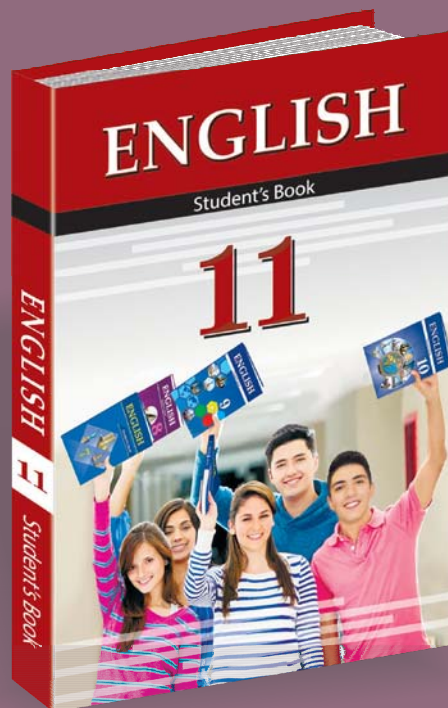


ENGLISH

Teacher's Book

11





AZƏRBAYCAN RESPUBLİKASININ DÖVLƏT HİMNİ

*Musiqisi Üzeyir Hacıbəylinin,
sözləri Əhməd Cavadındır.*

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

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

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

**KHALIDA RUSTAMOVA, GIZTAMAM GULIYEVA,
GULKHAS ASLANOVA**

ENGLISH

11

Teacher's Book

English as the main foreign language for the 11th
grade of the general secondary schools

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email addresses. Thank you for your cooperation in advance.



“KÖVSƏR”

Publishing House

BAKU - 2018

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INTRODUCTION

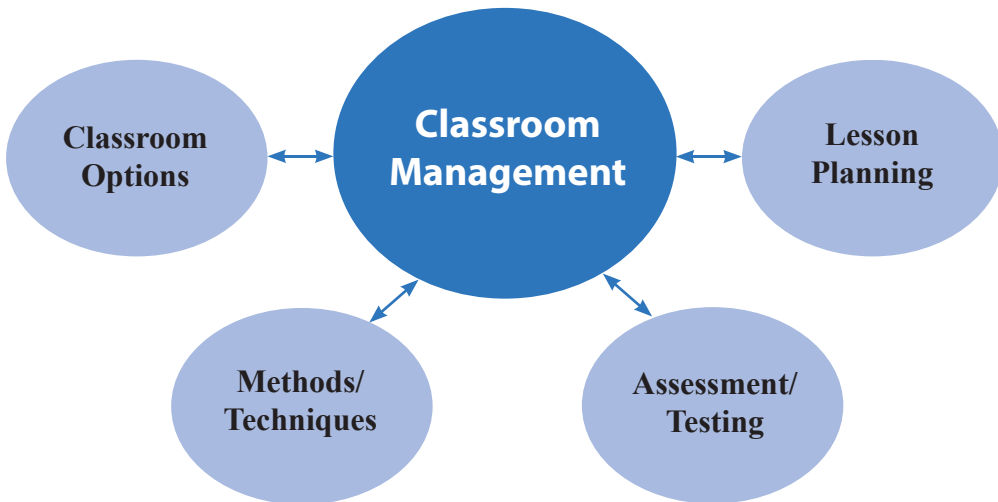
Happy New School Year!

Welcome to school again, dear teachers and colleagues!



As the authors we are sure you'll enjoy teaching **English 11** with new ideas, methods, and approaches in this school year. English 11 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. So, try to be flexible and let your students feel free while listening, speaking, reading, and writing in English.



Instructions for managing your classroom and your students

Instructions play an effective role in class management. 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 instructions 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 instructions short and clear. Try to show, rather than tell. Check that the students have understood your instructions by asking them. So if you have a beautiful lesson, but poor classroom management skills, 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. 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, and clear about what you want to do and how you want to do it.

Good classroom management starts with planning. Planning is one of the most important and most helpful things that teachers can do. Effective planning means that teachers, students, parents and principals know what will be learnt, when it will be learnt, and how learning will take place.

Start by thinking of the work you have to do in each year, each term, each week and each lesson.

You need to think about:

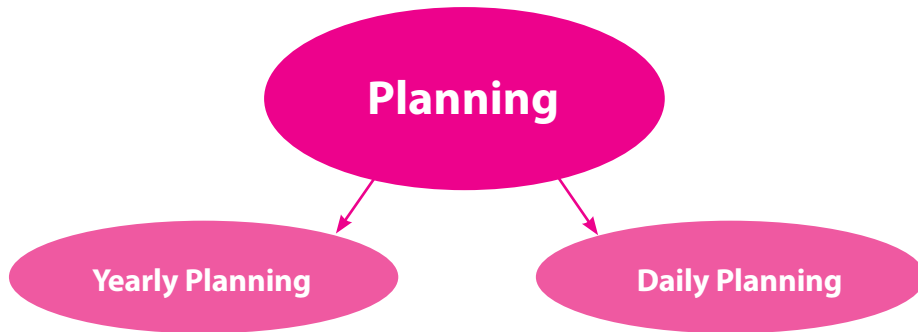
- How much work you have to finish with each class by the end of the academic year;
- How you will divide this work into what you will have to finish each term;
- How you will divide each term's work into what you will have to finish each week;
- How you will divide each week's work into what you will have to finish each lesson.

Think positively and plan ahead to make sure that there is enough time to finish all the work. After you have planned your scheme of work for each class, you will then need to think about each individual lesson and make a lesson plan. With a little practice, this will not take long. Lesson plans make teaching and learning easier for both teacher and students.

Lesson Plans

We need to learn to take and use lesson plans, because they:

- Make teaching easier
- Help us get through our lesson, without forgetting important phases
- Are a permanent written record of what we have taught
- Remind us which class we taught and when we taught that lesson
- Include class size, and resources we used.



Here are the areas you need to think about when planning a lesson:

- What is the objectives of the lesson-what will the students learn?
- Will the objective of the lesson be; learning vocabulary, grammar, functional language, or improving listening, speaking, reading or writing?
- What variety of activities will you use?
- How much time will each part of the lesson take?
- How will you manage the lesson what you say, how you will group the students?
- If your students find the lesson too easy or too difficult, what will you do?
- How will you know if you have achieved the objective of your lesson?

Each lesson should include a good variety of learning activities. This helps students improve their motivation. Variety is also important in a large class because it gives all students a chance to benefit.

There is no 'big answer' to solve the challenges, but there are lots of small answers that teachers all over the world have contributed. Many of them tried and tested tips to help teachers and students get used to new teaching methodologies which can improve Ss' learning.

Classroom management involves:

- Planning lessons which include variety and which meet objectives;
- Giving clear instructions to students on what you want them to do;
- Setting up and monitoring student interactions in pair and group work;
- Using teaching and learning resources;
- Moving clearly from one phase of the lesson to the next phase;
- Timing and balancing of learning activities;
- Starting and finishing the lesson.

Classroom management in large classes

In a large class, good classroom management techniques are particularly important. Good classroom management makes your job easier and helps students to learn better. We also want to train our students to co-operate in our classroom management. The main challenges for teachers of managing learning in large classes are :

- Dealing with a wide range of ages and abilities;
- Keeping everyone's attention;
- Doing oral work;
- Student's motivation to learn English may be poor;
- Helping weaker students;
- Checking individual progress;
- Attendance and continuity;
- Marking large quantities of written work;
- Taking the register.

What goes into the lesson plan

To plan effectively, you need to think about:

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

Aims

If you don't know where you want to end up, how are you going to get there? Aims are where you want to end up. They 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. Aims are sometimes called **Learning Outcomes** or **Objectives**. Always try to express your aims in terms of student objectives or outcomes, not in terms of teacher actions. Each stage should have an aim, and at each of the stages, aims should contribute to the overall goal of your lesson.

Resources

Materials and Teaching Aids (Resources needed: Student Book, flipcharts, different pictures, Power-Point Slides, CDs, handouts, crayons/markers, flashcards, worksheets, a computer, a projector, grammar tables/charts, realia, etc.)

Tips for Aims:

- Always write your aims down! It helps you to clarify your thoughts.
- Keep your aims short and focused.
- Don't try to do too much in one lesson.
- Be specific in your aims, if you intend to teach vocabulary, write down which items.
 - Provide context in your aims.
 - Ask yourself:
 - "Are the procedures and materials suited to my students?"
 - "Will they be motivated and interested?"
 - Have back-up activities and materials just in case.
 - Put harder activities earlier in the lesson!
 - Include "recycle and review" stages frequently.
 - Carefully think about the transitions from one stage to the next.

General Principles:

1. **Create a classroom climate where respect and rapport thrive.**
2. **Set outcome-based learning on personal quality development and development qualities.**
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 icebreakers**
6. **Apply new methods, games, creative projects, quotes**
7. **Set discipline (positive approach, fairness, engagement in study)**
8. **Provide assessment and feedback.**
9. **Engage students in Project Work / Student Portfolio/Creative Work/Self Assessment, Solving Challenges.**

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.

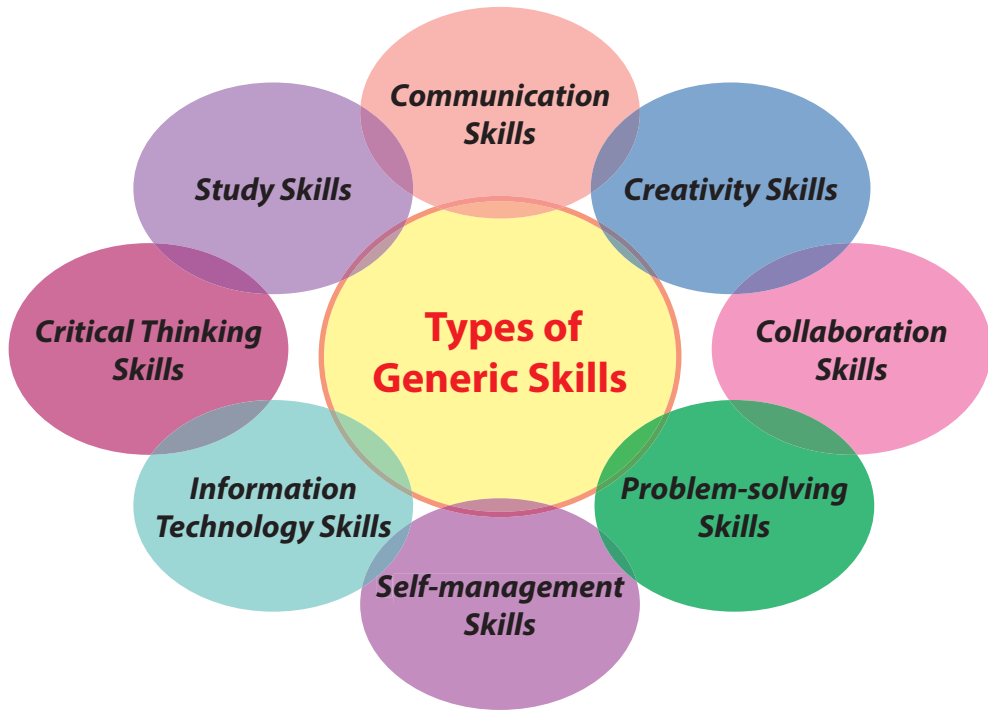
Great Britain: Cambridge University Press, 1995

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 and clear. Make sure that you have fairly quick changes in 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 other students need to be slower and calmer. The topic is also 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 an amusing item to round up the lesson. Ask them to design a questionnaire for them to fill out.
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. Encourage them to say that they can do 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.





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 students to learn and use English.
- Support their learning of other subjects in English.
- Make use of a broad range of activities and materials including the use of creative or imaginative texts to enhance Ss' motivation, and to develop, interrealia, their creativity as well as their critical thinking and problem-solving skills.

Curriculum Links

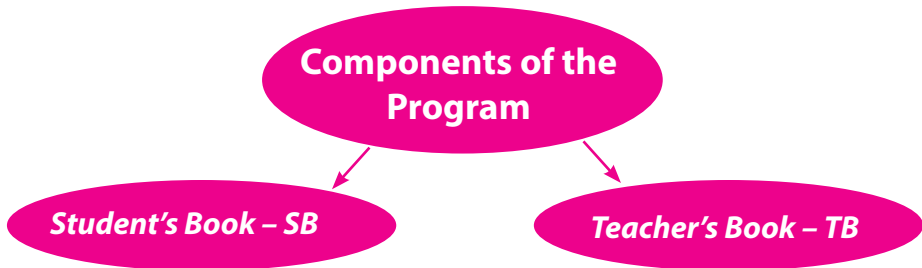
There should be links in any language course with broader educational aims, such as developing problem-solving abilities, autonomy, questioning, cooperative learning, and so on. There are a number of reasons why this is important. Language teaching is a part of education, and needs to take its full educational responsibility and learning, teaching English can become more interesting and memorable for students. Student's Book 11 has curriculum links with some subjects such as Maths, Native Language, Biology, Geography, Physics, Azerbaijan History, General History, Literature, Chemistry, Science, etc. We should constantly pay attention to the students' age, their interests, and skills as they're very important in the teaching process.

When we teach students we can:

- encourage them to read in English (*stories, fables, tales, poems, comics, paragraphs, texts, passages, letters, newspapers, adapted versions, proverbs, sayings, idioms, metaphors, etc.*)
- explain some things about language, starting with 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 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.



Student's Book English 11

Student's Book English 11 includes six units through the school year supported by passages, dialogues and texts. “Do You Know?” “Remember and Compare!”, “Remember”, “Grammar Booster”, “Word File”, “What You'll Learn”, “Student Portfolio”, “Useful Information” “Fact File”, “Useful Language”, “Assessment”, “Self-Assessment”, tables/charts, poems, proverbs and sayings, idioms and quotes and other materials throughout the units. This book is designed for students of Grade 11 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 11 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, stories, poems, dialogues given in the SB are focused on the Ss' ages, skills, abilities and needs, interests and their outlook/understanding.



Organization of Student's Book English 11

The main aims of the Student's 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 through practicing the four language skills.

Grade 11 describes:

- the purposes of the course;
- what students will be learning about;
- the types of activities included;
- how "**learning**" and "**learning activities**" will be assessed;
- how students are given the opportunity to learn;
- how the teacher talking time gets down, so that students speak more than the teacher does;
 - how to correct the students' mistakes effectively and appropriately, so that they are not always scared of speaking.

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 them. 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 in the teaching English. The main principles are:

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

The Strategies for Teaching English

As English language learner (ELL) student population grows, teachers need more useful strategies to teach students. Strategies offer teachers ways to teach specific concepts and skills to students in classrooms. Questions and Answers:

How do specific strategies help students?

Literacy strategies support Ss as they build English proficiency. Supporting Ss' language skills helps students develop literacy in English. Effective teaching Strategies engage students and increase their motivation to learn.

What should I do if some students already know the lesson content?

Assess Ss and use that information to design lesson plans and objectives. Determine what students already know and what they need to know. Include ways to differentiate teaching and activities in the lesson if some students already know part of the lesson content. Encourage Ss to use what they already know to extend ideas and ask questions about the lesson topic.

How do I reteach if Ss don't grasp the concept the first time?

Ask questions and check students' work throughout the lesson. Provide concrete examples and ask Ss to give their own examples.

How can I use interactive technology to help my students?

Interactive methods and interactive whiteboard technology can be an invaluable resource when working with Ss. Pictures, graphics, charts, tables and other visual information help to increase student comprehension.

Tips for supporting Students in general education classrooms:

1. Know your students

Increase your understanding of who your students are, their backgrounds and educational experiences.

2. Be aware of their social and emotional needs

Understanding more about the students' families and their needs is key. When ELs have siblings to care for afterschool, possibly live with extended family members or have jobs to help support their families, completing homework assignments will not take priority.



3. Increase your understanding of first and second language acquisition

Although courses about second language acquisition are not required as part of teacher education programs, understanding the theories about language acquisition and the variables.

4. Student need to SWRL every day in every class

The domains of language acquisition, Speaking, Writing, Reading and Listening need to be equally exercised across content areas daily. Assuring that students are using all domains of language acquisition to support their English language development is essential.

5. Increase your understanding of English language proficiency

Social English language proficiency and academic English language proficiency are very different. A student may be more proficient in one vs. the other. A student's level of academic English may be masked by a higher level of Basic Interpersonal Communication Skills (BICS) compared to their Cognitive Academic Language Proficiency (CALP)

6. Know the language of your content

English has a number of polysemous words. Once a student learns and understands one meaning of a word, other meaning may not be apparent. Review the vocabulary of your content area often and check in with ELs to assure they know the words and possibly the multiple meanings associated with the words. For example, a "plot" of land in Geography class versus the "plot" in a Literature class. A "table" we sit at versus a multiplication "table."

7. Understand language assessments

Language proficiency assessments in your district may vary. Find out when and how a student's English language proficiency is assessed and the results of those assessments. Using the results of formal and informal assessments can provide a wealth of information to aid in planning lessons that support language acquisition and content knowledge simultaneously.

8. Use authentic visuals and manipulatives

These can be over- or under-utilized. Implement the use of authentic resources for example; schedules, post-cards, photographs and video clips can enhance student comprehension of complex content concepts.

9. Strategies that match language proficiency

Knowing the level of English language proficiency at which your students are functioning academically is vital in order to be able to scaffold appropriately. Not all strategies are appropriate for all levels of language learners. Knowing takes time but will support language learning more effectively.

10. Collaborate to celebrate

Seek support from other teachers who may teach Ss. Other educators may have suggestions and resources that support English language development and content concepts. Creating and sustaining professional learning communities that support Ss are vital for student success.



Critical Thinking Bloom's Taxonomy

This model is one of the most frequently used extension procedures, for the development of higher level thinking skills. These skills are applicable to any subject and to any level of education, from pre-school to tertiary. Many varied teaching and learning activities can be developed using this as the basis.

The model enables all students to work through the process of developing a concept, with the more advanced students spending longer at the higher levels than the average student.

The thought processes involved in the different levels:

1.	Knowledge – to recognize, list, name, read, absorb
2.	Comprehension-re-state, describe, identify, review, explain
3.	Application-apply, illustrate, connect, develop, use
4.	Analysis-interpret, categorize, contrast, compare, classify
5.	Synthesis-plan, create, invent, modify, revise
6.	Evaluation-judge, recommend, assess, criticize, justify
Average Student	
1	Knowing and recalling specific facts
2	Understanding the meaning from the given information
3	Using previously learned information in new situations
Talented Student	
4.	Breaking up the whole into parts
5.	Putting together the parts to form a new whole
6.	Making value judgments

Overview for the classroom Teacher

CREATIVITY

Creative Thinking Skills

By recognizing and encouraging the potential of creative thinking in the classroom, the teacher can equip students with the open-ended, divergent thinking skills that are so useful in an ever changing world.

Creativity can be developed in all students. This can be done by encouraging students to become independent thinkers who can modify, adapt to, and improve the classroom environment. Teachers should encourage adventure and speculation by creating a positive atmosphere in which there is freedom to reflect, experiment and take risks. We can look at the creative process in five stages. Each of these stages involves the thinking skills and feelings which make up creativity.

Problem Awareness

This first stage requires the ability to recognize that a problem exists, as well as sensitivity and awareness.

Problem Definition

The second stage involves stating a problem in a meaningful way so that it is easily understood and therefore requires imagination, curiosity and originality.

Incubation of Ideas

The third stage involves the production of intuitive and original possible answers, before the facts have been checked out. Therefore, this synthesizing process of blending the old with the new requires fluency, flexibility, originality, elaboration, risk-taking, and imagination.

Illumination

The fourth stage requires the awareness necessary to provide an instant insight into the solution, often referred to as the 'Aha!' moment.

Evaluation

The final stage requires the perseverance to evaluate the validity and full impact of the ideas generated. Encouragement of creativity requires activities to challenge both thinking skills and emotional responses. This can be done by providing a supportive and stimulating classroom environment which will nurture these processes.

Overview for the classroom Teacher Creative Thinking Skills

Creativity Catalysts

Creativity catalysts can be used to generate innovative and original ideas.

Fluency

This initial stage combines the thinking skill of fluency with the emotional response of imagination, curiosity and originality to generate many different ideas, possibilities, and solutions

Creativity catalysts

How many ways ...?

List all the possible uses ...?

Think of all the problems ...?

Give as many ideas as you can ...?

Add to this list...

Originality

This stage combines the thinking skill of originality with the emotional response of risk taking and imagination. It encourages students to be inventive and use unique and unexpected approaches.

Creativity catalysts

Create ...

Design a different way to ...

How would you...?

Invent ...

Predict ...

Flexibility

This stage combines the thinking skill of flexibility with the emotional response of sensitivity to allow the students to blend the old with the new and to see things from many different points of view.

Creativity catalysts

What is the relationship between ...?

If you were ...?

Categorize ...?

Rearrange

Substitute

Elaboration

This final stage combines the thinking skill of elaboration with the emotional responses of awareness and perseverance. It encourages students to expand, develop, and add to ideas and materials.

Creativity Catalysts

Add details to

Plan ...

Expand ...

Combine ...

Decide

Creativity-- to generate further extension activities

create – put it together

Evaluation-judge, recommend, assess, criticize, justify

evaluate – judge

Synthesis-plan, create, invent, modify, revise

analyze – take apart

Analysis-interpret, categorize, contrast, compare, classify

apply – use it

Application-apply, illustrate, connect, develop, use

understand – explain

Comprehension-re-state, describe, identify, review, explain

remember – facts

Knowledge – to recognize, list, name, read, absorb

Student:

- Knows and recalls specific facts
- Understands the meaning from the given information
- Uses previously learned information in new situations

- Breaks up the whole into parts
- Puts together the parts to form a new whole
- Makes value judgments

Organization of Teacher's Book 11- through different activities/strategies



The 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 and formative test samples and different tasks, exercises/activities are included in "**Student Portfolio**". After each unit the outline of some lessons is illustrated in the Student's Book to suggest teachers how to set the lessons visually, and remember planning their own way of creating another one. Outline for any lesson of each unit has been included in the Teacher's Book as a sample. We hope that you will enjoy using this book, and gain satisfaction from experimenting new ideas.

Note: *It is not obligatory to use this outline for your lesson. Every teacher can create his/her own outline for any lesson. Different activities for differential learning/test samples are given in order to increase the students' memory, creative, critical and logical thinking skills and abilities. You can prepare your own summative, formative, and diagnostic tests according to your students' 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, questionnaires, textbook analysis, and observation. The aim is to involve the students more in thinking about how they are learning, to encourage them to control their learning.

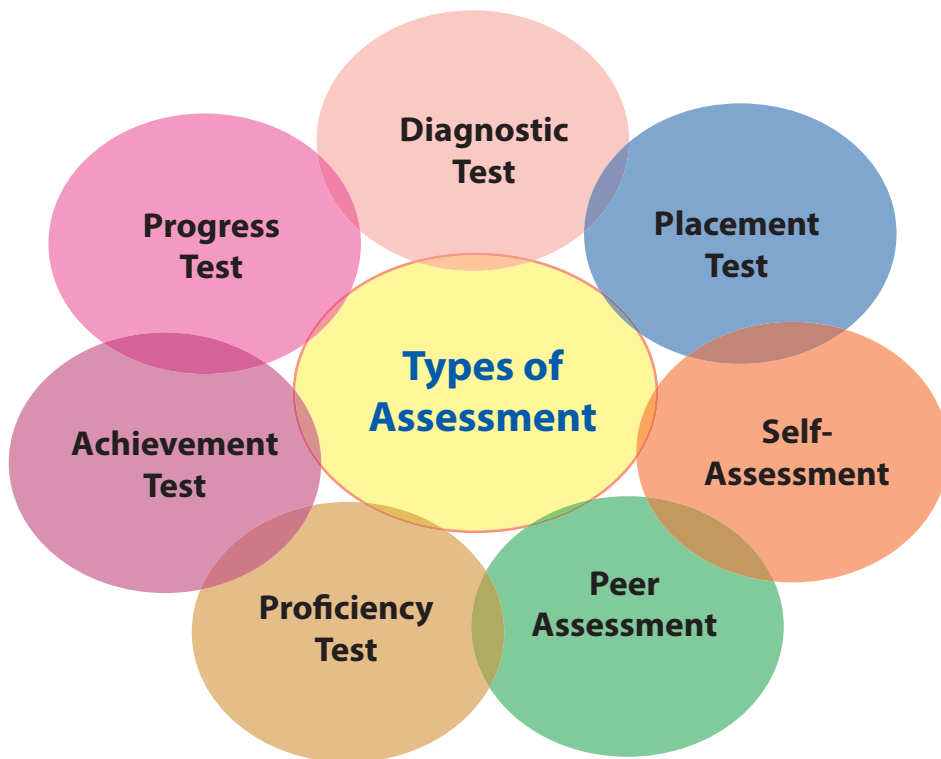
1. To find out what the student knows and doesn't know at the beginning of a course.
2. To find out what level the students are, so that they can be placed in the right class. It is sometimes called *diagnostic assessment*.
3. To find out how well students have learned a certain part of the course. It is sometimes called *formative assessment*.
4. To find out how good students are at a language.
5. To find out how well students have learned the whole content of a course. It is sometimes called *summative assessment*.

Probably, like most teachers, we need to answer the following questions:

- *What are my students' problems and weaknesses?*
- *How are my students getting on at the moment?*
- *How much have they learned over the course?*
- *What can my students do in English?*

Diagnostic tests, progress tests, and achievement tests are particularly useful for teachers.





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

• **Progress Tests** (to find out how well students have learned 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 checks the students' 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"> • Interview • Tasks • Oral Questionnaire • Self Assessment • Reading • Writing • Rubrics • Research Projects • Games, etc. 	<ul style="list-style-type: none"> • Interview Sheets • Exercises • Oral Questionnaire Sheets • Self assessment Sheets • Reading Checklists • Checklists for writing development • Rubrics/Schemes • Criteria Tables • Self Assessment checklists • Observation sheets



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

What can we assess? We can assess any aspects of a 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 the aspect 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.**

Diagnostic Checklist	YES/NO	
<i>I can ...</i>		
speak about fashion and style		
share my ideas on national clothes in Azerbaijan and in different countries		
talk about different uniforms		
answer questions on different clothes		

• **Self Assessment checklists**

<i>I can ...</i>	Samples
use the correct form of the verbs	1. He enjoys watching / to watch a football match on TV.
express my ideas on memory and find True/False	“Mental exercise” is more important for the memory than physical exercise. True
create a reasonable speech	I can begin like this: Memory is often understood as an informational processing system with explicit and implicit functioning that is made up of a sensory processor, short-term memory, and long-term memory.
generalize my own ideas answering questions	I think these things can improve memory: <ul style="list-style-type: none"> • Doing puzzles and crosswords • Keeping fit/Doing exercises • Eating fruit and vegetables • Listening to folk music • Eating fish, etc.

Grammar Checklist	YES/NO	
<i>I can ...</i>		
build up sentences using new words and expressions		
make up sentences using the words of culture and manner		
add the linkers to the correct group in the table		
change polite requests from Direct into Indirect speech		
make presentation on the questions		
make solutions and posters on “Let’s be well-behaved!”		
read paragraphs and correct mistakes		

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. They serve two 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 evaluation, but also for **Diagnostic** and **Summative Assessment / Evaluation** as well.

Level IV	Level III	Level II	Level I
<i>the highest rate</i>			<i>the lowest rate</i>
<ul style="list-style-type: none"> • Exemplary • Excellent • Brilliant • Perfect • Experienced • Creative • Master • Well 	<ul style="list-style-type: none"> • Good • Very good • Almost experienced • Knowledgeable • More sufficient 	<ul style="list-style-type: none"> • Average • Satisfactory • Almost Sufficient • Improving • Not bad 	<ul style="list-style-type: none"> • Beginner • Not sufficient • Inexperienced • Weak • Poor

Level I and Level II are for poor/low knowledge level students.

Level III and Level IV are for high knowledge level students.

With the help of Rubrics, we can assess our Ss more effectively and systematically, reliably and more fairly.

Levels of English Language Proficiency

Checklist 1

This Checklist can help you determine Ss' English language proficiency as he or she develops English skills and progress from one level to the next.

Level Reached			
Level 4	Level 3	Level 2	Level 1
Expanding/Bridging	Developing	Beginning	Entering
<i>responds to specific and some technical content area language</i>	<i>responds to specific and some technical content area language</i>	<i>responds to general content area language</i>	<i>hardly responds to content area pictures and graphics</i>
<i>understands, speaks, and writes sentences of varying length</i>	<i>understands, speaks, and writes expanded sentences</i>	<i>understands, speaks and says words, phrases and short sentences (with errors)</i>	<i>hardly understands, says words, phrases</i>
<i>understands and writes multiple -paragraph stories, essays, reports or reviews</i>	<i>understands and writes paragraph stories</i>	<i>understands multiple -step commands and directions (with errors)</i>	<i>understands one -step commands, directions and responds (with errors)</i>
<i>performs close to grade -level expectations in reading, writing and content area skills</i>	<i>requires occasional visual or graphic support</i>	<i>understands multiple -step questions and statements (with errors)</i>	<i>understands Yes/No and Wh questions</i>
		<i>requires some visual or graphic support</i>	<i>requires a lot of visual or graphic support</i>

Levels of English Language Proficiency

Checklist 2

This Checklist can help you determine Ss' English language proficiency as he or she develops English skills and progress from one level to the next.

Level Reached			
Level 4	Level 3	Level 2	Level 1
Expanding/Making value/Creating a new one	Developing	Beginning	Entering
<p>Makes value judgments values the content Puts together the parts to from a new whole criticizes and evaluates the events</p>	<p><i>responds to specific and some technical content area language</i></p>	<ul style="list-style-type: none"> • <i>recognizes and says the names, makes lists</i> • <i>knows and recalls specific facts</i> 	<ul style="list-style-type: none"> • <i>hardly describes and identifies things</i> • <i>hardly explains things, objects, events</i>
<p><i>speaks, and writes sentences without making any mistakes paying attention to spelling, punctuation and grammar rules</i></p>	<p><i>compares, classifies, speaks, makes a plan and writes expanded sentences</i></p>	<p><i>understands, recognizes, speaks and says words, phrases and short sentences (with errors)</i></p> <ul style="list-style-type: none"> • <i>has sometimes spelling, punctuation and grammar mistakes</i> 	<ul style="list-style-type: none"> • <i>hardly speaks, and writes sentences</i> • <i>has spelling, punctuation and grammar mistakes</i>
<p><i>creates multiple - paragraph stories, essays, reports or reviews creates a plan and a reasonable presentation</i></p>	<ul style="list-style-type: none"> • <i>understands and writes paragraph stories</i> • <i>uses previously learned information in new situation</i> 	<p>Understands the meaning from given information uses previously learned information in new situation (with errors)</p>	<p>Knows and recalls specific facts (with errors) understands the meaning from given information (with errors)</p>

Samples for Self-Assessment

Self-Assessment	Level Reached			
Description of Achievement	Excel- lent	Good	Fair	Poor
<i>I can</i>				
• share my ideas about clothes with classmates				
• express my opinions on today's fashion				
• take part in questioning on right clothes				
• take part in discussions on the topic				
• act out a dialogue on today's fashion and style				
• use useful language in my speech				
• describe pictures on the national clothes				
• comment on different uniforms and their role				
• find True/False statements				
• retell the content of the text				
• build up sentences using new words and expressions				
• make up sentences using suitable adjectives paying attention to the word order				
• create a report/review on the topic				

Assessment for Listening and Speaking

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<i>Listening and Speaking</i> <i>I can:</i> <ul style="list-style-type: none"> • <i>think about culture and values and share my own ideas with my partner</i> • <i>speak about culture and manners</i> • <i>say the definition of the words</i> • <i>complete each sentence with the correct word or phrase</i> • <i>complete the survey on culture and manners expressing my ideas</i> 				

Assessment for Reading

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>Reading <i>I can:</i></p> <ul style="list-style-type: none"> • read the passage, paragraphs, stories, quotes, sayings and comment on them • read magazine and newspaper articles, texts about culture, customs and traditions and understand the content of them • read facts and events on cultural awareness, punctuality and public behaviour and express my ideas on them • give comments on the statements and quotes • take an active part in discussions • find True/False Sentences • answer the questions on the topic • complete the statements according to the text, passage, paragraph 				

Assessment for Writing

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>Writing <i>I can:</i></p> <ul style="list-style-type: none"> • build up sentences using the key words • write my ideas on the topic • fill in the table on the topic • group the words according to the topic • create a paragraph on the topic • write an essay, a composition on the topic • correct the sentences and rewrite them • make a report/a presentation on the topic • complete the KWL table • design/make a poster on the topic • make/create solutions on the topic 				

Best English Quotes/Sayings for Teachers

It is difficult to offer clear advice to teachers about how best to handle the teaching of adolescents. There are, however, some general points which teachers have shared with others in their experience. Let's follow the following:

- *Try to be patient!*
- *Try to be sensitive!*
- *Try to be flexible!*
- *Allow choice and student decisions!*
- ◆ Use standards as a guide to determine what Ss need to learn.
- ◆ Pre-assess Ss to determine their knowledge and skill levels.
- ◆ Set learning objectives based on what Ss need to know.
- ◆ Know the purpose for everything you teach or any class activities.
- ◆ Use strategic lesson planning.
- ◆ Have a beginning, middle and end.
- ◆ Determine what Ss need to do to accomplish learning tasks.
- ◆ Share this piece of information with students.
- ◆ Preview lesson objectives and activities with students.
- ◆ Provide a list of target words for the lesson or unit.
- ◆ Include one or more strategies to use with your Ss in/at each lesson.
- ◆ Plan how to meet each student's needs.
- ◆ Incorporate what students already know into the lesson plan.
- ◆ Connect learning in one subject area to learning in another area.
- ◆ Consider all Ss' backgrounds when planning activities.

The mediocre teacher tells.

The good teacher explains.

The superior teacher demonstrates.

The great teacher inspires.

~William Arthur Ward

In teaching you cannot see the fruit of a day's work. It is invisible and remains so, maybe for twenty years.

~Jacques Barzun

Teaching creates all other professions.

~Author Unknown

The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself.

~Edward G. Bulwer-Lytton

A teacher's purpose is not to create students in his own image, but to develop students who can create their own image.

~Author Unknown

THE FOUR LANGUAGE DOMAINS

1. LISTENING

- *Provide recorded texts for Ss to practice listening*
- *Have Ss listen and respond to shows and movies in English*
- *Provide focused read-aloud experiences*
- *Teach songs and chants for student participation*
- *Read poetry to help Ss how language sounds*

Listening can still be hard though, and you need quite a bit of practice to become really good at it. The first step is to realize how different situations demand different strategies. In a conversation, you do not have to keep information in your head for a long time, but you need to grasp it quickly to give an immediate answer. In school situations, on the other hand, you might be expected to answer questions after listening, at a listening test. Therefore it is a good idea to develop both your listening and your memory skills.

How to Teach Listening?

In common with the other skills of writing, reading, and speaking, listening has two main roles in language teaching. The first is as the goal of teaching. It is important for students to develop their listening skill in order to understand spoken English, whether on TV, radio or in speaking to people. The second role, however, is as a means of learning. Listening can help Ss remember the words, phrases, grammar, etc. that they are learning.



Strategies for Listening

In any situation where you are supposed to listen and understand spoken English, the key is to sort out what information is important, to store that information in your head and to respond appropriately. There are three major strategies to get better at this:

- 1) *to predict the content*
- 2) *to know if you are listening for gist or detail*
- 3) *to figure out the main points.*

Predicting the content

If your brain is prepared what is coming up, the edge and fear of not understanding can be effectively removed. To “**Predict the content**” means that you picture typical situations, check information beforehand and imagine what kind of language may come up. You will then activate old knowledge that you can relate to this new situation. This way your brain can relax and your chances to understand will increase.

Listening for gist or detail

This strategy is two-fold. To listen for **Gist** means to listen for and understand the overall message, without paying attention to smaller details. **Listening for Detail**, of course, refers to the ability to spot quickly-mentioned and smaller facts, like names, years, relationships and reasons. Both types are useful skills in all real-life situations. Both types are also commonly tested in school. The standard way of testing gist/detail understanding in school is to have to listen to recorded material or watch a filmed situation, and then answer a set of questions. To do well here, you need to become “*test smart*”. If you come straight from a different lesson, Warm up by thinking or speaking in English. It will be a lot easier to understand what you hear if your brain is switched over to the right language.

If the questions are available to you: “**Read them Carefully**” before the start of the listening activity. Try to work out what sort of answer is expected. Is it a **Gist Question**? In that case, listen for the overall message. Is it a **Detail Question**? Then, try to imagine what options there will be, or when the information might be mentioned. Listen for keywords.

Check how many questions you’ll have to answer in a row, to know approximately how much information you need to keep in mind at the same time. This will also prepare your mind for the effort. Make sure you are ready to Take Notes. It can be tricky to listen and write at the same time, so make sure to practise it whenever you can. Focus on keywords, shorter phrases, numbers and other information that you feel is important in relation to the questions.

REMEMBER !

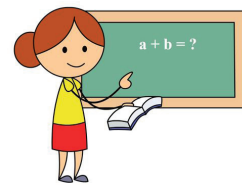
Listen and Summarize

Find a short lecture or a speech (5-10) minutes, have your Ss watch it and take notes of the main points using some of the strategies of Listening. Afterwards, look through Ss’ notes and get them to try to retrieve the information by developing them into longer sentences. Finally, ask your Ss to make a written or spoken summary of what they heard.

2. SPEAKING

How to Teach Speaking?

- *Increase student interaction time*
- *Ask open-ended questions*
- *Remind Ss to speak clearly*
- *Provide practice with speaking in different tenses*
- *Encourage Ss to elaborate on peer responses*
- *Have Ss participate in dialogues*



Where there is speaking there is for sure listening.

One of the main aims of a language course is to give students confidence in expressing themselves orally. The emphasis is therefore on spoken fluency rather than on spoken accuracy. This should encourage students to be confident and creative in their spoken English.

Unprepared Speech

Unprepared Speech does not mean standing up and giving an impromptu speech on a random topic, or being interrogated about something you do not have a clue about. As a matter of fact, an unprepared speech situation occurs any time you strike up a conversation with someone, and includes all situations that require some level of improvisation. One nice and relaxing thing about everyday conversation is that you can use slang and informal language, and getting the grammar right is simply not your main priority. There is no need to get it a hundred percent correct, as long as you keep talking and focus on communication. The exchange of ideas and thoughts is very much the basis of any conversation. The fact that this exchange sometimes needs to take place in English, in class or outside, does not change anything at all. There are many strategies to become better at improvising, ranging from how to get started to keeping the conversation going. Here we will have a look at some of them:

- ***Warmers***
- ***Making up topics and handling silences***
- ***Developing a topic***
- ***Handling unfamiliar topics***
- ***Using your partner in a conversation***
- ***Interjections***
- ***Turn-taking and changing direction***
- ***Disagreeing politely***



◆ Ask Questions!

Encourage your Ss to ask questions. By asking questions, Ss get a chance to talk and they will make their partners feel comfortable and encouraged.

Encourage Ss to pay attention, and be positive! It is as important to be a good listener as it is to be a good speaker. So make sure that Ss listen to what is said. Get them to show how a positive attitude, nod and use interjections like “uh-huh” to show understanding. This will make your partner relax and keep talking.

◆ Draw Parallels!

Even if you know absolutely nothing about rock climbing; contribute by saying something that is related to the subject, or that can be compared to it. For example: I would never dare to try rock climbing since I’m terrified of heights. I think diving would be more suitable for me going down instead of up. Have you ever tried that?

Informative Speech

Everyone knows this situation from school. You have completed a research task and are expected to present your findings in class. Outside of school too- at work or at university- it is commonly asked that you inform others about results or planned projects, and often so in English. Here are some general ideas to avoid giving a stiff and tedious informative presentation and turn it into a memorable event.

- Bring something real.
- Use rhetorical questions
- Give Facts, but also examples. Fact upon fact is boring to listen to, instead, give a fact and then frame it with a description.

Demonstrative Speech

In a demonstrative speech your goal is to teach your audience how to do something or to show them how something works: a process, an idea or an object. Be clear about if your purpose is to teach or simply to demonstrate.

Whether your demonstration involves explaining the rules of a game or delivering a cooking session, you need to organize the script. A five paragraph structure will work fine, and do not forget to prepare an interesting introduction and a memorable conclusion.

Debate



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 favour (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.

A debate can be a stressful situation. You will another person or whole team arguing against you and you may start to doubt that your arguments are strong enough to penetrate the defense of your opponent(s). This is usually how a debate is executed:

1. *There are two teams, A and B each with one or more participants*
2. *The moderator (the person leading the debate) opens up by welcoming A and B*

3. *A states their point of views briefly*
4. *B does the same*
5. *The moderator asks if anyone would like to add anything and then starts the debate*
6. *Once started, either side can talk but the moderator will control the discussion and stop it if it gets too heated.*
7. *The moderator may also stop to ask questions or clarify a statement.*
8. *After the debate, it is common that the audience get to ask questions to the debating parties, or vote for the winning team.*

Open strong and finish strong. If the debate is about getting the audience over to your side, make sure that they remember your opening statement and that you are the last one to speak. This will project you as a winner in their eyes.

Be Slightly Aggressive but still polite. It is not about being rude or being the loudest, but rather about showing, with dedication and energy, that you believe in what you say. Speak a little bit faster and be more animated than your opponent to win the audience's trust.

3. READING

How to teach Reading?

- *Set a purpose for reading*
- *Use a variety of books for a unit of study*
- *Teach Ss how to skim while reading*
- *Have Ss practise reading quietly before they read aloud*



Similar to listening, speaking and writing, reading has two main roles in language learning. The first is as a goal of learning: the skill of reading. The second is as a means of learning: as a way of developing the student's language proficiency and educational depth. Students need to develop the skill of reading in English. But reading as a means of learning is also important. Reading can support their language learning through contextualizing and extending vocabulary, and correct spelling. Through reading students can learn more about the world and come into contact with different ideas. For these reasons, reading needs to be encouraged right from the start.

