings on hardworking among the family members
- Writes his/her ideas on a model family searching in the sites

## Standards

- 1.1.1.
- 2.1.1.
- 2.1.3.
- 3.1.4.
- 4.1.1.
- 4.1.2.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./ 2.2.2./3.1.1. Lit.- 1.2.4./ 2.1.1./3.1.3. Scien.- 3.1.1./3.2.1./3.3.1. Biol.-2.1.2./3.1.1. P.T.-1.4.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Role Play, Venn Diagram
Resources	SB, pictures, handouts, slides/CD, worksheets, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>

**Lesson 4. Create Your Tomorrow Today!**

**Key words:**  
avoids (v) – avoid (built up with in families)  
chooses (v) – routine tasks, especially household ones  
household (n) – housekeeping, household duties  
chores (n)  
ideal (adj) – perfect, best possible, consummate, model  
paintnaking (adj) – hard working, labour consuming  
pick up (v) – gather up, take away, tidy up, remove

**What you'll learn:**  
• About existing family problems  
• The ways of solving concerning family conflicts  
• Women's family planning  
• About hard-working and taking care of one families, etc.

**1. Compare these pictures and debate on them.**

**2. Make your comments on the following plan. Think and say:**

1. How the family planning should be
2. How you create your tomorrow today
3. What to do to have an ideal friendly family
4. How to overcome/solve any family conflicts/ problems
5. What kind of family problems you consider the most serious
6. Why it is important for each of us to work hard and to study well
7. People must work and have a rest, too. Why it is necessary to know when we must work and when we must have a rest.

**3. Discuss these questions reading the passages.**

Dennis and Linda have three children: Isabella is 18, Timothy is 12 and Gabriella is 7. Dennis is a computer programmer. This year Linda is working again as a hospital administrator. Linda likes her job. Everything is going well, but there are also some problems.

I love my job, but I feel tired and too busy. I also worry about the children. I have to work on Saturdays, so Dennis and I don't have a lot of free time together. **Linda**

Now that Linda is working, I have to help her more with the housework. I don't enjoy it at all, but I know that she needs my help now. **Dennis**

I'm having a great time in my after-school program. When mom comes to pick me up, I don't want to leave. School is everything for me. I have my school, my classmates and teachers, too. **Gabriella**

Unfortunately, my school doesn't have an after-school program. Right now, I'm spending most afternoons by myself in front of the TV. Sometimes I play computer games. But it's boring for me. **Isabella**

I enjoy my new freedom after school. I'm playing my music louder and spending more time on the phone and playing the violin. A violin is my favourite musical instrument. I'm also doing a few household chores. **Timothy**

**4. Complete the chart according to Dennis's family. Speak about your own family members' problems.**

Family	Challenges	Solutions
Linda		
Dennis		
Timothy		
Isabella		
Gabriella		

### Motivation (warm-up) Listening-Speaking

Demonstrate video play slides of 2 families with different backgrounds. Then ask the class: *What did you see on the screen and what can you say about each of them?* Or draw the Ss' attention to the pictures on page 146 in SB, a happy family and a problem family and elicit as many questions from your Ss as you can. Encourage your Ss to make solutions for solving any problematic situation in a family.

**Research question:** • *How can a person build up a life without any problems?*  
• *What qualities should we have to have a model family?*

### Discussion/Information Exchange

Motivate the Ss to discuss the plan on page 146, Task 2 saying out a number of opinions on how to keep a real friendly family atmosphere without a single obstacle problem. Or as the lesson is designed for 2 hours you can direct the Ss' attention to reading the passages about Deniss's family members and get acquainted with the existing problems in that family. Encourage the Ss to say/tell/share ideas about their own family members, their characters, any serious problems in their families, why these problems occur in families and of course the ways of solving all these problems. Get them to fill in the chart writing the challenges and the ways of their solutions. Have them look through **Remember and Compare** box and use the post positions in their sentences practically.

**Assessment:** **A-Excellent** **B-Good** **C-Satisfactory** **D-Poor**

Criteria	A	B	C	D
• Compares family problems describing the pictures				
• Shares his/her own points of view and adds personal ideas while speaking about family members				
• Says/designs the paragraphs in logical order				
• Says out various proverbs and sayings on hardworking among the family members				
• Designs/writes his/her ideas and opinions due to the plan				
• Writes ideas on a model family searching in the sites				
• Groups the major facts on family reading the text passages				
• Uses different constructions while speaking about family members				

<b>Key words</b>	<i>ideal, painstaking, anthill, household, to create, chores</i>
<b>Summary</b>	<p>As the Ss do exercises/tasks on page 146, read the story, say out the paragraphs in logical order, the Ss come to conclusion that every person should increase good qualities in himself/herself being hardworking, following the daily routine and being creative determine his/her future. Everything is in our hands. Each family has their own rules, terms and conditions. We should follow our family rules and live friendly, create a brilliant future hand in hand. Have them tell sayings or mottos about families and family planning such as:</p> <ul style="list-style-type: none"> <li>• <i>“Always get ready for the difficult time in future”,</i></li> <li>• <i>“Create your future today, because your future begins from today”.</i></li> <li>• <i>Everything depends on you, try to be a good sample to your family members and to others as well.</i></li> </ul>
<b>Creative work</b>	<b>IW.</b> <i>Think about a good sample of family and write your opinions.</i>

