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ENGLISH

9

Teacher's Book

English as the main foreign language for the 9th
grade of the general education schools

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email addresses. Thank you for your cooperation in advance.



Azərbaycan Respublikasının Dövlət Himni

Musiqisi *Üzeyir Hacıbəylinin,*
sözləri *Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!
Ey qəhrəman övladın şanlı Vətəni!
Səndən ötrü can verməyə cümlə hazırız!
Səndən ötrü qan tökməyə cümlə qadیرiz!
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!

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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 9 with new ideas, methods, and approaches in this school year. English 9 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 English.

Our role as a developing teacher

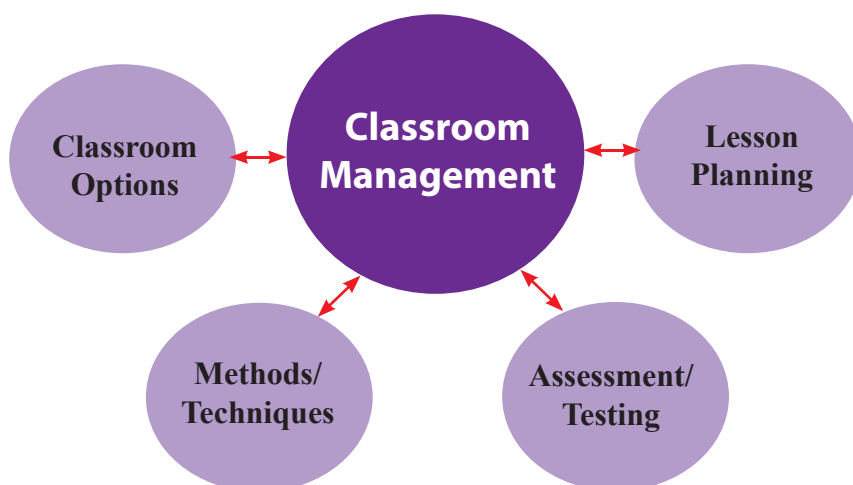
"I'd like someone to observe my class and give me constructive feedback, so that I can get better." (Book-Blundell L, Stokes J)

Language is not really theoretical; it is a living, practical skill which enables us to communicate. The majority of our students, as you know, will need their English to get a job, to travel, to use the internet and to communicate in the real world. For this reason, in the modern language classroom, we are concerned with both what the learners can do with the language, as well as what they know about the language. Vocabulary and grammar are important as they contribute to the students' ability to do practical things with the language they have. One of the joys of being a teacher is that we are constantly learning new things about ourselves, our students, and the teaching process.

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

Think of the lesson as *a journey*. If you don't know where you want to end up, how you are going to get there. Aims concern what you want your students to be able to do at the end of your lesson that they couldn't do at the beginning. Think of this Student's Book 9 as a journey. We hope you and your students will enjoy this journey.





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. Remember that your students don't want you as a friend, but want to respect you as a teacher. Show them that you expect them to work hard in your class, but that it can be enjoyable.

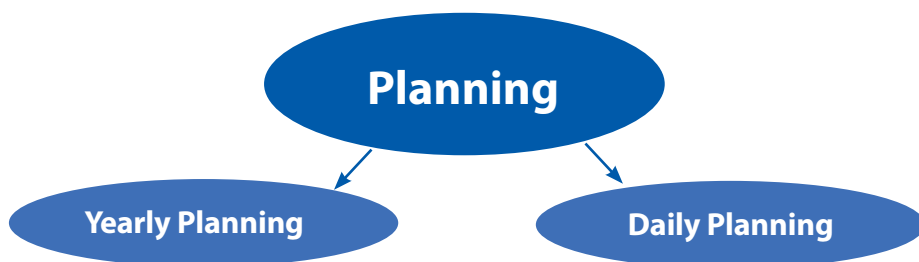
Lesson Planning

One of the main steps of the teaching process is **Lesson Planning**.

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

Lesson Planning

- Provides structure and a memory aid
- Helps you to:
 - anticipate possible problems and solutions
 - think about timing/time limit
 - achieve a good balance of activities and interaction patterns
 - focus on improvements you want to make on your teaching
- Manages the Classroom Management
- Makes your work easier as it is planned in advance
- Works effectively with different students who have different backgrounds
- Designs tasks for heterogeneous classes concerning the Ss' knowledge levels



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, a tape-recorder, 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/Progress Rate, 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.

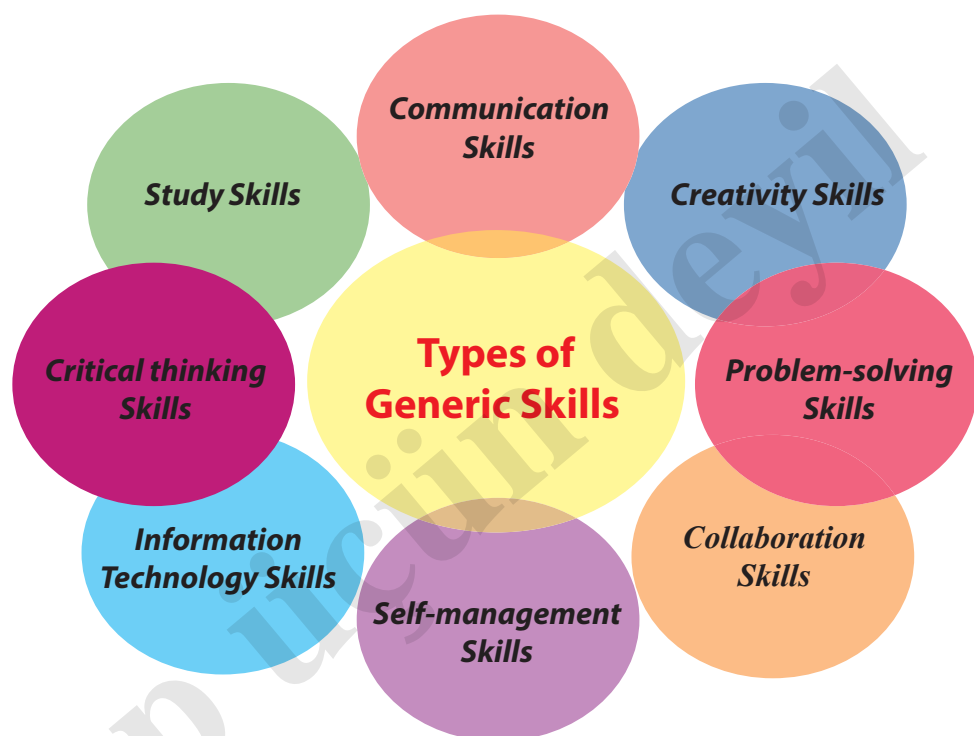
3. Learn to be a great observer of your students. What does engagement look like? Again, this can be best done when you're not actually teaching them.

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, interalia, 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 9 has curriculum links with some subjects such as Maths, Native Language,

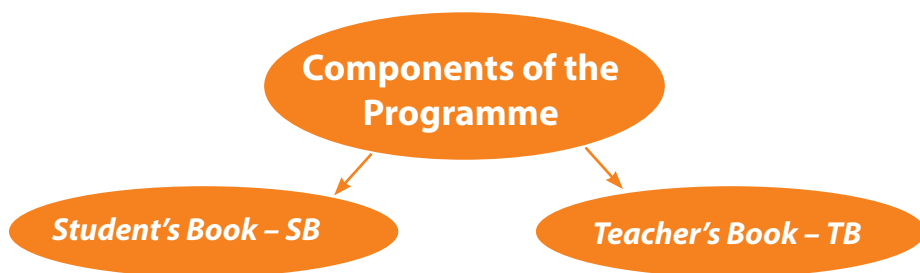
Music, Art, Biology, Geography, Physics, Azerbaijan History, General History, Literature, Chemistry, Science, PT, etc. We should constantly pay attention to the students' age, their interests, and skills as they're very important in the teaching process.

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.

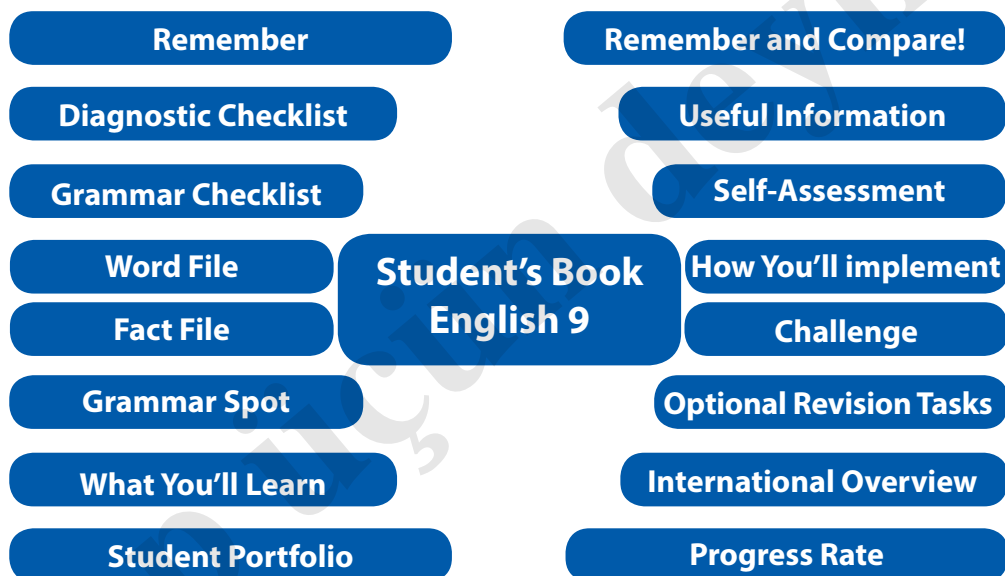
And students:

- 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 9

Student's Book English 9 includes seven units through the school year supported by passages, dialogues and texts. “**Fact File**”, “**Remember and Compare!**”, “**Remember**”, “**Grammar Spot**”, “**Challenge**”, “**Word File**”, “**What You'll Learn**”, “**Student Portfolio**”, “**Progress Rate**”, “**Useful Information**” “**International Overview**,” “**Optional Revision Tasks**”, “**Self-Assessment**”, tables/charts, poems, songs, tongue-twisters, fables, proverbs and sayings, idioms and metaphors and other materials throughout the units. This book is designed for students of Grade 9 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 9 students contain all above-stated throughout each unit, the story line is both entertaining and closely related to Ss' experience. All tasks, tests, grammar rules/banks, illustrations, texts, passages, fables, stories, poems, dilemmas, dialogues given in the SB are focused on the Ss' ages, skills, abilities and needs, interests and their outlook/understanding.



Organization of Student's Book English 9

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.

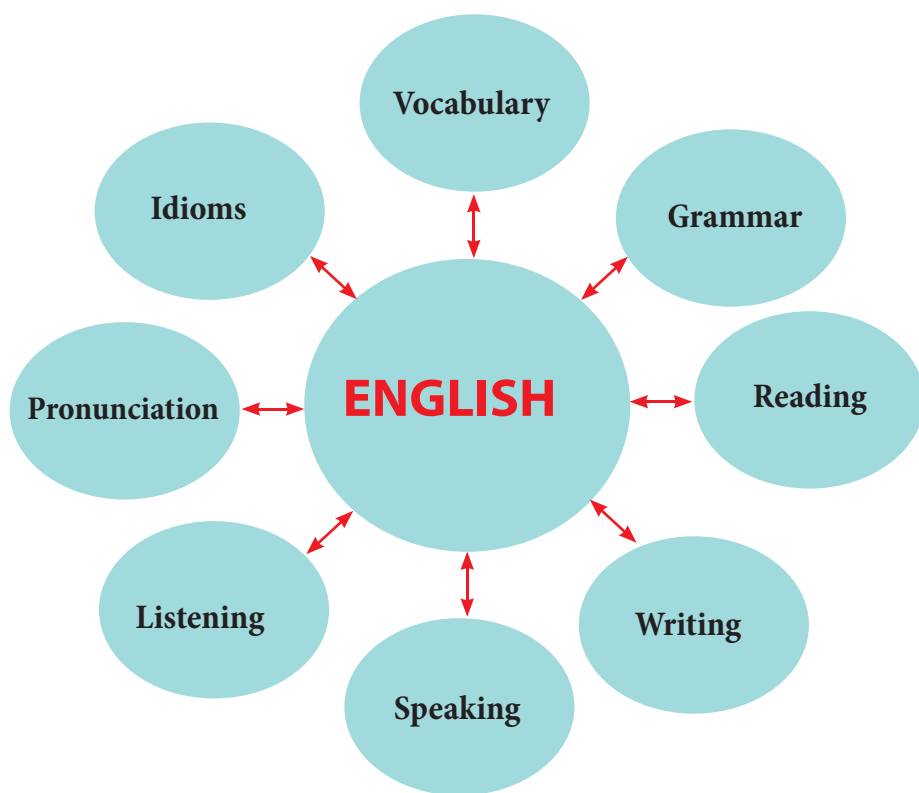
Grade 9 describes:

- 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 everyday lesson plan for achieving goals.*



Organization of Teacher's Book 9

- *Some introductory notes on using the course materials*
- *Guidance on using the Units*
- *Planning lessons*
- *Curriculum links*
- *The main points in teaching*
- *Practical suggestions for teaching*
- *Some techniques for teaching process*

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

Note: It is not necessary 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.

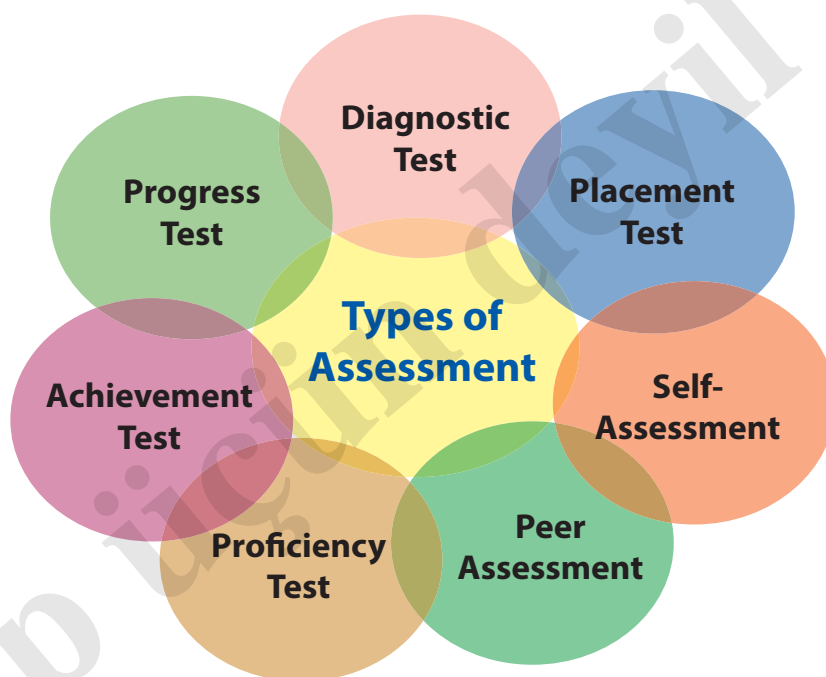
Evaluation/Assessment

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 make more control over their learning.

Why do we assess students?

We assess students at different times and for different purposes.

It's important to know why we are assessing students, what is the purpose of the assessment, and what we are going to do with the information that the assessment gives us.



1. To find out how well students have learned a certain part of the course. It is sometimes called ***formative assessment***.

2. To find out how good students are at a language.

3. To find out how well students have learned the whole content of a course. It is sometimes called ***summative assessment***.

4. To find out what the student knows and doesn't know at the beginning of a course.

5. To find out what level the students are, so that they can be placed in the right class.

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.

What can we assess?

We can assess any aspect of language: grammatical knowledge, vocabulary, ability in reading, writing, speaking, listening, and communication.

Traditionally, tests tend to be pen and paper tests only. One of the reasons for this is that written tests are easier to mark. But if we are testing speaking, communication or listening, a written test is not much use. The question then is how we can effectively test aspects of the student's language that we are interested in.

It's important to test what you teach.

• ***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

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

Rubrics

Rubrics are the assessment criteria to evaluate the level of Ss' achievements/progress. 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
the highest rate			the lowest rate
<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 • 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 level students.

Level III and Level IV are for high level students.

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

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

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

How can we carry out assessment?

We can use different ways of assessing students according to 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.

The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality.



Too short and
not enough
leaves. C-

Samples for Self Assessment

Diagnostic Checklist	YES/NO	✓	✗
I know about our national values			
I talk about our national customs and traditions			
I speak about religious holidays			
I speak about other religions and customs			

Diagnostic Checklist	YES/NO	✓	✗
<i>I can ...</i>			
speak about lifestyle			
share my ideas on healthy food			
talk about daily routine			
answer questions about the way we live			

Study Skills	Level Reached			
I know how to	Perfect	Good	Fair	Poor
find the main idea				
read for specific information				
express my ideas/thoughts				
describe the places/people's characteristics/features and their lifestyles				
make notes on passages				

Assessment for Listening and Speaking
(See Unit 6. Sightseeing Around The World)

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
Listening and Speaking I can: <ul style="list-style-type: none"> • speak about countries and their political system • talk about different cities and their places of interest • express my admiration and surprise in different places • play a role on different places • share my ideas with a partner on the famous places in the world • speak about outstanding people in Azerbaijan • describe the geographical position of countries 				

Grammar Checklist	
I can ...	Activities
understand the meaning of the words which are nouns and verbs	value/to value, plan/to plan
understand phrasal verbs, metaphors, quotes, and proverbs	She looks like a rose. East or West, Home Is Best!
find the synonyms and antonyms of the words	
build up sentences using synonyms/antonyms	

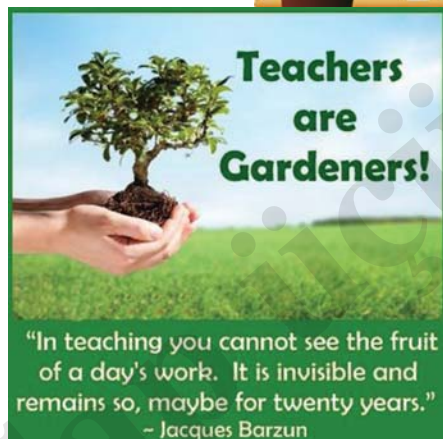
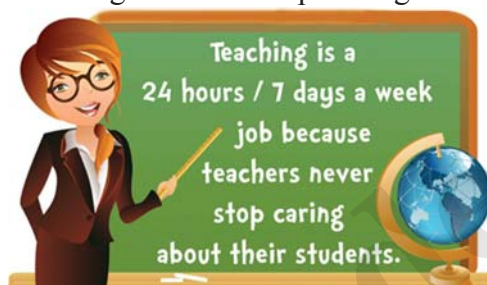
Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
Reading <i>I can read and understand:</i> <ul style="list-style-type: none"> articles about children's rights facts/ideas on children's rights international overview about children's rights 				
Listening and Speaking <i>I can:</i> <ul style="list-style-type: none"> play a role on different rights talk about children's rights and share my ideas with classmates debate on different teens' thoughts 				
Writing <i>I can:</i> <ul style="list-style-type: none"> build up sentences using the key words write my ideas about teens' thoughts fill in the table on the teens' ideas make up a list of rights create a paragraph on the protection of children 				

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
Reading <i>I can read and understand:</i> <ul style="list-style-type: none"> magazine and newspaper articles about different jobs facts by the most trusted professionals 				
Listening and Speaking <i>I can:</i> <ul style="list-style-type: none"> ask and answer the questions about journalists talk about trustworthy professions and qualities give reasons for my opinions play the role on journalists share my ideas 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:

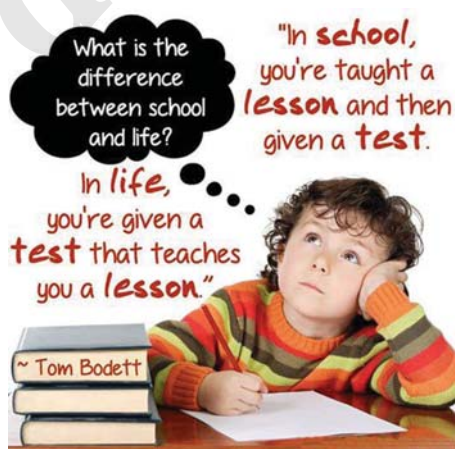
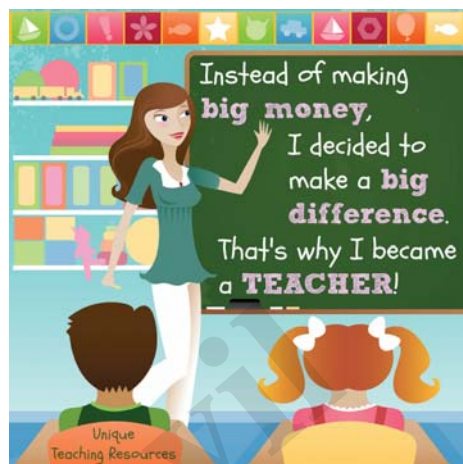
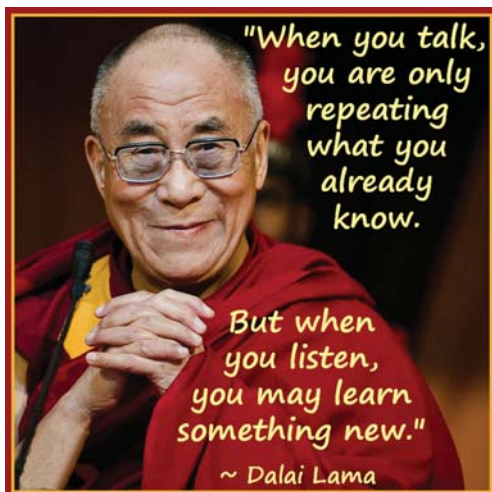
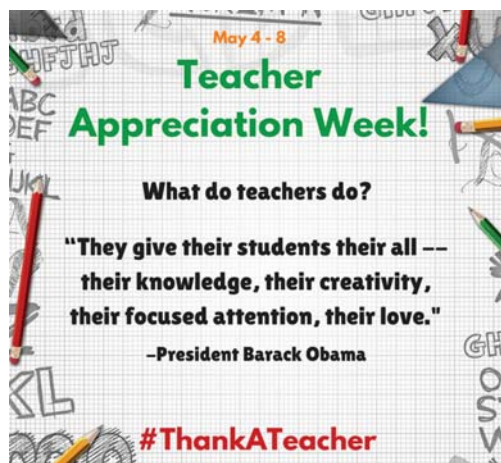
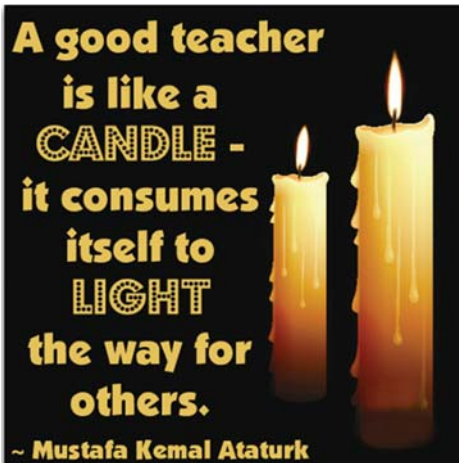
- Try to be patient!
- Try to be flexible!
- Try to be sensitive!
- Allow choice and student decisions!
- ♦ Use standards as a guide to determine what Ss need to learn.
- ♦ Pre-assess Ss to determine their knowledge and skill levels.
- ♦ Set learning objectives based on what Ss need to know.
- ♦ Know 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 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 subject area.
- ♦ Consider all Ss' backgrounds when planning activities.



"Every child should have a caring adult in their lives. And that's not always a biological parent or family member."



**It may be a friend or neighbor.
Often times it is a **TEACHER**."**
~ Joe Manchin



SKILLS

1. LISTENING

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.



2. SPEAKING

How to Teach Speaking?

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.



3. READING

How to teach Reading?

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.



4. WRITING

How to Teach Writing?

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.





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.



Brainstorming

Brainstorming is the name given to a number of techniques used for generating and gathering ideas. The basic principle is that the students suggest ideas which may be collected, for example, on the blackboard. Brainstorming can encourage students to speak out and share ideas. It also gives the teacher an immediate impression of how much the students already know about something. After brainstorming is finished, all the collected ideas are discussed, grouped and eliminated.



Ways of Brainstorming

Place a circle round it and some lines out from the circle. Ask the students what they know about the topic. As they say out their ideas, write them around the circle. Write **“What do we know about it?”** (the name of the topic in big letters on the blackboard) Give the students a few minutes to note down ideas by themselves. Then, collect their ideas.

Students work

in small groups. Play some soft music while they are thinking/discussing. Students work in groups to generate ideas and then cross-group to compare. You can use different types of music during these stages. The brainstorming can be put up on a poster and referred to and added to over a number of lessons. Ss don't know about things beforehand. It can be about things they would like to know. Students can build up **“A questions poster”**. Brainstorming must be done in English, not in the mother tongue.



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 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. 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.

4. 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 the others!*
- *Come on time!*
- *Don't be shy!*
- *Share your ideas with the groupmates!*

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.



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.

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.



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 Eng-



lish. 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 and 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.



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 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 (whole class or Class work, Individual Work, Group Work and Pair Work) 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.*

Games

In class, games are a lively way of maintaining student interest in the language. They are fun but also part of the learning process and students should be encouraged to take them seriously. In general, they need not be compulsory: student may prefer to do something else while another group plays a game. This gives a sense of ownership and extends the language learning element.



DIY- Do It Yourself.



Do It Yourself- is an important idea that encourages students to do something themselves, rather simply using an exercise in the book. It is to encourage them towards autonomy –the ultimate goal of education. This also allows students room for their own individual interests, needs and abilities. One of the aims of allowing students to suggest something else to do is to bring about greater student involvement and a feeling of “ownership” of what they are learning. Secondly, it is only through making decisions that students can become better at making decisions. The important point is that any suggestion they make or do is followed up by some kind of evaluation. This can simply be asking the students how useful they found what they did.

Posters

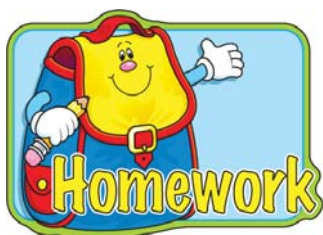
The production of posters is a useful technique in language teaching for a number of reasons. It gives students a concrete focus for their work and also ensures that English (rather than only the mother tongue) is produced as a result of their groupwork. Poster production can also be a lively way of working. Students can design their posters, spend time on how they look and express their ideas graphically. They can form a welcome break from a linear presentation of ideas in which groups feedback, one after the other, to the whole class. Posters allow all groups to feedback simultaneously, thus using the time more effectively.



Music and Songs

Potentially, music can have an important role in the classroom. The use of songs is already very familiar to most teachers. We may, for example, listen to the radio while we are working, driving or waiting for something. We may use music to relax or to mark a change of activity (such as coming home from work) and so on. In similar ways, music can be used to help make the classroom more welcoming. In general, nearly all students like singing songs particularly if they are melodic. They are a way of recycling language in a fun format; they develop a natural sense of language achievement and can also bring about student involvement.





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.

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. Strategies that can help students read more quickly and effectively include

- 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 and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

- 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 to 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.

1. 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, teacher and 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 ideas 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***.

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 nonfiction 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 with partners.*

Sample Activity

Introduce a map with a question about trips. Ask Ss where they go with their families or 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.

The Major Standards and Sub Standards of English Language Learning Grade 9

At the end of Grade 9 the Student:

- *speaks on the content of the text he listened to or read*
- *expresses attitude to the content of the text he/she read orally or in written form*
- *joins the debates and discussions and explains his thoughts, points of view*
- *expresses his/her point of view in different forms by using speech patterns*
- *reads and writes sentences of varied constructions correctly*
- *writes autobiography and applications.*

1. Listening	2. Speaking	3. Reading	4. Writing
1.1.	2.1.	3.1	4.1.
Expresses his attitude to the content of the text he/she listened to.	Demonstrates oral speech abilities.	Demonstrates complete knowledge/ accomplishment on the content of the text he read.	Demonstrates correct/ precise/ accurate writing skills.
1.1.1.	2.1.1.	3.1.1.	4.1.1.
Expresses his/her attitude to the requests.	Expresses his/her ideas by using various speech units/patterns.	Explains grammatical and semantical features of words and expressions.	Expresses his opinions/points of view in different forms (<i>composition, essay, story</i>).
1.1.2.	2.1.2.	3.1.2.	4.1.2.
Comments (<i>or gives comments</i>) on the content of the text he/she listened to.	Debates/makes discussions on different themes (<i>nature, society, family, school</i>).	Reads the sentences on varied constructions from the text correctly.	Expresses his attitude to facts and events in written form.
	2.1.3.	3.1.3.	4.1.3.
	Explains his/her thoughts/points of view by making comparison.	Retells the content of the text in logical order/sequence.	Writes sentences of various constructions correctly.
		3.1.4.	4.1.4.
		Expresses his attitude to the content of text he/she read.	Writes autobiography and applications.

The Major Standards and Sub Standards of English Language Learning Grade 9

1. Listening

1.1.

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

2. Speaking

2.1.

Demonstrates oral speech
abilities.

3. Reading

3.1.

Demonstrates complete
knowledge/
accomplishment on the content
of the text he read.

4. Writing

4.1.

Demonstrates correct/precise/
accurate writing
skills.

Listening	Content
Objectives	Standards
<ul style="list-style-type: none"> • Expresses his/her attitude to learning languages, their role and importance • Expresses his/her attitude to worldwide languages answering the questions • Shares ideas on family conflicts/social problems, teen's lifestyle, etc. • Expresses his/her opinions on the questions/letters • Expresses his/her attitude on the requests 	<p>1.1.1. <i>Expresses his/her attitude/opinions on the requests.</i></p>
<ul style="list-style-type: none"> • Listens to the dialogue and performs it • Responds to the questions on foreign languages • Takes an active part in discussing widely used languages • Creatively approaches the opinions on the topic • Listens to the passages and answers the questions on them 	<p>1.1.2. <i>Comments (or gives comments) on the content of the text he/she listened to.</i></p>

Content	Speaking
Standards	Objectives
2.1.1. <i>Expresses his/her ideas by using various speech units/patterns.</i>	<ul style="list-style-type: none"> •Says out some views/opinions on metaphors and sayings •Understands and gives explanation of abbreviations •Expresses/shows agreement/disagreement on the topic •Gives comments on the topic listened •Expresses his/her ideas using various speech patterns/units •Shares ideas/opinions on sayings/on the topic •Expresses ideas and takes part in discussions on human rights •Explains the meanings/definitions of the idioms/metaphors sayings given in the dialogues •Speaks about friendship, children all over the world, international customs and tradition, religion, etc. using different speech patterns •Expresses/demonstrates his/her ideas on family conflicts using varied prepositional constructions
2.1.2. <i>Debates/makes discussions on different themes (nature, society, family, school.)</i>	<ul style="list-style-type: none"> •Takes an active part in discussions on languages using his/her creative points of view •Speaks on time waste describing the pictures •Takes an active part in discussions on widely used languages •Takes part in debates on languages (<i>the English language</i>) and problem solving •Debates on the topics about family conflicts •Performs/plays roles on family conflicts •Holds or takes part in the discussions on the time waste •Has discussions on TV exchanging ideas
2.1.3. <i>Explains his/her thoughts/points of view by making comparisons.</i>	<ul style="list-style-type: none"> •Compares ideas on language with his/her peers •Speaks about the melodic sweetness of each language •Gives comments on the listened topic •Coincides/matches the answers to the questions while discussing them •Holds/runs discussions comparing different ideas •Debates on the positive and negative sides of something •Demonstrates his/her agreement/disagreement on the statements •Debates on the topic expressing his/her attitude to the topic •Makes comparisons and expresses his choice (<i>agreement/disagreement</i>) on the topic •Compares the ideas given by the teens in the letters

Reading	Content
Objectives	Standards
<ul style="list-style-type: none"> •Explains the usage of article in tasks and exercises on nations, languages, and countries •Explains his/her ideas on using the appropriate intensifying quantifiers •Reads and speaks on the semantical and grammatical features of words •Understands and explains the grammatical and semantical meanings of words giving the explanation of compound words •Compares the words that are used both as a verb and a noun filling in the suitable ones in the gaps •Explains the words given in the tasks •Guesses the meaning of the words ending in “ing” •Differs the quantifiers and uses them appropriately in his/her speech •Defines the grammatic-semantic features of the words •Chooses and groups, sorts out the words for their structure •Compares the highlighted expressions on Participle, Gerund and verbal nouns reading them •Sorts out different constructions by writing 	<p>3.1.1. <i>Explains grammatical and semantical features of words and expressions.</i></p>
<ul style="list-style-type: none"> •Fills in the chart using different constructions on improving languages •Says out opinions in discussions about language barrier •Correctly reads the sentences, letters, passages about different cultures, religions, etc. •Reads and writes the sentences of varied constructions 	<p>3.1.2. <i>Reads the sentences on varied constructions from the text correctly.</i></p>
<ul style="list-style-type: none"> •Makes coincidence of questions thinking and answering logically •Puts the dialogue in correct logical order and performs it •Finds True/False sentences and gives reasons •Compares the highlighted expressions in the passages reading them •Matches the headings to the paragraphs • Retells the content of the text/passage/article •Demonstrates his attitude to the paragraphs/passages and retells their content 	<p>3.1.3. <i>Retells the content of the text in logical order/sequence.</i></p>

Content	Reading
Standards	Objectives
3.1.4. <i>Expresses his attitude to the content of the text he/she read.</i>	<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 • Reads different points of view of teens and says out his/her own opinions on them • Searches, thinks of idioms and gives logical comments on them • Reads and puts the paragraphs in correct logical order • Expresses his/her attitude on the passage he/she read giving explanation • Gives comments discussing the main idea in the passages • Scans the headlines and skims the passage • Comments on the given proverbs and sayings • Searches/finds and writes more proverbs and sayings • Expresses his/her attitude to the teen's ideas/letters by reading them • Completes various sentences on languages • Reads and clarifies the problems in the emails and expresses his/her attitudes to them • Finds out his/her style of learning working on the given model • Retells the passages/paragraphs in correct logical order giving comments
Content	Writing
Standards	Objectives
4.1.1. <i>Expresses his opinions /points of view in different forms composition, essay, story).</i>	<ul style="list-style-type: none"> • Writes/creates paragraphs/essays about his/her native language • Prepares/makes a paragraph on the topic • Designs new programmes working creatively • Prepares a report on cultural experience • Makes a list of the reasons on the importance of Friendship

Writing	Content
Objectives	Standards
<ul style="list-style-type: none"> • Reads and writes proverbs and sayings on the importance of languages by searching various sources • Fills in the tables/charts on the youth from different countries • Matches figures to the events taking into consideration the accuracy in exact happenings • Gives comments on true/false sentences/statements • Finds the clue to the facts and realizes how to explain them • Matches the facts to the numbers 	<p>4.1.2. <i>Expresses his attitude to facts and events in written form.</i></p>
<ul style="list-style-type: none"> • Rearranges the interrogative sentences • Sorts out different constructions in written form • Groups and writes the sentences in appropriate column • Says out the definitions of the given words and uses them in sentences • Completes the solutions using the given statements and designs his/her own solutions • Fills in the gaps using the correct quantifiers • Completes the sentences in written form following the given model • Makes up sentences using the key words and translates them • Finds the equivalents/synonyms of words in the task and uses them in his/her own sentences • Designs/prepares a list of rights and puts them in order for their importance • Expresses his/her opinions on the passages in written form • Fills in the gaps with correct forms of the verbs • Fills in the chart with the expressions implying his/her ideas on family conflicts • Corrects the wrong statements replacing them with the logically correct ones giving comments 	<p>4.1.3. <i>Writes sentences of various constructions correctly.</i></p>
<ul style="list-style-type: none"> • Designs/writes a questionnaire and a quiz on languages • Prepares/designs an announcement/advertisement on languages • Prepares/designs an interview on the given sample sharing his/her opinions • Prepares an interview on TV programmes and role plays • Writes the autobiography of famous people • Prepares/designs a language quiz, International Overview 	<p>4.1.4. <i>Writes autobiography and applications.</i></p>

Standards	Integration Standards
Listening	
1.1.1. Expresses his/her attitude/opinions on the requests.	N.L.-1.1.1./1.1.2./2.1.1. Music-2.3.1. Lit.-1.2.1.
1.1.2. Comments (or gives comments) on the content of the text he/she listened to.	N.L.-1.1.1./1.1.2./2.1.1. Music.-2.3.1. Lit.-1.2.1.
Speaking	
2.1.1. Expresses his/her ideas by using various speech units/patterns.	Math.-5.1.2./5.2.2. Lit.-1.1.3./ 1.2.4./2.1.2. Art.-3.1.1./2.1.1. Scien.-1.1.1./3.1.1./3.2.1./3.2.2. Az.Hist.-1.1.2./1.1.1./2.1.2./3.1.2./4.1.1./ 5.1.1. P.T.-1.1.1./1.1.2./4.1.3. Music.-2.3.1.Tech.-3.1.1. Phy.-3.2.1./3.2.2. Art.-2.1.1./3.1.1.
2.1.2. Debates/makes discussions on different themes (nature, society, family, school).	Gen.His.-3.1.1. Az.His.-1.1.2./2.1.1./3.1.2./5.1.1./5.1.3. Tech.-3.1.1./3.2.1. P.T.-1.4.1./4.1.3. Math.-5.2.2. Chem.-4.2.1./4.3.1. Phys.-1.1.1./1.1.4./3.2.1./3.2.2. Geog.-1.1.1./2.1.8. Biol.-2.1.2./3.2.2./4.1.1. Art.-2.1.1./3.1.1. Music-2.3.1. Scien.-1.1.1./2.1.1./2.1.2./2.2.2./3.1.1./ 3.2.1./3.2.2./3.3.1./4.1.1.
2.1.3. Explains his/her thoughts/points of view by making comparison.	Lit.-1.2.1./1.2.4./ Scien.-1.1.1./2.1.1./2.1.2./2.2.1./2.2.2./ 3.1.1./4.1.1./3.3.1. Az.His.-1.2.1./1.2.2./2.1.1./3.1.2./5.1.1./ 5.1.2./5.1.3. Gen.His.-3.1.2./4.1.1./5.1.1. Biol.-2.12./4.1.1. Geog.-1.1.1./3.1.2./3.2.1. Tech.-3.2.1. Math.-5.2.2. Chem.-4.2.1.

Standards	Integration Standards
Reading	
3.1.1. Explains grammatical and semantical features of words and expressions.	N.L.-2.1.1./2.1.2. Lit.-1.1.3./1.2.4. Phys.-1.1.1./1.1.4./3.2.1. Math.-5.1.1.
3.1.2. Reads the sentences on varied constructions from the text correctly.	N.L.-2.1.1./2.1.2./2.2.1. Lit.-1.2.1./2.1.2. Math.-5.1.1./5.2.2.
3.1.3. Retells the content of the text in logical order/sequence.	N.L.-2.1.1./2.1.2. Lit.-1.1.3./1.2.4. Chem.-4.2.1./4.3.1. Phys.-1.1.4./3.2.1. Az.His.-2.1.1./3.1.2./4.1.1./5.1.1./ 5.1.2./5.1.3.
3.1.4. Expresses his attitude to the content of the text he/she read.	N.L.-2.1.1./2.1.2. Lit.-1.1.3./1.2.4. Az.His.-5.1.1./5.1.2./2.1.1./3.1.2. Gen.His.-3.1.1./4.1.1. Chem.-4.2.1./4.3.1. Phys.-1.1.1./1.1.4./3.2.1. Biol.-4.1.1. Geog.-1.1.1./2.1.3./3.1.2./3.2.1.
Writing	
4.1.1. Expresses his opinions/points of view in different forms (composition, essay, story).	N.L.-3.1.1./3.1.3. Lit.-3.1.2./3.1.3. Az.His.-1.2.2./5.1.3. Inf.-3.3.3./4.1.3. Gen.His.-3.1.2./4.1.2./5.1.3. Bio.-2.1.2./3.1.1./3.2.2./4.1.1. Tech.-3.1.1. P.T.-1.3.4./1.4.1. Scien.-2.2.2. Chem.-4.1.1./4.2.1./4.3.1.
4.1.2. Expresses his attitude to facts and events in written form.	N.L.-3.1.1. Lit.-3.1.2./3.1.3. Math.-5.1.2./5.1.4. Inf.-3.3.4./4.1.3. Geog.-1.2.2./3.1.2. Biol.-2.1.2. Az.His.-1.1.1./1.1.2. Gen.His.-1.1.3./2.1.2./5.1.3. Scien.-2.2.2.
4.1.3. Writes sentences of various constructions correctly.	N.L.-3.1.1./3.1.3. Lit.-3.1.2./3.1.3. Math.-5.1.2./5.1.4. Inf.-3.3.3./3.3.4./4.1.3. Tech.-3.1.1. P.T.-1.3.4./1.4.1. Biol.-2.1.2./3.1.1./3.2.2./4.1.1. Chem.-4.1.1./4.2.1./4.3.1. Az.His.-1.1.1./ 1.1.2./1.2.2./5.1.3. Gen.His.-1.1.3./5.1.3.
4.1.4. Writes autobiographies and applications.	N.L.-3.1.1./3.1.3./3.1.4. Math.-5.1.4. Lit.- 3.1.2./3.1.3. Inf.-3.3.3./3.3.4./4.1.3. Gen. His.-1.1.3./2.1.2./5.1.3. Biol.-3.2.2./4.1.1.