Reading Styles

To be a really effective reader you need to be able to vary your style of reading. It's likely that you already do this instinctively to some extent. Consider how you would read:

- *a blockbuster*
- *a newspaper*
- *a poem*
- *an instruction manual*

When reading for pleasure you may read quickly, with few breaks and without worrying about having to recall details later. By contrast, when consulting an instruction manual you may read only one or two paragraphs, but you read them very carefully, making sure you understand the details.

When reading complex material, since your objective is to understand it as well as possible, you will need to adapt your reading style to this purpose.

Teaching Reading

Strategies for Developing Reading Skills/Using Reading Strategies

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Whatever the text or the situation; make a habit of asking yourself a few questions before starting to read. They will save you a great amount of time and effort.

1. What type of text is this? (short story, news article, letter, etc.)

Based on the text type you can probably predict what the structure will be like, and reading it will become less daunting.

2. What do I already know about the subject? By activating the area of your brain that deals with the topic you can try to predict some of the content and by this feel more prepared and familiarized.

3. What is my purpose? You will read differently if your purpose is to answer questions, summarize the text for colleagues or learn for your own pleasure.

4. Can I take notes? Reading is easier if you have a chance to write and underline in the text, or use a notepad.

5. Does the language seem complicated? If so, use a dictionary.

Answering these questions will give your reading direction and you will have a better chance of penetrating the text when you feel that you are in control and already familiar with it. Then, depending on your purpose you will choose your strategy: fast or more through reading.

Strategies that can help students read more quickly and effectively include the following reading methods:

- **Previewing:** reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.
- **Skimming.** When skimming you read quite fast to gather a good, overall grasp of the core message or main idea. You try to guess the meaning of words that you do not understand.
- **Scanning.** You read quite fast and look for certain information that will answer a particular question. You try to guess the meaning of words that you do not understand using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

- **Close reading.** You read slowly and carefully to gain a good grasp of the content, you go back and forth in the text in order to get the overall picture, as well as the details. If you are allowed to use a dictionary you take time to look up words and expressions that hinder your understanding.

- **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

- **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways:

- *By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.*

- *By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading.*

Allocating class time to these activities indicates their importance and value.

- *By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.*

- *By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.*

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language. When reading to learn, students need to follow four basic steps:

1. *Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.*

2. *Attend the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.*

3. *Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.*

4. *Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.*

Reading methods

There are several reading methods.

Learn to distinguish between them and choose the right method according to what you want to achieve.

Skim reading/ browsing

You must have a goal for your reading. What are you looking for?

Get an overview. Read only selected parts of the text.

These selected parts can be:

book cover, date of publication, preface, summary, abstract, table of contents, index, headings, images, graphics, tables. You may also browse the book and spend 5-10 seconds per page. You use a technique called **“photo-reading”**. You then fix your gaze on the text line and let the gaze slide down quickly.

Use a finger in the beginning. You point to the text and move your finger quickly down in a zigzag pattern. You will then fix and read the words that you think might be interesting.

This gives an overview of the structure and main content.

If you are looking for specific information, use a skim reading method called scanning. You use the same technique, but you are very conscious of looking for specific keywords.

Reading Activities (Across the Curriculum)

English language learner students benefit from reading methods and strategies used with native English speakers. However, they need additional support in vocabulary development, fluency, and motivation. Some aspects of language that native English speakers learn indirectly affect the ease with which Ss learn to read in English. Consider the factors below when planning lessons, and use the provided tips and activities to increase comprehension. Factors that affect Ss learning to read English include the following:

- ***Unfamiliar vocabulary***
- ***Word order***
- ***Idioms in texts***
- ***Figurative language, including imagery and symbolism***
- ***Homophones and homographs***
- ***“Exceptions to the rules” in Grammar***
- ***Sentence structure***

General Tips

Modify instruction using visual, kinesthetic, or concrete references so that Ss can see or touch;

Have Ss read a series of texts with the same characters, plotline, and conflict;

Use a variety of print materials, such as the following, to give Ss plenty of practice:

- ***Instructions***
- ***Handouts***
- ***Newspapers***
- ***Magazines***
- ***Letters***
- ***Song lyrics***
- ***Short stories***
- ***Recipes***

Select Reading materials of interest to Ss, such as:

Comic books, stories, poems, nonfiction texts, multicultural literature

Picture Walks or Picture Gallery

Use this pre-reading strategy to have Ss look at pictures to predict what a story or text might be about. This strategy helps to generate interest and set a purpose for reading. **Examples:** Teacher describes each picture, teacher asks Ss what they see in the pictures, the teacher and the students take turns describing pictures. Small groups discuss pictures and make predictions; pictures are used to introduce new vocabulary.

Tips for this Strategy

- Ask students what words they might expect to see in the story based on the pictures they see.
- Model enthusiasm for the book.
- Call Ss' attention to challenging words.

Sample Activity

Have Ss complete a picture walk with partners. Ask volunteers to model the process for the rest of the class. Classmates can provide feedback on the **Picture Walk**, such as “*I liked the way Amy described the first picture,*” or “*I think Tim’s prediction will be right.*”

Finding Main idea and Details

Identifying important information in a text will help Ss determine the main idea, or what the passage is about. Ss should be able to state the main idea in one or two sentences. Details that go with the main idea relate specifically to it and give more information about what is happening.

Tips for this Strategy

- Teach the question words used to find details in a text: **who, what, which, why, and how.**
- Use one or more boxes to frame the main idea and bullets to list the details.
- Review present and past tenses so that Ss can use the correct tense when reflecting on a reading passage.
- Help Ss answer reading questions using the correct tenses.
- Have Ss use graphic organizers, such as an outline, to identify the main idea and details. Ask questions, such as:
 - ***What’s this passage about?***
 - ***What details help me understand the main idea?***
 - ***What did I learn?***

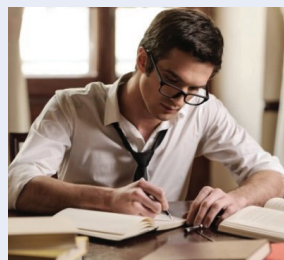
Teach Ss how to find keywords.

- *Study the passage together.*
- *Ask Ss to locate where they found **the main idea.***
- *Model how to mark the text to identify details.*
- *Ask Ss to write simple sentences and add details later.*
- *Ask Ss to take notes about the details and then discuss together in small groups to determine **the main idea.***

4. WRITING

How to Teach Writing?

- *Model how to use different tenses in writing*
- *Model correct Grammar*
- *Help Ss develop writing skills through practice*
- *Have Ss participate in whole class or small group writing*
- *Encourage Ss to practise writing at home*
- *Provide positive feedback*



In common with listening, reading and speaking, writing has two main roles in language learning. The first is as a goal of teaching. It is important for students to develop the writing skill in order to express themselves in written English in letters, messages, stories, and so on. Writing can help the students remember the words, phrases, grammar etc. By working on writing tasks, students can become closely involved in the language and this is a very important element in language learning.

This is particularly common and frustrating if you have a deadline to keep. The good news is that there are ways to get around it. Writer's block can be of two types:

- a) getting stuck in the middle of a text and*
- b) not being able to start at all.*

If you are of the kind who gets stuck halfway through your text the problem is easily solved-it usually means that you have been working too long without a pause. Do something else for a while. When returning to it, it will be with new eyes and fresh energy.

Note: In order not to get stuck when writing an essay in school get your Ss to make sure they are well prepared and plan their writing session so as to have enough time to revise their text. On the other hand, if your students' writer's block is of the kind where they simply cannot get started they might need some more assistance.

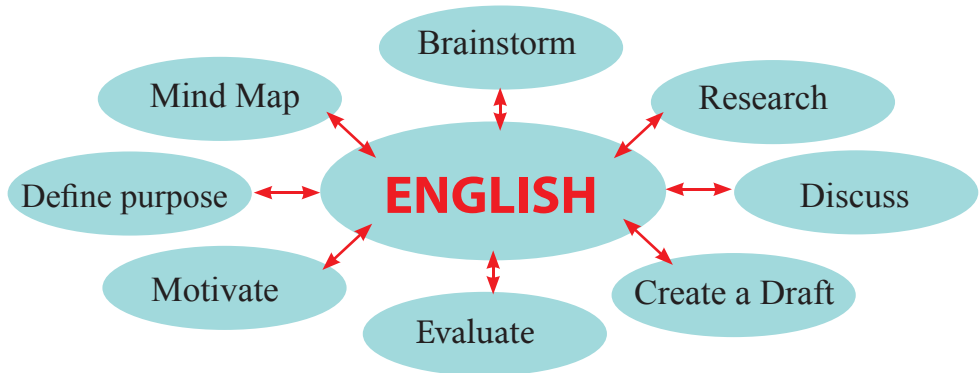
The working process

While working ask your students to follow these steps:

- *Brainstorm/Mind Map*
- *Define your purpose and limitations*
- *Research*
- *Discuss with a partner*
- *Create a first draft*

1. **Brainstorm/Mind Map**

What's the topic and what do I know? Get your Ss to brainstorm alone or together with a partner. To start with, list everything they already know about the topic and things related to it. When the Mind Map is there, ask the Ss to pick out the best ideas and identify their main points. Have Ss put them in logical order.



2. **Define purpose and limitations**

Your Ss have to be clear about the purpose of their text.

Is it to explain? To investigate? To argue? To entertain? *Different texts have different characteristic features. Likewise, your Ss need to know what limitations they have. When deciding purpose and limitations adapt to your readers. Ask your Ss to present their ideas and points of view in a way that they think their readers will appreciate.*

3. **Research**

Some texts demand research, for example academic papers, factual reports or instructions. The Internet is for many people the natural way to start. But interviews, books and newspaper articles should also be considered. If your Ss are looking for facts, not opinions, avoid sources that can have an interest in spreading their own agenda or message.

4. **Discuss with a Partner**

It is very rewarding to discuss ideas with somebody else. Two brains are always better than one as a proverb says, and a classmate will definitely see perspectives and issues that his/her partner has missed. Ask your students to show partners their plan and their problems. And encourage them to let partners help him/her forward by giving constructive feedback.

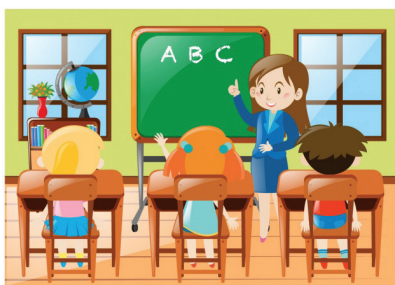
5. **Create a First Draft**

Tell your Students:

Your mind map is done!

You are certain of your purpose and limits! You have done your research and perhaps discussed your plan with someone. It is time to make an outline, or a first draft, it's very useful!

Starting a lesson



Many things happen at the beginning of a lesson which, as teachers, we may be unaware of.

You can play some music or you can start with “a round” – that is going around the class. Everyone can say something that they remember from the last lesson: a word, a song, something that happened. If they don’t know what to say, they can just say *I learned some English!*

Motivation

Initially, the motivation of young learners is generally very high. Over time, many children lose their motivation and may appear bored, tired and unwilling to learn. Many teachers respond by looking for “**fun**” things to do—more games, songs, etc. These often help, but the effect is usually temporary, because



the basic situation causing the reduction in motivation has not changed. There are many reasons why the motivation of children changes so much. Many of these reasons may be beyond the control of the English teacher—for example, family life, health, other school work, friendship and so on. However, there are two significant aspects of what happens inside the classroom that can have a direct impact on the motivation level of children. Firstly, motivation is directly related to self-esteem. Children who have low levels of self-esteem do not commit themselves to learning. None of us wants to fail, which is why failing students often pretend that they are not interested; they do this to protect their self-image. It is very important to help the children develop a positive image of themselves as language learners and create feelings of success, not failure. Secondly, motivation is directly related to a sense of being in control. As humans, we are always more committed to something if we have had some roles in making a decision about it. It is also important that children are involved as thinking creative beings in making decisions over what they are doing.

How to Teach the Pair and Group Practice

Varying the way students work will keep things lively and fresh for them which will make the experience of learning more enjoyable. In the classroom, you can work in the following ways:

Whole group with the teacher, pairs, small groups of 3 or 4, individual work and whole class mixing as individuals.

If you want to increase time for student practice, in other words, to get them to speak more, then you really have to get them to work in pairs and groups often. However, getting into pairs is not the answer in every situation: like all other types of classroom activity, pair and group work has to be focused, meaningful and well set-up.

GW-Group Work



Group Work is based on the idea that students can learn language and information from each other. The principle of co-operative learning is basic to classroom education. It also allows teachers the opportunity to help with individual problems, stronger and weak students together to work and get more practice. Working in a group is very useful. It can give lots of ideas and usually a group produces much better, more interesting work than someone working alone. However, group work can also be frustrating and difficult. These ideas can help you.



1. Choose a chairperson!

A chairperson can make sure that everybody has a chance to talk and that one person doesn't do all the talking. Change the chairperson frequently.

2. Decide who will do what and when!

Make sure everybody is responsible for doing something in their group. Have the Ss write down what they agree/disagree.

3. Make some rules!

Get the Ss to agree some rules how to work in the group. *For example:*

- *Speak only English!*
- *Don't interrupt!*
- *Be active!*
- *Respect others!*
- *Come on time!*
- *Don't be shy!*
- *Share your ideas with the groupmates!*



4. Watch the time!

Group work can be great fun, but sometimes anyone can talk too much. Agree how long he/she will spend on each stage of the work.

Rules for Group Work

1. Use each other's names often.
2. Listen carefully.
3. Make sure everyone has a turn to speak.
4. Do not use "put downs" or discouraging words, be positive.
5. Give reasons for your opinions, while giving explanation.
6. Speak softly.
7. Signal that your group has a question by all group members raising the hand.
8. When the teacher raises her hand, stop talking and listen to the teacher.

If you're working in groups, groups of 4 are ideal for task achievement. Assigning roles to each group member will ensure that each student has an interest in getting the task done. Some possible roles. Sure: Chair or facilitator, timekeeper, writer, feedback person.

PW-Pairwork



Pairwork involves students working in pairs simultaneously. The reasons for the use of pairwork are similar to those of groupwork. Pairwork allows more students to get more practice. **Pair work** motivates students to work in pairs and be able to share ideas and help each other. However, pairwork can fail if it is not set up well.

Working in pairs gives students the opportunity to practise more and to work with a number of different people. It allows you to get strong students to work with weaker ones sometimes, as well as other variations.

Pair work is most successful when it's timed and when it has a follow-up or a "**product**" that can be shared and used as the starting point for the next activity.

How to make pairs?

1. Stand in front of the class and point out the first student. In this way encourage/get the Ss say A B one by one. Say "**A**".
2. Point out the second student and say "**B**".
3. Elicit "**A**" from the next student and "**B**" from the next.
4. Go round the class. The students speak, not you.

Next time, the students will do it themselves. You've trained them and you don't need to speak.

Strategies/Techniques in Learning Language

Discussions



Discussions can allow students the opportunity to give their own ideas and, in the later stages of the course, to practice using English to say what they want to say. They can also form a way into a topic which can stimulate the students' imagination and give the teachers an indication of how much the students already know. It is important, however – particularly when discussions are done in English – that the emphasis is always on the ideas which are being expressed, not on the accuracy of how it is expressed (grammar, pronunciation, etc.).

Discussions can be approached through brainstorming in the initial stages of the course; brief discussions can be in the mother tongue. The importance of this is that it can give the students the feeling that their ideas and contributions are valued. As the students' abilities in English develop, you can encourage them to express their ideas in English.

Translation

As a technique in language learning and teaching, **translation** used to be very popular. In recent years, however, it has fallen out of favour. There has been concern that an over-use of translation encourages the students to produce very strange-sounding English. Too much translation can also prevent students from developing



fluency in the language as they develop the habit of going through their mother tongue. Translation as a teaching technique still offers considerable benefits. Students, at all levels of ability, do translate. It is, in fact, impossible to learn anything unless you find ways of integrating it into what you already know-in this case the mother tongue. Translation can also help students be themselves-they can express what they want to say and then learn how to say the same things in English.

Miming or performing a game

When children are familiar with the vocabulary used for a particular topic, you can introduce miming. Miming means acting silently without speaking. Encourage the Ss to: listen carefully when you describe what they have to mime, decide how to perform what you describe. Ss may need some thinking time for this. They move and act but don't have to speak. Miming is more complex than simple TPR activities. TPR involves children doing everything you say. Mime gives the children more freedom to be creative. Children have to be familiar with the language of the topic you are going to describe. Mime is very suitable for stories: as you read, ask the children to mime the key actions.



How to check answers?



One of the main points of teaching is checking Ss' answers. After students have done an exercise, it is important that they have an opportunity to check what they have done. This will give them feedback on their work. There are a number of ways in which you can do this. You can go through the answer while the students look at their own work. Students can work together and then sit with another pair to check the answer. Small groups of students can go through their answer together. During this time, you can circulate around the class, helping and checking. You can provide an answer sheet for students to check their own answers. If students have incorrect answers, you can give hints or clues rather than simply give the correct answers. This can help them think through the tasks again and learn more.

How to decide exercises?

Exercises can be done in pairs or in small groups. Encourage students to take some responsibility for their own learning. Explain the choices clearly to the class before they start. Allow enough time for them to decide which task to do and how to work (*alone/in pairs*, etc.) Make sure there is enough time left in the lesson to make a start. While the class is working, go round and offer help if needed.



Homework



Homework gives students time to absorb, process and practice what they have learnt in class. It also keeps the students involved between lessons and maintains their commitment to learning English. The amount of time available in class is simply not sufficient for language learning to take place fast enough. Extra work outside class is essential. Sometimes teachers may think about these questions:

- *What do students think about homework?*
- *Do they understand why it is useful and necessary?*
- *What types of homework do they like doing?*

As a teacher you can experiment with different kinds of homework to see if it affects their response. Homework that requires research, homework that requires students to find, to make, to create things, exercises to complete, homework they can record on cassette and so on. Perhaps, you can plan homework to fit in with their other out-of-school activities. When you give Ss homework to do you should have a clear idea of how long you think it will take them to do it/them.



Open-Ended Tasks

Open-Ended Tasks are tasks to which there is not a single absolutely correct answer or where a variety of answers are possible. They can be distinguished from “**closed tasks**”, where students have to answer in a particular way. An example of an open-ended task might be where the students are asked to imagine a person standing in a pair of which they are shown and then to write a description of that person. A closed task using the same type of language might be one where they are given a description with certain words missing, which they have to supply. Both closed tasks and open-ended tasks are useful in language teaching. Where students are working in groups, for example, closed tasks can force students to discuss more in order to find the correct answer. Open-ended tasks, however, are also very valuable for a number of reasons. Since there is no single correct answer, the students can often answer at the level of their ability. Open-ended tasks also allow for more student involvement since the students are asked to contribute more of their own personal ideas. Open-ended tasks also allow you to get a good idea of what students are capable of producing.

Why do you think that?

Timing

The timing and pace of each lesson are linked together. During any lesson try to use the class time productively and enjoyably for your students. In any 45 minute lesson each process takes time. When students are asked a question and they fail to answer correctly, the problem is not that they don't know or haven't understood it, it is simply that they haven't been given enough time to process the question or answer. If the teacher gives a clear instruction and gives enough time to the student, he or she can get a satisfactory answer in time. You ask these questions yourself:

- *How long are things going to take?*
- *Will I have time to do everything?*
- *What do I do if things take longer time than expected?*
- *How can I fit everything into 45 minutes?*

Remember that all teachers have difficulty with these questions at different times in their career. The answer to such questions is often “*It depends*” or “*Practice makes perfect!*” Getting timing right is often a matter of trial and error, in other words you just have to keep trying until it works!

When you prepare your lesson plan or outline, put timings for each stage. When you deliver your lesson, try to keep to the timings. After the lesson, reflect on whether you were able to keep to the timings and adjust your plan accordingly. Time and Interaction:

- **Class Work or Whole Class (CW)**
- **Individual Work (IW)**
- **Group Work (GW)** and
- **Pair Work (PW)** should be suited to the aim.

Pay attention while getting timing right:

• *Be realistic about how long things will take! If you have 4 or 5 groups working on something, and they then have to feed back, it will really take a long time.*

Doing something for too long can be boring for the students.

- *Try to set a lively pace!*
- *When you finish your plan, look at it to make sure that you have a good balance of interaction patterns in it.*

The Major Standards and Sub Standards of English Language Learning Grade 11

At the end of Grade 11 the Student:

- *generalizes/generates the listened information and different points of view, prepares presentations;*
- *comments/interprets facts and events relating them to the real life and expresses his attitude to them;*
- *reads the texts of different styles correctly and interpretes their contents;*
- *defines/explains the meaning /definitions of terms and expressions appropriate to the context;*
- *prepares/makes up texts of different styles, develops his/her own and others’/peers’ writing*

1. Listening	2. Speaking	3. Reading	4. Writing
1.1.	2.1.	3.1	4.1.
Expresses his/her attitude to the content of the text he/she listens to.	Demonstrates oral speech abilities.	Demonstrates complete knowledge/ comprehension on the content of the text he/she reads.	Demonstrates appropriate/ essential/accurate writing skills.
1.1.1.	2.1.1.	3.1.1.	4.1.1.
Makes presentations on the text he/she listens to/hears.	Expresses his/her attitude to the facts and events.	Explains the meaning of new expressions and terms appropriate to the text.	Develops his/her own and others’/peers’ writings.
1.1.2.	2.1.2.	3.1.2.	4.1.2.
Evaluates the content of the text he/she listens to	Generalizes different points of view, makes presentations.	Reads the texts of different styles correctly.	Expresses his/her opinions in different styles
	2.1.3.	3.1.3.	4.1.3.
	Makes/prepares a reasonable/ basic/fundamental speech on various topics.	Interprets/comments the content of texts of different styles.	Follows the orthography/spelling, grammar and punctuation rules.
		3.1.4.	4.1.4.
		Comments on the facts and events in the text relating them to the real life.	Prepares projects and presentations.

The Major Standards and Sub Standards of English Language Learning Grade 11

1. Listening

1.1.

Expresses his/her attitude to/on the content of the text he/she listens to.

2. Speaking

2.1.

Demonstrates oral speech abilities.

3. Reading

3.1.

Demonstrates complete knowledge/comprehension on the content of the text he/she reads.

4. Writing

4.1.

Demonstrates appropriate/essential/accurate writing skills.

Listening	Content
<i>Objectives</i>	Standards
<ul style="list-style-type: none"> • Understands the ideas, thoughts, problems • Gives his/her ideas/opinions on the topic • Expresses his/her attitude to the content of the text • Shares his/her ideas answering questions • Understands the meaning of the words and gives their definitions • Expresses his/her opinions on the questions/letters/passages • Explains the meaning of the words and expressions • Makes presentations on the passages/texts 	<p>1.1.1. Makes presentations on the text he/she listens to/hears.</p>
<ul style="list-style-type: none"> • Listens to the dialogue and performs/acts it out • Responds to the questions on the topic • Takes an active part in discussing problems/questions • Approaches the opinions on the topic creatively • Listens to the passages and answers the questions on them • Gives explanation on situation and events after listening to it • Groups the facts and gives their explanation • Comments on other Ss' thoughts and ideas • Evaluates the content of the text/passage/paragraph 	<p>1.1.2. Evaluates the content of the text he/she listens to.</p>

Content	Speaking
Standards	Objectives
<p>2.1.1. Expresses his/her attitude to the facts and events.</p>	<ul style="list-style-type: none"> • Says out some points of view/opinions on the topic • Understands and gives explanation of new words and expressions • Expresses/shows agreement/disagreement on the topic • Gives comments on the listened topic • Shares ideas/opinions on sayings/on the topic • Expresses ideas and takes part in discussions on the topic • Explains the meanings/definitions of the words given in the dialogues/texts • Expresses/demonstrates his/her ideas on the topic giving explanation • Gives attitude to the facts and events sharing with partner • Gives attitude and reasons to the facts and problems • Listens to the text and comments on the main idea
<p>2.1.2. Generalizes different points of view, makes presentations.</p>	<ul style="list-style-type: none"> • Takes an active part in discussions on the topic using his/her creative points of view • Speaks on the topic describing the pictures/photos • Takes part in debates on the topic and tries to solve problems • Performs/plays roles on the topic • Holds or takes part in the discussions on the topic • Expresses his/her opinions on various situations/positions • Generalizes/analyses different points of view • Makes presentations generalizing his/her points of view
<p>2.1.3. Makes/prepares a reasonable/basic/fundamental speech on various topics.</p>	<ul style="list-style-type: none"> • Understands the content of the topic and speaks about it • Matches the answers to the questions while discussing them • Holds/runs discussions comparing different ideas/ thoughts • Demonstrates his/her agreement/disagreement on the statements • Debates on the topic expressing his/her attitude to the topic • Expresses his/her points of view making generalization • Gives explanation of the new words/ expressions/ statements and builds up sentences • Makes presentations and a reasonable speech generalizing his/her points of view

Reading	Content
Objectives	Standards
<ul style="list-style-type: none"> • Understands the meaning of words giving the explanation • Finds out the meaning of the new words and expressions • Explains the meaning of the words, terms and expressions • Uses the new words appropriately in his/her speech • Defines the features of the words and expressions and uses them in sentences • Chooses and groups, sorts out the words • Reads the passages, texts and finds unknown words • Matches the words to their definitions • Fills in the gaps with appropriate words 	<p>3.1.1. Explains the meaning of new expressions and terms appropriate to the text.</p>
<ul style="list-style-type: none"> • Reads the words and sentences, quotes correctly • Reads the texts, paragraphs, passages according to the reading style correctly • Reads the sentences, letters, passages correctly • Pays attention to the use of the new words and expressions while reading • Understands the style of the text while reading • Defines the text according to its style • Reads and finds out the style of reading in the text 	<p>3.1.2. Reads the texts of different styles correctly.</p>
<ul style="list-style-type: none"> • Understands the content of the texts/passages • Defines the text according to its style and comments on the content of it • Finds out the style of reading in the text and answers questions • Takes part in questioning before/after reading • Comments on the content of the texts and completes the table/chart/survey • Comments on the content of the passages/paragraphs and fills in the gaps 	<p>3.1.3. Interprets/comments on the content of texts of different styles.</p>

Content	Reading
Standards	Objectives
3.1.4. Comments on the facts and events in the text relating them to the real life.	<ul style="list-style-type: none"> • Reads and puts the paragraphs in logical order • Gives comments on the passages/paragraphs and follows the ideas • Clarifies the content/meaning of statements • Finds True/False sentences and gives reasons • Retells the content of the text/passage/article • Expresses his/her attitude on the passage he/she reads giving explanation • Gives comments discussing the main idea in the passages • Comments on the given proverbs/quotes and sayings • Searches/finds as more proverbs and sayings on the topic • Gives explanation on the facts and events • Comments on the facts and events in the text relating them to the real life and shares his her own ideas with the classmates
Content	Writing
Standards	Objectives
4.1.1. Develops his/her own and others'/peers' writings.	<ul style="list-style-type: none"> • Builds up sentences using the new words and expressions • Writes/creates paragraphs/essays on the topic using sources • Prepares/makes/creates a paragraph on the topic • Fills in the gaps with the suitable words • Makes corrections reading the text and writes correctly • Finds out mistakes in the sentence/in the text and corrects them • Thinks and writes suitable questions/answers • Corrects the wrong statements replacing them with the logically correct ones giving comments • Finds and corrects his/her mistakes and compares with the partner's • Develops his/her own and others'/peers' writings

Writing	Content
Objectives	Standards
<ul style="list-style-type: none"> • Writes a paragraph on the topic expressing his/her points of view • Fills in the tables/charts on the topic • Matches figures to the events giving explanation • Gives comments on true/false statements and rewrites them • Finds the clue to the facts and realizes how to explain them • Groups and writes the sentences in appropriate column • Designs solutions, posters expressing his/her opinions in different styles • Designs a paragraph in different styles 	<p>4.1.2. Expresses his/her opinions in different styles</p>
<ul style="list-style-type: none"> • Says out the definitions of the given words and uses them in sentences paying attention to punctuation • Completes the solutions using the given statements and designs his/her own solutions correctly • Fills in the gaps using the linking words and connectors paying attention to grammar rules • Completes the sentences in the written form following the given model paying attention to spelling and punctuation mistakes • Finds the equivalents/synonyms of words in the task and uses them in his/her own sentences correctly • Fill in the gaps with the suitable conjunctive words paying attention to grammar rules • Expresses his/her opinions on the passages in written form correcting spelling and punctuation mistakes • Fills in the gaps with correct forms of the verbs • Changes sentences from Quoted into Reported Speech • Makes a paragraph using linking words and connectors 	<p>4.1.3. Follows the orthography/ spelling, grammar and punctuation rules</p>
<ul style="list-style-type: none"> • Designs/creates a questionnaire and a quiz on the topic • Creates/designs a solution/ a poster on the topic • Prepares/designs an interview on the given sample sharing his/her opinions • Completes the table/chart on the topic • Completes the KWL chart on the topic • Designs/creates a situation/conversation on the topic • Makes/prepares/creates a review on the topic • Creates web projects on the topic • Prepares/creates a speech, a project and a presentation 	<p>4.1.4. Prepares/creates projects and presentations.</p>

Standards	Integration Standards
<i>Listening</i>	
1.1.1. Makes presentations on the text he/she listens to/hears.	N.L. -1.1.2./1.2.1./1.2.3. Lit. -1.1.1. Az.Hist. -1.1.1. Biology -1.1.1./2.1.1./2.1.2.
1.1.2. Evaluates the content of the text he/she listens to	N.L. -1.2.2./1.2.4. Lit. -1.1.4./1.1.5. Az.Hist. -1.2.1./3.1.1./3.1.2. Gen.His. 1.1.1./1.1.2./1.1.3./1.1.4./2.1.1./2.1.2. Maths -1.2.1. Physics -3.2.1./3.2.2.
<i>Speaking</i>	
2.1.1. Expresses his/her attitude to the facts and events.	N.L. - 1.2.1./1.2.2. Lit. -1.1.3./1.1.4./2.1.2. Az.Hist. -3.1.3./4.1.1./4.1.2. Maths -1.2.1. Gen.His. - 2.1.1 Geography -3.2.1.
2.1.2. Generalizes different points of view, makes presentations.	N.L. - 1.2.1./1.2.2./1.2.3. Lit. -1.2.3./1.2.4./2.1.1./2.1.2./2.2.1. Az.Hist. -3.1.3./4.1.2. Gen.His. -2.1.1./3.1.3./5.1.2./5.1.3 Biology -3.1.1./3.1.2./3.2.2./4.2.1./4.2.2. Geography -2.1.2./2.1.3./3.2.1./3.2.3.
2.1.3. Makes/prepares a reasonable/basic/fundamental speech on various topics.	N.L. -1.2.2./1.2.3./1.2.4. Lit. -1.2.3./1.2.4./2.1.1./2.1.2. Az.Hist. -4.1.1./4.1.2. Gen.His. -2.1.2./4.1.2./5.1.3. Inf. - 2.2.2./3.3.2. Chemistry -1.1.1./1.3.1./4.1.1./4.2.1./4.3.1 Biology -3.1.2./3.2.1./3.2.2./4.2.1. Geography -2.1.3./2.1.7./3.2.1./3.2.2.

Standards	Integration Standards
Reading	
3.1.1. Explains the meaning of new expressions and terms appropriate to the text.	N.L.- 2.1.1./2.2.1. Lit.- 1.1.5.
3.1.2. Reads the texts of different styles correctly.	N.L.- 2.1.2./2.2.1. Lit.- 1.2.1.
3.1.3. Interprets/comments the content of texts of different styles.	N.L.- 2.2.1./2.2.2./2.2.3. Lit.- 1.1.3./1.1.4./1.2.1./2.1.1./2.1.2.
3.1.4. Comments on the facts and events in the text relating them to the real life.	N.L.- 2.2.2./2.2.3. Lit.- 1.2.3./1.2.4/2.1.1./2.1.2./2.2.1. Az.His.- 1.3.1./5.1.2./5.1.3. Maths.- 4.1.2./5.2.1. Chemistry- 4.2.1. Geography- 2.1.8./3.2.5.
Writing	
4.1.1. Develops his/her own and others'/peers' writings.	N.L.- 3.1.1./3.1.2./4.1.1. Lit.- 3.1.1./3.1.2./3.1.3. Gen.His.- 3.1.2./5.1.1./5.1.3.
4.1.2. Expresses his/her opinions in different styles	N.L.- 3.1.1./3.1.3. Lit.- 3.1.1./3.1.2./3.1.3.
4.1.3. Follows the orthography/ spelling, grammar and punctuation rules.	N.L.- 4.1.2./4.1.3./4.1.4./4.1.1. Lit.- 3.1.1./3.1.2./3.1.3.
4.1.4. Prepares/creates projects and presentations.	N.L.- 3.1.1./3.1.2./3.1.4./4.1.1./4.1.4. Lit.- 3.1.1./3.1.3. Az.Hist.- 1.1.2./4.1.2. Physics- 3.2.1./3.2.2. Inf.- 2.1.3./2.2.2./4.1.1./4.1.2. Gen.His.- 3.1.3./4.1.2./5.1.3. Chemistry- 4.1.1./4.2.1./4.3.1. Biology- 2.1.1/3.1.2/3.2.1/3.2.2./4.2.1/4.2.2. Geography- 3.2.3./3.2.4./3.2.5

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes		
		1.1.1./1.1.2./2.1.1./2.1.2./4.1.2.	Introduction		
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.	1.HEALTH	1.1.1./1.1.2./2.1.1./2.1.2./3.1.1./3.1.4./4.1.1./4.1.2./4.1.4.	1. Mind Power		
		1.1.1./2.1.2./4.1.1./4.1.3.	Assessment		
		1.1.1./1.1.2./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3./3.1.4./4.1.2./4.1.3./4.1.4.	2. Memory		
		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.	3. Ways of Treatment		
		3.1.1./3.1.2./4.1.1.	Assessment		
		1.1.1./1.1.2./2.1.1./2.1.2./3.1.3./3.1.4./4.1.1./4.1.3./4.1.4.	4. Natural Helpers		
		3.1.1./3.1.2./3.1.4.	Assessment 1		
		3.1.1./3.1.4./4.1.2.	Assessment 2		
		Revision			
		Progress Portfolio			
		Sub Summative			

Integration	Resources	Assessment methods/tools	Date	Hour
N.L. -1.1.2./1.2.2./1.2.3./3.1.2./3.1.4./4.1.1. Lit. -1.2.2./2.1.1./2.1.2.	SB, CD, slides, pictures, handouts	Open ended questions		1
N.L. -1.1.2./1.2.2./1.2.3./3.1.2./3.1.4./4.1.1. Lit. -1.2.2./2.1.1./2.1.2. Inf. -3.3.2. Biol. -2.1.3./3.1.2./3.2.1./3.2.2.	SB, CD, slides, pictures, handouts, flipcharts	Self-Assessment checklists, open ended questions		3
Assessment				1
N.L. -1.1.2./1.2.2./1.2.3./3.1.2./3.1.4./4.1.1. Lit. -1.2.2./2.1.1./2.1.2. Inf. -3.3.2. Biol. -2.1.3./3.1.2./3.2.1./3.2.2.	SB, CD, slides, pictures, flashcards	Self -Assessment checklists, open ended questions		3
N.L. -1.1.1./1.1.2./1.2.1./1.2.2./1.2.4./3.1.2./3.1.4./4.1.2. Lit. -1.2.2./1.2.4./2.1.2./2.2.1./3.1.1./3.1.3. Azer. His. -5.1.2./5.1.3. Biol. -3.1.1./3.1.2./3.2.1./3.2.2. Geog. -2.1.7./2.1.8.				3
Assessment				1
N.L. -1.1.1./1.1.2./1.2.1./1.2.2./1.2.4./3.1.2./3.1.4./4.1.2. Lit. -1.2.2./1.2.4./2.1.2./3.1.1./3.1.3. Azer. His. -5.1.2./5.1.3. Biol. -3.1.1./3.1.2./3.2.1./3.2.2. Geog. -2.1.7./2.1.8.	SB,slides, flashcards, CD, handouts, video rolls	Open ended questions, Interviewing, questionnaire		4
Assessment 1				1
Assessment 2				1
Revision		<i>Test exercises, Open-Ended-Tests</i>		2
Progress Portfolio		<i>Self-Assessment Checklist</i>		2
Sub Summative		<i>Open-Ended Exercises</i>		1

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes		
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.	2. GENERATION	1.1.1./1.1.2./2.1.1./2.1.2./3.1.1./ 3.1.4./4.1.1./4.1.2./4.1.3./4.1.4.	1. Personality		
		4.1.1./4.1.2./4.1.4.	Assessment		
		1.1.1./1.1.2./2.1.1./2.1.3./3.1.1./ 3.1.3./3.1.4./4.1.1./4.1.2./4.1.3.	2. What Affects Teenagers' Personality?		
		1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./ 3.1.1./3.1.4./4.1.2./4.1.3./4.1.4.	3. Teenage Years' Life		
		1.1.1./2.1.2./2.1.3./3.1.1./3.1.4./ 4.1.2./4.1.3./4.1.4.	4. How do the Elderly Live?		
		2.1.2./3.1.3./3.1.4./4.1.4.	Assessment 1		
		4.1.1./4.1.3.	Assessment 2		
		Revision			
		Progress Portfolio			
		Sub Summative			
Sub Summative					

Integration	Resources	Assessment methods/tools	Date	Hour
N.L. -1.1.1./1.2.2./1.2.4./2.1.1./2.2.3./3.1.4./4.1.3. Lit. -1.2.4./2.1.2./2.2.1./3.1.1./3.1.3. Azer. His. -1.3.1./5.1.3. Biol. -3.1.1./3.2.2./4.1.1./4.2.2.	SB, Pictures, flashcards, handouts, realia	Interviewing, Self-Assessment checklists, Grammar Checklist, multiple choice exercises		3
Assessment				1
N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.1.1./2.2.3./3.1.4./4.1.3. Lit. -1.2.3./1.2.4./2.1.2./2.2.1./3.1.1./3.1.3. Azer. His. -1.3.1./5.1.3. Biol. -3.1.1./3.2.2./4.1.1./4.2.2.	SB, Pictures, flashcards, CD, video, realia	Self-Assessment checklists, Grammar Checklist, Formative Assessment		3
N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.1.1./2.2.3./3.1.4./4.1.3. Lit. -1.2.3./1.2.4./2.1.2./2.2.1./3.1.1./3.1.3. Azer. His. -1.1.1./1.3.1./5.1.1./5.1.2./5.1.3. Gen. His. -1.1.3./1.1.4./2.1.1. Biol. -3.1.1./3.2.2.	SB, Pictures, flashcards, worksheets, CD, slides	Self-Assessment checklists, Grammar Checklist, open ended questions		4
N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.1.1./2.2.3./3.1.4./4.1.3. Lit. -1.2.3./1.2.4./2.1.2./3.1.1./3.1.3. Azer. His. -1.1.1./1.3.1./5.1.1./5.1.2./5.1.3. Gen. His. -1.1.3./1.1.4./2.1.1. Biol. -3.1.1./3.2.2.	SB, flashcards, video, slides, CD, pictures, worksheets	Self-Assessment checklists, Grammar Checklist, multiple choice tests		4
Assessment 1				1
Assessment 2				1
Revision		<i>Test exercises, Open-Ended-Tests</i>		2
Progress Portfolio		<i>Self-Assessment Checklist</i>		2
Sub Summative		<i>Open-Ended Exercises</i>		1
Sub Summative		<i>Essay</i>		1

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes	
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.	3. CUSTOMS AND CULTURES	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./4.1.3./4.1.4.	1. Cultural Awareness	
		2.1.2./3.1.1./4.1.3./4.1.4.	Assessment	
		1.1.1./1.1.2./2.1.1./2.1.3./3.1.1./ 3.1.3./3.1.4./4.1.1./4.1.2.	2. Customs Differ	
		4.1.3./4.1.4.	Assessment 1	
		2.1.2./2.1.3./4.1.3.	Assessment 2	
		1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./ 3.1.1./3.1.4./4.1.1./4.1.4.	3. What Ticks You Off?	
		2.1.2./3.1.1./3.1.4.	Assessment	
		Revision		
		Progress Portfolio		
		Sub Summative		
Main Summative 1				

Integration	Resources	Assessment methods/tools	Date	Hour
N.L. -1.1.1./1.1.2./1.2.1./1.2.2./1.2.4./2.1.2./2.2.3./3.1.2./3.1.4./4.1.2. Lit. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./3.1.4. Gen.His. -1.1.4./2.1.1./5.1.1./5.1.2./5.1.3. Biol. -3.1.1. Geography -3.2.1./3.2.3.	SB, pictures, handouts, slides, CD, video, flashcards	Formative Assessment, interviewing, multiple choice		4
Assessment				1
N.L. -1.1.1./1.1.2./1.2.1./1.2.2./1.2.4./2.1.2./2.2.3./3.1.2./3.1.4./4.1.2. Lit. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./3.1.4. Azer. His -1.3.1. Gen.His. -1.1.4./2.1.1./5.1.1./5.1.2./5.1.3. Biol. -3.1.1. Geography -3.2.1./3.2.3.	SB, video, illustrations, slide show, flip chart, CD	Formative Assessment, open ended tasks		4
Assessment 1				1
Assessment 2				1
N.L. -1.1.1./1.1.2./1.2.1./1.2.2./1.2.4./2.1.2./2.2.3./3.1.2./3.1.4./4.1.2. Lit. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./3.1.4. Azer. His -1.3.1. Gen.His. -1.1.4./2.1.1./5.1.1./5.1.2./5.1.3. Biol. -3.1.1. Geography -3.2.1./3.2.3.	SB, flashcards, video, CD, pictures, slides, handouts	Formative Assessment checklists, interviewing, debating, open ended tasks		4
Assessment				1
Revision		<i>Test exercises, Open-Ended Tests</i>		2
Progress Portfolio		<i>Multiple Choice Exercises</i>		2
Sub Summative		<i>Open-Ended Exercises</i>		1
Main Summative 1		<i>Test Exercises</i>		1