### Key Answers: ▪ Task 5, page 148.

**D) 1.** Once upon a time there was a grasshopper who played the violin. Like all grasshoppers he loved the summer. He didn't work at all but when the sun was hot, he played his violin, sang and danced all day. **H) 2.** At night he liked to look at the stars and the moon. An ant lived near the grasshopper. She was very different from her neighbour. She didn't like singing and dancing. **A) 3.** She worked from morning till night. The Ant was very busy working and picked up the food and carried it to her house in the anthill. The grasshopper laughed at her and said: **E) 4.** “You are working hard for days and days. Why are you working on such a lovely day? Why don't you sing and dance like me? It's summer and the sun is hot. Don't work so hard”. **C) 5.** Dear grasshopper, after summer comes autumn and after autumn comes winter. We must work! And I'm collecting food for winter “answered the Ant. The grasshopper didn't listen to the ant, laughed and continued singing and dancing **F) 6.** When winter came and there was a lot of snow, the Grasshopper had nothing to eat. He was very cold and he was very hungry, too. So he went to visit the Ant and asked to give him some food. **B) 7.** “I worked all summer days and nights to collect some food for me and my family. And what did you do? asked the Ant. “I was busy singing and dancing and I spent a wonderful time with my friends”. replied the Grasshopper. **G) 8.** “Well, if you sang and danced and spent wonderful summer days and laughed at me, now ...” said the painstaking Ant.

**Moral:** *Always get ready for the difficult time in future.*

**1 –D   2–H   3–A   4–E   5–C   6–F   7–B   8–G   Or**  
**A–3   B–7   C–5   D–1   E–4   F–6   G–8   H–2**

## Progress Portfolio

### 1 Tick "Your Overall Progress" ✓

**Self-Assessment:** *A-Always B-Often C-Sometimes D-Seldom*

	A	B	C	D
• I can increase good fortune to create my tomorrow today				
• I can increase good fortune				
• I can participate in logical discussions on solving family problems				
• I can be critical to myself and my partners as well				
• I can write quotes/essays about good/bad manners/ gestures/miming				
• I can use adjectives, nouns and verbs in a sentence				
• I can actively make searches on new/unknown information				
• I can design questionnaires on greetings, gestures and good/bad manners				
• I can search facts about different nations' greetings				
• I can share my ideas about longevity and its mystery				

### Key Answers: ▪ Task 3, page 149.

- All people are different **from** one another.
- My mother always listens **to** her instinct.
- The grasshopper laughed **at** the ant **for** her diligence.
- The Germans like to talk **about** business **before** dinner.
- My friend never thinks **of** bad luck she's had **in** the past.
- You can learn **from** your past mistakes and think **of** new ways.
- One day the grasshopper visited the ant and asked him **for** food.
- If you fail, don't give **up** and be open **to** the idea **of** trying to achieve a goal.

### Sort the words out and fill in the table.

lucky instinct hardworking ideal longevity fresh control amazing folk  
goal convince delicate ambition friendly trust ambitious such relax utmost

Noun	Adjective	Verb	Other
instinct longevity goal ambition trust	hardworking ideal delicate lucky ambitious fresh amazing	trust control relax convince	such

### Challenge!

- Write ten sentences you think is the best for making you luckier.
- Use Dr. Wiseman's techniques to make your good fortune.

## Sub Summative Test 9 (Open ended tests)

### 1. Circle the positive adjectives.

pessimistic, sensitive, happy, unkind, cruel, dishonest, optimistic, miserable, cheerful, mean, generous, intelligent, rude, impolite

### 2. Answer the questions.

1. What can people do to live long?
2. What can help you to live long and healthy?
3. What's the secret of a happy life for you?

### 3. Complete the sentence.

*People can live about 110 years, if they ... .*

### 4. Find and write.

The opposite for *honest* -

Another adjective for *outgoing* -

The opposite for *insensitive* -

Another noun for *luck* -

### 5. Choose the correct prefix for these words.

*healthy kind lucky emotional happy*

A) in

B) im

C) un

D) dis

E) ir

### 6. Complete the sentences.

1. Bowing the head is a mark of ... .
2. Raising a hat is a symbol of ... .
3. Raising a thumb means ... .

### 7. Find the wrong sentences.

1. Crossing fingers means bad luck in England.
2. Bowing the head means that everything is OK in Japan.

### 8. Find the synonyms.

to increase -    to signify -    to relax -    to bow -    to convince -

### 9. Join the proverbs and sayings.

1. *No Pains*

A) *Stay Strong!*

2. *No sweet*

B) *Do as the Romans Do!*

3. *When in Rome*

C) *Without Sweat!*

4. *Live Long*

D) *No Gains!*

### 10. Write a composition: "Always increase your fortune!"