Implemented Standards for Units	Unit	Implemented St.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. 4.1.4.	1. LANGUAGE	1.1.1./2.1.2./2.1.3./3.1.1./ 3.1.4./4.1.1./4.1.2.	1. My Language, My Soul!
		1.1.2/2.1.2./2.1.3./3.1.1./ 3.1.4./4.1.4.	2. Better Late than Never!
		1.1.1./2.1.1./2.1.2./3.1.2./ 3.1.3./4.1.2./4.1.4.	3. English is a Global Language
		Progress Portfolio	
Sub Summative 1			

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.	2. SOCIETY AND CHALLENGES	1.1.2./ 2.1.1./2.1.2./3.1.1./ 3.1.3./3.1.4./4.1.1	1. Family is a Treasure
		1.1.1./2.1.1./2.1.3./3.1.1./ 3.1.2./4.1.3.	2. Do You Face Family Conflicts?
		1.1.1./2.1.2./2.1.3./3.1.1./ 3.1.3./3.1.4./4.1.3./4.1.4	3. Don't Move too Fast!
		1.1.1./2.1.1./2.1.3./3.1.1./ 3.1.2./4.1.1/4.1.3	4. Everyone Has Rights!
		Progress Portfolio	
Sub Summative 2			

Integration	Resources	Assessment methods/tools	Hour
N.L.-1.1.2./2.1.1./ 3.1.1. Lit.-1.2.1./1.2.4./3.1.2./ 3.1.3. Math.-5.2.2.	SB, CD, slides, pictures, handouts, flipcharts	Self-Assessment checklists, Filling in gaps, open ended questions	2
N.L.-2.1.1./2.1.2./ 3.1.4. Lit.-1.2.4./1.1.3./2.1.2	SB, CD, slides, pictures, video	Formative Assessment checklists, Problem Solving, multiple choice exercises	2
Lit.-1.1.3./2.1.2./3.1.2. N.L.-1.1.2./2.2.1./3.1.4. Math.- 5.1.1./5.1.2./5.2.2. Geog.- 3.1.2. Az. His.- 1.2.1./1.2.2.	SB, CD, slides, pictures, flashcards, video	Self-Assessment checklists, multiple choice exercises, finding T/F sentences, observation sheet	2
		<i>Self-Assessment Checklist, Multiple Choice Exercises</i>	2
		<i>Test Exercises, Open-Ended Exercises</i>	1

N.L.-1.1.2./2.1.1./ 2.2.1./ 3.1.1. Lit.-1.2.4./2.1.2./3.1.2./ 3.1.3. P.T.-1.4.1./4.1.3. Scien. - 2.1.1./3.2.1./3.2.2. Music- 2.3.1.	SB, Pictures, flashcards, handouts, videos	Rubrics, Self - Assessment checklists,Gaps Filling, multiple choice exercises	3
Lit.- 1.2.1./2.1.2./3.1.2./ N.L.- 1.1.2./2.1.1./3.1.3. Scien.- 2.1.1./2.1.2./3.2.1. P.T.- 1.4.1./4.1.3. Biol.- 3.1.1.	SB, Pictures, flashcards, CD, video	Formative Assessment, multiple choice exercises	2
N.L.- 1.1.2./2.1.1./3.1.2./3.1.4. Lit.-1.1.3./1.2.1./1.2.4./2.1.2. Biol.- 3.1.1. Inf.- 4.1.3. Scien.- 2.1.1.	SB, Pictures, flashcards worksheets, CD, slides	Self-Assessment checklists, Grammar Checklist, open questions, multiple choice exercises	2
N.L.-1.1.2./2.1.1./2.2.1. Maths.- 5.1.2. Lit.-1.2.4./2.1.2./ 3.1.2. Biol.- 3.1.1. Inf.-4.1.3. Scien.- 2.1.1./2.2.1./2.2.2. P.T.- 1.4.1.	SB, Pictures, flashcards, handouts, slides	Formative Assessment, Self- Assessment, multiple choice exercises, interviewing, finding T/F sentences	2
		<i>Self-Assessment Checklist, Multiple Choice Exercises</i>	2
		<i>Test Exercises</i>	1

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	3. MASS MEDIA	1.1.1./2.1.1./2.1.2./3.1.1./ 3.1.4./4.1.1./4.1.2.	1. Spreading the News
1.1.2./2.1.2./2.1.3./3.1.1./ 3.1.3./4.1.2.		2. Quality or Popularity?	
1.1.1./2.1.2./2.1.3./3.1.1./ 3.1.4./4.1.1./4.1.3.		3. The Window to the World!	
1.1.1./2.1.1./2.1.3./3.1.1./ 3.1.4./4.1.1./4.1.2./4.1.4.		4. The Eyes and Ears of the Society	
Progress Portfolio			
Sub Summative 3			
Main/Big Summative-1			

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	4. ACHIEVEMENTS	1.1.1./2.1.1./2.1.3./3.1.2./ 3.1.3./3.1.4./4.1.1./4.1.2	<i>1. Eyes in the Sky</i>
1.1.1./2.1.1./2.1.3./3.1.1./ 3.1.2./4.1.2./4.1.3		<i>2. Masters of Our Own Fate</i>	
1.1.1./2.1.1./2.1.3./3.1.1./ 3.1.4./4.1.2./4.1.4.		<i>3. The Road to Success</i>	
1.1.2./2.1.2./2.1.3./3.1.1./ 3.1.3./4.1.2./4.1.3.		<i>4. A Friend or a Foe?</i>	
<i>Progress Portfolio</i>			
Sub Summative 4			

N.L.-1.1.2./2.1.1./3.1.1. Lit.-1.2.4./2.1.2. Az.His.-1.1.2./1.2.2./5.1.1. Gen.His.-5.1.3. Inf.-3.3.3./4.1.3. Math.-5.1.1./5.1.2.	SB, Pictures, flashcards, realia, www.teachingenglish.org.uk	Formative Assessment, Grammar Checklist, interviewing, sorting out, making notes on the facts	2
Lit.-1.1.3./1.2.1./1.2.4./2.1.2./3.1.2. N.L.-1.1.2./2.1.1./3.1.3. Inf.-4.1.3. Scien.-2.1.1./3.2.2.	SB, Pictures, flashcards, realia, CD, illustrations	Formative Assessment checklists, interviewing, making a story, open-ended tasks	2
N.L.-1.1.2./2.1.1./3.1.1./3.1.3. Lit.-1.2.1./1.2.4./2.1.2./3.1.3. Inf.-4.1.3. Biol.-3.1.1. Math.-5.1.1.	SB, Pictures, flashcards, songs, CD	Formative Assessment checklists, interviewing, debating, open ended tasks	2
N.L.-1.1.2./2.1.1./2.2.1./3.1.4. Lit.-1.2.1./1.2.4./2.1.2./3.1.3. P.T.-1.4.1./4.1.3. Math.-5.1.1.	SB, pictures, flashcards, songs, CD, handouts, slides	Formative Assessment, Questioning, discussing, matching, making comments, interviewing	3
		Self-Assessment Checklist, Multiple Choice Exercises	2
		Test exercises, Open-Ended Exercises	1
		Test Exercises	1

N.L.-1.1.2./2.1.1./3.1.1./3.1.4. Lit.-1.2.4./2.1.2./3.1.3. Chem.-4.1.1./4.3.1. Phys.-1.1.4./3.2.1./3.2.2. Gen.His.-3.1.2./4.1.1./5.1.3. Math.-5.1.1./5.1.4. Scien.-1.1.1.	SB, pictures, flashcards, handouts, CD, realia, cards	Self-Assessment checklists, finding the meanings, matching, interviewing	1
N.L.-1.1.2./2.1.1./2.2.1./3.1.1. Lit.-3.1.3. Phys.-1.1.4./3.2.1./3.2.2. Chem.-4.1.1./4.3.1. Math.-5.1.1./5.1.2.	SB, pictures, flashcards, handouts, worksheets	Formative Assessment, Open-Ended Tasks	2
Scien.-1.1.1./3.2.2./N.L.-1.1.2./2.1.2./3.1.1./3.1.4. Lit.-1.2.4./2.1.2. Phys.-3.2.2. Chem.-4.3.1. Az. His.-1.1.1./1.1.2./4.1.1./5.1.3. Math.-5.1.1./5.1.4.	SB, pictures, cards, slides, handouts, flashcards	Formative Assessment, questioning, filling in charts, completing the Biography, interviewing, etc.	2
N.L.-1.1.2./2.1.1./3.1.3. Lit.-1.2.1./1.2.4./2.1.2./3.1.2. Biol.-4.1.1. Geog.-2.1.3. Phys.-1.1.1./3.2.1. Chem.-4.2.1. Math.-5.1.1./5.1.2	SB, pictures, flashcards, handouts, www.learningenglish.org.uk	Rubrics, Grammar Checklist, Formative Assessment, matching, completing the table, etc.	1
		Self-Assessment Checklist, Multiple Choice Exercises	1
		Test Exercises	1

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.4.	5. CHARITY AS A NATIONAL VALUE	1.1.1./2.1.1./2.1.3./3.1.3./ 3.1.4./4.1.1./4.1.2.	1. We Are the World!
		1.1.2./2.1.1./2.1.2./3.1.3./ 3.1.4./4.1.1.	2. How Tolerant Are You?
		1.1.1./2.1.2./3.1.2./3.1.4./ 4.1.1./4.1.4.	3. How Charitable We Are!
		1.1.2./2.1.2./2.1.3./3.1.1/ 3.1.3./3.1.4./4.1.2.	4. Let's Try to Reduce Social Problems!
		Progress Portfolio	
	Sub Summative 5		

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. SIGHTSEEING AROUND THE WORLD	1.1.1./2.1.1./2.1.2./ 3.1.1./3.1.4./4.1.3./4.1.4.	1. The United Kingdom
		1.1.1./2.1.1./2.1.2./ 3.1.2./3.1.4./4.1.1./ 4.1.2.	2. Azerbaijan- Worth Visiting!
		1.1.1./1.1.2/2.1.3./ 3.1.1./3.1.3./3.1.4./ 4.1.2./4.1.3.	3. Every City Has a Story!
		1.1.1./2.1.1./2.1.2./ 3.1.1./3.1.4./4.1.1./ 4.1.2./4.1.3	4. The Biggest and the Best!
		Progress Portfolio	
	Sub Summative 6		

N.L.-1.1.2./2.2.1./3.1.3. Lit.-1.2.4./2.1.2./3.1.2./3.1.3. Biol.-3.1.1. Music. 2.3.1. Tech.-3.1.1. P.T.-1.4.1./4.1.3. Gen. His.-5.1.1.	SB, pictures, flashcards, handouts, CD, worksheets	Diagnostic Checklist, Self-Assessment, finding the meaning, making a report, etc.	2
N.L.-1.1.2./3.1.1./3.1.3. Lit.-1.1.3./1.2.4./2.1.2./3.1.2. Az. His.-5.1.1./5.1.3. Gen. His.-5.1.1./5.1.3. Tech.-3.1.1. P.T.-1.1.2./1.4.1./4.1.3. Scien.-1.1.1./3.1.1./3.2.2./3.3.1.	SB, pictures, flashcards, handouts, CD, realia, video roll	Formative-Assessment, filling in questionnaire, discussion	1
N.L.-1.1.2./2.2.1./3.1.1. Lit.-1.2.4./2.1.2./3.1.3. Az. His.-4.1.1./4.1.2./5.1.2./5.1.3. Gen.His.-4.1.1./4.1.2./5.1.1./5.1.3. Scien.-1.1.1./3.1.1./3.2.2./3.3.3	SB, pictures, postcards, CD, flashcards	Questioning, Filling in KWL, interviewing, multiple choice exercises	2
N.L.-2.1.1./2.1.2./3.1.4. Lit.-1.2.1./1.2.4./2.1.2./3.1.2. Az. His.-5.1.2. Gen.His.-3.1.1. Scien.-2.1.1./2.1.2./3.2.1. Tech.-3.2.1. P.T.-1.4.1./4.1.3. Biol.-3.2.2. Math.-5.1.4./5.2.2.	SB, Pictures, flashcards, video roll, handouts, www.teachingenglish.org.uk	Self-Assessment checklists, multiple choice exercises, completing the chart, etc.	2
		Self-Assessment Checklist, Multiple Choice Exercises	1
		Test Exercises, Open-Ended Exercises	1

N.L.-2.1.1./3.1.1./3.1.4. Lit.-3.1.3. Gen.His.-2.1.2./5.1.3. Scien.-2.1.2. Geog.-1.1.1./3.1.2./3.2.1.	SB, Pictures, flashcards, songs, CD, map, globe	Formative Assessment Checklists, discussing, matching, describing, completing the expressions, etc.	2
N.L.-1.1.2./2.1.1./3.1.3. Az.His.-1.1.2./2.1.1./3.1.2./4.1.2./5.1.1. Lit.-3.1.2./3.1.3./4.1.2./5.1.3. Math.-5.1.2. Music-2.3.1. P.T.-1.4.1./4.1.3. Geog.-1.1.1.	SB, Pictures, flashcards, songs, CD, map	Describing, discussing, questioning, finding unscrambled words, multiple choice exercises, etc.	2
N.L.-1.1.2./2.1.1./3.1.3. Lit.-2.1.2./3.1.2 Math.-5.1.1. Geog.-2.1.8./3.1.2. Az.His.-1.2.1./1.2.2./3.1.2./5.1.1. Gen.His.-5.1.1./5.1.3.	SB, flashcards, map, video roll, CD, handouts, slides	Formative Assessment, interviewing, multiple choice exercises, etc.	2
N.L.-1.1.2./2.1.1./3.1.1. Lit.-2.1.2./3.1.3. Math.-5.1.1. Geog.-1.1.1./2.1.8./3.1.2./3.2.1. Mus.-2.3.1. Az.His.-1.1.2./1.2.1./1.2.2./3.1.2.	SB, pictures, video roll, map, handouts www.learningenglish.org.uk	Formative Assessment, multiple choice exercises	2
		Self-Assessment Checklist, Multiple Choice Exercises	1
		Test Exercises	1

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.3. 3.1.4. 4.1.1. 4.1.2.	7. LIFE	1.1.1./1.1.2./2.1.2/ 3.1.3/3.1.4./4.1.1./4.1.2.	1. Be a Doctor for Yourself!
1.1.1./2.1.1./2.1.2./ 3.1.3./3.1.4./4.1.1.		2. How Old is Your Body?	
1.1.1./2.1.2/2.1.3./ 3.1.1./3.1.3./4.1.1.		3. Laughing for a Better Life!	
		Progress Portfolio	
Sub Summative 7			
Main/Big Summative-2			

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- www.teachersfirst.com

N.L. -1.1.2./3.1.1. Lit. -1.2.4./2.1.2./3.1.3. P.T. -1.1.1./1.1.2./1.3.4. Biol. -3.1.1./3.2.2. Scien. -2.1.1./4.1.1.	SB, handouts, flashcards, pictures, realia, CD	Formative Assessment, grouping, questioning, discussing, etc.	1
N.L. -1.1.2./3.1.3. Lit. -1.2.4./2.1.2./3.1.3. Scien. -2.1.1./4.1.1. P.T. -1.1.1./1.1.2./1.3.4 Biol. -2.1.2./3.2.2.	SB, board, markers, pictures, slides	Formative Assessment, Finding T/F sentences, Doing Quiz, multiple choice exercises, etc.	2
N.L. -1.1.2./3.1.3. Lit. -1.2.4./2.1.2./3.1.3. Biol. -2.1.2./3.2.2. Scien. -2.1.1./4.1.1. P.T. -1.1.1./1.1.2./1.3.4.	SB, flashcards, handouts, markers, pictures, slides	Formative Assessment, multiple choice exercises, etc.	1
		<i>Self -Assessment Checklist, Multiple Choice Exercises</i>	1
		<i>Test Exercises</i>	1
		<i>Test Exercises</i>	1

TB – Teacher’s Book

SB – Student’s Book

Ss – Students

N.L. – Native Language

Maths – Mathematics

H – History

GH – General History

Geog. – Geography

C – Chemistry

B – Biology

S – Science

Inf. – Informatics

PT – Physical Training

M – Music

IW – Individual Work

PW – Pair Work

GW – Group Work

CW – Collective Work

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

UNIT 1. LANGUAGE

Lesson 1. My Language, My Soul

Aim: To encourage the Ss to speak on languages expressing their points of view on the melodic sweetness and peculiarities of each language, the usage and adoption of the Azerbaijani Language through practising the four language skills.

Standards

1.1.1./2.1.2./2.1.3./3.1.1./3.1.4./4.1.1./4.1.2.

Objectives

Student:

- expresses his/her attitude to learning the target languages, its role and importance
- takes an active part in discussions on languages using his/her creative points of view
- speaks about the melodic sweetness of the language comparing ideas
- explains the usage of articles in tasks and exercises on nations, languages
- expresses his/her attitude to the letters written in different languages by reading and doing comprehension exercises
- reads quotations and sayings on the importance of languages and gives his/her opinions on them
- completes various sentences on languages/countries
- writes/creates paragraphs/essays about his/her native language
- groups the words according to the parts of speech and matches the italicized words in the paragraphs with the words in the box
- writes the words with the same sound

Diagnostic Assessment

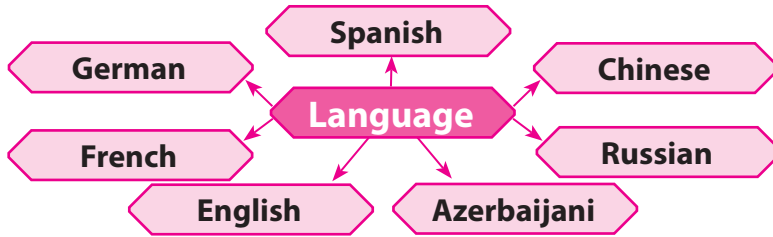
The Diagnostic Assessment is held/provided at the beginning of each unit/lesson. Bear in mind that the samples of Diagnostic Assessment we've given in the **TB/SB** should be given at the beginning of the academic year, at the beginning of the Unit or the lesson, but you can find them at the end of some lessons as for the lack of space in the book. As we tried not to spoil the design of the book, we gave it at the end of the page. For sure, we believe that you are knowledgeable and creative enough to provide Diagnostic Assessment in the appropriate time. Good luck to you in your professional career, dear teachers!

REMEMBER

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./2.1.1./3.1.1. Lit. -1.2.1./1.2.4./3.1.2./3.1.3. Math. -5.2.2.
Interaction	CW/GW/PW/IW
Strategy	Description, Cluster, Discussion, Mind Map, Role Play, Brainstorming
Resources	SB, pictures, handouts, slides, CD, song, flashcards

Motivation (warm-up) Listening-Speaking

You can start the lesson by playing a video about languages. You can begin the lesson by Brainstorming. You can draw a Mind Map on the board and ask: (See page 7, task 2)



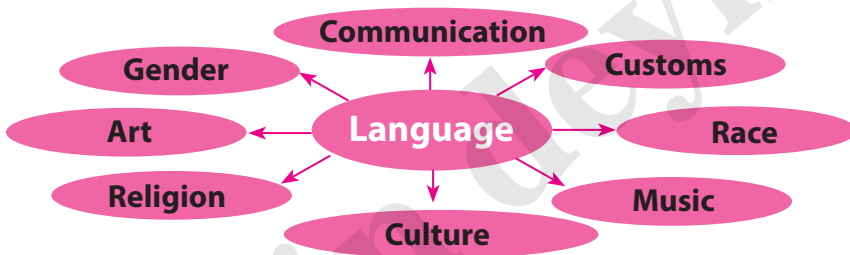
- What are all these called? –Language.

Use Clustering (*What languages are there?*) –There is English, French, etc.

What languages do you know?

–We know (*there is*) English, French, German, etc.

Or you can begin the lesson with these expressions:



Or just greet the Ss in different languages:



Research Questions: • How can we communicate?

• Why do we consider Language as “The Treasure of a Nation” or “A Road Map of Culture?”

Discussion/Information Exchange

Discussion 1. Teachers are free to make a choice to set up the lesson. We do have some options to help you how to present this lesson, but it's up to you to use this or that method to make your lesson more lively and fun. You can use the **Brainstorming** for this lesson. (See page 54) There are letters of different Ss given on page 8, task 5. Get them to read those letters in groups, and have them express their opinions discussing the teens' ideas on mother tongue. At the same time, draw the Ss' attention to the italicized words given there and ask them to find their meanings. Get the Ss to work on different exercises and also pay attention to the usage of the definite article by looking through the **Grammar Spot** box. Encourage the Ss to build up sentences using the definite article “the”.

Discussion 2. You can draw your Ss' attention to the Interview and Sayings. Get them actively to take part in the Interview and share ideas.

UNIT 1. LANGUAGE

Lesson 1. My Language, My Soul

What you'll learn:

- Some rules about the definite article
- Ways of communication
- Why we consider the Language “The Treasure of a Nation” or “A Road Map of Culture?”
- What languages mean

REMEMBER!

- My native language is my soul!
- My native language is my history!
- My mother tongue is my national value!



[k]	[s]
confirm	process
broadcast	diplomacy

Word File:

attach [ə'tʌtʃ] (v) fasten or join one thing to another; *syn:* add, connect
broadcast ['brɒd.kɑ:st] 1. (n) show, production, telecast, a radio or television programme or transmission.
 2. (v) show, televise, telecast, transmit a programme or some information by radio or television.
confirm [kən'fɜ:m] (v) approve, affirm, certify, ratify.
I called the doctor and confirmed the appointment for the next Monday.
diplomacy [dɪ'plɒməsi] (n) 1. statesmanship, discussion (s), talks, dialogue, international relations.
 2. the profession managing international relations, typically by a country's representatives abroad. *The government should assign an ambassador to oversee diplomacy in the region.*
diplomat ['dɪpləmət] an official representing a country abroad.
Government leaders, senior officials and diplomats attended the ceremony.
widespread ['waɪdspreɪd] (adj) universal, global, worldwide, widely-spread.
It's obvious that this method of prevention has widespread support.

1 IW. Write the words with the same sound in the right column.

broadcast confirm process attach dispatch chemistry
 widespread clear diplomacy national action
 tongue motivation progress grammar exchange

[k]	[f]	[s]	[ʃ]	[g]
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•



2 CW. Talk about the importance of language and share your ideas.



3 GW. Read the following quotations and give your opinions about them.

REMEMBER!

- “As a person speaks you can define whether he is wise or foolish!”
(Prophet Muhammad)
- “As you speak, I can tell who you are!”
(Socrates)
- “A language is the key to the treasure of the courageous person. The more this door is locked the less we know what the treasurer sells: litter or diamond?!”
(Saudi Shrivazi)

4 PW/GW. Read the UI box and the text below and write your own paragraph about languages.

Useful information

The national leader of the Azerbaijani people Heydar Aliyev played a great role in the declaration of the Azerbaijani language as the state language of the country. He really cared about his nation and his native land. He always attached a great importance to his native language and had a deep knowledge of it. On June 18, 2001 Heydar Aliyev signed a decree* on perfection* of measures for the use of the state language.



(https://en.wikipedia.org/wiki/Heydar_Aliyev)

Language is a road map of culture. Language belongs to each of us. We all speak and listen. When we want to tell other people what we think, we can do it not only with the help of words, but also in many other ways. For instance, we sometimes move our heads up and down when we want to say “yes”, and we move our heads from side to side when we want to say “no”. People who can neither hear nor speak talk to each other with the help of their fingers. People who don't understand each other's language have to do the same.

*decree – an official order issued by a legal authority; order, command, rule
 *perfection – improvement, development, consummation (the ideal)

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 generate ideas.

Tips for the Strategy

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

Word File	attach, broadcast, confirm, diplomacy, diplomat, widespread
Summary	<p>Note: You'd better use Extending Vocabulary Strategy which is very effective in learning new words/vocabulary. (See page 94)</p> <p>Reading the "UI" box and doing different tasks on page 9-10 the Ss summarize that each nation has its own national/official/state language. Ss conclude that each language presents its people, nation to the world, so by expressing their thoughts others can define what your language and its values are.</p> <p>Prophet Muhammad said: "As a person speaks, you can define whether he is wise or stupid." Ss also become aware of the fact that in declaring the Azerbaijan language as a state language, the role of Heydar Aliyev is so great, the Azerbaijani language has really had a number of obstacles in the challenging path toward gaining independence. They realize that:</p> <ul style="list-style-type: none"> • My native language is my soul! • My native language is my history! • My mother tongue is my national value! • My native language is my pride! • I love and respect my native language!
Creative Work	IW. Write a paragraph on: "My Native Language Is My Pride!"

ANSWER KEY:

▪ Task 6, page 9

1. English is the language of diplomacy, sports, and music.
2. Freddie is from Germany. He's German and speaks German.
3. Heroko's from Japan. His native language's Japanese.
4. Jaime and Diego are from Spain. They are Spanish. They speak Spanish and English.
5. Jean Claude is from France. Jean's French. He speaks French.
6. Mahammad is from Morocco. He can speak Arabic, English and French.
7. The Japanese have a long and interesting history.

▪ Task 7, page 10

Noun	Adjective	Verb	Other
communication	Azerbaijani	agree	for
diplomacy	different	associate	never
literature	German	belong	with
newspaper	great	confirm	
value	independent	value	
role	international	pass	
scientist	national	provide	
outlook	native	serve	
	Spanish		
	useful		
	worldwide		

▪ Task 8, page 10

- 1) a person's inner character containing true thoughts and feelings-**c** (*soul*)
- 2) the present time or recent times-**e** (*modern*)
- 3) connected with the place where you were born and where you have lived your life-**d** (*native*)
- 4) existing over a large area or among many people-**h** (*worldwide*)
- 5) very large or important-**f** (*major*)
- 6) a person who represents his/her country abroad-**g** (*diplomat*)
- 7) being part of beliefs and customs-**b** (*traditional*)
- 8) involving two or more countries-**a** (*international*)

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 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, given their individual learning styles. You can also suggest specific strategies/ways to individual students and the students who need care and extra help.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
1. Listening and Speaking I can: <ul style="list-style-type: none">• ask/answer questions on languages• discuss questions on languages• compare different ideas• give reasons for different opinions				
2. Reading I can read and understand: <ul style="list-style-type: none">• articles/letters about languages• proverbs and quotations on languages				
3. Writing I can: <ul style="list-style-type: none">• use the definite article “the”• use topic-related words in context• write a paragraph on my native language				

Lesson 2.

Better Late than Never !

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

Standards

1.1.2./2.1.2./2.1.3./3.1.1./3.1.4./4.1.3./4.1.4.

Objectives

Student:

- pronounces the words correctly
- listens to the dialogue and performs it pronouncing the new words correctly
- responds to the questions on languages using the new vocabulary
- matches the answers to the questions while discussing them
- makes comparison in discussing and expresses his/her choice (*agreement/disagreement*) on learning foreign languages, especially, English
- explains his/her ideas on using the appropriate quantifiers reading the poem and filling in the gaps
- reads and clarifies the problems in the emails expressing his/her attitudes and giving solutions to them
- finds out his/her style of learning as he/she works on the given model
- makes up sentences using the key words and translates them
- prepares/designs an announcement/advertisement on languages
- creates a paragraph about given topics

Lesson 2. Better Late than Never!

What you'll learn:

- What we should do to learn English effectively
- Why it is important to learn English well
- How to use *too, enough, very, quite*



[æ] analytical adapted [ju] opportunity few

Word File:

adapted [s'æptəd] (*adj*) combined, modified, smth made suitable for a new situation.

analytical [ænə'litikəl] (*adj*) systematic, logical, using a logical method of thinking about sth in order to understand it, especially by looking at all the parts separately, relating to or using analysis and logical reasoning.

Analytical methods. Thomas has a clear **analytical mind and approach**.

contribute [kən'tri'bju:t] (*v*) give, donate, hand out, present, provide, supply.

focus ['fəʊkəs] (*v*) (on/upon smth/sth) concentrate, pay particular attention to one particular subject, situation or person rather than another.

Try to focus on the topic.

The courses focus on a number of areas in the US.

opportunity [ˌɒpə'tju:nəti] (*n*) chance, possibility, favourable time, a particular situation that makes it possible to do or achieve sth.

You have the opportunity to ask any questions at the end.

risk [rɪsk] (*v*) - endanger, (*n*) a dangerous situation.

take risks - do sth even though you know that sth bad could happen as a result.

You have no right to take risks with other people's lives.

tendency ['tendənsi] (*n*) an interest in smth, possibility.

For students, there is a tendency to socialize in the evenings.

I have a tendency to talk too much when I'm nervous.

1 CW. Find out which word is different in each line.

- [g] great grow longevity grammar
- [k] analytical practice exist local
- [ɪ] adapted tendency language question
- [ju] opportunity community focus music



11

2 PW. Match the answers with the questions, put them in order and make a presentation looking through UI and Remember boxes.

1. **Khadija:** What tips would you follow to learn it effectively?
2. **Khadija:** Which one and for what purpose?
3. **Khadija:** Would you like to study another foreign language?
4. **Khadija:** What do you do to learn English effectively?
5. **Khadija:** Why is it important to learn English well?



A) **Shahin:** Yes, of course!

B) **Shahin:** Because it's a widely used language and almost everybody speaks and understands English. Also it's the language of diplomacy.

C) **Shahin:** I'd follow listening comprehension and speaking activities as they are more practical and important, I think.

D) **Shahin:** English, because it's the most widespread (*widely spread*) language.

E) **Shahin:** I attend a prestigious language course and practise it every day.

Useful Information

English is the richest among the world languages. English surrounds us like the waters of a deep sea. It's full of **mystery***. In fact, English is a Germanic language. The Anglo-Saxons **contributed** (*gave/donated/granted*) to the formation of English most of all. English Grammar is still very similar to German. There are also a lot of French words in English from the times when William Duke of Normandy became the King of England in 1066. You can find a lot of Scandinavian words in English, too. They came from the times when the Vikings **raided*** Britain. The English Alphabet came from Latin. Christian ***monks**, who spoke Latin, brought it to England from Ireland.

REMEMBER!

Latin words in English	French words in English	Scandinavian words in English
street	country court crime	cake call egg get
kitchen	prison religion prince	give kick kill score
cup	princess royal adventure	scrub seat skill skin
cheese	change fruit letter	skirt sky take they
wine	literature magic	them their ugly want
angel	male female mirror	window husband
wall	question special	
paper		

***mystery** - something that is difficult or impossible to understand or explain

***raid** - attack, make an attack

***monk** - a member of a religious community of men

12

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-2.1.1./2.1.2./3.1.4. Lit.-1.2.4./1.1.3./2.1.2
Interaction	CW/GW/IW/PW
Strategy	Description, Cluster, Discussion, Role Play, Clarifying
Resources	SB, flashcards, video, CD, pictures, slides

Motivation (warm-up) Listening-Speaking

Direct the Ss' attention to the wall/board, and let them read out the following proverbs, sayings and quotations:

- ♦ **"Better late than never!"**
- ♦ **"Learn from birth to death!"**
- ♦ **"Learning doesn't depend on the age!"**
- ♦ **"Live and Learn! etc.**

Or play a video roll about some old, young, middle-aged people engaged in reading at home, in the parks, in the reading halls, or even on the bus.

Or draw the Ss' attention to *Task 2, page 12* and get them to match the questions to the answers.

Research Questions: • *When (at what age) should we start learning a language?*
• *How do you understand "Better late than never!" in learning a language?*

9 PW. Read these Ss' e-mail messages. Find out their problems and suggest some solutions.

Hi, dear friend!
It's me, Gabriella. How are you getting on? I'd like to ask you a question. I like English very much and I try to speak English to the students who come to our school on an exchange programme. I want to get some information about their schools, their customs and traditions. But I can't understand them so well. I'm afraid of making mistakes while speaking, so I don't want to take a risk. What should I do?
Best wishes, Gabriella.

Hello, dear David!
Nice to hear from you. We are fine here. How are you? How is life in England? I hope you're doing well with/in Spanish. You know, those analytical methods of learning a foreign language in language courses help me a lot. Before I usually looked up* for the unknown words in a dictionary but forgot them the next day. Now I feel a growing tendency to find out meaning of words in context. I like your way of speaking Spanish though you have only begun learning it. I have to give a report about the Azerbaijani language in the international conference in London. But I feel nervous about speaking English in public. What do you suggest I should do to overcome this fear? *All the best, Murad.*

Hi! It's me, Mary!
Do you remember me? We were in the summer school in London, and we discussed some ways of learning and improving English. I'm afraid, I haven't made any progress since. I have learned all the grammar rules and words in our textbook, but when I try to speak, I make a lot of mistakes. I try to watch the news in English on Cable News Network (CNN). I read a lot of international business magazines and newspapers, but I don't understand them very well. I need your advice.
Keep in touch, please. Mary.

10 IW. Read the model and add more statements.
Model: I am a good language learner, because I regularly watch movies in English.
1. I always watch videos of read articles in English.
2. I'm quite analytical, so I have a tendency to focus on the grammar.
3. I'm always looking for opportunities to use the language outside the class.
4. I always take risks with the language and experiment with new ways of learning.
5. I write new words on small slips and learn them one by one.
6. I regularly listen to English programmes on the radio or TV.

11 Choose and write a paragraph on the following:
• *"It's never too late to learn!"*
• *"Different ways of learning English!"*
• *"How I can improve my English!"*

*look up – search, seek, look for, seek out

15

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 Read the poem and try to answer the question at the end.

1 Enough is too much
When it's a horrible dinner
At grandma's and she says:
"Have some more tea.
That's not enough food!
For a big child like you",
And I say: "Thanks, Granny,
I've had enough, really."

2 Enough is too little
When it's mum's delicious
ice-cream and she says:
"That's enough now, dear.
That's enough for one day.
Save some for later."

3 And I say "Oh, Mum,
That's not enough!
Can I have just a bit more?"
And she says:
"Enough is enough!
Can you tell me, please,
When enough is enough?"



2 Choose the suitable one.

1. He hasn't got enough petrol/petrol enough in his car to drive.
2. Have you got money enough/enough money to buy an ice-cream?
3. The ladder isn't enough long/long enough to climb up the tree.
4. There is enough food/food enough for dinner at home.
5. The children aren't enough old/old enough to watch this film.
6. You don't speak English well enough/enough well.
7. This story isn't interesting enough/enough interesting.
8. This sentence is short enough/enough short to fit on the page.

REMEMBER!

- ♦ to have a tendency (to)
- ♦ to focus (on)
- ♦ to listen (to)
- ♦ to make progress (in/with)
- ♦ to take risks
- ♦ to go on an excursion

Self-Assessment*	
I ...	Activities
can remember everything about	
have no problems with	
think I need some more practice in	
think I need a lot more practice in	

16 *Self-Assessment – evaluation, analysis

Discussion/Information Exchange

Discussion 1. The choice depends on you, you can start the lesson with the dialogue (*See task 6, page 14*). Encourage your students to read the dialogue in pairs and the rest of the class to listen to them. Then ask them to act it out/perform it. After performing the dialogue ask the Ss to give comments on the content of the dialogue and answer the questions on learning the English language. Have them consciously get involved in the facts what the best ways are in Learning English (*or any other foreign language*) and what the appropriate age in learning languages is. Have them search and find out the meaning of the saying: “**Better late than never!**” which is the main aim or point of the lesson. And also draw the Ss’ attention to the **Grammar Spot** box, help them learn and practise the quantifiers-*too, very, enough* using them in a number of sentences reading and analysing the use of the quantifiers in the poem and exercises. Have them build up sentences using “*too, very, quite or enough*” reading and analysing the use of questions in the poem and exercises.

Discussion 2. For the second lesson encourage the Ss to find out problems reading the teens’ e-mails and give solutions. (*See Task 9, on page 15*). You can use **Clarifying or Problem Solving Strategies** here. (*See Page 61 Strategy “Clarifying”*)

Word File	adapted, analytical, contribute, focus, opportunity, risk, take, risks, tendency
Summary	<p>Ss can work on the project: “Different Ways of Learning”, “It’s Never too Late to Learn!”</p> <p>There are really a number of differentiated tasks for heterogeneous classes. So, working on them Ss come to conclusion: Everyone has his/her own way of learning English. They should use every chance of listening, speaking, reading and writing the target language in everyday life activities. In this life long process and also remember that learning is never late as in the saying: “It’s never too late to learn!”</p>
Creative Work	<p>IW. 1. Create an advertisement on learning languages.</p> <p>2. Write a paragraph: <i>How I Can Improve My English!</i></p>

Too+ adjective/ adverb (more than you need or want)	Enough+noun	Adjective / Adverb+ enough	very+ adjective/ adverb	Quite+ adjective
too fast too hot too difficult	enough time enough money enough energy	good enough well enough warm enough	very nice very large very fast	quite analytical quite right
<ul style="list-style-type: none"> ▪ Writing a poem is too difficult for me. ▪ I don't like this city. It's too big. 	<ul style="list-style-type: none"> ▪ There aren't enough recycling bins. ▪ The man's got enough money to buy a car. ▪ We try to read enough international magazines and journals. 	<ul style="list-style-type: none"> ▪ The question is easy enough. ▪ The living room is warm enough. ▪ My brother doesn't speak French well enough. 	<ul style="list-style-type: none"> ▪ I can learn some games very quickly. ▪ He walks very slowly. 	<ul style="list-style-type: none"> ▪ I'm quite good at playing the piano. ▪ I'm quite analytical, so I have a tendency to focus on the grammar.

REMEMBER

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 practicing sounds is a priority, for sure. Try to encourage them actively to 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.

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 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 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 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 meaning.

Sample: Check that Ss understand the new word "to contribute"-which means to donate, to give, etc.

ANSWER KEY:

▪ Task 3, page 13

Model: *I couldn't speak to him. I was ... busy.*

*I couldn't speak to him. I was **too busy**.*

1. Don't phone anybody. It's **too** late.
2. The film is boring, because it's **too** long.
3. Your questions are **quite** easy.
4. Your pronunciation isn't good **enough**.
5. My sister doesn't speak English well **enough**.
6. I don't like this city. It's **too** big.
7. He has a tendency to take **very** dangerous risks.
8. I think, going on excursions in summer is **quite** amusing.
9. Jane is **very** clever and intelligent. She has made great progress in English lately.

▪ Task 2, page 12

(1-c 2-d 3-a 4-e 5-b)

A: What tips would you follow to learn it effectively? (1)

A: Which ones and for what purpose? (2)

A: Would you like to study another foreign language? (3)

A: What do you do to learn English effectively? (4)

A: Why is it important to learn English well? (5)

B: English, because it's the most widespread language. (a)

B: Because it's widely used language and almost everybody speaks and understands English. It's also the language of diplomacy. (b)

B: Yes of course! (c)

B: I'd follow listening comprehension and speaking activities as they are more practical and important, I think. (d)

B: I attend a prestigious language course and practice English every day. (e)

▪ Task 2, page 16

1. He hasn't got **enough petrol**/petrol enough in his car to drive.
2. Have you got **enough money**/money enough to buy an icecream?
3. The ladder isn't enough long/**long enough** to climb up the tree.
4. There is **enough food**/food enough for dinner at home.
5. The children aren't enough old/**old enough** to watch this film.
6. You don't speak English enough well/**well enough**.
7. This story isn't enough interesting/**interesting enough**.
8. This sentence is **short enough**/enough short to fit on the page.

REMEMBER

*Dear teacher, 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.

Lesson 3.

English is a Global Language

Aim: *To teach them to learn and speak on the globally used languages in the world and why English became a lingua-franca – through practising the four language skills.*

Standards

1.1.1./2.1.1./2.1.2./3.1.2./3.1.3./4.1.2./4.1.4.

Objectives

Student:

- expresses his/her attitude to global languages answering the questions
- takes an active part in discussing the widely used languages
- uses various speech patterns/units/new vocabulary in discussions
- combines/matches the phrases with events choosing the suitable phrases for each event
- makes coincidence of questions to the answers
- reads and performs the dialogue putting it in correct logical order
- fills in the chart using different constructions on improving languages
- says out opinions in discussions about language barrier
- matches figures to the events taking into consideration the accuracy in exact events
- gives comments on true/false sentences/statements
- writes a paragraphs on a global language
- prepares/designs a language quiz, International Overview

Note: As you see we've used Challenge, Interview, Questionnaire, Quotes in Student's Book 9 wherever there is a space. Some of them can be good samples for teachers to use in class, but it's not compulsory to do them, you can use them or create/prepare any other comprehensive checking charts, critical or logical thinking tasks for your Ss and assess their work in groups, pairs as well as individually.

Diagnostic Assessment

YES/NO



I know about different languages		
I speak about different languages		
I respond to the questions on the languages		
I ask questions on the languages		

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.1.2./2.2.1./3.1.4. Lit. -1.1.3./2.1.2/3.1.2. Maths. -5.1.1./5.1.2./5.2.2. Geog. -3.1.2. Az.His. -1.2.1./1.2.2.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Questioning, Discussion, Role Play, Matching, Clarifying
Resources	SB, flashcards, CD, handouts

Motivation (warm-up) Listening-Speaking

Feel free to give an interesting motivation: You can match the facts with events or do/write on the board a Cluster/ a Mind Map Or draw your Ss' attention to task 2 page 18 and get them to find out which picture says what (*matching the phrases with the pictures*) thinking logically.



Research Questions: • *What is the most widely spoken language in the world? Why?* • *Why has English become a Lingua Franca?*
• *What factors have contributed to its rise as a global language?*

3 GW. Find the meaning of the words in bold in the radio programmes interview. Put them in correct logical order and choose the correct variant.

A) 4,5,6,2,1,3 B) 3,1,4,5,6,2 C) 2,3,1,6,5,4 D) 5,6,2,1,3,4

- How many people speak the language we are now **conversing** in?
- When a country **adopts** English as its language, the country immediately adapts it to the country's own **circumstances**. You have to express your ideas about your culture, people and **identity**. And everything-all the plants and animals, the food and drinks, the **myths** and legends, the history of your culture, the politics of it, the folk tales and the music makes up identity.
- There are about 380 million first language speakers, and about five times as many who speak English as a second or a foreign language, about two billion people, a third of the world's population speak English.
- I wonder how many people in the world speak English. Professor David Crystal says that as lots of people begin speaking English, it's impossible to define the exact facts about English speaking population.
- So, just as once upon a time there was British English and American English, and then there came Australian English and South African English, and then Indian English and then Caribbean English.
- Oh, really? How many varieties of English!



4 GW. Discuss the following questions in the "Challenge" box.

CHALLENGE

- Why do you think English has become a "*Lingua Franca*", used by people around the world to communicate?
- What factors contributed to its rise as a global language?
- What happens when you experience a language **barrier**?
- How do you think English will change in the next 200 years?
- Do you think it will continue to be a global language? How?

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5 GW. Read the International Overview and UI boxes paying special attention to the facts.

International Overview

The top five languages in the world according to UNESCO estimates* made a few years ago are: Approximate number of first language speakers:

Mandarin Chinese	English	French	Spanish	Arabic
885 million	380 million	300 million	268 million	200 million
80 % of	all information in the world's computers is in English.			
75 % of	the world's letters and faxes are in English.			
60 % of	all international telephone calls are made in English.			
More than 60 % of	all scientific journals are written in English.			

Useful Information

English is a major world language and one of the richest languages with about 500,000 words in its vocabulary. English is used as an official or semi-official language in over 60 countries in the world. It's used as an international medium of communication for diplomacy, politics, business and trade, science, technology, medicine, transport, tourism, sport and music, international competitions and advertising. The exact number of how many people speak English today is difficult to tell! It's more than 20 percent of the world's population. English is the most widely-spread language on the earth. About 380 million people are native speakers of English.

6 IW. Make a language quiz following the given model.

- Which is the most spoken language in the world?
A) Arabic B) English C) German D) French
- How many people speak English as their first language?
A) about 380 million B) a billion and a half C) over 200 million D) about a million
- How many people in the world speak French?
A) about 268 million B) about 300 million C) about 500 million D) about 200 million
- What's the percentage of international telephone calls made in English?
A) about 60% B) about 75% C) more than 80% D) more than 65%

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*estimate – an approximate calculation or judgment of the value, number, quantity, or extent of something.

Discussion/Information Exchange

Discussion 1. Have the Ss read the interview on radio or TV programme in pairs. Get them to read, and put the questions and answers in logical order. After making a logical matching, encourage them to act out the content of the dialogue. While working on the dialogue ask the Ss to discuss the facts on:

- *How many varieties does the English language have?*
- *How many people use English as the first - native or the second language?*
- *Why has English become a global language?*
- *What factors contributed to its size or rise as a global language? etc.*

Discussion 2. For the second hour of this lesson, you can draw the Ss' attention to the **UI** box and do exercises on pages 20-21 below it. Ss should give comments/reasons whether they agree or disagree to the statements, facts given in the task. They will find out how many people in the world give preference to using English. They will also be aware of the fact how many people speak/use English as their first or second language.

Word File	adopt, barrier, circumstance, converse, identity, myth
Summary	We have given some UI , International Overview boxes in the SB (<i>See pages 20-22</i>). As the Ss read and learn facts from these sources they learn/get enough information about: English is the language of trade, international sport games, business, politics and it is spoken in more than 60 countries, more than 380 million people in the world use it as the first language, and more than 20 percent of the world's population use it as the second language. Though English has got various types, all of them are considered as one language- English Is a Global Language!
Creative work	IW. Write an essay: <i>1. "Global Languages".</i> <i>2. Design an International Overview on Global Languages.</i>

ANSWER KEY:

▪ Task 3, Page 19

A) 4,5,6,2,1,3 B) 3,1,4,5,6,2 C) 2,3,1,6,5,4, D) 5,6,2,1,3,4

4. 1. A: I wonder how many people in the world speak English. Professor David Crystal says that as lots of people begin speaking English, it's impossible to define the exact facts about English speaking population.

5. 1. B: So, just as once upon a time there was British English and American English, and then there came Australian English and South African English, and then Indian English and then Caribbean English.

6. 2. A: Oh, really? How many types of English? What is happening?

2. 2. B: When a country **adopts** English as its language, the country immediately **adapts** it to the country's own **circumstances**. You have to express your ideas about your culture, people and **identity**. And everything -all the plants and animals, the food and drinks, the **myths** and the legends, the history of your culture, the politics of it, the folk tales and the music-makes up identity.

1. 3. A: How many people speak the language we are now **conversing** in?

3. 3. B: There are about 380 million first language speakers, and about five times as many who speak English as a second or a foreign language, about two billion people, a third of the world's population speak English.

▪ Task 10, page 22

1. The way English continues to move across the globe gives us a whole range of Englishes. **DS/F**

2. In the beginning there was just Indian English and Australian English. **F**

3. When a country adopts a new language it changes it to suit its local needs. **F**

4. There are about 400 billion first language speakers of English. **F**

5. English has been adopted by more than sixty countries around the world. **T**

6. English is the official language only in Great Britain. **F**

7. There are 500,000 words in the English vocabulary. **T**

8. Twenty percent of the world's population speak French today. **DS/F**

Self Assessment

I ...	Activities
remember everything about	
have no problems with	
think I need some more practice with	
think I need a lot more practice with	
can't remember anything about	

REMEMBER

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

It's not a secret that in our national textbooks we haven't practised any listening material with the help of CDs or audio Cassettes yet. Yes, most of our teachers approach creatively to this and do their best to prepare various listening activities by downloading recording, etc. Listening can be done in various ways in an interactive class. Ss practice listening by listening to the teacher (the teacher can read the passages, tasks to the class) while the teacher is speaking or reading smth, or when any student is speaking or asking something, other students and all class listen to him/her and practise listening. When Ss work in groups/pairs they all listen and speak to each other. Let's remember that where there is speaking or reading, there is always listening.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
Listening and Speaking I can: <ul style="list-style-type: none"> ask/answer the questions on the topic pronounce words with correct intonation discuss questions on different languages compare the facts on the topic comment on my opinions 				
Reading I can read: <ul style="list-style-type: none"> articles about languages comprehend facts on global languages find True/False sentences match the figures to the facts 				
Writing I can: <ul style="list-style-type: none"> create a paragraph on global languages write my ideas about global languages make/design a language quiz 				

Student Portfolio

Welcome to Our Student Portfolio Section!

Being authors we'd like to mention that these are not any law or special rules for you. In this section we have given materials on **Reading and Writing (Also Speaking)**. It depends on your choice indeed, because you have to choose the skill to build up your lesson. Here our expectation is to get Ss' progress rate at the end of each unit on grammar, reading, writing materials (you know which of the given tasks will suit the level of your Ss and class to choose and practise). So, you are given three charts/tables: **1. Progress Rate** charts here (*See page 23, etc.*) Ss fill in or complete the table on four language skills, as well as critical thinking or logical thinking, grammar, etc.

There are two columns here Ss fill in "**What I Learned**" column, and "**How I'll implement**" column which is equal to Self-Assessment.

2. Vocabulary Map: This chart consists of four columns; words learnt from the unit, their definitions/meanings, useful phrases/expressions and sounds.

3. Think and sort out the words according to the given table.

Note: The chart changes from unit to unit, mostly we give here parts of speech, main and secondary parts of speech. So, enjoy practising all of them with your Ss, your class.

The main aim and purpose of the "**Student Portfolio**" is to raise the Ss' interest and knowledge about the Unit and Themes and to revise the vocabulary and grammar of the preceding units. **Student Portfolio** gives extra practice in language skills. This should help Ss to gain self-confidence. In the tasks Ss are asked to look through the Unit, so that they can anticipate what they will be doing in class or at home. Depending on the class you may prefer to do some of these activities orally or to treat them all as written exercises. It's up to you. There are different exercises for **Student Portfolio**. It's not necessary to use all of them. You can also choose the exercises according to your students' levels and interests. Have A4 papers in your class to involve the Ss to work creatively. Take into account the knowledge levels (1-4) of Ss and put the Ss' results into their portfolios.

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

Student Portfolio

Note 2: You can see different charts/grids in **Student's Book 9**. Ask the Ss not to write anything in SB and have them copy all the grids/charts in their copybooks or work on papers, flip-charts only.

Welcome to Sub Summative Section (*See page 68*)

Sub Summative Tests are also a sample for you. As you know we have very little space in Student's Book to give more samples there. So, you can design more tasks: open-ended; Give definitions, True/False, Multiple Choice exercises, etc. yourself. We tried to do our best to cover the taught material to consolidate the key words, word combinations and expressions along the Unit. Sometimes you can use Additional Exercises given in TB at your lessons.

1. Complete the table around Unit 1

REMEMBER

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

In the field of...	What I learned	How I'll implement
Listening	I Learned a lot of new words I learned to build up sentences. I participated in discussions and tried to solve problems on the topic.	I'll often use the learnt words and expressions in sentences and situations. I'll try to use these words in my everyday speech to build up more effective sentences. (Add...)
Speaking	I learned a lot of proverbs about knowledge, education and languages. I got a lot of useful information about different languages, especially a global language-English and talked about them. I could describe and compare different languages. I played roles on languages and their importance. (Add more ...)	I'll do my best to create Student Parliament, to help and support PTA in my school, as well as in other schools of my region/city. I love my country, respect its rules, terms and conditions for teens. We also do respect our roots, our history, customs and traditions and highly appreciate our mentality, ancient values and national culture. (Add more...)
Reading	I could read paragraphs, passages, poems and stories about the languages, retell the content, answer the questions.	I'll read the passages, stories, paragraphs correctly.
Writing	I wrote paragraphs/essays about old and modern schools, teens' lifestyle, etc. I grouped the adjectives and completed the phrases.	I'll write paragraphs/essays about languages.
Logical/ Critical Thinking	I used the key words, quotes, proverbs and sayings appropriately giving comments on them. I understand the value of our wise sayings and their good/bad sides/ effects on people in life.	I'll prepare solutions for or against, follow our proverbs in everyday life.

Vocabulary Map

2. Make a vocabulary map and write the words you learned around the Unit in the box. You can add the meanings in your own language.

Words	Meaning	Useful Phrases/Expressions learnt in this unit
<i>modern</i>	• contemporary	modern technology
<i>widespread</i>	• found or distributed over a large area	widespread language widespread support
<i>perfection</i>	• maturity	national value
<i>diplomacy</i>	• skill of managing international relations	language barrier world languages
<i>analytical</i>	• systematic, scientific, logical, methodical	analytical methods telephone calls
<i>opportunity</i>	• possibility, chance	global languages
<i>myth</i>	• a story from old times	English-speaking countries
<i>adopt</i>	• accept, receive	international business news
<i>converse</i>	• engage in conversation, talk, chat	different customs and culture, etc.
<i>focus</i>	• concentrate	

3. Think and sort out the words according to the parts of speech.

Noun	Verb	Adjective	Adverb	Preposition	Other
broadcast circumstance diplomacy tendency language opportunity habit barrier method possibility identity	broadcast improve connect confirm focus adapt converse	analytical broadcast international local global major clear widespread worldwide	especially separately always everytime soon where	around to for from with behind	but the and whom million

Sub Summative Test 1

1. Choose the correct articles.

Heroko's from ... Japan. His native language is ... Japanese.

- A) -, - B) -, the C) the, the D) the, -

2. Find the definitions and match.

- | | |
|--|------------------|
| 1. Involving two or more countries | A) wide |
| 2. Existing over a large area or among many people | B) traditional |
| 3. Being part of the beliefs and customs | C) international |

3. Find the word which means:

Chance/time when a particular situation makes it possible.

- A) tendency B) opportunity C) risk D) culture

4. Choose the correct answer.

Which one isn't an English speaking country?

- A) Canada B) The UK C) China D) The USA

5. How many people speak English as their first language in the world?

- A) about 268 mln B) about 300 mln
C) about 380 mln D) about 400 mln

6. Complete the sentence.

There are ... words in the English vocabulary.