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	4.MONEY AND BENEFITS	1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./ 3.1.1./3.1.4./4.1.1./4.1.2./ 4.1.3./4.1.4.	1. Money Matters
		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./4.1.3./4.1.4.	2. Financial Planning
		2.1.2./2.1.3./4.1.1./4.1.3.	Assessment 1
		4.1.1./4.1.2.	Assessment 2
		1.1.1./2.1.1./2.1.2./2.1.3./3.1.1./ 3.1.4./4.1.1./4.1.3./4.1.4.	3. National Insurance
		1.1.1./2.1.1./2.1.2./2.1.3.	Assessment
		1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./ 3.1.1./3.1.2./3.1.3./3.1.4./4.1.2./ 4.1.3./4.1.4.	3. If you had a lot of money... ?
		Revision	
Progress Portfolio			
Sub Summative			
Sub Summative			

Integration	Resources	Assessment methods/tools	Date	Hour
N.L. -1.1.1./1.1.2./1.2.2./2.2.1./3.1.1./4.1.1./4.1.2./4.1.3. Lit. -1.1.2./1.1.3./1.2.3./2.1.2./3.1.1./3.1.3. Azer.His. - 5.1.2. Gen.His. -1.1.3./1.1.4./2.1.1./5.1.1./5.1.3. Physics -2.1.1./2.1.3. Biology -3.1.1./3.2.2. Geography -3.2.4./3.2.5.	SB, pictures, cards, CD, postcards, flashcards,	Self-Assessment checklists, interviewing, open ended tasks		4
N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.2.1./3.1.1./3.1.2./4.1.1./4.1.2./4.1.3. Lit. -1.1.2./1.1.3./1.2.3./2.1.2./3.1.1./3.1.3. Azer.His. - 5.1.2. Gen.His. -1.1.3./1.1.4./2.1.1./5.1.1./5.1.3. Physics -2.1.1./2.1.3. Biology -3.1.1./3.2.2. Geography -3.2.4./3.2.5. Chemistry - 2.1.1./4.2.1. Maths -4.1.2./5.2.1.	SB, CD, slides, pictures, handouts, worksheets, flashcards	Formative Assessment, Open-Ended Tasks		3
Assessment 1				1
Assessment 2				1
N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.2.1./3.1.1./3.1.2./4.1.1./4.1.2./4.1.3. Lit. -1.1.2./1.1.3./1.2.1./1.2.3./2.1.2./3.1.1./3.1.3. Azer.His. - 5.1.2. Gen.His. -1.1.3./1.1.4./2.1.1./5.1.1./5.1.3. Physics -2.1.1./2.1.3. Biology -3.1.1./3.2.2. Geography -3.2.4./3.2.5. Chemistry - 2.1.1./4.2.1.	SB, CD, slides, pictures, handouts, worksheets, flashcards	Formative Assessment, Open-Ended Tasks		4
Assessment				1
N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.1.2./2.2.1./3.1.1./3.1.2./4.1.1./4.1.2./4.1.3. Lit. -1.1.2./1.1.3./1.2.3./2.1.2./3.1.1./3.1.3. Azer.His. - 5.1.2. Gen.His. -1.1.3./1.1.4./2.1.1./5.1.1./5.1.3. Physics -2.1.1./2.1.3. Biology -3.1.1./3.2.2. Geography -3.2.4./3.2.5. Chemistry - 2.1.1./4.2.1.	SB, CD, slides, pictures, handouts, cards, flashcards	Questioning, completing the Biography, interviewing, etc.		3
Revision		<i>Self-Assessment Checklist, Multiple Choice Exercises</i>		2
Progress Portfolio		<i>Multiple Choice Exercises</i>		2
Sub Summative		<i>Test Exercises</i>		1
Sub Summative		<i>Essay</i>		1

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes		
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. FASHION AND STYLE	1.1.1./2.1.1./2.1.2./3.1.1./3.1.2./ 3.1.4./4.1.1./4.1.3./4.1.4.	1. Don't Judge People by Their Appearance!		
		2.1.2./2.1.3.	Assessment		
		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./4.1.4.	2. Looking Good		
		4.1.1./4.1.3.	Assessment		
		1.1.1./1.1.2./2.1.1./2.1.2./3.1.1./ 3.1.3./3.1.4./4.1.1./4.1.3./4.1.4.	3. We Need to Recycle Clothes		
		3.1.1./3.1.3./4.1.1.	Assessment 1		
		2.1.2./2.1.3./3.1.2./4.1.4.	Assessment 2		
		Revision			
		Progress Portfolio			
		Sub Summative			
Sub Summative					

Integration	Resources	Assessment methods/tools	Date	Hour
N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.2.1./3.1.1./4.1.1./4.1.2. Lit. -1.1.3./1.1.4./1.2.3./2.1.2./3.1.2./3.1.2./3.1.3. Gen. His. -1.1.3./1.1.4./5.1.1./5.1.3. Chemistry -2.1.1./4.2.1. Biology -3.1.1. Geography -2.1.3./2.1.7./3.2.4./3.2.5.	SB, pictures, CD, hand-outs, cards, worksheets, map, globe	Diagnostic Checklist, Self-Assessment, etc.		4
Assessment				1
N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.2.1./3.1.1./4.1.1./4.1.2. Lit. -1.1.3./1.1.4./1.2.3./2.1.2./3.1.2./3.1.2./3.1.3. Gen. His. -1.1.3./1.1.4./5.1.1./5.1.3. Chemistry -2.1.1./4.2.1. Biology -3.1.1. Geography -2.1.3./2.1.7./3.2.4./3.2.5.	SB, video roll, CD, handouts, pictures, realia, map, globe	Formative-Assessment, filling in questionnaire, discussion		4
Assessment				1
N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.2.1./3.1.1./4.1.1./4.1.2. Lit. -1.1.3./1.1.4./1.2.3./2.1.2./3.1.2./3.1.2./3.1.3. Gen. His. -1.1.3./1.1.4./5.1.1./5.1.3. Chemistry -2.1.1./4.2.1. Biology -3.1.1. Geography -2.1.3./2.1.7./3.2.4./3.2.5.	SB, flashcards, songs, video, pictures, CD, map	Questioning, Filling in interviewing, multiple choice exercises		4
Assessment 1				1
Assessment 2				1
Revision		<i>Multiple Choice / Open ended Exercises</i>		2
Progress Portfolio		<i>Multiple Choice Exercises</i>		2
Sub Summative		<i>Essay</i>		1
Sub Summative		<i>Test Exercises, Open- Ended Exercises</i>		1

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes
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.	6. ATTRACTIONS OF THE WORLD	1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./ 3.1.1./3.1.4./4.1.1./4.1.2./ 4.1.3./4.1.4.	1. Attractive Places
		2.1.3./3.1.3.	Assessment 1
		2.1.2./2.1.3./3.1.1.	Assessment 2
		1.1.1./1.1.2./2.1.1./2.1.3./3.1.1./ 3.1.2./3.1.4./4.1.1./4.1.2.	2. Main Attractions of the World
		3.1.1./3.1.2./4.1.2.	Assessment
		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.	3. Welcome to Azerbaijan
		Revision	
Progress Portfolio			
Sub Summative			
Sub Summative			
Main Summative 2			

Integration	Resources	Assessment methods/tools	Date	Hour
N.L. -1.1.1./1.1.2./1.2.1/1.2.2./2.1.1./2.1.2./2.2.1./2.2.3./3.1.1./3.1.3./3.1.4./4.1.1./4.1.2./4.1.4. Lit. -1.1.1./1.1.3./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1./3.1.1./3.1.3. Az. His. -1.1.1./1.2.1./3.1.3./4.1.1. Gen.His. -1.1.1./1.1.2./1.1.3./1.1.4./2.1.1./3.1.3./5.1.3. Inf. -2.2.2. Geog. -1.1.1./2.1.4./2.1.5./2.1.7./3.2.5.	SB, Pictures, flashcards, songs, CD	Formative Assessment Checklists, discussing, open ended exercises, etc.		4
Assessment				1
Assessment				1
N.L. -1.1.1./1.1.2./1.2.1/1.2.2./2.1.1./2.1.2./2.2.1./2.2.3./3.1.1/3.1.3./3.1.4./4.1.1./4.1.2./4.1.4. Lit. -1.1.1./1.1.3./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1./3.1.1./3.1.3. Az. His. -1.1.1./1.2.1./1.3.1./3.1.1./3.1.2./3.1.3./4.1.1./4.1.2. Gen.His. -1.1.1./1.1.2./1.1.3./1.1.4./2.1.1./3.1.3./5.1.3. Inf. -2.2.2. Geog. -1.1.1./2.1.4./2.1.5./2.1.7./3.2.5.	SB, Pictures, flashcards, songs, CD	Formative Assessment, interviewing, multiple choice exercises, etc		3
Assessment				1
N.L. -1.1.1./1.1.2./1.2.1/1.2.2./2.1.1./2.1.2./2.2.1./2.2.3./3.1.1./3.1.3./3.1.4./4.1.1./4.1.2./4.1.4. Lit. -1.1.1./1.1.3./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1./3.1.1./3.1.3. Az. His. -1.1.1./1.2.1./1.3.1./3.1.1./3.1.2./3.1.3./4.1.1./4.1.2./5.1.2./5.1.3. Gen.His. -1.1.1./1.1.2./1.1.3./1.1.4./2.1.1./3.1.3./5.1.3. Inf. -2.2.2. Geog. -1.1.1./2.1.4./2.1.5./2.1.7./3.2.5.	SB, flashcards, map, video roll, CD, handouts, slides	Formative Assessment, interviewing, multiple choice exercises, etc.		4
Revision		<i>Self-Assessment Checklist, Multiple Choice Exercises</i>		3
Progress Portfolio		<i>Multiple Choice Exercises</i>		3
Sub Summative		<i>Test exercises, open-ended tasks</i>		1
Sub Summative		<i>Essay</i>		1
Main Summative 2		<i>Test exercises, open-ended tasks</i>		1

Rules For Student Book 11

Rules how to use Books

Return books to the library on time in a clean and tidy form.

Don't have food or drinks while reading.

Don't make dog's ears on the pages of the books.

Don't put a pen or a pencil into a book.

Keep books far from domestic animals.

Protect books from rain and water.

Don't write on the pages of books with a pen or a pencil.

Try to restore books if they are damaged.

Don't stick/ paste sticky pictures on the books.

TB – Teacher's Book

SB – Student's Book

Ss – Students

N.L. – Native Language

Maths – Mathematics

L – Literature

Az/His – Azerbaijan History

Phy – Physics

Gen. His – General History

Geog. – Geography

Chem. – Chemistry

Biol. – Biology

Inf. – Informatics

IW – Individual Work

PW – Pair Work

GW – Group Work

CW – Collective Work

KWL – Know/Want to know/
Learned

Int. – Interview

UI – Useful Information

DLTA – Directed Listening
Thinking Activity

DRTA – Directed Reading
Thinking Activity

BBK – Building Background
Knowledge

GIST – Generating Interactions
between Schemata and Text

EV – Extending Vocabulary

IR – Independent Reading

DIY – Do It Yourself

TPS – Think-Pair-Share

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As we have numerously mentioned, all these are just some samples that any teacher can use in his/her lesson.

*Dear teachers, the **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 lessons start by planning the main items you want to include. You can find some extra ingredients to make your lessons 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. You will find different activities/exercises on the topic that are clearly divided into elementary/simple, intermediate/middle, and advanced/high levels.*

Note: Dear teachers! We've defined standards for each lesson which we consider appropriate for the lesson/topic. But you can define your own objectives and choose other standards for any lesson, this is your creativity. The ones given here in the TB are just samples. We do understand that you are free to design your lessons choosing any content line and standards. Feel free to implement your priority.

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 it up. 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 your 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 will demonstrate.

You may start the lesson with Discussion by giving your own opinion, not necessarily referring to the statements in the book. Try to develop Ss' thinking skills, encourage them to share and co-operate. Ss always need your help, so try to encourage them or be supportive all the time.

A correct and clear pronunciation is obviously of considerable importance in language learning. Without it, students may not be understood and may be poorly perceived by other English speakers. Students need to hear a lot of English before they can develop a "feel" for the sounds of English. We have given sounds and sound combinations in each lesson. We also think practising sounds is a priority, for sure. Try to encourage them actively pronounce the given sounds and sound combinations through the lesson. We have also given the new-key words in bold or italicized to draw Ss' attention. Please encourage them to grasp/learn the new words and expressions frequently using them while practising the four language skills, making up situations, finding, matching their meanings, etc.

Brainstorming

Use this strategy to activate Ss' prior knowledge. Have the Ss think of as many answers to a question or problem as possible, and then write down everyone's ideas. **Examples:** webs, lists, clustering, KWL, charts, mind maps, story maps, diagrams, word association, note taking, categorizing information, asking questions, discussing ideas with classmates, drawing pictures to generalize ideas.

Tips for the Strategy

- *When compiling Ss' ideas, make sure everyone can see the diagram*
- *Encourage all Ss to participate.*
- *Consider a small motivational incentive (stimulus) to encourage Ss to participate in sharing their ideas aloud.*

UNIT 1. HEALTH

Lesson 1. Mind Power

Aim: To encourage Ss to think and speak about Brain and get information about Brain, what the Brain is, what the function of a brain is, ways to keep the Brain healthy, how to liberate brain Power and the Grammar Booster: Have something done/Get something done, to learn expressions on “Mind”, etc. through practising the four language skills.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.2./3.1.1./3.1.4./4.1.1./4.1.2./4.1.4.

Student:

Listening/ Speaking

- listens to the questions and answers them sharing his/her own ideas
- listens to the answers and evaluates them
- describes the pictures/photos looking them through
- says out the ways of keeping the brain healthy
- listens to Fact File about brain and expresses his/her ideas
- uses “**Have something done/Get something done**” in sentences and situations following the teacher’s explanation

Reading

- reads and understands the content of the text
- chooses the best title for the text
- completes the table reading the given information
- finds/searches the meaning /definition of the new words and expressions
- reads Fact File about Brain
- says the dominant sides of the brain
- discusses the facts about the brain with his/her classmates
- gives his/her comments on the joke
- reads the facts about brain
- takes part in questioning Brain Booster advertisement and answers them comprehensively
- reads the advertisements for the BrainBoost and expresses his/her attitude

Writing

- develops his/her writing skills checking his/her partner’s opinions
- searches and writes fact file about the brain using the information
- finds the definitions of the new words/expressions using the vocabulary
- creates/ designs a dialogue on developing the Mind
- replaces the words and phrases in the diagram checking up his/her peer’s version on “Mind”

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./1.2.2./1.2.3./3.1.2./3.1.4./4.1.1. Lit. -1.2.2./2.1.1./2.1.2. Inf. -3.3.2. Biol. -2.1.3./3.1.2./3.2.1./3.2.2.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Discussion, Mind Map, DRTA, Role Play, Brainstorming,
Resources	SB, pictures, handouts, slides, CD, flipcharts

Motivation (warm-up) Listening-Speaking

Dear colleagues, you can use any suitable way to motivate your Ss:

You can demonstrate a Video roll.

Bring some pictures of the brain and make a picture gallery.

Ask your Ss to look through the pictures and speak about the brain.

Or: The **Chinese proverb** may be a good motivation to start the lesson.:

- ***Tell me I'll forget***
- ***Show me I'll remember***
- ***Teach/involve me I'll learn***

Motivate your Ss to work creatively and express their points of view freely and independently.

Then encourage your students to answer the questions on the brain. Elicit:

- ***What do you know about the brain?***
- ***What does the brain do?***
- ***What's the difference between the left and right sides of the brain?***

Encourage them to speak as much as they know about the brain in the activities.

***Note:** Your duty as a facilitator is to help students learn/gain knowledge and develop the skills that will prepare them for their adult lives. Therefore, it is important that students know how to study effectively and it helps a great deal if they are well-organized. This book is designed to help students develop the study skills as well as improve their listening, speaking, reading, and writing skills and organizational skills during the school year which can help them become independent learners. You can see many strategies/ways of teaching learning in the book. Feel free to modify the strategies presented in the book in order to meet 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, suitable for their individual learning styles. You can also suggest specific strategies/ways to individual students as well as the students who need care and extra help.*

<p>Reading</p>	<p>Discussion 3 Draw your Ss' attention to the text, get them to read the information in the text and choose the best title for it. Ask your students to give a short review of it. Have them find out what the left brain and right brain can do, what its structure is and what the brain consists of. Then have them read the facts on the brain and discuss them. Sample:</p> <ul style="list-style-type: none"> ■ Our brain consists of two halves, known as the left and right hemisphere. ■ The two halves of the brain are not exactly the same: the left side of the brain is normally larger. ■ The two halves of the brain process information in different ways. <p>Ask Ss to complete the table according to the information according to task 1, on page 12. Then ask your students to find out which side of the brain is dominant in the activities below. Encourage your students to explain the meaning of the words given in the text and use them in their own sentences: (Task 5, page 13)</p> <table border="0" style="width: 100%;"> <tr> <td>▶ Operating a computer</td> <td>▶ Moving a right thumb</td> </tr> <tr> <td>▶ Making up stories</td> <td>▶ Recognizing faces</td> </tr> <tr> <td>▶ Bending your left leg</td> <td>▶ Doing crosswords, etc.</td> </tr> </table>	▶ Operating a computer	▶ Moving a right thumb	▶ Making up stories	▶ Recognizing faces	▶ Bending your left leg	▶ Doing crosswords, etc.
▶ Operating a computer	▶ Moving a right thumb						
▶ Making up stories	▶ Recognizing faces						
▶ Bending your left leg	▶ Doing crosswords, etc.						
<p>Writing</p>	<p>Dear teachers, as you know the topic is quite wide and you can give writing tasks to your Ss to work on in class, as well as at home. As you see, the lesson is divided into 2, 3 or 4 hours and you have enough time to divide it whatever you think is the best way to work on. We have given/ included a number of writing tasks but you are free to take any of the given tasks or design your own tasks on the topic.</p>						
<p>Summary</p>	<p>We advise you to summarize the lesson with any exercise in this lesson. But you are free to make a choice and summarize this topic as you wish.</p> <p>There are sufficient tasks/exercises on all four content lines so you can choose any content line/ standard to work on. Students come to conclusion that Human Brain is like a computer, harder than computer, the owner of the best personal computer in the world that you are carrying it wherever you are. It is a non stop organ, consists of 2 sides: left and right brain and each side has its function. Students learn that scientists are still marvelling at our brain's high potential. The scientists' findings indicate that the brain can take 10 new bits of information every second for an entire lifetime and still be not more than half full.</p>						

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Listening and Speaking</p> <p><i>I can:</i></p> <ul style="list-style-type: none"> • listen to the questions and answer them sharing my own ideas with the partner • describe pictures looking them through • share my ideas on the brain and the ways of keeping the brain healthy • take part in questioning about BrainBoost advertisement • listen to fact file about brain and express my ideas • use “Have something done/Get something done” in sentences 				
<p>2. Reading</p> <p><i>I can read and</i></p> <ul style="list-style-type: none"> • understand the content of the text • complete the table reading the given information • choose the best title for the text • find the meaning/definition of the new words and expressions • read Fact File about the brain • say the dominant sides of the brain • take part in discussion on the brain • give comments on the joke • read the advertisements for the BrainBoost and express my attitude 				
<p>3. Writing</p> <p><i>I can:</i></p> <ul style="list-style-type: none"> • develop writing skills checking my partner’s opinions • search and write fact file about the brain using the information • find the definitions of the new words/expressions using the Word File • create/ design a dialogue on developing the Mind • replace the words and phrases in the diagram checking up my peer’s version on “Mind” 				

Reading Strategies

DRTA (*Directed Reading Thinking Activity*)

Use this Strategy to model how to make and confirm predictions. Here are the steps to **DRTA**:

1. Choose a text. Preselect stopping points where Ss can pause while reading.
2. Preview keywords or pictures. Ask questions to guide Ss' thinking.
3. Have Ss make predictions about what they will read.
4. Stop at set points so Ss can check predictions, revise them (as needed) and make new predictions.
5. Ask questions to help Ss match their predictions to the reading.
6. Discuss what has been read before reading the next section.

Examples:

Use objects or pictures to preview a text and make predictions; ask questions about keywords and vocabulary; focus on characters and what they might do.

Use as a whole-class or small group activity. Remind Ss to use what they already know to make predictions.

Sample Activity:

Ask Ss to preview the reading selection with an individual picture walk. Have them write one or two questions they have about the story. Review the Ss' questions to determine where to stop and discuss the story. Read the selection as a class, pausing as planned. Call on the Ss who wrote the questions related to that part of the story, and conduct a discussion about the reading so far.

DLTA (*Directed Listening –Thinking Activity*)

Use this strategy to have Ss listen to and make predictions throughout a text. This strategy builds on what Ss already know and shows them how to apply this knowledge to new situations. Teachers should read aloud at the highest level that Ss can understand, bearing in mind that Ss can comprehend at higher levels than they can read. After reading aloud a passage, invite Ss to share their predictions. Then, as a class, find evidence in the text that supports their predictions.

Ways to use DLTA:

Have Ss make predictions in the form of questions and then notice how those questions were answered in the text.

Sample Activity:

Begin reading a picture book. Ask Ss to make predictions throughout the reading. Then ask for volunteers to share their predictions.

Making Predictions

Making Predictions while they read helps Ss set a purpose for reading. Ss use clues, such as a title, cover, pictures, and other text features to think about what will happen in a story. While reading, Ss should pause at different points in the story and ask themselves if what they have read thus far confirms their predictions. Remind Ss that their predictions may change as they read. When this is true, they should revise their predictions and then continue reading. Ss can also make predictions before reading a nonfiction text. Encourage them to think about what they already know to predict what new information they might learn as they read. As students read, have them look for words or phrases to confirm their predictions, revising or making new predictions as needed.

Tips for this Strategy:

- Model to think aloud, making predictions for a fiction or a non-fiction text.
- Write the steps of the strategy in order, and explain to students how to do the following:
 - **Predict** (*what you think will happen in a story or what you think you will learn*).
 - **Confirm** (*check to see if your predictions were correct*).
 - **Self-correct** (*make new predictions based on what you read*).
- Have Ss be alert to picture clues.
- Remind Ss to use what they already know, (background knowledge) help them make predictions.
- Give Ss a sentence or two from the text in their native languages.
- Have them work with partners to make predictions. Ss will read the remainder of the text in English to check their predictions.

Activities:

Create a game using sample paragraphs or situations for Ss to guess what will happen next. Have Ss follow a reading guide to check their predictions as they read. Read a passage aloud and have Ss draw pictures to predict what will happen next. Invite Ss to create an “**I Notice**” chart when previewing nonfiction text. Provide sentence frames, such as the following, for Ss to write simple prediction:

- ◆ *In this story, I think the main character is _____ .*
- ◆ *In this picture, it looks like the character is _____ .*
- ◆ *After _____ happens, the next thing that will happen is _____ .*

Note: As it's impossible to give information about these strategies in each lesson, we decided to split them where there is need for them. We believe you'll use them appropriately when you need them.

• Pre-Reading Activities

- Preview and discuss new vocabulary, including words that are not always used in conversation.
- Preview a text for words with multiple meanings or idioms.
- Preview a sentence structure.
- Build text-specific knowledge by describing characters, ideas, or concepts.
- Use pre-questioning and predictions to set the direction and purpose for reading.
- Draw on students' background knowledge.

• Post Reading Activities

- Paraphrase sections of the text during class discussions.
- Clarify meaning by replacing pronouns with nouns to help Ss understand what they read.
- Provide sentence frames to support Ss in reading and writing such as the following:
I can change ___ about my community, because ___. I already know ___ about ___ topic. This ___ (group of people) did ___ because ___.
- Invite Ss to write reflective paragraphs.
- Have Ss participate in role-playing
- Have Ss answer questions.
- Use **if-then** sentences to teach cause and effect.

An Argumentative Essay

Write one sentence with your main thesis (the idea that you will argue for). Then write down your three strongest arguments (the reasons why you think as you do), and number them from 1 to 3. Write one sentence with your conclusion (a brief repetition of your main idea).

Note: *From this rough outline, have your Ss start building their text by constructing one paragraph around each sentence.*

"Ok, so these are the five paragraphs I will write."

1. Introduction

2. Body Paragraph

3. Body Paragraph

4. Body paragraph

5. Conclusion

Reading Strategies

GIST(*Generating Interactions between Schemata and Text*)

- Use this Strategy to help Ss practice summarizing what they have read.
- Have Ss read or listen to a text; circle, highlight, or list keywords.
- Write a one-or two sentence summary using the new words.

Ways to use GIST:

- *in whole –group or small-group activities;*
- *write summary sentences using another group’s keywords;*
- *use with content-area reading.*

Sample Activity:

Provide Ss with simple category charts on which they can write keywords from a passage they read. For example, if Ss are reading about our national values, the category charts might have headings such as language, race, art, religion, holidays, customs, traditions, lifestyle, etc. Once all Ss have completed the reading and identified some keywords, conduct an activity in which students read the words and the teacher compiles a list of commonly identified keywords. Use the class-generated list of words to write one or two summary sentences.

TPS - Think Pair Share

Use this strategy so Ss can rehearse what they want to say, negotiate meaning with partners, and expand or correct their understanding. Here are the steps to **Think-Pair-Share**:

1. *Ask a question.*
2. *Have Ss think for a moment silently.*
3. *Call on volunteers to share with the class.*

Ways to Use Think-Pair-Share:

during class discussions; brainstorming; asking questions about narrative stories, textbooks and non-fiction reading passages.

Tips for the Strategy

- *Have Ss turn in their notes to check for gaps in understanding.*
- *Listen carefully to Ss as they discuss the topics with partners.*

Sample Activity

Introduce a map with a question about trips. Ask Ss where they go with their families or friends on vacation. Have them turn and talk with partners to practise saying place names. For fun, have one partner identify the specific place name after the other partner has described the place.

Reading Strategies

Summarising

A summary restates the main points in a few sentences. It gives the general idea of a Reading section in a shorter form. When Ss summarize what they read, they use the skill of paraphrasing, or stating something in their own words. Learning to summarize helps Ss communicate with others and find out what they have read and learned.

Tips for:

- *Help Ss and use graphic organizers to identify main points.*
- *Model summarizing by rephrasing the most important ideas in the text in one or two sentences.*
- *Review at the end of each chapter or section to practise summarizing as a class.*
- *Allow Ss to practise on texts at their levels.*
- *Have Ss mark a text to identify main ideas and supporting details.*
- *Have Ss use visualizing techniques to help them summarize what they read.*

Activities:

- *As a class, create a web in reverse-fill in the details first, then summarize the main idea in the centre circle.*
- *Give Ss a list of words and have them identify a category that would fit all the words.*
- *Give Ss several sentences about one topic and have them name the topic.*
- *Allow Ss to draw pictures to retell the story.*
- *Encourage Ss to add labels, words, or phrases to their drawings depending on their ability levels.*
- *Have Ss orally rehearse a nonfiction summary before writing.*
- *Use a reading Jigsaw and have Ss summarize their parts of reading before going on to the next step or task in the process.*
- *Have Ss number a set of pictures that summarize events in a story.*
- *Have Ss match words or sentences with pictures from a story or nonfiction passage.*

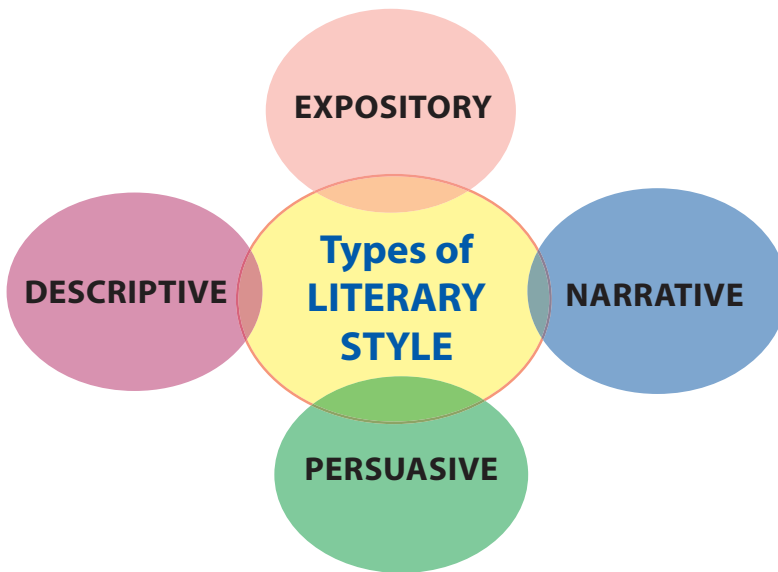
Note: Preparation: Writing an essay (**For** and **Against**)

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 against the statement in the title. Divide your essay into four paragraphs, including a strong conclusion. Use linkers to connect your points: *First of all, In addition..., On the other hand..., However..., In conclusion, ... etc.*

Types of Literary Style

A writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers. However, every piece writers write is for a specific purpose—for example, writers may want to explain how something works or persuade people to agree with their points of view. While there are as many writer's styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types of writing. Knowing all four different types and their usages is important for any writer. Here are the categories and their definitions:



1. Expository

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks. The author just tells you about a given subject, such as how to do something.

Key Points:

- Usually explains something in a process.
- Is often equipped with facts and figures.
- Is usually in a logical order and sequence.

You Would Use Expository Writing in:

- Textbook writing
- How-to articles
- Recipes
- News stories (not including opinion or editorial pieces)
- Business, technical, or scientific writing.

2. Descriptive

*Descriptive writing's main purpose is **to describe**. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.*

Key Points:

- *It is often poetic in nature*
- *It describes places, people, events, situations or locations in a highly-detailed manner.*
- *The author visualizes what he or she sees, hears, tastes, smells, and feels.*

When You Would Use Descriptive Writing:

- *Poetry*
- *Journal or diary writing*
- *Nature writing*
- *Descriptive passages in fiction*

3. Persuasive *writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons.*

Key Points:

- *Persuasive writing is equipped with reasons, arguments, and justifications.*
- *In persuasive writing, the author takes a stand and asks you to agree with his or her point of view.*
- *It often asks for readers to do something about the situation (this is called a call-to-action).*

When You Would Use Persuasive Writing:

- *Opinion and editorial newspaper pieces*
- *Advertisements*
- *Reviews (of books, music, movie, restaurants, etc.)*
- *Letter of recommendation/complaint*

4. Narrative

A narrative style tells a story. There will usually be characters and a dialogue. Source. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters-this is known as first person narration). Simply, narrative writing answers the question:

“What happened then?”

Key Points:

- *A person tells a story or event.*
- *Has characters and a dialogue.*
- *Has definite and logical beginnings, intervals, and endings.*
- *Often has situations like actions, motivational events, and disputes or conflicts with their eventual solutions.*

Examples of When You Would Use Persuasive/Narrative Writing:

- *Novels*
- *Short stories*
- *Novellas*
- *Poetry*
- *Autobiographies or biographies*

Linking Words and Transitions

You may have come into contact with the term linking words or transitions before. They are little words and phrases that are very useful in spoken and written language.

**Also and but so or consequently furthermore first of all
secondly thirdly in addition not only this on the other hand
on the contrary to summarize to begin with**

Linking words were not invented to make us sound smart (even though they do!), but to connect our thoughts logically. As opposed to a string of random sentences with no apparent connection, linking words make our ideas easier to follow. Use them when talking about one topic, as well as when connecting different topics. Let's have a look at how they work:

R
E
M
E
M
B
E
R

Without linking words:

Model:

My opinion is that we should introduce school uniforms in our schools. They look cool. They create a sense of belonging. They would put an end to bullying based on fashion, no one can deny such problems exist these days. Uniforms could be cheaper than brand-name clothes... .

With linking words:

Model:

*My opinion is that we should introduce school uniforms in our schools. They **don't only** look cool, **but also** create a sense of belonging. **Furthermore**, they would put an end to bullying based on fashion, **which** no one can deny is a problem these days. **Contrary to what people often say**, uniforms could be cheaper than brand-name clothes... .*

As you can see, connections between sentences make them more coherent and the language inherits a more formal tone. Use linking words here and there and see how it feels – they help you sound organized. And who knows, they might just help you organize your thoughts as well... .

Here is a selection of useful linking words and phrases.
Browse the internet for “**linking words**” to expand the list.

About time

Afterward
As soon as
At present
Currently
Eventually
In the future
Meanwhile
Previously
Today

To contrast

Although
Even though
However
Nevertheless
Though
While this is true yet

To give reasons

Because of (this)
Due to (the fact that)
For the reason
Owing to (the fact that)
Since
Thanks to (the fact)

To conclude

As a result
Consequently
Finally
Hence
In conclusion
Lastly
On the whole
Summing up
To conclude
To summarize

To add

Additionally
Again
Along with
Also
For instance
For example
Furthermore

To make a point clearer

Actually
Because of this
In fact
Obviously
To emphasize

To compare

In accordance with
In comparison
In the same way
Likewise
On the other hand
Similarly

To signal a new topic

Moving on to our point...
On a related topic/note ...
That takes us to the following idea ...
This leads us to our next point

To exemplify

For example
For instance
Namely
One example of this
To demonstrate this
To illustrate this

Note:

Dear Teachers! We have given enough information on different kinds of connectors and conjunctive words in grades 7,8,9 and 10. So this time we give connectors only at the end of the SB in the Grammar Folder. Such as who, which, that, where, because, as, or, but, etc. Our purpose is to make Ss work independently and think of possible variations of making compound and composite sentences with the help of connectors or conjunctive words.

Lesson 2. Memory

Aim: Practising listening, speaking, reading and writing skills *Ss learn how to use Infinitive and Gerund after certain verbs, short and long term memory, ways of improving memory: Ss are thought to use some verbs with Gerund and Infinitive. And they make creative thoughts about Memory.*

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.2./3.1.2./3.1.3./3.1.4./4.1.2./4.1.3./4.1.4.

Student:

Listening/ Speaking

- listens to the words and gives their explanation
- listens to the expressions on Remembering and Forgetting and explains them
- expresses and generalizes ideas about memory
- listens to different points of views about memory
- answers the questions generalizing his/her ideas
- shares his/her opinions with partner's/ peers looking through the tables
- uses the verbs paying attention to the Grammar Booster

Reading

- reads the text correctly
- reads and understands the content of the text
- reads and matches the paragraphs to the titles
- reads the text correctly
- discusses the experts' top tips about memory
- expresses his /her ideas how to improve their memory
- reads and finds out True/False sentences
- gives comments sharing his/her opinions on the tips
- takes part in discussion on memory
- prepares a reasonable speech on memory
- compares their results with their partners

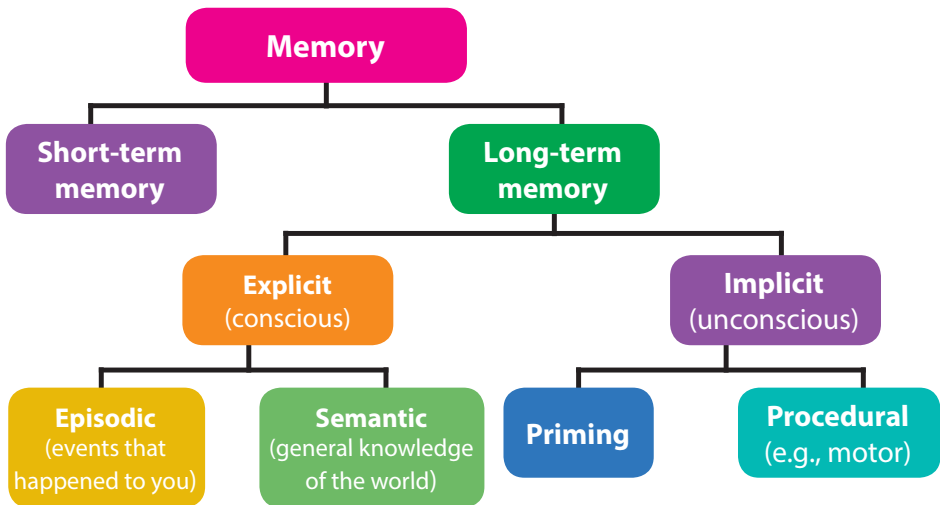
Writing

- looks at the pictures and invents other things that can boost to brain power
- completes the paragraph on memory and pays attention to the punctuation
- creates a project on memory using the information
- completes the sentences with a gerund or an infinitive
- writes the answers to the questions
- writes about a chance in which a man loses his/her memory
- improves his/her writing paying attention to punctuation and spelling

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./1.2.2./1.2.3./3.1.2./3.1.4./4.1.1. Lit. -1.2.2./2.1.1./2.1.2. Inf. -3.3.2. Biol. -2.1.3./3.1.2./3.2.1/3.2.2.
Interaction	CW/GW/IW/PW
Strategy	Description, Cluster, Discussion, Role Play, Clarifying, Reading by Stops, Prediction, Extending Vocabulary
Resources	SB, flashcards, video, CD, pictures, slides

Motivation (*warm-up*) Listening-Speaking

Different strategies can be used for motivation in this lesson too. You can begin with slides or video roll on memory. Or draw your students' attention to the graphics in SB or graphics below and get them to share their ideas creatively about it.



Or: Encourage your Ss to answer the questions generalizing their ideas:

- ◆ Which of the things below do you think improves your memory?
- ◆ Which doesn't help?
 - Doing puzzles and crosswords
 - Chunking with numbers
 - Keeping your body fit
 - Chewing gum
 - Increasing your heart rate
 - Getting oxygen to your brain
 - Eating fruit and vegetables
 - Eating fish
 - Talking positively
 - Stress
 - Talking negatively

Scientists say that chewing gums is also useful for memory. They say that people can actually benefit from chewing gum.

Research Questions:

- *What should we do to have a good memory?*
- *How do you try to remember things?*
- *What kind of things are you good/bad at remembering?*

	Discussion
Listening/ Speaking	<p>Have your students listen to the students' ideas on the graphics about the Power of Negative Self Talk and Positive Self Talk and ask them to express their ideas sharing with the other students :</p> <ul style="list-style-type: none">• <i>I can do this</i>• <i>I am qualified for this job</i>• <i>I am smart enough</i>• <i>I belong here</i>• <i>I can't do this</i>• <i>I am not qualified for this job</i>• <i>I am not smart enough</i>• <i>I am not supposed to be here</i> <p>Then encourage your students to prepare a reasonable speech looking through the cognitive psychologist Margaret W. Matlin's ideas about memory as the "process of retaining information over time.</p> <p>For the second lesson ask your students to listen and answer the following questions and give their attitude answering them. Get them to look through the Remember Box:</p> <p>"Remembering and Forgetting"</p> <ul style="list-style-type: none">▶ What kind of things are you good/bad at remembering?▶ Have you ever had any embarrassing experiences because you forgot any of these things? <ul style="list-style-type: none">• Names and Faces• Birthdays• Facts and figures• Phone numbers• Conversations• Messages• Shopping lists, etc.

GRAMMAR

Some verbs are followed by either a gerund or an infinitive with no change in meaning. For example: love, hate, can't stand, like, prefer, begin, start, continue. Begin enjoying the simple things in life.

Or: Begin to enjoy the simple things in life.

Remember + infinitive = remember to do smth

I have to remember to send an e-mail to my friend.

Remember + gerund = remember something that happened in the past.

I remember having more time for myself.

forget + infinitive = forget to do something

Don't forget to turn your cell phone off.

Forget + gerund = forget something that happened in the past

I'll never forget seeing the mountains for the first time.

Practice:

Tom'll never forget flying over the Alps.

The firemen are trying to put out the fire.

Remember to go to the bank. You have to pay the bills.

	Discussion
Reading	<p>Get the Ss to read the text and match the paragraphs with the titles. Then have them define the reading style of the text.</p> <p>Encourage them to share their ideas on the experts' top tips and discuss problems about memory and the ways how to improve memory. We have given Grammar Booster on verbs followed by either Gerund or Infinitive. Encourage the Ss to complete the sentences looking through the Grammar Booster and practice as much as they can.</p> <p>Ask the Ss to find out True/False statements and write their ideas actively and say which of the top tips in the text will be useful in the future life and career or is useful now.</p>
Writing	<p><i>Note:</i> There are a number of creative and differential tasks here, try to use them due to the level of your Ss as in the heterogeneous classes. Here are some <i>samples</i>: Complete the sentences with Gerund or an Infinitive; Create a project using the following information; Complete the paragraph about memory looking through the model and paying attention to the punctuation and spelling mistakes, etc.</p>
Summary	<p>We have given the task in the writing section "Complete the paragraph about memory looking through the model and giving your ideas". Doing this task Ss conclude that "Memory has a function as a sensory processor; it can be short term and long term and we can't live without having a good memory.</p> <p>We should keep our memory healthy. There are a number of facts that help to keep our memory healthier:</p> <ul style="list-style-type: none"> • <i>Eating right/healthy things</i> • <i>Taking mental and physical exercises</i> • <i>Inventing stories</i> • <i>Repeating things</i> • <i>Listening to music</i> • <i>Forming mental pictures</i> • <i>Doing logical puzzles and crosswords</i> • <i>Making an effort</i>, etc. are really good tips for keeping our memory healthy. They understand that memory is vital to experiences and related to limbic systems, it is the retention of information over time. As the cognitive psychologist Margaret W. Matlin said, "<i>Memory is the process of retaining information over time.</i>"

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Listening and Speaking <i>I can understand and :</i></p> <ul style="list-style-type: none"> • listen to the words and give their explanation • points of view on questions about memory • the expressions of Remembering and Forgetting and explain their meaning • generalize my ideas about memory • take part in questioning on BrainBooster advertisement • use the verbs with “ing/to” in my own sentences paying attention to Grammar Booster 				
<p>2. Reading <i>I can read and :</i></p> <ul style="list-style-type: none"> • understand the content of the text • match the paragraphs to the titles • define the reading style of the text • take part in discussion of the experts’ top tips about memory • find true/false statements • express my ideas how to improve memory • give comments on sharing my opinions on the tips 				
<p>3. Writing <i>I can:</i></p> <ul style="list-style-type: none"> • build up sentences using the new words and expressions • complete the paragraph on memory • create a project on memory • complete the sentences with “to/ing” form of the verb • guess the meaning of the words and matche them with their definitions • find spelling mistakes and correct them 				

Extending Vocabulary

Most of the academic vocabulary students need to learn applies to multiple content areas. Make instruction more comprehensive by using the provided strategies and activities below to help students extend their vocabulary in meaningful ways.

- *Create an awareness of words*
- *Create a rich word environment*
- *Introduce new words with flash cards*
- *Design a chart with simple terms to define content area vocabulary*
- *Ask students what they notice about a word*
- *Provide pictures for concepts with basic vocabulary that corresponds to concepts*
- *Have Ss create a symbol to help them remember what a word means*
- *Connect vocabulary to prior knowledge*
- *Give Ss a purpose for learning new words*
- *Actively engage Ss in learning new vocabulary*
- *Make connections to Ss' cultures and personal experiences*
- *Help Ss infer word meanings from context*
- *Help Ss understand the meaning of a word as it's used in context/in question*
- *Encourage Ss to think about how to use the word*
- *Draw Ss' attention to any visual clues provided in the context*
- *Have Ss complete sentence frames*
- *Create ways for Ss to use new words in a variety of contexts*

Paraphrasing

One way to help Ss construct meaning is to paraphrase a text or concept. Ss benefit from having key phrases or ideas stated in many different ways. You can say or write concepts using different words or restate the definitions of new words.

Tips for the Strategy:

- *Model how to paraphrase*
- *Tell students that when they paraphrase, they say the same thing but use different words*
- *Introduce related vocabulary that has similar meanings*
- *Help students identify the main idea of a text and then paraphrase it*
- *Teach students to use this skill to check their understanding of what they read*
- *Have students restate a statement, question, or direction to verify understanding*

Lesson 3. Ways of Treatment

Aim: *To teach students to speak and write about different ways of treatment spiritual/moral treatment, acupuncture, sand cure, etc., through practising the four language skills. To teach Ss to understand and use Perfect and Continuous Tenses in the Passive Voice.*

Objectives

Standards

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./4.1.3.

Student:

Listening/Speaking

- listens to the statements and understands their meaning
- fills in the gaps with the words from the box
- shares his/her ideas on different ways of treatment answering the questions
- shares ideas looking through the pictures on the ways of treatment
- pays attention to the use of the Passive Voice
- completes the table according to the paragraphs
- evaluates the statements and the content of the thoughts
- takes an active part in questioning/discussion on the topic

Reading

- reads and understands the content of the paragraphs
- finds out the style of the text
- pays attention to the use of the Passive Voice
- analyses the events giving comments on the statements
- expresses his/her attitude to the statements
- discusses the questions and gives comments
- changes the sentences from Active to Passive Voice reading them

Writing

- finds out and matches the words with their definition or close meaning
- completes sentences using Passive Voice
- writes the main idea on the joke
- rewrites the passage in the **Passive Voice**
- changes and writes sentences from **Active to Passive Voice**
- corrects the punctuation and spelling mistakes
- writes a paragraph on curing illnesses with the help of medicine/natural helpers

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.1./1.2.2./1.2.4./3.1.2./3.1.4./4.1.2. Lit. -1.2.2./1.2.4./2.1.2./2.2.1./3.1.1./3.1.3. Azer. His. -5.1.2./5.1.3. Biol. -3.1.1./3.1.2./3.2.1./3.2.2. Geog. -2.1.7./2.1.8.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Read Aloud, Feeling in Gaps, Discussion, Role Play, Matching, Clarifying
Resources	SB, flashcards, CD, handouts, slides, video rolls, realia

Motivation (warm-up) Listening-Speaking

There are a number of ways to start the lesson. As usually you can use Picture Gallery and elicit from Ss answers to these questions:

- *What are these pictures about?*
- *What can you say about them?*

Encourage your Ss to speak on the pictures giving a brief information.

Draw your Ss' attention to task 1, have them listen and fill in gaps with the suitable words given in the box. Ask them to evaluate the content of the statements and thoughts. **Sample:**

- | | |
|---|---|
| <ul style="list-style-type: none"> • <i>Listen to music - it can give you energy!</i> • <i>Have a glass of carrot juice!</i> • <i>Lie on the sand and try sand cure!</i> • <i>Do crossword!</i> | <ul style="list-style-type: none"> • <i>Start the day with yoga</i> • <i>Drink pure water!</i> • <i>Get enough nuts and walnuts!</i> • <i>Have natural juice!</i> |
|---|---|



Research Questions:

- Which ways of treatment do you know?
- Which of them is more useful and why?

Discussion

Listening/ Speaking

Get Ss to listen to the ways of treatment and share their ideas on different ways of treatment as yoga, acupuncture, spiritual healing, sand cure, etc. and their importance. Divide the students into groups and encourage them to work in groups:

Group 1. Acupuncture Group 2. Sand Cure

Group 3. Spiritual Healing Group 4. Yoga.

Ask the Ss to answer the questions on the ways of treatment and take part in discussions actively sharing their ideas on:

What/Which ways of treatment do you know?

Which of them is more useful?

Then get them to complete the table about the treatment.

Get the students to pay attention to the Grammar Booster given on page 26. Get them to change the sentences into the Passive Voice looking through the model in task 4 on page 29.

VERB TENSES	ACTIVE VOICE	PASSIVE VOICE
Present Continuous	<i>am/is/are+V+ing</i>	<i>am/is/are+being +V3</i>
Sample	<i>He is delivering the letters.</i>	• <i>The letters are being delivered.</i>
Past Continuous	<i>was/were+V+ing</i>	<i>was/were+being +V3</i>
Sample	<i>He was delivering the letters.</i>	• <i>The letters were being delivered.</i>
Future Perfect	<i>shall/will have+ V3</i>	<i>shall/will have been +V3</i>
Sample	<i>He'll have delivered the letters by 5 tomorrow.</i>	• <i>The letters will have been delivered.</i>
Present Perfect	<i>have/has+V3</i>	<i>have/has +been +V3</i>
Sample	<i>He has delivered the letters.</i>	• <i>The letters have been delivered.</i>
Past Perfect	<i>had +V3</i>	<i>had +been+V3</i>
Sample	<i>He had delivered the letters.</i>	• <i>The letters had been delivered.</i>

Discussion

Reading	<p>Discussion 1. Encourage Ss to read the text on page 30 which morally inspires the people who suffer from cancer. Ask them to find the reading styles and answer the questions on the reading material. Then get the Ss to place the removed sentences correctly. The Ss take an active part in discussion answering the questions and give their comments independently.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What effects did the first injection have on Mr Wright? • What caused Mr Wright’s death according to the story? • How did the doctors react in this situation? • What new findings are there these days about the placebo effect? • Do you believe that placebos can have a healing effect? <p>They answer the questions and make a plan on treatments they would choose for each ailment completing the table. At the same time encourage Ss to pay attention to the Present Perfect Passive and make much practice on it. Have them pay attention to the use of Passive Voice and use the sentences in the Present Perfect Passive models.</p>
Writing	<p>There are numerous tasks in writing section that fit the Ss’ knowledge level in the class so feel free to choose and use any of them which you consider appropriate. And also looking through the Grammar Booster box Ss can practice sentences in Active and Passive Voices. For example: Complete the sentences with the correct passive form of the verb in brackets; Find out and match the words with their definitions; Create a paragraph on the topic; Write the main idea on the joke; Write about the funniest jokes and their importance for health; Write the sentences in the Active Voice, etc.</p>
Summary	<p>No matter what task you choose for conclusion. Anyway Ss come to conclusion that not only medicine but also oil, sand, acupuncture, yoga, right food, pure water, natural juice, laughter, smile, jokes, even gentle kind words can cure people from any disease. Students learn that humour and laughing are also important and it is the best medicine for people nowadays.</p>

Note:

**As there is lack of space in SB we have given Self Assessment Sheets in TB.
Teachers are welcome to make sufficient copies of them and use.**

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Listening and Speaking I can:</p> <ul style="list-style-type: none">• listen to the statements and understand their meaning• share my opinions on different ways of treatment• express my opinions looking through the pictures on the ways of treatment• pay attention to the use of Passive Voice• complete the table according to the paragraphs• evaluate the statements and the content of the thoughts• take an active part in questioning/discussion on the topic				
<p>2. Reading I can read:</p> <ul style="list-style-type: none">• and understand the content of the paragraphs• the statements with correct intonation• analyze the events giving comments on the statements• express my attitude to the statements• answer the questions on spiritual healing• complete the sentences according to the text• change the sentences from Active to Passive Voice				
<p>3. Writing I can:</p> <ul style="list-style-type: none">• complete the expressions with my own words• find out and match the words with their definition or close meaning• complete sentences using Passive Voice• write the main idea of the joke• rewrite the passage in the Passive Voice• change and write sentences from Active to Passive Voice• correct the punctuation and spelling mistakes• write a paragraph on curing illnesses with the help of medicine/ natural helpers				

Theme Humor in writing

Knowledge

Have students brainstorm the sort of things that make them laugh

Ask students to name some of the humorous books they have read.

Comprehension

Have students retell some of the funny stories they have read.

Ask them to describe some of the humorous characters in the books.

Application

Cut out some cartoon characters and paste them on a sheet of paper. Have students work in groups to list the characteristics of each character. For example, Lucy from “Peanuts” could be described as bossy, loud opinionated. Give each group three characters and encourage them to write a comprehensive list of characteristics.

Ask students to write a report on a humorous book they have read.

Have students write their own versions. (see task cards for ideas)

Analysis

Ask students to identify what makes a book or character funny.

Ask them to think of some of the humorous things the characters did or said.

Write a biography of an author of humorous books.

Synthesis

Brainstorm a list of crazy or off-beat things to sell. Examples could be birthday parties on the moon, ice cream, pizzas, or back-to-front shoes. Challenge students to write advertisements for their product.

Have students make up funny characters to do the sales pitch for their advertisements. Ask them to role play their character for the rest of the class.

Cut out a variety of different cartoon characters and challenge students to create new cartoons of their own.

Evaluation

• *Ask students to write a book review about their favorite humorous book.*

• *Ask students if there are some things they believe shouldn't be make fun of. Why?*

• *Form a panel to choose the ten funniest poems or jokes from those submitted by the class.*

Lesson 4. Natural Helpers

Aim: *To direct Ss' attention to natural helpers, natural treatment that are very useful for different diseases and their importance, to teach them to be able to speak about natural kinds of treatment and natural medicine. To encourage the Ss to give advice on health problems and to find and correct spelling, grammar and punctuation mistakes; to write on the topic: "Solving health problems."*

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.2./ 3.1.4./4.1.1./4.1.3./4.1.4.

Student:

Listening/Speaking

- listens to the samples about natural helpers and understands their meaning
- talks about medical plants and generalizes his/her points of view
- answers the questions looking through the pictures on herbal/natural plants and ways of treatment
- generalizes different points of view and makes presentation
- makes a list of good/bad things for health and gives reasons
- shares his/her ideas looking through the model on Natural Helpers

Reading

- reads the text and understands the main idea on it
- reads the article about natural plants and understands its content
- corrects the wrong sentences after reading the text
- gives his/her comments on the events in the text relating to the real life
- changes the sentences into Active/Passive Voice
- makes up a dialogue reading and using the given expressions

Writing

- writes a paragraph on the given sentences
- designs a dialogue answering the questions
- finds and writes the meaning/definition of words
- rewrites the essay *on "Solving health problems"*
- writes an essay finding spelling and punctuation mistakes
- chooses the correct meaning of the words
- writes answers to the questions and compares

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.1./1.2.2./1.2.4./3.1.2./3.1.4./4.1.2. Lit. -1.2.2./1.2.4./2.1.2./2.2.1./3.1.1./3.1.3. Azer. His. -5.1.2./5.1.3. Biol. -3.1.1./3.1.2./3.2.1/3.2.2.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Questioning, Role Play, Matching, Round Table Discussion, Clarifying
Resources	SB, flashcards, CD, handouts, video roll, slides, realia

Motivation (warm-up) Listening-Speaking

You can motivate the lesson with video roll, or with realia. Or draw Ss' attention to task 1 and ask the Ss to make two lists of the things and separate them under the heading "**Good For you**" and "**Bad for You**" and encourage them to share their ideas looking through the model. Tell them to answer the question and complete the list.

• ***Do you know what is good for you (physically and psychologically)?***

Sample:

Good for you

- a low-fat diet
- gentle exercise
- having natural helpers

Bad for you

- doing nothing
- drinking cola
- eating fast food

Following the model Ss should speak about natural medicine (they are closely aware of some natural treatment plants from previous classes). **Model: Student:**

• I think the most important thing is a natural medicine. Natural medicine has been used for thousands of years. People have all kinds of ideas about how to prevent and treat diseases. I think that if you eat lots of onions and garlic, you won't get sick as they contain huge amounts of vitamins.

• I want to speak about saffron. Saffron is a spice collected and dried to be used mainly as a seasoning and colouring agent in food. Saffron, long among the world's most costly spices by weight, has been cultivated in Azerbaijan and in other countries. It has been used not only for its taste and fragrance but also for its benefit for health. It prevents digestive problems, headaches, blood pressure and etc. as it contains a lot of minerals.



Research Questions:

- *What medicine from plants have you used/do you use when you are ill ? Why?*
- *Do you think herbs are good for health? Why?*
- *How should people take care of their health?*

Discussion

Listening/ Speaking

Discussion 1.

Have your students choose and match the words looking through the pictures and answer the following questions. There are pictures of aloe vera, garlic, lavender, a cinchona tree, onion etc. And get the Ss to answer the questions and express their attitude generalizing their points of view to medical plants. Elicit:

- Have people ever used medicines made from plants or flowers?
- Have you ever used medicine made from plants? Why?
- Do you think herbs are good for health?

Then ask them to talk about medical plants and generalize their points of view.

There are some samples:



Walnut:

- *possesses anti-inflammatory properties*
- *improves metabolism*
- *controls of diabetes*
- *slows down the spread of cancer, etc.*



Raisin:

- *is good for your mouth and teeth*
- *is good for your weight management*
- *helps against anemia*
- *prevents cancer*
- *helps treat infections*
- *reduces acidity*
- *is good for eyes*



Discussion	
Reading	<p>Draw your students' attention to the article given on page 37, task 1.</p> <p>Ask them to read and interpret/give their comments on the text sharing their ideas about health problems and make a plan on: "Natural medicine."</p> <p>After reading get the Ss to change one word in the sentences to make them correct. There is "Remember Box" in this section. Draw the Ss' attention to this box and ask them to make up a dialogue or conversation looking through the expressions and sentences given in it. Sample:</p> <ul style="list-style-type: none"> • <i>What's the matter with you?</i> • <i>What's wrong?</i> • <i>Are you OK?</i> • <i>How are you?</i> <p>Encourage your students to give advice to their friends, classmates or family members if they don't feel well, if they have any health problems. Get them to express their ideas on natural medicine actively and independently. Tell your students to pay attention to the use of Passive Voice in the sentences given the text and try to encourage them to practise.</p>
Writing	<p>There are numerous tasks in writing section that fit the Ss' knowledge level in the class so feel free to choose and use any of them which you consider appropriate. Ask Ss to do exercises 1-5 pages 39-40 in which they say-which parts of speech the words are; find and correct mistakes; write a paragraph answering the questions.</p>
Summary	<p>You can take any task for summarizing. <i>Sample:</i></p> <p>Ask the Ss to search for or find some information on the Internet about herbs (if they use) for different illnesses and create a presentation about it. Creating the presentation the students come to conclusion and conclude that health care is one of the most important issues nowadays, no matter with medicine or natural herbs we should take care of our health, each person should be a doctor to himself/herself. But the main things are:</p> <ul style="list-style-type: none"> • <i>keeping your body fit</i> • <i>keeping a nutrition diet</i> • <i>going in for sports\</i> • <i>keeping on healthy lifestyle and having healthy food as in the proverb: "An apple a day, keeps the doctor away."</i>

Answer key:

▪ Task 1, page 14

- a) A trip to the cinema will help you to stop thinking about the exam tomorrow. (keep your mind off)
- b) No, I won't tell you his name! It doesn't concern you!-7. (mind your own business)
- c) Try to be unprejudiced about Trudi's new friend - don't decide about him before you've even met him. (don't make up your mind)
- d) Although it was an easy question, suddenly I couldn't remember anything, and I was unable to answer. (my mind went blank)
- e) Many people are afraid to give their opinion. (they are not open-minded)
- f) Is there something worrying you? Can I do anything to help?-
Do you mind?
- g) I don't know what they are so angry about. In my opinion it's a very good scheme. (to my mind)
- h) "I am sorry, I dropped a glass on the floor." "Don't worry about it. I'll get a pan and brush." (Never mind!)
- i) I've changed my opinion about that. I'll take it after all. (change your mind)
- j) Remembering his age, I thought he did very well to come third. (Bearing in mind)
- k) Would it be possible to move your car? It's blocking the entrance. Would you mind....?
- l) Ann is over eighty years old, so it's not surprising. She's a bit forgetful. (absent-minded)
- m) Be careful with your head. The ceiling is very low here. (mind your head)

▪ Task 3, page 15

- | | | | | |
|-------|--------|-------|-------|-------|
| a) -3 | c) -2 | e) -9 | g) -4 | i) -6 |
| b) -5 | d) -10 | f) -7 | h) -8 | j) -1 |

▪ Task 1, page 16

You were always on my mind

- | | | | | |
|----------|----------------|------------------|------------------|----------|
| 1. treat | 2. love | 3. said and done | 4. took the time | |
| 5. tell | 6. hasn't died | 7. give me | 8. keep | |
| 9. hold | 10. told you | 11. I'm | 12. made | 13. feel |

Answer key:

▪ Task 3, page 16

- 1) to decide _____ (make up one's mind)
- 2) it doesn't concern you _____ (mind your own business)
- 3) don't worry about it _____ (never-mind)
- 4) willing to consider new ideas _____ (open-minded)
- 5) a forgetful or inattentive _____ (absent-minded)

▪ Task 4, page 21

1. He enjoys **watching** a football match on TV.
2. I remember **going** there in my childhood.
3. Don't worry, I remember **to post** the letter.
4. Don't forget **to water** these flowers.
5. How old were you when you learned **to drive**?
6. She prefers **to live/living** in the country.
7. How can I forget **to visit/visiting** Shusha in my youth?
8. She'll be very disappointed . You know she expects **to see** you there.

▪ Task 1, page 22

- A) Drink coffee-**10**
- B) Take Physical exercise-**8**
- C) Invent a story-**4**
- D) Take an interest – Make an effort-**1**
- E) Form a mental picture-**3**
- F) Repeat things **2**
- G) Eat the right things-**9**
- H) Listen to Mozart -**6**
- I) Take mental exercise-**7**
- J) Organize your ideas-**5**

Answer key:

▪ Task 1, page 27

You should:

- Drink some cups of *water* every day!
Water helps your body in many ways.
- Get enough *Calcium*! Your bones need calcium. Dairy food, like *yogurt*, milk and cheese have calcium.
- Get enough nuts and *walnuts*! They're good for your brain.
- Listen to relaxing *music*! It can give you energy!
- Start the day with *Yoga*! Then have breakfast -a big glass of *carrot juice*!
- The *juice* diet cleans out toxins in the body.
- Lie on the sand and try the *sand cure*!
- An apple a day keeps the *doctor* away!
- Do something to challenge your brain. For example do crossword *puzzle* or read a new book.

▪ Task 3, page 28

Ways of treatments	Importance
Acupuncture	<ul style="list-style-type: none">• involves controlling the body's flow of energy, in this way encourages the body to heal itself.• is used worldwide for a variety of problems.
Sand Cure	<ul style="list-style-type: none">• is very good for your bones, muscles and circulation of blood
Laughing	<ul style="list-style-type: none">• gives you a lot of energy• makes you feel happy
Yoga	<ul style="list-style-type: none">• improves memory and concentration

▪ Task 1, page 30

1. He had tumours the size of oranges-**a**
2. Mr Wright had been given an injection on a Friday afternoon-**b**
3. This story has been ignored by doctors for a long time, dismissed as one of those strange tales that medicine cannot explain-**d**
4. Scientists are learning that some body reactions are not caused by information coming into the brain from the outside world-**e**
5. "The word placebo is Latin for "I shall please" -**f**
6. Nowadays, doctors have much more effective medicines to fight disease-**g**
7. The doctor wrote later, "The tumours had melted like snowballs on a hot stove".-**c**

Answer key:



▪ Task 3, page 45

- a) a method of treating disease with small amounts of remedies, that in large amounts in healthy people, produce symptoms similar to those being treated-**3**
- b) a therapeutic method of relieving pain by stimulating specific pressure points in the feet and hands-**1**
- c) type of alternative medicine consisting of steel needles being inserted into the skin-**4**
- d) a medicine made from plants and used to prevent or treat disease or promote health-**2**

Sample For Formative Test

Match the two sides making collocations and phrases. Then build up sentences using them.

- | | |
|---------------|------------|
| 1) death | a) ball |
| 2) placebo | b) bed |
| 3) powerful | c) effect |
| 4) human | d) results |
| 5) brain | e) disease |
| 6) outside | f) mind |
| 7) chemical | g) report |
| 8) snow | h) process |
| 9) miraculous | i) effects |

Grammar Checklist	YES/NO		
<i>I can ...</i>			
build up sentences using new words and expressions on different ways of treatment			
fill in the gaps with the suitable words given in the box			
change the sentences into the Passive Voice paying attention to the Grammar Booster			
find the definitions or close meanings of the verbs and use them in sentences			
complete the sentences with the correct form of the verbs in the Passive Voice			
rewrite the sentences in the Passive Voice			
create a paragraph on the topic “Which treatment/treatments can help you?/How to treat illnesses?” using Passive Voice			
write about jokes and humour and their importance for health			

Answer key:

Task 2 page 39

People are living to be much older these days for a number of reasons. The main reasons are greater access to health care, improved health care, and better nutrition. Basic health care is available to more people now. When someone is seriously ill, he or she can go to a public hospital. There are also more clinics and doctors than there used to be. Years ago, health care wasn't available to everyone. Some people didn't live near a doctor or hospital and others couldn't pay for the care they needed.

People also live longer because the quality of health care has improved. Doctors now know more about diseases and cures. Years ago, people died young because of simple things such as an infection or a virus. Now we have antibiotics and other medicines to help cure infections. We eat more healthfully than we used to. We know that eating low-fat food can prevent heart disease and we know that eating fruits and vegetables can prevent cancer. Improved health care and healthy eating habits allow us to live longer. Now we need to make sure that everyone in the world has these benefits.

Task 9 page 41

1. Sometimes headaches start with a change in vision.
2. What could you do to make your lifestyle healthier?
3. How do you treat your headaches?
4. Everyone has headaches from time to time.
5. Can the substances in tea reduce the risk of heart disease?
6. What medical herbs would you use for health problems?
7. One of the biggest cause of backache is sitting for a long time.
8. Garlic is used for stomach problems, coughs and different diseases.

Task 2 page 45

- | | |
|--------------|---------------|
| 1. recur | 2. sore, pain |
| 3. forehead | 4. aspirin |
| 5. pounded | 6. migraine |
| 7. hammer | 8. swells |
| 9. lifestyle | 10. analyze |

Sample for Formative Test

Test

Our mind needs exercises just as our muscles do, and we should try to give it new experiences regularly. They help our brain to function at its very best. Games are fun and so are hobbies. Reading is a wonderful way to exercise our mind and learn about the world. Learning how to play chess, raising pets, collecting stamps, or coins, bird watching- there are so many interesting and exciting activities, it is impossible to name them all.

1. Choose the best title.

- A) Collecting Stamps
- B) Playing Chess
- C) Exercising Our Mind
- D) Our Muscles
- E) Raising Pets

2. Choose the synonym to the word “to function”.

- A) to act B) to collect C) to name D) to learn E) to watch

3. Choose the antonym to the word “interesting”.

- A) dull B) impossible C) wonderful D) best E) exciting

4. Choose the correct statements.

- 1. Reading is a good way to learn about the world.
- 2. Learning how to play chess, collecting stamps is so harmful.
- 3. Exercises help our brain to function at its very best.
- 4. It is impossible to help our brain to function better

- A) 1, 4 B) 1, 3 C) 2, 3 D) 2, 4 E) 3, 4

5. Choose the wrong statements.

- 1. Our mind needs exercises.
- 2. Reading is a wonderful way of exercising our mind.
- 3. There are very few exciting activities
- 4. We shouldn't try to give our mind new exercises regularly.

- A) 3, 4 B) 1, 2 C) 2, 3 D) 1, 4 E) 1, 3

Samples For FORMATIVE TEST

Test

Our body needs exercises every day. Exercises help to build our muscles, lungs, heart, and blood circulation. One of the most interesting facts about our body is that the more and harder we use it, the stronger and healthier it becomes. There are many kinds of physical activities that can be considered as exercises and many of them are lots of fun. Walking, running, hiking, cycling, swimming, and jumping rope are fun, and they are also useful exercises.

1. Choose the best title.

- A) Cycling as a Hobby
- B) Exercises for our Body
- C) Swimming
- D) Blood Circulation
- E) Jumping Rope

2. Choose the antonym to the verb “to build”.

- A) to destroy
- B) to walk
- C) to consider
- D) to need
- E) to become

3. Choose the synonym to the word “fact”

- A) Information
- B) Muscles
- C) Heart
- D) Fun
- E) Exercises

4. Choose the correct statements.

- 1. Our body becomes healthier when we use it hard
- 2. Exercises help to train our body
- 3. Walking and swimming aren't good for our body.
- 4. Our muscles don't need exercises.

- A) 1, 4
- B) 1, 3
- C) 1, 2
- D) 2, 3
- E) 2, 4

5. Complete the sentence.

There are many kinds of ... or exercises.

- A) Physical activities
- B) Interesting facts
- C) Blood circulation
- D) Fun
- E) Muscles

Sub Summative

Choose the correct variant.

1. Dairy food, like milk, sour cream and cheese have ...

- a) calcium b) toxins c) nut d) belief e) symptom

2. People are living to be ... these days for a number of reasons.

- a) younger b) young c) much older d) old e) elder

3. Don't worry, I remember ... the letter.

- a) post b) to post c) posting d) posted e) posting

4. Did you ... your lungs ... when you went to the doctor?

- a) have, checked b) have, check c) have, checking
d) to have, checked e) have, to check

5. How old were you when you ?

- a) learn, to drive b) learning, to drive c) learned, to drive
d) to learn, to drive e) learns, drive

6. It doesn't concern you! -

- a) Never mind! b) I don't mind. c) Make up your mind!
d) Mind your head! e) Never mind!

Open-ended questions

7. Change into the Active/Passive voice.

- 1) The doctors are treating him for a bad burn on his arm.
2) Acupuncture has been used in China for a long time.

8. Use the correct verb and tense form.

- 1) Nowadays laughing and humour ... the best medicine for people.
2) Natural medicine ... for many centuries.

9. Find the definitions and match.

- | | |
|----------------|-------------------------------------|
| 1. Quinine | a) a method of treatment |
| 2. Yoga | b) a medicine preventing malaria |
| 3. Acupuncture | c) a swelling of a part of the body |
| 4. A tumour | d) an ancient form of exercising |

10. Write a paragraph on: "How to improve memory"

UNIT 2. GENERATION

Lesson 1. PERSONALITY

Aim: Practise the four language skills directing students to look at the pictures on personality traits and express their points of view about each of them. To teach Ss to demonstrate willingness to discuss and share ideas on the personality working cooperatively and independently and how to use pronouns “other and another” in the sentences.

Objectives

Standards

1.1.1./1.1.2/2.1.1./ 2.1.2./3.1.1./3.1.4./4.1.1./4.1.2/4.1.3./4.1.4.

Student:

Listening/Speaking

- listens to the statements and matches them with the pictures
- listens to the ideas about personality traits and understands them
- speaks about personality traits sharing his/her ideas with the partner
- fills in the gaps listening to the passage
- expresses his/her ideas on personality traits

Reading

- reads and understands various facts about personality
- reads paragraphs about personality and understands their content
- chooses the sentences on the text out of given ones
- defines the new words and uses them in sentences
- reads and completes the survey on Extravert and Introvert
- reads and answers the questions
- fills in the gaps with the prepositions

Writing

- completes the paragraphs with correct (appropriate) prepositions
- answers the questions about his/her personality/likes/dislikes
- writes a paragraph about his/her own personality
- unjumbles the words in the sentences on personality
- writes a paragraph on the quotes
- writes a paragraph about the personality
- fills in the gaps using “other, the others, another”
- corrects punctuation and spelling mistakes
- changes the sentences into Indirect speech and writes
- designs questions and compares his/her questions with the partner’s

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.1.1./2.2.3./3.1.4./4.1.3. Lit. -1.2.3./1.2.4./2.1.2./2.2.1./3.1.1./3.1.3. Azer. His. -1.3.1./5.1.3. Biol. -3.1.1./3.2.2./4.1.1./4.2.2.
Interaction	CW/PW/IW/GW
Strategy	Role Play, Cluster, Mind Map, Questioning, Filling in Gaps, Read Aloud, DRTA, DLTA, TPS etc.
Resources	SB, flashcards, pictures, handouts, slides, etc.

Motivation (warm-up) Listening-Speaking

Motivate the Ss with any strategy; Mind Map/Clustering/Pictures/Slides, etc. As usual you are welcome to play a video roll or draw the Ss' attention to the pictures given on page 47, task 1 and encourage them to look at the pictures and talk about the personality traits:

Sample:

- *I'm creative.*
- *I'm popular and I've got many friends.*
- *I am optimist/pessimist.*
- *I am creative.*
- *I often feel jealous of my siblings.*
- *I am a rebel.*
- *I am self-critical.*
- *I always break rules, I'm naughty, etc.*



Research Questions:

- *How should human person be?*
- *Where do we get our personality from?*
- *What is nature/nurture controversy?*

Discussion

Listening/ Speaking	<p>Discussion 1. Ask the Ss to listen to the passage and fill in the gaps from the box matching 1-8 with a-h. Then ask them to share their ideas on these questions:</p> <ul style="list-style-type: none">• What is personality?• What kind of personality do you have?• What personality traits does a person have?• What do you think about your personality?, etc. <p>Encourage your students to share their ideas creatively and independently talking on personality.</p>
Reading	<p>Discussion 2.</p> <p>Draw the Ss' attention to the paragraphs given in task 1 in Reading section. Tell them to read and understand its content. Get them to choose the sentences A-G with the one that fits each gap 1-6. 5 sentences have been removed. There is an extra sentence which they don't need. Get them to work in three groups answering the questions:</p> <ul style="list-style-type: none">• <i>What is personality?</i>• <i>Where do we get our personality?</i>• <i>What is nature-nurture controversy?</i> <p>Ask your students to find and explain the meaning/definition of the given words in task 2, on page 49 and use them in sentences of their own. Get them to complete the paragraph with the correct prepositions paying attention to the Remember box.</p> <p>Encourage the Ss to complete the survey thinking and finding out if he/she is an introvert, an extrovert or a mixture of both/ambivert.</p> <p>Draw the Ss' attention to task 3 on page 49 and have them complete the paragraph with the correct postpositions paying attention to Remember box.</p>

REMEMBER

Be crazy **about**
Be bored **with**
Be afraid **of**
Be sick **of**
Be tired **of**
Get angry **with**
Get angry **about**
Get on **with**

Sample:

Don't **get angry about** unnecessary things.
Some people are able **to cope with** life's difficulties without much trouble.

Get excited **about**
Get happy **about**
Get sad **about**
Complain **about**
Talk **to/about**
Worry **about**
Believe **in**
Apologize **for**
Object **to**

Discussion

Writing

This lesson can be divided into 3 or 4 hours. As you see, There are enough tasks in the Writing section on Defining Pronouns, Post positions, Direct/Indirect Speech. Our aim is to direct Ss to learn how to use all these grammar rules in their everyday speech and writing through practicing writing skills..

Summary

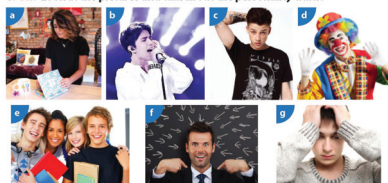
Doing any task given in this lesson or answering these questions:

- *Where does it come from, from nature or from family?*
- *What does the nature-nurture controversy mean?*
- *Who is Introvert and who is Extrovert?*
- *How should human personality be?*
- *What personality would you like to take after? Why?*

Students come to conclusion that personality is a person's usual manner or style of behaviour. Some people are introverts, some people are extraverts. Some people are optimists, some people are pessimists. They agree that the nature-nurture controversy remains as a popular discussion among people and they find out personality develops as a result of the environment -the combination of influences that people learn from such as their families, culture, their friends and education.

Listening / Speaking

1. **CW.** Look at the pictures and talk about the personality traits.



1. I am creative.
2. I am popular. I've got a lot of friends.
3. I am a rebel.
4. I am self-critical.
5. I always break rules. I am naughty.
6. I love to clown around and make people laugh.
7. I am a pessimist.

2. **CW.** Listen and fill in the gaps with the words from the box matching 1-8 with a-h.

- | | |
|---------------------------|------------------------------|
| a) true character shine | e) was painfully shy |
| b) kind of personality do | f) lot over the years |
| c) see what they say | g) I look angry when I don't |
| d) have passed on to | h) interesting to explore |

What (1) _____ you have?
Have you ever thought about your personality?
I have. I think it's very (2) _____ personality. My own personality has changed a (3) _____. When I was a child, I (4) _____, but now I'm brimming with confidence. I have learned how to be with people and let my (5) _____. The personalities of my friends (6) _____ me, which I'm happy about. There are parts of my personality I'm not too happy with. I'm quick to get angry with people and sometimes (7) _____ get my own way. I think overall I have a good personality. I'm easy to get on with and I'm quite happy and cheerful. I might take some personality tests and (8) _____ about me.

47

Reading

1. **GW.** Read the paragraphs about personality. Choose a sentence from 1-6 that fits each gap a-e. There is an extra sentence which you don't need to use.

What is personality?

Many people define personality as a person's usual manner or style of behavior. These patterns of behavior **tend** to be predictable throughout a person's lifetime. Some people are **introverts**, **others** are **extraverts**. (a) _____. Their emotions are usually under control: they don't get extremely angry about little things. **Others**, at the **other** end of the personality **spectrum***, are more emotional, experiencing higher highs and lower lows. Most people's personalities, however, don't fall at the extreme ends but rather fall somewhere in-between.

Where do we get our personality?

For hundreds of years, psychologists have been debating this fascinating question. (b) _____. The people who believe in this theory say that babies are not born with a personality and it's the environment that forms, each child's nature. This is called the **nurture school**. (c) _____. These people consider that personality is not determined by the environment, but rather by genetics and that each baby is born with a personality.

The nature-nurture controversy?

"The nature-nurture controversy" is a very old issue. (d) _____. However, it is very difficult, if not impossible, to conduct research on real people with real lives. There's just no way to put people in a laboratory and watch them develop. For this reason, there's no scientific way to settle the **nature-nurture controversy**. Recently, however, most researchers have come to believe that both the environment and the **genes** - nurture and nature - work together and are both important. (e) _____. It seems that everyone has an opinion.

Personality



*spectrum - a range of different colours, as seen in a rainbow

48

Rubrics for Unit 2 Lesson 1.

Standards: 2.1.1./2.1.2./3.1.1./3.1.4./4.1.1./4.1.2./4.1.3./4.1.4

Criteria: • *Expressing his/her attitude to the content of the facts and events*

- *Generalizing his/her thoughts/points of view on personality*
- *Expressing his/her ideas making generalization*
- *Giving comments on personality traits*
- *Explaining the meaning of the words*
- *Writing paragraphs using other, others, another*

IV-Excellent

III-Good

II-Weak

I-Poor

IV	III	II	I
<ul style="list-style-type: none"> • Speaks on the personality traits and nature-nurture controversy giving logical comments on it • speaks enthusiastically and shares opinions on personality traits gives logical comments setting bright samples. • Gives enough samples and explanation and shares his/her ideas on extrovert and introvert people creatively. 	<ul style="list-style-type: none"> • Expresses ideas and gives comments on personality traits • Actively says his/her opinions on the idioms about books and tries to find their definitions. • Says out his/her opinions on the personality traits • Answers all the questions correctly. 	<ul style="list-style-type: none"> • Very briefly expresses his/her ideas and gives comments • Concisely says his/her opinions on personality traits • Answers some questions about introverts and extroverts 	<ul style="list-style-type: none"> • Hardly speaks/ expresses his/her attitude on the listened topic. • Hardly shares ideas/opinions on personality traits • Hardly demonstrates his/her ideas on introverts and extroverts
<ul style="list-style-type: none"> • Reads the text accurately about personality traits and nature-nurture controversy • defines the new words and expressions and uses them in sentences independently • Answers all the questions actively and correctly. .completes the survey on Extravert and Introvert creatively 	<ul style="list-style-type: none"> • Reads and understands the content of the passages. • Retells the content of the passage and gives comments actively following the ideas • Analyzes facts in the text independently. Often finds the meaning of the words and uses them in his/her own sentences 	<ul style="list-style-type: none"> • Though very little, but tries to read and understand the content of the text. • Tries to retell the content of the passage with difficulty. • Sometimes tries to give short comments following the given ideas.on personality 	<ul style="list-style-type: none"> • Hardly reads and understands the paragraphs/ facts aboutpersonality • Hardly defines facts in the given information.
<ul style="list-style-type: none"> • Works on the tasks. enthusiastically and creatively • Creates a paragraph using “<i>other, another, others</i>”, etc 	<ul style="list-style-type: none"> • Writes the answers to all the questions. • Builds up sentences using “other, the others, another” 	<ul style="list-style-type: none"> • Though very seldom, but tries to make paragraphs using another, other, etc. 	<ul style="list-style-type: none"> • Doesn’t make enough attempt to make a paragraph using other, another, etc.

Punctuation Marks

Punctuation marks are symbols that are used to aid the clarity and comprehension of written language. Some common punctuation marks are the period, comma, question mark, exclamation point, apostrophe, quotation mark and hyphen.

Punctuation Mark	Sym- bol	Definition
Apostrophe	-'	An apostrophe is used as a substitute for a missing letter or letters in a word (as in the contraction cannot = can't), to show the possessive case (Jane's room), and in the plural of letters, some numbers and abbreviations. Note: groups of years no longer require an apostrophe (for example, the 1950s or the 90s).
Colon	:	A colon is used before a list or quote. A colon is used to separate hours and minutes. A colon is used to separate elements of a mathematical ratio.
Comma	,	A comma is used to separate phrases or items in a list.
Dash	-	A dash is used to separate parts of a sentence.
Ellipsis	...	An ellipsis indicates that part of the text has been intentionally been left out.
Exclamation point	!	An exclamation point is used to show excitement or emphasis.
Hyphen	-	A hyphen is used between parts of a compound word or name. It is also used to split a word by syllables to fit on a line of text.
Parentheses	()	Parentheses are curved lines used to separate explanations or qualifying statements within a sentence.
Period	.	A period is used to note the end of a declarative sentence.
A question mark	?	A question mark is used at the end of a question.
A Quotation mark	“ ”	Quotation marks are used at the beginning and end of a phrase to show that it is being written exactly as it was originally said or written.
A semicolon	;	A semicolon separates two independent clauses in a compound sentence. A semicolon is also used to separate items in a series (where commas are already in use).

Lesson 2. What Affects Teenagers' Personality?

Aim: 1) Our aim is to teach Ss to practise all four language skills through learning about the effect/affection of the environment,
What affects teenagers mostly; family, school, or surroundings?
How can children be beneficiaries of the all surroundings in our society?;
2) To teach the Ss to use Indirect Questions correctly.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.3./3.1.1./3.1.3./3.1.4./4.1.1./4.1.2./4.1.3

Student:

Listening/Speaking

- listens to the parents' and children's ideas in the model and expresses his/her ideas creatively
- answers the questions on family complaints/problems looking through the photos
- listens to the dialogue and acts it out
- gives comments on the thoughts in the dialogue
- listens to the short text and shares his/her ideas on it
- evaluates the content of the text listening to it
- generalizes his/her ideas on the following questions and answers them
- makes a reasonable speech on: **"The parents' influence on the children"**
- creates a plan and talks about influence on child's success
- changes the sentences into Indirect Speech looking through Grammar Booster

Reading

- reads and understands the information about the child's position in the family
- reads the text and finds out which paragraph mentions the given numbers
- finds the adjectives and explains their meaning
- takes part in questioning actively and makes up a dialogue
- chooses "too, also, either" in his/her speech
- gives comments on the given statements
- finds the definition of the given words

Writing

- completes the sentences with the adjectives using the word file
- writes an essay about family's influence
- completes the sentences choosing correct adjectives
- expresses his/her attitude on foster families in written form
- changes the sentences into Indirect speech
- rearranges the sentences paying attention to the models
- writes a paragraph about fostering children expressing his/her attitude

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.1.1./2.2.3./3.1.4./4.1.3. Lit. -1.2.3./1.2.4./2.1.2./2.2.1./3.1.1./3.1.3. Azer. His. -1.3.1./5.1.3. Biol. -3.1.1./3.2.2./4.1.1./4.2.2.
Interaction	GW/PW/CW/IW
Strategy	Role Play, Questioning, Discussion, Debate, Problem Solving, Matching, Cluster
Resources	SB, flashcards, handouts, CD, pictures, realia, slides

Motivation (warm-up) Listening-Speaking

You can use pictures or play a video roll or run a film and ask your students what they know about family conflicts.



Listening / Speaking

3. GW. Listen and share your ideas and evaluate the content of the text. "Parents have an important influence on their children's success."