- A) 50.000 B) 800.000 C) 500.000 D) 500.000 000

7. Complete the sentences.

1. *English is the language of ... and*
2. *My native language is ... and*

8. Find the incorrect sentences.

1. 80 percent of all information in the world's computers is in English.
2. There are 500.000 words in the English vocabulary.
3. English is the official language only in Great Britain.
4. About 200 mln people speak English as the second language.
A) 1, 2 B) 3, 4 C) 2, 3 D) 1, 4

9. Choose the correct variant.

My sister can't speak English

- A) enough good B) enough well C) well enough D) good enough

10. Write a paragraph on: "My Native Language Is My Pride!"

UNIT 2.

SOCIETY AND CHALLENGES

Lesson 1. Family is a Treasure!

Aim: To concentrate the Ss' attention on a family and its values, to teach them how to appreciate their families and close people, talk on different family issues/problems through practicing the four language skills.

Standards

1.1.2/2.1.1./ 2.1.2./3.1.1./3.1.3./3.1.4 ./4.1.1.

Objectives

Student:

- gives comments on the listened topic pronouncing the words correctly
- expresses his/her ideas on families using various speech patterns/units
- says out some view/opinions on metaphors and sayings
- finds the equivalents/synonyms of the words and uses them in the sentences
- takes part in discussions on the importance of families
- compares the words that are used both as a verb and a noun filling in the gaps
- reads and puts the paragraphs in logical order
- retells the content of the passages/paragraphs in correct order
- searches, thinks of metaphors and gives logical comments on them
- writes an essay/a paragraph on family values

Grammar Checklist

I ...	Activities
understand the meaning of the words which are nouns and verbs	value/to value, plan/to plan
understand phrasal verbs, metaphors, quotes and proverbs	Love is a rose! Family is a Treasure! Family is a School!
find the synonyms and antonyms of the words	chop off – treasure –
build up sentences using synonyms and antonyms	

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.1.2./2.1.1./2.2.1./3.1.1. Lit. -1.2.4./ 2.1.2./3.1.2./3.1.3. P.T. -1.4.1./4.1.3. Scien. -2.1.1./3.2.1./3.2.2. Music -2.3.1.
Interaction	CW/PW/IW/GW
Strategy	Role Play, Cluster, Mind Map, Filling gaps, Questioning, Jigsaw Reading, DRTA, DLTA
Resources	SB, flashcards, pictures, handouts, video roll

Motivation (warm-up) Listening-Speaking

MindMap/Cluster/Idioms/Metaphors about Family.(See page 27,task 2)

- **Family that prays together, stays together!**
- **Like a tree, a family has a lot of fruit!**
- **Family is a tree!**
- **Family is a treasure!**
- **Family is a school!**
- **Family is life!**

You can choose one of the above mentioned strategies as motivation to start the lesson. (A film, photos, etc.) **Follow the model:**



UNIT 2.
SOCIETY AND CHALLENGES

Lesson 1. Family is a Treasure!

What you'll learn:

- What a family is
- Why we call a family "a treasure"
- Why we should all value our families
- How we treat our parents

trunk **[ɹ]** trouble **[ə]** tenor treasure metaphor

Word File:

chop off ['tʃɒp ɒf] (v) cut smth into pieces, cut off, remove sth by cutting it with a sharp tool.

lean ['liːn] (v) lean against, bend or move from an upright position.
He leaned back in his chair.

metaphor ['metəfə] (n) trope, a word or a phrase used in an imaginative way. *She has a heart of stone.*

tenor ['tenə] (n) sense, the general character, content or meaning of sth.
The even tenor of life in the kitchen was disrupted the following day.

treasure ['treʒə] (n) a collection of valuable things, precious metals as gold, silver, all jewellery riches.

trope [trəʊp] (n) a figurative or metaphorical use of a word or an expression; a word or phrase that is used in a way that is different from its usual meaning in order to create a particular mental image or effect.

trouble ['trʌbl] (n) 1. problems or difficulty, inconvenience, worry
2. a situation that is difficult or dangerous.
I had trouble finding somewhere to park.

trunk [trʌŋk] (n) the main stem/body of a tree as distinct from its branches and roots.

1 CW. Pronounce correctly and find the word/words with a different sound.

[ɹ]	trouble	trunk	guide	wonderful	come
[e]	treasure	tenor	assembly	congratulate	pet
[ə]	generally	trope	metaphor	advisor	measure
[ʃ]	wash	flourish	chop	plot	worry
[i]	lean	volunteer	deal	defeat	tree

2 CW. Talk about these sayings, metaphors and share your ideas on family looking through the Remember box.

REMEMBER!

A **trope** is a figure of speech in which comparison is made between two unlike things that actually have something in common.

A **metaphor** expresses the **main item** (the **tenor**) in terms of the familiar.
Sample: "Love is a rose", "rose" is the vehicle for "love", the **tenor**.

- Family is a Treasure!
- Knowledge is light!
- Family is life!
- Time is money!
- Life is a dream!
- Good is up, bad is down!
- Family is a school!
- Trust is a treasure!

- Parents are a crown of our heads.
- Life is a journey!
- Love is a rose!
- Family is a tree!
- Family that prays together, stays together!
- Like a tree, a family has a lot of fruit!

(www.BestEnglishQuotes.com)

?
?

school
?

?
respect

REMEMBER!

Everyone needs words of **wisdom**. When we're learning the things that are going wrong, we all need help. Sometimes the wise words of our **mentors** show us the correct direction/way. But we also need to watch out for advice that sounds good, but doesn't work. The trick is to know the difference between the two.

Words	Meaning
wisdom	the ability to make sensible decisions and give good advice, the experience and knowledge that one has
mentor	an experienced person who advises and helps trainees who have less experience

Research Questions: •*How do we treat our parents?*

•*How do we appreciate our parents for all they do for us?*

•*What should we do for our parents and why?*

Discussion/Information Exchange

Note: You can use either Jigsaw Reading or Paraphrasing Strategies for reading. (See page 94)

Discussion 1. Stick the labeled pieces of the text on the desks. Ask the Ss to split into groups. Give the cut pieces of the whole passage to each group. Encourage them to read the pieces attentively and put them in logical order in order to make a text. Give them time, when the time is up check which group could match the pieces in correct logical order, asking questions why their choice was so. Let them give comments/explanation on their choice. Ask them to answer the questions and retell the content of the passage paraphrasing it. Try to get their answers on the questions given in the **Challenge**:

- *Why do you think that a family looks like a tree?*
- *How do you treat your parents?*
- *How do you appreciate your parents and all they do for you?*
- *What should children do for their parents and why?*

Discussion 2. Encourage the Ss to create/design a **Family Story** following the sample in this lesson (1 hour). It's up to you. Have them retell the content of the story given on page 28. Tell them to pay special attention to **Metaphors** and encourage them to find/write more Metaphors on a Family. At the same time have them work on “**Compare and Remember**” box and practice the samples given there. This grammar topic given in **Grammar Spot** is familiar to them from the previous year. So, it will be a good integration to/for the consolidation of the last year's material.

Word File	chop off, lean on, metaphor, tenor, treasure, trope, trouble, trunk
Summary	For summarising GIST (page 147), Summarising or Extending Vocabulary (page 94) can be very productive. Reading Remember box and other tasks Ss summarize that a family is really treasure and we all should value our families. Ss must know that a family is the best place which gives a warm hug to us and supports us anytime whatever we are.
Creative Work	IW. Write a paragraph on the quote: <i>Parents Are Our Support in Life!</i>

ANSWER KEY: • Task 4, page 28

A) -5 B) -3 C) -7 D) -6 E) -2 F) -8 G) -1 H) -4



5) A long time ago, there was a huge apple tree. A little boy loved to come and play around it every day. He climbed up the treetop, ate the apples, and took a nap under the shadow (in the shade). He loved the tree and the tree loved to play with him. Time went by, the little boy grew up and he no longer played around the tree every day. 3) One day, the boy came back to the tree and he looked sad. "Come and play with me", the tree asked the boy. "I am no longer a kid, I do not play around trees any more", the boy replied. "I want toys. I need money to buy them." 7) "Sorry, but I do not have money, but you can pick all my apples and sell them. So, you will have money." The boy was so excited. He grabbed all the apples on the tree and left happily. The boy never came back after he picked the apples. The tree was sad. 6) One day, the boy who now turned into a man returned and the tree was excited. "Come and play with me", the tree said. "I do not have time to play. I have to work for my family. We need a house for shelter. Can you help me?" "Sorry, I do not have any house. But you can chop off my branches to build your house." 2) So, the man cut all the branches of the tree and left happily. The tree was glad to see him happy, but the man never came back. The tree was again lonely and sad. One hot summer day, the man returned, and the tree was delighted. 8) "Come and play with me!" the tree said. "I am getting old. I want to go sailing to relax. Can you give me a boat?" asked the man. "Use my trunk to build your boat. You can sail far away and be happy." So, the man cut the tree trunk to make a boat. He went sailing and never showed up for a long time. Finally, the man returned after many years. "Sorry, my boy. But I do not have anything for you anymore. 1) No more apples for you", the tree said. "No problem, I do not have any teeth to bite", the man replied. "No more trunk for you to climb on." "I am too old for that now", the man said. "I really cannot give you anything, the only thing left is my dying roots," the tree said in tears. 4) "I do not need much now, just a place to rest. I am tired after all these years," the man replied. "Good! Old tree roots are the best place to lean on and rest, come, sit down with me and rest." The man sat down and the tree was glad and smiled in tears.

You can use **DRTA or DLTA Strategies** for this lesson. It can really be useful for your class. You just look through pages 77-78 where there is enough information about them. Try to use Picture Walk Strategy for pre-reading task; download "*The Boy and the Apple Trees*" from Internet and get your Ss to work and predict what the picture is about.

Reading Strategies

DRTA (*D*irected *R*eadin*g* *T*hinkin*g* *A*ctivity)

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 (*D*irected *L*istening –*T*hinking *A*ctivity)

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 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:

During the reading of stories or any text Ss cannot yet read independently. 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.*

Reading Strategies

Making Predictions

Making Predictions while they read helps Ss set a purpose for reading. Ss use clues, such as 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 fiction or 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 will _____ .*
- ♦ *In this picture, it looks like the character is _____ .*
- ♦ *After _____ happens, the next thing that will happen is _____ .*

ANSWER KEY:

▪ Task 6, page 29

- a) a collection of valuable things (**treasure**)
- b) to move from an upright position (**lean on**)
- c) a general character (**tenor**)
- d) a difficult situation (**trouble**)
- e) a dark shape produced by a body coming between rays of light and a surface (**shadow**)
- f) the main thick stem of a tree (**trunk**)
- g) a part of a tree that grows out from the main stem (**branch**)
- h) the branches at the top of a tree (**treetop**)

▪ Task 7, page 30

1. The boy **loved** the tree and the tree **loved** to play with him.
2. Old tree roots are the best place to lean on and **rest**.
3. “Come and **play** with me!”-said the tree.
4. We discussed the questions on family **values** at the lesson.
5. Our government always **helps** the homeless and the poor.
6. Teens should **value** their parents’ useful ideas.
7. She had a great **influence** on her little brother.
8. Radio and television **influence** people’s lives.
9. Our Geography teacher **talks** to us about the climate in South America.
10. Studying abroad is one of my greatest **wishes**.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
I can: <ul style="list-style-type: none"> ask and answer questions on metaphors/sayings/quotes discuss questions on families share my ideas on wisdom comment on my opinions 				
<ul style="list-style-type: none"> read proverbs, metaphors and quotes read stories and fables about family put paragraphs in correct order 				
<ul style="list-style-type: none"> build up sentences using the key words find synonyms/antonyms of the words write my ideas on wisdom write about family values 				

**RUBRICS FOR
Criteria:**

Unit 2 Lesson 1. Standards: 2.1.1./2.1.2./3.1.4.

- *Expressing and sharing ideas*
- *Giving comments on the ideas*
- *Putting Paragraphs in logical order*
- *Writing an essay/a composition*

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

I	II	III	IV
Hardly speaks/ gives comments on the listened topic. Hardly shares ideas/opinions on the sayings/ quotes about families.	Very briefly expresses ideas and gives comments on the listened topic. Concisely says his/ her opinions on the quotes about families.	Expresses ideas and gives comments on the listened topic. Actively says his/ her opinions on the quotes about families. Says out his/her opinions on metaphors and sayings.	Speaks on the topic giving logical comments on the listened topic. Enthusiastically speaks and shares opinions on the quotes about families giving logical comments and set- ting bright samples. Says out his/her opinions on meta- phors and sayings giving enough sam- ples and explanation.
Hardly reads or puts the paragraphs in logical order. Hardly gives comments on any ideas given in Challenge box.	Though very little, but tries to read and put the paragraphs in some order. Tries to retell the content of the passage with difficulty. Sometimes tries to give short comments following the ideas.	Reads and puts the paragraphs in logical order. Retells the content of the passage and gives comments actively following the ideas.	Accurately and fluently reads the paragraphs and easily puts them in correct logical order. Reads the passages/ paragraphs with very good fluency and accuracy.
Almost never tries to find the equivalents or synonyms of the words given in the tasks or uses them in his/her sentences. Doesn't make any attempt to make solutions about families.	Very seldom tries to find the equivalents or synonyms of the words given in the tasks or uses them in his/her sentences. Though very seldom, but tries to make solutions about families.	Often finds the equivalents or synonyms of the words given in the tasks or uses them in his/her own sentences. Prepares solutions about families.	Works enthusiasti- cally and creatively on the tasks. Uses the synonymous words in really broad sentences. Does his/ her best to make/ design very logical/ wise solutions about families.

Lesson 2.

Do You Face Family Conflicts?

Aim: To speak about the reasons of family conflicts, to teach them to cope with such conflicts and overcome the problems or obstacles that cause conflicts in the families, misunderstand "ing" form via practising the four language skills.

Standards

1.1.1./2.1.1./2.1.3./3.1.1./3.1.2./4.1.3.

Objectives

Student:

- expresses his/her opinions on family conflicts
- talks about teens' problems giving comments
- takes part in discussions on family conflicts comparing ideas
- tries to solve the problematic issues on family conflicts
- performs/plays roles on family conflicts
- reads and writes sentences of varied constructions
- explains the words given in the tasks and articles defining the gerund
- gives comments on psychologists' recommendations
- fills in the chart with his/her ideas on family conflicts
- builds up sentences using the gerund
- makes solutions reading articles
- writes/designs a paragraph on the topic
- writes about his/her problems

3 GW. Read the story, put the paragraphs in a correct logical order.

A) – B) – C) – D) – E) – F) – G) – H) –



(1) No more apples for you, the tree said. "No problem, I do not have any teeth to bite" the man replied. "No more trunk for you to climb on." "I am too old for that now", said the man. "I really can't give you anything, the only thing left is my dying roots." the tree said in tears. (2) So the man cut all the branches of the tree and left happily. The tree was glad to see him happy but the man never came back. The tree was again lonely and sad. One hot summer day, the man returned, and the tree was delighted. (3) One day, the boy came back to the tree, and he looked sad. "Come and play with me", the tree asked the boy. "I am no longer a kid, I do not play around trees any more", the boy replied. "I want toys. I need money to buy them." (4) "I do not need much now, just a place to rest. I am tired after all these years," the man replied. "Good! Old tree roots are the best place to lean on, come, sit down with me and rest." The man sat down, and the tree was glad and smiled in tears. (5) A long time ago, there was a huge apple tree. A little boy loved to come and play around it every day. He climbed to the treetop (the top of the tree), ate the apples, then took a nap under the shadow (in the shade). The boy loved the tree, and the tree loved to play with him. Time went by, the little boy grew up and he no longer played around the tree every day. (6) One day, the boy who now turned into a man returned and the tree was excited. "Come and play with me" the tree said. "I do not have time to play, I have to work for my family. We need a house for shelter. Can you help me?" "Sorry, I do not have any house. But you can chop off my branches to build your house." (7) "Sorry, I have no money, but you can pick all my apples and sell them. So, you will have money." The boy was so excited. He grabbed all the apples on the tree and left happily. The boy never came back after he picked the apples. The tree was sad. (8) "Come and play with me!" the tree said. "I am getting old. I want to go sailing myself and relax. Can you give me a boat?" said the man. "Use my trunk to build your boat. You can sail far away and be happy." So the man cut the tree trunk to make a boat. He went sailing. Finally, the man returned after many years. "Sorry, my boy! But I do not have anything for you anymore."

(www.moralstories.org)

4 GW. Give the best title and retell the content of the story.

28

*took a nap – had a short sleep

5 GW. Read the text and discuss the questions below.

Useful Information

A tree is like our parents. When we are young, we love to play with our Mum and Dad. When we grow up, we leave them; we only come to them when we need something or when we are in trouble. No matter what, parents will always be there and give everything they could just to make us happy. You may think the boy in the story is cruel to the tree, but that is how all of us treat our parents. We take them for granted; we don't appreciate everything they do for us, until it's too late.

Parents are not around forever! Call them, visit them, take their grandchildren to see them, laugh with them, hug them, let them speak and tell you the same old stories over and over again, cook or bake their favourite food and sweets for them. Treat them with respect, patience and plenty of love! Tomorrow might be too late!

- How do we treat our parents?
- What should we do for our parents and why?
- How do we appreciate our parents for all they do for us?



6 PW. Find out what these expressions mean and use them in sentences of your own. Sample:

- a. a collection of valuable things
- b. to move from an upright position
- c. a general character
- d. a difficult situation
- e. a dark shape produced by a body coming between rays of light and a surface
- f. the main thick stem of a tree
- g. a part of a tree that grows out from the main stem
- h. the branches at the top of a tree

*granted – admitted, stimulated

29

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./2.1.1./3.1.3. Lit. -1.2.1./2.1.2./3.1.2. Biol. -3.1.1. P.T. -1.4.1./4.1.3. Scien. -2.1.1./ 2.1.2./ 3.2.1.
Interaction	GW/PW/CW/IW
Strategy	Role Play, Questioning, Discussion, Debate, TPS, Problem Solving, Parallel Carousel, Filling Gaps
Resources	SB, flashcards, video roll, CD, pictures

Motivation (warm-up) Listening-Speaking

You can use pictures of some families. Or you can begin **Family Conflicts** with **Parallel Carousel**. Encourage one of the students to write his/her ideas on the topic and pass it to the others.

For the next lesson you can direct your Ss' attention to *Task 1, page 32* where there are some complaints from parents. Get the Ss to fill in the gaps with the given verbs.

Research Questions: • *Have you ever come across with a family conflict?*
• *How do you solve such conflicts?*

REMEMBER AND COMPARE!

Noun	Verb	Noun	Verb
answer	to answer	rest	to rest
watch	to watch	talk	to talk
value	to value	plan	to plan
debate	to debate	mind	to mind
respect	to respect	influence	to influence
		object	to object

7 IW. Fill in the gaps with the suitable words from the box. Some words can be used twice.

- a) play b) talk c) value d) influence;
e) love;
f) wish g) help h) rest

- The boy ... the tree and the tree ... to play with him.
- Old tree roots are the best place to lean on and ...
- Come and ... with me! -said the tree.
- We discussed the questions on family ... in the lesson.
- Our government always ... the homeless and the poor.
- Teens should ... their parents' useful ideas.
- She had a great ... on her little brother.
- Radio and television ... people's lives.
- Our Geography teacher ... to us about the climate in South America.
- Studying abroad is one of my greatest ...

8 IW. Write a paragraph: "Parents are Our Support in Life"

Self-Assessment		Level Reached			
Description of Achievement		Excellent	Good	Fair	Poor
I can read and understand:					
• sayings, proverbs, metaphors					
• stories, fables about family					
• paragraphs and put them in correct order					
I can:					
• ask/answer questions on metaphors/sayings					
• discuss questions on families					
• share my ideas on wisdom					
• give reasons for my opinions					
I can:					
• build up sentences using key words					
• find synonyms/antonyms of the words					
• discuss and write my ideas on wisdom					
• write about family values					

30

Lesson 2. Do You Face Family Conflicts?

What you'll learn:

- What things teens/adults usually complain about and why
- What problems students have in their families
- Why adults/parents criticize their children
- How to solve such challenges/to overcome such obstacles
- What the Gerund is and how to use it



[#] angelic criticize miserable expense

Word File:

angelic [æn'dʒɛlɪk] (adj) divine, holy, innocent, relating to angels (innocent) Among the guests there were the Browns family with their two **angelic** daughters.

criticize ['krɪtɪsaɪz] (v) judge, attack, charge, find fault with, take aggressive action against sb/sth.

A literary text may be **criticized** on two grounds: the semantic and the expressive.

gang ['gæŋ] (n) 1. band, team, an organized group of criminals.

Former military figures were implicated in drug abuse and kidnappings by organized criminal **gangs**.

2. a group of young people who spend a lot of time together and often cause trouble.

expense [ɪks'pens] (n) cost, price, fee, payment, the money that you spend on sth, the cost required for sth; the money spent on sth.

She ordered suits at great **expense**.

miserable ['mɪzəəbəl] (adj) very unhappy or uncomfortable, sad, depressed. Their happiness made Anne feel even more **miserable**.

subculture ['sʌb'kʌltʃə] (n) 1. the behaviour and beliefs of a particular group of people in society that are different from those of most people.

2. a cultural group within a larger culture, often having beliefs or interests.

REMEMBER AND FOLLOW!

The Difference Between School and Life:

- In school we're taught a lesson and then given a test.
- In life, we're given a test that teaches us a lesson.

(Tom Bodett, American author and voice actor)

31

Discussion/Information Exchange

The lesson is planned to be two hours. **First** start with the discussion, reading and answering the questions in the **Challenge Box** and encourage your Ss to play a role on the given dialogue. (See task 4-5, page 33) Get them to discuss the problematic issues and say out their opinions on the children's problems. Ss also read, compare the problems, and practice all language skills, and demonstrate their problem-solving abilities as well. Encourage the Ss to think and share their own problems with their peers. Problem Solving or TPS can really be very productive and effective/beneficial for this lesson. (See Page 112)

- **What problems do you have in your family?**
- **Do your parents often criticize you? Why?**
- **Why do you face such problems?**
- **How do you solve them? Or: How would you solve them?**

Have them pay attention to the Grammar Spot, the usage of the Gerund. Encourage your Ss to build up sentences using it.

to be adj+prep+ing	Verb+ing	Verb+prep+ing	prepositions+ V+ ing
be afraid of+V+ing be good/bad at+V+ing	like+V+ing love+V + ing	complain about+V+ ing think about/of+V+ing	before+V+ing after+V+ing
<ul style="list-style-type: none"> • Jane's very good at creating stories. • She is very hopeless at making stories. • My brother is clever at playing tennis. • I am tired of watching TV • She's afraid of walking in the dark. 	<ul style="list-style-type: none"> • She enjoys singing a song. • We love drawing. • My little brother started learning English. 	<ul style="list-style-type: none"> • Jane's sister always complains about having little time. • The student apologized for being late. • My father has given up smoking. 	<ul style="list-style-type: none"> • After leaving high school most students enter universities. • I'll tell you everything before leaving for London.

Word File	angelic, criticize, gang, expense, miserable, subculture
Summary	At the end of the lesson Ss get to have a clear idea on violence and they say out their opinions about these words and expressions. Ss realize that all these conflicts come from society, different families' lifestyles, challenges, poor living conditions, etc. That's why we should say " No! to Violence! " We have to create/build up an exemplary society where all can enjoy equal rights and have fun.
Creative Work	IW. Write a paragraph: " How Teenagers Should Be Supported! " Make solutions using the samples.

ANSWER KEY:

▪ Task 1, page 32

1-f 2-e 3-c 4-d 5-g 6-b 7-a

▪ Task 8, page 34

1. My parents like **having** everything organized for me.
2. My granny doesn't mind **getting up** early.
3. The girls began **dancing**.
4. My friend is excellent at **expressing** himself.
5. We always enjoy **solving** logical problems.
6. Our teacher is good at **making** quick decisions.
7. **Smoking** is forbidden in all public places.
8. My little brother is afraid of **flying** on the plane.

- A. flying-8
- B. making-6
- C. having-1
- D. dancing-3
- E. getting-2
- F. smoking-7
- G. expressing-4
- H. solving-5

▪ Task 11, page 36

- 1) to declare-**c**
- 2) damage or injury that is caused by a person or an event-**f**
- 3) the money that you spend on smth-**e**
- 4) a group of people who share the same language, history, culture -**d**
- 5) an organized group of criminals-**b**
- 6) very unhappy or uncomfortable-**a**

- a. miserable
- b. gang
- c. proclaim
- d. race
- e. expence
- f. harm

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
I can: <ul style="list-style-type: none"> • share ideas on family conflicts • use varied prepositional constructions • answer the questions on family conflicts • debate on problematic issues • perform a role on the topic 				
I can: <ul style="list-style-type: none"> • explain the words given in the tasks and articles defining the gerund • read the sentences of varied constructions 				
<ul style="list-style-type: none"> • write the sentences of varied constructions • build up sentences using the “ing” form of the Verb • fill in the chart with the ideas on family conflicts 				

Lesson 3. Don't Move Too Fast!

Aim: To direct Ss' attention to evaluate work life balance, and not to do everything in a hurry, not to haste but to plan or divide our time in advance, so that we could be able to keep life balance through practising all four language skills. Also to involve Ss in learning "too much, too many" quantifiers and practise using them as much as possible.

Standards

1.1.1./2.1.2./2.1.3./3.1.1./3.1.3./3.1.4./4.1.3./4.1.4.

Objectives

Student:

- listens and finds the words with different sounds
- takes part or holds discussions on the time waste describing pictures
- explains his/her opinions on the questions/letters
- speaks on wasting time describing the pictures
- compares the ideas given in the passages
- guesses the meaning of the words ending in "ing"
- differentiates the quantifiers and uses them appropriately in his/her speech
- reads, puts the paragraphs in a correct logical order and retells the content
- prepares an interview on the given sample sharing his/her opinions
- completes the solutions using the given statements
- designs his/her own solutions to problems on the topic
- writes a paragraph on the topic

Lesson 3. Don't Move Too Fast!

What you'll learn:

- How we can organize our time in our daily life
- What our life balance is
- What we face nowadays
- How to build up sentences using quantifiers



[s] obsess slow sickness stressful

REMEMBER!

- I asked Life: "Why are you so difficult?"
- Life smiled and said: "You, people never appreciate easy things!"
- "Difficult" doesn't mean "impossible!" It simply means that you have to work hard!
- Time is like a river! You can't touch the same water twice, because the flow that has passed will never pass again! Enjoy every moment of your life!

(www.BestEnglishQuotes4U.com)

Word File:

ban [bæn] 1. (n) an official or legal prohibition.
2. (v) prohibit, disallow, officially or legally prohibit/forbid sth.
He was **banned** from driving for a year.

obsess [əb'ses] (v) completely fill your mind so that you cannot think of anything else.

He is **obsessed** with computers. Music continued to **obsess** him in many of his stories.

sickness ['sɪkɪnəs] (n) illness, disease. She was **absent** due to **sickness**.

stressful ['stresfʊl] (adj) causing mental or emotional stress or anxiety and worry.

A **stressful** job/lifestyle. Corporate finance work can be **stressful**.

slow down ['sləu daʊn] (v) 1. be slow, be late 2. delay, postpone

rule [ru:] 1. manage, control, conduct, drive, govern, lead, guide

2. reign, rule (over) the country.

1 CW. Find the word with a different sound:

- [s] sickness version obsess serious custom
- [z] because prison single pleasant praise
- [u] stressful took, cause beautiful book
- [f] appreciation confusion solution passion caption



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2 CW. Talk about these pictures looking through UI box.

Begin like this:

Model: Life is more stressful now than in the past. We are living faster...

Useful Information

Not long ago people believed that in the future we would work less, have more free time and be more relaxed. But today we work harder and longer hours and we're more stressed than ten years ago. We walk faster, talk faster and sleep less than previous generations. And although we're **obsessed** with machines that help us to save our time, we have less free time than our parents and grandparents had. But what is this doing to us and our health? An American journalist James Gleick writes: "Faster means that people who live in cities are suffering from 'hurry sickness' - we always try to do more things in less time. As a result, our lives are more **stressful**. He says that if we don't **slow down**, we shan't live as long as our grandparents or parents. And we must bear in mind that faster doesn't mean better."



The clock/time rules our lives.

The more we try to save time, the less time we seem to have!



38

Content Line	Listening/Speaking /Reading/Writing
Integration	N.L.-1.1.2./2.1.1./3.1.2./3.1.4. Lit. -1.1.3./1.2.1/1.2.4./2.1.2. Biol. -3.1.1 Inf. -4.1.3. Scien. -2.1.1. Maths. -5.2.2.
Interaction	GW/PW/CW/IW
Strategy	Cluster, Pre-Reading, Discussion, Debate, Interviewing, Completion, Problem Solving, Picture Gallery
Resources	SB, flashcards, video, slides, CD, pictures, worksheets

Motivation (warm-up) Listening-Speaking

It is up to you, teachers to approach this topic individually. You can choose any strategy, let's say: Clustering, Mind Map, Pictures, Slides, or with a quote given on page 38 which says:

**• The clock/the time rules our lives.
The more we try to save time, the less time we seem to have!**



3 PW. Compare the parents' work - life balance reading the passages. Pay attention to the words in *italics* and choose the right one.

I've chosen a lifestyle that I like and that gives me quite a lot of *free* time. But my father works more than 70 hours a week for a car company. *Lots of* *Much* Japanese people do the same. There is an expression in Japanese, *karoshi*, which means 'dying because you work too hard/too much'. I think my generation is different. We don't want our lives to be ruled by work. I work a *few* *a little* hours a day and that gives me *enough* *money/money enough* to live. I spend the rest of my time seeing my friends and playing baseball with my family and friends.

Masaco, project assistant, Tokio.

I didn't use to have *much* *time/money* for anything, because I was working *too much* *hours* *too many* hours-45 or more a week. In France people have to work only 35 hours a week. Nowadays I have *plenty* *of* *time/plenty* time for myself. I play tennis two evenings a week and I finish work at lunchtime on Friday, so I can have long weekends. I think when you have time to enjoy your personal life, you work much better!

Fransua, lawyer, Paris.

I'm not happy with my work - life balance at all. I work at least 50-60 hours a week, so I don't have *many* *much* time to see my children. I communicate with my husband by leaving messages on the fridge. We work different hours and I never have time to see my friends or keep fit. I think I have to make a *lot* *a lot* of changes in my lifestyle. Amelie, project manager, Boston.



4 GW. Choose the correct one to complete the sentence.

1. Mary *a lot* of progress is made by students at schools.
2. People in Japan work *too much* *too many* hours.
3. I don't have *enough* *time/money* time to help you.
4. Eating *too much* *too many* can lead you to serious disease.
5. *Too much* *too many* salt spoils the broth!

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GRAMMAR SPOT					
many (large quantities)	too many+ countable plural nouns (more than you need)	much + little (more than necessary)	too much+ uncountables (more than you need)	a lot of lots of (a large quantity)	plenty of (large quantities)
	to say "more than necessary"	uncountable nouns	to say "more than necessary"		as much as we need or more
few+ countable nouns	a few + countable plurals (small quantities) (some, but not a lot)	little + much + uncountable nouns	a little + uncountable (small quantities) (some, but not a lot)	a lot of + countable/ uncountable nouns	(much many a lot of) = plenty of
• She has few close friends, she is sad.	• I've got a few friends, I am happy.	• There was little cheese in the fridge.	• We've made a little progress.	• I've got a lot of books.	• There are plenty of peopple in the fields in spring.

5 PW. Interview your partner using the questionnaire. Make your own questionnaire. Model: What do you spend more time on?

Possible answers: I spend a lot of (much) time watching TV/talking on the phone.

- Working or studying
 - Sitting in Traffic
 - Listening to music
- Semra: Do you have more or less free time than a year ago? Why?
What don't you have enough time for?
Semra: How do you get to work/school?
How long does it take you? Is this longer than a year ago?
Semra: Do you usually arrive on time at work/at school, for your English class, to meet your friends? Why? Why not?
Semra: What appliances do you have which save your time?
Do they make your life simpler or more complicated/easier?
Semra: Do you waste much time every day? Doing what?
Semra: How much time do you have for yourself/for your family/friends?

Suleyman: _____ Suleyman: _____
Suleyman: _____ Suleyman: _____
Suleyman: _____ Suleyman: _____

6 IW. Find and write the unscrambled words.

mentunecmpoy - resslufst- nab- cknessis- elruhyb-
dictrep - tizecieri- sesobs- uryhr- althybe-

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Research question: • *How can you arrange/save time in your daily life?*

Discussion/Information Exchange

Discussion 1. *Note:* As this lesson is designed on Social Problems, we consider Problem Solving a very useful strategy here.

Direct the Ss to read and compare the letters paying attention to the ideas on the lifestyles and time waste. Have them find out who and what they are and what their complaints are about *task 3, page 39*. Encourage them to read and say out their opinions on the life balance of the three different people of different professions. At the same time direct the Ss' attention to the quantifiers "**too many, too much**" and their usage.

Discussion 2. Get the Ss to read the paragraphs on *page 4, task 7* and match the titles with the paragraphs thinking logically. Have them work on tasks where they should pay attention to the "**ing**" ending which is *Participle I* here.

Note: There are some pictures on Social Problems on *page 38*. "The clock/the time rules our lives!". You can download some pictures from internet for the pre-reading task. Do please, direct your Ss' attention to the pictures 38 and use Picture Walk/Picture Gallery or Pre-Reading Strategies for pre-reading task. Then get the Ss to read *task 7, page 41*.

many (large quantities) Many is usually used in all types of sentences. (in positive, negative and questions)	too many+ countable plural nouns (more than you need)	much (large quantities) uncountable nouns <i>Note:</i> much is used in questions and negative sentences, but not usually in positive sentences.	too much+ uncountables (more than you need)
<ul style="list-style-type: none"> • I have got many friends. Are there many shops in Baku? • There aren't many oranges on the table. 	<ul style="list-style-type: none"> • Don't make too many mistakes while writing. 	<ul style="list-style-type: none"> • Our country has made much (great) success. 	<ul style="list-style-type: none"> • There is too much salt in the soup, I can't eat it. • My brother spends too much money.

few	a few	little	a little	a lot of /lots of
<ul style="list-style-type: none"> • I love films, but I have very few DVDs. 	<ul style="list-style-type: none"> • I've got a few friends. I'm happy. • There were a few boys in their group. 	<ul style="list-style-type: none"> • There is little cheese in the fridge, go to the market and buy some. 	<ul style="list-style-type: none"> • I've made a little progress in my studies. 	<ul style="list-style-type: none"> • I've got a lot of friends. • I've got a lot of time. • There is a lot of water on the earth.

Word File	ban, obsess, sickness, stressful, slow down, rule
Summary	At the end of the lesson Ss get enough knowledge on Saving Time and the ways how to save time and avoid time waste. They become conscious that we sleep less than previous generations, we work more, we suffer from “ hurry sickness ”, therefore our life is stressful. So, we should slow down, to avoid all this. Because “ Faster doesn’t mean better! ”
Creative Work	IW. Project Work. Write a paragraph on the quote: “ Slow Down, You Move too Fast! ”

ANSWER KEY:

▪ Task 7, page 41

- | | |
|----------------------------|---------------------------------|
| 1. A. No Time for the News | 2. C. No Time to Listen |
| 3. D. No Time to Relax | 4. B. But More Time in Our Cars |

▪ Task 8, page 41

ban(2), plant, encourage, create(2), reduce, start, find, take care of

Reduce unemployment!

Take care of Children!

Encourage people to do more sport!

Ban cars from the city centre!

Create a Healthier Way of Life!

Find more green areas and plant more trees!

Create time to relax!

Ban all fast food restaurants!

▪ Task 4, page 39

1. Many/a lot of **progress** is made by students at schools.
2. People in Japan work too much hours/**too many hours**.
3. I don’t have **enough time**/many time to help you.
4. **Eating too much**/too many can lead you to serious disease.
5. **Too much**/too many salt spoils the broth!

Grammar Checklist

<i>I can ...</i>	Activities
understand the quantifiers “too many, too much”	
use the quantifiers “too many, too much” in my speech	
understand the sentences with Present Participle	
build up sentences using Present Participle	

Additional

Grade 9 is designed for 68 hours. We have given enough extra tasks in the SB and the TB. Here are included: exercises, texts, facts, grammar material, charts and other additional materials that are designed for the units and lessons given in the SB. We advise you-teachers to engage your Ss to work interactively on the given tasks. Which one to choose depends on you, as you know your class/your students much better than anyone else. Even you can make any changes on the tasks approaching them creatively. Choose the appropriate ones to suit your Ss' knowledge levels or be creative to design/prepare some more interesting and logical ones.

Note: As you know, tasks given in “**Additional Materials**” (*As Assessment Tools*) are not included in the 68 hours, these are just additional materials. Feel free to teach any of them if you find them interesting and appropriate to the level and interest of your class and students.

Optional

As you see in the SB as well as in the TB we have given various tasks/ tests, texts and other materials. It's because Ss are from varied backgrounds and skills. The books will also be used in all schools of the country. There are some schools that have all facilities and opportunity to adopt the given material and even more than that, others have none of them. So, try to be helpful to all of them, giving various tasks with heterogenous class activities. Teachers know better which tasks suit his/her class and can be much more effective. So, please make a choice and choose the most appropriate/suitable ones to be succesful for your class and Ss.

Note: It's not obligatory to use all the tasks with your Ss, the main thing is to make a right choice to succeed. Remember that you have a large range of tasks and activities to choose. So, try any of them with your Ss and help them make progress in learning English.

Lesson 4. Everyone Has Rights!

Aim: To elicit from the Ss ideas about convention and human rights. To teach them what rights they have, what they should do to protect and enjoy equal rights in the society by practicing all four language skills.

Standards

1.1.1./2.1.1/2.1.3./3.1.1./3.1.2/4.1.3./4.1.4.

Objectives

Student:

- pronounces the new words clearly
- takes part in discussions sharing his/her feelings on human rights
- debates on human rights/convention
- explains his/her opinions comparing them
- finds the close meaning of the words
- corrects the wrong statements replacing them with the logically correct ones
- reads the sentences on varied constructions from the article
- plays a role on Children's Rights
- defines the grammatical-semantic features of the words
- writes a paragraph on the Children's rights
- prepares a list of rights and puts them in the order of their importance

Lesson 4. Everyone Has Rights!

What you'll learn:

- What a Convention is
- What rights we have as citizens
- What rights the Children's Convention gives you
- What UNCRC and its foundation mean



[ə] poverty

[ə] proclaim

[et] race

[et] discrimination

[et] interfere

Word File:

cruelty ['kru:lti] (n) behaviour that causes pain or suffering to others.

discrimination [dis.krimi'neiʃən] (n) intolerance, unfairness.

Discrimination between right and wrong.

Racial discrimination.

harm [hɑ:m] (n) damage or injury that is caused by a person or an event.

interfere [ˌɪntə'fiə] (v) get involved in and try to influence a situation that doesn't concern you, in a way that annoys other people.

poverty ['pɒvəti] (n) the state of being poor.

Many elderly people live in poverty.

proclaim [prə'kleɪm] (v) declare, tell people about sth important officially.

The president proclaimed a state of emergency.

race [reɪs] (n) a group of people identified as distinct from other groups because of supposed physical or genetic traits who share the same history, language, culture; ethnic group

- 1 CW. Pronounce the words correctly writing them in the right column. Tick the ones with a different sound.

discrimination early media interfere familiar career race
ceremony cruelty magnificent poverty match particular cake
castle proclaim discrimination harm party surround sparkle

[k]

[et]

[ə]

[ə]

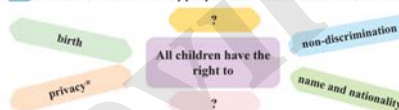
[ə]

[a]



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- 2 CW. Think and fill in the appropriate words/word combinations.



- 3 GW. Listen to the article on the children's rights and discuss the questions.

- All children must get names and become a citizen of a certain country.
- The Government must give children good medical care.
- All children should have rights whatever their race, gender, religion, language, disability, opinion or family background are.
- Children should have a chance to live in a safe and unpolluted environment with good food and clean drinking water.
- Children with disabilities must be helped to be as independent as possible.
- Children should have the best chance to develop their abilities.
- Every child can go to school.
- Schools should help children to develop their skills, teach them about their own and people's rights and prepare them for adult life.
- The Government must protect children from harm, cruelty, abuse (the improper use of something; misuse) and dangerous drugs.
- Children should have the right to join organizations, take part in meetings and peaceful demonstrations which don't affect other people's rights.
- Every child should have a chance to rest and play.
- Children must have speech rights. They can say what they think. What they say should be carefully listened to.
- The Government must protect children from exploitation* and dangerous work which can harm their health or interfere with their education.
- Children should have access to information especially that which can make their life better.



- What rights do children have?
- What rights should children have? Why? Why not?
- How can rights help children?

*privacy – the state or condition of being free from being observed or disturbed by other people; isolation
*exploitation – the action or fact of treating someone unfairly in order to benefit from their work; making use of

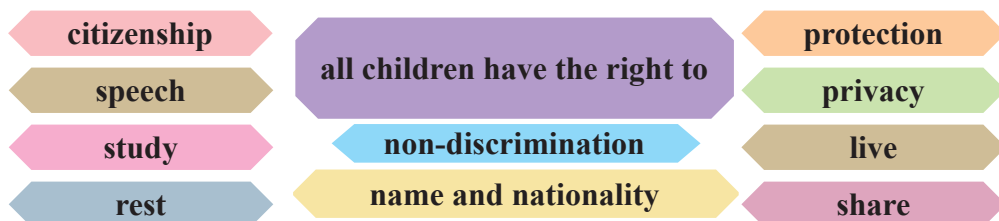
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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.1.2./2.1.1./2.2.1. Lit. -1.2.4./ 2.1.2./ 3.1.2. Math. -5.1.2. Biol. -3.1.1. Inf. -4.1.3. Scien. -2.1.1./ 2.2.1./2.2.2. P.T. -1.4.1.
Interaction	GW/PW/CW/IW
Strategy	MindMap, Questioning, DLTA, DRTA, Debate
Resources	SB, flashcards, CD, pictures, handouts, slides

Motivation (warm-up) Listening-Speaking

Clustering/Brainstorming/Mind Map

- *What do you know about convention?*
- *What are human rights?*
- *What Rights do children have?*



Research Questions: • *What is Convention?*

- *What rights does children's convention give us?*

Discussion/Information Exchange

Discussion 1. You can use DLTA for this Discussion. Direct the Ss' attention to the article given on page 43, to task 3, ask them to listen the article on Children's Rights, the Guide to the Convention and discuss the following questions:

- *What rights does the Convention proclaim?*
- *What rights are fair for you? Why/Why not?*
- *Which rights seem more/most important to you?*
- *What rights do children have in Azerbaijan?*

Discussion 2. Encourage the Ss to debate on task 7, page 45 or Debate activity. Tell them to read the teens' thoughts and say the pros and cons of the statements expressing agreement/disagreement on the topic.

Word File	cruelty, discrimination, harm, interfere, poverty, race proclaim
Summary	You can use Post Reading Strategy to make this lesson more productive and effective. Reading and discussing the given materials on Human Rights, doing all the tasks on the topic Ss realize once again that the UK organization implements Children Rights and supports their rights all over the world. All children enjoy equal rights according to the Convention. Children have the same rights as race, religion, language, gender and nationality.
Creative Work	IW. Create a paragraph: 1. <i>"The Most Important Rights For Me Are... ."</i> 2. <i>"Let's Learn Children's Rights!"</i>

Note: In the SB we've given some tasks under: **Listen and ...** . As you know, we don't have CDs or audio cassettes for the Ss to listen and practice. But you can read out the given passage or paragraph with correct intonation and ask the Ss to listen to you. Or if there is a student in your class who has a very good pronunciation, you can ask that student to read out slowly/with correct intonation and the class to listen to him/her.

ANSWER KEY:

▪ Task 11, page 46

1. peace-loving, harm, cruelty
2. protection, exploitation, **clever**
3. permission, **peaceful**, information
4. peace, **healthy**, convention

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>	

ANSWER KEY: • Task 10, page 46

Words	Means	Translation	Close meaning	Opposite	Build up a sentence
privacy			isolation		
force	physical action or movement		power, effort		Never force anybody to do something.
respect	esteem, honour		consideration goodwill		We should respect other people.
race	a group of people who share the same language, history, culture		gender		We should respect all nationalities, customs, religions and races .
cruelty	behaviour causing pain or suffering to others		unkindness	kindness	I hate cruelty .
punish	to make sb suffer because he/she has broken the law			praise	• He was punished for breaking the window.
exploitation	an action or fact of treating sb unfairly in order to benefit from their work				I don't support exploitation of labour

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
Listening and Speaking I can: <ul style="list-style-type: none"> ask and answer the questions on Convention find wrong sentences on Convention giving reasons for my opinions 				
Reading I can read and understand: <ul style="list-style-type: none"> articles about children's rights letters written by students 				
Writing I can: <ul style="list-style-type: none"> build up sentences using the key words make a list of children's rights design a questionnaire on children's rights 				

Extending Vocabulary

Much of the academic vocabulary students need to learn applies to multiple content areas. Make instruction more comprehensible 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*
- *Model a think aloud, showing how to use rhyming strategies*
- *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 the 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 Students 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*

1. Complete the table around Unit 2

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical thinking</i>		
<i>Critical thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2. Make a vocabulary map and write the words you learned around the unit in the box. You can add the meanings in your language. **Sample:**

Words	Meaning	Useful Phrases/Expressions (Learnt in the unit)
<i>treasure</i> <i>forgive</i> <i>tenor</i> <i>angelic</i>	<ul style="list-style-type: none"> • collection of valuable things • excuse, pardon • content or meaning of smth • relating to angels 	respect parents angelic smile a crown of our heads dying roots giving good advice great intelligence skill artistic ability, etc.

3. Think and sort out the words according to the parts of speech.

Noun	Verb	Adjective	Preposition	Question words
<i>race</i> <i>harm</i> <i>society</i> <i>illness</i> <i>cruelty</i> <i>gang</i> <i>force</i> <i>attempt</i> <i>experience</i>	<i>attempt</i> <i>happen</i> <i>ban</i> <i>annoy</i> <i>concern</i> <i>contribute</i> <i>criticise</i> <i>proclaim</i>	<i>chemical</i> <i>angelic</i> <i>miserable</i> <i>stressful</i> <i>political</i>	<i>without</i> <i>from</i>	<i>why</i> <i>who</i> <i>how</i>

Sub Summative Test 2

1. Find the word which means ... a collection of valuable things such as gold, silver, and jewellery.

- A) trope B) tenor C) treasure D) swallow

2. Match the definitions to the expressions.

- | | |
|-----------------|---|
| 1. to lean on | a) to remove smth by cutting |
| 2. to chop off | b) to bend or move from an upright position |
| 3. to give smth | c) to contribute |

3. Which one isn't a noun?

- A) answer B) respect C) advise D) plan

4. Find the correct variant.

An experienced person who gives advice and helps somebody with less experience over a period of time.

- A) genius B) mentor C) artist D) programist

5. Find the metaphors.

- | | |
|-------------------------|------------------------|
| 1. Trust is a treasure. | 2. We trusted them. |
| 3. Love is a rose. | 4. Mother loves roses. |

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

6. Choose the correct variant.

The branches at the top of a tree ...