We know parents have more influence on a child's success than other people around him/her. Classmates also have an important social impact on one another, especially as they get older, but the effect of parents is stronger. Parents love their children, and they have a lot of expectations of them. All of these have great influences on a child's success at school.



Parents are significant role models for their children. Do you know that young children like to copy other kids? I think that they like to imitate adults. When children see their parents read, they do the same. When children hear their parents talk about books, news or politics, they think these are interesting subjects. Children may learn other things from their friends and classmates too, but the examples they get from their parents are stronger. Parents love and take care of their children. And children know how important this is, and they adore their parents, as well. They may have close friends at school, but feelings for their parents are more important. If they feel loved and cared at home, they will have a strong confidence to do well at school. Parents expect their children to behave well and be good people, also successful in life. Children want to please them, so they try to fulfill their parents' expectations. On the other hand, they want to be nice to their classmates and friends and get along with them.

4. PW. Create a plan and talk about: "Influence on a child's success".

- Parents' influence
- Friends' and classmates' influence

5. PW. a) Discuss the following questions with your partner. b) Prepare a speech to deliver in front of the class.

1. Do you think it's better to be an elder or a younger sister or brother in a family with two children? Why?
2. Does a child's position in the family have an influence on his/her personality?
3. Why are parents important in a child's life?
4. Don't you think that classmates or friends also influence children?

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Listening / Speaking

Grammar Booster

Embedded questions are usually used in Indirect Speech.

Direct Questions Yes/No questions: Is that magazine interesting?	Embedded (Indirect questions) For Yes/No questions If and Whether (They have the same meaning). Be careful! <i>I wonder if is that magazine interesting.</i> (wrong) <i>I wonder if that magazine is interesting.</i> (correct)
---	---

- Have you read this book?
- Can I borrow your pen?
- I want to know whether he has read this book.
- I wonder whether I can borrow your pen.

For Wh/How questions begin with question words: Who, What, When, Why, How, Where, etc

Direct questions: • What's the article about?	Embedded/Indirect questions: • Tell me what the article is about.
---	---

To report questions we can use: wonder, ask, remember, do you know, want to know, know, etc.

REMEMBER	<ul style="list-style-type: none"> • I don't know • Please tell me • I wonder • I don't remember 	<ul style="list-style-type: none"> • Can you tell me • I'm not sure • I can't tell you • I'd like to know
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6. PW. Write the sentences in the Indirect Speech looking through the Grammar Booster. And correct your partner's mistakes.

Model: "What are you doing in Spain, Jane?" said Joe.
Joe wondered what Jane was doing in Spain.

1. "Have you ever been to the aquarium?" said the guide.
2. "Why are parents the best role models for their children?" asked Lala.
3. "Can I help you?" said the young girl.
4. "What time is it?" said Kamran.
5. "Who has gone to the party?" asked Clara.
6. "Do classmates also influence the children?" said the teacher.

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Research Questions:

- *In what way does parents' behaviour affect a child's character?*
- *Does the position of a child influence his/her personality? How?*
- *What is the role of parents in children's life?*

Discussion	
Listening/ Speaking	<p>Discussion. Encourage your Ss to listen to the conversation: Ask the Ss to listen to the dialogue and act it out. Have the Ss pay attention to the use of Imperative sentences in the Direct Speech.</p> <p>For the next lesson encourage your students to listen to the short text and share their ideas on it. Ask them to evaluate the content of the text: "Parents have a more important influence on child's success." Then Ss generalize their ideas on the following questions taking part in questioning actively:</p> <ol style="list-style-type: none">1. Do you think it's better to be the older or the younger sister or brother in a family that has two children? Why?2. Does a child's position in the family have an influence on his/her personality?3. Don't you think that classmates also influence the children?
Reading	<p>Direct Ss to read the passage about "<i>Child's Position in the Family</i>" and find out which paragraph 1-5 mentions. Encourage them to give comments on the statements.</p> <ul style="list-style-type: none">• <i>Do your personality traits come from your parents' genes or do you learn to be the way you are?</i>• <i>In what way does a parents' behaviour affect a child's development?</i>• <i>Can you give a quote or a proverb on this topic?</i> Encourage your students to share their ideas on the given proverbs/quotes and comment on them.• "Parents, keep your children closer when they are young, because they will keep you closer when you're old."• "Like mother like daughter!" <p><i>While reading ask them to find the adjectives and explain their meaning.</i></p>

Discussion	
Writing	We've given a number of tasks, exercises in the Writing Section, as for the, lack of space we can't highlight, explain all of them. You just choose the ones that most fit your Ss' knowledge level.
Summary	We have given different tasks on the topic for different knowledge levels. Direct Ss to do tasks on page 59, get them work in groups or in pairs and conclude that the role /influence of parents is really great on children and it affects their behaviour. Ss come to conclusion that: "Parents have more influence on child's success. Classmates have an important social influence on each other, especially they get older, but the influence of parents is stronger than this. Parents are the most important model a child has, parents love their children, and they have expectations of/ from them.

Direct Speech Yes/No questions	Reported/Indirect Speech Yes/No questions: If and Whether have the same meaning. Be careful!
Is that magazine interesting?	<ul style="list-style-type: none"> • <i>I wonder if is that magazine interesting.</i> (wrong) • <i>I wonder if that magazine is interesting.</i> (correct)
<ul style="list-style-type: none"> • <i>Have you read this book?</i> • <i>Can I borrow your pen?</i> 	<ul style="list-style-type: none"> • <i>I want to know whether he has read this book.</i> • <i>I wonder whether I can borrow your pen.</i>
Note: If the questions begin with a question word:	
Direct questions:	Indirect questions:
<ul style="list-style-type: none"> • <i>What's the article about?</i> 	<ul style="list-style-type: none"> • <i>Tell me what the article is about.</i>

To report questions we can use: *wonder, ask, remember, want to know, know, etc.*

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ I don't know ▪ I wonder | <ul style="list-style-type: none"> ▪ Please tell me ▪ I don't remember |
|--|--|

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Listening and Speaking I can listen:</p> <ul style="list-style-type: none"> • to the statements in the model and express my ideas on them • to the dialogue and act it out giving comments • to the short text and share my ideas on it • and evaluate the content of the text listening to it • and generalize my ideas on the following questions • and make a reasonable speech on the parents' influence on the children 				
<p>2. Reading I can read:</p> <ul style="list-style-type: none"> • and understand the information about the position in the family • and explain the meaning of the adjectives • and take part in questioning actively • and make up a dialogue • choose "too, also, either" in his/her speech • give comments on the given statements • find the definition of the given words 				
<p>3. Writing I can:</p> <ul style="list-style-type: none"> • complete the sentences with the adjectives using the word file • express my attitude on foster families in written form • complete sentences choosing correct adverbs • write an essay about family's influence • change the sentences into Indirect speech • rearrange the sentences paying attention to the models 				

Teaching Strategies Clarifying

When Ss have trouble understanding the events in a reading selection, teach them to clarify meaning to increase reading comprehension. Ss can re-read, look for visual cues, check the pronunciation of a word they don't know, or read the context to determine the meaning of a new word. It's important that Ss stop and clarify when they read something they don't understand.

Tips for this Strategy:

- *Explain key concepts in students' native languages, if possible.*
- *Remind Ss to use the student actions listed on the "Actions to Improve Reading Comprehension".*
- *Have Ss look for a comma after a word they don't know; the definition of the word may follow.*
- *Show Ss how to mark a text.*
- *Think aloud to model how to clarify meaning, using the following steps:*
 - *ask questions*
 - *re-read the unknown word*
 - *say your thoughts out loud*
- *Have Ss try to connect the text to something else they have read.*
- *Instruct Ss to look at illustrations to clarify the text.*
- *Encourage Ss to use visualization techniques to understand what they read.*
- *Simplify written instructions and test directions.*

Activities:

Ask Ss to highlight what needs clarification as they read **(by underlining or circling unknown words with crayons)**.

Check that Ss understand _____ means _____.

Use "Context Clue Cards" during a classroom story-telling experience.

Have Ss interact with classmates using their primary language to help each other clarify the meaning when reading.

Use an interactive whiteboard to clarify the content of questions as needed during a lesson.

Have Ss cover up a new word and substitute a similar word to clarify the meaning.

Sample:

Check if Ss understand the new word "**immortal**"-which means living or lasting forever.

Lesson 3. Teenage Years' Life

Aim: 1) To encourage Ss to get some information and learn about teenagers' luck and problems, what troubles today's teens and what brings them success, how their lifestyle is, their everyday activities, interests and the problems they face, etc. through practising the four language skills. 2) To teach Ss to use "Weblish" 3) To teach them to use Indirect Questions correctly.

Objectives

Standards

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.

Student:

Listening/Speaking

- listens to the teens' ideas and generalizes his/her opinions
- shares ideas on the expressions
- listens and understands the information on today's teens' problems and luck
- listens to poem and answers the questions
- finds the definition of the unknown words and explains their meaning

Reading

- reads the teens' opinions and shares his/her own ideas on the statements
- answers the questions according to the teens' ideas
- finds out True/False sentences
- completes the table with his/her own ideas on teens' problems/activities
- acts the dialogue out and expresses his/her attitude
- analyzes the words and says the difference between formal and informal English
- expresses his/her attitude on Weblish language
- reads the dialogues correctly and reports

Writing

- fills in the gaps with the given words
- compares his/her writing with his classmates
- designs solutions using the Useful Language
- creates a web project on: "*Being a teenager*"
- creates a plan looking through the model
- makes solutions about teens' problems using the Useful Language box
- uses **say**, **talk** and **ask** for reporting verb and makes necessary tense changes

Content Line	Listening/Speaking /Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.1.1./2.2.3./3.1.4./4.1.3. Lit. -1.2.3./1.2.4./2.1.2./2.2.1./3.1.1./3.1.3. Azer. His. -1.1.1./1.3.1./5.1.1./5.1.2./5.1.3 Gen. His. -1.1.3./1.1.4./2.1.1. Biol. -3.1.1./3.2.2.
Interaction	GW/PW/CW/IW
Strategy	Cluster, BBK, Discussion, Debate, Interviewing, Filling in the gaps, Completion, Picture Gallery, Role Play, etc.
Resources	SB, flashcards, video roll, slides, CD, pictures, worksheets

Motivation (warm-up) Listening-Speaking

For motivation you can use a range of strategies; bring pictures of teenagers who do different things and elicit from Ss:

- *What can you say about these teenagers?*
- *What are they doing?*

Or you can play a CD/DVD, and then ask a number of questions to find out what your Ss listened to or saw or just know about them.



Research questions:

- *What changes take place in teenager's life?*
 - *What challenges do teenagers face today?*
 - *How would you try to solve any problematic issue of teenagers?*
- Give as much advice/suggestion as you can.*

Discussion

**Listening/
Speaking**

Discussion 1. Ask your students to listen to the teens' ideas and generalize their opinions with their partner's.

Sample: Student:

Education is the most important thing for teenagers today. Teens are getting ready to continue their education in our country and abroad. They understand that a good education is the key to a better future. Besides their school subjects they begin attending different courses like IELTS, SAT, GMAT, etc. My friend Ilhama who had the highest score-700 points, studied all subjects well and one of her wishes came true. Ilhama entered the Law Faculty of Baku State University last year.

Discussion 2. Get the Ss to listen and analyze the words given in task 2, on page 64 and say the difference between formal and informal English. **Sample:**

Nite – night Wanna – do you want to b- be 2-to
Yup – yes Cos – because 4-for R-are
U bet – you bet (this means a strong “Yes”) U – you
Cheer him – it'll cheer him up C – see Thnx – thanks

Weblish – Global Language Network

Have the Ss to share their opinions on:

“Teens express themselves, for example, in Weblish, the new shorthand English used in text messaging and in the Internet chat rooms. Weblish is a kind of “slang” idiomatic English which often breaks the rules of correct English. For example, capital letters are not used.” And you can encourage the Ss to act the dialogue out expressing their attitude and using **Weblish**.

Discussion 3. Get Ss to listen to the dialogue and report it. Ask your students to pay attention to the words in italics and explain them looking through Glossary. Then encourage the Ss to work actively and make a presentation looking through the plan. Get them to share their ideas.

Discussion

For the next lesson tell the Ss to read the teens' opinions and share their own ideas on these statements.

Which of these teenagers thinks that being a teenager...

- is a great fun! brings a lot of luck!
- brings a lot of serious problems?
- allows you to do exciting and wonderful things?
- is a kind of duty and makes you feel responsible for what you do?

Then ask your Ss to answer the questions below and take part in questioning actively:

1. *How do John, Bart, Anny and Rufat feel about the life of today's teens?*
2. *Do teenagers' years bring luck to them? What do they say about it?*
3. *What problems do teens face today?*
4. *Which of the problems do they find serious?*
5. *Do their mates influence these teens' lives much?*
6. *How do they spend their time together?*
7. *Why does Rufat think that being a teenager is "a chore"?*
8. *Where do teens have few problems? Why?*
9. *Do you feel any support by the adults around?*

After answering questions encourage your students to find out True/False sentences.

Reading

Reading

1. GW. Read the teens' opinions and share your own ideas on these statements.

Which of these teenagers thinks that being a teenager...

- is a great fun!
- brings a lot of luck?
- brings a lot of serious problems?
- allows you to do exciting and wonderful things?
- is a kind of duty and makes you feel responsible for what you do?

The world is becoming a very mysterious place. I'm sure bad habits combined with personal problems influence teenagers. I've got some friends who don't drink at all, but some do. It seems to me that adults are generally quite indifferent to what their children do. Once you reach the age of sixteen or seventeen, your parents think you are mature enough to decide everything yourself and do what you want. The best thing for me is that I have no problems with my parents and sisters at home as they help me in challenging situations.



John McCarty, 17

I go to a private school which makes my school life easier. I focus more attention on doing my homework. My friends and I usually have fun just being together. There are some teen clubs close to where we live. We usually attend these clubs and find interesting weekend activities to do, talk about funny things, and also discuss serious social problems. My friends and I try to help one another if we can. Being a teenager is a chore (duty). You have to go to school and your parents want you to get good grades, which is hard enough, and you have to deal with your own problems, too.



Bart Naik, 14

Today parents and teachers keep in touch with schools and in this way they are aware of our problems. They are always there with their warm smile and long-life experience. Social events such as discos and parties are a very popular conversation topic among teenagers. At school, subjects and exams are discussed quite a lot. Some teens are football-fans, others are movie-lovers and some teens are very interested in their appearance and clothes, some are fond of nature or music, others are book-lovers. "Tastes differ" as the proverb says. And being a teenager is a great fun.



Rufat Abbasov, 16

Reading

As official reports admit AIDS, violence, drugs and alcohol are more serious social problems. What has gone wrong? Some specialists explain that the changes of our society, the system of our life force young people to choose their own lifestyle. On the one hand, our society agrees that 15-17-year-old people grow up enough to be responsible for what they do and give them quite a lot of freedom and rights. On the other hand, most adults think that teenagers are too young. This misunderstanding raises many problems. Actually, a lot of teenagers say that their parents let them do anything they want. No doubt, one way out of these problems is that teens and adults should solve them together. And teenagers ought to feel that they are cared for.



Anny Brown, 17

2. GW. Answer the questions on the passages above and explain.

1. How do John, Bart, Anny and Rufat feel about today's teens' life?
2. What problems do teens face today?
3. Which of the problems do they find serious?
4. Do their mates influence these teens' lives much?
5. How do they spend their time together?
6. Why does Rufat think that being a teenager is "a chore"?
7. Where do teens have few problems? Why?
8. Do you feel any support by the adults around?

3. IW. Think and find True or False statements.

1. You can see jeans or T-shirts everywhere in the world.
2. US films are not popular today.
3. Graffiti is a universal language of teenagers today.
4. All teenagers should know English well.
5. The Internet enables a modern teenager to feel himself/herself in the center of a trend.
6. Young people are not individuals on the Internet.
7. Weblish is a kind of shorthand English.
8. Some teenagers are sport-fans and the others are interested in their appearance and clothes.

4. IW. Complete the expressions and build up sentences using them.

to keep in touch with ..., to share ..., to become ..., to deal with ..., to communicate with ..., to attend ..., to be interested in ..., to discuss ..., to be very conscious of ..., to talk about ...

Discussion

Writing

Note: We've given a number of tasks, exercises in the Writing Section, as for the, lack of space we can't highlight, explain all of them. You just choose the ones that most fit the level of your Ss: Which is the appropriate one for your students. Ss write some solutions and advice looking through Useful Language Box.

Summary

Having practised a number of various tasks/exercises Ss practise all four language skills and come to conclusion that being a teenager:

- *is a great fun!*
- *brings a lot of luck!*
- *allows you to do exciting and wonderful things.*
- *is a kind of duty and makes you feel responsible for what you do.*

No doubt, today the teens have a lot of problems and the world is becoming a very mysterious place. As official reports admit AIDS, violence, drugs and alcohol are more serious social problems today. Some specialists explain that the changes of our society, the system of our life force young people to choose their own lifestyle. Ss understand that teenagers should be diligent, sociable, responsible and creative and they should feel that they are cared for.

Writing

1. GW. Explore and fill in the gaps with the words from the box. There are some extra words.

- a) the most difficult b) probably we pass from c) change d) time
e) our emotions f) short g) in a few h) a bit
i) new j) part of all this k) put a strain on l) all those moods

Our teenage years are (1) _____ period of our lives. This is the (2) _____ childhood into adulthood. So many things are happening to us. Our bodies change, (3) _____ and our whole life changes. We have to learn to be independent, mature and responsible (4) _____ years. We have to take exams, get a job and perhaps start a family. That must (5) _____ shock for most teenagers. (6) _____ independence is teenage behaviour. This is probably the most difficult part of parents' lives. (7) _____ all that sulking. It can (8) _____ family life. People always think they really want babies and children; no one ever says "I want (9) _____ a teenager".

2. IW. Write a paragraph of your own about your lifestyle, today's problems, education and future plans.

3. IW/PW. Send a message to your friend. Try to use some Weblish and tell the class about your friend's/partner's attitude to it.

LTNS HRU sis d8 2day
gr8 L8 b4 thnx
HAND CUL

4. IW. Write an essay about teenagers' problems using the following expressions given in the Useful Language box.

Useful Language

One way out would be ... *The best thing is ...*
It is too bad that ... *The only thing to do is ...*
What worries ... is ... *The trouble is that ...*
The answer could be ... *One possibility may be ...*
The difficulty is ...

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Writing

5. IW. Reorder the words in the sentences.

1. the key/future/teenager's/for/a good education/is to a better
2. role/English/ an important/ in a teenager's world/plays.
3. very/among/teenagers/social/events/popular/conversation/are/topic.
4. always/situations/parents/in/help/their children/challenging.
5. should/intelligent/teenagers/ responsible/be/ independent/and.
6. and/find/interesting/teens/attend/to do there/different clubs/ weekend activities.
7. drugs/serious /AIDS, violence/and/ are the most/problems today.
8. own/lifestyles/help/people/the changes/young/of our society/choose/ their/independently.

Self-Assessment	Level Reached			
	Excellent	Good	Fair	Poor
Listening and Speaking I can listen and: <ul style="list-style-type: none"> • generalize my opinions on teens' ideas • explain the meaning of the words • analyze the words and say the difference between formal and informal English • act out a dialogue on Weblish • make a presentation looking through the plan and share my ideas • act the dialogue out and express my attitude to the Weblish language 				
Reading I can read and understand: <ul style="list-style-type: none"> • the teens' opinions and share my own ideas on them • the questions on the teens' problems and luck • True/False sentences 				
Writing I can: <ul style="list-style-type: none"> • write an essay about today's problems, education and future plans • send a message using Weblish • fill in the gaps with the words from the box 				

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Teaching Strategies

BBK – Building Background Knowledge

Ss build background knowledge when they can relate what they learn in class to something they already know. Teachers help students develop their skill by being aware of how topics connect to their students' lives. It also helps to evaluate or assess students' prior knowledge about a topic before teaching. Provide the background knowledge needed to help Ss make the transition from what they know to what you want them to learn.

Tips for this Strategy:

- Help Ss connect new ideas to what they already know.
- Consider how the followings relate to your Ss:
 - *Cultural backgrounds*
 - *Customs and traditions*
- *Previous educational experiences*
 - Encourage Ss to share their cultural experiences.
 - Have Ss talk with family members to learn their view on a particular topic.
 - Use resources, such as art, music, and multicultural literature, to involve Ss in building background knowledge.
 - Encourage peers to activate background knowledge.
 - Incorporate environmental print to build background knowledge.

Sample Activities:

Have Ss participate in a story – telling experience to activate what they already know about the topic.

Read aloud a related text to start thinking about a topic.

Have Ss complete a specific task related to the topic.

Group related ideas into categories to activate Ss knowledge about a subject.

KWL charts/tables

Note: Like all other strategies KWL is a very good/effective strategy. In this lesson KWL will be the best, productive/effective one. Look through the KWL chart.

Use KWL to help students activate what they know (**K**), identify what they want (**W**) to know and, after learning the concept, discuss what they have learned (**L**).

Ways to use KWL Charts:

In pairs, small groups, or as a whole class: pairs share charts with other pairs; small groups share charts with other small groups; individual students illustrate charts or act out concepts to the class.

Tips for this Strategy:

- *Refer to previous classroom concepts to get students to think about what they already know.*
- *Encourage students to make connections.*
- *Invite students to explore their curiosity about a topic.*

Lesson 4. How do the Elderly Live?

Aim: To encourage Ss to get some information and learn about the lifestyle of the elderly, their problems/challenges they face/come across, the attention of the young to them and how the young generation takes care of our elderly parents/grandparents as well as the old in the society through practising listening, speaking, reading and writing skills.

Objectives

Standards

1.1.1./2.1.2./2.1.3./3.1.1./3.1.4./4.1.2./4.1.3./4.1.4.

Student:

Listening/Speaking

- listens to the ideas about life circles and expresses his/her opinions
- listens to the questions and answers them
- listens and says important names, dates and places
- makes a chart about future career life
- takes part in discussion on “How to take care of the elderly people?”
- listens to family quotes and shares ideas on families, caring parents
- listens to the dialogue and comments on the main idea
- expresses his/her ideas on the elderly, old people.
- talks about the elderly people expressing his/her ideas actively
- makes up tag questions paying attention to the Grammar Booster
- changes the sentences into Indirect Speech in the dialogue

Reading

- reads and understands the main idea on the text
- gives the title to the text
- clarifies the meaning of the quotes/proverbs and gives equivalents of them in the native language
- shares ideas on the lifestyle of the elderly people
- expresses ideas on the aging population in Azerbaijan and in different countries

Writing

- completes tag questions paying attention to Grammar Booster
- generalizes his/her ideas on the questions
- corrects spelling and punctuation mistakes
- makes a survey on elderly people’s needs, wishes and wants
- writes about privileges reading and comparing
- creates a plan on health care
- unjumbles the words in the sentences

Content Line	Listening/Speaking /Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.1.1./2.2.3./3.1.4./4.1.3. Lit. -1.2.3./1.2.4./2.1.2./2.2.1./3.1.1./3.1.3. Azer. His. -1.1.1./1.3.1./5.1.1./5.1.2./5.1.3. Gen. His. -1.1.3./1.1.4./2.1.1. Biol. -3.1.1./3.2.2.
Interaction	GW/PW/CW/IW
Strategy	Cluster, Discussion, KWL, Interviewing, Completion, Picture Gallery, Role Play, etc.
Resources	SB, flashcards, video roll, slides, CD, pictures, worksheets

Motivation (warm-up) Listening-Speaking

For motivation you can use a range of strategies. Draw the Ss' attention to task 1 and ask them to talk about life circles and use age words while answering the questions.

- *Who can you see in these photos?*
- *Do you like keeping old photos?*
- *Why might these photos have sentimental value for the owners?*
- *Which do you treasure most: old photos or new ones?*

You can play a CD/DVD about life circle and then ask a number of questions to find out what your Ss listened to or saw or just know about them.



Research questions:

- *Why do we need the elderly people's life experience?*
- *How should we take care of the elderly?*
- *How does the government care for the disabled, veterans, the elderly, etc.?*

Discussion	
Listening/ Speaking	<p>Discussion 1. Draw your students' attention to the charts given on page 72 and ask the Ss to say ten important names, dates and places in their parents'/grandparents' past and present. Then encourage your students to make a chart with their future career and life looking through the Remember box. There are Family Quotes/Sayings in the Remember Box on this page and get them to share their opinions looking through them:</p> <ul style="list-style-type: none">• <i>Families are like branches on a tree.</i>• <i>We grow in different directions yet our roots remain as one.</i>• <i>Our Family is "a circle of strength" Founded on Faith, Joined in Love, Kept by God, Together forever!</i>• <i>Family is not an important thing, it is everything!</i> <p>Discussion 2. Tell the Ss to listen to the dialogue and act the dialogue out. Tell the Ss to give the main idea on it and make up a dialogue talking about the elderly people in their own families and saying how they take care of them. Students take part in questioning actively and express their ideas creatively. They share their ideas on Homes for Elderly people in Azerbaijan and in different countries. At the same time they talk about the importance of the government care and the importance of homes for the elderly. Ask your students to make up a presentation looking through DYK box and say how they take care of the elderly.</p>
Reading	<p>Get the Ss to read and give a title to the text. Ask them to think of the life of elderly people in Azerbaijan and share their ideas with their classmates. Then ask them to read some opinions on "The world needs the life experience of the elderly" and compare their opinions with their classmates' grouping them in the table. Students think and create a plan about similarities and differences about the life of the elderly in Azerbaijan and in different countries. They do different tasks in this section.</p>

Discussion

Writing

Ss are given different tasks on tag/disjunctive questions/subordinate clauses with prepositions and connectors. So they have to work on various tasks.

Summary

Having practised a number of various tasks/exercises and answering the following questions Ss practise all four language skills and come to conclusion and express their ideas. They talk about the following:

How elderly people live;

If it is private matter or public matter to help elderly people;

How students take care of the elderly people in their family or in society;

How the government helps and supports the elderly, the retired; etc.

Discussing some questions, and facts, giving the equivalents of some quotes and proverbs Ss come to conclusion:

- *We should love our parents/grandparents, because we are so busy growing up and forget they are also growing old.*
- *Old age is just the record of one's whole life.*
- *A family with an old person has a living treasure of gold., etc.*

Listening / Speaking

4. PW. Listen and act the dialogue out. Give the main idea. Pay attention to tag questions.

Rufat: Hi, Fidan, How are you?

Fidan: Hi, Rufat, I'm doing well, thanks. I've heard you visited the home for elderly people.

Rufat: Yes, we went there with a group of students and our teachers last weekend. They were so happy to meet us.

Fidan: That's great! If I had known, I'd have joined you for sure. I've been to some Children Homes, but I've never visited the Home for Elderly People. Could you tell me more about its function, please?

Rufat: Sure, why not! Homes for Elderly People are Residential Care Homes trusted by millions. They are for the lonely and those who have illnesses and need nurse care. Care Homes are everywhere all over the world.

Fidan: You are right. We do have it in Bilgah, Baku. They provide lodging, meal services and assistance with daily living activities, home style living environment, and health management supported by our government.

Rufat: That's great. As in other countries we have all the necessary living conditions, don't we?

Fidan: Yes, we do. I agree with what you're saying. We should value our traditions and take care of the old, shouldn't we? If we don't do it, so who will take care of us when we're old!

5. GW. Make up a presentation looking through "Do You Know...?" box and say how you take care of the elderly people.

DO YOU KNOW...?

Elderly care or simply eldercare is the fulfillment of the special needs and requirements of the senior citizens.

Traditionally, the Azerbaijanis respect and look after the elderly and the retired, but sometimes they are lonely and supposed to get help from neighbours or close relatives. If they have no relatives to help or take care of them, with the financial support of our government, there are shelters for homeless elderly people. Following Leyla Aliyeva's example, we have to take care of our elderly – grandfathers and grandmothers. They should always be surrounded by the warmth and love of their families. Let's respect, love and take a good care of our elderly!



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Reading

1. PW. Read and give a title to the text. Think of the life of the elderly people in Azerbaijan and share your ideas with your classmates.



When older adults contribute to the well-being of the youth, it cultivates a sense of purpose and is beneficial in both ways. Such relationships are important for society. They can help and ensure children and teens receive the kind of attention and mentoring that they often lack, especially among the most vulnerable population. These relationships also offer older adults opportunities to learn about new technology and trends, and experience the excitement of seeing the world through a younger perspective. Laura Carstensen, a Stanford psychology professor and the director of the Stanford Center for Longevity, who led the report said, "There is a growing reason to think that beliefs that older population consume would go to the youth, and older people may be just the resource that children need." Carstensen's prior research has found that as people get older, their brains actually improve in many ways, including in complex problem-solving and emotional skills. "It is a huge loss for society not to offer such council and experience to others, especially to young people," she said.

The aging population has "distinctive qualities to meet the needs of youth," she and her co-authors wrote. "Older adults are exceptionally suited to meet these needs, because they welcome meaningful, productive activity and engagement. They need and seek purpose in their lives." Older people benefit as well, experiencing emotional satisfaction in relationships with young people. One way to achieve such contact is through volunteer service. From a societal view, these interactions are positive, too.

"Focusing volunteer efforts on young people improves their (young people's) chances of success in life," Carstensen said. "These mutual benefits are perhaps the most compelling reasons for programs that connect the young and the old."

*societal - relating to the society

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Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Listening and Speaking I can:</p> <ul style="list-style-type: none"> • listen to the ideas about life circles and express my opinions • listen to the questions and answer them • say the important names, dates and places make a chart about future career life • take part in discussion on “How to take care of the elderly people • listen to family quotes and shares ideas on families, caring parents • listen to the dialogue and comments on the main idea 				
<p>2. Reading I can read:</p> <ul style="list-style-type: none"> • and understand the main idea on the text • and give the title to the text • clarify the meaning of the quotes/proverbs and give equalents of them • and answer the questions on the lifestyle of the elderly people • and express my ideas on the aging population in Azerbaijan and in different countries 				
<p>3. Writing I can:</p> <ul style="list-style-type: none"> • complete tag questions paying attention to Grammar Booster • generate my ideas on the questions • correct spelling and punctuation mistakes • make a review of any poet/writer and complete the table • make a survey on elderly people’s needs and wishes • write about privileges reading and comparing • unjumble the words in the sentences 				

Answer key:

▪ Task 2, page 47

- What kind of personality do you have?
- Do you ever think about your personality?

I do. I think it's very interesting to explore personality. My own personality has changed a lot over the years. When I was a child, I was painfully shy, but now I'm brimming with confidence. I have learned how to be with people and let my true character shine. The personalities of my friends have rubbed off on me, which I'm happy about. There are parts of my personality I'm not too happy with. I'm quick to get angry with people and sometimes I sulk when I don't get my own way. I think overall I have a good personality. I'm easy to get on with and I'm quite happy and cheerful. I might take some personality tests and see what they say about me.

▪ Task 1, page 48

1. (e) At the other end of the continuum we find people who believe that personality is determined by "nature", or the characteristics we receive, or "inherit", from our parents biologically, through their genes.
2. (a) Some people have easygoing personalities: they are usually cheerful, calm and able to cope with life's difficulties without much trouble.
3. (c) Experimental psychologists have tried to discover which of these two factors, genetics or the environment is more important in forming our personality.
4. (extra) I love to clown around and make people laugh.
5. (d) Even though the experts have largely discarded the idea that personality development is so black and white, the nature-nurture controversy remains a popular discussion among friends.
6. (b) Some people think personality develops as a result of the environment - the combination of influences that we learn from, such as our families, culture, friends and our education

▪ Task 2, page 51

I think, there is a difference between optimists and pessimists. And it isn't a difference in life experiences. An optimist who is going through a hard time feels confident that life will get better, while a pessimist is more cynical and believes life will always be difficult and painful. Optimists always expect the best though they have a lot of problems. But pessimists tend to expect the worst and see only problems. While an optimist looks on the bright side and instead of seeing a problem pessimists may give up. Try to be optimistic. Maintaining a positive, hopeful yet realistic perspective in the face of hard times can be a real challenge - everybody is facing right now in the world. But it is essential to living peacefully and happily. As for me it is important to see the beauty, love, generosity and goodness as well.

Answer key:

▪ Task 4, page 51

1. Some English people have got their own houses, **others** live in flats.
2. There are two books on the table. One is English and **the other** is German.
3. The girl didn't like the blouse that the shop assistant offered and she asked her to show **another** one.
4. Give me **another** cup of tea, please!
5. What **other** remedies do you take for your backache?
6. Some streets in our city are crowded, but **others** are very quiet.
7. The students in my class began learning **another** foreign language.
8. What **other** languages does your father know?
9. Sensitivity to **other** people's feelings makes him a kind person.

▪ Task 8, page 52

1. Some people like travelling by bus, but **others** love by plane.
2. Shams reads "The New York Times" every day, she doesn't read any **other** newspapers.
3. Turgut has got two sisters. One of them is in high school, **the other** is in college.
4. Two countries border on the United States. One is Canada, **the other** is Mexico.
5. What **other** books have you read this month?
6. My sister didn't like any of these shirts and she had to look **another** one.
7. Bella invited all of her friends to the party, Jane, Mary and Ted came, but **the others** couldn't come.

▪ Task 5, page 53

1. genes - **c**
2. environment - **d**
3. emotions - **b**
4. the "nature school" (of thought) - **f**
5. personality - **a**
6. the nurture school" (of thought) - **e**

▪ SAMPLE FOR FORMATIVE TEST CHOOSE THE CORRECT ONE.

1. David is an **extrovert/introvert** person. He doesn't like to talk about himself a lot.
2. Our usual pattern of behavior is our **environment/personality**.
3. Another word for characteristics is **nurture/traits**.
4. Many people believe that **self-criticism/birth order** affects personality development.
5. The nature-nurture controversy is an argument about the origin of the **environment/personality**.

Answer key:

▪ Task 6, page 57

1. The guide wonders if I have ever been to the aquarium.
2. Lala wanted to know why parents are the best models for their children.
3. The young girl asked me if I could help her.
4. Kamran wanted to know what time it was.
5. Clara wondered who had gone to the party.
6. "Do classmates also influence the children?" said the teacher.

▪ Task 4, page 59

- a) having a natural ability to do one or more things extremely well **5**
- b) able to think of new and interesting ideas **2**
- c) very active, physically and mentally **3**
- d) showing a strong liking for something and being very dedicated to it **6**
- e) trusting in his/her own ability **8**
- f) willing to talk and engage in activities with other people; friendly **7**
- g) free from outside control, not depending on others **1**
- h) having an obligation to do smth as a part of one's job **4**

▪ Task 5, page 59

1. I **also**/too/either like instant messaging.
2. I've never sent an attachment, too/also/**either**.
3. Brian blogs, **but**/too/either he's never created a website.
4. We've played games online and we've chatted **too**/also/either.
5. The restaurant has excellent food. It's **also** /too/either very good value.
6. The food we ate wasn't healthy too/also/**either**.
7. Aygun is **also**/too/either responsible and well-educated.
8. Elnur is **quite**/too/intelligent, but **rather**/either lazy.
9. The students I study with are too/**quite**/either friendly.

▪ Task 1, page 60

- | | |
|-----------------|------------------|
| 1. competitive | 2. ambitious |
| 3. spoilt | 4. selfish |
| 5. jealous | 6. sociable |
| 7. aggressive | 8. charming |
| 9. trustworthy | 10. sensitive |
| 11. bossy | 12. manipulative |
| 13. responsible | |

Answer key:

▪ Task 3, page 64

Agil: Hi, I miss you. Long time no see.

-How are you, Lamiya?

Lamiya: Thanks. And you?

Agil: I'm OK. I want to go to the cinema before it gets darker.

Lamiya: I hope I will see you late. Maybe tomorrow?

Agil: Have a nice day. See you later.

▪ Task 3, page 68

LTNS- long time no see **Hru-** How are you? **sis-**sister **d8-**date
2day-today **gr8-**great **l8-**late **b4-**before **thnx-**thanks
HAND -have a nice day **CUL-** see you later

▪ Task 5, page 69

1. A good education is the key to a better future for teenagers.
2. English plays an important role in a teenager's world.
3. Social events are very popular conversation topic among teenagers.
4. Parents always help their children in challenging situations.
5. Teenagers should be independent, intelligent and responsible.
6. Teens attend different clubs and find interesting weekend activities to do there.
7. AIDS, violence, drugs and alcohol are the most serious social problems today.
8. The changes of our society help young people choose their own lifestyles independently.

▪ Task 1, page 78

1. My parents are great and very broad-minded, **aren't they?**
2. Mehriban never shows her feelings, **does she?**
3. Let's go to the library, **shall we?**
4. Don't be late for the lessons, **will you?**
5. Jessico had to go to the party, **didn't she?**
6. The country spends a lot of money per person on health care, **doesn't it?**
7. People in some countries nod their head to mean "yes", **don't they?**
8. You can get good medical care in our country, **can't you?**
9. She is ready, **isn't she?**
10. My brother couldn't waste the money he had, **could he?**

Answer key:

▪ Task 2, page 78

1. Social services do their best to cheer the elderly up, don't they?
2. The country always spends a lot of money on health care, doesn't it?
3. Everybody can get medical care in our country, can't they?
4. Children always need care, don't they?
5. You should go in for sports, shouldn't you?
6. We always want to have good families, don't we?
7. My friends have to go to the Children's Home, don't they?

▪ Task 1, page 81

1. Despite the fact that GPs (General practitioner) (a family doctor) are considered to be overworked **-f**
2. Although public health care is not bad **-d**
3. Though health care in case of emergency worked well **-g**
4. Because of the financial problems in the National Health Service **-b**
5. Because of the nurse's improper behaviour **-c**
6. In spite of the proper diagnosis **-e**
7. While Dr Taylor's diagnosis was acne vulgaris **-a**

▪ Task 6, page 82

1. My friends won't come to the concert, will they?
2. Nobody helped us to carry the bag, did they?
3. Everyone took the test, didn't they?
4. There was a meeting yesterday, wasn't there?
5. Tom has never been to the Urals, has he?
6. Everything is OK, isn't it?
7. That is your wallet, isn't it?

▪ Task 2, page 83

There are real problems that make **the young** and adults complain about. It's a fact that there are **teens** who have already had an experience with **alcohol** or drugs. **It's a pity** but there are **adults** too who appear to be quite indifferent to what their children do. Some parents **suppose** that their children are old enough to decide what to do and so they let them do what they want. This makes many teenagers feel free and **try out** all sorts of **options**. Their choice is sometimes wrong and makes life hard.

▪ Task 3, page 84

- are formed in reaction to society's values
- help young people become independent of their families
- give young people the opportunity to be something different before they agree and accept society's values
- enable young people to express themselves by choosing the style that suits them
- the values of a youth culture don't matter -just have to be different from those of the older generation. Are they good or bad? No one can say. But it's quite clear that youth cultures help young people in their search for identity.

▪ **Task 3, page 79**

How does the government care for the disabled, the veterans, the elderly?

What **privileges** do the elderly people have in our country, in Germany and in other countries? (*using dictionary/reading for detail*)

Model:

Countries/Privileges	Azerbaijan	Germany	Russia
50% reduced payment for housing, telephone and public utilities			+
Free medical care, wheelchairs, cars and petrol at a discount.			+
Free accommodation in a health resort			+
Free return passage by sea, by air or by railroad once a year. Housing, telephone, etc. without going on a waiting list.			+
Retirement is possible at the age of 60-65		+	
Medical service at a reduced price; mobility allowance; tourist's pass at a reduced price the amount of discount depends upon the transport company)		+	
Air, railroad and other kinds of tickets at a reduced price (Tickets for those looking after people with disabilities are free of charge.)		+	
Free of charge assistance about the house for a certain group of people with disabilities (invalids)			+

▪ Task 1, page 83

Name of Charity	Name of Charitable Organization	What they do/Who they help
Care	HAF-The Heydar Aliyev Foundation	Works to reduce poverty and solve problems in poor communities-through education, health care, etc. Helps - the Poor, the disabled,etc
Care and Help	DWB-Doctors Without Borders -An International Independent Humanitarian Organization	DWB - Provide medical and health care. DWB - Get hospitals up and running, perform surgery, vaccinate children, operate feeding centers. DWB - Offer Psychological care DWB - get medical attention to people who need it in cases of: <ul style="list-style-type: none"> • War and armed conflict; • Epidemics of infectious diseases such as tuberculosis, malaria and AIDS; • Natural disasters; • Non-existent health care in remote area
Care and Help	IDEA-Azerbaijan WWF-World Wildlife Fund	To conserve nature and the diversity of life on the Earth. It leads international efforts to protect animals, plants and natural areas. Its global goals are: <ul style="list-style-type: none"> • To save endangered species:giant pandas, tigers, threatened whales and dolphins, rhinos, elephants, marine turtles and great apes; • To address threats to the natural environment – such as pollution, over-fishing and climate change. It helps: environment-animals,plants and natural areas
Care and Help	UNICEF	Its mission is to ensure every child’s right to health, education, equality, and protection. UNICEF’s priorities are: Ensuring quality basic education for all children; Reaching life-saving health services; Building protective environments to keep children safe from violence, abuse and exploitation; Giving every child the best start in life through health services, good nutrition

Sub Summative

Choose the correct variant.

1. Give me ... cup of tea, please, I am still thirsty.

- a) other b) others c) another d) one e) ones

2. Extroverts tend to...

1. enjoy being in a group 2. enjoy being alone
3. express their opinions openly 4. Keep their ideas to themselves
a) 1, 2 b) 1, 4 c) 2, 3 d) 2, 4 e) 1, 3

3. Choose the correct sentence.

- a) I want know if you will come tomorrow.
b) I want to know if you come tomorrow.
c) I am wanting to know if you will come tomorrow.
d) I want to know if you will come tomorrow.
e) I want to knew if you will come tomorrow.

4. Taking a child into a family for a period of time and caring for him/her is ...

- a) experiencing b) fostering c) organizing d) curing e) exercising

5. ... the shortage of money, the system of medical care works well.