- A) root B) trunk C) branch D) tree top

7. Circle the suitable variant.

- | | |
|----------------------------------|----------------------------------|
| 1. a few news/little news | 2. too much bread/too many bread |
| 3. too many hours/too much hours | 4. much bags/too many bags |
| 5. little advice/few advice | |

8. Answer the questions.

- 1) *What rights do children have?* 2) *How can rights help children nowadays?*

9. Choose the sentences with the Gerund.

- Kate is interested in playing basketball.
- The boys are playing football in the yard now.
- Studying abroad is one of my greatest wishes.
- Kate's father is designing a wonderful bridge at the moment.

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

10. Write an essay on: "How We Should Take Care of Our Parents!"

UNIT 3. MASS MEDIA

Lesson 1. Spreading the News

Aim: To direct Ss' attention to the role, function and effect of influence of the Media in our life. Get them to work independently and search different interesting materials on the topic, discuss, share and realize the benefits of the Media through practicing listening, speaking, reading, and writing.

Standards

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

Objectives

Student:

- pronounces the new words clearly
- expresses his/her opinions on the requests about media
- expresses his/her ideas by using various speech patterns
- sorts the nouns out and uses them in sentences
- debates on the topics expressing his/her attitude to the role and importance of media
- chooses, sorts out nouns for their structure and uses them in sentences
- reads and speaks on the semantical grammatical features of words
- expresses his/her attitude on the passage he/she reads
- understands and gives explanation of abbreviations
- defines the role of the media on reading the passages and paragraphs
- finds the clue to the facts and matches the facts to the numbers
- writes an essay on the national press
- makes an interview on the topic

Grammar Checklist

I can ...	Samples
understand compound nouns	seaman, mother-in-law
join nouns with nouns	toothpaste, housework
join adjectives with nouns	whiteboard, daily news
join nouns with verbs	sunset, sunrise
join verbs with nouns	swimming pool
build up sentences using compound nouns	We have whiteboards on the walls of our classrooms.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.1.2/2.1.1/3.1.1. Lit. -1.2.4./2.1.2. Az.His -1.1.2./ 1.2.2./ 5.1.1. Gen.His .- 5.1.3. Inf .-3.3.3./4.1.3. Math .-5.1.1./5.1.2
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Researching, IR, Debate, TPS, EV
Resources	SB, pictures, handouts, slides, CD, realia, flashcards

Motivation (warm-up) Listening-Speaking

For motivation you can bring any realia-some real objects such as journals, magazines, and newspapers. Elicit from the class:

What are these?

Or play a video roll that presents an interview between 2 people or give some news programmes, etc. Or direct the Ss' attention to the pictures on page 50. Encourage them to look at the pictures. Ss can do Clustering or Mind Map and TPS Strategies can be for instance as well. Ask the class:

- *What sources of information are these?*
- *What can we get from them?*



UNIT 3. MASS MEDIA

Lesson 1. Spreading the News

What you'll learn:

- What role the Media have in our life
- How the media influence our life
- What the first newspapers in Azerbaijan, in the UK and USA are
- What "a tabloid" and "a broadsheet" mean
- What compound nouns are



[f] commercial

[e] credible condensed

Word File:

cable ['keɪbl] (n) wire, power line, transmission line, typically used for construction. *An underground cable, an electricity cable.*

commercial [kə'mɜːʃl] (adj) 1. trade, trading, business, private enterprise, sales concerned with or engaged in commerce. *A commercial agreement.*

2. money-oriented, making or intended to make a profit, concentrated. *A condensed version of the report.*

credible ['kredəbl] (adj) trustworthy, reliable, faithful, probable, possible, believable/believed, convincing. *Few people found his story credible.*

issue ['ɪʃuː] 1. (n) matter, matter in question, topic, problem, an important topic or problem for debate or discussion. *The issue of global warming.*

2. (v) print, publish, give, print

The newspaper was issued two years ago.

major ['meɪdʒə] (adj) vital, great, considerable, utmost, prime, important, serious, or significant.

The use of drugs is a major problem.

transmission [trænz'mɪʃən] guide, broadcasting, telecast

1 PW. Odd one out.

- | | |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> 1. disaster, crash, dramatic 2. newspaper, magazine, cable 3. belief, opinion, view 4. condensed, funny, ordinary 5. forget, believe, internet | <p>B</p> <ol style="list-style-type: none"> 1. issue, credible, commercial 2. spread, satellite, viewer 3. regional, major, browse 4. media, teletype, increase 5. television, camera, legal |
|--|--|

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PRACTISE AN INTERVIEW!

2 PW. Look through the UI box and make an interview. Act it out.

Useful Information

Free mass media and meeting modern world standards are important goals in Azerbaijan today. Every condition is created for the free development of **mass media**, the fourth power of the state. Mass media have created legal and ethical norms, the right to publication of facts and views for journalistic reporting, etc. The Republic of Azerbaijan has a leading position among the CIS (Commonwealth of Independent States) and the Eastern European countries for the quality and quantity of mass media. At present more than 1800 mass media agencies work in Azerbaijan and about 1750 of these are newspapers, 80 are TV and radio agencies.



Semra: What do these pictures tell you?

Suleyman: _____

Semra: What sources of information do you know?

Suleyman: _____

Semra: What might you find in each of them?

Suleyman: _____

Words	Meanings
tabloid	(n) a newspaper with small pages
broadsheet	(n) a newspaper printed on large size paper, generally considered more serious than smaller newspapers
mass	(adj) affecting or involving a large number of people/things
media	(the media) (n) the main ways that large numbers of people receive information and entertainment that is TV, radio, newspapers. Media (plural) or mediums - a way of communicating information. The media have/are ...

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Research question: • *What is the role of the media?*
• *Can the media influence our lives? How?*

Discussion/Information Exchange

Discussion 1. Engage the Ss to debate on the topic exchanging ideas (See page 51, task 3). Have them talk on the importance of the Media. They say their opinions on any kind of the media: newspapers, journals, magazines, internet, TV, and radio. They try to give more comments/facts, giving the pros and cons of each type of the media, through speaking and reading. They pay special attention to the usage of **compound nouns** looking through the **Grammar Spot**.

Discussion 2. Have your Ss read out a small passage on page 52, task 4 and ask them to pay attention to the words in bold. You can ask the following questions:

- *What are the media?*
- *Are there broadcasting companies in Azerbaijan/in different countries?*
- *What is the role of the media and broadcasting companies?*
- *How reliable is the information from the media?*
- *What do the Media give us?*

Ss discuss all these questions and get information about broadcasting companies in America and in the whole world.

Note: Dear Teachers! You can use different reading strategies, such as Skimming, Scanning, Paraphrasing, Debate or Independent Reading/IR are the best choices here. (See page 100)

GRAMMAR SPOT

Noun+noun	Adjective+noun	Noun+Preposition+noun	Noun+verb	Verb+noun
toothpaste headline newspaper bedroom homework website timetable network moonlight stepmother seashore sportsman businessman	daily news whiteboard blackboard halfmoon fullmoon highway broadsheet	mother-in-law father-in-law sister-in-law brother-in-law editor-in-chief	haircut sunshine sunset sunrise rainbow raindrop newsstand hand-made	swimming-pool sewing machine washing-machine living-room

Word File	cable, commercial, condensed, credible, issue, major, transmission
Summary	For summarizing you can use GIST or Summarising strategies. Please, choose any appropriate or interesting strategy through reading UI box. As far as we know, designing any lesson we should take into consideration the level of our students, the level of the whole class, and also their interests. Reading the information about the first messenger of the Azerbaijani media “ Ekinchi ”, and the first newspapers in the USA and in the UK, and also doing all the other tasks, students come to conclusion that the Media have really a great influence on the society. All kinds/fields of media play a great role in the life of people.
Creative Work	IW. Write an essay: “The First Swallow of the Azerbaijani Press”.

Diagnostic Checklist	YES/NO		
I know the names of newspapers and magazines			
I talk about our national newspapers			
I speak about sources of communication			
I speak about Media Agencies			

Reading Strategies

Independent Reading/Silent Reading

Use this Strategy to allow Ss to practise reading and comprehending text on their own. Ss choose a book to read silently. Provide leveled texts, so that Ss can choose appropriate reading material. Help Ss understand what makes a book “easy” or “hard”, so they can make appropriate reading choices.

Examples of Texts to use with Independent Reading; stories, picture books, nonfiction books and age appropriate magazines.

Sample Activity

Have Ss share their independent reading choices with the teacher, with classmates during partner sharing time.

Lesson 2. Quality or Popularity?

Aim: To find out what they should appreciate more in newspapers-popularity or quality. Have them work and get experienced in all four language skills by doing the tasks in this lesson. We aim to learn about Participle I and its usage practically.

Standards

1.1.2./2.1.2./2.1.3./3.1.1./3.1.3./3.1.4./4.1.2.

Objectives

Student:

- listens to the passages and answers the questions on them
- makes discussions/debates on superstitions and different newspapers giving explanation
- expresses his/her ideas making comparisons on the topic
- gives comments discussing the main idea in the passages
- defines/realizes the role of Participle I and Verb + “ing” forms
- retells the content of the passages/texts
- expresses his/her attitude he/she read
- finds True/False statements
- builds up sentences using the words and word expressions
- fills in the gaps with the correct forms of the verbs
- writes a story for a newspaper
- makes an interview on the topic

Lesson 2. Quality or Popularity?

What you'll learn:

- Why different articles and stories are published in newspapers
- Ways of making newspapers popular
- What (kind of) issues/articles brings popularity to newspapers
- How to use Participle I and Complex Object



| i | scream flee | æ | smash snatch yank

Word File:

distribute [dis'tribju:t] (v) (sth to/among sb/sth) give things to a large number of people; share sth between a number of people.
They **distributed** food and blankets to the earthquake victims.
flee [fli:] (v) (fled, fled) (from sb/sth-to/into) leave a person or place very quickly. He **fled** to London after an argument with his family.
gear [giə] (n) machinery in a vehicle that turns engine power into movement.
ignition [ig'niʃən] (n) the action of setting something on fire or starting to burn. Three minutes after **ignition**, the flames were still growing.
scream [skri:m] 1. (v) cry, give a loud, high cry
2. (n) a loud, high cry made by sb (noise).
siren ['saɪərən] (n) a device that makes a long loud sound as a signal or warning.
smash [smæʃ] (v) break sth violently. He **smashed** the radio to pieces.
snatch [snætʃ] (v) grab, take sth quickly and often rudely or roughly.
He **snatched** up his jacket and left the room.
She **snatched** a cookie from the plate.
yank [jæŋk] (v) pull sth/sb hard/quickly and suddenly.
Her hair was **yanked**, and she screamed.

1 CW. Find the word with a different sound.

- [æ] yank snatch brilliant frank
- [q] blank ignition length strong
- [dʒ] passenger gear junior soldier
- [ʃ] population scream species share

REMEMBER!

Superstition – the belief that particular events happen in a way that can't be explained by reason or science, the belief that particular events bring good or bad luck. There are people all over the world who believe in superstitions.

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2 PW. Listen to the superstitions and explain them in your own words. Do you believe in superstitions? Why/Why not?

1. If a black cat walks in front of you, you'll have bad luck. (Azerbaijan)
2. If a black cat walks in front of you you'll have good luck. (Britain)
3. If you break a mirror, you'll have bad luck for seven years.
4. If you see a shooting star in the sky, you can make a wish.
5. If you spill salt on the table, you should throw it over your shoulder.
6. If you hang horseshoes above the door, it can keep witches away and it will bring you good luck.
7. If you light candles around your house, it'll protect you from bad spirits. (India)
8. If you have an evil eye **talisman*** on you it protects you from evil eyes and brings good luck and success to you. (Turkey/Azerbaijan)



GRAMMAR SPOT

PARTICIPLE I / PRESENT PARTICIPLE

Participle I or Present Participle is the Non -Finite form of the verb. It is formed with adding **-ing** to the verb.

We can use **Participle I** to give more information about a noun. They can be described as shortened relative clauses (*defining or non-defining*).

- The girl **reading** a book is my sister. (who is reading a book).
- **Shouting** for help he ran after the car.

Clauses with a present participle replace an active verb. The verb they replace can be in any tense. **Participle I** can be used with adverbs of time, manner, reason.

- She **lived** in a flat **belonging** to her mother. (which belonged to her mother).
- **Feeling** sad she cried.

Note: Pay special attention to ...

double consonant+ing	+ing	y+ing	e → +ing	ie → y+ing	y+ing
swimming	walking	crying	make-making	lie-lying	playing
beginning	waiting	hurrying	have-having	die-dying	staying
sitting	speaking		write-writing		buying
hitting			drive-driving		
winning					

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***talisman** – an object, typically an inscribed ring or stone, that is thought to have magic powers and to bring good luck, an amulet

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.1.2./2.1.1/3.1.3. Lit.-1.1.3./1.2.1./1.2.4./2.1.2./3.1.2. Inf.-4.1.3. Scien.-2.1.1/3.2.2.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Gap Filling, Silent Reading, DLTA, DRTA, Role Play, Finding T/F statements
Resources	SB, illustrations, video, slide show, flip chart, CD, realia

Motivation (warm-up) Listening-Speaking

Bring some realia, let's say a broken mirror, a horseshoe or some pictures of a black cat, etc. Or just direct your Ss to look at *page 56, task 2*. Let them look at the pictures on this page and say what the pictures mean, etc. Ss recall the facts about superstitions: if you meet a black cat on your way, it's a bad luck. But Ss will also be aware of some other facts, that though it is bad luck in Azerbaijan, it is good luck in Great Britain.

• *Do you think that newspapers become more readable with such sensational articles?*



3) GW. Look through the headlines paying attention to the words in *italics*. Explain the use of *-ing* words. Retell the content of the passages.

■ Read the passage "A Purr-fect Photo" and answer:

a) Can black cats bring good luck? How? b) Do you like such articles? Why?



A Purr-fect Photo

Black cats don't necessarily bring bad luck. Christy Arnold likes taking photos of black cats. She has a black cat named Shadow. After Shadow got dirty *prowling** around the basement, Christy's dad gave Shadow a bath. *Focusing* her camera on the cat Christy tried to take some photos. The black and white portrait, entitled "The Black Creature from the Lagoon", won Christy the \$10,000 grand prize in the Kodak International Newspaper Snapshot Award contest.

■ Retell the content of the passage "A Tip of the Hat" and answer the questions.

a) Who does Mollie use hats for? b) What did she *distribute* to five hospitals? c) Why did Mollie start a campaign? d) How did she know about donating hats?

A Tip of the Hat

Mollie Schmitt uses hats to help cancer victims feel better about themselves. A few years ago she saw a brochure *asking* kids to donate new or unused hats. The hats would go to kids with cancer and who had lost their hair. When Mollie checked her collection box she counted only 50 hats. *Feeling* sad she tried to help the children who were sick and lost their hair. So Mollie gathered almost 5,000 hats which she *distributed* to five hospitals in south Florida. She called her friends *saying* "It's more fun to help others than to do something for yourself!"



■ Read the passage "Car Alarm" and find out True, False or DS sentences.



Car Alarm
Rachel was in her front yard *playing* with her younger brother, Mathew, when she heard a noise. She saw Megan, her four-year old neighbour, alone *standing* on the front seat of a moving car! A visitor had left his car door open and the keys in the *ignition*. Curious Megan climbed into the car, started the engine and accidentally put it into *gear*. *Shouting* for Mathew to get help, Rachel ran after the *rolling* car. "Don't worry, I'll get you," she turned to Megan *crying*. Rachel *caught up** with the car, grabbed Megan and *yanked* her out. Then the car *smashed* into a tree. "At that moment I wasn't scared," says Rachel. "I just wanted to get Megan out of the car. We all have to think of the other people, too!"

**prowling* - moving around restlessly and stealthily, especially in search of or as if in search of prey, wander
**catch up* - an act of catching someone up in a particular activity; overtake

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a) Rachel heard a car's noise while playing in the garden.
b) Her friend Megan was driving a car.
c) Rachel wanted to help Megan.
d) Rachel was yelling when Megan grabbed her.
e) The car smashed into a house.

■ Read the passage "Terror at Home" and answer the question.

• Have you ever heard of anything like the incident in the story "Terror at Home"? If yes, tell your story according to the table below.



Terror at Home

Kelly Denton was at home *chatting* on her friends. When the doorbell rang, her mum opened the door, and two criminals broke into the house. Kelly heard her mum *screaming*. She saw a man *point* a gun at her mother and *demand* money. The robbers didn't see Kelly. She went back to her room and sent a message to her *cyber** friends: "There are robbers in the house, call 911!". Then Kelly turned off the computer, *snatched* the mobile phone and hid herself into the closet. "From behind my clothes I dialed 911 and told them to send help" -she says. A minute later the robbers found Kelly's mum and her three sisters. Suddenly they heard *sirens approaching*. The police had received Kelly's call and her friend's computer message. The robbers tried to *flee*, but they were caught and *jailed**. Kelly's family was safe.

Beginning of the story	Body of the story	Conclusion
•	•	•
•	•	•
•	•	•

PRACTISE AN INTERVIEW!

4) PW. Work on the questions and practise an interview.

Aysel: What would you do in the situations given in task 3? Samir: _____

Aysel: Which story did you like most of all and why? Samir: _____

Aysel: Why do newspapers publish these stories? Samir: _____

Aysel: Is it good to help others? Why? Samir: _____

**cyber* - information technology; and virtual reality; electronic, digital, wired, virtual, web, Internet, Net, online
**jail* - send to prison, imprison, confine

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Research Questions:

- *Have you ever come across with such articles or stories in newspapers?*
- *Why are such kind of articles published in newspapers?*

Note: In the TB we've given a number of strategies. You can use Skimming, Scanning or Jigsaw Reading. But it's just advice. We suggest you not to use them all at one time, just make a choice and give the most appropriate one, as you know better your class and the level of your Ss.

Discussion/Information Exchange

Direct the Ss' attention to *Task 3 on page 57. (You can also use Jigsaw Reading here)*

Task 1. Skim the passage "A Purr-fect Photo" and find answers to the following:

- a) Can black cats bring good luck? How?
- b) Do you like such articles? Why?
- c) Do you believe in superstitions?
- d) Why did Christy win \$ 10,000?

Task 2. Answer and retell the content of the passage "A Tip of the Hat":

- a) Why does Mollie use hats?
- b) What did she distribute to five hospitals?
- c) Why did Mollie start a campaign?
- d) How did she know about donating hats?

Task 3. Read the passage "Car Alarm" and find out True, False, or DS sentences.

Rachel heard a car's noise while playing in the garden.

- a) Her friend Megan was driving a car.
- b) Rachel wanted to help Megan.
- c) Rachel was yelling when Megan grabbed her.
- d) The car smashed into the house.

Task 4. Read the passage "Terror at Home", give your comments, and ask your own questions.

Split the Ss into 4 groups and give a different task to each group to do them or try to use the Parallel Carousel strategy with them. Ss work in groups, each group writes a sentence on the topic "**Quality and Popularity?**" of newspaper articles/stories, and passes the paper to the other group. At the same time Ss pay attention to the usage of **Participle I (V+ing)**, mainly with the usage of verbs of sense perception: *to see, to notice, to hear, to feel, to notice*. Encourage the Ss to practise the "**Grammar Spot**" using them in as many sentences as possible.

Word File	distribute, flee, gear, ignition, scream, siren, smash, snatch, yank
Summary	Doing all these tasks and being deeply involved in the topic Ss willingly come to the conclusion that newspapers attract/draw the readers' attention with sensational materials, because headlines/headings should be not only reliable, but also readable and full of interesting facts and events. As the headlines are interesting, the readers do read them and such newspapers, get more audience with the help of professional articles that are published in newspapers. For example, reading " Terror at Home " Ss learn that they have to be careful, attentive, and knowledgeable/informed enough of such incidents/accidents. The other articles given in the SB are of charitable help/assistance that give a life practice to Ss.
Creative Work	IW. Imagine you're a newspaper reporter. Choose a theme to write a story or prepare questions for an interview.

ANSWER KEY:

▪ Task 5, page 59

1. My mother always helps the sick and the poor ... sad. (*feeling*) -**g**
2. While ... in the yard Jack fell down and broke his leg. (*running*) -**e**
3. ... a noise Motilda turned to see her friends. (*Hearing*) -**a**
4. ... on the front seat a little boy moved it suddenly. (*Standing*) -**b**
5. ... her mobile phone Kelly hid herself into the closet. (*Snatching*) -**f**
6. While ... in the garden the boys heard a sudden voice. (*playing*) -**i**
7. We have never seen our friends ... harm to plants or animals. (*doing*) -**h**
8. ... "It's more fun to help others than to do something for yourself!"
Mollie called her friends. (*Saying*) -**c**
9. ... many hats Mollie distributed them to hospitals in Florida. (*Gathering*)-**d**

▪ Task 6, page 59

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

▪ Task 8, page 60

1. Kelly saw the policemen entering the room.
2. The girl talking to our teacher is my sister.
3. Playing in the yard Megan heard a strange noise.
4. Mollie began selling hats to needy children.
5. Receiving the letter my sister answered it.
6. The woman standing at the board is our English teacher.

Lesson 3. The Window to the World!

Aim: To involve Ss to learn about the role of television, its positive and negative sides. Get them to learn how TV teaches and entertains people and how to create valuable-worth watching/watchable and top interesting programmes.

Standards

1.1.1./2.1.2./2.1.3./3.1.1./3.1.4./4.1.1./4.1.3.

Objectives

Student:

- pronounces the new words clearly
- expresses his/her attitude on the requests
- takes part in discussions on TV exchanging ideas
- debates on the positive and negative effects of TV
- sorts out different constructions ending in “ing” with the Verb +ing
- reads different points of view of teens and gives comments
- compares the highlighted expressions on Participle I, Gerund, and Verbal Noun
- prepares an interview on TV programmes and plays a role
- gets new information on TV reading UI box
- matches the halves on derivative and compound words
- groups and puts the nouns and verbs in the appropriate column
- designs a news programme for teens

REMEMBER

All these are just some samples that any teacher can use in his/her lesson. Follow the sample and try to use more activities. Try to be creative to simplify/easify the tasks according to the level of the class. Activities should be on three levels: easy/average/high as in heterogeneous classes.

IW–Individual **W**ork is Creative Work. Don’t forget that IW/CW are also samples here. We do believe that you are creative enough to give other -more interesting 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 insufficient for this lesson, you can give 2 hours for this lesson in order to teach it thoroughly.

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./2.1.1./3.1.1./3.1.3. Lit. -1.2.1./1.2.4./2.1.2./3.1.3. Inf. -4.1.3 Biol. -3.1.1. Math. -5.1.1
Interaction	CW/GW/PW/IW
Strategy	Discussion, Cluster, Role Play, Debate, Mind Map
Resources	SB, flashcards, video, CD, pictures, slides, handouts

Motivation (warm-up) Listening-Speaking

Here are some options: Play a video or write the most popular TV programmes on the board. (**Mind Map** or **Cluster**) Just write the word **TV** and ask the class: • “*What TV programmes do you know?*” etc.



Research Questions: • What do TV programmes give us?

- Why is TV called “A Magic Box” or “the Window to the World?”

Discussion/Information Exchange

Discussion1. Tell the Ss to express their attitudes to the ideas reading the passages. Have them discuss the facts/ expressions and express their attitudes to the paragraphs. Ss discuss what TV gives us, how beneficial watching TV is, why it plays a great role in our lives, why watching TV is laziness for some people, and why it has an educational/teaching value, etc. Encourage them to have lively discussions and express their points of view independently. Giving comments while working on the tasks 2, 3 page 62 and discussing the questions, ask them to pay special attention to the usage of the “**ing**” form of the verb.

Discussion 2. Divide the class into 2 groups and let them debate.

Group 1. Benefits of TV. Group 2. Negative Effects of TV. Or just brainstorm the class on the **Advantages/ Benefits (Group1) and Disadvantages (Negative Effects)(Group 2)** of TV.

Note: As there is grammar material here, the strategy **Marking** is just for instance in this lesson. This strategy is very effective in identifying the grammar material.

Word File	broaden, entertain, escape, foe, poison, prohibit, relieve
Summary	Doing some interesting tasks, discussing the questions on the topic, reading the paragraphs on TV, etc. Ss come to the conclusion that TV also has an educational value. It entertains, teaches and informs us. TV doesn't only entertain or give information, it also broadens our outlook, and teaches us how to live, and create with its varied valuable and top interesting programmes. It's really a Magic Box with lots of interesting programmes, a window to the world with highly developed and colourful talk shows and projects.
Creative Work	<i>IW. Project. 1. Make your own TV news programme. 2. Design a News Programme for teens.</i>

Note: As it's impossible to give information about these strategies in each lessons, 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.

Sample: I am all ears=I am listening carefully/attentively.

All ears means listening carefully/attentively.

▪ **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 answer questions.
- Have Ss participate in role-playing exercises.
- Use **if-then** sentences to teach cause and effect.

ANSWER KEY:

▪ Task 5, page 63

- | | | |
|--------------|--------------|-------------------------------|
| 1. (to wish) | 2. (to wish) | 3. (poison) |
| 4. (show). | 5. (to help) | 6. (to talk) 7. (to waste) |

▪ Task 6, page 64

Gerund	Participle 1	Verbal Noun
<ul style="list-style-type: none"> ▪ They went on building a new bridge. ▪ Reading English newspapers is difficult for beginners. 	<ul style="list-style-type: none"> ▪ The girl listening to the English cassette is very capable. (<i>attribute</i>) ▪ The students learning new grammar rules want to improve their knowledge. ▪ Knowing English well, he can translate articles without a dictionary. (<i>cause</i>) ▪ Scientists, politicians, diplomats communicate with each other using the global language - English. (<i>manner</i>) ▪ It's true that you can become experienced attending international conferences and participating in forums and sessions. (<i>manner</i>) 	<ul style="list-style-type: none"> ▪ Modern buildings are very high. ▪ She always shares her feelings with friends. ▪ The building was painted two days ago.

▪ Task 9, page 65

Noun	Verb	Both	Other
taste mind form show help waste issue rest colour value dream life television reality source	taste mind form show escape entertain play educate help waste issue rest differ colour relax watch relieve value dream	taste mind form show talk play poison help waste issue rest colour watch value	cheap broad

Lesson 4. The Eyes and Ears of the Society

Aim: To encourage the Ss to learn about journalism and the qualities that a journalist should have, what a highly qualified profession it is via practising the four language skills.

Standards

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

Objectives

Student:

- demonstrates his/her opinions on professions and trades
- expresses his/her points of view by making comparisons on professions
- shares his/her thoughts about journalism by using various speech patterns
- demonstrates his/her agreement/disagreement on the statements
- speaks about the qualities of some professions/trades
- explains the meanings of the idioms/metaphors given in the dialogues saying their equivalents
- plays a role giving comments on the topic
- makes comments on the idioms saying the equivalents
- reads passages and gives comments on the topic
- groups the words according to the parts of speech
- prepares an interview with some famous journalists
- expresses his/her attitude to the events
- writes the biography of popular journalists

Lesson 4. The Eyes and Ears of the Society

What you'll learn:

- How to identify your own goals
- The importance of choosing a profession
- What qualities a journalist should have
- What responsibilities a journalist should take



[g] grind rigorous [u:] proof intrude

Word File:

axe [æks] (n) a tool to chop, a tool with a wooden handle and a heavy metal blade used for chopping wood.

He enjoys the outdoors, gardening and chopping wood with his axe.

grind [graɪnd] (v) mill, smash, rub or cause to rub together, reduce sth to small particles. *Grind some black pepper over the salad.*

intrude [ɪn'truːd] (v) 1. go or be somewhere where you are not wanted or are not supposed to be.

2. put oneself deliberately into a place or situation where one is unwelcome or unwanted. *He had no right to intrude on their lives.*

mouthpiece ['maʊθpiːs] (n) 1. a person/a newspaper that informs the public about the opinions of a group of people 2. speaker, agent, representative, a person or organization that speaks on behalf of an organization.

3. a part of a telephone, a telephone receiver.

partial ['pɑːʃl] (adj) not complete, incomplete, limited, one-sided

ant: impartial. We got only partial answers to the questions we had.

proof [pruːf] (n) verification, information document, etc. witness, evidence or argument establishing a fact that is true.

rigorous ['rɪɡərəs] (adj) 1. severe, strict, extremely careful, done carefully.

2. demanding that particular rules, processes are strictly followed.

spout [spaʊt] (v) speak a lot about sth, repeat sth in a boring way.

1 CW. Which word/words in each line is/are different from the others for its/their lexical meaning?

1. proof newspaper magazine journal shop
2. journalist teacher axe lawyer lower
3. accurate rigorous impartial mouthpiece partial
4. food entertain intrude grind spout



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2 CW. Think and say who can have these qualities looking through the UI box.



Useful Information

There are many **trustworthy** (devoted/reliable) professions in the world. Most people prefer to be doctors and teachers, others prefer to be lawyers and judges, etc. The other list of professions are businessmen, leaders, journalists, politicians, etc. Some people think that journalists are given too much freedom. They often **intrude** into people's private lives. They follow celebrities and print sensational stories about them which are mostly untrue or half-true.

3 GW. Read the ideas by these most trusted people and give your comments.

A good teacher is like a candle, it consumes itself to light the way for others!*
(Mustafa Kemal Atatürk)

"I qualified when I was twenty-three years old. I had every intention of working until I was sixty-five, so I've got a real interest in making sure that my patients think I'm trustworthy. You do that by the way you behave towards people."
(Dr. David Bailey)

"We don't have an axe to grind. Our business is doing research in teaching. In good faith, we try and produce things that are of value to society in general."
(Prof. Justin Lewis, university professor)

Teachers are gardeners! "In teaching you cannot see the fruit of a day's work. It is invisible and remains so, maybe for many years."*
(Jacques Barzun)

*vigilant – keeping careful watch for possible danger or difficulties; awake
*consume – kill, demolish, annihilate, eliminate
*invisible – unseen

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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./2.1.1./2.2.1./3.1.4. Lit. -1.2.1./1.2.4./ 2.1.2./ 3.1.3. P.T. -1.4.1./4.1.3. Math. -5.1.1.
Interaction	CW/GW/PW/IW
Strategy	Brainstorming, Interviewing, Debate, Discussion, Matching, Questioning, Finding Main Ideas, TPS
Resources	SB, illustrations, video, slides, flashcards, handouts

Motivation (warm-up) Listening-Speaking

You can use: Mind Map, Brainstorming, Clustering, Interview, etc. to start the lesson. Or direct the Ss to *Task 2, page 67* eliciting:

“What is a highly qualified profession?”



- Research Questions:**
- *Whom do we call a journalist?*
 - *What qualities should a journalist have?*
 - *What responsibilities should journalists take?*

Discussion/Information Exchange

Discussion 1. Ask the Ss to read and give comments on the content of the dialogue on page 68, task 4. And also encourage them to give comments on the statements given on the same page and have discussions on the questions:

- *Why are some journalists partial or impartial?*
- *Which journalists have an axe to grind?*
- *Why can some journalists be trusted and some can't be trusted?*

Engage Ss actively to share their ideas and practise listening and speaking skills.

Discussion 2. Direct the Ss to read and give comments on the statements on page 70, Task 8 (*Agree/Disagree*) both in written and oral form. Have them say if they agree or disagree with these statements and why.

Discussion 3. Project Work.

Word File	axe, grind, intrude, mouthpiece, partial, proof, rigorous, spout
Summary	We have given a number of different tasks for heterogeneous classes. (See pages 67-71). To benefit from them, just create/design some other creative tasks. Ask your Ss to work interactively. The main thing is to come to some productive results in conclusion, so that your Ss could get more experience/practice or become knowledgeable/informed on the topic “ The Eyes and Ears of the Society ”. Ss come to the conclusion that now they know there is junk and healthy journalism. Junk journalism is like junk food, but healthy journalism is like healthy food which has positive, courageous, knowledgeable, creative, open-minded, self-confident, tolerant, and flexible journalists who are the eyes, ears and the heart of the society. Here you can use TPS, Extending Vocabulary or BBK Strategies . (See page 119)
Creative Work	IW. Project Work. Write a paragraph on the following: •What Profession Would You like to Choose? Why? •Do You Think You Have Necessary Qualities for That Profession?

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

ANSWER KEY: ▪ Task 6, page 68

Noun	Adjective	Verb	Other
trust source violence journalist freedom journalism axe mouthpiece information	impartial debatable free vital rigorous trustworthy talkative patient sociable	trust grind reconcile inform concern	they that them

▪ Task 11, page 71

- | | | | |
|-----------------------|-----------------------|-------------------------|--------------------|
| 1. to grind- e | 2. to spout- d | 3. judge- g | 4. proof- b |
| 5. rigorous- f | 6. partial- a | 7. mouthpiece- c | |

REMEMBER

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

LESSON 4. With the Eyes and Ears of the Society

Standards: 2.1.1./2.1.3./3.1.1./3.1.4./4.1.4.

Criteria:

- *Describing and expressing ideas on professions and trades*
- *Discussing the importance of journalism and other professions*
- *Writing a paragraph/ biography*

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

I	II	III	IV
Hardly expresses any ideas on professions and trades or shares opinions on journalism. Almost never demonstrates agreement / disagreement on the statements.	Seldom expresses any ideas on professions and trades or shares opinions on journalism. Sometimes tries to demonstrate agreement /disagreement on the statements. Speaks about the importance of professions with little eagerness.	Often expresses ideas on professions and trades or shares opinions on journalism using patterns. Speaks about the importance of journalism and other professions demonstrating his/her agreement/disagreement on professions.	Widely expresses ideas on professions and trades, also shares opinions on journalism using different patterns. Speaks about the importance of journalism and other professions, demonstrating great willingness.
Hardly reads and groups the words according to the parts of speech. Completes the sentences about professions with great difficulty.	Seldom reads and groups the words according to the parts of speech. Tries to complete the sentences about professions giving comments on the statements.	Reads and groups the words according to the parts of speech. Completes the sentences about professions giving comments on the statements.	Groups the words according to the parts of speech reading them with perfect pronunciation and stress. Easily completes the sentences about professions giving logical and broad comments on them.
Hardly designs an interview. Almost never writes a biography of popular journalists.	Though very reluctantly designs an Interview. Seldom writes a biography of different popular journalists.	Designs an Interview about journalists and writes the biography of popular journalists.	Creatively designs an Interview about the most popular journalists. Easily writes the biography of popular journalists.

1. Complete the table around Unit 3

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2. Make a vocabulary map and write the words you learned around the unit in the box. You can add the meanings in your language.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3. Think and sort out the words according to the parts of speech.

proof smash siren judge poison that foe spout by prohibit flee
escape entertain prohibit gear criminal ignition victim jail

Noun	Verb	Adjective	Adverb	Pronoun	Preposition	Other
broadcast robbery	broadcast relieve distribute	partial vigilant commercial	loudly violently	themselves something	to for	should or an the

ANSWER KEY: • Task 4, page 72

A-a secretary

B-a diplomat

C- a translator

D- a politician

E-a scientist

1. always goes to conferences and makes presentations on Chemistry-**e**
2. travels to different countries and speaks a lot of foreign languages-**b**
3. very successful ... can become a president-**d**
4. speaks English and German. She works well on computers-**a**
5. always reads and translates books in the original-**c**

Sub Summative Test 3

1. Find the definitions of the words.

- | | |
|---------------|--|
| 1. condensed | A) a small kind of newspaper |
| 2. celebrity | B) a bigger newspaper |
| 3. scandal | C) shame |
| 4. tabloid | D) zipped/compressed |
| 5. broadsheet | E) involving a large number of people/things |
| 6. mass | F) popularity/fame |

2. Choose the line of compound nouns.

- | | |
|--|------------------------------------|
| A) network, tabloid, channel | B) celebrity, teenager, newstand |
| C) businessman, international, broadcast | D) newspaper, headline, broadsheet |

3. Find the suitable verb for: “to give a loud high cry”

- | | | | |
|-------------|-------------|--------------|-----------|
| A) to laugh | B) to smash | C) to scream | D) snatch |
|-------------|-------------|--------------|-----------|

4. Choose the correct variant.

Kelly saw a man ... a gun at her mother and ... money.

- | | |
|---------------------|---------------------|
| A) point, demand | B) point, demanding |
| C) to point, demand | D) pointing, demand |

5. Choose the correct variant for the synonym of the word “foe”

- | | | | |
|-----------|----------|---------|--------------|
| A) friend | B) enemy | C) mate | D) neighbour |
|-----------|----------|---------|--------------|

6. Which word means: to repeat smth in a boring way?

- | | | | |
|-----------|-------------|--------------|-------------|
| A) to cry | B) to spout | C) to scream | D) to grind |
|-----------|-------------|--------------|-------------|

7. Choose the suitable variant for the idiom:

Oh, I can't find the word, but the answer is on the tip of my tongue.

- | | |
|-------------------------|---|
| A) I'll remember. | B) I can't remember it at this moment, but I know it. |
| C) I never remember it. | D) The answer is difficult. |

8. Choose the sentences with the Gerund.

- | | | | |
|---|----------------------------|---------|---------|
| 1. Watching TV you can gain a lot of knowledge. | 2. Seeing is believing. | | |
| 3. Watching TV makes us lazier. | 4. We are watching TV now. | | |
| A) 1, 3 | B) 2, 4 | C) 1, 4 | D) 2, 3 |

9. Choose the line that has compound nouns.

- | | |
|----------------------------------|----------------------------------|
| A) haircut, business, chatroom | B) kingdom, sunset, fullmoon |
| C) blackboard, network, postcard | D) swimming, building, newspaper |

10. Choose the correct sentence with Participle I.

- | |
|--|
| A) The girl was listening to the English song. |
| B) Jane's drawings were on the wall. |
| C) Swimming is useful for us. |
| D) The girl listening to the song is my classmate. |

UNIT 4. ACHIEVEMENTS

Lesson 1. Eyes in the Sky

Aim: To direct Ss' attention to the CCTV cameras, where they are used, at the same time to get Ss to speak about the importance and the role of CCTV cameras through listening, speaking, reading and writing skills.

Objectives

Student:

- listens and repeats the words clearly
- expresses his/her attitude on the requests
- takes part in questioning on cameras
- speaks about cameras giving reasons and using various speech patterns
- performs the dialogue on CCTV cameras
- compares arguments for/against surveillance
- reads articles about CCTV cameras
- matches the headings with the paragraphs
- exchanges ideas reading the passages
- finds the meanings of the key words
- builds up sentences using the key words
- creates a paragraph on the surveillance
- makes a quiz on the cameras
- writes his/her ideas about cameras, satellites, etc.

Standards

1.1.1./2.1.1./2.1.3./3.1.2./3.1.3./3.1.4./4.1.1./4.1.2.

UNIT 4. ACHIEVEMENTS

Lesson 1. Eyes in the Sky

What you'll learn:

- What Closed-Circuit Television (CCTV) cameras are
- Where we usually find CCTV cameras
- What CCTV cameras are used for
- What the importance and the main role of cameras are



[j] potential shoplifter [ɔ:] install record

Word File:

cookies ['kʊkz] (n) a packet of data sent by an internet server to a browser.

detect [dɪ'tekt] (v) find out, display, discover or identify the presence or existence of.

Cancer may soon be detected in its earliest stages.

entire [en'taɪə] (adj) complete, total, whole, with no part left out.

My plans are to travel the entire world.

install [m'stɔ:l] (v) put, set, place, locate.

We're planning to install a new shower.

investigate [m'vestɪɡeɪt] (v) look/examine into, explore, study, research, conduct an investigation.

The police are investigating the situation.

record [rɪ'kɔ:d] (v) register, write down, make notes, set down in writing for later reference, especially officially.

We were asked to keep a diary and record everything we ate or drank.

surveillance [sə'veɪləns] (n) the act of carefully watching a person suspected of a crime or a place where a crime may be committed.

tag [tæg] (n) a label/sticker attached to someone or sth for the purpose of identification or to give other information; label, badge, sticker.

While you're untiny, remove any labels or tags that are still attached.

1 IW. Group the words according to the stressed syllable: [•]
surveillance tag cookies shoplifter headline pavement install detect cartoonist entire potential investigate newsstand record camera

• cookies

• detect

• potential

• shoplifter

• investigate

75

2 PW. Look and speak about these things.

Model: We can see cameras everywhere, in the streets, at the top of the buildings, in the flats, in the shops, in the cars, etc. Every time we go into a shop, or use a cash machine, or travel on public transport a camera records our actions.



REMEMBER!

Cameras – are there to film dangerous or illegal behaviour. These cameras don't just watch criminals, they watch all of us, almost all the time.

PRACTISE AN INTERVIEW

3 PW. Listen to the dialogue and perform it. Pay attention to -ing forms.

Aydan: Hello, Shahin!

Shahin: Hi, Aydan! Where are you going?

Aydan: I've lost the books that I took from our school library.

Shahin: Oh, sorry to hear that. But what will you do now?

Aydan: How can I help you? Think a little where you could have put them.

Aydan: I think I put them on the pavement when I tried to help an old woman cross the street.

Shahin: Let's go there and have a look then. Maybe we can find them.

Aydan: Oh, thank you, nowadays there are watching cameras everywhere and they record everything, so I'm sure there will be no problem to find them.

Shahin: Oh, yes, you're right! We have such a camera at our house which is recording everything. I'll go there with you!

4 PW. Look through the "Compare and Remember" box and write more sentences comparing them.

COMPARE AND REMEMBER!			
Gerund	Present Continuous	Relative Clause	Participle I
■ I like watching TV.	■ The girl is watching TV now.	■ The girl who is watching TV is my sister.	■ The girl watching TV is my sister.
■ She is fond of reading stories.	■ We are solving some social problems now.	■ What's the name of the person who you're speaking to now?	■ Writing articles for a local newspaper she gained experience as a journalist.

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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./2.1.1./3.1.1./3.1.4. Lit. -1.2.4./2.1.2./3.1.3. Chem. -4.1.1./4.3.1. Physic. -1.1.4./3.2.1./3.2.2. Gen. His. -3.1.2./4.1.1./5.1.3. Math. -5.1.1./5.1.4. Scien. -1.1.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Mind Map, Questioning, IR, BBK
Resources	SB, pictures, cards, CD, postcards, flashcards, realia

Motivation (warm-up) Listening-Speaking

Bring some pictures of CCTV cameras, TV, any other cameras, or draw your Ss' attention to *Task 2, on page 76*. Have them look at the pictures of radars-cameras in the streets, in shops, at home, etc. Elicit from the students what the function of those cameras is. Remind your Ss that they can see and fix cameras everywhere nowadays. You may also simply decide to write a key word in the middle of a circle/ **Cluster** on the board. Just ask your Ss where we can see/find cameras. As they give answers, you may write them on the board, around the key word.

Note: You can use **IR** or **BBK** strategies that can be effective here. (See page 119) It can be a bridge between the old and newly gained knowledge. Or you can use **Debate** here.

5 GW. Exchange your ideas on these questions paying attention to the use of words with **-ing**. (Adapted from a British newspaper)

- What are **Closed-Circuit Television (CCTV)** cameras?
- Where do we usually find CCTV cameras?
- What are CCTV cameras used for?
- Where are they mostly placed?



A) The first CCTV cameras appeared in Britain in 1953, and by the 1960s there were a few cameras in major streets of London. Today, there are more than four million CCTV cameras across the country. CCTV cameras are used all over the world. With new software, they can automatically recognize the faces of known criminals, and a new kind of CCTV cameras in the Netherlands are good at detecting angry voices and automatically warning the police of the trouble.

B) The amount of **surveillance** in towns and cities is increasing. Some goods have **RFID (Radio Frequency Identification)** tags attached to them in shops now. When you pick up one of these items, the RFID tag sends a radio message to a CCTV camera and the camera starts filming you. Shops say this technology helps to catch **shoplifters** (a person who steals smth from shops; booster, lifter).

C) Every time you make or receive a call on your mobile phone, the phone company knows the number of the phone you're calling and how long the call lasts. The police using this information often **investigate** serious crimes.

D) What about satellites? Anybody with a computer can download Google Earth and get satellite photos of the **entire** world. And governments use more powerful satellites that are watching their citizens.



E) Using your computer to visit websites, you probably send and receive **cookies** (a packet of data sent by an internet server to a browser) without realizing it. Cookies transfer information from your computer to the website and, in the theory, could record which websites you visit. Or perhaps somebody has secretly **installed** programmes on your computer. These record every letter that you type on the keyboard: your passwords, e-mails, bank account numbers and more.

6 GW/PW. Match the headings with the paragraphs A-E above.

- There is one extra heading you don't need. Retell their content.
1. Eyes in the Sky
 2. What are CCTV Cameras for?
 3. Internet Surveillance
 4. They Know Who You're Calling
 5. Safety on the Streets
 6. Watching Shoppers

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7 GW. Put the sentences into two groups, compare and give comments **against** or **for**.

1. Surveillance makes people decide not to commit crime.
2. If you don't do anything wrong, then you have nothing to fear from surveillance.
3. Surveillance makes everybody feel guilty.
4. Personal privacy is more important than catching criminals.
5. The police can catch more criminals with the help of surveillance.
6. We can solve social problems.
7. Public safety is more important than personal privacy.

Arguments for surveillance	Arguments against surveillance
•	•
•	•
•	•

8 PW. Choose the correct answer. Make your own quiz looking through the model.

1. With new software CCTV cameras can automatically ... the faces of unknown criminals.
a) solve b) make c) recognize d) use
2. The amount of surveillance in cities and towns ... nowadays.
a) is increasing b) is using c) is playing d) is catching
3. The police using the information from the CCTV cameras ... serious crimes.
1. catch 2. save 3. investigate 4. record
a) 1, 2 b) 1, 3 c) 3, 4 d) 2, 3
4. CCTV cameras receive a message from RFID tags when ...
a) a shoplifter comes into the shop
b) a shoplifter steals an item
c) somebody lifts up an item that has got a tag
d) the camera starts filming
5. Choose the incorrect variant.
Surveillance helps to catch ...
a) shop assistants b) shoplifters c) thieves d) criminals

9 PW. Find the opposites of these words and build up sentences.

dangerous –	illegal –	important –
useful –	angry –	guilty –
public –	social –	serious –
harmful –	personal –	healthy –

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Research Questions: • *Why is it important to fix cameras everywhere now?*
• *What are CCTV cameras for?*

Discussion/Information Exchange

Discussion. There is task 4, on page 77 direct the Ss to read and exchange opinions saying out their thoughts about **CCTV**. The questions are:

- *What are Closed-Circuit Television (CCTV) cameras?*
- *Where do you usually find/see CCTV cameras?*
- *What are CCTV cameras used for?*
- *Is there any place that you don't find/see them nowadays?*

Encourage your Ss to speak about surveillances explaining and clarifying their importance for people and society. As Ss speak about the facts on **CCTV** cameras they practice speaking as well as critical thinking skills. Ss also find out what a satellite is; what monitoring is, etc. Try to encourage them to take notes while reading the facts/ paragraphs, tasks and compare their notes with their partner's to get a wide knowledge on CCTV cameras and the other kinds of cameras, as well as their importance/role for the people.

Word File	cookies, detect, entire, install, investigate, record, tag, surveillance
Summary	Doing different types of tasks or tests, discussing the statements given in the SB, answering various questions on the topic students come to conclusion that it's impossible to imagine our lives without CCTV cameras. Cameras follow and record us and all the happenings around us nowadays. They are of great importance, because they make the work of the police, government as easy as they record the facts of stolen and left things, find out the clue to criminals, etc. So, cameras really help people immensely in shops, at home, at school, in the streets, in the parks-everywhere. Everyone should be careful in every step and conclude that cameras record each step of us anywhere. And Ss also realize that: Cameras are there to film dangerous or illegal behavior of individuals. These cameras don't just watch criminals, they watch all of us in public places, almost all of the time. In this way Ss understand/realize what " Eyes in the Sky " means.
Creative Work	IW. Project. Create a paragraph on the topic and give reasons on: " I think the increase of surveillance in our society is good/bad ".