- a) although b) though c) because d) despite e) because of

6. Kate hardly ever shows her feelings, ?

- a) don't she b) doesn't she c) does she d) did she e) didn't she

Open-ended questions

7. Change the direct question into the indirect one.

Do teenagers have many problems today?

I wonder...

8. Make collocations.

1. natural a) looking
2. young b) medicine
3. completely c) food
4. low-fat d) habits
5. eating e) pressure
6. blood f) wrong

9. Complete the proverb.

A family has a living treasure of gold.

10. Write an essay or paragraph on: "The life of the elderly people in Azerbaijan".

UNIT 3. CUSTOMS AND CULTURES

Lesson 1. Cultural Awareness

Aim: To teach Ss to speak about polite requests, table manners in different countries and in Azerbaijan, in old times and at present, how to increase cultural awareness, the ways of developing cultural behaviour in society, to prepare/design a cultural survey and so on. At the same time to teach Ss the use of Reported Commands and Requests correctly and to write a culture survey.

Objectives

Standards

1.1.1/1.1.2/2.1.1/2.1.2/2.1.3/3.1.1/3.1.2/3.1.3/3.1.4/4.1.1/4.1.3/4.1.4.

Student:

Listening/Speaking

- listens to polite requests and makes up a dialogue
- speaks about cultural manners looking through the photos
- practices his/her ideas on culture looking through the Remember box
- plays a role sharing his/her own ideas on culture/manner
- changes the requests from Direct into Indirect Speech

Reading

- reads the text about cultural awareness correctly and understands its content
- reads the paragraphs and defines the reading style
- expresses his/her ideas about dinner party etiquettes
- pays attention to the use of requests in Reported speech
- uses polite requests in his/her speech
- comments on the events in the paragraphs relating to the real life
- interprets/comments the content of the paragraphs on dinner party etiquettes

Writing

- creates a situation or conversation about Azerbaijan table manners nowadays and in the past
- changes the sentences into Indirect/ Direct Speech
- makes solutions on “Cultural Awareness/ Dinner Party Etiquettes”
- writes about correct behavior at dinner table
- crosses out the word/phrase that is different
- chooses incorrect sentences and gives reasons
- writes answers about dinner party etiquettes

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.1./1.2.2./1.2.4./2.1.2./2.2.3./3.1.2./3.1.4./4.1.2. Lit. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./3.1.4. Azer. His -1.3.1./5.1.1./5.1.2./5.1.3. Gen.His. -1.1.4./2.1.1./5.1.1./5.1.2./5.1.3. Biol. -3.1.1. Geography -3.2.1./3.2.3.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Researching, IR, Debate, TPS, Read Aloud, Matching, Picture Gallery, Questioning, Extending Vocabulary
Resources	SB, pictures, handouts, slides, CD, video, flashcards

Motivation (*warm-up*) Listening-Speaking

You can demonstrate a video – role about different greetings, farewells, ceremonies retuals parties, customs and traditions in different countries. Or you can use Mind Map which is given in the SB.



Research questions:

- *Do you know of any differences in etiquette between your culture and others? (Give samples)*
- *Why are table manners important in almost all cultures?*
- *How do we fulfill the customary etiquettes of different nations?*

Discussion	
Listening/ Speaking	<p>There is a dialogue in this lesson. Ask your Ss to work in pairs and listen to the dialogue. Then encourage them to play a role on social manners and table manners, dinner table etiquettes creatively and independently. Get them to share their ideas with the partner actively.</p> <p>There is Grammar Booster here, so get Ss to work on sentences and practise as much as they can.</p>
Reading	<p>Ask Ss to read the text about tables manners and find the reading styles in the paragraphs, express their points of view about dinner party etiquettes.</p> <p><i>Wait for some minutes before beginning the meal</i></p> <p><i>Don't talk so fast</i></p> <p><i>Don't talk while you are having dinner</i></p> <p>Encourage Ss to work in pairs of 4; there are 4 paragraphs here; each pair should read the paragraphs</p> <ol style="list-style-type: none"><i>1. Formal dinner etiquettes</i><i>2. Seating</i><i>3. The Meal</i><i>4. Departing</i> <p>Ask them to discuss the questions:</p> <ul style="list-style-type: none">• <i>What are some good ways to teach children etiquettes? Give examples.</i>• <i>Do you know of any differences in etiquette between your culture and others? (Give samples)</i>• <i>Why are table manners important in almost all cultures?</i> <p>There are questions about dinner party etiquettes, encourage Ss to answer these questions sharing their opinions on them.</p> <p>We have given here Language Focus and Remember Box. Ask Ss to read this box and speak about formality rules on politeness/impoliteness, look through the chart, follow the sample and practise making a situation on it.</p>

Writing	There are a number of tasks on table manners, social manners, grammar tasks on Requests and Commands in Reported Speech in this lesson. Feel free to get your Ss work on any of them.
Summary	<p>For summarizing you can use GIST or Summarising strategies. Choose any task you want. Ss have already learnt enough facts about dinner table manners, social manners, public behaviour. So doing all these tasks Ss conclude that we should be able to apologize, ask permission , use any polite requests in our speech when needed. Ss design/make solutions, mottos on: “How to behave in public places and at the dinner party/table”</p> <p>Example: <i>We have to be at table 10-15 minutes before dinner.</i> <i>We should never be late.</i> <i>We should be polite, etc.</i></p>

IW – Individual Work 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 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 in order to teach it thoroughly.

Self-Assessment	
Criteria	Activities
I remember everything about	<ul style="list-style-type: none"> the word-stock and the meanings of the words about dinner etiquettes, customs and greetings and table manners
I have no problems with	<ul style="list-style-type: none"> building up sentences using new words and their meanings about customs, table manners and dinner etiquettes sharing and expressing my thoughts with my partners about table manners in Azerbaijan and different countries
I think I need some more practice with	<ul style="list-style-type: none"> writing a paragraph/an essay on dinner etiquettes and table manners in different countries
I think I need a lot more practice on	<ul style="list-style-type: none"> creating paragraphs comparing dinner etiquettes and table manners in different cultures

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Listening and Speaking I can:</p> <ul style="list-style-type: none"> • listen to the teens’ ideas and find out the main idea • listen to polite requests and make up a dialogue • give comments on the thoughts in the dialogue • speak about cultural manners looking through the photos • practise my ideas on culture looking through the Remember box • play a role sharing my own ideas on culture • change the requests into Direct/Indirect Speech 				
<p>2. Reading I can read and:</p> <ul style="list-style-type: none"> • understand the text about cultural awareness • define the style of the paragraphs • express my ideas about dinner party etiquettes • pay attention to the use of requests in Reported Speech and use them in my speech • comment on the events in the paragraphs relating them to the real life • interpret/comment on the content of the paragraphs on dinner party etiquettes 				
<p>3. Writing I can:</p> <ul style="list-style-type: none"> • write answers about dinner party etiquettes • build up sentences using the new words in the paragraphs • write the definition of the new words • create a situation or conversation about Azerbaijan table manners nowadays and in the past • change the sentences into the Indirect Speech • make solutions on “Cultural Awareness/ Dinner Party Etiquettes” • write about correct behaviour at dinner table • cross out the word/phrase that is different • choose incorrect sentences and give reasons • create short texts comparing dinner etiquettes and table manners in different cultures 				

Lesson 2. Customs Differ

Aim: To teach Ss to speak about different customs/traditions in different countries as well as in Azerbaijan using the structure- It is polite to ...; To teach them how to address people, how people greet each other/one another, etc.; To encourage the Ss to brush up cultural etiquettes as in the previous lesson through practising the four language skills.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.3./3.1.1./3.1.3./3.1.4./4.1.1./4.1.2./4.1.4.

Student:

Listening/Speaking

- listens to the teens' ideas on different customs and expresses his/her ideas
- talks about customs, culture and manner in Azerbaijan
- shares ideas on different customs and cultures answering the questions
- completes the dialogues and acts it out
- expresses his/her thoughts generalizing top tips and gives comments

Reading

- reads and understands the content of the text
- gives comments on the events
- completes the sentences according to the text
- finds some information about customs and traditions
- prepares presentations looking through Remember box
- completes the chart according to teens' thoughts

Writing

- builds up sentences using new words/word files
- writes the answers to the questions
- completes the table on customs/manners
- corrects punctuation mistakes
- chooses adjectives from the box and makes true sentences using “**it’s polite...**”
- matches the correct response to each statement or question
- writes about social behaviour/values/customs using Useful language
- writes tips how to behave in public
- writes an essay on culture

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.1./1.2.2./1.2.4./2.1.2./2.2.3./3.1.2./3.1.4./4.1.2. Lit. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./3.1.4. Azer. His. -1.3.1./5.1.1./5.1.2./5.1.3. Gen.His. -1.1.4./2.1.1./5.1.1./5.1.2./5.1.3. Biol. -3.1.1. Geography -3.2.1./3.2.3.
Interaction	CW/GW/PW/IW
Strategy	Description, DLTA, DRTA, Summarizing, Extending Vocabulary, Questioning, Matching, Completing
Resources	SB, illustrations, pictures slide show, flipchart, CD, map, etc.

Motivation (warm-up) Listening-Speaking

The lesson is interesting enough to start the motivation. You can demonstrate a slide or video about any country's customs and traditions (for example a wedding party) Or you are welcome to use just the pictures given on page 97 in SB. For motivation Follow the sample and elicit from the class:

- *What are these pictures about?*
- *What can you say about them? etc.*

There are some pictures about holidays, birthday parties, Grads (graduation ceremonies), wedding parties, etc.

Model: Some traditions and customs such as weddings, birthdays and graduations are fairly similar from country to country. Candles, cakes, balloons, birthday and wedding wishes are for good luck. Some customs are quite different in many countries.



Research Questions:

- *What can you say about social behavior in Azerbaijan and abroad?*
- *Where do they come from?*

Discussion

Listening/ Speaking

You are welcome to read the dialogue out or ask the Ss who have good pronunciation skills (who are good at pronunciation) Get the Ss to listen and answer the questions, act the dialogue out. There are some tips about social/public rules in Britain, ask them to listen to the tips and give their comments on them.

Reading

Encourage your Ss to read the text given on page 99, task 1. Ask your students to share their own ideas about social behavior in different countries and in Japan and interpret the content of it and comment on the events. Ask your students to find some more information about customs and traditions in different countries. Encourage them to prepare a presentation looking through the Remember

Tell the Ss to complete the sentences according to the text.

Note: *Some words are given in the book in American version be so kind and try to give their English version please. After reading this text, ask them to read about Azerbaijanian, Thai, and British culture and search for more facts about other people's culture and make a presentation.*

Reading

1. PW. Read and comment on the text.

Countries have a lot in common. For example, a night out in Tokyo is much the same as a night out in Milan. Whether you live in Korea or Canada, Italy or Ireland, a typical night out is spent eating burgers, seeing American films or listening to English-language music in clubs and bars. However, there are some individual differences: the ballet is still particularly popular amongst



Russians, while more Japanese favour an evening of Karaoke, but American culture is everywhere. Differences in the social behaviour are also disappearing. A couple should split the bill when they go out together. For most young people these are the biggest differences between their own generation and their parents.



However, the vast majority of the young people interviewed say that parents are still stricter with daughters than sons about places where they go and whom they go with. Overall, only 10 per cent think that parents treat their sons and daughters equally, and almost no one thinks parents are stricter with their sons. In most countries, it was also agreed that such rules tend to be stricter outside the big cities. Important national differences appear. However, when it comes to time-keeping in the Far East and in Eastern Europe a night out starts and finishes much earlier; seven o'clock is the average time given for meeting up with friends. For many Southern Europeans and South Americans, an evening out doesn't even start until ten or eleven o'clock, when many of their Korean and Japanese counterparts are safely at home in bed!

Parents' rules reflect this. Most Japanese parents expect their teenagers to be at home by ten o'clock or even earlier, whereas in Europe it is more likely to be at home by eleven or twelve o'clock. It is apparently quite normal for a 15 and 16-year-old **youngster** to stay out late at night. Perhaps this is because their parents have less to worry about.

***youngster** – a child, a young person

99

Reading

The following generalizations about Thai culture come from the travel guide. Notice how we use "It" to introduce generalizations.

Model:

- *It is important to take your shoes off!*
- *It is not usual to shake hands.*

REMEMBER

2. GW. Find some more information about customs and traditions in different countries and prepare a presentation looking through the "Remember" box.

- *In Azerbaijan* it is acceptable to wait for all family members to come and sit around the dinner table. As in all customs Azerbaijanis also say "Nush olsun", which means "Have a nice meal!" (Bon appetit) before starting to eat.
- *In Great Britain and in most countries* it is polite to ask permission to leave the table after a meal, especially in the case of children.
- *In many countries* it's important not to point at people with your finger.
- *In Mongolia* it's polite to lick own bowl from which you've eaten.
- *The French* think it is impolite not to carry on a conversation at the dinner table.
- *The Japanese* think it is impolite to talk very much at mealtimes. So do Chinese people. In Japan it's important that you don't wear shoes indoors.
- *In many Asian countries* it is important not to eat with your left hand.



REMEMBER

3. PW. Complete the following sentences according to the text.

1. Couples have to share ...
2. The ballet is still popular ...
3. In social behaviour of the two ...
4. For many southern countries ... doesn't even start ...
5. It is impolite to talk very much ...
6. It is important in many Asian countries not ...
7. It is polite to lick the bowl ...

100

Discussion

Writing

There are some tasks in SB on Culture Values, Social Behaviour in different countries. Direct your Ss to work on them and answer the questions, write some tips and complete the table on Cultures, Customs and Manners.

Summary

For summarizing you can use **Debate**, **GIST** or **Summarising** strategies. Choose any task you want. In writing section there is a task on “**The Influence of Culture and Values**”, encourage the Ss to correct the punctuation and spelling mistakes, state their points of view in written form;

There are two questions, ask the Ss to answer them in written form and become aware of the fact that culture is a powerful force in our lives, it determines many experiences we have and the meanings that we give to them. Culture is very important in everybody’s life. Ss realize that: Culture is everything that we are socialized to do, think, use and make as the sociologist said.

Reading

4. PW/GW. Read the conversation about “Culture in My Country” and create a survey on “Culture and Customs in Azerbaijan” using the model.

- Model:**
- It is important ... • It is acceptable...
 - It is normal ... • It is not acceptable ...
 - It is common ... • It is polite...

Culture in My Country

Aydan: Azerbaijan is a country that holds its national traditions sacred. We always respect our grandparents who are the head of the family. Guests are always most valued for our people. We always offer them the best room, our national food and warm welcoming. It is customary to do our best for them. When we have guests at the dinner table, they should start first to taste anything. Azerbaijani people have wise proverbs about hospitality: “A house without a guest is like a mill without water”, or “The provision (*food*) for a guest comes before the guest.” (Azerbaijan)

Rosy: In Peru, if you visit your friends, you never arrive on time. It’s perfectly okay if you’re not punctual and arrive an hour late, nobody cares - it’s expected! But if you really want people to be punctual, you have to say “*Hora Inglesa*” which means “English time”. (Peru)

Pavel: Men usually shake hands when they greet each other, not only for the first time they meet, or if they haven’t seen each other for a long time, like people do in England, but every day. When a man enters a room, it’s quite common to shake hands with all the other men in the room. (Russia)

Gabriella: The people in Spain lead a different lifestyle. For example, they don’t have a big breakfast in the mornings. But they have an old custom to have a rest and sleep after lunch which is called “*siesta*”. The *siesta* is a short nap taken after the midday meal. It is not only the traditional daytime sleep in Spain, but also common in some other countries. The main reasons for *siesta*- unbearable high temperature and a big midday meal that make it welcome at home. (Spain)

Lee Kuan: When you go to Singapore, people expect you to dress smartly. The wearing style is important. Your clothes can’t be dirty or old. And it’s important to be fashionable, especially for women, with nice make-up and jewellery. (Singapore)

101

Reading

5. GW. Complete the chart according to task 4 on page 101.

Questions	Answers
What things are the same in our culture?	
What things are different in our culture?	
In which country is it normal to go out late?	
In which country is the dress more important?	
What things are new for you?	

REMEMBER Mrs-is a title used before a surname or full name of a married female/woman.
Miss means “unmarried” woman.
Ms-means “woman” and **Ms** is not an abbreviation.
Note: **Ms** can be used for a woman, regardless of her marital status

6. PW. Choose adjectives from the box to make true sentences about your country, starting with “It’s”.

Model: It’s important to treat old people with respect.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. acceptable 2. not acceptable 3. important 4. not important 5. Okay 6. normal 7. not normal 8. respectful 9. rude 10. polite 11. not usual | <ol style="list-style-type: none"> a) couples hold hands in public places b) stand up when older people come in c) serve food in large bowls in the middle of the table d) men bow to women e) say rude things about the royalty f) strangers call you by your first name g) keep your shoes on in people’s houses h) treat old people with respect i) friends shake hands when they meet j) give a seat to older people on a bus k) use “Mr” and “Mrs” when you address people |
|--|--|

102

Lesson 3. What Ticks You Off?

Aim: To direct them to learn about the most acceptable behaviours in the society, and not acceptable manners-speaking loudly in the streets, cinemas and in all public places, spitting in the streets, embracing in public, fighting in streets, speaking loudly on cell phones and being late for any place through practising listening, speaking, reading and writing skills.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./3.1.1./3.1.4./4.1.1./4.1.4.

Student:

Listening/Speaking

- listens to the questions and answers them
- listens to the interview and understands the main idea
- listens to the complaints and shares his/her ideas on public conduct
- gives comments on the following statements
- makes generalization and expresses his/her ideas
- takes part in discussions on public behaviour

Reading

- reads and understands the content of the article/the composition
- chooses the best linkers in the composition
- shares his/her own ideas about punctuality
- expresses his/her ideas giving reasons on punctuality
- finds True/False statements
- makes survey asking questions his/her classmates

Writing

- makes a survey/a presentation on the question “*What ticks you off?*”
- adds the linkers to the correct group in the table
- matches the words with their definitions
- reads the paragraphs and finds the mistakes
- matches the words with their definitions
- makes a presentation on the questions
- corrects the punctuation and spelling mistakes and writes
- makes posters/solutions on “Let’s be well-behaved”

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.1./1.2.2./1.2.4./2.1.2./2.2.3./3.1.2./3.1.4./4.1.2. Lit. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./3.1.4. Azer. His -1.3.1./5.1.1./5.1.2./5.1.3. Gen.His. -1.1.4./2.1.1./5.1.1./5.1.2./5.1.3. Biol. -3.1.1. Geography -3.2.1./3.2.3.
Interaction	CW/GW/PW/IW
Strategy	Debate, Prediction, Cluster, Role Play, Jigsaw, Round Table Discussion, Summarising
Resources	SB, flashcards, video, CD, pictures, slides, handouts, etc.

Motivation (warm-up) Listening-Speaking

You are welcome to start the lesson with demonstrating some pictures or video roll slides on the topic or the pictures given in the SB will be sufficient enough for motivation. Draw the Ss' attention to the photos and encourage them to talk about them. answering the questions:

- *Do any of these behaviour tick you off?*
- *What is acceptable/ not acceptable for people in public?*



Model:

Here is something that gets on my nerves. I hate it when people use their cell phones in public places. They annoy other people, not only on trains and buses but also in theatres. They should have the courtesy to either turn their phones off or to leave them at home. It really makes me angry. I guess it's kind of my pet peeve.

Vugar

I often see some teens chewing gums in public places. It always bugs me. I think chewing gums in public is impolite and teachers have always tried to ban it. As for me chewing gums should be banned.

Research Questions:

- *What kinds of behaviour tick you off?*
- *How should people conduct in public places?*

Discussion

Listening/ Speaking	<p>Discussion 1. We have given here an interview dialogue. Get the Ss listen to the dialogue on complains about public conduct and give comment on the following statements. Encourage your students to express their ideas on social behaviour adding their own ideas independently and creatively. <i>Sample:</i></p> <ul style="list-style-type: none"> • <i>I don't like it when people are late for school.</i> • <i>I think people have to pay a fine for littering.</i> • <i>It really bugs me when people spit on the street.</i> • <i>Smoking is such an inconsiderate habit.</i> <p>• I think punctuality is very important for everybody. As the great English Playwright and poet William Shakespeare said: “Better three hours too soon than a minute too late”. “Better late than never!”</p>
Reading	<p>Discussion 2. • <i>We have given here 2 reading tasks. One is about punctuality, the other is 'What ticks you off?'</i> <i>Reading 1. Get Ss to read the first reading material/ task and share their opinions on punctuality.</i> Direct Ss to exercises/tasks on pages 111-112, have them read the article on 'Right on Time' and find out True /False sentences and encourage the Ss to share their own opinions on punctuality independently and express their attitude to it.</p> <p>Discussion 3. For this you can encourage Ss to debate on “Mobile Phones tick me off/ don't tick me off”. <i>Encourage your Ss to read the text about Mobile Phones and find out the best linkers looking through the grammar material.</i></p>

Grammar Checklist YES/NO



Grammar Checklist	YES	NO
<i>I can ...</i>		
build up sentences using new words and expressions		
make up sentences using the words of culture and manner		
add the linkers to the correct group in the table		
change polite requests from Direct into Indirect speech or vica versa		
make presentation on the questions		
make solutions and posters on “Let's be well-behaved!”		
read paragraphs and correct mistakes		

Discussion

Writing

Here you can choose any writing task to work on conclusion. Ss answer the questions on the topic and make a survey:

“What really ticks/bugs you off”?

They are aware of the fact what each of us should do to follow the rules, to create our own rules in public, at home, at work, at school. We should avoid littering, should care how to behave in public, be punctual, create good habits, good manners and be a good sample to others in life.

Summary

Choose any task for summary. But as for us we consider that task 2, page 112 is the best one that is suitable for summary: Doing any task in this lesson Ss come to conclusion that a person should be kind, helpful, careful and punctual. Try to make all people around us be kind, polite and punctual as well. If we are not punctual, it makes others annoyed and dissatisfied we have to respect others and ourselves and avoid public and government punishment. Let's be well-behaved.

Listening / Speaking

2. PW. Listen to the interview and share your ideas on public conduct.

What ticks you off?

Yusif Mammadov, 16

Baku, Azerbaijan

I don't like it when people are late for school. I think punctuality is very important for everybody. As the greatest English playwright and poet William Shakespeare said, *“Beiter three hours too soon than a minute too late”*.

Wendy Kwon, 16

Chicago, USA

What ticks me off? Well, I can't understand why people litter. Who do they think is going to clean up after them? Either they should throw their garbage in a trash can or hold on to it till they find one. I think it's great that people have to pay a fine for littering. Maybe they'll think before doing it again.

Yuan Yong Jing, 17

Beijing, China

It really bugs* me when people spit on the street. It is not only disgusting, but it's also unhygienic. It's important to think about other people's feelings and public health. I think everyone supports me on this.

Isabella Fraser, 18

Toronto, Canada

Do you know what gets on my nerves? Smoking. It's such an inconsiderate habit. Secondhand cigarette smoke is neither good for your health nor pleasant to be around. I'd like to see smoking banned in more public places. All non-smokers have rights, too.

3. PW. Give your advice to teens' ideas paying attention to the model below.

Teens' ideas	Your advice
Smoking is not good for our health.	
Spitting on the street is not only disgusting, but it's also unhygienic.	

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*bug – annoy or bother

Reading

1. PW. Read and choose the correct linker between two variants given in the composition about mobile phones. Then give the best title for the text.

Many people have mixed feelings about the use of mobile phones in public places like restaurants and cinemas. *Whereas/However* they were almost unknown twenty years ago, these days they are part of everyone's life, and the world would now feel strange without them. One of the strongest arguments in favour of banning mobile phones is the annoyance they cause other people. *Although/Despite* people are always asked to turn off their mobile phones when they go to the cinema, you can be sure that the film you are watching will be interrupted by the sound of at least five ringing tones! *Therefore/What* is more many people insist on continuing their conversation, *in spite of/even though* hundreds of people can hear them! *For this reason/Besides* many people would welcome a ban on mobile phones in places where they might *irritate* other people. *On the other hand/Although* there are a number of arguments against such a ban. It is really difficult to stop people bringing their mobile phones into public places, and *however/therefore* it would be *virtually* impossible to enforce any ban.



Some people would see this as an *infringement** of their rights, *even though /while* other people would say they need them in case of an emergency. *And despite /besides* being asked to turn their mobile phones off, some people insist on leaving them on, or simply beat to silence them. Perhaps the most important point is that, *although/in spite of* all the disadvantages, many people these days simply feel that they can't live without their mobiles.

It seems to me that a ban on mobile phones would be *pointless*. People will always find a way round any ban. *Nevertheless/Although*, people should be discouraged from using them in places like cafes, buses, trains, unless it is absolutely necessary. People should be made aware that it's a very bad manner to use them at certain times. *However/Furthermore*, there will always be someone who thinks their call is much more important than other people's peace and quiet!

*infringement – the action of breaking the terms of a law, agreement, etc.; violation

111

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Listening and Speaking <i>I can listen:</i></p> <ul style="list-style-type: none"> • to the questions and answer them • to the interview and understand the main idea • to the complaints and share my ideas • and give comments on the following statements • and make generalization and express my ideas • and take part in discussions on public behaviour 				
<p>2. Reading <i>I can read and :</i></p> <ul style="list-style-type: none"> • understand the content of the article/the composition • choose the best linkers in the composition • share my own ideas about punctuality • express my ideas giving reasons on punctuality • find True/False statements • make survey asking questions his/her classmates 				
<p>3. Writing <i>I can:</i></p> <ul style="list-style-type: none"> • make a survey on the question “<i>What ticks you off?</i>” • add the linkers to the correct group in the table • match the words with their definitions • read the paragraphs and find the mistakes • make a presentation on the questions • make posters on “Let’s be well-behaved” 				

Answer key:

Task 3, page 92

1. Gabi says if many people in a society value money, this will be reflected in the amount of attention that the society gives to it.
2. Mother told us to listen to that song.
3. The man asked the boy to tell him the time.
4. Ali says (that) the values of a society form the basis of its rules or norms.
5. Mehri said (that) men usually shake hands when they greet each other.
6. Mother told us to ask permission to leave the table after a meal.
7. Suleyman told us to come to the party in time.
8. Semra says (that) guests are the most valued in Azerbaijan.

Task 4, page 92

1. offensive rude **polite**
2. customary **taboo** traditional
3. impolite **valuable** rude
4. etiquette **punctuality** manner
5. **conservative** offensive impolite

Task 1, page 94

1. It's **taboo**/impolite to eat pork in some religions.
2. Many people believe that **cultural literacy**/punctuality is important and that being late is impolite.
3. In some cultures, it's **offensive**/customary to take pictures of people without permission, so few people do that.
4. Some people think that talking with a mouth full of food is an example of bad cultural literacy/**table manners**.
5. In some cultures, it's **customary**/offensive to name children after a living relative, and most people observe that tradition.
6. Each culture has rules of cultural literacy/**etiquette** that are important for visitors to that country to know.
7. In more conservative cultures, it's slightly **impolite**/taboo to call someone by his or her first name without being invited, but it isn't truly offensive.
8. The most successful global travellers today have developed their punctuality/**cultural literacy** so they are aware of differences in etiquette from culture to culture.

Task 2, page 94

1. punctuality - **b**
2. etiquette - **c**
3. taboo - **a**

Answer key:

▪ Task 2, page 98

I: Interviewer

N: Nikam

I: So what kind of things would a visitor to Thailand need to know about?
Are there any social customs that are very different from a European country?

N: Well, there are a lot of things that are different. For example, the names, the way you address people is different.

I: How is that?

N: Well, you always call people by the first name. The polite way to address people is by their first name.

I: What, even in a formal situation?

N: Yes, you say “Khun” – it’s like “Mr”, or “Ms” or “Mrs”.

I: Oh, you mean it’s the same for men and women?

N: Well, you put your hands together, like when you pray, and bow your head forward slightly, and the other man does the same. And you don’t need to do it. You just do it for people older than you.

▪ Task 1 page 105

1. My grandmother told me not to wear dirty clothes.
2. Our teacher told us to stand up when older people came in.
3. My grandfather asked/advised us to value by how we lived our lives.
4. The sociologist told/advised the teens what to do, think, use and make to socialize.
5. Mother told her son not to talk too much at meal times.
6. The teacher told her students to share their ideas with their friends about their culture and customs.

▪ Task 4, page 107

1. Nice to meet you _____ **c**
2. What is the custom here ___ **d**
3. How would you like to be called ___ **b**
4. Are most people on a first-name basis? ___ **a**
5. Nice to meet you, Mr. Hanson _____ **e**

Answer key:

Note

Though we've taken more standards on four content lines it doesn't mean that you have to take/ use all of them in one lesson. As you see each lesson should be taught within 3 or 4 hours, so feel free to use some of them in one lesson, others in the next lesson. Let's say for the first lesson/for the 1st hour you can take standards of the Listening and Speaking content line, for the next lesson just take.

Standards on Reading and use any Reading Activity as Jigsaw, Reading by Stops, Filling in the gaps, etc. And for the third hour take some very interesting activities on the 4th content line Writing and have your Ss work on writing only.

▪ Task 2 page 106

In many European countries, it is the custom to give multiple kisses when you greet someone. But it pays to be careful, because the customs vary. In Spain, Austria and Scandinavian countries, two kisses are in the custom. In the Netherlands it is three. In France, it depends where you are- In Paris, four kisses is the norm, in Brittany it is three, and in other parts it is two. In Belgium, it can be very tricky, it is one kiss for someone your own age, and three for someone at least ten years older.

A kiss on both cheeks is a traditional greeting between Arabic men, and in Middle Eastern countries heads of state are often seen kissing and embracing each other on TV news bulletins.

In the middle Ages, knights kissed before doing battle, just as boxers touch gloves today before they begin the fight.

The practice of putting an X at the bottom of a personal letter came from the Middle Ages. People who could not read or write would draw an X instead of writing their names on contracts. They would then kiss the contract to show they were sincere. Eventually the **X** came to be a sign for a kiss.

▪ Task 1, page 113

- | | | | |
|-------------------------|----------------------------|-----------------------------|---------------------------------|
| 1. peeve- d | 2. courtesy- e | 3. fine- c | 4. self-socialization- b |
| 5. honeymoon - f | 6. infringement - g | 7. public conduct- a | |

Answer key:

▪ Task 2, page 113

Being polite, neat and family -oriented are characteristics of the well-socialized American. Socialization (the process of learning what to expect and how to behave in the society (the individual lives in) is the process of learning how to behave in the society we live. For societies to exist, there must be some organized way of teaching the members what is expected of them and how they are to behave. Through socialization, the infant develops into a person like one of those described above. Every society tries to socialize its members. The task is performed by several groups and institutions (called socializing agents). The family, the school and the peer group (that is people of the same age) are the most socializing agents. Of these, the family is the most especially during the first few years of life. A review of various studies of families has concluded that warm, supportive, moderately strict family environments usually produce happy and well-behaved children and that cold, rigid and overly strict families tend to cause youngsters to become rebellious, resentful and insecure.

page 115

Multiple Choice

1. a 2. b 3. c 4. b 5. c 6. a

Task 4, page 116

1. Mobile phones shouldn't be used on buses or trains.
2. Rice is thrown at the bride and the groom at western weddings.
3. Children are congratulated on becoming a year older by presenting them red envelopes on the first morning of Tet by parents.
4. We have been taught social customs in Thailand by the teachers today.
5. Mobile phones shouldn't be used while driving cars.
6. Mobile phones has been banned by one American train company, Amtrak, in one carriage of some trains, which is called a "Quiet Car".

▪ Task 5, page 117

I **definitely** agree that drivers shouldn't use any kind of mobile phone when they are driving. I **mean** you can't **really** concentrate on the road **if** you are having a telephone conversation on the road at the same time. A hands-free mobile might be OK, - I **am not sure**. I **know** that some people try to read text-messages or even write them while they're driving. I think that's crazy. I mean it's **really** dangerous because they stop looking at the road and look at their mobiles. Tim

I **think** you should move away from other people when you're talking on a mobile. It's a good manner. And you shouldn't play noisy games or talk really loudly if you're on a bus or a train or somewhere where there are lots of people nearby. It doesn't really bother me, **but** some people find it very annoying. **As far as** I know, you mustn't use a mobile at all in a car, **whether** you're moving or not, even for text messages- it's against the law.

Sample for Formative Test

- 1. Read the text and give the best title to it.**
- 2. Write the main idea of the text.**
- 3. Comment on the main idea of the text in written form.**

Once a rich English woman called Mrs Johnson decided to have a birthday party. She invited a lot of guests and a singer. The singer was poor, but he had a very good voice.

The singer got to Mrs Johnson's house at exactly six o'clock as he had been asked to do, but when he went in, he saw through a door that the dining-room was already full of guests, who were sitting round a big table in the middle of the room. The guests were eating, joking, laughing, and talking loudly. Mrs. Johnson came out to him, and said, 'We're glad, sir, that you have come. You will be singing after dinner, I'll call you as soon as we're ready to listen to you. Now will you go into the kitchen and have dinner, too, please?'

The singer was very angry, but said nothing. At first he wanted to leave Mrs. Johnson's house at once, but then he changed his mind and decided to stay and teach her and her rich guests a good lesson. When the singer went into the kitchen, the servants were having dinner, too. He joined them. After dinner, the singer thanked everybody and said, "Well, now I'm going to sing to you, my good friends.' And he sang them some beautiful songs.

Soon Mrs. Johnson called the singer and said,

"Well, sir, we're ready".

"Ready? Asked the singer, "What are you ready for?"

"To listen to you", said Mrs Johnson in an angry voice.

"Listen to me? But I have already sung, and I'm afraid I shan't be able to sing any more tonight."

"Where did you sing?"

"In the kitchen. I always sing for those I have dinner with."

Answer the questions.

- 1. Who did Mrs Johnson invite to the birthday party?**
- 2. What did Mrs Johnson ask the singer to do?**
- 3. Why did the singer decide to stay at the birthday party? Give reasons.**
- 4. How did you like the singer's answer? Was the singer right?
Why do you think so?**

Sub Summative

Choose the correct variant.

1. The teacher ... the students ... photos of people without permission.

- a) said, to take b) told, to take c) told, not to take
d) tell, to take e) told, took

2. Can you tell me ... and

- a) what is weblish , why did it appear.
b) what is weblish, why it appearing
c) what weblish is, why it appears
d) what weblish was, why it appears
e) what is weblish, why it appeared

3. Talking with a mouth ... of food is an example of bad

- a) full, cultural literacy b) empty, table manners c) full, table manners
d) empty, literacy e) full, punctuality

4. Match the words with their definitions.

1. punctuality a) the rules for polite behavior in society
2. etiquette b) not allowed because of very strong cultural rules
3. taboo c) the habit of being on time

5. People have mixed feelings ...the use ... mobile phones ... public places.

- a) with, at, of b) about, with, at c) of, of, on
d) on, at, of e) about, of, in

6. We need ... our body

- a) had, check b) have, checked c) having, checked
d) have, check e) to have, check

Open-ended questions

7. Rearrange the sentence and correct the mistakes.

Seems that on a ban phone it be mobil to me pointless would.

8. Change the sentences into the Passive Voice.

- 1) The doctor has always told her not to worry.
2) The hostess is leading the female guests into the dining-room.

9. Change into the Indirect Speech.

Father said to his son, "Stand up when older people come in."

10. Write a paragraph on: "What really ticks me off?"

UNIT 4. MONEY AND BENEFITS

Lesson 1. Money Matters

Aim: To direct Ss to learn and to speak about the facts about Financial IQ-Intelligence Quotient, to teach them to care how to earn and how to spend money consciously through practising listening, speaking, reading and writing.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./3.1.1./3.1.4./4.1.1./4.1.2./4.1.3./4.1.4.

Student:

Listening/Speaking

- expresses his/her ideas on money looking through the photos
- listens to the information about money and gives his/her attitude to it
- listens to the proverbs and sayings and understands their meaning
- listens to the proverbs and sayings and shares his/her own ideas on money
- listens to the story and answers the questions on money
- gives comments sharing his/her ideas on money

Reading

- reads the article and understands its main idea
- takes part in questioning sharing his/her ideas on money
- finds out the meaning of the words and expressions
- expresses his/her attitude answering questions
- changes sentences into Indirect/Direct Speech

Writing

- finds adjectives and the opposites/close meanings of the words
- fills in the gaps with the suitable words from the box
- writes the numbers paying attention to punctuation
- makes a poster/a booklet on “How to spend money”
- finds and matches the words with their definitions

Content Line	Listening/Speaking/Reading/Writing
Integration	<p>N.L.-1.1.1./1.1.2./1.2.2./1.2.4./2.2.1./3.1.1./3.1.2./4.1.1./4.1.2./4.1.3.</p> <p>Lit.-1.1.2./1.1.3./1.2.3./2.1.2./3.1.1./3.1.3.</p> <p>Azer.His.- 5.1.2.</p> <p>Gen.His.-1.1.3./1.1.4./2.1.1./5.1.1./5.1.3.</p> <p>Physics-2.1.1./2.1.3. Biology-3.1.1./3.2.2.</p> <p>Geography-3.2.4./3.2.5. Chemistry- 2.1.1./4.2.1.</p> <p>Maths-4.1.2./5.2.1.</p>
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Mind Map, Questioning, TPS, Picture Gallery, Matching, Completion and others.
Resources	SB, pictures, cards, CD, flashcards, realia, flipcharts, etc.

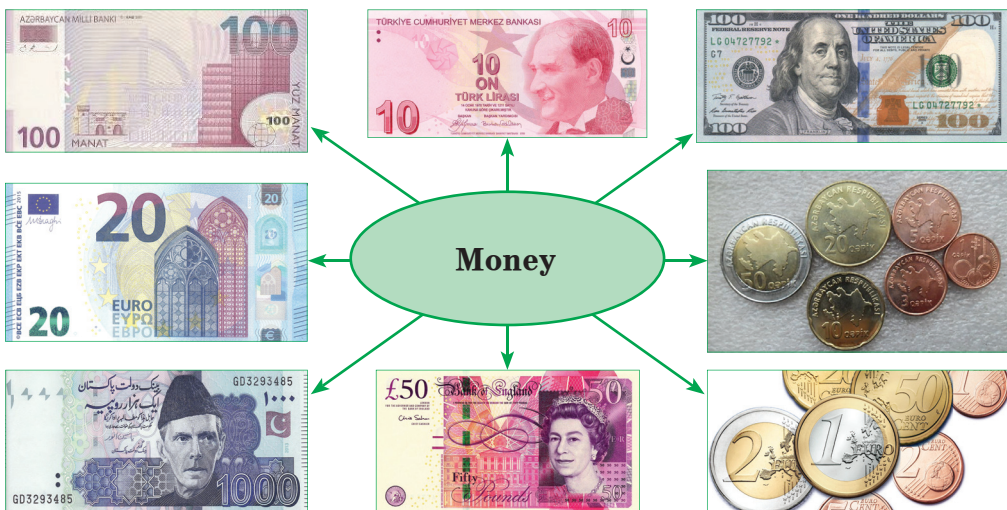
Motivation (warm-up) Listening-Speaking

You are welcome to bring real money/ realia to class or elicit from class:

What is the currency in Azerbaijan and in other countries?

Or draw a mind map and ask the class what word should be in the centre of the mind map. Answers should be:

– dollar, manat, marks, rubl, euro



Research Questions:

- Is it possible to live without money? How?
- Why is/isn't money the most important thing in life? Why?

Discussion

Listening/ Speaking

Discussion 1.

Draw the Ss' attention to task 2, on page 119. Ask your students to listen to the proverbs and sayings on money in English and share their own ideas giving comments. Begin like this:

There are many proverbs and sayings in English that involve money. Here are some of the most popular.

Money can't buy happiness

While money can buy most things, it cannot purchase the constant feeling of joy.

• *I heard that millionaire lost everything in his divorce; it's proof that money can't buy happiness.*

Money isn't everything

Means that money is not the only thing of value, and it's not the only thing that should be focused on. There are far more important things in the world, such as love and family.

This is usually said to encourage someone to either not be disappointed because they feel they are lacking money. Or it may be said to someone who is focusing too much on money, and they need to be reminded that there are more important things.

• *Money makes a man.*

• *Money makes money.*

• *Money doesn't grow on trees.*

There are many proverbs and sayings in English that involve money. Here are some of the most popular.

1. A fool and his money are soon parted

Means that people who spend their money on foolish things will lose their money and become poor. This is something that often happens to people who suddenly get a lot of money, especially if that money comes in one lump sum or over the period of a few years.

This happens a lot with lottery winners and athletes. They get a lot of money at one time, spend it on silly, useless things and before they know it, the money is gone.

• *He won \$50 million dollars and somehow lost it all in just a few short years. He spent it on silly things and loaned money to friends and family.*

Discussion

Listening/ Speaking

Discussion 2. There is some information about money in the Do You Know box. Tell your students to listen to the information and share their ideas/opinions on paper money. There is “Remember” box on **Common verbs with the word “Money”**. Ask the Ss to give their attitudes to the statements with money using the words given in this box:

All I want is enough money to enjoy life.

Money is very important to me. I'd like to earn as much as possible.

I would be happy to have less money and fewer possessions.

Sample: Money is very important to everybody. Everybody needs money. I'd like to earn as much as possible. But I'd like to buy things I need. I don't like to spend money on everything. I'd like to save for my future, for my future education.

Reading



You can use the strategy “Reading by stops” for this reading. . Draw Ss' attention to the article on page 121, task 1 that is about a woman who decides to leave her work and live without money. Ask the Ss to answer the questions after reading and discuss:

1. *What was Heidemarie's job?*
2. *What possessions does she have now?*
3. *How did the experiment start?*
4. *Where has she lived since the experiment started?*
5. *What does she do when she needs something?*
6. *What is she trying to show with her experiment?*
7. *What did she do with the money she earned from her book?*
8. *How do you think she survives?*

Encourage the Ss to work in pairs and answer the following questions. Get them to express their own ideas actively on:

1. Do you agree with Heidemarie Schwermer that...?
 - all jobs are equally important
 - most people don't like their jobs
 - people judge you according to how much you earn
2. What do you think of Heidemarie Schwermer?
Would you like to have her as a friend?