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 following 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 a 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.

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 favor (pros) and the other argue in opposition (cons). Sometimes each team member speaks, and sometimes the team selects one member to speak for the team. A judge or a panel of judges assigns points on the strength of the arguments and the professionalism of the teams. One team is usually declared the winner and that team can enter/go to a new round.

ANSWER KEY: ▪ Task 4, page 76

Gerund	Present Continuous	Relative Clause	Participle I
<ul style="list-style-type: none"> ■ I like watching TV. The police are good at investigating serious crimes. ■ Cameras are good at detecting angry voices. 	<ul style="list-style-type: none"> ■ The girl is watching TV now. ■ We are solving some social problems now. ■ The amount of surveillance in cities is increasing now. 	<ul style="list-style-type: none"> ■ The girl who is watching TV is my sister. ■ What's the name of the person who you're speaking to now? ■ The police who are using the information investigate serious crimes. ■ Some people have a camera at their houses which is recording everything. 	<ul style="list-style-type: none"> ■ The girl watching TV is my sister. ■ Writing articles for a local newspaper she gained experience as a journalist.

▪ Task 11, page 79

Noun	Adjective	Verb
crime computer surveillance safety tag/record	guilty social public personal	steal catch investigate record install

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
Listening and Speaking I can: <ul style="list-style-type: none"> • ask and answer questions on cameras • discuss questions on cameras • compare arguments for/against surveillance • give reasons for my opinions/thoughts 				
Reading I can read and understand: <ul style="list-style-type: none"> • articles/passages about CCTV cameras • match the headings with the paragraphs 				
Writing I can: <ul style="list-style-type: none"> • build up sentences using the key words • write a paragraph on cameras, satellites expressing my ideas 				

Lesson 2. Masters of Our Own Fate

Aim: To train Ss to practise the four language skills through sharing and discussing inventions, their importance, reading and writing paragraphs on inventions, actively working on PI and PII-practising and learning the Present Participle and Past Participle in comparison.

Standards

1.1.1./2.1.1./2.1.3./3.1.1./3.1.2./4.1.2./4.1.3.

Objectives

Student:

- pronounces the new words clearly and correctly
- responds to the questions on discoveries/inventions
- shares his/her opinions using different speech patterns
- explains his/her ideas by making comparison
- participates in the discussions on inventions
- values the role of inventions in discussions
- proves his/her consciousness on the Past Participle
- reads the sentences correctly paying attention to the Past Participle
- reads the sentences on varied constructions comparing the verb forms
- expresses his/her attitude to sayings on inventions
- takes part in questioning about inventions
- makes questions/crosswords about inventions

Lesson 2. The Masters of Our Own Fate

What you'll learn:

- Some of the inventions/discoveries that exist
- Who created, invented these inventions
- Why these inventions are used

REMEMBER!

"Those that know, do! Those that understand, teach!" (Aristotle)



[aɪ] light bulb transistorize [eɪ] fate fascinating

Word File:

evolve [ɪˈvɒlv] (v) 1. expand, develop gradually, grow, progress, advance, spread, change from a simple to a more complex form.

The company has **evolved** into a major chemical manufacturer.

2. give off (gas or heat).

fascinating [ˈfæsɪneɪtɪŋ] (adj) charming, extremely interesting, glamorous, lovely. **Fascinating** facts.

fate [feɪt] 1. (n) destiny, chance, luck, fortune. **Fate** decided his course for him.

2. (v) be destined to happen, turn out, or act in a particular way.

The regime was **fated** to end badly.

light bulb [ˈlaɪt ˈbʌlb] (n) bulb, electric light, a glass bulb inserted into a lamp. The watchman switched on an electric **light bulb**.

painkiller [ˈpeɪn kɪlə] (n) a drug or medicine for relieving pain, pain reliever. **Painkillers** reduce pain and swelling.

supersonic [ˈsjuːpəˈsɒnɪk] (adj) involving or denoting a speed greater than that of sound, ultrasonic, hypersonic, faster-than-sound.

transistorize [tranz ˈɪstəraɪz] (v) design or make with transistors rather than vacuum tubes. A **transistorized** tape recorder.

1. IW. Practise the words with the sound and find the ones with different sound in each line:

[aɪ] alley painkiller fate debate create
[aɪ] transistorize live light bulb private
[ɪ] evolve courage crop front cotton
[ju] supersonic tune proof musical use



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2. GW. Find the information and make a presentation about these objects.

Model: The computer designed by an Englishman Charles Babbage is used in every house, every office, etc. The watch made by Kūthi, a renowned watchmaker of his time, plays a great role in our life nowadays.

X-rays* system-discovered by William Roentgen, a German scientist is used for diagnosis of different illnesses nowadays. W. Roentgen received the first Nobel Prize for his discovery in 1901.



3. PW. Read the UI box and share your ideas on supersonic age.

Useful Information

We live in the **fascinating** and challenging world of science. It's the world that has affected our lives. It is part of the way we stand travel, the homes we live in and the clothes we wear, how we become ill and how medicine can make us better. Science has given us fantastic means of communication and exploration. Because in the future science will be around us, tomorrow's adults must start learning today to be ready to take their places in this computerized, **transistorized**, antibiotic, nuclear, **supersonic** age! And all the things mankind **invented**, **created**, **designed** are used now.

GRAMMAR SPOT

COMPARE AND REMEMBER!

Active	Passive	Relative Clause	Participle II
• People design buildings.	• Buildings are designed by people.	• Buildings that are designed by people are charming.	• Buildings designed by people are charming and attractive.
• Samuel Fox invented a modern umbrella.	• A modern umbrella was invented by Samuel Fox.	• A modern umbrella that was invented by Samuel Fox protects people from heat and rain.	• A modern umbrella invented by Samuel Fox protects people from heat and rain.

X-rays – Roentgen rays

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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.1.2./2.1.1./2.2.1./3.1.1. Lit. -3.1.3. Phys. -1.1.4./3.2.1./3.2.2. Chem. -4.1.1./4.3.1. Math. - 5.1.1./5.1.2./
Interaction	CW/GW/PW/IW
Strategy	Discussion, Matching, Grouping, KWL, Clustering, BBK
Resources	SB, CD, slides, pictures, handouts, worksheets, flashcards

Motivation (warm-up) Listening-Speaking

You can begin the lesson with “**Clustering**”. Or bring some pictures (or any realia) of a crossword, text messaging, thermometer, paracetamol, aspirin, telephone, etc. to the class. As this topic was taught in the 8th grade, Ss will have a chance to recall their previous knowledge on Inventions, which will really be an integration to the previous grade. Ss give a short presentation with precise information about all this (or at least one of these) inventions. **Sample:** *The first crossword compiled by Arthur Wynne is published and used even today. Computer designed by an Englishman Charles Babbage is used in every house, every office, etc. X-Rays discovered by William Roentgen, a German scientist is used for diagnosis of different illnesses nowadays. W. Roentgen received the first Nobel Prize on Physics for his discovery in 1901. Telescope-The first reflecting telescope built by Isaac Newton was a very interesting invention.*

4 GW. Read the texts inserting the verbs from the box and paying attention to the usage of Past Participle. (Participle II)

- a) used b) taken c) prepared d) invented(?)
e) evolved f) given g) created h) designed

■ **Penicillin** ... (1) by Alexander Fleming is used for cold nowadays. Although Alexander invented it, he didn't know how to make it into medicine. It was first ... (2) into medicine ten years later, by an Australian scientist Howard Florey.



■ **The thermometer** ... (3) to take the temperature of the human body ... (4) in their present form after centuries of scientific investigation. First it was the work of Sanctorius, an Italian professor of medicine (16th cent.) that led to a temperature scale.

■ **Text-messaging** ... (5) by the Finnish company Nokia helped Finnish teenagers, who were very shy. They found it easier to text their friends than to phone them.



■ **The light bulb** ... (6) by an American inventor Thomas Alva Ferdinand Edison was the most famous achievement and changed the world completely.



■ **The drug Aspirin** ... (7) by Felix Hofman is used as a painkiller all over the world. The first aspirin was ... (8) to Felix's father for his arthritis. In 1969 aspirin was ... (9) to the Moon by the Apollo astronauts.



5 PW. Fill in the chart according to the texts above.

	Aspirin	Light bulb	Text messaging	Computer	Penicillin	Other
Why do we need it?						
When was it invented?						
Who invented it?						
Which of them was taken to the Moon?						

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9 PW/GW. Choose the correct alternatives paying attention to the usage of Participle I and Participle II.

- The photos *taking/taken* at the school show haven't come out.
- The cartoon *showing/shown* on TV was very interesting for adults, too.
- A. Fleming made a big change in medicine *inventing/invented* the penicillin.
- The first motor car *created/creating* by Karl Benz was made in 1885.
- The first cartoon Mickey Mouse *produced/producing* by the most popular cartoonist W. Disney was an "instant hit".
- "Khamsa" *written/writing* by the most famous Azerbaijani poet Nizami Ganjavi is read and performed with great interest.
- Oh, look! The lady *translating/translated* the news programme is charming.
- The relationships *creating/created* by our government are really *sustainable**.
- The boy *compiling/compiled* interesting crosswords is our classmate.
- Looking/looked* through the passage the students filled in the gaps with the appropriate words from the box.

10 PW/GW. Choose the right suffix to make nouns and complete the chart.

	- or	- er	- ist
invent	• invent+or	• teach+er	• art+ist
produce	•	•	•
educate	•	•	•
cartoon	•	•	•
science	•	•	•
innovate	•	•	•
compose	•	•	•
create	•	•	•
write	•	•	•
teach	•	•	•
humour	•	•	•
journal	•	•	•
art	•	•	•
act	•	•	•

11 GW. Make questions about these inventions and find logical answers. Try to make a crossword as well.

	Phone	Aspirin	Camera	Umbrella	TV	Cartoon	Other
Questions	Who... by/ make?	When/ invent?	Where/ put?	What... for/to use?	Who/ by?	Who... by/ create?	What... for/ use?



*instant hit - immediate success/prosper; blow, thrive
*sustainable - able to be maintained at a certain rate or level;
able to be upheld or defended

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- Research Questions:**
- *Who invented these things?*
 - *What are these inventions used for?*

Discussion/Information Exchange

Discussion 1. Engage your Ss to work on *task 4, page 82*. Tell them to read and define the words in bold which are Participle II. Also direct the Ss' attention to **Grammar Spot – The use of the Past Participle - Participle II**. For sure they will easily learn and compare the sentences and their essence in the given samples as they have already learnt the four forms of the irregular verbs. Just direct their attention to understand the difference between: **to invent - to be invented, to write – to be written, to send – to be sent, to find- to be found, to create-to be created**, etc. Explain to your Ss that the verb “**to invent**” is in the active, but “**to be invented**” is in the passive, and it means that they should be attentive enough to compare Passives with just Participle II in the Passive Voice. There should be the form of “**to be**” before Participle II in the Passive Voice, but without the auxiliary verb in any required form it is simply Participle II or Past Participle. It would be better to compare this difference in your own language which can be of great help, for sure. And also direct the Ss to compare the following samples: **Radio was invented** by Popov. Radio **invented** by Popov is listened to everywhere. Radio which **was invented** by Popov is listened to everywhere.

Discussion 2. It's up to you to give any creative task to the Ss about Inventions to work on. Do your best to give them more practical tasks/ exercises to consolidate the taught grammar material in comparison.

GRAMMAR SPOT

COMPARE AND REMEMBER!

They contain either Present Participle (-ing form) or Past Participle (-ed). Clauses with Past Participle replace a Passive Verb. The verb they replace can be in any tense.

Active	Passive	Relative Clause	Participle II
■ People design buildings.	■ Buildings are designed by people.	■ Buildings that are designed by people are charming.	■ Buildings designed by people are charming and attractive.
■ Samuel Fox invented a modern umbrella.	■ A modern umbrella was invented by Samuel Fox.	■ A modern umbrella that was invented by Samuel Fox protects people from heat and rain.	■ A modern umbrella invented by Samuel Fox protects people from heat and rain.

Word File	evolve, fascinating, fate, light bulb, painkiller, supersonic, transistorize
Summary	This lesson is designed for 2 hours. The main purpose here is to teach the Ss the Grammar Spot- Participle II communicatively. Doing varied exercises in SB students get good knowledge and sufficient practice. Students realize what cameras, radars, thermometers, crosswords, phones, radios, etc. are for: Cameras are for recording the actions of people, the incidents/accidents to their memory. Radar is used for chasing or following, Lamp is used to lighten homes, offices. Thermometer is used to check the temperature, Medicine is used to cure diseases, telephone is used for communicating, etc.
Creative Work	IW. Make questions/crosswords about these inventions and find logical answers.

ANSWER KEY:

▪ Task 4, page 82

Penicillin (1) **invented** by Alexander Fleming is used for cold nowadays. Although Alexander invented it, he didn't know how to make it into a medicine. It was first (2) **evolved** into a medicine ten years later, by an Australian scientist Howard Florey.

Thermometer (3) **used** to take the temperature of the human body (4) was **designed** in their present form after centuries of scientific investigation. First it was the work of Sanctorius, an Italian professor of medicine (16th cent.) that led to a temperature scale.

Text-messaging (5) **created** by the Finnish company Nokia helped Finnish teenagers, who were very shy. They found it easier to text their friends than to phone them.

The light bulb (6) **invented** by an American inventor Thomas Alva Ferdinand Edison was the most famous achievement and changed the world completely.

The drug **Aspirin** (7) **prepared** by Felix Hofman is used as a **painkiller** all over the world. The first aspirin was (8) **given** to Felix's father for his arthritis. In 1969 aspirin was (9) **taken** to the Moon by the Apollo astronauts.

▪ Task 8, page 83

1. A person who makes cartoons **a cartoon maker**.
2. Something that is very fast of its kind **supersonic**.
3. A person who makes things for the first time **an inventor**.
4. A person whose job is concerned with politics **a politician**.
5. Something that is used to take the temperature **a thermometer**.
6. Something that is used as a painkiller **Aspirin**.

▪ Task 9, page 84

1. The photos **taken** at the school show haven't come out.
2. The cartoon **shown** on TV was very interesting for adults, too.
3. A. Fleming **inventing** the penicillin made a big change in medicine.
4. The first motor car **made** by Karl Benz was built in 1885.
5. The first cartoon Mickey Mouse **produced** by the most popular cartoonist W. Disney was an instant hit.
6. "Khamsa" **written** by the most famous Azerbaijan writer Nizami Ganjavi is read and performed with great interest..
7. Oh, look! The lady **translating** the news programme is charming.
8. The relationships **created** by our government are really sustainable.
9. The boy **compiling** interesting crosswords is our classmate.
10. **Looking** through the passage the students filled in the gaps with the appropriate words from the box.

▪ Task 10, page 84

or	er	ist
inventor	teacher	beginner
translator	producer	ruler
innovator	painter	performer
conductor	composer	speaker
		humorist
		artist
		cartoonist
		journalist
		scientist

Self-Assessment

Criteria	Activities
I remember everything about	
I have no problems with	
I think I need some more practice with	
I think I need a lot more practice with	
I can't remember anything about	

Lesson 3. The Road to Success

Aim: *Actively encourage Ss to practise and improve their speaking, listening, reading and writing skills being involved in talent/talented people, how to become genius, the roads leading to success, etc.*

Objectives

Student:

- pronounces the new words clearly and correctly
- responds to the questions on the topic
- discusses the works of different scientists and successful people
- creates an interview on Talent and Talented People
- acts out/performs the dialogues in twos by using various speech patterns
- completes the table/chart due to the facts invented by scientists
- reads and explains the grammatical-semantic meanings of the words given in the passage
- reads about the scientists' life and their activities and gives comments
- demonstrates his/her attitude to the events in written form
- writes an autobiography about the scientists
- writes a paragraph describing their creativeness
- designs student cards on the given patterns/samples
- designs a collage of his/her favourite inventions/discovery

Standards

1.1.1./2.1.1./2.1.3./3.1.1./3.1.4./4.1.2./4.1.4.

Lesson 3. The Road to Success

What you'll learn:

- How we can define a **genius***
- If people are born geniuses or they become geniuses through hard work
- How a person can become successful!

REMEMBER!

- Be a good master and a good teacher!
- A journey of a thousand miles begins with a single step!
- It's not always what you teach but how you teach it!

(Lao Tzu, Chinese philosopher)



[ɪ] dismiss constitute discrete [æ] track gravity

Word File:

arouse [ə'raʊz] (v) call, produce, evoke or awaken someone from sleep, wake up. She was **aroused** by the telephone call a few minutes ago.

constitute ['kɒnstɪtjuːt] (v) set up, found, institute, issue, publish, establish by law. Single parents **constitute** a great proportion of the poor.

dismiss [dɪs'mɪs] (v) order or allow to leave, send away, release, part with. She **dismissed** the taxi at the corner of the road.

gravity ['grævɪtɪ] (n) balance, attraction, fixation, heaviness.

Newton's laws of **gravity** apply with minor modifications to take the general theory of relativity into account.

lifetime ['laɪftaɪm] (n) the duration of life. A reward for a **lifetime's** work.

motion ['məʊʃən] (n) 1. the action or process of moving or being moved, movement, rise and fall, shifting, transit, course.

2. a formal proposal, recommendation, suggestion.

put forward [put 'fɔːwəd] (v) push, move out, pull out, propose, nominate, track [træk] (v) watch, look after, follow the course of someone or smth, typically in order to find them or note their location at various points.

1 IW. Practise the words with the same sounds.

- [aɪ] lifetime combine mind tribe
- [ð] either weather there though
- [ɪ] dismiss discrete diplomacy typical
- [æ] track matter gravity pattern

***genius** – a person who is exceptionally intelligent or creative, either generally or in some particular respect: brilliant person, gifted person

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2 GW. Fill in the KWL table about scientists / inventors.

Inventors	K	W	L
Lotfi Zadeh			
Thomas Alva Edison			
Isaac Newton			

3 GW. Read and discuss the questions giving comments.

- How can a person become successful? • How can he/she manage to do it?
- What makes a person so special? • How do people become geniuses?

Famous Inventors

■ **Isaac Newton** (1642-1727) was a world-famous physicist, mathematician and natural philosopher. **Isaac Newton** discovered many laws and scientific theories which helped to **shape** the study of physics. In 1665 he **discovered** the law of **gravity** by watching an apple fall from a tree. He decided to **put forward** other laws about **motion** that explain how objects move on the Earth and in the sky. He made discoveries in optics and built the first reflecting telescope. Much of modern science is based on his ideas. He also **aroused** a new interest in vision and colour and influenced **descriptive** writing throughout the 18th century. He **dismissed** poetry as an unimportant and **irrelevant** (unnecessary) activity. He had a great **influence** on the writers of the time and **caused** them to admire reasons in both Man and God. He said: "I'm certain that any mind working on a problem continuously will be prepared for the sudden answer."

■ **Thomas Alva Edison** (1847-1931) He didn't go to school, but he **loved** reading and his mom taught him at home. Thomas was born as an inventor and during his **lifetime** he invented more than a thousand things such as microphone, the **record** player, and equipment for the cinema, the telegraph, and the **telephone**. However, his most famous invention is the electric light bulb. Today we can definitely say that his invention is the biggest achievement ever. The electric light has had such a big **influence** on people's everyday lives that it has completely **changed** the world. By the time he was seventy Edison's achievements had made him one of the best known people in America.

4 GW. Choose and write the words in italics in the text in correct columns.

Noun	Verb	Both	None
...

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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./2.1.2./3.1.1./3.1.4. Lit. - 1.2.4./2.1.2. Phys. -3.2.2. Chem. -4.3.1. Az.His -1.1.1./1.1.2./4.1.1./5.1.3. Scien. -1.1.1./3.2.2 Math. -5.1.1./5.1.4.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Word Assosiation, Discussion, Debate, KWL
Resources	SB, CD, slides, pictures, handouts, cards, flashcards

Motivation (warm-up) Listening-Speaking

You can begin the lesson with the *Picture Walks* or questionnaire:

• *What inventors/inventions do you know?*

Or Just give the Ss the **KWL** chart and ask them to fill in the first and second columns writing about the scientists/inventors. (What they **know** about them and what they **want** to know.) In this lesson **KWL** will be the best/effective one. Look through the KWL chart. (See page 128).

Research Questions: • *Who can be a genius?* • *What makes them so special?*

PRACTISE AN INTERVIEW!

5 PW. Read and complete the UI box. Then act out the dialogue.

Useful Information

Sometimes we think that a creative idea suddenly comes into our heads/ minds from nowhere. This is not usually the case-it comes because we are ready to receive it. Every person is a genius in their own way. Some people are good at remembering what they have read, others are good at remembering things through listening. Some people are good at Maths, Languages, History, some are good at sports and some are good at Music or Painting, etc. So, all these qualities are called And those who have such qualities are called ... people.

Sona: What associations come to your mind when you hear the word "talent"?

Elnur: I think talent is a gift that God gives to some people.

Sona: And what's the difference between a talent and talented?

Elnur: As a part of speech **talent** is a noun, but **talented** is an adjective that means a person who has talent, ability, capability and creativity as Lotfi Zadeh.

Sona: Now I understand. Thank you for clear explanation, indeed.

Elnur: You are welcome, Sona. You know, I always feel pride with such talented people as Lotfi Zadeh, Kerim Kerimov and other famous Azerbaijanis.

6 PW. Talk about your abilities discussing the cards.

Student's Card 1

Ask your friend if he/she can do things well.
Tell him/her what you can do well.

Remember to say:

- what you can do well
- what you can invent, design, create, achieve
- about your new ideas/inventions/achievements

Student's Card 2

Listen to your friend and answer his/her questions.
Ask him/her if he/she can do things that you can do well.

Remember to ask:

- about his/her skills/abilities/creativity
- about his/her ambitions
- if he/she can be a successful person



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7 PW. Complete the table according to the passages and UI box.

Useful Information



Lotfi Zadeh is the Scientific Editor or Member of Editorial Board of 54 scientific journals in the fields of Soft Computing and **Fuzzy Logic***. Lotfi Zadeh is one of the most **referenced** scientific authors in the world. He is the one who made our lives lighter, easier. So, thanks to his inventions people live a delightful life. Just in 1990/2000 there were more than 36000 references made with regard of his articles and monographs. Lotfi Zadeh is the member of a big number of foreign Academies of Sciences. He has received a lot of awards and medals from various honourary societies. He is the Honoured Doctor of many foreign states and public organizations. Lotfi Zadeh has developed 5 fundamental scientific theories. He founded the Zadeh Institute for Information Technology (ZIFIT) in Berkley, USA. The famous State Space, theories of control and **tracking** of dynamic systems developed by Lotfi Zadeh **constitute** the basis of modern science of control. Based on these theories National Aeronautics and Space Administration (NASA) designs, develops and implements various purpose control systems. The most popular theory of Lotfi Zadeh is the Fuzzy Logic Theory.

Activities by scientists	Lotfi Zadeh	Edison	Newton	None
invented microphone, the record player, etc.				
is the most referenced scientific author in the world				
aroused a new interest in vision and colour				
is Honoured Doctor of several foreign states				
discovered the laws of gravity				
created the electric light bulb				
invented the car				
developed 5 main scientific theories				
composed a lot of songs				
built the first reflecting telescope				
caused writers to admire both Man and God				
dismissed poetry as an unimportant activity				
created the Fuzzy Logic Theory				
changed the world				
built and opened a number of schools				
was made the president of the Royal Society				

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*Fuzzy Logic – Logic which is difficult to perceive clearly or understand and explain precisely; argumentation which is indistinct or vague-unclear, distorted, unfocused

Discussion/Information Exchange

Discussion 1. Direct your Ss to do task 3, page 86 and tell them to read the passages about Newton, Edison and discuss the questions given here:

- *What famous scientists do you know?*
- *How did those people become successful?*
- *Are people born genius or is it gained through hard work?*

Try to be helpful in explaining the usage of some words that are used as nouns and verbs. At the same time try to involve your Ss in making up sentences using the key words.

Discussion 2. For the second lesson you can direct the Ss' attention to the Interview and play a role on **Talent**. (See page 87, Task 5)

Note: *Ss are already acquainted with this topic and this lesson is just integration to the taught lessons. Try to recall the Ss' previous knowledge on this topic to continue and enrich their experience during the lesson.* After engaging the Ss to read and perform the dialogue, have them work on different tasks and interview his/her partner following the given sample:

- *What would you like to invent?*
- *Have you got any special skills?*
- *What can you achieve?*
- *Can you become successful in life? How?*

Reading Strategies

KWL charts/tables

Note: Like all other strategies KWL is a very good 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 learn and, after learning to concept, discuss what they have learned (**L**). Like other strategies KWL is a very good and effective strategy.

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.*

Word File	arouse, constitute, dismiss, gravity, lifetime, motion, track put forward
Summary	<p>Having been involved in work on tasks (<i>page 88</i>) the Ss learn about Lotvi Zadeh. They conclude that any person can become a genius. They consciously realize that, some people are good at writing, some are good at painting, memorizing and some are good at performing/creating something, etc. So one can desire and do his/her best to gain great success. Solutions: <i>Never give up, Do your best, Gain success with your knowledge, diligency, capability, creativity</i>, etc. <i>For instance:</i> Newton invented some laws in physics, and today much of modern science is based on his ideas. Thomas Edison hadn't attended school, but he invented a thousand things, for example: <i>telephone, telegraphy, microphone, electric light bulb, etc.</i></p> <p>Lotvi Zadeh is a scientific author not only in Azerbaijan, but also in the whole world. Taking into consideration all the interesting facts given in this lesson Ss come to conclusion that in order to become a world famous scientist, age, nationality, race, gender, religion are not the matter. It's enough to be ambitious to work hard, to be eager, skillful, capable, creative and knowledgable to gain success and become a genius. For example, Shakespeare was a true genius. Lotfi Zadeh is a bright sample of success-leading to "The Road of Success".</p>
Creative Work	<p>IW. 1. Choose and write an essay:</p> <ul style="list-style-type: none"> ◆ <i>Necessity Is the Mother of Invention.</i> ◆ <i>All That Glitters is not Gold.</i> ◆ <i>The Road to Hell is Paved with Good Inventions.</i> <p>2. Project. Make a list/a collage of your favourite inventors with photos and illustrations.</p>

Self Assessment	
Criteria	Activities
I remember everything about	the word file and the meanings of the words, the inventors and their achievements
I have no problems with	the new words and their meanings, the discoveries and inventions of some inventors or scientists, etc.
I think I need some more practice with	writing an essay about discoveries
I think I need a lot more practice with	making an interview about the ambitions of the inventors/scientists, etc.
I can't remember anything about	_____

ANSWER KEY: • Task 2, page 86

Inventors	K	W	L
Lotfi Zadeh	<ul style="list-style-type: none"> • is from Azerbaijan • is the most famous Azerbaijani scientist • is the Scientific Editor or Member of the Editorial Board. • is considered to be the most referenced scientific author in the world. 	<ul style="list-style-type: none"> • What about his most popular discoveries? 	<ul style="list-style-type: none"> • The famous State Space, theories of control and tracking of dynamic systems developed by Zadeh constitute the basis of modern science of control. Based on these theories NASA designs, develops and implements various purpose control systems. • The most popular theory of Zadeh is the Fuzzy Logic Theory.
Thomas Alva Edison	<ul style="list-style-type: none"> • was born as an inventor and during his lifetime he invented more than a thousand things. 	<ul style="list-style-type: none"> • What is his most famous invention? • How did he change the world? 	<ul style="list-style-type: none"> • didn't go to school, but he loved reading and his mom taught him at home. • invented the microphone, record player, and equipment for the cinema, the telegraph, and the telephone. His famous invention is the electric light bulb. • his invention is the biggest achievement ever. The electric light has had such a big influence on people's everyday lives that it has completely changed the world.
Newton	<ul style="list-style-type: none"> • was a world-famous physicist, mathematician and natural philosopher. 	<ul style="list-style-type: none"> • What did he invent/discover? • What has he done in science? 	<ul style="list-style-type: none"> • aroused a new interest in vision and colour and influenced descriptive writing throughout the 18th century. • dismissed poetry as an unimportant and irrelevant activity. • had a great influence on the writers of the time and caused them to admire reason in both Man and God. • discovered the law of gravity by watching an apple fall from a tree. • explained how objects move on the Earth and in the sky. • much of modern science is based on his ideas.

Lesson 4. A Friend or a Foe?

Aim: To teach Ss about old and recent inventions, their positive effects on our lives, and also to approach all inventions from good side and wisely benefit from them so that not to find faults with them. Get the Ss to realize that all inventions are our friends not enemies.

Objectives

Student:

- pronounces the new words clearly
- comments on the content of the text listened to
- makes discussions on different modern subtopics saying their pros and cons
- demonstrates his/her opinions speaking on advantages/disadvantages of inventions
- uses the definite article correctly
- groups inventions reading and saying their good/bad sides
- expresses his/her attitude to the passages he/she reads/read on inventions and retells the content
- makes notes on the facts/events by reading and completes the table
- writes the words correctly and creates new sentences
- writes a paragraph on great advantages/disadvantages of some inventions
- makes/creates crosswords on inventions

Standards

1.1.2./2.1.2./2.1.3./3.1.1./3.1.3./4.1.2./4.1.3.

Lesson 4. A Friend or a Foe?

What you'll learn:

- Inventions of the 21st century
- Inventions, their advantages/disadvantages
- The use of the Definite Article
- New words and word combinations on the topic



[g] bang pregnant [a] truck ultimate

Word File:

bang [bæŋ] 1. (n) a sudden loud noise, bump.

The door slammed with a **bang**.

2. (v) hit, beat, knock, bump, or put down smth forcefully and noisily, typically in anger or in order to attract attention.

He began to **bang** the table with his fist.

frown [fraʊn] 1. (n) a facial expression or look characterized by frowning.

2. (v) make a face; frown one's brow in an expression of displeasure. He **frowned** as he reread the letter.

lawsuit ['lɔːsjuːt] (n) legal action, a claim or dispute brought to a court

obese [əʊˈbiːs] (adj) fat or overweight, stout, plump, oily, heavy.

Some people are at a healthy weight, some are overweight or **obese**.

offender [ə'fendə] 1. (n) a person or thing that offends, does something wrong, or causes problems.

2. (n) a person who commits an illegal act; an offender or a lawbreaker

pregnant ['pregnənt] (adj) expecting/carrying a baby/a child; a **pregnant** woman.

truck [trʌk] 1. (n) lorry 2. (v) convey by truck.

ultimate ['ʌltɪmɪt] (adj) final, concluding, resulting, being or happening at the end of a process.

Their **ultimate** aim was to force his resignation.

1. IW. Find the word/words with a different sound.

- [g] globe bang advantage pregnant gratitude
[ʃ] lawsuit booklet frown offender cooperation
[a] truck ultimate gabbage guide trouble
[i] obese peasant audience children speech



2. CW. Have a look at the Mind Map and share your opinions on these inventions adding more ideas.



3. GW. Debate. Read the model and fill in the table giving reasons for each of them. Sample:

Student 1.

I think all inventions are valuable. Personally, I think the computer is a useful and necessary tool in the world we live in. It's also true that it usually brings more benefits to our lives. One of its great advantages is that it serves our interests.

Student 2. I know the computer is a real miracle. But it has changed our lives although it can create problems. One of major disadvantages of the computer is its ability to **dominate*** us.

Student 3. I think there are a lot of useful inventions. But at the same time some of them are not good. For example: Fast Food, speed cameras, as well as nuclear weapons and bombs rank among the most hated inventions of all times.

Inventions	Advantages	Disadvantages	Reasons
• mobile phone	•	•	•
• camera	•	•	•
• radio	•	•	•
• computer	•	•	•
• aspirin	•	•	•
• umbrella	•	•	•
• fast food	•	•	•
• light bulb	•	•	•
• www	•	•	•
• TV	•	•	•

*to dominate – have a commanding influence on; exercise control over

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.- 1.1.2./2.1.1./3.1.3./ Lit.- 1.2.1./1.2.4./2.1.2./3.1.2. Biol.- 4.1.1. Geog.- 2.1.3. Phys.- 1.1.1./3.2.1. Chem.- 4.2.1. Math.- 5.1.1./5.1.2.
Interaction	CW/PW/IW/GW
Strategy	Picture Walks, Venn Diagram, Mind Map, Grouping, Debate
Resources	SB, flashcards, pictures, slides, handouts, CD

Motivation (warm-up) Listening-Speaking

Considering good as well as bad sides of any invention just stick the pictures of some inventions on the wall or on the board and ask the class to say out the positive and negative thoughts about them. Begin to characterize one of them, giving some clues to the Ss. **Example:**

A telephone (or a computer) is of endless value, we can contact any country, any person in a second which makes the work of days, hours to be fulfilled in very little time, but it has disadvantages as well. Its rays are bad and harmful for brain, and other organs of body that are damaged gradually. A car is good to have/drive, because it saves our time to get to some place and it is comfortable as we sit and relax while getting to the destination. Or you can use Picture Walks/Picture Gallery Strategy for prediction.

4. GW. Read and complete the articles with the inventions filling the following words in the gaps. Retell the content.

a) bombs b) car c) weapons(2) d) fast food(2) e) cigarettes

1. Americans are the **ultimate** ... (1) eaters, spending an **estimated** (calculated) \$ 142 billion on it in 2006. But it seems our days of **carefree** (careless) use of fatty, cholesterol-rich food takes us to the health risks. In 2002, some **obese** US teenagers **filed** (arranged, organized) a **lawsuit** against McDonald's accusing the ... (2) fattening them up. People choose to eat a lot of unhealthy food, they can't blame the company that sells Fast Food to them.



2. ... (3), gun, biological ... (4) you name it – innovations that go **bang** or cause bodily harm were the most widely **frowned** upon in our survey. Nuclear ... (5) were the worst **offender**. They were used only twice during the war. In 1945, the USA dropped the bomb "Little Boy" on the Japanese city of Hiroshima.

3. What can cause cancer? ... (6). Men who smoke are twenty two times and women twelve times more likely to develop lung cancer than those who don't. Smoking is also linked to other cancers and heart attacks. **Pregnant** smokers are at greater risk of giving birth to underweight babies. The World Health Organization says up to twenty-nine percent of British men and nineteen percent of women smoke.



4. The first motor ... (7) was built in 1885 in Germany. However, it was in America that cars were first produced in large numbers in factories. And now over a billion cars and light trucks are **manufactured*** by companies all over the world. Being the toy of the wealthy in the late 1880s cars changed everybody's life. Modern cars are a part of our lives nowadays. We can't imagine our lives without them. The motor industry is increasing now. Over 63 million cars are produced every year.

***manufacture** – make smth on a large scale using machinery; produce
***take over** – an act of assuming control of something, especially the buying out of one company by another; buyout, merger, purchase

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5. GW. Read the numbers and make notes on the facts in the passages.



6. IW/PW. Think and complete the table with your own ideas.

Inventions	Words to describe
Bombs	
Cigarettes	cancer-causing, harmful
Fast Food	fatty, cholesterol-rich food
Cars	initially the toy of the wealthy
Camera	
Mobile phone	
Other	

7. PW. Match the words with their definitions.

- | | |
|-------------|--|
| 1. lawsuit | a) happening at the end of a long process |
| 2. bang | b) form an idea of the cost, size, value of smth |
| 3. dominate | c) being very fat, in a way that is not healthy |
| 4. ultimate | d) a legal action or claim brought to a court |
| 5. estimate | e) having no worries or responsibility |
| 6. carefree | f) have a lot of influence over sb/sth |
| 7. obese | g) bump, a sudden loud noise |

8. IW/PW. Complete the table.

Adjectives	Definition	Synonyms	Opposites
excellent		brilliant, perfect	awful
dangerous			safe
rich	wealthy		
devoted		faithful	
successful			
destructive	causing great harm or damage		
surprising			
modern		contemporary	
unpopular	having a little popularity	unknown	

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Research question: • *Can we call inventions our friends or enemies/foes? Why?*

Discussion/Information Exchange

Discussion. Direct your Ss to think critically on the topic. (See Task 4, page 94) Have them read the passages. Give them a hint to find out the positive as well as the negative sides of inventions. Encourage them first to speak on the advantages/disadvantages of inventions and other new devices/things we use in life. You can concentrate on telephone/computer/car/fast food, etc.

Sample: We've talked about telephones/cars in the Motivation. We think that a car is our friend on the one hand, but on the other it can be our enemy, if we don't drive it carefully, we can make a crash/an accident. You can approach any of the given tasks creatively or design any other interesting task or exercise of your own.

Direct the Ss' attention to **Grammar Spot** (See page 96) -to the usage of the Articles, get them to compare and remember when and where articles should be used. Properly in the passages Ss will come across with the Articles during the lesson and they should bear in mind the appropriate usage of them.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
I can: <ul style="list-style-type: none"> • read the passages and give comments on the content • answer the questions on inventions • make notes on the facts by reading 				
I can: <ul style="list-style-type: none"> • take part in discussions on inventions • take part in debates • group inventions saying its good/bad sides 				
I can: <ul style="list-style-type: none"> • create sentences using the word file • make a crossword on inventions • create a paragraph on great inventions 				

Word File	bang, frown, lawsuit, obese, offender, pregnant, truck, ultimate
Summary	<p><i>Note:</i> Though there are some inventions that are our friends, there are some that are our enemies/foes. They can't be our friends for sure. We must say No! to Nuclear Weapons! Though this is an invention, we don't support such inventions and consider them our enemies/foes. Working on varied types of tasks and exercises Ss make a decision that all inventions are good, valuable and beneficial. But they have negative features or disadvantages, too. So, to avoid the bad/ negative sides/effects of inventions we should be attentive/careful while using them, and try to reduce the worst features of them. Everything is in our hands, if a man can create invent/implement such inventions, he can be the beneficiary of only good sides and put away or reduce their bad sides for sure. In order to avoid the car crash, we should not drive so fast and be careful to follow driving rules, terms and conditions to enjoy this invention. But if we overspeed and drive carelessly, <i>we ourselves are the only guilty!</i></p> <p><i>We shouldn't try to find faults with the inventions.</i> By the way Venn Diagram and Summarizing Strategies can be very effective for summarizing. (See page 135)</p>
Creative Work	IW. Write a paragraph: <i>Great advantages and major disadvantages of some inventions.</i>

Things I learned	a lot more	some more	only little
benefits of inventions			
disadvantages of inventions			
the usage of the Definite Article			
words describing inventions			
meanings of some adjectives			

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, ...*** .

Reading Strategies

Summarising

A summary restates the main points in a few sentences. It gives the general idea of a reading selection 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 to others what they read and learn.

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 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 center 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.

ANSWER KEY:

▪ Task 9, page 96

1. The World Health Organization says up to twenty – nine percent of – British men and nineteen percent of – women smoke.
2. In – 2002, some obese US teenagers filed a lawsuit against – McDonald's accusing **the** fast food fattening them up.
3. Developed in **the** late 1880s, **the** modern automobile was **the** toy of **the** rich.
4. **The** Internet started in 1969 in **the** USA.
5. **The** motor industry is increasing nowadays.
6. Today people don't need a big computer to go on **the** Internet.

▪ Task 8, page 95

Adjectives	Definition	Synonyms/Close meaning	Antonyms/Opposites
excellent		perfect, brilliant	awful
dangerous		horrifying	safe
rich		wealthy	poor
devoted		faithful, true	false, betraying
strange		not clear, gloomy	accurate, model
successful		victorious, lucky	unlucky
destructive		abolishing	constructive
surprising		amazing, astonishing	ordinary, simple
modern		contemporary, new	old, ancient
unpopular		unknown	well-known, popular

▪ Task 3, page 93

Invention	Advantages	Disadvantage	Reasons
<ul style="list-style-type: none"> • <i>mobile phone</i> • camera • nuclear weapons • radio • computer • aspirin • parazol • fast food • light bulb • WWW • TV 	<ul style="list-style-type: none"> • <i>mobile phone</i> • is a real miracle • is a fast kind of communication • helps to save time • is an easier way of communication is a useful tool in our world • has changed our life 	<ul style="list-style-type: none"> • <i>mobile phone</i> • has changed children's life • brings a lot of problems • dominates us • causes some illnesses 	<ul style="list-style-type: none"> • • • • • • •

▪ **Task 4, page 98**

1. (*offender*) 2. (*supersonic*) 3. (*painkiller*)
4. (*light bulb*) 5. (*lawsuit*) 6. (*obese*)

▪ **Task 6, page 95**

Inventions	Meaning/Mean
Bombs	a container filled with gas or other destructive substance
Cigarettes	cancer causing, harmful
Fast Food	fatty, cholesterol rich food
Cars	initially the toy of the wealthy
Camera	a device for recording images, film or video
Mobile phone	a small piece of telephone to communicate

▪ **Task 7, page 95**

- a) - 4 b) - 5 c) - 7 d) - 2
e) - 6 f) - 3 g) - 1

▪ **Task 7, page 98**

Simple Nouns	Derivative Nouns	Compound Nouns	Neither
channel gadget industry judge cancer health benefit interest brain	invention organization popularity reality journalist lawyer smoker feeling	lawsuit textmessaging carefree telephone teenager	chemical better nineteen nowadays develop pregnant honest

▪ **Task 4, page 100**

1. to win-**e**
2. having great love for smb/smith-**b**
3. disability of hearing-**f**
4. part of the body blocked with blood-**d**
5. disability of seeing-**c**
6. system of printing for blind people -**a**

- a. braille
b. devoted
c. blind
d. congestion
e. to overcome
f. deaf

1. Complete the table around Unit 4

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Critical Thinking</i>		
<i>Logical Thinking</i>		
<i>Grammar section</i>		
<i>Other</i>		

Vocabulary Map

2. Make a vocabulary map and write the words you learned around the unit in the box. You can add the meanings in your language.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3. Think and sort out the words according to the parts of speech.

Noun	Verb	Adjective	Preposition	Other
bang camera painkiller discovery fate industry offender inventor bulb gravity lawsuit	dismiss dominate evolve create	supersonic fascinating ultimate pregnant obese carefree nuclear	about by with of in	the

Sub Summative Test 4

1. Choose the correct variant.

A picture ... by art thieves, was painted by Munich.

- A) to steal B) stolen C) stole D) stealing

2. Complete the sentence.

... invented by Thomas Edison changed the world.

- A) Light bulb B) Penicillin C) Thermometer D) Aspirin

3. Choose the suitable word.

To have a lot of influence over something/somebody means

- A) achieve B) communicate C) cause D) dominate

4. Choose the antonym of the word: "Contemporary"

- A) modern B) ancient C) excellent D) permanent

5. Find the correct variant.

Aspirin created by ... is used as a painkiller in the world.

- A) Howard Florey B) Alexander Fleming
C) Thomas Alfa Ferdinand D) Felix Hofman

6. Find the suitable variant.

It is used to take a temperature. It is

- A) a camera B) a thermometer C) a bulb D) penicillin

7. Choose the suitable variant.

A person who produces many new things and ideas. He is

- A) a cartoon maker B) a mentor C) a judge D) an inventor

8. Choose the suitable words for the suffix -tion

- A) organize, invent B) real, create C) product, journal D) law, act

9. Choose the sentences with Participle II.

1. A valuable statuette, which was made of gold, will be sold tomorrow.
2. Scientists, politicians, diplomats communicate with each other using the global language that gives you a chance of improving your English.
3. Cameras set by the police record everything.
4. The news sent by you terrified all of us.

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

10. Choose the lines of the derivative nouns.

- A) crossword, popularity, chemical C) organization, invention, creative
B) meeting, feeling, achievement D) channel, broadsheet, wonderful

UNIT 5.

CHARITY AS A NATIONAL VALUE

Lesson 1. We Are the World!

Aim: To direct Ss' attention to the world-wide friendship, proverbs and sayings on friendship and have them realize the essence of the quote "We are the World!" through listening, speaking, reading and writing skills.

Objectives

Student:

Standards
1.1.1./2.1.1./2.1.3./3.1.3./3.1.4./4.1.1./4.1.2.

- pronounces the new words clearly
- demonstrates his/her attitude on the requests
- speaks about friendship, children all over the world, international customs and traditions, religion, etc. using different speech patterns
- expresses his/her attitude to the paragraphs he/she reads
- retells the content and compares the ideas given in the paragraphs
- explains his/her opinions speaking on different cultures, international friendship, religion, customs and traditions
- designs an interview on friendship and performs them in twos
- clarifies the content/meaning of statements
- comments on the given proverbs and sayings
- completes the sentences
- prepares a report on Cultural Experience
- uses quotes, sayings in a story, essay
- makes a list of reasons on the importance of Friendship

UNIT 5.

CHARITY AS A NATIONAL VALUE

Lesson 1. We Are the World!

What you'll learn:

- Why different festivals and performances are organized in schools
- How these festivals help us
- What friendship means



[t] twin betray

[dʒ] religion

REMEMBER!

- *One loyal (devoted) friend is worth a thousand relatives!*
- *All people are different, but they always try to get on well!*
(Euripides, Greek playwright)

Word File:

betray [bi'treɪ] (v) I. cheat, fool, expose a person/one's country/ a group, danger by treacherously giving information to an enemy.
2. hurt smb who trusts you. *She betrayed his trust over and over again.*
cross-cultural ['krɒskʌltʃərəl] (adj) multicultural, involving or containing ideas from two or more different countries or cultures, or relating to different cultures. *Cross-cultural understanding.*
religion [rɪ'lɪdʒən] (n) faith, belief, worship, the belief in and worship of a superhuman controlling power; the belief in the existence of God. *I like his ideas about the relationship between science and religion.*
swap [swɒp] (v) give smth to smb and receive smth in exchange; change, vary, alter, exchange, barter, trade.
Can I swap this magazine with yours? We swapped our phone numbers.
twin [twɪn] (v) link, combine, join, couple, join two people or things closely together.
The company twinned its main business fields.

1 IW. Practise the words with the same sound:

- [i] religion begin twin company
- [eɪ] betray ancient baseball trade
- [ɪ] worship shrine relationship shade
- [k] coin conduct creative closely



101

2 GW/PW. Listen and complete the song inserting the appropriate word from the box. Sing the song.

- a) better b) riches c) greedy d) borders e) reach f) the needy
g) in peace h) ever i) whatever j) conquer k) the world l) separated
m) to make n) reference

We are the world,
Separated by ... (1),
but what bothers me is if
the world will ... (2) be one.

We are the world,
Separated by ... (3),
so I keep wondering if
the rich will ever ... (4) out to the poor.

We are the world,
... (5) by power,
the weak suffer,
and the strong ... (6).

Borders are good,
but not when it separates ... (7).
Riches is good, because it is from the Lord.
Power is good, when it is used to make the world ... (8).
Peace is better than war,
and been needy is better than been ... (9).

Whoever you are,
wherever you are,
... (10) you have,
and what so ever you do,
always work hard
... (11) the world a better place,
because you and I are the world!

We are the world,
Separated by war,
God gave the world to us ... (12),
but we make war to tear it into pieces.

We are the world,
created to be one,
but colour difference
has a lot of bad ... (13).

We are the world,
Where some are needy
and the greedy never stop taking
at the expense of ... (14).