Discussion	
Writing	We have various tasks in Writing section.. You are free to choose any out the given tasks for writing as :”Find adjectives and write the opposites and close meanings.; Match the words with their definitions; Fill in the gaps with the suitable words in the box; Make/Create a poster/a booklet or solutions on the topic, etc.
Summary	<p>Doing all tasks above Ss come to conclusion that money makes money, it is a currency, we can do shopping with it, money is a part of our life. We can buy most things with it, but not everything. It is a medium exchange, a unit of account, a store of value, a standard of payment. As in quotes/sayings:</p> <ul style="list-style-type: none"> • Money isn’t everything • Money can’t buy happiness • Happiness can’t be bought with money.”, etc. <p>They also conclude that money is not the main thing in our lives. We shouldn’t judge people how much they earn, we should bear in mind how to spend and what to spend the money on. We should be careful not to waste/to spray money in vain. As Mrs Heidemarie says,”All jobs are equally important. You may not earn a lot of money, but you may be worth a lot as a person.”And students understand that people can live without money as Mrs Heidemarie could.</p>

Grammar Checklist	YES/NO		
<i>I can ...</i>			
build up sentences using new words and expressions on money			
fill in the gaps with the suitable words given in the box			
find adjectives and the opposites/close meanings of the words			
match phrasal verbs with their definitions			
write the numbers paying attention to punctuation			
write the numbers paying attention to punctuation			
make a poster/a booklet/solutions on “How to spend and what you spend on money.”			
change the sentences from Direct into Indirect			

Lesson 2. Financial Planning

Aim: To direct Ss how to plan financial budget, benefits of keeping budget and the importance of keeping budget. And to teach them to care how to earn and how to spend money consciously through practising the four language skills.

Objectives

Standards

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./4.1.3./4.1.4

Student:

Listening/Speaking

- speaks about his/her future plans looking through the model
- listens to the questions and answers them
- listens to the dialogue and acts it out
- listens to the financial tips and matches the titles to the paragraphs
- thinks about these financial tips and gives explanation
- listens to the interview responses and expresses his/her ideas
- shares ideas on financial planning with his/her partner
- completes the paragraph paying attention to Grammar Booster
- uses **expect, hope, intend** or **plan** and infinitive form of the verbs in the sentences

Reading

- reads different passages correctly and understands their content
- explains the meaning of new words and expressions
- reads the financial tips and takes part in questioning
- matches the titles to the paragraphs explaining his/her reasons
- discusses questions supporting his/her answers with the given information
- completes the paragraph about Ms Kemper's future plans using the infinitive form of the verb
- chooses the statements comparing his/her answers with the partner's
- completes the expressions and build up sentences using them
- discusses the steps how to create a financial budget

Writing

- writes the answers to the questions
- finds out correct/wrong statements
- completes the paragraph about Mr. Randal's future plans
- uses the correct form of the verbs "**expect, hope, intend** or **plan**"
- uses the cues to write sentences with the Future Perfect
- matches the phrases with their definitions
- makes solutions/posters "How to keep financial budget?"
- writes a short paragraph on future plans using Future Perfect tense
- finds the meaning of unknown words/idioms and uses them in sentences
- responds to the email writing suggestions

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.- 1.1.1./1.1.2./1.2.2./1.2.4./2.2.1./3.1.1./3.1.2./4.1.1./4.1.2./4.1.3. Lit.- 1.1.2./1.1.3./1.2.3./2.1.2./3.1.1./3.1.3. Azer.His.- 5.1.2. Gen.His.- 1.1.3./1.1.4./2.1.1./5.1.1./5.1.3. Physics- 2.1.1./2.1.3. Biology- 3.1.1./3.2.2. Geography- 3.2.4./3.2.5. Chemistry- 2.1.1./4.2.1. Maths- 4.1.2./5.2.1.
Interaction	CW/GW/PW/IW
Strategy	Discussion, Debate, Clustering, BBK, Picture Gallery, Gap Filling, Completion, Interview
Resources	SB, CD, slides, pictures, realia, handouts, worksheets, flashcards

Motivation (warm-up) Listening-Speaking

You can begin the lesson with different strategies. You can draw a Mind Map and ask the class what words they can say around the word "Budget". Encourage them to speak about family budgets asking such questions:

Does your father make money?

Do you think your father/mother is good with money?

Do you have a family budget?, etc.

Listening/Speaking

2. **GW. a)** Listen to these financial tips and say if you have a high financial IQ.
b) Match the titles to the paragraphs.

- A) Live within your means
B) Don't go into debt
C) Save Money

IQ - Intelligence Quotient - a comparative measure of a person's intelligence

1. _____
Start saving while you are young. When you have money in your pocket, the impulse to spend it can be very strong. When you get your paycheck, don't run to the mall. If you put away a small amount of money into a **saving account** each week and earn interest, your money will grow.



Judy

2. _____
The secret to financial success is spending less than you earn. If you make a lot of money, but spend it all, you are not really rich or financially secure. If you lose your job, or get seriously ill, you will have nothing to **fall back on**. People who make less money than you, but don't spend it all, are actually much wealthier because they are able to handle any emergency that arises. Fortunately, today's technology makes managing your money easier than ever. Financial-planning software can help you keep a budget by adding up your income and expenses and keeping track of your spending.

David

3. _____
It is a lot easier and sometimes safer to pay with a credit card than to carry around a lot of cash in your pocket or purse. However, it is easy to get into trouble with credit cards if you use them as a substitute for money you don't have. If you charge so much that you can't keep up with your monthly bills, interest charges will quickly add up. Going into debt because of credit card bills is the surest sign of a low financial IQ.

Julia

3. **GW. Discuss the questions and support your answers with the information given above.**

- Do you think Judy makes a lot of money?
- Do you think David is good at saving money?
- What did Judy do to change her financial situation?
- How would you describe Judy's financial IQ?
- Are you more like Judy, Julia or David?

*paycheck - a check for salary or wages made out to an employee
*impulse - a sudden strange unreflective desire to act

Reading

Grammar Booster

Future Plans and Perfect Infinitive

We can express general future plans with the verbs: expect, hope, intend or plan and an infinitive.

- We hope to start putting some money away.
- I don't plan to be financially dependent for the rest of my life.

Use the **Perfect form of an Infinitive** to express that an action will or might take place before a specified time period in the future.

- By this time next year, I plan to have saved up enough cash to buy a new car.
- Her goal is to have paid off all her debt in five years.

Future Perfect/Finished Future Actions

Use the **Future Perfect** to indicate an action that will be completed by a specified time period in the future.

- By next year, I will have completed my studies, but I won't have got married.

Use the **Present Perfect** in an adverbial clause to distinguish between a completed future action and one that will follow it.

- Once I've completed my studies, I'll get married.
- I'm going shopping when I've finished my report.

Be careful: Don't use the Future Perfect in the adverbial clause of time.

- Wrong:** I'm going shopping when I will have finished my report.
- Correct:** I'm going shopping when I have finished my report.

1. **PW. Complete the paragraph about Ms Kemper's future plans. Use expect, hope, intend or plan and infinitive form of the verb.**

Jessica Kemper _____ (1. to complete) business school this semester, and then she _____ (2. to find) a job in the financial industry. However, Ms Kemper has a lot of debts to repay. She's borrowed some money from her parents and some from the bank, but she _____ (3. to pay) everyone back as soon as she can. She _____ (4. to get) a part-time job to make ends meet while she's paying off her debt.

Research Questions:

- How can we increase financial IQ?
- How can a budget help you reach your savings goals?
- How can we create our financial budget?

Discussion

Listening/ Speaking

Discussion 1.

Get Ss to listen to the dialogue given on page 125 and act it out sharing their ideas with the partner's. Ask them to use new words and expressions, terms paying attention to **Glossary** box.

Discussion 2. Tell them to listen to the financial tips and say if they have a high financial IQ. *IQ-Intelligence Quotient- a comparative measure of a person's intelligence*

Encourage them to match the titles to the paragraphs.

The Ss think and discuss the questions and support their answers with the information from the given dialogue/conversation.

- *Do you think Judy makes a lot of money?*
- *Do you think David is good with money?*
- *What was Judy's financial situation like in the past?*
- *What did Judy do to change her financial situation?*
- *How would you describe Judy's financial IQ?*
- *Are you more like Judy, Julia or David?*

Draw your Ss' attention to **Grammar Booster** and encourage them to practice Future Perfect Active and Future Perfect Passive Voice.

Reading

Discussion 1.

Direct Ss to read the "Five Benefits of Keeping a Budget" and find the meaning of the new expressions. You can use internet source" www.financialplan.about.com. Encourage the Ss to express their own ideas discussing the steps to create a budget



- *Define your income.*
- *List and reconsider your expenses*
- *Find the difference – Are you spending more than you're earning each month?*
- *Create your realistic budget*
 - a) remove or lower your unnecessary*
 - b) find a part time job to increase your income*
- *Spend at least one hour per month on financial planning*

At the same time Ss express their attitude to the following quotes, share their ideas and write about them.

- Money doesn't always bring happiness.
- Money isn't the most important thing in life, but it's reasonably close to oxygen on the "gotta have it" scale.
- Money can't buy you happiness.
- Those who believe money can do anything will often

Ask them to make up sentences using the new words and expressions paying attention to Grammar Booster.

Discussion	
Writing	<p>Ss practice Future Perfect: intend, plan, hope, expect and complete the paragraphs, build up sentences on Future Plans, match phrases to their definitions, prepare/make solutions on how to keep financial budget. We have to keep our budget because we have no challenge/problem in case we have saved some money. If we share extra money we'll feel confident, budget gives us peace of mind and helps us reach our goals.</p>
Summary	<p>On page 125 there is a dialogue on how to spend money. You can direct Ss to listen and act out the dialogue. Then ask them to share their points of view on financial planning and how to create financial budget. They come to conclusion that people should have a financial budget. Having a budget in the family is very important. A budget allows you to spend money on things you really need or want. A budget requires you to keep track of your expenses. You see where your money actually goes and plan where <i>to cut back on spending</i>. A budget can help you reach your saving goals.</p>

Grammar Checklist	YES/NO		
<i>I can ...</i>			
build up sentences using new words and expressions/terms on money			
complete the paragraph about Ms Kemper's future plans			
use the correct form of the verbs expect, hope, intend or plan			
use the cues to write sentences with the Future Perfect			
talk about financial planning and how to keep financial budget			
find the meaning of unknown money idioms			
match the phrases with their definitions and use them in sentences			
write a short paragraph using the Future Perfect with the verbs: expect, hope, intend or plan			
make solutions/posters on " How to keep financial budget? "			

Lesson 3. National Insurance

Aim: To ask Ss to speak about receiving benefits actively and creatively. To teach them to speak and write about social benefits in Azerbaijan and in different countries, the history of Insurance system and a Welfare State and their importance; to use Past and Future Perfect Continuous correctly through practising language skills.

Objectives

Standards

1.1.1./2.1.1./2.1.2./2.1.3../3.1.2./3.1.4./4.1.1./4.1.3./4.1.4.

Student:

Listening/Speaking

- watches video about insurance and shares ideas on it
- talks about the photos giving his/her opinions
- listens to the information on “the History of Insurance System” and answers
- takes part in questioning on “Receiving Benefits”
- brainstorms the ideas sharing them with the partner on the history of Insurance
- corrects mistakes logically and gives his/her comments
- gives his/her opinions on receiving benefits
- plays a role on social benefits

Reading

- understands the content of the texts
- reads, thinks and answers the questions on the insurance
- defines the main idea in the text
- defines the style of reading
- gives his/her attitude to the teens’ ideas on
- corrects the mistakes giving his/her comments
- gives attitude to different people’s opinions

Writing

- answers the questions and expresses his/her ideas in written form
- completes the sentences with his/her own ideas about the future using suitable words and correct tense form
- completes the statements with his/her own ideas
- writes/creates a paragraph about social help in Azerbaijan and compares his/her work with the partner’s
- fills in gaps using the words and expressions in the box

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.1.2./2.2.1./3.1.1./3.1.2./4.1.1./4.1.2./4.1.3. Lit. -1.1.2./1.1.3./1.2.1./1.2.3./2.1.2./3.1.1./3.1.3. Azer.His. - 5.1.2. Gen.His. -1.1.3./1.1.4./2.1.1./5.1.1./5.1.3. Physics -2.1.1./2.1.3. Biology -3.1.1./3.2.2. Geography -3.2.4./3.2.5. Chemistry - 2.1.1./4.2.1.
Interaction	CW/GW/PW/IW
Strategy	Debate, Cluster, Word Association, Discussion, Picture Walks, Grouping, Prediction, Matching
Resources	SB, CD, slides, pictures, handouts, cards, flashcards

Motivation (*warm-up*) Listening-Speaking

You can begin the lesson with the *Picture Walks* or *Cluster, Mind Map* can also be good for motivation. And the pictures that are given here may suit your expectations for motivating your students. You know better what to choose. But we advise you to write in a circle and elicit Ss' opinions on:

What can you say about the elderly/the old/the retired?

Or you can begin the lesson with the given model looking at the photos below.



Model:

There are several payments which are paid to different categories of people in almost all countries. These are mainly the displaced like Azerbaijani refugees from Garabagh, the disabled, the elderly and some other categories of people assisted by the government and charity organizations. The Azerbaijan Government will provide the refugees till the end of the war conflict with all kinds of **provision**. (help).

Research Questions:

- *What is the role of social Insurance in our life?*
- *What categories of citizens can claim for social insurance?*
- *Who are the beneficiaries of social insurance in Azerbaijan?*

Discussion

Listening/ Speaking

Discussion 1. Ask Ss to watch video about Insurance and express their ideas on The History of Insurance system in Azerbaijan and in different countries. Then draw the Ss' attention to task 2 and ask them to act out the dialogue answering the questions on social problems/social payments. **Model:**

A: What categories of citizens are entitled (have rights) to social payments?

A: What categories of citizens can claim social benefits in Azerbaijan/ Great Britain/ the USA and in other countries?

A: What types of benefits are available to different categories of people in Azerbaijan, Britain, the USA and in other countries?

A: Who makes contributory benefits in Azerbaijan, Britain, the USA and other countries?

Discussion 2. listening to the facts or information about Insurance System and Welfare States encourage them to listen to the information and answer the following questions. **Elicit:**

- What's insurance?
- When and where did Insurance appear?
- Why is Insurance important?
- What can you say about the Insurance system in Azerbaijan?

Encourage your Ss to talk about the importance of Insurance system in Azerbaijan too. They share their ideas creatively and actively: "The importance of insurance system in the world is very high. Because it protects people from loss and danger. Developed countries have big insurance markets. Insurance is new field in Azerbaijan. But despite this fact, it plays an important role in the country economy. There are more than 20 insurance companies in Azerbaijan."

Discussion

Reading

There are a number of reading materials in this lesson. You are welcome to direct Ss to read the newspaper articles which contain different people's opinions on the problems of a welfare state. The Ss find the reading style in the passages and share their ideas with the classmates on the different people's thoughts. As Ss to read the informative text, and answer the questions:

1. What are some of these opinions?
2. What do Mr Rufat, Mr Green and Mrs Hope say about the advantages and disadvantages of the welfare?

Model:

Mr Rufat says, that only those people who really need benefits should get them. Take a child benefit, for example. It is available to everybody in a welfare state, though many middle-class people do not actually need financial help.

Then get the Ss answer the questions given in task 3:

- What is one of the most important disadvantages of the welfare state according to Mr Abbasov?
- What does Mr Abbasov suggest?
- Do all the people who are entitled to benefits receive them?
- Why is Mr Green against the welfare state?
- What are the main disadvantages of this system?
- Where should people get help from according to Mr Green?
- What benefits is Mrs. Hope for exactly?
- What would happen in case people didn't get their benefits?, etc.
- Draw the Ss' attention to task 4 and get them to complete the sentences with their own ideas.

Model:

1. Some people don't support the idea of welfare state, but most people think that in a welfare state you don't have to be poor.

2. In the welfare state most benefits are available to everybody who is **entitled** to them and it's very good.

Discussion	
Writing	After discussing the text and tasks about a welfare state and Insurance system Ss do different tasks in Writing section. They write a paragraph about social help in Azerbaijan; complete the sentences according to the text paying attention to Grammar Booster; complete the sentences with their own ideas; fill in the gaps using the words and expressions in the box, etc.
Summary	For conclusion you can use reflection asking your Ss what they have learnt today. As you elicit, you'll be aware of what they could acquire from today's topic. In this way all Ss will go back to the beginning of the lesson and have a brief look at all the procedure of the whole lesson. Brushing up the major facts/ideas Ss say, <i>"The importance of insurance system in the world is very high. Because it protects people from loss and danger. Developed countries have big insurance markets. Insurance is new field in Azerbaijan and it plays an important role in the country economy. There are more than 20 insurance companies in Azerbaijan which help to protect people danger, loss, poverty and natural disasters."</i>

Things I learned	a lot more	some more	only a little
the expressions dealing with the welfare about a welfare state and Insurance in different countries and in Azerbaijan			
about welfare state, insurance and its role in our life and the history of Insurance			
to change the sentences into Indirect Speech paying attention to the conjunctive words			
to ask and answer questions actively and creatively			
to correct mistakes logically and give comments			
to build up sentences using the Past and Future Perfect Continuous tense forms			
to express my ideas on Insurance System and a Welfare State			
the close meanings of the new words dealing with the Insurance/a Welfare state			

Lesson 4. If You Had a Lot of Money ... ?

Aim: To direct Ss' attention to the topic on charity and investment to speak and write on this topic through practising language skills; to use Reported Speech correctly.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./3.1.1./3.1.2./3.1.3./3.1.4./4.1.2./4.1.3./4.1.4.

Student:

Listening/Speaking

- talks about charity people and their charitable activities
- evaluates the content of the text
- listens to the family members' ideas and understands the main idea
- takes part in discussion sharing his/her ideas on family decision
- expresses his/her own ideas on the topic
- gives comments on family members' thoughts
- pays attention to post positions in his/her speech

Reading

- reads the text correctly and understands the content of the text
- reads, thinks and answers the questions
- gives comments on the questions about charity activities
- defines the style of reading in the text
- matches the words and expressions with their halves
- comments on the facts in the text and finds out what they stand for
- changes sentences into Indirect/Direct Speech
- finds the explanation of the words and matches them

Writing

- builds up sentences using the words in the box
- puts the words or phrases in their correct places in the passage
- explains the difference between the words according to the passage
- fills in the gaps with the suitable prepositions
- makes a project on insurance and a welfare state using Useful Language
- reads the article matching subtitles to the paragraphs and prepares an article about teens' charity activities

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.2.1./3.1.1./3.1.2./4.1.1./4.1.2./4.1.3. Lit. -1.1.2./1.1.3./1.2.1./1.2.3./2.1.2./3.1.1./3.1.3. Azer.His. - 5.1.2. Gen.His. -1.1.3./1.1.4./2.1.1./5.1.1./5.1.3. Physics -2.1.1./2.1.3. Biology -3.1.1./3.2.2. Geography -3.2.4./3.2.5. Chemistry - 2.1.1./4.2.1.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Word Association, Discussion, Debate, Picture Walks, Grouping, Prediction, Matching
Resources	SB, CD, slides, pictures, handouts, cards, flashcards

Motivation (warm-up) Listening-Speaking

You can begin the lesson with the *Picture Walks* or *Cluster, Mind Map* can be good for motivation. And the pictures that are given here may suit your expectations for motivating your students. Or you can ask them to talk about these people and their charity activities listening to the model:



Model: Agha Musa Naghiyev was a Baku millionaire and philanthropist. He built the magnificent “*Ismailiyye*” building for the “*Charity Society*” of the city and a hospital in the suburbs of Baku which are considered to be prominent and strong buildings of Baku and are still in use of people. He also allocated a great amount of money for the construction of Baku water pipe and many other popular buildings in Baku. Besides, he managed to have extra 25 Muslim pupils accepted to the first Realni school every year.

Research Questions:

- What reasons do people give for donating to charity?
- What kinds of people or organizations get contributions? Why?

Discussion

Listening/ Speaking

Direct your Ss to listen the dialogue in the Listening/Speaking section in this lesson. Encourage them to discuss and share their opinions on social payment rights of the elderly people. Then have them choose one of family members' role and discuss on:

How to spend money? *Model:*

Your family has won 10,000 AZN in a competition, so you are having a family conference to discuss how to spend money. The aim is to persuade the family that your ideas for spending the money are the best.

Mum:

I think it is important to spend the money on something sensible and practical which will bring lasting benefits. I want to spend it on new furniture, curtains, carpets and a new washing-machine.

Daughter:

I want to donate that money to the disabled people from Khojaly who live in the students' hostel and have very bad living conditions. I think it will be a great help to them and those poor people would be very thankful to you.

Discussion

Reading

Get Ss to read the text and find out the Reading Style. Discuss reasons for charitable activities giving reasons:

- *What reasons does Paul Newman give for donating to charity?*
- *What are some reasons why people donate money?*
- *What kinds of people or organizations get contributions? Why?*

Encourage your students to speak about charitable people who help/helped the people who need/needed. get them to share their ideas independently and creatively. Actor Paul Newman began acting in 1954 and appeared in more than fifty films in his lifetime. He won an Oscar for the best actor in 1986 for the Colour of Money. In 1993, Newman received a special Oscar for humanitarian service. These two awards reflect his dual success as an actor and a philanthropist.

Discussion

Writing

We have given different tasks in Writing section. Ask your Students to do tasks on pages 146-148: Filling in gaps with the words and expressions in the box, matching the two sides answering the questions, completing the sentences according to the text, completing the sentences with your own ideas, writing a paragraph about social help in Azerbaijan, etc.

Summary

For conclusion you can use reflection asking your Ss what they have learnt today. As you elicit, you'll be aware of what they could acquire from today's topic. They do different tasks in this lesson and summarize: Generosity is simply a human trait, a common-sense way of living. As Paul Newman said, *"I respect generosity in people. I don't look at it as philanthropy. I see it as an investment in the community. I am not a professional philanthropist. I'm not running for sainthood. I just happen to think that in life we need to be a little like the farmer who puts back into the soil what he takes out."*

And we also should help people who are needy.

Reading

1. **GW.** Read the text and discuss reasons for charity giving your own opinions.

- What reasons does Paul Newman give for donating to charity?
- What are some reasons why people donate money?
- What kinds of people or organizations get contributions? Why?

Charity and Investment

Actor Paul Newman began acting in 1953 and appeared in more than fifty films in his lifetime. He won an Oscar for best actor in 1986 for the Colour of Money. In 1998, Newman received a special Oscar for humanitarian service. These two awards reflect his dual success as an actor and a philanthropist. In 1982, Newman and his friend, A.E. Hotchner, founded Newman's Own, a not-for-profit food products company. The company's first product was a **salad dressing*** that Newman and Hotchner made at home themselves. Newman was told that the salad dressing would be sold only if his face was on the label. Though he didn't want to call attention to himself, Newman agreed because he planned to donate all profits to charity. The salad dressing was a big success: in the first year, Newman contributed approximately \$ 1,000,000 to charitable organizations. Newman's Own expanded, and the company made many other food products. Every year Newman donated 100% of the profits from the sale of Newman's Own products to thousands of educational and charity organizations. And since Paul Newman's death in 2008, Newman's Own Inc. has continued this practice and has donated more than \$ 295 million to charities in the USA and 81 other countries around the world.

To Paul Newman, **generosity** was simply a human trait, a commonsense way of living. "I respect generosity in people. I don't look at it as philanthropy. I see it as an investment in the community. I am not a professional philanthropist," said Newman. "I'm not running for **sainthood**. I just happen to think that in life we need to be a little like the farmer who puts back into the soil what he takes out."

Paul Newman, the actor and philanthropist

2. **PW.** Match the halves and build up sentences using them.

1. to run for
2. to donate
3. to call
4. to reflect
5. to win
6. to respect

- a) attention
- b) a special Oscar
- c) sainthood
- d) generosity
- e) a million dollars
- f) success

*salad dressing – a sauce for salads typically one consisting of oil and vinegar with herbs or other flavourings

Reading

3. **IW.** Build up sentences using the words from the box.

expand generosity put back into charitable contribute
donate on the label all profits attention human trait

4. **PW.** Say the years and read through the text to find out what they stand for.

1986	1953	1993	2008	1982	31
------	------	------	------	------	----

5. **PW.** Find the explanation of the words and match.

1. charity	a) money that you gain by selling things or doing business
2. contribution	b) an advantage that something gives you
3. investment	c) a system by which the government provides a range of free services to people who need them, for example medical care, money for the unemployed, the old
4. philanthropist	d) an organization that gives money, goods or helps people who are poor, sick, etc.
5. profit	e) the money that people or organizations have put into a company, business or bank, in order to get a profit or to make a business activity successful
6. benefit	f) a rich person who gives money to help people who are poor
7. welfare	g) something that you give or do in order to help

6. **GW.** Correct the sentences paying attention to the use of the Reported Speech.

1. Julia said what reasons does Paul Newman give for donating to charity.
2. The student said if actor Paul Newman began acting in 1954 and appeared in more than fifty films in his lifetime.
3. Anar said whether anyway in the future a cure for cancer will be found by our doctors.
4. The boy asked me if my grandfather has been working for 30 years.
5. She says that if the widowed will have been receiving a humanitarian service by the time they come to the city.
6. The teacher says if scientists will have discovered the treatment for the common cold by the end of the 21st century.

Answer key:

▪ Task 3, page 122

1. Elnur said that her brother lived within his means.
2. My dad says that we always have enough money for what we need.
3. Mother told her son not to spend all the money he had.
4. Our teacher told us to start saving while we were young.
5. Kate's father asked what she had spent the money on.
6. She said that financial-planning software could help me/us keep a budget by adding up my/our income.
7. Daniel told/asked her friend to put away a small amount of money into a savings account each week."

▪ Task 2, page 123

1. My dad **puts** some money **aside** every week for next holiday.
2. Kate's granny went to **cash machine** and got 200 manats.
3. Ted **borrowed** a lot of money **from** the bank.
4. My friend **paid** 30 manats **for** her new desk.
5. I'm **saving up** for my holiday, I'm hoping to go to New York.
6. Parents always think that children **waste** their money **on** sweets and other things they don't need.

▪ Task 3, page 123

1. a piece of money made of metal --1) **coin-a**
2. money a person gets for the work- 4) **salary -b**
3. money that you pay to the government - 3) **tax-c**
4. money that somebody or a bank lends you-2) **loan-d**
5. type of money used in a particular country-5) **currency-e**
6. the amount of money-6) **price-f**
7. a machine inside or outside a bank where you can get money -1) **cash machine-g**
8. the level of money and comfort people have-8) **standard of living-h**

▪ Task 2, page 126

- A) Live within your means -2 B) Don't Go into Debt-3 C) Save Money-1

▪ Task 8, page 131

- a) to owe so much money that your financial situation is almost impossible to deal with-4
- b) to have just enough money to buy what you need-1
- c) to use something to its limit or so much that there is nothing left.-3
- d) to manage to deal with all your debts or some other problem, but it's so difficult that you almost can't do -5
- e) to save something, especially money, for a time when you'll need it-2
- f) to spend only the money or income that you have, no more-6

▪ Task 3, page 132

1. to put away
2. peace of mind
3. to make ends meet
4. prepared
5. in full, beyond your means
6. out of debt

Answer key:

▪ Task 4, page 140

- a) responsible for b) to pay for c) entitled to
d) provided with e) express
1. People should what they do and have. **a**
 2. Some people who are ... various benefits do or receive them. **c**
 3. My grandparents always ... their attitudes towards a welfare state. **e**
 4. The unemployed are ... unemployment benefit for a year. **d**
 5. Mobility allowance is for disabled people ... transport or to buy a special vehicle. **b**

▪ Task 3, page 140

- a) A person who is unable to work after a sickness period - **6**
- b) Families with children who have very low incomes - **4**
- c) Disabled people to pay for transport or to buy a special vehicle - **7**
- d) Women who leave work to have a baby - **3**
- e) A person who is out of work for up to year 'each child until he/she leaves school (at 16) or longer if the child continues education (up to 19) - **5**
- f) Retired people/pensioners - **1**
- g) Women whose husbands die before they retire if they are aged 45 or over - **2**

Task 2, page 144

- | | |
|---------------|--------------------------------|
| 1. to run for | a) attention- 3 |
| 2. to donate | b) special Oscar- 5 |
| 3. to call | c) sainthood- 1 |
| 4. to reflect | d) generosity- 6 |
| 5. to win | e) a million dollars- 2 |
| 6. to respect | f) success- 4 |

▪ Task 5, page 145

- a) money that you gain by selling things or doing business - **5**
- b) an advantage that something gives you - **6**
- c) a system by which the government provides a range of free services to people who need them, for example medical care, money for the unemployed, the old. -**7**
- d) an organization that gives money, goods, or help to people who are poor, sick - **1**
- e) the money that people or organizations have put into a company, business or bank, in order to get a profit or to make a business activity successful - **3**
- f) a rich person who money to help people who are poor or who need money to do useful things - **4**.
- g) smth that you give in order to help pay for smth - **2**

Answer key:

Task 1 page 146

- a) welfare state b) social workers c) pension d) social services
e) low incomes f) subsidized g) medical treatment
h) benefits i) schooling j) physically disabled
k) mentally handicapped l) out of work m) eligible n) retire

A country which helps its old, sick, disabled and unemployed is called a (1) a. Elderly people receive a state (2) c when they (3) n at the age of 60-65. People with (4) e who can't afford to buy or rent decent accommodation are given houses or flats with (5) f rents, which means that the government or local council supports the rent to keep it low. Sick people get free (6) g from their doctor or at the hospital. Mothers of small children get special state financial (7) h and of course older children receive free (8) i. (9) j people who cannot move normally, and (10) k people whose minds are not fully developed, also receive special assistance and, if necessary, special equipment them live normal lives. People who are (11) l are normally (12) m to receive unemployment benefit, which is paid by the state. The (13) d (government departments responsible for people's well-being) will help people who financially, physically or psychologically, have difficulty in coping with life and (14) b will visit such people in their homes.

Task 6 page 149

- a) taxes -3 1) cinema, theatre, restaurant meals etc.
b) pocket-money-4 2) money for transport, e.g. bus, train, taxi
c) salary-7 3) part of income paid to government
d) entertainment -1 4) money parents give children every week
e) rent -10 5) money from work, usually hourly or weekly
f) interest -8 6) money for lighting, heating in your house
g) wages -5 7) money from work, usually monthly or annually
h) pension -9 8) e.g. 6% a year from your money in the bank.
i) fares-2 9) money for people who stop work at the age of about 60
j) gas and electricity bills -6 10) weekly or monthly payments for your room, flat

Sample for Formative Test

Listen and practise.

Pete: Hey, Joan. I haven't seen you for ages. What have you been doing lately?

Joan: Nothing exciting. I've been working at two jobs for the last six months.

Pete: How income?

Joan: I'm saving up money for a trip to Europe.

Pete: Well, I've only been spending money. I quit my job to go to graduate school. I'm studying journalism.

Joan: Really? How long have you been doing that?

Pete: For two years. Luckily, I'll finish next month. I'm almost out of money.

Sub Summative

1. Choose the correct variant.

1. I didn't ... Kate. She's got a completely different haircut.

- a) remember b) recognize c) remind d) learn e) forget

2. Money paid to the government is...

- a) coin b) cash c) tax d) currency e) salary

3. Match the two sides.

1. keep a) into debt
2. keep b) beyond means
3. live c) out of debt
4. save up d) track of
5. go e) for

- a) 1a, 2c, 3b, 4e, 5d b) 1d, 2c, 3b, 4e, 5a c) 1c, 2a, 3d, 4b, 5e

- d) 1d, 2b, 3a, 4c, 5e e) 1a, 2b, 3c, 4d, 5e

4. Her goal is ... all her debt in five years.

- a) have paid off b) to have paid off c) had paid off
d) having paid off e) to have pay off

5. By this time next year I ... my studies.

- a) will have completed b) will complete c) will be completing
d) will completed e) will to have completed

6. Which is not correct?

A budget can help you

- a) quit your job b) have peace of mind c) keep out of debt
d) live beyond your means e) keep track of your expenses

Open-ended questions

7. Odd one out.

1. emergency financial substitute
2. arise handle expense
3. bill paycheck healthy
4. budget card actual

8. A person who is unable to work after a sickness period gets

- a) widow's pension b) maternity pay c) invalidity pension
d) family credit e) mobility allowance

9. Change into Indirect Speech.

"Don't come home late", mother said to her son.

10. Write a paragraph on: "Social Help in Azerbaijan"

UNIT 5. FASHION AND STYLE

Lesson 1. Don't Judge People by Their Appearance!

Aim: To enlarge Ss' knowledge on the topic "Judging a person by their appearance or wearing the right clothes", to teach the Ss to speak about today's fashion and style, clothes through practising listening, speaking, reading, and writing skills.

Objectives

Standards

1.1.1./ 2.1.1/2.1.2./3.1.1/3.1.2./3.1.4./4.1.1./4.1.3./4.1.4

Student:

Listening/Speaking

- listens to the students's opinions about clothes and understands them
- gives his/her opinions of the outfits looking at the photos
- shares his/her ideas with the classmates on today's fashion and styles
- listens to conversation and plays a role on it
- uses useful phrases and adjectives describing someone's clothes paying attention to **Remember** box
- puts the adjectives in correct position in his/her speech

Reading

- reads and understands the content of the paragraphs
- reads the paragraphs correctly and comments on experts' opinions
- matches the headings with the paragraphs
- expresses his/her ideas on the right clothes
- shares his/her ideas on different uniforms and their role
- takes part in questioning on important clothes
- interprets the content of the text expressing his/her opinions on wearing jeans
- answers the questions giving his/her attitude on them
- chooses the best answers in the test

Writing

- builds up sentences using the words and expressions
- puts the words in correct order and makes up sentences
- completes the sentences with the words given in the box
- groups the adjectives and puts them in the correct column
- writes a short paragraph about clothes
- creates a paragraph about clothes using the words and expressions
- completes the table on the topic

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.2.1./3.1.1./4.1.1./4.1.2. Lit. -1.1.3./1.1.4./1.2.3./2.1.2./3.1.2./3.1.2./3.1.3. Az. His. -5.3.2. Gen. His. 1.1.3./1.1.4./5.1.1./5.1.3. Chemistry -2.1.1./4.2.1. Geography -2.1.3./2.1.7./3.2.4./3.2.5. Biology. -5.1.2.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Questioning, Interviewing, Picture Gallery, BBK, DLTA, KWL, Debate
Resources	SB, video roll, pictures, CD, handouts, cards, worksheets, realia, etc.

Motivation (*warm-up*) Listening-Speaking

You can begin the lesson with clothes pictures or realia. Or you can show video about fashion and style in Azerbaijan and abroad.

You just show the picture and elicit:

• **How can you describe these pictures?**

Model: I think she looks cool. I think he looks, etc.

Your dress is really elegant! Her hair looks great!

What a lovely necklace! She is wearing elegant, baggy, long trousers. I think she looks great, etc.



Research Questions:

- **Should we judge a person by their appearance? Why?**
- **What other things apart from clothes tell us what a person is like?**

Discussion

Listening/ Speaking	<p>Direct Ss to listen to the dialogues sharing with their peers/pairs. Encourage them to discuss the following questions sharing in their groups:</p> <ul style="list-style-type: none"> • <i>What kinds of clothes do you wear?</i> • <i>What colour clothes do you prefer to wear??</i> • <i>.How about jeans/uniforms?</i> • <i>What size do you wear?</i> <p>They listen to the phrases describing clothes given in the “Remember Box” and use them in their speech. Sample: <i>It’s a kind of. It’s a bit like a/It looks like a+noun. It looks /It’s sort of +adjective. She’s wearing a kind of scarf. Her hat is sort of brown.</i></p> <p>Encourage your students to make up sentences using the adjectives describing clothes in their own speech. Sample: flowery plain spotty stripy loose short shiny furry baggy smooth loose . We have given Grammar Booster on Adjectives: Ask the Ss to pay attention to the use of Adjectives and practise using them in sentences.</p>
Reading	<p>Have Ss read the paragraphs and match the headings with them. Get them to discuss the following questions sharing and expressing their own ideas.</p> <ul style="list-style-type: none"> • <i>Should we judge a person by their appearance? Why?</i> • <i>Are clothes that people wear important for other people? Do you think the author is right about school uniforms? Why?/Why not?</i> • <i>Do you have stereotyped images of the clothes people should wear for particular jobs? Give some examples.</i> • <i>What do you think your clothes can tell people about you?</i> • <i>Apart from clothes, what other things tell us about people’s appearance?</i> <p>Encourage your students to take part in questioning or in discussion actively and express their ideas creatively.</p> <p>We have given different task in this section. For the next lesson you can get your students to read the passage about teens’ clothes and interpret the content expressing their ideas. Then ask them to find out the words according to their definitions.</p>

Discussion	
Writing	There are enough creative and interesting writing tasks here. Following the given models Ss can easily write about clothes. Ss can group the adjectives describing clothes, complete the table/chart on adjective order, write adjectives in correct order, write a short paragraph about clothes, complete the sentences on pages 155-156.
Summary	For summarizing the lesson there are a number of tasks here you can choose any of them. Students come to conclusion that we shouldn't judge a person by their appearance. In fact, the experts say that when we meet someone for the first time we make a decision about what that person is like in three seconds. One of the most important things is clothes, but it is not the brand of clothes that people wear that is important. The important thing is to wear the right and clean clothes for the occasion.

Assessment	
Criteria	Activities
<i>I remember everything about</i>	<i>the word-stock and the meanings of the words on the topic. Sample: beware- be careful, be protected pop in- suddenly appear provoke- stimulate or incite someone to do or feel something, etc.</i>
<i>I have no problems with</i>	<ul style="list-style-type: none"> • <i>the use of the adjectives describing clothes.</i> <i>Sample: trendy, stripy, daring, spotty, baggy, etc.</i>
<i>I think I need some more practice with</i>	<ul style="list-style-type: none"> • <i>writing a paragraph Do you judge people by their appearance?</i>
<i>I think I need a lot more practice on</i>	<ul style="list-style-type: none"> • <i>grouping the adjectives describing the clothes</i>
<i>I can't remember anything about</i>	<ul style="list-style-type: none"> • <i>making presentation about the topic</i> • <i>interpreting the content of the text</i>

Lesson 2. Looking Good

Aim: To teach Ss to speak about clothes, attractive and unattractive fashions in Azerbaijan and in different countries through listening, speaking, reading and writing . To teach them how to represent our national clothes in other countries well.

Objectives

Standards

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./4.1.4.

Student:

Listening/Speaking

- shares his/her ideas talking about clothes looking through the photos
- listens to the students' ideas speaking on the clothes in different countries
- takes part in discussion comparing his/her thoughts
- listens to the dialogue and plays a role on it
- listens to the conversation and acts it out
- uses the words and expressions in his/her speech while complimenting on someone's clothes and appearance
- discusses the appearance and self esteem using a dictionary

Reading

- reads and understands the content of the article
- reads the passages paying attention to the correct intonation
- shares ideas on national clothes in different countries
- prepares reasonable speech on national clothes
- takes part in questioning on clothes in different times and different countries
- answers the questions taking part in discussion
- defines the reading style in the text
- reads the text paying attention to the quantifiers

Writing

- builds up sentences using the new words
- completes the sentences paying attention to the remember box
- writes a paragraph and makes an interview according to the given task
- reads the model and prepares culture note in Azerbaijan comparing it with the culture note in Britain
- writes answers to the question and each quote
- completes the statements about fashion
- groups the words in the table and gives reasons
- finds correct quantifiers explaining his/her answers

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.2./1.2.4./2.2.1./3.1.1./4.1.1./4.1.2. Lit. -1.1.3./1.1.4./1.2.3./2.1.2./3.1.2./3.1.2./3.1.3. Az. His. -5.1.2./5.3.2. Gen. His. 1.1.3./1.1.4./5.1.1./5.1.3. Chemistry -2.1.1./4.2.1. Geography -2.1.3./2.1.7./3.2.4./3.2.5. Biology. -3.1.1.
Interaction	CW/GW/PW/IW
Strategy	Discussion, Read Aloud, Interviewing, Completion, Description, Matching, GIST, DRTA, DLTA, Picture Walks/Gallery
Resources	SB, video roll, CD, handouts, pictures, realia, globe, map, etc.

Motivation (*warm-up*) Listening-Speaking

Bring a realia to class; such as our national kalaghayi, national clothes..., etc. Or for prediction try to use **Picture Walks** to motivate your Ss. We think you don't need any other predictions here: you can motivate your Ss with songs about Azerbaijan films or fragments from films, a video roll, just clothes pictures belonging to our hearth and to our mentality. Or draw your students' attention to task 1 and ask them to share their ideas about these pictures.

Model: We see Azerbaijan men's and women's national clothes in the first picture.



Research questions:

- *Is beauty in the eye of the beholder?*
- *Why do tastes change over time from culture to culture?*
- *What things do people do today to make themselves more attractive?*

Discussion

**Listening/
Speaking**

Encourage the Ss listen and express their ideas on students' thoughts on pictures given in task 3, page 160:

They say: These pictures depict of ideal beauty at different times and in different places. Get them to express their attitude:

- *Do you find any of these fashions attractive?*
- *For centuries in Japan, the geisha defined beauty and grace.*
- *In Azerbaijan, India, Pakistan, the Middle East, and Africa, women paint their faces and hands with henna for special occasions and at the weddings.*

• *Paduang women of Myanmar begin lengthening their necks with gold hands at the age of five or six.*

• *In New Zealand, it is traditional for Maori men to decorate their faces and bodies.*

In eighteen-century Europe, well-to-do men and women wore extravagant wigs and clothing.

Then ask them to discuss these questions and generalize different points of view on clothes.