3 CW. Listen to the song again and check. Practise pronouncing the words with correct intonation. Sing the song again.

4 PW. Play a role.

Student's Card

Your friend asks you questions about some other friends you've got.
Answer the questions and:
• give examples of your friendship • say how long you have been friends
• explain why you are friends • ask your partner questions about his/her friends

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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.1.2./2.2.1./3.1.3. Lit. -1.2.4./2.1.2./3.1.2./3.1.3. Biol. -3.1.1. Gen. His. -5.1.1. Techn. -3.1.1. P.T. -1.4.1./ 4.1.3. Music -2.3.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Questioning, Interviewing, BBK, DLTA
Resources	SB, pictures, CD, handouts, cards, worksheets

Motivation (warm-up) Listening-Speaking

You can begin the lesson with the song: **“We are the World!”**

Or hang a picture of children of different nations who are hand in hand on the board/wall. You just show the picture and elicit:

- **How can you explain this picture?**
- **What does this picture tell us (say to you?)**

Write the quote: **“We are the World!”** and get answers from the class to this quote. Or draw the Ss' attention to the following poem:

For me a friend is a person who cares, A friend is someone who is always there
For me a friend is a person who shares, Friendship is a feeling that lasts forever,
A person who is honest and fair, And a true friend betrays you never.

5 GW. Express your attitude to the ideas in the letters and answer the questions.

1. How do students communicate with one another?
2. Is it important to have a friend in another country? Why?
3. What festivals and performances are organized in your school?
4. How can these performances and festivals help you?
5. What is the purpose of the cross-cultural projects?
6. Do international schools help young people to understand the world? How?
7. How can people learn about different cultures, customs and traditions?

My school is **twinned** with an international school in West Africa. We **swap** work projects with African children. We want to learn the things that African children learn and what life in Africa is like. I've got a great pen-friend in that school. Her name is Shannen. We communicate by e-mail. I've learnt a lot of interesting things from her: about the festivals her family celebrates, about their traditions and everyday life. Her language, **religion** and lifestyle are absolutely **different**, but we understand each other very well. It is really important to have a friend in another country. It helps to learn more about other cultures and traditions. *Best wishes, Lale.*

I've taken part in a **cross-cultural** project lately. I was very happy to communicate with young people from different countries. There was a great choice of activities. This project helped us to know each other better and understand more about each other's religions and lifestyles. By sharing different experiences we've learnt a lot about different cultures, customs and traditions. I think it's better than reading a book in a classroom. We've swapped e-mail addresses and telephone numbers. I believe that we have not only learnt a number of various things, but we've also made great friends. *Best wishes, Murad.*

There are 25 children in our class and 10 of them are from different countries. It's really interesting to have so many students from all around the world in one school. Everyone has different religions, lifestyles and different customs and traditions. We are all different, but we all **get on well** (get along well, be on friendly terms). We communicate every day and learn about one another's culture from festivals and **performances*** which are organized at our school. It is interesting to study at an international school. International schools make everybody understand how big the world is and how many people live on the planet that we call our home. They help us to understand that we are all different and also alike. We are the world! *In friendship, Aygul.*

*performance – 1. an act of staging or presenting a play, concert, or other form of entertainment. 2. the action or process of carrying out or accomplishing an action, task, or function

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6 GW/PW. Complete the text with the words and expressions from the box. Then retell its content.

- a) to get on well b) productive c) to make friends
d) family celebrities e) customs f) traditions(?) g) culture
h) to share i) international j) religions k) lifestyles
l) to tell m) communicate n) cross-cultural

Children go to schools which are twinned with ... (1) schools. They swap (exchange) ... (2) projects with one another. They ... (3) who they ... (4) with by e-mail. They learn a lot of interesting things about their ... (5) ... (6) and ... (7). Every day they work on projects with children who have different ... (8) ... (9) ... (10) and ... (11).

Children take part in ... (12) projects. They communicate with one another ... (13) different stories and ... (14) different experiences. Any cross-cultural communication helps children from different countries:

- to know what life is like in different countries
- to understand about one another's lifestyle, culture and ... (15).
- to learn how to make great friends.
- to understand how ... (16).

7 IW. Read the proverbs/quotes and the UI box and make comments on them. Search for more quotes and try to use them in situations.

Useful Information

There is a very nice tradition among American and British kids. They **swap** friendship bracelets. This tradition comes from Indians - Native Americans. When kids swap friendship bracelets they show how much they like their new friends.

- *No man is useless while he has a friend.* (R.L. Stevenson)
- *True friendship is a plant of slow growth.* (G. Washington)
- *Friends are like melons. To find a good one, you must try it a hundred times.* (C. Mermet)
- *A friend to everyone is a friend to nobody.*
- *He has no friends who has many friends.*
- *A friend in need is a friend indeed.*

REMEMBER!

Fight for you
Respect you
Include you
Encourage you!
Need you!
Deserve you!
Stand by you!

8 GW/PW. Complete the statements with your own ideas.

1. Friendship is a feeling that ...
2. Friends are people who ...
3. Friends are like melons, ...
4. Friend is a person who ...
5. A true friend is a person that ...
6. What is a friend? He is ...

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- Research Questions:**
- *What is the world for you?*
 - *Why do we say: We are the world! Explain it.*

Discussion/Information Exchange

Note: BBK is the right Strategy to use here. This strategy helps Ss develop their reading skill by being aware of how cultural experiences can be connected to Ss' lives. This strategy gives students an opportunity and enables them to speak about their personal lives. (See page 119 for BBK Strategy)

Discussion 1. Get your Ss to work on *task 5 page 103* and engage them to read the letters, express their attitude and compare them. Students read the highlighted words and find their meanings in/during discussions and learn them. Encourage them to take part in discussion and answer the following questions:

- *Why are different festivals and performances organized at school?*
- *How do festivals help us?*
- *Is it important to have a friend in a foreign country/abroad and why?*

Discussion 2. Have the Ss read Student's Card on *page 102, task 4* and play a role. You can ask your Ss to design their own student's cards and exchange them with given ones if needed.

Word File	betray, cross-cultural, religion, swap, twin
Summary	<p>Sharing, exchanging, learning, practising varied tasks (See pages 102-105) in the lesson Ss conclude that international and cross-cultural projects are of great importance. Swapping with other schools, organizing conferences, performances, forums, etc. really help students so much. <i>“Though we live in different countries we live on the same planet. Though we are different, we are all like as well, we get on well, because we are the World”. Let’s protect, save and value our world!</i></p> <p>Note: As a summary you can use Summarizing Strategy. (See page 135). Or GIST will be very effective for this lesson, too. (See page 147.)</p>
Creative Work	<p>IW. 1. Make a report on cultural experiences.</p> <p>2. Write a paragraph: <i>We Are the World!</i></p>

ANSWER KEY:

▪ Task 2, page 102

1. borders-**d** 2. ever- **h** 3. riches-**b** 4. reach-**e** 5. separated-**l**
6. conquer-**j** 7. the world-**k** 8. better-**a** 9. greedy-**c** 10. whatever-**i**
11. to make-**m** 12. in peace-**g** 13. reference-**n** 14. the needy-**f**

▪ Task 6, page 104

- a) *to get on well* b) *productive* c) *to make friends* d) *family celebrities*
 e) *customs* f) *traditions(2)* g) *culture* h) *to share* i) *international*
 j) *religions* k) *lifestyles* l) *to tell* m) *communicate* n) *cross-cultural*

Children go to schools which are twinned with **international-i** schools.

They swap **productive-b** projects with one another.

They **make friends-c** who they **communicate-m** with by e-mail.

They learn a lot of interesting things about their **family celebrities-d** **customs-e** and **traditions-f**. Every day they swap work projects with children who have different **cultures-g**, **traditions-f**, **religions-j** and **lifestyles-k**. Children take part in **cross-cultural-n** projects. They communicate with one another **to tell-l** different stories and **share-h** different experiences. Any cross-cultural communication helps children from different countries:

- to know what life is like in different countries,
- to understand about one another's lifestyle, culture and traditions,
- to learn how to make great friends.
- to understand how **to get on well-a**

▪ Task 11, page 105

1. the belief in the existence of God-**religion**
2. a relationship between friends-**friendship**
3. containing ideas from more different cultures-**cross-cultural**
4. to hurt sb who trusts you-**betray**
5. to join two people or things closely together-**twin**
6. closely connected with religion-**religious**
7. to receive sth in exchange-**swap**

Assessment	
Criteria	Activities
I remember everything about	the word-stock and the meanings of the words ...
I have no problems with	the new words and their meanings ...
I think I need some more practice with	writing an essay about ...
I think I need a lot more practice on	making an interview about ...
I can't remember anything about	...

Lesson 2. How Tolerant Are You?

Aim: To direct Ss to think and make a conclusion about our national values, Qurani-Kerim, different religions being tolerant to other religions and respect them, historical places, national holidays, national musical instruments, and realize what they mean for us and how valuable they are through practising the four language skills.

Objectives

Student:

- pronounces the words correctly and groups them with the same sound
- gives explanation on the pictures about National Values
- shares opinions/ideas on national and religious values
- exchanges points of view on religions
- demonstrates his attitude to the passages and retells their content
- retells the content of the text on Religion and Tolerance
- plays a role on the topic
- reads and realizes the importance of our holy book Qurani-Kerim
- matches the headings to the paragraphs
- checks his/her tolerance level taking part/participating in the quiz
- writes a paragraph on the topic

Standards

1.1.2./2.1.1./2.1.2./3.1.3./3.1.4./4.1.1.

Lesson 2. How Tolerant Are You?

What you'll learn:

- What national values we have
- What is the most important value for us
- What is our religion
- What national/religious holidays we have
- How we spend our national/religious holidays



[ə] pray sacred

[ɒ] mosque tolerant

Word Files:

affiliated [ə'fɪlietɪd] (adj) associated, related, integrated

The site includes a reading list selected by **affiliated** faculty.

holy ['həʊlɪ] (adj) 1, blessed, sacred, saint connected with God or a particular religion

2, good in a moral and religious way.

mosque [mɒsk] (n) a building in which Muslims worship, a Muslim place of worship.

pray [preɪ] (v) 1, speak to God, especially give thanks or ask for help; bend the knee, beg, worship

2, hope very much that smth will happen.

The whole family **prayed** for the baby.

sacred ['seɪkrɪd] (adj) holy, blessed, connected with God, a sacred image, shrine/temple. **Sacred** music is very important.

tolerant ['tɒlərənt] (adj) able to accept what other people say or do even if you don't agree with them, liberal (ant: intolerant)

He has a very **tolerant** attitude towards other religions.

We must be **tolerant** to others.

- 1 PW. Practise pronouncing the words with the same sound and write them in the right column.

mosque sacred practise strong finger hang tongue morning
pray treat meet greet business holy typical affiliated
speak treat pray plain dangerous sacred typical miracle

[k]

[e]

[ɒ]

[i]

[ɪ]

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- 2 PW. Look through the pictures and talk about our national values.



All these are our national values, our history and wealth.

One of them, our "lavash" which means bread is known in many countries. UNESCO has declared "Lavash" as the national value of Azerbaijan.

- 3 PW. Answer the questions reading the UI box. Act out the dialogue.

Ismayil: What nationalities live in Azerbaijan?

Lale: _____

Ismayil: And what about national minorities?

Lale: _____

Ismayil: What religions do you know?

Lale: _____

Ismayil: How tolerant are you to other religions or nationalities?

Lale: _____

Ismayil: Do all nationalities enjoy equal rights in Azerbaijan?

Lale: _____

Useful Information

The word "Quran" comes from the Arabic verb, and literally has the meaning "recitation", "reading". The words in the Quran are linked to the 23-years of Mohammad's call, from A.D. 610 to his death in 632. According to Islam, the Quran is the very word of Allah. The Quran was sent/ posted to the Prophet Muhammad by God through the Angel Gabriel (Jabrail). The language of the Quran is Arabic, the dialect belonging to the Guraish tribe, the tribe **entrusted*** with the city of Mecca, and the tribe Mohammad's family was a part of it. The Quran is divided into 114 chapters (*surahs*), these chapters, with the exception of the first are generally arranged according to their length. Surah 2, the Cow is the longest and the last ones are the shortest. So, quranic chapters are called *surahs* and verses are called *ayahs*.

*entrust – endorse, trust

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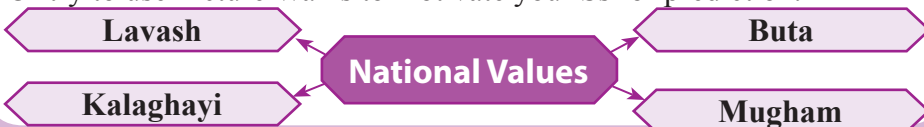
Content Line	Listening/Speaking/Reading/Writing
Integration	Lit. -1.1.3./1.2.4./2.1.2./3.1.2. N.L. -1.1.2./3.1.1./3.1.3. Az. His. -5.1.1./5.1.3. Gen. His. -5.1.1./5.1.3. Tech. - 3.1.1. P.T. -1.1.2./1.4.1./4.1.3. Scien. -1.1.1./3.1.1./3.2.2./3.3.1.
Interaction	CW/GW/PW/IW
Strategy	Discussion, Unfulfilled Story, Description, Role Play, Matching, GIST, DRTA, DLTA, Picture Walks
Resources	SB, video roll, CD, handouts, pictures, realia

Motivation (warm-up) Listening-Speaking

Bring a realia to the class such as our national kalaghayi, tar, kaman, buta, lavash, the Azerbaijani manat, etc. Or just show the pictures of them, or run a video about our national values eliciting:

• *What are these?* • *Who/what country/nation do they belong to?*

Or try to use Picture Walks to motivate your Ss for prediction.



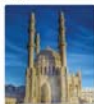
Research question: • *What is the most important value for you and why?*
• *How do you value/appreciate your national values?*

4 GW. Match the titles with the paragraphs A-D. Retell its content.

1. *It's My Life*
2. *Religion and Language*
3. *Food for Thought*
4. *The Religion of Islam*

A) Muslims are people who follow the religion of Islam. It was founded in the seventh century by the Prophet Muhammad. While Christians live according to the Bible, Muslims practise the teaching of their own holy book, the Quran. And the Quran is the most valuable book for Muslims.

B) Nine-year-old Zeyneb, who lives in England, goes to the **mosque** four times a week to learn Arabic. As a Muslim she should learn to read the Quran. Zeyneb goes to a multi-cultural school where most of her friends are Asian. Besides English, Zeyneb also speaks Urdu and Punjabi.



C) Zeyneb has to be very careful about what she eats. All products she eats should be "**halal**", which means they are prepared according to certain Islamic laws.

D) Muslims celebrate **Eid** – a religious Muslim festival at the end of Ramadan, when they take part in a big **festive** (solemn, ceremony, gala). They don't eat from sunrise to sunset during the month of Ramadan. At Eid Zeyneb wears a traditional costume. The whole family goes to the mosque to pray.

5 GW. Think and tick the true sentences explaining them.

1. The Quran is the holy book for Muslims.
2. Zeyneb's first language is Arabic.
3. The pupils in Zeyneb's school come from different cultures.
4. During Ramadan people never eat or drink at all.
5. All meat products Muslims eat should be halal.

6 IW. Read the "Remember" box and write paragraphs:

1. "We Should Respect All Religions!" 2. "Islam Calls Us to Unity!"

REMEMBER!

Religion is a cultural system of behaviors and practices, world views, ethics, and social organisation that relate humanity to an order of existence. About 84% of the world's population is **affiliated** with one of the five largest religions, namely Christianity, Islam, Hinduism, Buddhism or folk religion. We must respect all nationalities, their religions, races, customs and traditions and it will help them to live in mutual understanding and avoid ethnic, religious or **racial discrimination**.*

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*racial discrimination – racism, racialism

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 Answer the quiz and check your tolerance level.

1. If you meet somebody from a different religion:	2. If you go to a foreign country:	3. If you meet anybody with a different hobby:	4. If a new student who has succeeded in the Olympics comes to your class:	5. If you meet anybody with opinions completely different from yours:
a) are you friendly? b) do you ignore them? c) do you try to understand them?	a) do you try to speak the language? b) do you think there is nothing worth appreciating? c) do you try to understand the culture?	a) do you want to know more about it? b) do you tell them it is a waste of time? c) do you want to try it yourself?	a) are you willing to sit next to him/her? b) are you worried about your own reputation? c) are you happy to share books and ideas with him/her?	a) do you try to change their ideas? b) do you start a fight? c) do you accept that everybody has a right to their own opinion?

Tolerance Level:

If you have mainly (a) answers you're quite tolerant,

but you should keep trying;

If you have mainly (b) answers you should rethink of your attitude;

If you have mainly (c) answers you're tolerant.

2 Read the UI box, search for more information about Islam/Muslim and other religious traditions.

Useful Information

Lent* is the period of forty days before Easter. For Christians it's a time to give up something, for example, to stop eating sweets. Then at Easter, children in Britain eat lots of sweet things – especially chocolate, Easter eggs! Lent begins on Wednesday, and many people eat something special on the day before "**Shrove Tuesday**" (February 8th is *Shrove Tuesday* or *Pancake Day* as it is often referred to). In Britain people like eating pancakes.

*Lent – the period preceding Easter that in the Christian Church is devoted to fasting. In the Western Church it runs from Ash Wednesday to Holy Saturday and so includes forty weekdays.

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Discussion/Information Exchange

Try to engage your Ss to work on the text *task: 4, page 108*. Get them to read and match the headings/titles to the paragraphs. Encourage the Ss to retell the content of the passage after reading, giving comments on religion. We should know something about our religion. Because religion is not only a set of beliefs, but it is also the history, customs and traditions of people. Find out if they know anything about their religions. Tell them that people with different religions should be tolerant to others and respect them. Different nations live in Azerbaijan, it means that there are different religions here in our country as well. Muslims go to Mosques to pray, Christians go to Churches to pray, etc. But we live in close relationship and friendly friendship conditions. And we enjoy equal rights, respect one another's customs, traditions, religion, holidays, etc. The religion of Islam calls us to purity, honesty, unity, health, peace and to be halal in everything, to be devoted every time. We can witness all these reading the *ayahs* and *surahs* of the Quran.

Word File	affiliated, holy, mosque, pray, sacred, tolerant
Summary	<i>Note: To summarizing you can use GIST Strategy which is very good for consolidating the new words, phrases as well as the text (passage/paragraph). Ss come to conclusion that though we are different nations, we should be tolerant to all nations, religions doing the tasks, retelling the content of the passage, reading the Remember Box.</i>
Creative work	IW. Write a paragraph on the quote: <i>"Islam calls us to Unity!", "We should Respect All Religions!"</i>

***Note:** We highlighted the Key Answers of some complicated tasks. Such as Matching, Logical order, Open the brackets, Find the definitions, etc. in TB (Teacher's Book). As there is no extra space in the book and we consider some tasks /exercises very simple, we don't give their key answers. Ss can easily do/write them or you can help them giving extra explanation. As you know, creative tasks should be done by students, we-teachers are just facilitators to direct our Ss to work and investigate as researchers.*

You may start the lesson with the discussion by giving your own opinion, not necessarily referring to the statements in the book. Try to develop Ss' thinking skills, encourage them to share and cooperate. Ss always need your help, so try to praise and support them. This outline is also a sample. You can choose other standards for this topic.

REMEMBER

As you know, sounds are really essential in teaching/learning a foreign language, especially English. We should teach our Ss the sounds and sound combinations and also how to pronounce words correctly. For this reason we've prepared some phonetic tasks in SB. To avoid confusion while pronouncing some words you should regularly practise phonetic exercises. But please, bare in mind that the ones we've given in SB are just some samples to encourage Ss to get used to correct pronunciation with the help of such kind of good exercises. Feel free to design/ create/prepare more phonetic tasks to get good results. Because by teaching correct pronunciation you can build up your Ss' spelling habits very well. At the same time it'll help them to distinguish similar words and master the word groups that are pronounced the same (*homophones*), but have different spelling and meaning. These words are a very common source of confusion when writing as well. Be sure, all your Ss will enjoy such exercises and have fun! And by doing this kind of exercises your Ss will be able to enrich their vocabulary/word stock as well. Good luck to you with phonetic exercises/pronunciation.

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;*
- *group can trade lists of words;*
- *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.

Lesson 3. How Charitable We Are!

Aim: To engage Ss closely to search information and learn about Charity and Charitable People, Goodwill Ambassadors, the importance of charity to the needy and encourage them to be supportive to their surroundings via practising all four language skills.

Standards

1.1.1./2.1.2./3.1.2./3.1.4./4.1.1./4.1.4.

Objectives

Student:

- pronounces the new words clearly
- expresses his/her attitudes to the inquiries on charitable ambassadors/people who support charity
- participates in discussions on charity and charitable people
- reads sentences with different constructions correctly
- gets to know charitable people and expresses his/her attitude to them and their charitable or charity work
- speaks about outstanding charitable goodwill ambassadors
- fills in KWL chart writing about charity work of goodwill ambassadors
- writes an autobiography of goodwill charity people

Lesson 3. How Charitable We Are!

What you'll learn:

- Which famous people in our country are UN Goodwill Ambassadors
- How these famous people help the poor, the disabled, the homeless
- How important it is to help people in need

REMEMBER!

- The most expensive thing in the world is Trust! It takes years to earn but seconds to lose! (Unknown)



[f] missionary [s] volunteer [æ] promote

Word File:

ambassador [æm'beɪsədɔː] (n) messenger, representative, a diplomat sent by a country as its official representative to a foreign country.
Mehriban Aliyeva is a goodwill ambassador of UNESCO.
contribute [kən'trɪbjʊt] (v) help, aid, grant, support, donate.
He contributed more than \$500,000 to the centre.
missionary ['mɪʃənəri] (n) 1. ambassador, messenger, missionary 2. a person sent on a religious mission/missionary work.
persuade [pə'sweɪd] (v) assure, convince someone to do sth through reasoning or argument. *It wasn't easy, but I persuaded him to do the right thing.*
promote [prə'məʊt] (v) support, encourage, stimulate, advance or raise someone to a higher position or rank.
She was promoted to a general manager.
tremendous [tri'mendəs] (adj) huge, enormous, great, immense
victim ['vɪktɪm] (n) sacrifice, fatality, loss; a person harmed, injured, or killed as a result of an accident.
They raised money to help victims of crime and the needy.
volunteer [vɒlən'tiə] 1. (n) a person who freely offers to take part in an enterprise or undertake a task. *Last weekend volunteers undertook the painstaking job of cutting the grass around the house.*
 2. (v) freely offer to do sth. *He volunteered for the job.*

1 IW. Practise the words with the same sound.

- [f] politician pollution social mission
 [ɪ] charity equality popularity fraternity
 [s] solidarity persuade ambassador tremendous



111

2 GW. Look at the pictures of famous people and fill in the KWL chart. Search more facts on the internet and continue the chart.



	K	W	L
Heydar Aliyev	<ul style="list-style-type: none"> • was an international leader • devoted himself to his country and people 	<ul style="list-style-type: none"> • What was his aim? 	<ul style="list-style-type: none"> • • •
Mother Teresa	<ul style="list-style-type: none"> • devoted herself to the poor • started her own order "Missionaries of Charity" • received a number of awards and distinctions* 	<ul style="list-style-type: none"> • What was the aim of the "Missionaries of Charity"? 	<ul style="list-style-type: none"> • • • •
H.Z. Tagiyev	<ul style="list-style-type: none"> • was a stonemason* • was a builder • helped the poor 	<ul style="list-style-type: none"> • When did he become a millionaire? • What else did he do for charity purposes? 	<ul style="list-style-type: none"> • • •
Kofi Annan	<ul style="list-style-type: none"> • was first elected Secretary General of the United Nations Organization 	<ul style="list-style-type: none"> • What was his goal? • What did he do in the international area? 	<ul style="list-style-type: none"> • •

Useful Information

The Society of **Missionaries** has spread all over the world. They provide effective help to the poor in a number of countries in Asia, Africa and Latin America, and they take care of **victims** of natural catastrophes such as floods, epidemics, **famine** (hunger, famine, starvation, food shortages), and refugees.

**distinction* – a difference or contrast between similar things or people; difference, differentiation

**stonemason* – a person who cuts, prepares, and builds with stone; bricklayer, mason

112

Content line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2/2.2.1/3.1.1. Lit. -1.2.4. /2.1.2. /3.1.3. Az. His. -4.1.1./4.1.2./5.1.2./5.1.3. Gen.His. -4.1.1./4.1.2./ 5.1.1./5.1.3. Scien. -1.1.1./3.1.1./3.2.2./3.3.3.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, KWL, Questioning, TPS, EV
Resources	SB, flashcards, songs, video, pictures, CD

Motivation (warm-up) Listening-Speaking

It's up to you to give a motivation on this topic. Here are some of them: (See page 112). Bring photos/pictures of some charity people to your class. Let's say: Our International Leader Heydar Aliyev, Kofi Annan, Indira Gandhi, Mother Tereza, Javahirler Nehru, Khurshudbanu Natavan and Haji Zeynalabdin Tagiyev. Engage the groups to work on KWL chart and fill in the first and the second columns, writing what they know about these people and what they want to know.



3 GW. Express your attitude to the ideas in the passages and discuss them.

Charity People



■ "Mehriban Aliyeva, the President of the Heydar Aliyev Foundation, Goodwill **Ambassador*** of UNESCO and ISESCO, the first Lady of Azerbaijan always organizes worldwide and large-scale charitable projects and different exhibitions and competitions. She is the initiator of the First Baku European Games-2015 held in Azerbaijan. As the Chairperson of Baku-2015 First European Games Organising Committee Mehriban

Aliyeva does her best for independent Azerbaijan, for the happiness and peace of the people of Azerbaijan. She is greatly proud of her country and people.

■ Shakira Mebarak is an international singing sensation. Using the popularity and interest in children's issues, Shakira promotes UNICEF's mission of ensuring the safety of every child around the world. She says: "UNICEF has done **tremendous** work in my home country. I've seen first-hand the difference UNICEF makes." And I do my best to help the children who are in need.



■ David Beckham is the world's most famous footballer. Beckham is involved in UNICEF's Sports for development programme, which **promotes** the power of sport to improve children's lives. He says: "It's one of the proudest moments of my life to be given the role of UNICEF Goodwill Ambassador and I hope to play a part in supporting these needy children."

- Who can join charity clubs, organizations?
- What famous people/stars do you know who do charity work?
- What famous people in our country can be UN Goodwill Ambassadors? Why?

4 GW. Fill in the table according to the passages.

What charity do people support?	What are people's fundraising ideas	Who are involved in the fundraising?	What makes the people organize fundraising?
*	*	*	*

*ambassador – an accredited diplomat sent by a country as its official representative to a foreign country; representative, messenger

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5 GW. Search information about Tagiyev's biography and fill in the table.

Name	Haji Zeynalabdin
Surname	
Birthplace	
Nationality	
Years he lived	
Charitable activities	



6 GW. Complete the Fact File about another UNICEF Goodwill Ambassador using the words in the box.

- a) attended b) written c) who was born d) he was given
e) held f) who is regarded g) accompanied h) won

UNICEF's latest Goodwill Ambassador is Lang Lang. (1)... a most talented young pianist of our times, who is determined to raise awareness to the needs of children throughout the world. Lang Lang. (2)... into a musical family in Shenyang, started piano lessons at the age of three. At nine, he entered the Central Music Conservatory of China. As his talent grew, he began to join competitions. Among the titles (3)... by him was first prize at the prestigious Tchaikovsky International Young Musicians' Competition (4)... in 1995 in Japan. In 1997, 15-year-old Lang Lang. (5)... by his father, went to the US to study at the Curtis Institute in Philadelphia. In April 2001, Lang Lang made his Carnegie Hall debut. (6)... great reviews by the American critics. At the Great Hall of the People in Beijing he gave a concert (7)... by an audience of 8,000 people. A recent article (8)... about him in Teen People identified him as one of the "Top Twenty Teens who will change the world."



7 IW. Project. Create a plan looking through the sample and explain your opinions.

Charity Plan

Decide what charity organization you would like contribute to:

- Think of interesting creative ideas for charity
- Write an announcement about the charity fair
- Think of a name for your charity organization
- Plan charity activities you want your classmates to be involved in
- Make a poster about your charity organization

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ANSWER KEY: - Task 2, page 112

	K	W	L
Heydar Aliyev	<ul style="list-style-type: none"> • was our national leader • played a great role in the declaration of the Azerbaijani language. 	<ul style="list-style-type: none"> • What was his aim? • What did he do? 	<ul style="list-style-type: none"> • devoted himself to his country and people • promoted the state language development at the turn of the new period • attached a great importance to his native language • cared about his nation and native land.
Mother Teresa	<ul style="list-style-type: none"> • was a teacher • taught at St. Mary's High School in Calcutta • devoted herself to the poor • started her own order "Missionaries of Charity". 	<ul style="list-style-type: none"> • Why did she have to leave school? • What was the aim of the "Missionaries of Charity"? • What has the Society of Missionaries done? 	<ul style="list-style-type: none"> • She saw suffering and poverty outside the school and that's why she had to leave school and devoted herself to working among the poor in Calcutta. • The Society of Missionaries is spread all over the world. They have provided effective help to the poor in Asia, Africa and in Latin America and they take care of victims of natural catastrophes such as floods, epidemics and famine of refugees. • received a number of awards and distinctions, including the Nobel Prize for Peace.
H.Z. Tagiyev	<ul style="list-style-type: none"> • was a stonemason • was a builder • built a road 	<ul style="list-style-type: none"> • When did he become a millionaire? • What else did he do for charity? 	<ul style="list-style-type: none"> • built a Muslim School for Girls. • built a Dram Theatre. • sent students to study in Russia and in European Universities.
Kofi Annan	<ul style="list-style-type: none"> • was born in Ghana • was first elected Secretary General of the United Nations Organization in 1997. 	<ul style="list-style-type: none"> • What was his goal? • What did he do in the international area? • When did he get the Nobel Prize for Peace? 	<ul style="list-style-type: none"> • he gave priority to strengthening the Organization's traditional work in the areas of International peace and security, advocating human rights, the rule of law and the universal values of equality, tolerance and human dignity. • said: We are poor or prosperous, we have only one world to share We should teach young people that they do have the power to change the world". • He got the Nobel Prize for Peace in 2001.

Research question: • *What kind of people can be charitable?*
• *What charitable activities can they implement?*

Discussion/Information Exchange

Discussion 1. Direct the Ss to work on *task 3, page 113*, get them to read the task and express their attitude to the charitable people in the passage. Have them discuss the following questions:

- *Who can be charitable?*
- *What can they do for people in need?*
- *Who should/can be charitable, ordinary people/presidents/singers/famous people? Why?*
- *What is the purpose of charity and charitable activities?*

Encourage them to discuss and share their ideas/opinions/points of view on the topic and freely express their thoughts. Get the Ss to work on the chart on the same page and fill it in reading the passages.

Discussion 2. Encourage the Ss to work on *tasks 6-7, page 114*. Then have them create a plan looking through the sample and explain their ideas. So have the Ss work on these tasks, think and create a charity plan. Discussing and sharing points of view on the given sample will be a good guide for your Ss. You can use **Paraphrasing** or **TPS** strategies here.

Word File	ambassador, contribute, missionary, persuade, promote, tremendous, victim, volunteer
Summary	Doing different tasks Ss come to conclusion that whatever we are, we should be helpful to the needy. Our aim is to help, assist and support the needy people. We should be involved in fundraising activities to help the poor, the sick and other needy people. There are such charitable organizations and charitable people in Azerbaijan as Mehriban Aliyeva, the First Lady of Azerbaijan, the president of the Heydar Aliyev Foundation. Let's be helpful and assist the needy (<i>needy people</i>).
Creative Work	IW. Create a plan looking through the sample. <i>"Charitable organizations and their functions."</i>

Note: Sometimes, due to the lack of blank space, we just write:

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

ANSWER KEY:

▪ Task 6, page 114

1-f 2-c 3-h 4-e 5-g 6-d 7-a 8-b

▪ Task 2, page 115

1. charity
2. victim
3. famine
4. family
5. fundraising
6. society
7. politician

- a) people in general, living together in communities-6
- b) a person who has been attacked, injured-2
- c) a person whose job is concerned with politics-7
- d) the aim of giving money/food, help to needy people-1
- e) lack of food during a long period of time-3
- f) collecting money for a charity or an organization-5
- g) a group consisting of parents and their children-4

▪ Task 5, page 114

Name	Haji Zeynalabdin
Surname	Taghiyev
Birth place	Azerbaijan
Nationality	Azerbaijani
Years he lived	1823-1924
Charitable activities	built-Azerbaijani State Academic Drama Theatre, A School for Muslim Girls, Bibi Heybat Road, spent a lot of money on education and art

Self-Assessment	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 4. Let's Try to Reduce Social Problems!

Aim: To lead Ss to discuss and find out what causes social problems in society, how to overcome or settle social problems for reducing stress, get them think critically and find out the most suitable ways of eliminating social problems and living/enjoying a happy life. And also draw Ss' attention to the substantivized adjectives and their correct usage and implement/fulfill all the above mentioned by practising the four language skills.

Standards

1.1.2./2.1.2./2.1.3./3.1.1./3.1.3./3.1.4./4.1.2.

Objectives

Student:

- pronounces the new words clearly
- takes part in the questioning about the homeless and the jobless
- holds creative discussions on social problems
- compares the rich and the poor and their lifestyles
- realizes the given substantivized adjectives in the paragraphs read
- expresses his/her attitude to the passages while reading
- talks about social problems giving reasons
- retells the content of the paragraphs he/she read
- listens and writes homophone dictation
- uses the highlighted substantivized adjectives in sentences
- prepares mottos/solutions on social problems and uses them in situations

Lesson 4. Let's Try to Reduce Social Problems!

What you'll learn:

- What social problems people often face
- What causes social problems
- What we can do to solve or reduce these problems
- What homophones are
- What a Substantivized Adjective is



[ju] misuse assume [ə] affordable dormitory

Word File:

affordable [ə'fɔ:dbl] (adj) permissible, admissible, allowable, acceptable, inexpensive, reasonably priced. *Affordable housing.*

assume [ə'sju:m] (v) 1. guess, suppose, think, fancy, without proof.

You're afraid of what people assume about me.

2. accept, manage.

He assumed full responsibility for all organizational work.

attempt [ə'tempt] (n) effort, an act of trying to achieve something, typically one that is unsuccessful or not certain to succeed.

dormitory ['dɔ:mitri] (n) a sleeping quarters, bedchamber, a large bedroom for a number of people in a school or institution.

The dormitory where we used to sleep was really clean and tidy.

unemployment ['ʌnim'plɔimənt] (n) the state of being unemployed, the fact of a number of people not having a job/ without a job.

Drug abuse, unemployment and prejudice are among the many difficulties facing our communities.

unemployed ['ʌnim'plɔid] (adj) workless, jobless (person), out-of-work.

I was unemployed for three years.

1 GW. Find out which word/words in each line doesn't/don't have the same sound.

- [ə] affordable flour sport dormitory power
[ə] adopt fortress wonder portable coincide
[ei] pray important ancient unemployment weight
[au] crown township laundry proud town



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2 GW. Debate. Give the main reasons for these situations and compare.



The rich

- have no money problem
- can afford all the luxury
- live in very big houses
- live in comfortable villas

The poor

- have money problems
- can't afford food or any luxury
- can't even take care of their health

Both

GRAMMAR SPOT

The Substantivized Adjectives

poor	the poor	old	the old	young	the young
a poor man	the poor= poor people not the poor	an old man	the old= old people not the old	a young man	the young= young people not the young

These adjectives have the function of a noun and may:

a) indicate the class of peoples (the unemployed)

b) denote nationalities (the English)

Sample: Some people think that the rich should pay higher taxes.

The government has promised to provide more money to help the homeless.

Note: Substantivized Adjectives are always used with the verb in the plural!

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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.- 2.1.1./2.1.2./3.1.4. Lit.- 1.2.1./1.2.4./2.1.2./3.1.2. Gen. His.- 3.1.1. Az. His.- 5.1.2. Scien.- 2.1.1./2.1.2./ 3.2.1. Tech.- 3.2.1. P.T.- 1.4.1./4.1.3. Biol.- 3.2.2. Math.- 5.1.4./5.2.2.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Discussion, Brainstorming, Questioning, Debate, Description, Problem Solving, Venn Diagram, DLTA
Resources	SB, flashcards, CD, video roll, slides, pictures, www.learningenglish.org.uk

Motivation (warm-up) Listening-Speaking

Display some pictures of the poor and the rich:

- *A villa and a small old house.*
- *A very expensive and an old and a torn out car.*
- *A very elegantly dressed man/woman in a shabby/worn out dress, etc.*

Or just direct your Ss to *Task 2, on page 118* and ask them to talk and compare the pictures and say the differences/similarities between them.

Note: You are welcome to start the lesson with Venn Diagram, giving the differences and similarities of the rich and poor people and their lifestyles. (Have a look at the Venn Diagram below)



The rich

- have no money problem
- can afford all the luxury
- are able to spend lots of money on anything
- live in very big and comfortable villas with all modern conveniences
- visit health resorts and world famous places

Both

The poor

- have money problems
- can't afford to have even enough eating/food
- can't even have enough money for living or surviving
- live in small huts without any conveniences (sometimes in slums)
- have no money to pay/to buy any medicine
- can't take care of their illness

- Research Questions:**
- *What causes social problems?*
 - *How can we reduce such social problems?*
 - *What social problems can we come across in our society nowadays?*

Discussion/Information Exchange

Discussion 1. Direct your Ss' attention to *task 3, page 119*. Have them listen to the newspaper article and share their opinions on the statements answering the questions. Encourage the Ss to think and find the source of problems causing social disbalance/difference in our society. You can prepare some questions or get them to discuss the following questions:

- *Have you ever come across such social problems?*
- *What/who causes social problems?*
- *What can we do to have (equal) balance in the society?*
- *How can we reduce disbalance that causes social problems?* etc.

As Ss discuss and get answers for these questions, try to direct them to concentrate on the main one to make a conclusion. Also get the Ss to read and answer the questions on page 120, *Task 7* and pay attention to the usage of the Homophones. Encourage them to retell the content and build up sentences paying attention to the spelling and meaning.

REMEMBER!

Adjectives	Nouns
poor	the poor
rich	the rich
old	the old
young	the young
homeless	the homeless
deaf	the deaf
blind	the blind
injured	the injured
disabled	the disabled
unemployed	the unemployed

These expressions are always plural in meaning.

- *The rich have no money problems.*
- *The Chinese have an interesting history.*

3 GW. Listen to the newspaper article and share your ideas on the following questions:

- *What social problems do people often face?*
- *What causes social problems?*
- *What can we do to solve these problems?*

Homelessness is one of the major problems in the world nowadays. There are regular **attempts** by authorities to help the homeless. Many people **assume** that homeless people live on the streets as a result of drug or alcohol **misuse**. Charitable organizations try to help **the homeless**, those who have no home. So, this is considered sufficient by some people. There is no doubt that **drug abuse*** is a major contributing factor leading to homelessness. On the other hand, there are increasing numbers of people who are homeless, because of the lack of **affordable** housing. In addition to this, as unemployment increases, more people struggle to keep up with their home payments. A frightening number of the homeless are families with children. They are, in fact, the fastest growing part of the homeless population. Furthermore, it's not only the unemployed who can't afford housing. According to a recent survey, a quarter of the homeless people (20-25 percent) actually work. Nevertheless, they still cannot afford to pay for **accommodation** (*flat*). In conclusion, the responsibility for homelessness should not just be left to charities, but as a society we need to help people before they find themselves on the streets.

Let's help the needy! Let's support the homeless!

4 IW. Retell the content of the article paying attention to the words in bold.

5 IW. Make solutions on: 1. *How We Can Help the Homeless!*
2. *Be Honest and Supportive to the Needy!*

**drug abuse* - the habitual taking of addictive or illegal drugs

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6 IW. Think and write a newspaper article on social problems in your community, using the given words and expressions.

First of all, I think, in our society, the homeless, additionally, drug abuse, alcohol misuse, no doubt, responsibility, the government, furthermore, nevertheless, in my opinion, in conclusion

7 GW. Read the article and answer the questions.

1. *What is this article about?*
2. *What are the advantages of Boys' Town?*
3. *Do you know of any similar experiment in our country? Which one?*

Boys' Town

Boys' Town began as a home for orphans, homeless boys and boys in trouble with the law. The first Boys' Town was founded in the 1930s. It has grown much since then and now it is located in the west of Omaha, Nebraska. Rather than living in dormitories, the children, now boys and girls, live in homes with "host" parents. Usually, 12 children live in a home, and each child is required to take part in the household activities. Boys' Town is a self-supporting **community*** with its own post-office, fire department, police and city "government". The children help to run the city. There is also a farm, and Boys' Town residents do all of the work required to take care of the animals and plants. Many adults live in Boys' Town. They are teachers, host parents, advisors, or they run the finances.



REMEMBER!

Words	Meanings
accommodation	a place to live, to work or to stay in
community	the people who live in a particular area, country
homeless	having no home
the homeless	the people who have no home
volunteer	a person who does a job without being paid for it

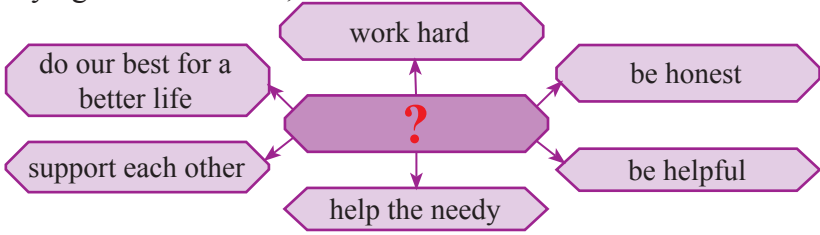
8 IW/PW. Think and find the unscrambled words and try to use them in sentences.

meholoss -	lindb -	umesas -
redjuin -	ledabadis -	yedunemplo -
reigno -	foraleab -	adesuper -
usesim -	rytomidor -	teerlunvo -

**community* - a group of people living in the same place or having a particular characteristic in common

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Note: We'd suggest you to practise DLTA Strategy here. Encourage your Ss to say out their opinions independently after listening to the text about the poor/the homeless and prepare/design solutions on How to help the homeless/the poor. Or Problem Solving will be a good strategy here, too.

Word File	affordable, assume, attempt, dormitory, unemployment, unemployed
Summary	<p>So, Ss prepare mottos, solutions on the topic and come to conclusion that there exist a number of problems in our society, which partially depend on us. We should try to do our best to reduce those problems. It's our duty as citizens to help people/ community to reduce social problems. We have to be helpful, supportive to one another. Let's bare in mind and be as in the saying: "As You Sow, so You Mow!"</p> 
Creative work	IW. Make Solutions on: • How Can We Help the Homeless? • "Be Honest and Supportive to the Needy!"

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
Listening and Speaking I can: <ul style="list-style-type: none"> ask/answer questions on social problems take part in discussions on the topic find the meanings of the words find the equivalents of the sayings/proverbs talk about global problems 				
Reading I can read and understand: <ul style="list-style-type: none"> the article about social problems answer the questions on social problems the content of the article and retell it 				
Writing I can: <ul style="list-style-type: none"> build up sentences using the key words create a newspaper article on social problems 				

1. Complete the table around Unit 5

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical thinking</i>		
<i>Critical thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2. Make a vocabulary map and write the words you learned around the Unit in the box. You can add the meanings in your language.

Words	Meaning	Pronunciation	Useful Phrases/ Expressions
<i>fundraising</i>	<i>collecting money for charity or an organization</i>		
<i>betray</i>	<i>to hurt smb who trusts you</i>		
<i>religious</i>	<i>closely connected with religion</i>		
<i>society</i>	<i>community, a group of people living in the same place or having a particular characteristic in common</i>		

3. Think and sort out the words according to the parts of speech.

twin swap without poverty kindness fundraising relationship
volunteer cross-cultural unemployed philanthropist cruelty teens
events the this abuse

Noun	Verb	Adjective	Preposition	Other
temple belief culture friendship society	raise betray support	peace-loving religious social good	between at out from for	always closely somewhere any you

Sub Summative Test 5

1. Choose the incorrect variant.

Charitable organizations try to help ...

- A) the homeless B) the poor C) the disabled D) the rich

2. Find the definition.

Those who have no job –

- A) the homeless B) the disabled C) the unemployed

3. Which variant doesn't suit?

- A) steal, stick B) by, buy C) too, two
D) peace, piece E) week, weak

4. Complete the expressions.

1. Charity – 2. A financial – 3. Needy –

5. Odd one out.

- A) affordable, accommodation, dormitory
B) volunteer, society, beautiful
C) helpless, peaceful, fundraising

6. Find unscrambled words and write.

teerunvol– timvic– gionreli– wspa– friesndip– raltucul–

7. Match the halves.

- | | |
|--|---------------|
| 1. closely connected with religion | A) friendship |
| 2. a relationship between friends | B) community |
| 3. receiving smth in exchange | C) religious |
| 4. the people living in a particular society | D) swap |

8. Choose the incorrect pair of synonyms.

- A) peaceful-unfair B) clever-wise
C) diligent-hard working D) wealthy-rich

9. Choose the correct variant.

Robin Hood robbed ... and gave the money to ...

- A) the poor, the rich B) poor, rich C) the rich, the poor D) rich, poor

10. Write a paragraph: "Let's Organize a Charity Fair!"

UNIT 6.

Sightseeing Around the World!

Lesson 1. The United Kingdom

Aim: To develop/increase Ss' all four language skills through involving them in work on the topic "the UK", and do various tasks on the topic.

Objectives

Student:

- pronounces and repeats the new words clearly
- responds to the questions on the topic
- shares his/her ideas using different speech patterns/units
- gives explanation of maps
- prepares questions to the given answers
- makes an interview on the topic
- explains the meaning of the key words
- explains the words for their grammatical-semantic features
- reads the sentences correctly
- finds and matches the halves of word combinations
- writes sentences of various constructions on the countries
- designs the view of the UK/Great Britain

Standards

1.1.1./2.1.1./2.1.2./3.1.1./3.1.2./4.1.3./4.1.4.

UNIT 6.

Sightseeing Around the World!

Lesson 1. The United Kingdom

What you'll learn:

- What maps can tell us
- How many countries there are in the UK
- Where Great Britain is situated
- Some facts about who rules over the country in Great Britain



[ə] reign [aɪ] provide textile

Word File:

aircraft ['ækrɑːft] (n) airplane, jet, helicopter, or other machine capable of flight. *Launched for a test flight, the aircraft failed to gain height.*

monarchy ['mɒnəki] (n) kingship, a form of government with a monarch at the head.

The difference in the constitution may be from social democracy to absolute monarchy.

provide [prə'vaɪd] (v) 1. supply, give, grant, deliver, donate, contribute, make available for use. *These clubs provide an appreciated service for this area.*

2. arrange, make adequate preparation for a possible event.

New qualifications must provide for changes in technology.

reign [reɪn] (v) rule over, lead, dominate, rule as a king or a queen.

Queen Elizabeth reigns over the UK.

shipbuilding ['ʃɪp bɪldɪŋ] (n) boatbuilding

textile ['tekstaɪl] 1. (adj) of or relating to fabric or weaving; the textile industry.

2. (n) fabric, cloth, material.

Uzbekistan was the main producer of cotton for the Russian textile industry.

1 IW. Listen and repeat the words clearly. Write the words in the appropriate columns.

provide textile combine paradise pride reign danger
plane change strange brunch luck jump mother
industry weather together clothes either bother

[ə]	[aɪ]	[ə]	[ə]
•	•	•	•
•	•	•	•
•	•	•	•

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2 CW. Guess the meaning of the riddle looking through the UI box.



Useful Information

A map is a representation of a place. It's got a scale and a legend. A scale of 1:100,000 means that one centimetre on the map equals 100,000 centimetres or one kilometre, in the place. There are some symbols in the legend. An area with green trees is a forest and a blue line is a river. A black dotted line is a path. There is a small black triangle and a number for a hill. The number, for example 279, means that the hill is 279 metres high. Red lines are roads, and a railway is a black line with smaller lines on it. A black circle on a railway is a train station. A red area is a city or a town. Next to the red area is the name of the city.



PRACTISE AN INTERVIEW!

3 PW. Ask questions and perform.

- Aggun:** ? **Asif:** There are three countries in Great Britain.
- Aggun:** ? **Asif:** The official language of Great Britain and in the UK is English.
- Aggun:** ? **Asif:** A red rose, a shamrock, a daffodil and a thistle.
- Aggun:** ? **Asif:** Britain has links with many countries of the world. It's the member of many international organizations.
- Aggun:** ? **Asif:** Britain is recognized as an important industrial state in the world. International trade plays a great role in its economy.
- Aggun:** ? **Asif:** Britain's education provides wide opportunities for people with different interests and abilities. Young people from all parts of the world come to study there.
- Aggun:** ? **Asif:** Britain's rich history, famous sights and beautiful landscapes always attract tourists from all over the world and tourists visit this country to see everything with their own eyes and they enjoy being here.

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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -2.1.1./3.1.1./3.1.4. Lit. -3.1.3. Math. -5.1.2./5.1.4. Geog. -1.1.1./3.1.2./3.2.1. Scien. - 2.1.2. Gen.His. -2.1.2./5.1.3.
Interaction	CW/GW/PW/IW
Strategy	Mind Map, Description, Discussion, Matching, Role Play, Interviewing, BBK, GIST
Resources	SB, overhead projector, flipcharts, realia, globe, a map

Motivation (warm-up) Listening-Speaking

Use a **Guess Game** for motivation. (*Or any other idea is welcome*)

"I have cities without houses, forests without trees, rivers without water, etc. What is it? Possible answer: **It is a map.**

Or bring some symbols of countries/their pictures to the class.



- 4 GW. Listen and find the meaning of the words/phrases in bold. Translate it into your own language. Retell the content of the text.

Great Britain and the UK



Two large islands and a lot of small ones are situated in the north-west of Europe. They are known as the British Isles. The largest island is called Great Britain. The other large island is called Ireland. On the British Isles there are two states: the United Kingdom of Great Britain and Northern Ireland and the Republic of Ireland. Great Britain, or Britain is the name for the largest island in the British Isles, which is divided into England, Scotland and Wales. It's the eighth largest island in the world. It is washed by the Atlantic Ocean in the north and in the west and by the North Sea in the east. In the south it's

separated by the English Channel from the continent. The United Kingdom of Great Britain and Northern Ireland is the political name of the country, which is made up of England, Scotland, Wales and Northern Ireland. The capital of the United Kingdom (**the UK**) is London. The population of the UK is more than 60 million people. The UK is a **highly developed** industrial country. It's known as one of the world's largest producers and exporters of machinery, electronics, **textile**, **aircraft** and **navigation** equipment. One of the chief industries of the country is **shipbuilding**. The UK flag is called Union Jack. The UK is a constitutional **monarchy**. In law, the Head of State is the Queen. In practice, the Queen **reigns**, but doesn't rule. The country is **ruled** by the **elected** government with the Prime Minister at the head. The British Parliament consists of two ***chambers**: the House of Lords and the House of Commons. In the UK the Prime Minister is the head of the government.

- 5 IW. Visit your ICC search and make an official Fact File of Great Britain.

Full name of the country	
Area	
Population	
Capital	
Language	
Religion	
State system	
Natural resources	
Main agricultural crops	
National currency	

*chamber—legislative body

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GRAMMAR SPOT The Definite Article with geographical names

The	The	Without the	The	Without the
Great Britain	Indian Ocean	Europe	Himalayas	Mount Everest
Barrier Reef	Atlantic Pacific	Australia	Caucasus	or Everest
		Canada	Urals	Mount Savalan
		China	Canary Islands	Lake Garda
We use "the" with the names of seas, oceans, rivers and deserts.		We don't use "the" with the names of continents, countries or cities. But: the Vatican.		We use "the" with the names of groups of islands, hills or mountain chains.
				We don't use "the" with the names of lakes, beaches, or single hills and mountain peaks.

- 6 PW. Insert suitable articles where necessary.

- ... national symbol of ... England is ... red rose.
- Mother Tereza worked at ... High school in ... Calcutta.
- Hannah lives in ... Belfast, ... amazing city and ... capital of ... Northern Ireland.
- ... official language in ... Great Britain and in ... UK is ... English.
- It's not easy to cross ... Atlantic ocean in ... small boat.
- We'd like to go to ... China to see ... Great Wall.
- ... symbol of ... North Ireland is ... shamrock.
- ... UK is ... constitutional monarchy and ... highly developed industrial country.
- ... Great Britain is washed by ... Atlantic Ocean in ... north and in ... west, and by ... North Sea in ... east.

- 7 GW. Translate and make up sentences using the words and expressions.

textile aircraft and navigation equipment highly developed
one of the chief industries of the country shipbuilding rule
official country national symbol amazing population

Self-Assessment	Activities
I remember everything about	
I don't have any problems with	
I think I need some more practice in	
I think I need a lot more practice in	
I'll try to get extra practice in	

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- Research Questions:**
- *What is a country for you?*
 - *What is the UK famous for in the world?*

Discussion/Information Exchange

Discussion 1. Direct your Ss' attention to *Task 3, page 126*.

Get them to write/design or just orally prepare questions to the given answers. As they finish presenting appropriate questions encourage them to perform the dialogue. Have the Ss express their ideas independently speaking on Great Britain, the UK, its places of interest, language, symbols, flag, etc.

Discussion 2. Have the Ss read the passage on *page 127, task 4*. Encourage them to find the meaning of the new words and phrases in bold.

A lot of facts have been given here about Great Britain and the UK. Have Ss add other extra information or facts on the topic in task 5. At the same time draw their attention to **Grammar Spot** and have them pay special attention to the usage of the definite article "**the**" with the geographical names.

***Note: BBK** (See page 119) will be productive strategy for this lesson. You know that building background knowledge Ss can relate what they learn in class to something they already know. You-teachers help your Ss develop their skills by being aware of how to connect the topic to their lives and make transition from what they know and want to learn.*

GRAMMAR SPOT

The Definite Article with geographical names

The	The	Without the	The	Without the
the Great Barrier Reef	the Indian the Atlantic the Nile the Thames the Amazon	Europe Australia Canberra China New Zealand	the Himalayas the Caucasus the Urals the Canary Islands	Mount Everest or Everest Mount Savalan Lake Garda But the Garda Bondi Beach
	• We use " the " with the names of seas, oceans, rivers and deserts.	• We don't use " the " with the names of the continents, countries or cities. But: the Vatican	• We use " the " with the names of groups of islands, hills or mountains.	• We don't use " the " with the names of lakes, beaches, or single hills and mountains.

Word File	aircraft, monarchy, provide, reign, shipbuilding, textile
Summary	Doing different tasks Ss realize once again that maps, flags, symbols are the attributes and they are really very important/essential for any country. So the UK is one of the democratic countries that has its official global language which is used all over the world. The UK is one of the leading countries with its education, economy, ancient and rich history, famous sites, beautiful landscape, etc. Everyone can visit and enjoy this beautiful country to experience and improve their English speaking to native speakers. Every country is known by its symbols. <i>Note: We suggest you to use GIST Strategy here.</i>
Creative Work	IW. Make an official Fact File of Great Britain.

ANSWER KEY:

▪ Task 3, page 126

Aygun: How many countries are there in Great Britain?

Aygun: What's the official language?

Aygun: What can you say about national symbols?

Aygun: What are Britain's international links?

Aygun: And what can you say about its industry?

Aygun: Why do the young come to study in Great Britain?

Aygun: What attracts tourists here?

Aygun: Oh, thanks a lot for your interview!

▪ Task 6, page 128

1. The national symbol of – England is a red rose.
2. Mother Tereza worked at – high school in – Calcutta.
3. Hannah lives in – Belfast, an amazing city and the capital of – Northern Ireland.
4. The official language in – Great Britain and in the UK is – English.
5. It's not easy to cross the Atlantic ocean in a small boat.
6. We'd like to go to – China to see the Great Wall.
7. The symbol of Northern Ireland is a shamrock.
8. The UK is a constitutional monarchy and a highly developed industrial country.
9. – Great Britain is washed by the Atlantic Ocean in the north and in the west, and by the North Sea in the east.

Lesson 2. Azerbaijan-Worth Visiting!

Aim: To direct/concentrate Ss' attention on patriotism and get them to read the proverbs "East or West, Home Is Best", to get Ss to think and understand the meaning of this proverb, evoke in the Ss a patriotic sense to be responsible and devoted to our motherland, national values, citizenship through practising the four language skills.

Objectives

Student:

- pronounces the new words clearly
- responds to the questions on the topic "Azerbaijan-Worth Visiting!"
- expresses his/her ideas using different speech patterns/units
- gives comments on the poem
- makes cards and plays a role on the topic
- understands and explains the meaning of the key words
- demonstrates his/her attitude to the teens' letters by reading them
- completes the table by reading the passages
- reads the sentences on varied constructions from the passages
- makes presentation on the prestigious people of Azerbaijan
- gives comments on the questions
- fills in the table on the events
- designs/makes up sentences/a composition on the topic
- writes facts on motherland

Standards

1.1.1./2.1.1./2.1.2./3.1.2./3.1.4./4.1.1./4.1.2.

Lesson 2. Azerbaijan-Worth Visiting!

What you'll learn:

- What the population of Azerbaijan is
- What Azerbaijan is famous for
- What natural resources Azerbaijan has got
- What places of interest there are in Azerbaijan
- What "East or West, Home is Best!" means

REMEMBER!

- *East or West, Home is Best!*
- *Azerbaijan is the pearl of the Caucasus!*
- *Azerbaijan-the gate of the East!*
- *Azerbaijan is the paradise! Come and see a real paradise!*
- *Azerbaijan is Worth Visiting!*



[>] pottery provincial jewellery

Word File:

jewellery ['dʒu:əlri] (n) precious stones, ornaments.

She had silver hair and gold jewellery.

magnificent [mæg'nfɪsnt] (adj) impressively beautiful, or extravagant, breathtaking, impressive, luxurious, elegant, splendid, spectacular, glorious.

nabat - (n) boiled sugar candy

patriotic [ˌpætri'ɒtɪk] (adj) nationalist, nationalistic, having or expressing devotion to and vigorous support for one's country.

Today's game will be played before a fiercely patriotic crowd.

pottery ['pɒtəri] (n) china, crockery, ceramics, stoneware, pots, dishes, etc. made of earthenware or baked clay.

Pottery can be broadly divided into earthenware, porcelain, and stoneware.

provincial [prə'vɪnʃəl] (adj) of or concerning a province of a country or empire nonurban, rural, country; syn: regional, state, territorial, district.

provincial elections.

unitary ['ju:nɪtəri] (adj) a sort of wholeness or relating to a unit or units.

To run the health service as a unitary national service.

1 GW. Practise the words with the sound:

- [>] provincial unitary pottery jewellery
- [æ] magnificent patriotic mankind bat
- [aʊ] amount owl proud account
- [ɪə] prepare declare where nightmare



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2 CW. Talk about the pictures looking through the UI box.

Begin like this: These places of interest are located in Azerbaijan regions. Our country Azerbaijan is one of the oldest countries with its rich and ancient history in the world. The oldest regions and towns are ...



Useful Information

Azerbaijan is a unitary constitutional republic. The country is a member state of the Council of Europe, the OSCE and the NATO Partnership for Peace (PfP) programme. It is one of the six independent Turkic-speaking states, being an active member of the Turkic Council and the TÜRKSOY community. Azerbaijan has diplomatic relations with 158 countries and holds membership in 38 international organizations. It is one of the founding members of Georgia, the Ukraine, Azerbaijan, Moldova (GUAM), the Commonwealth of Independent States (CIS) and Organization for the Prohibition of Chemical Weapons, a member of the UN since 1992. It also has the membership in the Human Rights Council established by the United Nations General Assembly (UNGA) since May 9, 2006.



REMEMBER!

NATO - The North Atlantic Treaty Organization

OSCE - Organization for Security and Co-operation in Europe (ATOT)

UN - United Nations

3 IW. Give comments on the poem and guess:

Who is the author of this poem?

Men know that you're mine my birth
My nest, my refuge and my hearth
My mother, native land, dear earth,
Sever soul and body? Death but can!
Oh, Azerbaijan, my Azerbaijan!



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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./2.1.1./3.1.3. Lit. -3.1.2./3.1.3./4.1.2./5.1.3. Math. -5.1.2. Music -2.3.1. P.T -1.4.1./4.1.3. Geog. -1.1.1. Az.His. -1.1.2./ 2.1.1./ 3.1.2./4.1.2./5.1.1.
Interaction	CW/GW/PW/IW
Strategy	Brainstorming, Description, Discussion, Gap Filling, Role Play, Picture Walks, Jigsaw Reading, BBK
Resources	SB, pictures, handouts, slides, computer, markers, flip-chart

Motivation (warm-up) Listening-Speaking

Here are a number of options to start the lesson:

1. Pictures of Azerbaijan
2. Video roll about Azerbaijan
3. Songs about Azerbaijan (*By Muslim Magomayev*)
4. First European Games -2015 in Azerbaijan (*pictures or video roll of the opening Ceremony*) (or see page 132, task 2)

Note: Picture Walks/Picture Gallery is the right choice for this topic.



Model: These pictures belong to our country. Our country Azerbaijan is one of the oldest countries in the world with its rich and ancient history. Our country has very rich flora and fauna. There are reservations, a lot of national parks, thick forests, high mountains, rivers and lakes in Azerbaijan.

Research question:

- What is the moral in the proverb “East of West, Home Is Best?”
- Why do we call motherland our pride?

Discussion/Information Exchange

Discussion 1. Ask the Ss to read and fill in the chart according to the passages (See page 133, task 4). Encourage your Ss to approach the topic creatively and say out their own opinions about **Motherland**. As they have learnt this topic in the 7th form it'll be easier for them to continue speaking on this topic with more interesting ideas. Or **BBK and Jigsaw Reading** will be nice to use for this topic.

Discussion 2. There are four letters in task 8, page 135. Encourage the Ss to read and give comments on the questions:

- What are teens' reasons for living in these places?
 - Which of the reasons are the most important for them?
 - What arguments do they give?
 - What are your opinions about the proverb: “East or West, Home Is Best?”
- Or some other questions for thinking. *Elicit*:
- Where does a motherland begin from?
 - Why do we call our country a motherland?

Have them work in groups of four and answer the questions giving comments. Encourage them to feel free while discussing, listening, speaking, reading, writing on the topic. Ask them to give as many arguments as they can.

4. PW. Read the passages and give a short review searching and adding more information.

Famous People From Different Regions of Azerbaijan

Gazakh is one of the most wonderful regions in Azerbaijan and the hometown of some prestigious personalities, well-known in Azerbaijan and in other countries. Poets Samad Vurgun, Molla Panah Vagif, Mirvarid Dilbazi and Nusrat Kasamanli, the scholar* Molla Vali Vidadi, the world-wide famous colonel-general, Ali-Agha Shikhlinski, who did his best to establish Azerbaijan National Army, dramatist Ismayil Shikhiy, the wrestler Hasan Aliyev, the national hero Ali Mustafayev brought a great fame to this region, as well as to our country Azerbaijan. Gazakh has always been considered the land of literate people as well as ashugs. Ashig Adalat is loved in Azerbaijan for the “Yaniq Karami”, “Gazakhi” and other ashug songs.



Shaki, lying in the picturesque foothills of the southern slopes of the Greater Caucasian Range is one of the oldest regions in Azerbaijan. Ancient Shaki was a large trading centre. Nowadays Shaki is famous for its silk, pottery, jewellery and also amazing carpets. Shaki sweets such as pakhlava, natut and peshmak are famous in many countries. The Shaki pakhlava is made of rice flour, nuts and honey. Architectural monuments, such as Shaki Khan's Palace, Galaran-Gerasan Fortress are often visited by tourists. Shaki is the hometown of the most well known Azerbaijani playwright and philosopher Mirza Fatali Akhundov, the first woman opera composer of Azerbaijan Shafiga Akhundova and the great poet Bakhtiyar Vahabzadeh.

The City of **Shamakhy** has a rich heritage and has provided the **backdrop** (background, backdrop) to major political events throughout much of its two millennia of existence. It is famous for its observatory, traditional dances, the famous Shamakhy dancers, and also for giving its name to the Soumak rugs. Shamakhy is the home of some **prestigious*** people such as the philosopher Seyid Yahya Bakuvi, poets Seyid Azim Shirvani, Khazani and Mirza Alakbar Sabir, the mugham singer Alim Qasimov, the writer Aziza Jafarzade, actors Aghasadig Garaybeyli and Abbas Mirza Sharifzadeh, the architect Gasim bey Hajibababeyov and others.



5. GW/IW. Project work. Find information on the Internet about Shusha, Nakhchivan, Guba, Barda, etc. and make a presentation.

*scholar – a specialist in a particular branch of study; a distinguished academic; scientist, intellectual
*prestigious – inspiring respect and admiration; having high status; reputable, distinguished, respected

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6. GW. Read the Fact File and UI boxes, search for more facts/information.

Full name of the country	The Republic of Azerbaijan
Area	86,600 sq km.
Population	about 10 million
Capital	Baku
Language	Azerbaijani
Religion	Muslim
State system	Republic
Natural resources	oil, gas, copper, polymetals, gold, marble
Main agricultural crops	cotton, silk, caviar, sturgeon, fruits, vegetables
National currency	Azerbaijani manat / ₼

Useful Information

Azerbaijan has an ancient and historic cultural heritage, in the fields of literature, music, sport, architecture and visual arts, operas, theatres and modern universities. Azerbaijan has a high level of human development equal to that of most Eastern European countries. It has a high rate of economic development and literacy. Azerbaijan has recently been the host of the Eurovision Contest and the European Games.

The **First European Games-2015** were granted to Azerbaijan by the European Olympic Committee and were held in Azerbaijan, which is the pearl of the Caucasus. It was a big honour and responsibility for us to organize and host the First European Games. The opening of the European Games was an unforgettable **milestone*** in the field of sports and cultural events. European Games opened a new era and a new page not only in our history, but also in the history of the European Olympic Games. It was the greatest sporting event in Azerbaijan, as well as in Europe which was the game of peace and friendship.



7. GW. Complete the table on the key words.

Words	Meanings	Translation	Sample
heritage			
pottery			
jewellery			
foothill			
hometown			
magnificent			

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*milestone – an action or event marking a significant change or stage in development; landmark, significant event, achievement

Word File	jewellery, magnificent, patriotic, pottery, provincial, unitary
Summary	<p>There are a number of interesting tasks in SB. (See pages 134-136). Teachers have to choose the most suitable ones to give the Ss. So, working on various tasks, learning the meanings of the new words and expressions, reading the Fact Files, UI and Remember boxes, and filling in the charts Ss come to conclusion that every nation, all people should love their country/ motherland, be a real patriot, appreciate and respect their national history, customs and traditions, nature, etc. We can visit any country, but the best place is our homeland. So, Ss fully/thoroughly understand the moral in the proverb “East or West, Home Is Best!”, “There Is no Place Like Home!”</p> <p>We are patriots and love our motherland most of all. We could demonstrate our love to the world with the European Olympic Games that were held in Baku in June 2015.</p>
Creative work	IW. Write an essay: “Come to See Azerbaijan! You’ll Enjoy our Cultural Heritage!”

ANSWER KEY:

▪ Task 12, page 136

*magnificent national friendship foothill heritage
successful patriotic history fertile farmland culture natural*

▪ Task 7, page 134

Words	Meanings	Translation	Sample
heritage	the history, traditions and qualities that a country has had for many years		
pottery	stoneware, ceramics, crockery		
jewellery	precious stone/ornaments		
magnificent	impressively beautiful, extravagant, spectacular		
development	the gradual growth of smth		
hometown	a place where you were born		

RUBRICS FOR: Unit 6 Lesson 2. Azerbaijan-Worth Visiting!

Standards: 1.1.1./2.1.1./2.1.2./3.1.1./3.1.4./4.1.1./4.1.2.

Criteria:

- *Responding the questions on the topic*
- *Demonstrating attitude to the topic*
- *Making cards/Designing composition on the topic*

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

I	II	III	IV
Hardly responds the inquires on the topic and almost never expresses his/her ideas.	Briefly responds the inquires on the topic "Azerbaijan-Worth Visiting". Very seldom expresses his/her ideas using various speech patterns. Rarely takes part in questioning.	Often responds some of the inquires on the topic "Azerbaijan-Worth Visiting" describing the pictures. Expresses ideas using various speech patterns taking part in questioning.	Promptly responds all the inquires on the topic "Azerbaijan-Worth Visiting" describing the pictures. Freely and fluently expresses ideas using various speech patterns taking an active part in questioning.
Reads the letters with some difficulty, hardly gives arguments.	Demonstrates very little willingness to read the teens' letters. Reads the passages with some difficulty, but gives no arguments on all of them.	Reads and demonstrates his/her attitude to the teen's letters giving comments. Reads the passages and actively shares ideas on the proverbs: "East or West, Home Is Best!"	Willingly reads and demonstrates his/her attitude to the teen's letters. Constructively gives as many arguments as possible on the read passage. Shares ideas on the proverbs: "East or West, Home Is Best!"
Makes Student's Cards with great difficulty, hardly explains the meaning of the words or completes the table according to the figures.	Though not very well, but tries to make student's cards with an effort to explain the meaning of the words. Completes only some of the table according to the figures/facts. Designs a composition with mistakes.	Makes Student's cards explaining the meaning of the words. Completes the chart by reading the passages. Finds some facts according to the figures. Designs a composition without mistakes.	Creatively makes Student's cards and easily gives the explanation of the words. Completes the chart by reading the passages. Finds exact facts to the figures. Designs a very impressive composition about motherland.

Lesson 3. Every City Has a Story

Aim: To teach Ss about the facts on cities and their own stories, have them compare and discuss the facts practising the four language skills. And also teach the grammar material - Conditionals and practise reading the given samples as well as setting their own examples.

Objectives

Student:

- pronounces the new words clearly
- responds to the questions on cities and places of interest in the cities
- describes the cities expressing with his/her own ideas
- takes part in discussions about different cities
- demonstrates ideas comparing different cities
- plays a role on places of interest in cities
- reads and puts the conversation in a correct logical order
- finds True/False statements
- matches the halves of the sentences using **Conditional 2**
- understands and explains the usage of **Conditional 2**
- sorts the words out according to the events
- writes sentences of various constructions on big cities
- designs a booklet on the places of interest

Standards

1.1.1./1.1.2./2.1.3./3.1.1./3.1.3/4.1.2./4.1.3.

Lesson 3. Every City Has a Story

What you'll learn:

- Information about different cities in the world
- What these cities are famous for
- What the meaning of the saying is: "Every City Has a Story?"
- Real facts about some cities
- How to use Conditional II



[g] gondola gross get around

Word File:

abandon [s'ændən] (v) leave, leave behind, put away, give over, stop, cease, quit, give up completely.

Her mother abandoned her at an early age.

estuary ['estjuəri] (n) entry, river mouth, delta.

The turtles spend most of their lives in estuaries, where rivers flow into the sea.

gross [grəʊs] (adj) thick, fat, stout, obese, overweight, big.

harbour ['hɑ:bə] (n) port, dock, haven, marina; a place on the coast where vessels find shelter.

must [mʌst] (n) need, necessity, want.

sophisticated [sə'fistiketɪd] (adj) 1. complex, complicated 2. precise, nice 3. developed to a high degree of complexity of a machine/system/technique, advanced, modern, experienced.

Highly sophisticated computer systems.

spectacular [spek'tækjələ] 1. (adj) striking, picturesque, eye-catching, breathtaking, impressive, dramatic, beautiful.

2. (n) an event produced on a large scale and with striking effects.

vaporetto (n) - a canal boat, a motorboat used for public transportation in Venice. *In the gallery there are videos of footage taken from a ferry in Sydney Harbour and a vaporetto in Venice.*

1 GW. Practise the words with the sound:

- [u:] estuary flower sanctuary flour sour
- [a:] harbour parlour craft part heart
- [e] pretence head reckon perfect plenty
- [æ] spectacular map mature marriage abandon



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2 CW. Talk about these places of interest using the model:

- If I had time I would go to Australia!
- If I went to Sydney I would like to see the State Opera House!
- If I won the game I would be the happiest man in the world.



GRAMMAR SPOT	IF CLAUSES (Conditional 2)
IF+Past Simple	would
When we talk about "unreal" and "imaginary" or "improbable" situations now or in the future we use Conditional 2.	
We use the Simple Past in the If clause (even though the meaning is present or future)	Would+bare Infinitive (Infinitive without "to") in the main clause. Sample:
- If I had a lot of time,	I would travel more.
- If I visited London,	I would see Big Ben.
- If I went to Los Angeles,	I would visit the world famous Film Studios.
In a more formal style we can use "were" instead of "was" after IF.	
- If I were there,	I would see many old places of interest.
In unreal conditional sentences we can use "could" to mean would be able to.	
- If I had wings,	I could fly.

3 GW. Write the correct form of the verbs in brackets and translate.

- If I (to win) a holiday anywhere in the world, I (to go) to Rio De Janeiro.
- If you (to go) to Nepal you (to see) Mount Everest.
- If I (to live) in another country, I (to miss) my motherland.
- When people (to travel), they (to try to see) places of interest.
- If you (to be) in Disneyland, you (to relax) on beautiful beaches such as Santa Monica.
- If they (to see) the fountains in Rome, they (to enjoy) them.
- If I (to be) in Spain I (to live) in a small town far from big cities.

138

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./2.1.1./3.1.3. Lit. -2.1.2./3.1.2. Math. -5.1.1. Geog. -2.1.8./3.1.2. Gen. His. -5.1.1./5.1.3. Az.His. -1.2.1./1.2.2./3.1.2./5.1.1.
Interaction	CW/GW/IW/PW
Strategy	Discussion, Description, Questioning, Carousel, Mind Map, Matching, Role Play, Gallery Picture
Resources	SB, postcards, slides, map, grammar table, handouts

Motivation (warm-up) Listening-Speaking

Motivate your Ss to look at the Mind Map on the board or in SB, *task 2, page 138*. Ask questions as a motivation:

- *What country/city have you been to?*
- *What country would you like to visit?*
- *What would you see if you went to this place? etc.*

Get Ss look through the pictures and make up sentences and describe the pictures following the given sample model. Have them describe the imaginary pictures saying out their points of view freely and practising Conditional 2. **Sample:**

- If I went to Los Angeles (LA), I'd visit the most famous film studios.
- If I were you, I'd live in a big city.
- If I visited London, I'd see Big Ben.
- If I visited New York, I would see skyscrapers, Statue of Liberty, etc.

(The fact is that the tense form is given in the Past as it is not a real action)

Note: It would be better to use Picture Gallery for Motivation here.



Research question: • What country/city would you like to visit and why?

Discussion/Information Exchange

Discussion 1. Draw your Ss' attention to task 4, page 139. Encourage them to read the passages using the verbs in correct tense forms and paying attention to **If clause**, get information about the five cities and pay attention to the usage of **If clause**.

Direct them to the fact that, the sentences are imaginary/unreal/Conditional 2. Have the Ss practice some sentences. Ss also do exercises and try to find and fill in the gaps with the correct forms of the verbs given in brackets.

Discussion 2. Direct Ss' attention to the dialogue on page 141 task 9, get them to read and find the correct and suitable variant. Don't forget to encourage them to be active while discussing and playing a role. They need, your support in expressing their opinions in English. So, if needed you do assist them in translating some words to complete their thoughts.

4 GW. Read the passages using the verbs in the correct tense form and pay attention to the use of **If clauses**.



Baku, called "badi kube" (the city of winds) has a long history. If you (to come) to Baku you could see many historical fortresses, prominent palaces, magnificent buildings, modern flame towers, mosques, wonderful parks, the Baku Olympic Stadium, The Flag Pole which is the second highest in the world, Crystal Hall, H. Aliyev Palace, Heydar Aliyev Center, the Maiden Tower, one of the most mysterious architectural monuments and many other amazing places.

If you (to visit) **Los Angeles** you would see the world famous universal Film Studios, you would take a walk down the streets of Hollywood, you'd do a tour of the Star's homes in Beverly Hills, you'd see Disneyland or relax on beautiful beaches such as Santa Monica, Venice or Marina del Rey.



If you (to visit) **Athens** you would be in a huge modern city. There are many monuments dating back to the dawn of civilization. You would see, of course, the Acropolis, the hill upon which the Parthenon and other important sites are located.

If you went to **Rio De Janeiro** you could enjoy a day on the Copacabana Beach and then if you (to take) tram up to the beautiful mountain called Corcovado you would see the famous statue of Christ. For any true football fan, a visit to the Maracana Stadium is a must.



Rome – Would you like (to visit) Rome? If you (to visit) Rome you could see the most spectacular Roman sights, ancient ruins, medieval squares and delightful fountains. If you (to go) there you could learn the history, the legends and the secrets of the city.

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5 PW. Look at the photos and make an interview comparing them. You can use the words in the box to describe them.

museum fortress sea mysterious prominent ancient City Walls
the Shirvanshah's Palace skyscrapers Philharmony monument

Sevda: _____?

Shaig: Old Baku and Modern Baku.

Sevda: _____?

Shaig: The first written reference to Baku

dates from 885.

Sevda: _____?

Shaig: Oh, you can see a lot of changes here!

Sevda: _____?

Shaig: You're right, it's unbelievable.



6 IW. Match the sentences and give examples of your own.

If/Past Simple

would/could

- | | |
|--|----------------------------------|
| 1. If my brother went on a trip, | a) I would (I'd) go shopping. |
| 2. If they had a chance, | b) he would be really happy. |
| 3. If I found a treasure, | c) we'd go out. |
| 4. If I had time, | d) I'd travel round the world. |
| 5. If Mike could find a new book about aliens, | e) they would explore new lands. |
| 6. If it didn't rain, | f) he could see a lot of places. |

7 PW/IW. Choose the word that is different.

- | | |
|--------------------------------------|---|
| 1. lake park like mountain valley | 4. incredible new flexible fantastic city |
| 2. enormous old pretty poor pool | 5. luxury amazing popular ancient land |
| 3. landmark town own country village | 6. fast tiny famous hospitality major |

8 PW. Find the words for these meanings and translate the expressions.

- | | |
|---|------------------------------------|
| 1. very impressive and beautiful | 5. a tall narrow building |
| 2. very big, enormous | 6. standing out |
| 3. a strengthened building or town | 7. remarkable and surprising event |
| 4. a column to a famous person or event | 8. unbelievable |

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Word File	abandon, estuary, gross, harbour, must, sophisticated, spectacular, vaporetto
Summary	Ss read the dialogue, conversation about Venice and put A, B in the appropriate place. Here Ss learn about the beauty of Adriatic and the ways how to go there. Ss also learn about Rio, LA, Rome, Athens, Baku as well and come to conclusion that every city has its own story and that's why they would like to visit these countries. Ss also mention the fact that Baku has its own story working on the project about the history of Baku: Why Baku is called the city of winds- "Badu-Kuba" .
Creative Work	IW. Design a booklet about a country/city that you think is interesting.

ANSWER KEY:

▪ Task 9, page 141

8. Hello, Travel Agency! How can I help you?
9. Great! And how can we get around in Venice?
3. We'd like to spend a week in Italy. Could you help us with this?
1. Certainly. Which places would you like to visit first? I can suggest several places in Italy, Venice, for instance-the Queen of the Adriatic, the city of canals and palaces.
5. Venice sounds just the right place. And it's always the high season in Venice. It's worth visiting Venice in February as there is the annual Carnival Festival. And February is much better than July or August, which is the best time to be there, because of the crowds and the heat.
6. Where do you suggest to stay in Venice?
7. Well, it can be hard to find accommodation, because of the carnival. But we can offer you a nice hotel within ten minutes' walk from Piazza San Marco. It's one of the most beautiful squares in the world, with its 500 year-old buildings and St Mark's Basilica.
2. Since there are no roads or vehicles in Venice, the best ways of getting around are walking and riding on gondolas. Going down a Venetian canal in a gondola is an unforgettable experience. You can also get on a vaporetto, a kind of water bus that goes along the main canals. And it is a cheap and fast way to travel round Venice.
4. Thanks a lot! You've been helpful. Venice really seems to be a place worth visiting.

C) 8, 9, 3, 1, 5, 6, 7, 2, 4

ANSWER KEY:

▪ Task 3, page 138

1. If I **won** a holiday anywhere in the world, I **would go**=**I'd go** to Rio De Janeiro.
2. If you **went** to Nepal you **would see** Mount Everest.
3. If I **lived** in another country, I **would miss** my motherland.
4. When people **travelled**, they **would try to see** places of interest.
5. If you **were** in Disneyland, you **would relax** on beautiful beaches such as Santa Monica.
6. If they **saw** the fountains in Rome, they **would enjoy** them.
7. If I **were** in Spain, I **would live** in a small town far from big cities.
I **would live** in the magic mountains.

▪ Task 8, page 140

1. very impressive and beautiful (*magnificent*)
2. very big, enormous (*huge*)
3. a strengthened building or town (*fortress*)
4. a column to a famous person or event (*monument*)
5. a tall narrow building (*skyscraper*)
6. standing out (*prominent*)
7. remarkable and surprising event (*miracle*)
8. unbelievable (*incredible*)

<i>I can ...</i>	Samples
understand unreal situations	...
build up sentences using Conditional 2	<i>If I had a lot of time, I'd visit foreign countries.</i>
build up sentences using If Clause	<i>If I visited London, I'd see Big Ben.</i>
find out the meaning of proverbs/sayings	<i>There is no place like Home!</i>
say real facts about places of interest	<i>Baku Olympic Stadium, The Flag Pole, Crystal Hall are the mysterious places in Baku.</i>

Diagnostic Checklist	I can	I can't
I talk about places of interest in the world		
I answer the questions on the places		
I describe the pictures about the cities		
I speak about amazing places		
I compare different places		

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
• find the words with the given sounds				
• pronounce the new words clearly				
• ask/answer the questions on places of interest				
• take part in discussions on the topic				
• act out a dialogue on the topic				
• make an Interview comparing the places				
• describe the pictures on the places of interest				
• read the passages of places of interest				
• find True/False statements				
• put the conversation putting it in logical				
• build up sentences using the word file				
• make up sentences using If Clauses				
• design a booklet drawing some pictures				

Grammar Checklist

YES/NO



<i>I can ...</i>		
build up sentences using exclamatory sentences		
make up sentences using special questions		
compare question words and exclamatory words		
say the geographical names		
build up sentences using <i>If clauses</i>		

Lesson 4. The Biggest and the Best!

Aim: To lead Ss to the topic and have them be aware of the biggest countries and the best places in them. Also to get Ss to compare the Interrogative Sentences/ Special Questions with “What and How” as well as Exclamatory sentences.

Standards

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

Objectives

Student:

- pronounces the new words clearly
- responds to the questions about the biggest countries/best places
- demonstrates his/her ideas using different speech patterns
- makes questions on the given answers
- acts out a dialogue on famous places
- describes the pictures using geographical words/expressions/names
- explains the meanings of the key words
- expresses his/her ideas to the facts on the biggest places
- compares and writes interrogative and exclamatory sentences
- creates international overview about Australia
- fills in the table according to the passage
- completes the KWL table on the topic
- writes a composition on the biggest and famous places

Lesson 4. The Biggest and the Best!

What you'll learn:

- The biggest places in the world
- The most famous places in the world
- What Australia is famous for
- How to form Exclamatory sentences
- The difference between Exclamatory and Interrogative sentences



[p] polyp swan coral [r] reef unique

Word File:

marsupial [ma:'sju:pjəl] 1. (adj) pouched, relating to the marsupials.
 2. (n) a mammal of an order whose members are born incompletely developed and are typically carried in a pouch on the mother's belly.
mass [mæs] 1. (n) majority, large/great number, typically large body of matter with no definite shape 2. (adj) universal, large-scale.
polyp ['pɒlɪp] (n) polypus, a small growth
rank [ræŋk] 1. (v) give a rank, classify, categorize, rate, grade, group, catalog, organize, arrange. 2. (n) row, line, column, procession.
He is an army officer of high rank.
Rank them in order of preference.
reef [ri:f] 1. (n) metal, coral, or sand just above or below the surface of the sea 2. (v) take in one or more reefs of (a sail).
The captain ordered his men to reef the sails and lower the anchors.
swan [swɒn] (n) a large waterbird with a long flexible neck, short legs, webbed feet, a broad bill.
unique [ju:'ni:k] (adj) unlike anything else; distinct, special, wonderful, admirable, remarkable.
The situation was unique in modern politics.

1 CW. Practise the words with the same sound:

- [i] polyp early property ability pretty
- [æ] mass rank manage mandatory tap
- [k] unique queue typically rock criticise
- [θ] theme health theoretical breath thorn
- [f] philanthropist reef phonetics phrase fate



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2 GW. Talk about these places of interest looking through the Fact File.

FACT FILE

The **Baku TV Tower** built in 1996, is a free standing concrete telecommunications tower. With a height of 310 metres (1017 feet), it is the tallest structure in Azerbaijan and the tallest **reinforced concrete*** building in the Caucasus. The tower has become one of the most prominent landmarks of Baku, often in the establishing films shot/set in the city. There is a wonderful view of Baku from the TV Tower.



One World Trade Center
New York City, USA
541 meters (1,776 feet)
It was completed in 2013.



Baku TV Tower



Empire State Building
New York City, USA
381 metres (1,250 feet) It was completed in 1931.



Sears Tower
Chicago, USA
442 meters (1,450 feet) It was completed in 1974.



Petronas Towers Kuala Lumpur, Malaysia 452 meters (1,483 feet) It was completed in 1996.



Jin Mao Building
Shanghai, China
421 metres (1,379 feet) It was completed in 1998.

GRAMMAR SPOT

EXCLAMATORY SENTENCES

Questions	Exclamatory sentence with What!	Exclamatory sentence with How!
	What a/an + adj + singular countable noun	How+adj/adverb
How/What?	What+adj+uncount/plural noun	
• How big is Singapore?	• What a big city Singapore is!	• How big Singapore is!
• How high is Mount Everest?	• What a high mountain Everest is!	• How high Mount Everest is!
	• What a boring movie it is!	• How boring the movie is!
	• What a horrible weather it is!	• How horrible the weather is!

*reinforced concrete – concrete in which wire mesh or steel bars are embedded to increase its tensile strength; reinforced

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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./2.1.1./3.1.1. Lit. -2.1.2./3.1.3. Math. -5.1.1. Geog. -1.1.1./2.1.8./3.1.2./3.2.1. Music -2.3.1. Az.His -1.1.2./1.2.1./1.2.2./3.1.2.
Interaction	CW/GW/IW/PW
Strategy	Brainstorming, Discussion, KWL, Description, Role Play, Silent Reading, Gap Filling, Marking Text, TPS
Resources	SB, flashcards, video roll, postcards, computer, handouts, a map, markers, www.learningenglish.org.uk

Motivation (*warm-up*) Listening-Speaking

Demonstrate the pictures of the biggest cities either by running a video roll, or just showing/sticking the pictures on the board or by filling in **KWL** chart. Get them to fill in the 1st and 2nd columns only.

Or draw Ss' attention to *Task 2, page 143*. Encourage them to talk about those places looking through the Fact File.



One World Trade Center
New York City, USA
541 meters (*1.776 feet*)
It was completed in 2013.



The Baku TV Tower
(Azerbaijan)
(310 metres (*1017 feet*)) Built in 1996, is a free standing concrete telecommunications tower in Azerbaijan.



Empire State Building
New York City, USA
381 metres (*1.250 feet*) It was completed in 1931.



Sears Tower
Chicago, USA
442 meters (*1.450 feet*) It was completed in 1974.



Petronas Towers Kuala Lumpur, Malaysia 452 meters (*1.483 feet*) It was completed in 1996.



Jin Mao Building
Shanghai, China
421 metres (*1.379 feet*) It was completed in 1998.

Research Questions: • *What are the most famous places in the world?*
• *Why is Australia called one of the famous places?*

Discussion/Information Exchange

Discussion 1. Direct Ss to work on task 3, page 144. Get them to read silently in three groups, (*The number of groups depends on the number of your Ss in the class*), and fill in the 1st and 2nd columns of the KWL sharing with the group members.

From our previous unit Ss have learnt that Australia is one of the English speaking countries. So, before reading the passages/paragraphs Ss fill only the 1st and the 2nd columns of the **KWL chart**. Encourage them to be actively involved in the discussions and in doing the tasks.

Discussion 2. There is **Practise an Interview** box on page 145 task 5. Get the Ss to read the given dialogue and act it out.

At the same time, have them look through the **Grammar Spot Box** and practise the samples on the questions with “**How**” and the exclamatory sentences. Encourage them to compare these sentences actively.

Example: • *How big Australia is!* (Exclamatory)

• *How big is Australia?* (Question)

Encourage them to try practising some more samples/sentences of this kind and write/give their own samples as well.

3 GW. Fill in the KWL chart reading the passage and add more facts.

Places	K	W	L
Australia	<ul style="list-style-type: none"> • is a big country • is an English speaking country • is also a continent 	<ul style="list-style-type: none"> • What is Australia famous for? • Who are the first Australians? 	<ul style="list-style-type: none"> • • •

The name Australia comes from the Latin word *Australis*, meaning southern. Australia is the only country that's also a continent. In area, it **rank**s as the sixth largest country and smallest continent. The national capital and the largest inland city is Canberra. More than 80 percent of Australia's people live in cities and towns. The northern third of the Australian continent lies in the tropics and is warm or hot all year round. Originally, all the world's continents were part of one huge land **mass***. The region that's now Australia became separated from this land mass about 200 million years ago and, as a result, the animal life of Australia developed differently from that of other continents. For example, marsupials are Australia's most unusual and famous **creatures**. Australia has about 150 species of **marsupials**. The kangaroo family includes about 50 species. They range in size from huge red and grey kangaroos to tiny creatures smaller than a domestic cat. The koala, a native of Australia's eastern forests, was near extinction in the 1920s. Today, this is a protected species. Australia has also about 700 species of native birds. They include the world's only black **swans**. Along the northeast coast of the continent lies the Great Barrier Reef, the largest group of **coral**[†] reefs in the world. This is a unique area with an **unmatched** (not matched or equalled; unequalled) variety and quantity of coral **polyps** which create a beautiful sea garden. The first Australians, a dark-skinned people known today as Aborigines, had lived in Australia for at least 40,000 years before the first white settlers arrived. In the late 1700s Great Britain settled a prison colony in Australia and most Australian people are of British origin. They brought many British customs with them. Nevertheless, the Australian people have developed their own way of life.

*mass - 1. relating to large numbers of people or things; widespread, large-scale.
2. typically large body of matter with no definite shape; pile, heap.
†coral - reddish tint (of a lobster or scallop)

PRACTISE AN INTERVIEW!

4 PW. Listen to the dialogue paying attention to the sentences with What and How. Act it out.

Paul: I'm going to Australia next year.

Kelly: Oh, really! What a great idea!

Paul: I have seen on the internet that there is not much pollution in Australia. And how clean and beautiful the beaches are there!

Kelly: Oh, yes. Australia has some of the most famous beaches in the world - like Bondi Beach.

Paul: I'm planning to be there too. I have seen the beaches on the internet. How clean they are! What else would you suggest I should see?

Kelly: Well, the Great Barrier Reef is there. Do you know how long the reef is? It's the longest coral reef in the world.

Paul: Wow! It sounds wonderful. How lucky you are to be an Australian!

Kelly: Thanks, but actually, I'm not an Australian, I am a New Zealander, I just live in Australia!

5 IW/GW. Write about our country looking through the Fact File and International Overview boxes.

F	How far is New Zealand from Australia?	It's about 2,000 km. (1,200 miles)
A	How big is Singapore?	It's 620 square km. (239sq. miles)
C	How high is Mount Everest?	It's 8,848 meters high. (29,028 feet)
T	How deep is the Grand Canyon?	It's about 1,900 metres deep. (6,250 feet)
F	How long is the Mississippi?	It's about 6,019 km long. (3,740 miles)
L	How cold is New Zealand in winter?	It goes down to about 10° Celsius

International Overview

The name of the country	Australia
Area	7, 692,024 sq km
Population	24, 006,900. (2015)
Capital City	Canberra
Official Language	English (Australian English)
National Day	January 26
The first people	Aborigines
Form of Government	Constitutional monarchy
Head of State	British monarch, represented by Governor General
Head of Government	Prime Minister
Main Sources of Income	Farming and mining
Flag	The small Union Jack, the large seven pointed star representing the six states and the territories

Word File	marsupial, mass, polyp, rank, reef, swan, unique
Summary	You can find various tasks and exercises in SB. So, doing the tasks on the topic in SB, reading the UI, Fact File boxes and International Overview about Uluru Ss get more information about the most famous countries/cities. Also the Ss conclude that Australia is really a big continent and country in the world. They now know where Australia is situated, what animals/birds live there, what Australian lifestyle is. Australia is the most urbanized country, 80% of the country living in the cities. The first Aborigines were from Australia. Ss also learn that the gigantic rock-Eyers Rock standing alone in the desert is the biggest rock there.
Creative work	IW. 1. Make a poster about a famous city/capital city. 2. Write a sophisticated description for any city.

Reading Strategies

Marking Text

Tips for this Strategy:

- Give students a purpose for marking/labeling the text.
- Use graphic organizers.
- Consider making photocopies of text so that students can mark freely.
- Use clear plastic sheets over textbook pages with markers or pencils.
- Use scanners and interactive whiteboards to project copies of the texts.

Sample Activity

Make photocopies of one or two science reading passages and have students write numbers to identify specific aspects of the topic. For example, students could identify characteristics of a lot of things or other categories of things listed in the text.

Note: Why use this Strategy? Because Ss can choose and label the biggest and the largest, the oldest cities in the world, the highest mountains, the deepest seas, the longest rivers, etc. It will be effective for teaching grammar material at the same time.

REMEMBER

We're sure this lesson will be interesting for the Ss. You can motivate your students with different strategies:

Clustering, Description, Carousel, BBK, DLT, GIST, Clarifying, Paraphrasing, KWL or Discussion. Create a positive environment, so that children don't feel embarrassed. Help them to continue speaking actively and enthusiastically about the places of interest, wonderful and attractive cities all over the world. Give them a chance to express their ideas/thoughts freely and individually. Accept and respect their thoughts. Encourage your Ss to use Conditional 2 and Exclamatory sentences in their speech.

Questions	Exclamatory Sentences	
	Exclamations are introduced by What or How as follows:	
Questions- How/What?	<p>What ... ! What (a, an) What a/an +adj+singular countable noun What +adj+uncoun/plural noun</p>	<p>How ... ! Exclamations are words and phrases used to express surprise, shock, etc. They take an exclamation mark (!) at the end. How+adj/adverb</p>
<ul style="list-style-type: none"> • How deep is the Grand Canyon? • How big is Singapore? • How high is Mount Everest? • How unusual are the marsupials? • How deep is the river? 	<ul style="list-style-type: none"> • What a boring movie it is! • What horrible weather! • What beautiful roses we have! • What a high mountain it is! • What a deep river it is! • What clean and beautiful beaches they are! • What a stormy ocean it is! 	<ul style="list-style-type: none"> • How clever he is! • How quickly he speaks! • How deep the Grand Canyon is! • How big Singapore is! • How high Mount Everest is! • How unusual the marsupials are! • How deep the river is! • How clean and beautiful the beaches are! • How stormy the ocean is!