Elicit:

- *What things do people do today to make themselves more attractive?*
- *Which techniques do you think are the most successful?*
- *In your opinion, why do tastes change over time from culture to culture?*
- *What do you think about this expression:*
- *“Beauty is in the eye of the beholder.”*
- *Do you agree to it?*
- *Where was zipper made?*
- *When were zippers sold well?*

Discussion

Reading

Get the Ss to read the text and notice the quantifiers. And ask them to find the style of reading. Encourage them to discuss the following questions sharing their ideas creatively and independently. Tell them to express their ideas on clothes that most professionals around the world wear and dress codes. Elicit:

- *What jobs do you think the people in the pictures do?*
- *What do you think a person's clothes can tell us about them?*
- *How do professionals dress for work in our country?*
- *Do people ever wear "business casual"?*
- *Do you think the way a person dresses has an effect on how he or she works? In what way?*

We have given Grammar Booster in this lesson on some quantifiers. Tell the Ss to pay attention to the use of them.

Grammar Booster

Some quantifiers can be used with singular count nouns.

one person

each
manager

every
employee

Some quantifiers can be used with plural count nouns.

two
problems

several
young people

a few
managers

a majority of
professionals

both
girls

Some quantifiers can be used with non-count nouns.

a little
productivity

much
progress

*a great
deal of*
interest

not as much
satisfaction

Some quantifiers can be used with both count and non-count nouns.

Count Nouns

Non-count Nouns

more/most students

no people

some/any/all employees

more/most/ money or time

no choice

some/any/all money

Writing	We have given a few interesting writing tasks on pages 164-165. Have them write/prepare/ design a paragraph on the interview given there.
Summary	<p>For summarizing Ss can do any exercise. They can read each quote in task 4. page165 and can say/write his/her answer thinking and explaining. Sample: One of the Ss, “What I wear may not be the most trendy, but I like it that way. I’d rather be more comfortable than fashionable.”The Ss share their ideas on each quote and express their opinions creatively.</p> <p>At the end of the lesson the Ss answer the questions and conclude that:</p> <ul style="list-style-type: none"> • <i>Most people are self-conscious about how they look.</i> • <i>People should just accept the way they look</i> • <i>People should just wear clean and comfortable clothes.</i> <p><i>What they wear may not be the most trendy-but more comfortable than fashionable, etc.</i></p> <ul style="list-style-type: none"> • <i>Beauty is in the eye of the beholder.</i>

Self-Assessment	
Criteria	Activities
I remember everything about	the word-stock and the meanings of the words describing clothes such as chic, striking, elegant, fashionable, trendy, tacky, flashy, attractive, unattractive, etc.
I have no problems with	<ul style="list-style-type: none"> • building up sentences using new words and their meanings about clothes • finding correct/suitable quantifiers • grouping the words in the table showing attractive and unattractive fashions and giving reasons
I think I need some more practice with	<ul style="list-style-type: none"> • thinking and explaining on different quotes on wearing clothes and writing about them • writing a paragraph/an essay on national clothes in different countries
I think I need a lot more practice on	making a culture note n Azerbaijan and in different countries

Lesson 3. We Need to Recycle Clothes

Aim: To enlarge Ss' outlook on "RecyclingClothes" to teach the Ss to speak and write about recycling clothes through practising the four language skills.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.2./ 3.1.1./3.1.3./3.1.4./4.1.1./4.1.3./4.1.4.

Student:

Listening/Speaking

- looks at the pictures and talks about fashion shows
- listens to the students' ideas and shares his/her own ideas with the classmates'
- takes part in questioning on fashion shows
- makes presentations on the topic

Reading

- reads and understands the content of the text
- ticks the correct box saying why recycling clothes is important
- finds out the relationship of recycling clothes on the internet
- matches numbers with paragraphs
- finds out true/false statements

Writing

- builds up sentences using new words and expressions
- unjumbles the words in the sentences
- writes a paragraph explaining his/her opinions about beauty
- gives concrete examples from his/her life while writing
- designs a fashion show in Azerbaijan and different countries
- writes a paragraph about beauty using the words or phrases

Content line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.1./3.1.4./4.1.1./4.1.4. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3. Az. His. -1.1.1./1.2.2./3.1.1./3.1.2./3.1.3. Gen. His. -1.1.2./1.1.4./2.1.1./2.1.2./3.1.2./5.1.2./5.1.3. Geography -2.1.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Picture Walks, Role Play, Questioning, TPS, KWL
Resources	SB, flashcards, songs, video, pictures, map, CD

Motivation (*warm-up*) Listening-Speaking

For motivation you can use Picture Gallery strategy here. You can stick some pictures showing different fashion shows.

- *Do you like fashion shows?*
- *Have you ever seen fashion shows?*
- *Have you ever thrown away clothes?*
- *How can old fashioned clothes be recycled?*



Research question:

- *How can old clothes be recycled?*
- *Why is recycling old clothes important?*

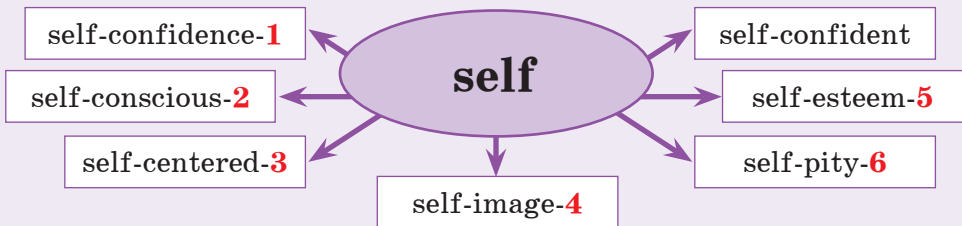
Discussion	
Listening/ Speaking	<p>Get your Ss to ask students to find some information about the relationship of the recycling clothes with the global problems. Ask them to answer these questions:</p> <ul style="list-style-type: none">• <i>What materials/resources are needed to make a fashionable dress/suit?</i>• <i>How much energy is needed for it?, etc.</i> <p>Encourage them to find some more information and make a fact file about it and share their ideas with the classmates.</p>
Reading	<p>Direct the Ss to read and tick the correct box and say why recycling clothes is important. The text is about designers who...</p> <ol style="list-style-type: none">a) ___ save energy at their fashion shows.b) ___ never throw away clothesc) ___ make clothes from recycled mate
Writing	<p>Ask the Ss to do tasks given on pages 172-173 in which they answer the questions, unjumble the words in sentences, write a paragraph, etc. They also create a paragraph on recycling clothes, design a poster or a booklet on "<i>Recycling Clothes.</i>"</p>
Summary	<p>In order to summarize the lesson ask your Ss to search for any information on "Recycling" or tell your students to do task 5 on page 171. They do this task and talk about how to recycle things. They come to conclusion, "Today, things are different. We now know we have a problem. We use too much stuff and throw everything away. Lots of the stuff we throw away is very useful. It can be used again, recycled. This is good for the environment because we use fewer natural resources. We should recycle a lot of things: bottles, newspapers, metal, batteries, clothes, etc. Every year in the UK, people throw away two billion kilograms of clothes, which often come from cheap fashion shops. And designers also recycle and reuse old materials to create their new styles. They say that they need to recycle much more." The Ss think that recycling is very important nowadays. And we also should recycle and reuse much more.</p>

Answer key:

Task 6 page 156

1. Do we use the adjective **casual** to describe formal or informal clothes? -**f**
2. Which adjective means something is popular at a particular time?
fashionable -d
3. Physicians and scientists always wear **e. white coats**
4. The first people who wore **jeans** were Italian sailors. -**c**
5. Nowadays a lot of schools have **dress code**. -**a**.

Task 6 page 161



Task 3 page 163

1. **A lot of** people like dancing.
2. I spend **most** of my time at school.
3. **Many** teenagers like wearing jeans.
4. **Few** students know **a little** Chinese.
5. **A number of** employees are going to Moscow next year.
6. **Each** manager knows that bosses are interested in all innovation.
7. He knows **a few/ a lot of** foreign languages.

Task 4 page 165

- | | |
|-----------------------------|----------------------------------|
| 1. many – little | 6. many – little |
| 2. a few – a little/some | 7. Every – each |
| 3. Every – all | 8. Both – each/one |
| 4. very many – few | 9. Each – most/all/some/majority |
| 5. One – all/both/most/some | |

Task 2 page 167

Attractive
Fashionable/stylish/ – modern
In style/trendy/hot – temporarily popular
Elegant/chic – in good taste
Striking – attention-getting

Unattractive
Old-fashioned/out of style – no longer popular
Tacky – in poor taste
Flashy – attention-getting
Shocking-offensive

Answer key:

Task 5, page 165

extravagant bridal self-esteem casual beholder
fashionable national grace striking dress attractive

Task 3, page 163

1. **Most** people like dancing.
2. I spend **a lot of** my time at school.
3. **All** teenagers like wearing jeans.
4. **A few** students know **a little** Chinese.
5. **A number of** employees are going to Moscow next year.
6. **Each** manager knows that bosses are interested in all innovation.

Task 1, page 166

1. self-confidence
2. self-esteem, low-esteem
3. self-conscious
4. self-image
5. self-pity
6. self-critical

Task 6, page 167

1. **Most**/much business people today prefer to dress casually.
2. A number of/a great deal of companies would prefer not to change their dress codes.
3. All/**every** manager has to decide what is best for the company and its employees.
4. **One**/several company in New Zealand decided to try a “casual summer” because the summers are always so hot.
5. Research has shown that a business casual dress code has resulted in **less**/a few job dissatisfaction among professionals.
6. A little/**a few** companies are returning to a more formal dress code

Task 4, page 171

1. **T**
2. **T**
3. **F**
4. **F**
5. **T**
6. **T**
7. **F**

Task 5, page 173

1. keep up with
2. pull on
3. get away with, smart
4. dress up, stand out
5. put together

Task 7, page 173

Have you ever thought how **e** (1) fashion is? People tell us what clothes to wear. That's weird. Fashion stores tell us what is in this summer or winter. People then buy **c** (2) clothes and look like every one else because they want **f** (3). The thing is, fashion is about being an individual, but then we all wear clothes that are **c** (4) as everyone else's! Keeping up with fashion is **i** (5) these days. Everyone is into **j** (6). Have you seen how much the most fashionable sneakers are? How can kids afford them? **d** (7) fashion is the **g** (8). People spend **b** (9) or more, on a handbag or watch. That's crazy. I'm happy with an unknown brand **h** (10). I don't mind being **a** (11).

Sub Summative

1. Choose the correct variant.

- a) an old frightening wooden mask
- b) a frightening old wooden mask
- c) frightening old wooden mask
- d) a frightening wooden old mask
- e) frightening wooden old mask

2. We use the adjective ... to describe informal clothing.

- a) Casual b) dress code c) fashionable d) uniform e) old-fashioned

3. A majority of class ... a strict dress code.

- a) prefer b) preferring c) prefers d) are preferring e) were preferring

4. Match the correct variant.

1. Buy this white blouse. The colour really ... you.

2. She usually takes handbag that ... her shoes.

3. These shoes don't ... me, I need a bigger size.

- a. fit b. suit c. match

- A) 1b, 2c, 3a B) 1a, 2c, 3b C) 1c, 2b, 3a D) 1a, 2b, 3c E) 1b, 2a, 3c

5. Choose the correct variant.

... of my brothers can drive us to work ... they are at work.

- a) some, because b) one, as c) another, though d) neither, as e) any, as

6. Choose the correct variant to complete the sentence.

Passengers ... have a valid ticket, ... they won't be allowed to travel.

- a) may, otherwise b) must, otherwise c) can, so d) should, if e) ought, or

Open-ended questions.

7. Change the sentences into Active/Passive voice.

1. Archaeologists have found the tomb of a Pharaoh near Cairo.

2. Champagne is made in France.

8. Put questions to the underlined words.

This film studio has made several amazing films recently.

9. Make up a sentence.

Teenagers/wearing/most/like/because/freedom/symbol/jeans/they/a/are/of

10. Write a paragraph on: "Recycling clothes"

UNIT 6. ATTRACTIONS OF THE WORLD

Lesson 1. Attractive Places

Aim: To develop Ss' listening/speaking/reading writing skills and abilities through teaching them a range of useful information and facts about different countries and the coldest, hottest, largest, biggest places in these countries. To teach them to get sufficient information about the amazing places of the world and compare them with the amazing places of Azerbaijan

Objectives

Standards

1.1.2./2.1.2./2.1.3./3.1.1./3.1.2./3.1.3./3.1.4./4.1.2./4.1.3./4.1.4.

Student:

Listening/Speaking

- speaks about the places looking through the photos/pictures
- listens to the questions and answers them looking through the pictures
- listens to the students' ideas about the coldest, hottest, biggest places and shares his/her ideas with his/her classmates
- expresses his/her points of view on different places
- fills in gaps with the words in the box paying attention to the degrees of adjectives looking through the Fact File
- generalizes his/her points of view on different places and makes a reasonable presentation

Reading

- reads the passages on places and understands their content
- expresses his/her attitude to the facts given in the paragraphs
- fills in the chart according to the passages
- generalizes his/her point of view on the facts and events
- defines the reading style in the texts
- creates a presentation on the highest mountains/peaks looking through "Do You Know?" box
- creates a paragraph on the topic using the useful phrases and expressing opinions about sport
- answers the questions and gives reasons
- makes up some more questions to ask his/her classmates

Writing

- searches for more information or Fact File on the highest peaks
- makes a table looking through the model
- pays attention to the spelling and punctuation mistakes and correct them
- completes the sentences according to the passage
- finds out what these numbers stand for
- finds the incorrect sentences and write them correctly
- creates a web project on "Main Attractions in the world"

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.1./1.2.2./2.1.1./2.1.2./2.2.1./2.2.3./3.1.1./3.1.3./3.1.4./4.1.1./4.1.2./4.1.4. Lit. -1.1.1./1.1.3./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1./3.1.1./3.1.3. Az. His. -1.1.1./1.2.1./1.3.1./3.1.1./3.1.2./3.1.3./4.1.1./4.1.2 Gen.His. -1.1.1./1.1.2./1.1.3./1.1.4./2.1.1./3.1.3./5.1.3. Inf. -2.2.2. Geog. -1.1.1./2.1.4./2.1.5./2.1.7./3.2.5.
Interaction	CW/GW/PW/IW
Strategy	Mind Map, Description, Discussion, Matching, Role Play, Interviewing, BBK, GIST, Filling in the Gaps, Classifying, Picture Gallery
Resources	SB, overhead projector, flipcharts, realia, a map, songs, CD

Motivation (warm-up) Listening-Speaking

Use a **Guess Game** for motivation. (Or any other idea is welcome)

• **Where is it? Possible answer:**

Or you can use Mind Map or KWL with pictures around, and ask the class:

• **What do these pictures tell you?**

For sure the answer will come as the followings are around the key word/cluster..

The best way to motivate Ss is: Play a video roll or just direct them to look at the pictures in task 1 and elicit:

- **What is the driest place in the world?**
- **What is the hottest place in the world?**
- **Which is the coldest country in the world, etc.?**

Model:

K	W	L
Valley of Geysers	• Where is it situated?	
Mount Wai'ale'ale	• What can you say about this mount?	
-?	• What is the driest/wettest place in the world?	
Tahiti	• What attracts tourists in Tahiti?	
Lake Baikal is the deepest lake in the world	• Why is it known as the pearl of Siberia?	It contains most of fresh drinking water of the world.

Research Questions:

- *What are the biggest, highest, oldest, driest places of the world?*
- *Why are they called extraordinary?*
- *What are the specific features of them?*

Discussion

Listening/ Speaking

Direct Ss' attention to task 1 on page 179, ask the students to listen to short passages about the most famous places around the world. Encourage them to speak about these places actively.

Model:

Lake Baikal, the clearest and the deepest lake in the world, holds around 20 percent of the world's fresh water. Located in Siberia, the 25 million-year-old lake is surrounded by mountain ranges. Known as the Pearl of Siberia, Lake Baikal is the home of several resorts.

Valley of Geysers in Russia

The Valley of Geysers situated on the Kamchatka Peninsula in the Russian Far East is the second largest geyser field in the world. Since 1941 it has become one of the most popular tourist attractions.



Discussion	
Reading	<p>Direct Ss' attention to task 2, get them to listen to short passages about the coldest, the hottest, the biggest, the wettest places in the world and ask them to fill in the gaps with the appropriate adjectives from the box.</p> <p>Model: Welcome to the (1) ___, highest and (2) ___ places in the world! How do people live in Mali, West Africa, where the temperature is often +50°C? John Baxter, a BBC journalist in Mali, says, "People get up very early and they don't move very much in the afternoon. Surprisingly, they wear a lot of cotton clothes as this helps them not to get (3) ___. Houses are very hot and don't have air conditioning-the (4) ___ place to sleep is on the roof." Then get the to answer the questions looking through "Do You Know...?" box and make up some more questions to ask their classmates.</p> <ol style="list-style-type: none"> 1. Where do people wear a lot of cotton clothes? 2. Which place is good for playing golf? 3. Where do people sleep on the roof? 4. Where is it dangerous in spring? 5. Where are people given oxygen and why? 6. What is Lake Baikal famous for? 7. How do people call Lake Baikal? Why?
Writing	<p><i>The writing tasks are also very interesting and varied. Suss as:</i></p> <p><i>"Complete the sentences.</i></p> <p><i>Pay attention to spelling and punctuation.</i></p> <p><i>Correct the wrong sentences and write their correct form in Direct Indirect speech", etc.</i></p> <p><i>So, Ss work creatively and write / do all the tasks working in pairs groups and individually.</i></p>
Summary	<p><i>Ss do different tasks, answer some questions:</i></p> <ol style="list-style-type: none"> 1. Which are the longest rivers in the world? 2. Which are the biggest countries in the world? 3. Which is the smallest country in the world? 4. Which is the most densely populated place in the world? 5. Which country in Europe has the largest area? 6. Which is the largest island in the world? 7. Which are the highest mountains in the world? <p>And they come to conclusion that there are a number of places that are the hottest, the coldest the biggest, the wettest, etc, with high mountains, rivers, lakes, oceans, etc. Ss learn these places are really very amazing that attract people for their extraordinary beauty and features.</p> <p>Ss search for more facts and materials about all of these amazing places and make presentations at the end.</p>

Lesson 2. Main Attractions of the World

Aim: To encourage Ss to learn more facts and information about the most famous commonly known places and main attractions in the world, speak and share about them through practising the four language skills.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.3/3.1.1./3.1.2./3.1.4./4.1.1./4.1.2.

Student:

Listening/Speaking

- looks at the pictures and speaks about main attractions in the world
- listens and expresses his/her ideas following the model
- listens to the texts and generalize your points of view
- watches a video on the main attractions/pictures
- makes a presentation on famous places in the world
- shares his/her ideas on main attractions in the world
- gives his/her opinions on different famous places

Reading

- reads the passages about famous places in the world
- finds the meaning of unknown words
- makes/creates presentations about famous places in the world
- expresses his/her ideas on different places describing them
- searches for more information about the most famous places in the world
- completes the table according to passages

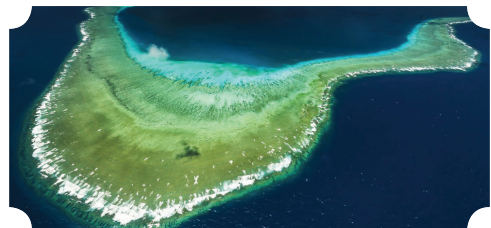
Writing

- finds out some information about mosques/churches in Azerbaijan
- writes the questions in Reported Speech
- writes about some other wonders of the world and says what they are remarkable for
- generalizes his/her points of view on the following statements and prepares a reasonable speech
- completes the sentences according to the passages
- finds the definition of the words and creates a story
- creates a web project on main attractions in the world
- answers the questions and makes his/her own questions
- corrects the mistakes in the sentences and rewrites
- finds the facts in the passages and shares his/her ideas with classmates
- matches the words with their definitions

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.1./1.1.2./1.2.1/1.2.2./2.1.1./2.1.2./2.2.1./2.2.3./3.1.1/ 3.1.3./3.1.4./4.1.1./4.1.2./4.1.4. Lit. -1.1.1./1.1.3./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1./3.1.1./3.1.3. Az. His. -1.1.1./1.2.1./1.3.1./3.1.1./3.1.2./3.1.3./4.1.1./4.1.2. Gen.His. -1.1.1./1.1.2./1.1.3./1.1.4./2.1.1./3.1.3./5.1.3. Inf. -2.2.2.. Geog. -1.1.1./2.1.4./2.1.5./2.1.7./3.2.5.
Interaction	CW/GW/PW/IW
Strategy	Brainstorming, Description, Discussion, Completion, Role Play, Picture Walks, Jigsaw Reading, BBK
Resources	SB, pictures, handouts, slides, song, flipcharts, etc.

Motivation (warm-up) Listening-Speaking

You can run a slide about pictures of natural wonders/places in the world, or Picture Gallery, Video roll will be very productive for Motivation.Or draw your students' attention to the photos in this lesson and ask them to describe these places and share their ideas.



Research question:

- Are these places man-made or natural wonders/places? Give reasons
- Why are they called man-made/natural wonders? Give reasons

Discussion

Draw your Ss' attention to the pictures, have them listen to the information about the Sultan Ahmad Mosque and Hermitage Museum. Ask them to share their opinions on the information. (they are already well -informed about them from Geography, History, etc.) Or encourage them to search some extra information and talk about these places expressing their opinions.

Model:

The Sultan Ahmed Mosque is more commonly known as the **Mount Elbrus Blue Mosque** because of the colour of tiles inside the building. The building was designed by Sedefkar Mehmed Aga and the construction started in 1609 during the reign of Ahmed I. The mosque was constructed to show the power of the Ottoman Empire to the world and it is considered to be the last great mosque to be constructed during the glorious era of Muslim rule. The mosque has five main domes, six minarets, and eight secondary domes.

**Listening/
Speaking**

Reading

1. **GW.** Find the meaning of unknown words. Read the passages and make a presentation.

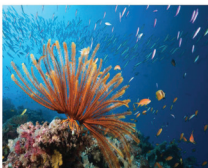
Cliff Dwellings

The cave complexes in modern day Turkey, Cappadocia were built for defense as much as a shelter. Their narrow passages made it difficult for invaders to penetrate the dwellings. Tucked away* in the northwest corner of Iran there is a quaint and mysterious thirteenth century village of Kandovan. It's a village in Sahand Rural District, in the Central District of Osku County, East Azerbaijan Province, Iran. This village consists of man-made cliff dwellings which are still inhabited. The troglodyte homes, excavated inside volcanic rocks and tuffs similar to dwellings in the Turkish region of Cappadocia, are locally called "Karaan".



The Great Barrier Reef

Visible from outer space, the World Heritage-listed Great Barrier Reef is one of the world's largest coral reef system on our planet. In 1975 the Great Barrier Reef Marine Park was established to protect its fragile ecosystems, which include more than 2,900 individual reefs; 900 islands; 300 coral cays; and inshore mangrove islands. The park stretches for 2,300 km (1,400 miles) over an area of approximately 344,400 square kilometres. The reef is located in the Coral Sea, off the coast of Queensland, Australia. Diving and snorkelling are spectacular. The astounding array of sea life includes soft and hard corals, more than 1,600 species of tropical fish, sharks, dolphins, turtles, rays, and giant clams.



*tucked away – store something in a secure place

Reading

Pamukkale

The surreal, brilliant white travertine* terraces and warm, limpid pools of Pamukkale hang, like the petrified cascade of a mighty waterfall, from the rim of a steep valley side in Turkey's picturesque southwest. Truly spectacular in its own right, the geological phenomenon that is Pamukkale, literally "Cotton Castle" in Turkish, is also the site of the remarkably well-preserved ruins of the Greek-Roman city of Hierapolis.



St. Basil's Cathedral (1555-1561) or the Cathedral of Vasily the Blessed is a church in Red Square, Moscow. It has been among the top tourist attractions in Russia. It is not the building's interior artifacts that attract visitors, but rather the cathedral's distinctive architecture. Designed to resemble the shape of a bonfire in full flame, the architecture is not only unique to the period in which it was built but to any subsequent period. There is no other structure on the earth like this.

The Great Buddha of Kamakura is a colossal outdoor representation of Amida Buddha, one of Japan's most celebrated Buddhist figures. Cast in bronze, the Great Buddha stands over 13.35 metres (43.8 feet) high and weighs nearly 93 tonnes. The statue reportedly dates from 1252. Although it originally was housed in a small wooden temple, the Great Buddha now stands in the open air as the original temple was washed away in a tsunami in the 15th century.



2. **PW.** Search for more information about the most visited tourist attractions and landmarks and complete a table looking through the model.

Attractions/Places	Countries	Facts and events
The Great Buddha of Kamakura		
St. Basil's Cathedral		
Pamukkale		
Cappadocia		
The village of Kandovan		
Great Barrier Reef		

*travertine – white or light coloured chalky rock deposited from mineral springs

Discussion			
Reading	<p>There is some information and facts about the most famous places in the world such as in Japan, in Russia, in Turkey etc. Get Ss to read and try to find the unknown words. Tell them to prepare/ make a presentation (see page 188-189) on Dwellings, Pamukkale creatively and share their opinions on them. Ss also ask and answer the questions on these attractions. Ask them to take part in questioning actively. Elicit:</p> <p>1. <i>What is the size of Kamakura Buddha?</i> 2. <i>Where are the manmade cliff dwellings situated? etc.</i> Then ask the Ss to search for more information about the most famous attractions around the world. Model:</p>		
	Places	Countries	Facts and events
	The Great Barrier Reef	Australia	<ul style="list-style-type: none"> • is one of the seven wonders of the natural world. • is visible from outer space • is one of the world's largest coral reef system on our planet
Writing	<p>We have given some very interesting writing tasks in this lesson. You are welcome to choose and use the ones that are appropriate to your Ss' knowledge level and interests.</p>		
Summary	<p>Doing various creative tasks on four language skills Ss come to conclusion that each country has some famous attractions that make the country more famous and worth visiting, seeing for. Sample: The Hermitage Museum, in Russia is a massive museum of art and culture showing the highlights of a collection of over 3 million items spanning the globe, etc.</p>		

Student's Comments		Reasons
Problems	<i>I found most important/interesting/difficult for discussion</i> _____	
Exercises	<i>I found most interesting/enjoyable/difficult/boring</i> _____	
Grammar	<i>I found most important/productive/difficult/easy</i> _____	

Lesson 3. Welcome to Azerbaijan!

Aim: To enlighten Ss' outlook about the attractions of Azerbaijan, its historical and cultural places through practicing listening, speaking, reading and writing.

Objectives

Standards

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.

Student:

Listening/Speaking

- looks at the pictures and speaks about modern Baku and Azerbaijan
- listens and expresses his/her ideas following the model
- listens to the texts and generalizes his/her points of view on famous places and natural wonders in Azerbaijan
- speaks about the wonders of Azerbaijan
- makes a presentation on natural wonders in Azerbaijan
- answers the questions and makes up more questions to ask his/her classmates
- makes up some more questions to ask his/her classmates
- matches the two sides and uses them in his/her own sentences

Reading

- reads the dialogue on summer plans and acts it out
- reads the joke and retells it in his/her own words
- fills in KWL chart to summarize his/her work on the topic
- reads the information in the “Do you know?” box and makes a report/presentation on it
- creates a reasonable speech using the words and expressions in the box
- finds the definition of the words and expressions
- creates his/her summer plans
- changes the sentences in the dialogue into Indirect Speech
- summarizes his/her work using the words and information about wonders of Azerbaijan

Writing

- creates a reasonable speech using the words and expressions
- summarizes his/her work using the new words and information and looking at the pictures
- makes collocations matching two sides
- creates posters/solutions on the topic and compares his/her work with the partner's
- makes up a booklet, a poster presentation trying to attract more tourists to visit them
- completes the table/chart according to the passages adding his/her ideas on them
- plans an interesting trip around the world discussing questions with his/her classmate
- creates a web project on “Azerbaijan's today's prosperity”
- compares his/her work with his/her classmate's
- writes an essay on the development of our country

Content Line	Listening/Speaking/Reading/Writing
Integration	<p>N.L.-1.1.1./1.1.2./1.2.1./1.2.2./2.1.1./2.1.2./2.2.1./2.2.3./3.1.1./3.1.3./3.1.4./4.1.1./4.1.2./4.1.4.</p> <p>Lit.-1.1.1./1.1.3./1.2.3./1.2.4./ 2.1.1./2.1.2./2.2.1./3.1.1./3.1.3.</p> <p>Az. His.-1.1.1./1.2.1./1.3.1./3.1.1./3.1.2./3.1.3./ 4.1.1./4.1.2./5.1.2./5.1.3.</p> <p>Gen.His.-1.1.1./1.1.2./1.1.3./1.1.4./2.1.1./3.1.3./5.1.3.</p> <p>Inf.-2.2.2. Geog.-1.1.1./2.1.4./2.1.5./2.1.7./3.2.5.</p>
Interaction	CW/GW/IW/PW
Strategy	Discussion, Description, Questioning, Carousel, Mind Map, Matching, Role Play, Gallery Picture
Resources	SB, postcards, slides, a map, grammar table, handouts, etc.

Motivation (warm-up) Listening-Speaking

Direct your Ss' attention to task 1 given in this lesson. Tell them to think of his/her future plans and share his/her ideas with the classmates', find out about his/her friends' plans for future. **Elicit:**

Which one would you choose? Why?

Imagine: You are leaving school soon. Time to decide has come. You have to make a choice about your future independent life which can offer you a lot of chances, but it also requires some skills and responsibilities.

- Go to a college in your own country;
- Go abroad to get a higher education;
- Find some job;
- Join the army;
- Use a gap year and travel;
- Attend some courses;

Explain your choice as in the model:

Model: I have been thinking of my choice for already 2 years. I have asked myself this question many times. Of course, I have listened to my parents' and teachers' advice on making decision, but anyway, it's my life and I have to decide myself. I am interested in travelling and I want to see the attractions of the world. I think I will need money for travelling. So I'm going to take some courses for learning the job of a guide. Probably I will work in my uncle's travel agency.

Research question:

- *What are the main major attractions of Azerbaijan?*
- *What do you think about Azerbaijan's today's prosperity in the economy and its success in many spheres of life?*

Discussion	
Listening/ Speaking	<p>Ask your Ss to listen to the dialogue and practise it sharing his/her ideas about his/her summer plans. Get the Ss to take part in the dialogue actively and share their opinions on famous places in Azerbaijan such as Lahic, Lerik, Shusha, Shamakhy, Guba and other places of interest. They also speak about our customs and traditions, the lifestyle of the Azerbaijanis and their summer plans. Then the Ss answer the questions on the dialogue.</p> <ol style="list-style-type: none">1. <i>How are you going to spend your summer holidays?</i>2. <i>When are you going to take your holidays?</i>3. <i>Which places are you going to see?</i>4. <i>Who are you going to travel with?</i>
Reading	<p>We have given lots of different tasks. Draw the Ss' attention to the article given on page 195, task 1. Tell the Ss to read the article and define the style of reading and explain the highlighted words and use them in their speech while giving their opinions on the article. Then have them give their comments/evaluate/assess the facts and take part in discussions about Shusha and share their ideas thoughts, points of view about the heart of Garabagh.</p> <p>For the next lesson get the Ss to read the information on Azerbaijan's prosperity in this article and share their ideas about today's Azerbaijan.</p> <p>Tell them to work in groups and think about these questions and make a presentation.</p> <ul style="list-style-type: none">• <i>What do you think about Azerbaijan's prosperity in the economy and its success in many spheres of life?</i>• <i>How could Azerbaijan develop from a poor country into a developed one in such a short period of time?</i>

Discussion

Writing

As it is the last lesson of the Last Unit and it is the summarizing lesson of the school year and the English course, we have given so interesting tasks in this lesson.

Encourage your Ss to work enthusiastically on each of them. Let them make a plan for the summer time, invite their friends and spend their time well in our highly developed hospitable and cosmopolitan country which goes ahead forward with really big/ great steps.

Summary

Ss have to feel happy with positive feelings having successfully summarized the secondary school and intending to enter the Universities to, "Azerbaijan is worth visiting", "Come and see, witness with your own eyes!"

Our country Azerbaijan has integrated the world standards in all fields economic social agricultural cultural, especially we have successfully integrated the world educational system. Students make presentations, design posters, mottos and create solutions on "Welcome to Azerbaijan", "Azerbaijan-Hearth of Fire!", "Land of Fire!", "Baku-city of winds!", "Azerbaijan- The land of rich History!", "Azerbaijan- Birthplace of Music and Art!", "Goychay-Land of Pomegranates!", "Guba-Land of Delicious Apples", "Gabala-Home of Jazz Music Festival!", "Baku -Home of Formula-1", "Baku-Home of Islamic Games!", "Baku The First European Games!", etc.

Reading

- 2. GW. a)** Give a short review of the text generalizing your point of view.
b) Find more information on the April War in 2016 and create a presentation.

Shusha - located in the western part of Azerbaijan, is the town most directly affected by the Garabagh conflict. In the spring of 1992 Armenian invaders occupied the town. The town's people have always imagined their town to be invincible. To this day, Shusha is still under the occupation of Armenian military forces. For Azerbaijanis, Shusha is considered to be "the Heart of Garabagh", "the Conservatoire of the Caucasus" and "the Paradise of the Caucasus". We are especially proud of its culture, beautiful carpets, brilliant musicians and eloquent poets. The fact that no Azerbaijanis live there today is felt as a deep psychological wound and insult. The government of Azerbaijan tries to solve the problem in a peaceful way and we believe that using appropriate foreign policy instruments the government the policy of Azerbaijan will return our occupied territories to Azerbaijani people sooner or later. We do hope to free our Shusha and the whole Garabagh from invaders and see all the refugees and Internally Displaced People (IDP) go back to their home land. We'll be happily celebrating this great day.



The April Battles once again clearly proved that Azerbaijan has not reconciled and will never reconcile itself to the loss of its occupied territories. During four April days, from 1 to 5 April, Armenia lauded the same aggressive actions and barbarities against Azerbaijan as it had in the early 1990s. As a result at the counter offensive, Azerbaijan Military Forces managed to destroy enemy's plan and free about 2,000 ha of territories. We strongly believe that one day if not peacefully, then using our military forces we'll liberate our occupied territories from the enemy.



- 3. PW.** Find out what these numbers stand for and express your attitude to the facts given in the text generalizing your point of view on them.

20 1992 1988 1994 2000 3 232 99 2016 28

*Invincible – incapable of being overcome or subdued

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Reading

- 4. GW.** Read the "Do you know?" passage and answer the following questions.

What do you think about Azerbaijan's prosperity in the economy and its success in many spheres of life?
 How could Azerbaijan develop from a poor country into a developed one in such a short period of time?

DO YOU KNOW..?

After the restoration of independence in 1991, the Republic of Azerbaijan began to realize its sovereign rights in economic field and to implement independent policy. One of the main tasks of the country's leadership in that period was efficient use and reallocation of the benefits from rich oil and gas endowment. In order to solve this task, in 1999 the national leader Heydar Aliyev adopted the Decree promoting cooperation with international companies in this field. Additionally, in order to channel the revenues from oil exports to the priority sectors of the economy and important social and economic projects, the State Oil Fund was established. At the current moment, international organizations evaluate positively Oil Fund's activity and its provision of transparency. All these were realized thanks to far-sighted policy and intensive activities of the national leader of the Azerbaijani people Heydar Aliyev. The main directions and specifications of socio-economic policy strategy, which is continued successfully and improved by the President of Azerbaijan Ilham Aliyev, is to transit to market economy and to form social, diversified national economy, which possesses ability of sustainable self-development and integration to the world economy.



- 5. GW.** Complete the expressions looking through the information above and build up your own sentences using them.

social and economic ... , national ... , priority... , sustainable ... , international ... , intensive ... , sovereign ... , state ...

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Formative Assessment

1. Listen to the text and match the questions 1-3 with the paragraphs A-C.

1. *What can people do there?*
2. *Where is it, and how big is it?*
3. *What is the scenery like?*

A. The Lake District National Park is in the north of England. There are 15 National Parks in Britain, but the Lake District is bigger than the others. It is about 55 kilometres from east to west and 55 kilometres from north to south. There are mountains, lakes, woods, towns, villages and even some beaches here.



B. The Lake District is famous for its beautiful scenery. There are a lot of mountains and hundreds of hills, 19 large lakes, and many smaller ones. This area has also got a lot of different animals: you can see rare animals like the red squirrel and the golden eagle here.

C. Over 40,000 people live and work in the lake District. There are also many visitors every year. You can go walking and climbing in the hills, fishing and horse riding, swimming and sailing on the lakes. You can also visit many pretty villages and towns, and the homes of two famous English writers: William Wordsworth (1770-1850) and Beatrix Potter (1866-1943). It is a very popular place for visitors because there is something for everyone!

2. Find True/False sentences.

1. There are fifteen National parks in the north of England.
2. The Lake District is forty five kilometres wide.
3. There aren't any beaches in the Lake District.
4. There are more than sixteen lakes.
5. Forty thousand people visit the Lake District every year.
6. You can visit the homes of two famous English writers.

3. Find out which of these outdoor activities are mentioned in the text.

Outdoor Activities

birdwatching canoeing climbing cycling fishing diving
skiing walking biking swimming sailing snowboarding
horse riding mountain biking

Answer key:

Task 1, page 180

coldest-1 largest-5 difficult-10 hottest-2 dehydrated-3
best-4 dangerous-8 boring-9 wettest-6 driest-7

Task 2, page 182

Antarctica is the coldest place in the world and it has the worst weather. The lowest temperature on record is _____ 89°C. Antarctica is also wettest and the driest place in the world. How is this possible? It is the wettest place because 70 percent of the world's fresh water is in Antarctica and 90 percent of the world's ice. And it is the driest because in one place, The Dry Valleys, it never rains or snows. The Dry Valleys are the most difficult place in the world for plants and animals-nothing can live or grow there.

Task 6, page 183

Model: subsidiary peaks

- | | |
|-----------------|------------------|
| 1. subsidiary | a) chains-2 |
| 2. major | b) country-4 |
| 3. the longest | c) measure-6 |
| 4. the smallest | d) coastline-3 |
| 5. non-profit | e) ranges-7 |
| 6. objective | f) attractions-5 |
| 7. mountain | g) peaks-1 |

Task 2, page 191

coral - a hard substance that is red, pink or white in colour, and that forms on the bottom of the sea from the bones of very small creatures.

reef - long line of rocks or sand near the surface of the sea

inshore - towards or close to the land

mangrove - a tropical tree that grows in mud or at the edge of rivers and has roots that are above ground

snorkelling - the sport or activity of swimming underwater with a snorkel

astounding- so surprising that it is difficult to believe

dugong - a large sea animal with thick greyish skin, which lives mainly in the Indian Ocean and eats plants

clam - a shellfish that can be eaten. It has a shell in two parts that can open and close.

Answer key:

Task 1, page 200

1. Gobustan Rock Art cultural Landscape rises out of the semi-desert of central Azerbaijan. **-T**
2. The site covers an area of 5370 ha. **-F**
3. There are about 60 rock engravings in Gobustan. **-F**
4. Rock engravings bear testimony to 4,000 years of rock art. **-F**
5. The inhabitants used the area during the wet period. **-T**
6. Wet period followed the last ice age. **-T**

Task 3, page 201

boulder - d) a very large rock which has been shaped by water or the weather

engraving - a) a picture made by cutting a design on a piece of metal and then printing the design on paper

testimony - b) a thing that shows that something else exists or is true

remains - c) the parts of something that are left after the other parts have been used, eaten, removed, etc.

Task 2, page 193

1) *with no hotel reservation*

3) *off the beaten track*

5) *many wonderful experiences*

7) *and share information*

2) *understand local culture*

4) *everything in advance*

6) *prefer staying in hostels*

8) *planning trips*

Travelling gives you ___5___ you cannot find in your own country. You meet local people and get to ___2___. It's so exciting. I enjoy ___8___ and doing some research on the country or countries I want to visit. Sometimes I like to plan ___4___, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with ___1___ and no fixed plans. I ___6___ and guest houses. You get to meet and talk to different and interesting people ___7___. I also like to visit places that are ___3___. Being somewhere with thousands of other tourists? It's not my cup of tea.

Sub Summative

Choose the correct variant.

1.... is a person who travels about selling goods by shouting.

- a) Hawker b) Goddess c) Officer d) Shop-assistant e) Scientist

2. Known ...native Americans as the “Mountain lying down”, the Grand Canyon stretches ... 443 kilometres.

- a) For, to b) with, to c) to, after d) at, to e) to, for

3. Do you know ... ?

- a) where are the manmade cliff dwellings situated.
b) where is the manmade cliff dwellings situated
c) where the manmade cliff dwellings situated
d) where the manmade cliff dwellings are situated
e) where the manmade cliff dwellings is situated

4. I remember ... to Shusha in 1987.

- a) to go b) went c) going d) gone e) go

5. Some people have houses, ... live in flats.

- a) other b) another c) the other d) others e) ones

6. My brother ... from the university by 2019.

- a) will graduate b) graduate c) graduated
d) are graduating e) will have graduated

Open-ended questions

7. Change into indirect speech:

“Is the office very far from here?

We mustn't be late. Please come in time.”- mother said to her daughter.

8. Match the two sides.

- | | |
|----------------------------|---------------------------------------|
| 1. To get away from it all | a. busy doing something particular |
| 2. What in the world | b. to escape from everyday life cares |
| 3. Catch up on something | c. it's surprising |

9. What are the coldest/hottest/wettest/driest places in the world?

10. Write an essay about Azerbaijan wonders.

Buraxılış məlumatı

İNGİLİS DİLİ 11

Ümumtəhsil məktəblərinin 11-ci sinfi üçün
İngilis dili (əsas xarici dil kimi) fənni üzrə
müəllim üçün metodik vəsait

Tərtibçi heyət:

Müəlliflər: **Xəlidə Rüstəмова,
Qızıtamam Quliyeva,
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Bədii redaktor	Turqay Cəlallı
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