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
• pronounce new words and geographical names clearly				
• talk about the biggest places in the world through reading the Fact File				
• share my ideas on the most famous places in the world				
• complete the KWL table through the Fact File				
• play a role on the biggest and most famous places				
• say geographical words				
• talk about figures and find the wrong ones				
• choose the correct form of the verbs				
• complete the table sorting the verbs out				

ANSWER KEY: • Task 3, page 144

Places/ Countries	K	W	L
Australia	<ul style="list-style-type: none"> • is a big country • is an English speaking country • is also a continent 	<ul style="list-style-type: none"> • What is Australia famous for? • Who are the first Australians? • What's the largest city in Australia? 	<p>The name Australia comes from the Latin word australis, meaning southern. Australia is the only country that's also a continent. More than 80 percent of Australia's people live in cities and towns, making it one of the world's most urbanized countries. Australia has also about 700 species of native birds. They include the world's only black swans. The first Australians, dark-skinned people known as Aborigines today, had lived in Australia for at least 40.000 years before the first white settlers arrived.</p>

ANSWER KEY:

▪ Task 8, page 146

- 1 A: How high is Angell Falls? B: Angel Falls is 979 meters high. 3 A: How long is the Nile? B: The Nile is 6.670 kilometers long.

- 2 A: How big is California? B: California is about 411.000 square kilometers. 4 A: How long is the Araz? B: The Araz is 1.072 kilometres long.

▪ Task 12, page 147

1. Uluru **discovering/discovered** by Aborigines belongs to the Aboriginal Pitjantjara people.
2. The first Australians, a dark-skinned people **known/knowing** today as Aborigines, had lived in Australia for at least 40.000 years before the first white settlers arrived.
3. You can see beautiful things in Uluru also **calling/called** Ayers Rock.
4. The koala is a **protected/protecting** species.

▪ Task 6, page 151

1. not common-**i**
2. welcoming-**a**
3. hurting or destroying-**h**
4. impossible to believe, amazing-**f**
5. immense-**b**
6. tremendous-**d**
7. splendor-**c**
8. miraculous-**g**
9. spectacular-**e**

- a) hospitable
- b) enormous
- c) luxury
- d) fantastic
- e) magnificent
- f) incredible
- g) marvellous
- h) violent
- i) special

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>	

1. Complete the table around Unit 6

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical Thinking</i>		
<i>Critical Thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2. Make a vocabulary map and write the words you learned around the unit in the box. You can add the meanings in your language.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3. Think and sort out the words according to the parts of speech.

Noun	Verb	Adjective	Preposition	other
attractiveness	abandon	coral	with	those
creature	provide	extravagant	to	few
climate	rank	enormous	at	that
gondola	relax	luxury	about	the
marsupial	reign	mass		my
mass		marvellous		same
harbour		marsupial		usually
shipbuilding		friendly		
swan		flexible		
hospitality		spectacular		
tower		tiny		
valley		ideal		
vaporetto		impressive		
polyp				

Sub Summative Test 6

1. Choose the suitable articles.

... official language in ... Great Britain and ... UK is ... English.

- A) The, the, the, the B) The, -, the, - C) -, -, the, the D) -, the, -, -

2. Complete the sentences.

1. *If I went to Los Angeles ...*

2. *If my mum visited Rome ...*

3. Find the correct variant.

1. The population of England is more than 60 million.

2. The British Parliament consists of 2 chambers.

3. Azerbaijan is a unitary constitutional republic.

4. The flag of England is called the Union Jack.

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

4. Join the sentences.

1. *If you went to Rio de Janeiro* 2. *If you were in Rome* 3. *If you come to Baku*

A) you could see the Flag Pole, Crystal Hall

B) you would see medieval squares and delightful fountains

C) you would enjoy a day on the Copacabana Beach

5. Find and write.

The opposite for *prestigious* –

Another noun for *temple* –

The opposite for *luxury* –

Another verb for to *flourish* –

6. Answer the questions.

1. When was the Empire State Building in New York City completed?

2. How high is Chicago Sears Tower?

3. What is the height of the Baku TV Tower?

7. Choose the correct form of the verb.

The National Flag of Great Britain ... as the Union Jack is white, red and blue.

- A) know B) known C) to know D) knowing

8. Choose the correct exclamatory sentence.

A) What tall building the World Trade Center is!

B) How high is Everest!

C) What magnificent is Los Angeles!

D) How fascinating the TV Tower is!

9. Find out which city it is.

1. It is the Queen of the Adriatic, the city of canals and places. It is – .

2. It has the world famous universal film studios and beautiful beaches. It is – .

3. It has the most mysterious palaces, flame towers, historical places and fortresses, and prominent mosques. It is – .

10. Make an advertisement on: "How to Invite Tourists to Azerbaijan-Baku."

UNIT 7. LIFE

Lesson 1

Be a Doctor for Yourself!

Aim: To direct Ss to think and find out how a person can be a doctor to himself/herself, what we should do to be healthy and live a healthy life and try to live long, what the secrets of longevity are, why we should choose the right and fresh food etc. in order to be healthy and avoid illnesses through practising all four language skills.

Objectives

Student:

- pronounces the new words clearly
- expresses his/her ideas sharing on the topic
- speaks on the topic using various speech patterns/units
- sorts the statements on healthy/unhealthy habits
- demonstrates agreements/disagreements on the topic
- takes part in discussions on the three parts of the body
- explains the key words giving their definitions
- reads the sentences on the three parts of the body
- expresses his/her attitude to the extracts from the magazine
- finds out true/false statements
- completes the statements with his/her own ideas
- writes his/her attitude to the events on the three parts of the body
- makes solutions on a healthy life
- writes a paragraph on a healthy life

Standards

1.1.1./1.1.2./2.1.2./3.1.3./3.1.4./4.1.1./4.1.2

UNIT 7. LIFE

Lesson 1. Be a Doctor for Yourself!

What you'll learn:

- About good habits and healthy living
- How to avoid bad habits
- Some good advice on being a doctor to/for yourself
- If we can be our own doctors



[+] kidney digest remedy fizzy

Word File:

digest [di'dʒest] 1. (n) a substance or mixture obtained by *digestion*.
2. (v) break down (food) in the alimentary canal into substances that can be absorbed and used by the body.
digestive [di'dʒestiv] 1. (adj) of or relating to the process of digesting food.
2. (n) a food or medicine that aids or promotes the digestion of food.
We were served (with) cookies and digestive biscuits.
fizzy [fizi] (adj) (of a beverage) containing bubbles of gas; sparkling, carbonated, gassy, bubbly. *Fizzy mineral water.*
moist [moist] (adj) damp/dampish, humid, wet/wetish or slightly wet.
The air was moist and heavy.
remedy ['remidi] 1. (v) put/set right, cure, relieve, amend.
By the time a problem becomes obvious, it may be almost too late to remedy it. 2. (n) cure, medication, treatment, a medicine for a disease or injury.
Herbal remedies for aches and pains.
smooth [smu:ð] (adj) plane, flat, unwrinkled, silky, having an even and regular surface or consistency.
spot [spot] (n) mark, dot, a small round mark, differing in colour or texture from the surface around it.

1 IW. Listen and repeat the words with the same sound.

- [θ] thoroughly smooth path thorn thin
[ð] there smooth bathe those together
[ɔɪ] moist hoist employ choice spoil
[ɔ] roll pottery spot dot complex



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2 GW. Look at the pictures and write the statements appropriately in the table.

- Walking in the open air
- Having salty things
- Having low-fat products
- Doing regular exercises
- Having fun/laughing more
- Drinking fizzy drinks
- Eating chips/junk food
- Combining different food
- Digesting food well
- Drinking water during the meals
- Eating more dairy products
- Going to sleep late at night
- Going to bed with a full stomach
- Spending less time in front of TV
- Being in movement after eating
- Having more pure liquid during the day
- Avoiding junk food as less as possible
- Having more sugary products



Positive Habits	Negative Habits

3 PW. Complete the sentences with your own ideas.

- If you want to build a healthy body, ...
- ... you'll put on weight.
- If you eat low-fat products, ...
- ... you'll build your muscles.
- If you do more exercises every day, ...
- If you have fizzy drinks, ...
- If you eat more fruits and vegetables, ...

4 PW. Read the jokes and act them out.

- Reporter:** What would you do if you knew that you'll live that long?
Centenarian: I'd take better care of myself.
- Doctor:** If you have healthy food and a healthy life and never smoke you may live to be 100.
Patient: No good, doctor.
Doctor: Why not?
Patient: I'm nearly 103.

Note: A centenarian / Golden Oldie is a person who lives to be 100 years old.

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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2/3.1.1. Lit. -1.2.4./2.1.2./3.1.3. Biol -3.1.1./3.2.2. Scien. -2.1.1./4.1.1. P.T. -1.1.1./1.1.2./1.3.4.
Interaction	GW/CW/PW/IW
Strategy	Brainstorming, Cluster, Discussion, Problem Solving, Debate, KWL, Picture Walks, Picture Gallery, EV, TPS
Resources	SB, flipcharts, realia, video roll/CD, handouts

Motivation (warm-up) Listening-Speaking

You can use Picture Gallery here. Direct your Ss to look through the pictures on *page 153, task 2* and give comments on them: Doing regular exercises, having fun, combining different food, being in the open air, being in movement after eating and before going to bed, avoiding junk food as less as possible, and avoiding sleeping very late at night, drinking a lot of fizzy drinks, digesting food well, having relaxation exercise/events, etc. Ask the Ss to write positive and negative statements in the suitable columns.

Note: Stick the pictures on the walls of the classroom and direct Ss to walk around and take notes on each picture looking them through. Then tell one/two sentences about each of them.

Positive Habits	Negative Habits
<ul style="list-style-type: none"> • <i>Having low-fat products</i> • <i>Digesting food well</i> • <i>Walking in the open air</i> • <i>Spending less time in front of TV</i> • <i>Having more pure liquid during the day</i> • <i>Doing regular exercises</i> • <i>Eating more dairy products</i> 	<ul style="list-style-type: none"> • <i>Combining different food</i> • <i>Eating chips/junk food</i> • <i>Having more sugary products</i> • <i>Being in movement after eating</i> • <i>Eating more in the evenings</i> • <i>Sleeping very late at night</i> • <i>Having salty things</i> • <i>Going to bed with a full stomach</i>



Research question: • *Can you be a doctor to/of yourself? How?*
• *What can we do to avoid or reduce bad habits and live a healthy life?*

Discussion/Information Exchange

Encourage the Ss to work in groups and read the passages on page 154, task 5. Get them to pay a special attention to the three parts of the body: **Tongue, Eyes, Fingernails** and find **True/False statements**. Encourage the Ss to discuss and find out how a healthy tongue/fingers/eyes should be. **Elicit:**

- *How should a healthy tongue be?*
- *What should you do if you have horizontal cracks in your tongue?*
- *What is the sign of poor health? What is the sign of food allergies? etc.*

Word File	digest, digestive, fizzy, moist, remedy, smooth, spot
Summary	Playing a role on jokes, reading UI box and giving advice to the teens' problems Ss find out what parts of body are the most important to pay special attention to. They understand the statements that one can really be a doctor for himself/herself and live over 100 years if he/she cares his/her health and prefers a healthy lifestyle.
Creative work	IW. 1. Give advice reading the UI box and also the teens' problems. 2. Write a paragraph: Let's Take Care of Our Health!

5 GW. Read the extract from a health magazine and find True/False sentences.

The Three Parts of The Body

A) A Tongue

A healthy tongue should be **smooth** and **moist** and its colour should be pale red. If it's rough, or dry or a different colour, these are signs of poor health. Another sign of bad health is when there are **cracks*** in the tongue. Cracks may be of different kinds, and each kind of crack shows a different health problem. If there are cracks in the middle of the tongue this means you have a weak **digestive system**- you do not digest food easily and well. And perhaps you might feel tired, and have little energy, in the middle of the day. In this case everybody should:

• *Learn how to "combine" food!* • *Eat more soup and vegetable salad!*

If you have horizontal cracks in your tongue, this means you need B Vitamins, and that you have low energy. If you want to solve these problems you should:

• *Eat more salad of lettuce, **parsley*** and spinach!*

• *Drink mint tea! Have herbal tea!*

B) Fingernails

If you can see white **spots** in your fingernails, you should know that your body doesn't have enough zinc. You need to take action to raise the level of zinc in your body. To do this you should:

• *Eat pumpkin seeds and sunflower seeds as snack between meals!*

C) Eyes

Dark circles under the eyes are a sign of food allergies: your body doesn't want certain kinds of food. They also show that your **kidneys*** are weak, and do not do their job well. To **remedy** this problem you should:

• *Eat different foods every day!* • *Drink two glasses of fruit juice per day!*

1. A healthy tongue should be pink in colour.
2. If you have dark circles under your eyes, it's good for your health.
3. White spots on the nails are the signs of food allergies.
4. It's useful to eat high fat food products.
5. Drink a lot of liquid at mealtime.
6. Vegetable salad is easy to digest.
7. If you've horizontal cracks in your tongue it means you've low energy.
8. Fresh fruit, vegetables, open air and still water are good for health.

***crack** - a line on the surface of smth along which it has split without breaking into separate parts: cleft, chop, breach

***parsley** - herb with aromatic leaves and for garnishing food

***kidney** - a pair of organs in the abdominal cavity excreting urine

6 PW. Look through the samples and add more advice for a healthy lifestyle following task 5, on page 154.

- *Don't drink fizzy drinks like lemonade and Coke quickly!*
- *Have 1.5 litres of still water a day!*
- *Add Vitamin B Complex to your diet!*
- *Start taking a tablet of zinc daily!*
- *Have food that is full of zinc in it!*
- *Eat lots of fish, onions, beans and nuts!*

7 PW. Find the clues and complete. Translate them into your language.

A part of body...

1. that you breathe with ...
2. that you think with ...
3. that you see with ...
4. that you walk/run with ...
5. that fills with air ...
6. that you hear with ...
7. that you write with ...
8. that you speak with ...

8 IW. Give advice reading the UI box and also the teens' problems.

Useful information

Do you know that our tongue, our eyes and our fingernails show a lot about our health? In this extract from Britain's best health book "You Are What You Eat!", you'll learn what to look for and how to correct your diet. Get a mirror-you're going to need one! Let's take care of our Health!

If you study the three parts of your body, they will show you if you eat a healthy diet or not. You can find out about people's health by examining their tongues, eyes and fingernails. You can be a doctor to yourself. Have a look at your eyes, tongue and nails and see if they match these descriptions. Then you can see how healthy you are.

Nutritionist, Dr. Gillian McKeith.



Hi, I'm Alex. I'm 12. I'm a bit overweight. I try not to eat much, but it doesn't help. Mum says I eat too much junk food, like chips, hamburgers, cheeseburgers. And I like drinking fizzy drinks, not natural juice or pure water. Could you give me some advice, please?

Hi, I'm Janet. I'm 14 years old. I think I'm healthy, but I have some digestive problems. I also like eating more sugary products and can't stop eating them. As I get fatter, I do my best to do morning exercises and not to eat breakfast. What do you think, am I wrong or right?



Unit 7. Lesson 1. Be a Doctor to Yourself!

Standards: 1.1.2./ 2.1.2./ 2.1.3./3.1.2./3.1.4.

- *Responding to the questions on the topic*
- *Expressing his/her ideas sharing on the topic*
- *Reading extracts from newspapers*

RUBRICS **I-Poor** **II-Satisfactory** **III-Good** **IV- Brilliant**

I	II	III	IV
<ul style="list-style-type: none"> • Hardly responds to the questions on the topic or makes discussions on a healthy body/ life with great difficulty. • Almost never demonstrates any ideas on the three parts of the human body. 	<ul style="list-style-type: none"> • Very seldom responds to the questions on the topic. • Sometimes makes discussions on a healthy body/life. • Demonstrates the ideas on the three parts of the body with very poor speech. 	<ul style="list-style-type: none"> • Often responds to the questions on the topic. • Makes discussions on a healthy body/life. • Sorts the words out according to the model. • Demonstrates ideas on the three parts of the human body. 	<ul style="list-style-type: none"> • Actively takes part in questioning. • Willingly and enthusiastically makes discussions on the topic. • Thoroughly sorts out the statements according to the model. • Demonstrates creative and perfect ideas on the three parts of the human body.
<ul style="list-style-type: none"> • Hardly finds very few statements on a healthy body. • Hardly reads the extracts from newspapers and expresses agreement/ disagreement to the statements. 	<ul style="list-style-type: none"> • Finds almost very few statements on healthy body. • Reads the extracts with newspapers and expresses agreement/ disagreement to the statements with great difficulty. • Reads with difficulty, finds some of the statements how a healthy body should be. 	<ul style="list-style-type: none"> • Finds True/False statements on a healthy body reading the passages. • Reads the extracts from newspapers and expresses agreement/ disagreement to the statements. • While reading finds out the statements how a healthy body should be. 	<ul style="list-style-type: none"> • Reads and finds True/ False statements on a healthy body thinking logically. • Demonstrates a brilliant reading ability while reading extracts from newspapers and actively shares agreement/ disagreement to the statements. • Reads and easily finds out the correct statements how a healthy body should be.

Lesson 2.

How Old Is Your Body?

Aim: To teach Ss how to describe the lifestyles, how to keep the body young and healthy, how to follow REM sleep, how to avoid problems in order to keep the body age younger.

Standards

1.1.1./2.1.1./2.1.2./3.1.3./3.1.4./4.1.1.

Objectives

Student:

- pronounces the new words clearly
- responds to the questions on the body age
- expresses his/her ideas to the text on REM sleep
- reads the passages on REM sleep and retells the content of it
- matches the paragraphs to the titles
- takes part in discussions on REM sleep and its importance
- finds True/False statements and gives comments
- makes an interview on the importance of sleep
- makes a questionnaire on the topic
- writes a paragraph on the importance of sleep

Lesson 2. How Old Is Your Body?

What you'll learn:

- If our body is the same as our calendar age
- What we should do if our body age is older than our calendar age
- What we should do to look younger than our calendar age
- What Rapid Eye Movement is, and its importance
- How much sleep we need a day



[s] stimulate [k] verdict crease calculate

Word File:

calculate ['kælkjuleɪt] (v) 1. mean, aim, design.

His last words were **calculated** to wound her.

2. suppose, believe. After accumulating enough data, we **calculated** that each person spent at least a full minute in a stall.

3. estimate, count, determine the amount.

contain [kən'teɪn] (v) keep, capture, carry, have or hold (someone or something) within.

The coffee cans once **contained** a full pound of coffee.

stimulate ['stɪmjuleɪt] (v) 1. raise levels of physiological or nervous activity.

2. encourage, excite 3. afford, admit, appreciate.

tense ['tens] (adj) intense, strained, uncomfortable, troubled

irritable ['ɪrɪtəbl] (adj) moody, annoyed, nervous

1. GW. Write the words in the right column and pronounce them correctly.

crease stimulate contain London upper visit cable
cricket calculate solution praise sophisticated maize
amazing present flooding blood bump tense catch

[k]	[s]	[z]	[ʌ]
• crease	• tense	• visit	• blood
•	•	•	•



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2. IW. Think and do the quiz looking through the UI box.

Useful Information

How old are you? How old is your body? The answer to these two questions isn't always the same. Our body age can be much younger or much older than our calendar age (even twenty years different). We can now **calculate** our body age by answering questions about the way we live. If our body age is older than our calendar age, we should try to change our lifestyle. But anyway, do your best to be in the open air most of the time and have a very active lifestyle. Give preference to fresh food products: dairy products, fruits and vegetables. Take good care of your health to keep fit. As in the saying: "An apple a day keeps the doctor away!"



1. How much do you walk a day?

A) a lot B) quite a lot C) not much D) very little

2. How much sport and exercise do you do a week?

A) a lot B) quite a lot C) a little D) none

3. How much fast food do you eat?

A) I eat too much B) I eat a little C) I don't eat much D) I don't eat any

4. How many portions of fruit and vegetables do you eat per day?

A) only a few B) quite a lot C) a lot D) few

5. How much water do you drink?

A) a lot B) quite a lot C) a little D) little

6. What's your worst diet habit?

A) I eat too much fat B) I drink too much

C) I eat too many sweet things D) I eat much junk food

7. How would you describe your character?

A) I'm very positive C) I'm not patient

B) I'm not positive enough D) I'm quite pessimistic

8. How would you describe your stress level?

A) I'm too stressed C) I'm stressed, but it's under control

B) I'm quite relaxed D) I'm not relaxed

9. How much time do you spend with your friends?

A) little B) quite a lot C) a little D) none

10. How much time do you have for yourself?

A) very little B) quite a lot C) not enough D) much

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Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.1.2./3.1.3. Lit. -1.2.4./2.1.2./3.1.3 Biol. -2.1.2./3.2.2. P.T. -1.1.1./1.1.2./ 1.3.4. Scien -2.1.1./4.1.1.
Interaction	CW/GW/PW/IW
Strategy	Brainstorming, Description, Discussion, KWL, Debate
Resources	SB, flashcards, pictures, slides, computer, realia, video roll, handouts

Motivation (warm-up) Listening-Speaking

This time as a change we decided to give a test. Let them do the quiz looking through the UI box on page 157, task 2. Or feel free to give something else for motivation. Anything interesting on the topic will be of interest to Ss for sure. You will get these answers from your students: "We should walk a lot. We shouldn't eat fast food. We should do exercise every day. We should drink a lot of pure water, etc."

Research questions:

- *How can we look younger than our body age?*
- *What should we do to look younger or look much healthier?*
- *How should we take care of our health?*

3 GW. Listen and match the paragraphs with the titles and retell the content.

1. *How much sleep do we need a day?*
2. *What happens when we sleep?*
3. *Why do we sleep?*

Sleep is one of the body's most mysterious experiences. Scientists don't completely understand the process, but it seems that all living beings need some sleep. And some need a lot more than others.

Sleep is Important

REM =
Rapid Eye Movement

A) _____
There are five stages of sleep: stages 1, 2, 3, 4 and REM. In stages 1 to 4 our body becomes more relaxed. Our muscles and heart rate slow down and our brain becomes less active. Stage 5 is called REM sleep. Our heart beats faster and our eyes move quickly in different directions. We dream during this stage and we can't move at all-probably to stop us from doing the actions in our dreams.

B) _____
An average person spends almost a third of their life sleeping! Is it a waste of time? Scientists believe that when the heart and brain slow down, the body is recovering after the day's work. They also think that REM sleep is important for memory and learning-babies have twice as much REM sleep as adults.

C) _____
On average an adult needs about 7-8 hours' sleep every day. A baby needs 12-16. In the animal world, bats sleep for about 20 hours every day. But a giraffe sleeps for only 30 minutes or an hour per day.



4 GW/PW. Read and find True/False statements. Give your comments.

1. Children should sleep 8-10 hours every day.
2. On average people spend almost a third of their life walking.
3. Adults should sleep 7-8 hours a day.
4. In stages 3 to 4 our body becomes less relaxed.
5. Giraffes sleep more than bats.
6. In stages 1 to 4 our muscles and heart rate slow down and our brain becomes more passive.
7. REM sleep is important for memory.

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PRACTISE AN INTERVIEW!

5 Make an interview and perform.

Mehriban: What happens to your heart in stages 1 to 4 of sleep? **Elaur:** _____
Mehriban: Why is stage 5 called REM? **Elaur:** _____
Mehriban: Why do we need stages 1 to 4 of sleep? **Elaur:** _____
Mehriban: What happens during REM sleep? **Elaur:** _____
Mehriban: Why is REM sleep important to us? **Elaur:** _____
Mehriban: How many hours should a person sleep? **Elaur:** _____

6 Work upon the following quiz and make your own.

1. Where can you be found on a sunny day?

- a) In front of the TV, with my favourite food in my hand.
- b) Out with my friends.

2. If you have to go upstairs, what do you do?

- a) I jog up the stairs.
- b) I go directly to the lift.

3. How do you feel about chocolate?

- a) Chocolate makes life worth living.
- b) I know it's not good for health and I avoid eating chocolate.

4. How often do you take exercises?

- a) At least three times a week, for an hour.
- b) Now and then, but not on a regular basis.

7 IW. Write a paragraph: "Why We Need REM Sleep."

Self-Assessment		Level Reached			
Description of Achievement		Excellent	Good	Fair	Poor
I can: - answer questions about sleep - take part in discussions on the topic <i>Healthy Life</i>					
I can read and understand: - the stages of sleep - the content of the article - find True/False statements - match the paragraphs					
I can: - work on the given quiz - create a quiz about a healthy life					

159

Discussion/Information Exchange

Discussion 1. Draw the Ss' attention to the article on *page 158, task 3*, get them to read and match the titles/headings to the paragraphs that deal with sleeping. Then have them answer the following questions:

- *How can we calculate our body age?*
- *What should we do to keep fit?*
- *How should we take care of our health?*
- *How much/how many/hours should a person/we sleep?*
- *Why do we sleep?*
- *What happens when a person sleeps/we sleep?*

Also, encourage them to share ideas on **REM sleep** and answer the questions:

- *What's REM sleep?*
- *Why is REM sleep important?*
- *How many hours should children sleep?*
- *How many hours should adults sleep?*
- *How many hours do animals sleep?*
- *How much time should people spend in the open air?*

Discussion 2. Get the Ss to make an interview on a healthy life and sleep and perform it. (See *page 159, task 5*)

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 GW. Listen to the paragraphs and answer the questions.

Like everybody I'm too busy! For me there aren't enough hours in a day. I love my job, but I work too much (sometimes I spend 14 hours a day in the studio). I often feel a bit tense and irritable. I am inactive, because I don't have time to exercise. I know, sleeping enough, eating healthily and regularly, taking regular exercise is a good way to live and stay healthy.

Shahin

I'm going to be a supermodel. So, how I look is important to me. I try not to eat much. I don't eat junk food and I try to eat a lot of fruit and vegetables. I know they really contain a lot of vitamins that are good for health. They are good and useful for our body. I drink enough water. I have healthy skin and teeth. Being fit and looking good is being healthy for me, that's why I'm going to dance classes, too.

Khadija

I think some people worry about what they eat. I never worry about my health. Maybe I'll pay more attention to my health when I grow up. When you are a teenager, eating healthily isn't cool. All my friends eat chips and hamburgers at school. Junk food tastes so nice and you want to eat it. I also drink a lot of coffee.

Asif

I always exercise and eat healthy food. I am not slim, I'm a bit plump, but I don't feel concerned. I think, I have the right weight and my weight may disappear when I grow up. It's more important to be healthy. Feeling good about yourself means being healthy. At the same time I always try to think about positive things.

Mehri

- Why...
1. does Mehri eat healthy food?
 2. is Khadija happy with her appearance?
 3. is Shahin inactive?
 4. does Mehri always think about positive things?
 5. doesn't Asif worry about his life?
 6. does Khadija go to dance classes?
 7. does Shahin feel tense and irritable?
 8. does Asif like his lifestyle?

2 PW. Make solutions looking through the samples.

Avoid sadness!

Don't eat too much fat!

Try to be positive!

Solutions

Drink more water!

Avoid sadness!

Don't sit too much!

Walk in the open air!

160

3 GW. Fill in the table according to Task 1, page 160.

The good things that teens do	The bad things that teens do
+	+
+	+
+	+

4 PW/IW. Choose the correct one explaining your choice.

1. How much/many coffee do you drink?
2. I don't eat much/many vegetables.
3. Jane eats a lot of/many bread.
4. My sister is quite/too/much pessimistic.
5. How much/many tea do you drink a day?
6. My brother works too many/much/little hours.
7. Kate has got a little/few/many/much close friends. She is happy.
8. My grandfather eats too much/many/few meat. He's fat.
9. To be in the open air is very many/much important for being healthy.
10. We should eat many/much healthy food.

5 IW. Think and match the halves.

- | | |
|----------------|---|
| 1. positive | a) encourage |
| 2. patient | b) knowing sb very well |
| 3. stimulate | c) expecting bad things to happen |
| 4. relaxed | d) waiting for a long time or accept annoying behaviour |
| 5. pessimistic | e) feeling confident and hopeful |
| 6. irritable | f) calm and not anxious |
| 7. tense | g) being nervous or worried |
| 8. close | h) getting annoyed easily, showing anger |

6 IW. Which one/ones doesn't/don't fit the others?

1. optimistic, irritable, happiness, relaxed, tense, fat
2. pessimistic, merry, violence, vigilant, open-minded
3. positive, thin, impatient, plump, anxious, freedom, free
4. unhealthy, patient, close, worry, worried, confident

7 IW. Project Work. Write your own "Golden Rules" for keeping healthy and defend them with convincing arguments.

161

Word File	calculate, contain, stimulate, tense, irritable
Summary	<p>Direct your Ss to learn more facts and become aware of some good advice how to keep healthy eating healthy food and choosing a healthier lifestyle. Ss should come to conclusion that they should give priority to good habits, avoid/reduce bad habits/nutrition/giving preference/to gain good/healthy life. This will lead them to have a healthy lifestyle and look younger than their calendar age. This topic is really wide enough to choose and give a task to your class. Finding True/False sentences and making an interview Ss summarise that we should build up our lifestyle correctly. Our body life can be younger/older than our calendar age even for 20 years. It depends on the lifestyle of each of us. We can change our lifestyle to the positive side being in the open air, having healthy food, avoiding junk food, having normal sleep, doing exercises, having more relaxation and fun that really makes our life longer or causes longevity. At the same time they realize that one of the best ways of being healthy is REM sleep. REM sleep is one of the important things for a healthy life. So, everything is in our hands as you see/witness. Let's try to live a healthy life.</p>
Creative work	Write a paragraph: "Why We Need REM Sleep!"

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<i>I can:</i> <ul style="list-style-type: none"> ask/answer the questions on a healthy life take part in discussions on the topic make an interview on the topic 				
<i>I can read and</i> <ul style="list-style-type: none"> understand the importance of sleep find True/False statements match the paragraphs with the titles 				
<i>I can:</i> <ul style="list-style-type: none"> build up sentences using the key words do a quiz on the topic write a paragraph on REM sleep 				

ANSWER KEY:

▪ Task 4, page 158

1. Children should sleep 8-10 hours every day. **F**
2. On average people spend almost a third of their life walking. **F**
3. Adults should sleep 7-8 hours a day. **T**
4. In stages 3 to 4 our body becomes less relaxed. **F**
5. Giraffes sleep more than bats. **F**
6. In stages 1 to 4 our muscles and heart rate slow down and our brain becomes more passive. **T**
7. REM sleep is important for memory. **F**

▪ Task 4, page 161

1. How **much**/many coffee do you drink?
2. I don't eat **much**/many vegetables.
3. Jane eats **a lot of**/many bread.
4. How **much**/many tea do you drink a day?
5. My brother works **too many**/much/little hours.
6. Kate has got a little/a few/**many**/much friends. She is happy.
7. My grandfather eats **too much**/many/few meat. He's fat.
8. To be in the open air is **many**/much important for being healthy.
9. We should do **much**/many exercise and eat **many**/much fresh fruit.

▪ Task 5, page 161

1. positive-**e**
2. patient-**d**
3. stimulate-**a**
4. relaxed-**f**
5. pessimistic-**c**
6. irritable-**h**
7. tense-**g**
8. close-**b**

- a) encourage
- b) knowing sb very well
- c) expecting bad things to happen
- d) waiting for a long time or accept annoying behaviour
- e) feeling confident and hopeful
- f) not anxious, but calm
- g) being nervous or worried
- h) getting annoyed easily, showing anger

Lesson 3. Laughing for a Better Life!

Aim: The major aim in this lesson is to teach Ss the role and importance of laughter, ways of being/staying healthy, searching for the best ways of happy and healthy life/lifestyle. At the same time encourage them to find the best ways of having a happier life by avoiding stress, using post positions appropriately.

Objectives

Student:

- pronounces the new words clearly
- expresses his/her attitude on the questions on Laughter
- takes an active part in the discussion on searching the ways to be healthy
- speaks about the importance of laughter describing the pictures
- answers the questions for a happier life
- explains the usage of prepositions/postpositions using them in sentences
- matches the paragraphs to the headings
- retells the content of the article adding his/her opinions
- creates a project on the importance of laughter
- writes sentences/an essay using the new words
- writes jokes on a happier life
- designs solutions on a happier life

Standards

1.1.1./2.1.2./2.1.3./ 3.1.1./3.1.3./4.1.1.

Lesson 3. Laughing for a Better Life!

What you'll learn:

- What ways are the best ways to be healthy
- How laughter can help people to stay healthy
- Why laughter is good for people
- How to use prepositions/postpositions correctly



[k] chuckle fake strike knock

Word File:

alter ['ɔ:lə] (v) change, vary, transform, make different.

We had to **alter** our plans.

bump (into) ['bʌmp into] (v) hit, crash into, knock against, run into

I almost **bumped into** him.

chuckle ['ʧʌkl] (n) giggle, snicker, titter.

I **chuckled** at the astonishment on her face.

crease [kri:s] 1. (v) wrinkle, get wrinkled.

2. (n) wrinkle, a line or ridge produced on paper or cloth by folding, pressing, or crushing it.

fake [feik] (adj) false, invalid.

I hate those who support **fake** relations.

laughter ['lɑ:ftə] (n) laughing, chuckling, giggling, tittering.

Burst into **laughter**.

nutrient ['nju:trɪənt] (n) food supply, a substance that provides nourishment essential for growth and the maintenance of life.

1 GW. Write the words in the right column and pronounce them correctly.

truck chuckle sport nephew unitary
new bump blood telephone fake alter
photo always nutrient fall laughter

[t]

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.- 1.1.2./3.1.1. Lit.- 1.2.4./ 2.1.2./3.1.3 PT.- 1.1.1./ 1.1.2./1.3.4. Biol.- 2.1.2./3.2.2. Scien.- 2.1.1./4.1.1.
Interaction	CW/GW/IW/PW
Strategy	Brainstorming, Description, Discussion, Word Association, Debate, Clarifying, EV, TPS
Resources	SB, flashcards, film roll, handouts, cards, pictures, CD, www.learningenglish.org.uk

Motivation (warm-up) Listening-Speaking

Draw your Ss' attention to the pictures/photos *on page 163, task 2*.

Ask them to speak about them giving explanation on the mood of them. Or try to demonstrate some other pictures or a video roll, whatever is convenient. At the same time you can begin the lesson with an interview. Have them work in pairs and think about the questions.

Research Questions:

- *What is the role of laughter?*
- *Why do you think that laughter is one of the ways to be/ to stay healthy?*

Discussion/Information Exchange

Direct your Ss to debate on the research questions.

Get them to debate on the topic. Have the Ss read the article and match the topics with the paragraphs 1-5.

Split them into 2 groups. One of the groups will debate on the importance of laughter giving as many examples as possible, the other group will speak about the uselessness of laughter giving more facts and arguments.

Group 1: Laughter is one the best ways of a happier life. It reduces stress and massaging blood vessels supplies our brain with more oxygen and good blood flow. Laughter improves our defenders against illness. It raises our mood and we feel good and happy.

Group 2: When we laugh, we think we look fool. The muscles of our face crease and wrinkles appear on our face. We think that laughing is stupidity.

Word File	alter, bump into, chuckle, crease, fake, laughter, nutrient
Summary	For Conclusion lead the Ss to match the paragraphs and retell the content of the article. At the end Ss come to conclusion that laughter prolong our lives, raises our mood, helps us to be healthy. Laughter is one of the best ways to be/ stay healthy. Doctors also think laughing helps people stay healthy, laughter reduces stress in the body. And at the same time laughing is very good for the heart too. So we should smile/ laugh to avoid stress and cheer up/ relax. We can change our lifestyle to the positive side by laughter, being in the open air, having healthy food, avoiding junk food, having normal sleep, doing more exercises, having more relaxation and fun that really makes our life longer or causes longevity. So, everything is in our hands as you see/witness. Let's try to live a healthy life.
Creative work	IW. Write a paragraph: 1. <i>Laughter reduces stress.</i> 2. <i>What can you do to live a happier life with a lot of laughter.</i> 3. <i>Search and write some Shaki jokes.</i>

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<i>I can ...</i>				
pronounce the new words clearly				
answer questions about the best ways of a happy life				
make an interview on the topic				
take part in discussions on the topic				
share my ideas with partners on a happier life				
read and understand the importance of laughter				
retell the content of the passages				
match the paragraphs with the titles				
build up sentences using the new words				
create a paragraph about a happy life				

1. Complete the table around Unit 7

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical Thinking</i>		
<i>Critical Thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2. Make a vocabulary map and write the words you learned around the Unit in the box. You can add the meanings in your own language.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3. Think and sort out the words according to the parts of speech.

Noun	Verb	Adjective	Adverb	Other
allergy fingernail laughter- panic tongue	digest reckon calculate	able fizzy junk positive rough healthy smooth satisfying	pleasantly happily there	among because out can't if

Sub Summative Test 7

1. Choose the correct modal verb.

Parents ... let their children spend a good time with their friends.

- A) can't B) could C) mustn't D) should

2. Find out the definitions of the words and write.

digestive – stimulate – irritable – laughter –

3. Complete the sentences.

1. If your body age is older than your calendar age ...
2. If you have too much fat and junk food ...

4. Answer the questions.

1. How can you describe your character?
2. What's your worst diet habit?
3. What's your best diet habit?
4. What should you do to keep fit/to stay healthy?

5. **A** Find the opposite of:

1. healthy –
2. irritable –
3. fake –

B Find another adjective for:

1. positive –
2. spot –
3. tense –

6. Find the incorrect variant.

1. A healthy tongue can be white.
2. If there are cracks in the tongue, it's the sign of good health habit.
3. Dark circles under the eyes are a sign of food allergies.
4. If you have horizontal cracks in your tongue it means you need B Vitamins.

7. Find the unscrambled words and write.

vegestidi – zyfiz – terlaguh –
ilgernafin – dymere – thoosm –

8. Odd one out.

1. smooth, moist, avoid
2. maturity, fizzy, health
3. medical, cracks, junk
4. satisfying, fingernail, tongue

9. Ask questions.

1. _____? REM sleep is important for memory and learning.
2. _____? A baby needs 12-16 hours' sleep.
3. _____? On average, adults need about 7-8 hours' sleep a day.

10. Make Golden Rules for Health.

Synonyms

1. aid – help – assistance
2. a bank – a shore, a coast
3. a bucket – a pail
4. a custom – a tradition
5. an orchard – a fruit garden
6. a cab, a carriage – a coach, a wagon
7. cloudless – bright – clear
8. a cluster – a bunch
9. a dramatist – a playwright
10. a dressmaker – a tailor
11. a field – a branch – an affiliation
12. a hare – a rabbit
13. a hairdresser – a barber
14. a gift – a present
15. goal – aim – purpose
16. gloomy – cloudy
17. a lawyer – a judge
18. a line – a row
19. ancient – old
20. an aggressor – an invader
21. a magazine – a journal, a register
22. a mirror – a looking-glass
23. a profession – a trade – career
24. a thief – a robber – a burglar
25. a ship – a steamer – a boat – a galley
26. a show – a play – a performance
27. a sitting room – a parlor – a living room
28. a stranger – a foreigner
29. a story – a tale
30. a talk – a conversation
31. a turn – a queue
32. a wood – a forest
33. afresh – again
34. airless – stuffy
35. an agreement – a consent
36. an aggressor – an invader
37. also – too – either
38. alternative – choice – option(al)
39. although – though
40. an action – a movement
41. an apron – a pinafore
42. an enemy – a foe

43. an opportunity – a chance
44. angry – cross
45. an arm – a weapon
46. aromatic – fragrant – spicy
47. an aubergine – an eggplant, brinjal
48. bare – leafless
49. beautiful – pretty – nice – wonderful – charming – rattling
50. because – as
51. behaviour – treatment
52. beloved – favourite – (lovely)
53. besides – except – but
54. brave – courageous
55. bright – splendid
56. by plane – by air
57. calm, quiet, still, silent – (*Ant.* noisy)
58. clear – frank – plain
59. clever – wise – sensible
60. clue – key
61. cluster – bunch
62. contemporary – modern - new
63. dear – expensive
64. delicious – tasty, fragrant
65. displaced – refugee
66. disease – illness
67. different – various – colourful
68. difficult – hard, heavy
69. diligent – hard-working – painstaking – industrious
70. dirty – muddy – dusty
71. discord – quarrel
72. dull – boring
73. litter – trash – garbage – waste
74. a dust-bin – a litter- bin, a garbage-pail, a waste-basket
75. each other – one another
76. an effort – an attempt
77. an equipment – a facility
78. except – besides
79. experienced – skilled
80. fast – rapid – quick
81. fear – scare
82. fairy – magic
83. famous – popular – well-known – outstanding - prominent – great
84. false – wrong
85. finally – at last – in the end
86. freedom – liberty
87. fun – humour – joke-anecdote

88. funny – humorous
89. gentle – noble, mild, moderate
90. grief – sorrow
91. a grown-up – an adult – an elderly person
92. happy – cheerful – delighted – gay – glad
93. a hardship – a difficulty – a challenge – an obstacle
94. hate – dislike
95. heartless – cruel – unkind
96. hoist – raise – lift
97. holy – sacred- saint
98. house – building
99. home task – homework
100. immediately – at once
101. incorrect – wrong – not right
102. infant – baby – child
103. in spite of – despite
104. intolerable – unbearable
105. instrument – tool
106. jobless – unemployed
107. last – final
108. a maid – a servant
109. main – major – principal
110. many – a lot of
111. maybe – perhaps
112. much – a lot of
113. nearly – about – approximately
114. no more – not any more
115. occupation – trade – business
116. to occupy – to invade – to capture – to plunder – to conquer
117. often – not seldom
118. once – one day
119. output – crop – harvest
120. pail – bucket
121. passive – inactive – not active
122. peasant – villager
123. a pen-name – a nick name
124. plain – clear
125. pleased – satisfied
126. plump – fat – stout – thick
127. to plunder – to destroy
128. poor – miserable
129. power – strength (reign)
130. powerful – mighty – strong
131. press – (mass) media
132. pretty – splendid – wonderful – beautiful

133. prison – imprisonment – jail
134. private – own – personal
135. to proclaim – to declare – to announce
136. quietness – calmness – stillness – silence
137. race – contest – competition
138. ready – prepared
139. real – true – right
140. region – district – settlement
141. rich – wealthy
142. rude – cruel – unjust
143. rude – impolite
144. safe – secure
145. saint – sacred – holy
146. sample – example
147. seaside – seashore
148. security – safety – protection
149. serious – strict
150. a section – a department
151. several – some
152. shabby – torn out
153. silent – quiet
154. slim – thin – slender
155. soft – light
156. soft – cozy – comfortable
157. sometimes – from time to time
158. to strike – to beat – to hit
159. stupid – silly – foolish
160. suddenly – unexpectedly – (at once)
161. value – appreciation
162. suitable – favourable
163. sunrise – dawn
164. sunset – the setting of the sun
165. surprised – astonished
166. to surround – to encircle
167. to achieve – to succeed – to manage
168. to arrange – to organize
169. to be busy – to be engaged
170. to be grateful – to be thankful
171. to be located – to be situated
172. to build – to establish – to construct
173. to choose – to elect – to select
174. to establish – to found
175. to dye – to colour – to paint
176. to get worse – to worsen
177. to improve – to get better

178. to incite – to encourage – to inspire
179. to look for – to search – to seek
180. to notice – to see – to feel
181. to recover – to improve – to get better
182. to remind – to resemble
183. to return – to be back – to come back
184. to surround – to besiege – to encircle
185. terrible – horrible – awful – dreadful – dangerous
186. this evening – tonight
187. thin – thick
188. the centre – the middle
189. tired – exhausted
190. to decide – to make up one's mind
191. to return – to give back – to come back
192. to accompany – to follow – to see smb. off to some place
193. to act – to play
194. to allow – to let – to permit
195. to answer – to reply – to respond
196. to arrange – to settle
197. to appear – to come out
198. to applaud – to clap
199. to appreciate – to value
200. to approach – to come up – to come nearer
201. to arrest – to confine
202. to assist – to help – to aid – to give a hand
203. to be delighted – to be pleased – to be satisfied
204. to be eager – to wish – to dream
205. to be late – to miss
206. to be situated – to be located
207. to be surprised – to be astonished
208. to get surprised – to get astonished
209. to be sure of – to be certain of
210. to become – to be
211. to behave – to treat
212. to believe – to trust
213. to blame – to accuse – to charge – to find fault with
214. to book – to order
215. to call – to name
216. to call – to ring – to phone
217. to conquer – to occupy – to capture
218. to cry – to shout
219. to cry – to sob – to weep
220. to cure – to treat
221. to devote – to dedicate
222. to develop – to increase

223. to dispatch – to send
224. to earn money – to make money
225. to edit – to publish – to print
226. to enter – to go(come) into – to come in
227. to excuse – to forgive
228. to fight – to struggle
229. to free – to liberate – to release
230. to fit – to suit – to match
231. to gather – to assemble
232. to get to – to reach – to arrive (in, at)
233. to get – to receive – to accept
234. to go on – to continue
235. to graduate (from) – to finish – to leave
236. to grow – to plant – to cultivate – to harvest
237. to hand – to pass – to give
238. to happen – to take place
239. to have – to have got
240. to haste – to be in a hurry
241. to hit – to strike – to beat
242. to impede – to prevent
243. to incite – to force – to make smb. do smth
244. to increase – to extend
245. to intend – to plan – to be going to
246. to jump – to hop
247. to keep – to hold
248. to know – to recognize
249. to learn – to study
250. to let – to allow – to permit
251. to live – to exist
252. to look (at) – to stare – to glance – to gaze
253. to love – to like – to be fond of
254. to make a suggestion – to make an offer – to make a proposal
255. to mix – to put together
256. to notice – to see
257. to object – to mind – to refuse – to be against
258. to offend – to hurt one's feelings
259. to offer – to suggest
260. to open – to unlock – to uncover
261. to own – to master
262. to paint – to draw
263. to perish – to annihilate
264. to plunder – to occupy – to capture (to destroy)
265. to postpone – to put off
266. to praise – to award
267. to preserve – to keep

268. to prevent – to impede
269. to proclaim – to declare
270. to publish – to print
271. to put on – to wear – to dress – to have on
272. to realize – to understand
273. to receive – to get – to have got
274. to recommend – to propose
275. to reject – to refuse – to object – to deny- to mind
276. to remain – to stay
277. to remind – to resemble
278. to repair – to mend
279. to return – to come back
280. to revise – to repeat – to brush up – to update
281. to rise – to get up – to stand up
282. to rub – to wipe – to clean
283. to say good-bye – to part with
284. to shiver – to tremble, to shake
285. to show – to demonstrate
286. to sleep – to be asleep
287. to speak – to talk (to, with)
288. to start – to begin
289. to start – to leave (for) – to go (to)
290. to take care (of) – to look after
291. to terrify – to frighten
292. to trouble – to bother – to disturb – to hurt
293. to value – to appreciate
294. to walk – to go on foot – to hike
295. to watch – to observe
296. too – very – so
297. towards – in the direction of
298. tower – castle – temple – fortress
299. traveling – journey – voyage – trip – tour – outing
300. unjust – unkind – cruel
301. unusual – extraordinary
302. usual – common – general – ordinary
303. vacant – empty
304. victim – sacrifice
305. wage – salary – payment
306. weak – poor
307. wealth – riches – fortune
308. weather – air
309. wide – large – huge – broad
310. work – job

ENGLISH 9

Ümumtəhsil məktəblərinin 9-cu sinfi üçün
“İngilis dili” (əsas xarici dil kimi) fənni üzrə
müəllim üçün metodik vəsait

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