Teacher’s Book
English as the main foreign language for the 9th grade of the general education schools

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“KÖVSƏR” Publishing House

Your inquiries, comments and suggestions should be sent to kovserneshriyyat@gmail.com and derslik@edu.gov.az email addresses. Thank you for your cooperation in advance.
Azərbaycan Respublikasının Dövlət Himni

Musiqisi Üzeyir Hacıbəylinin, sözleriƏhməd Cavəndiñ. 

Azərbaycan! Azərbaycan! 
Ey qəhrəman övladin şanlı Vətəni! 
Səndən ötrü can verməyə cümələ hazırlız! 
Səndən ötrü qan tökməyə cümələ qadırız! 
Üçranglı bayraqınla məsud yaşa! 
Minlərə can qurban oldu! 
Sinen hərbə meydan oldu! 
Hüququndan keçən əsər, 
Hərə bir qəhrəman oldu!

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

Namusunu hifz etməyə, 
Bayraqını yüksəltməyə 
Cümə gençler 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 classroom 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 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:

<table>
<thead>
<tr>
<th>Methods</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observation</td>
<td>• Observation sheets</td>
</tr>
<tr>
<td>• Interview</td>
<td>• Interview sheets</td>
</tr>
<tr>
<td>• Tasks</td>
<td>• Exercises</td>
</tr>
<tr>
<td>• Cooperation with parents and other teachers</td>
<td>• Questionnaires</td>
</tr>
</tbody>
</table>

• **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.

<table>
<thead>
<tr>
<th>Methods</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interview</td>
<td>• Interview Sheets</td>
</tr>
<tr>
<td>• Tasks</td>
<td>• Exercises</td>
</tr>
<tr>
<td>• Oral Questionnaire</td>
<td>• Oral Questionnaire Sheets</td>
</tr>
<tr>
<td>• Self Assessment</td>
<td>• Self assessment Sheets</td>
</tr>
<tr>
<td>• Reading</td>
<td>• Reading Checklists</td>
</tr>
<tr>
<td>• Writing</td>
<td>• Checklists for writing development</td>
</tr>
<tr>
<td>• Rubrics</td>
<td>• Rubrics/Schemes</td>
</tr>
<tr>
<td>• Research Projects</td>
<td>• Criteria Tables</td>
</tr>
<tr>
<td>• Games, etc.</td>
<td>• Self Assessment checklists</td>
</tr>
<tr>
<td></td>
<td>• Observation sheets</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>the highest rate</td>
<td></td>
<td></td>
<td>the lowest rate</td>
</tr>
<tr>
<td>• Exemplary</td>
<td>• Good</td>
<td>• Average</td>
<td>• Beginner</td>
</tr>
<tr>
<td>• Excellent</td>
<td>• Very good</td>
<td>• Satisfactory</td>
<td>• Not Sufficient</td>
</tr>
<tr>
<td>• Brilliant</td>
<td>• Almost experienced</td>
<td>• Almost Sufficient</td>
<td>• Inexperienced</td>
</tr>
<tr>
<td>• Perfect</td>
<td>• Knowledgeable</td>
<td>• Sufficient</td>
<td>• Weak</td>
</tr>
<tr>
<td>• Experienced</td>
<td>• Sufficient</td>
<td>• Improving</td>
<td>• Poor</td>
</tr>
<tr>
<td>• Creative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Master</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Well</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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**

<table>
<thead>
<tr>
<th>Diagnostic Checklist</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know about our national values</td>
<td>✔</td>
</tr>
<tr>
<td>I talk about our national customs and traditions</td>
<td></td>
</tr>
<tr>
<td>I speak about religious holidays</td>
<td></td>
</tr>
<tr>
<td>I speak about other religions and customs</td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Diagnostic Checklist</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can ...</td>
<td>✔</td>
</tr>
<tr>
<td>speak about lifestyle</td>
<td></td>
</tr>
<tr>
<td>share my ideas on healthy food</td>
<td></td>
</tr>
<tr>
<td>talk about daily routine</td>
<td></td>
</tr>
<tr>
<td>answer questions about the way we live</td>
<td></td>
</tr>
<tr>
<td>Study Skills</td>
<td>Level Reached</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>I know how to</td>
<td>Perfect</td>
</tr>
<tr>
<td>find the main idea</td>
<td>Good</td>
</tr>
<tr>
<td>read for specific information</td>
<td>Fair</td>
</tr>
<tr>
<td>express my ideas/thoughts</td>
<td>Poor</td>
</tr>
<tr>
<td>describe the places/people’s characteristics/</td>
<td></td>
</tr>
<tr>
<td>features and their lifestyles</td>
<td></td>
</tr>
<tr>
<td>make notes on passages</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Level Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Achievement</td>
<td>Perfect</td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td>Good</td>
</tr>
<tr>
<td>I can:</td>
<td>Fair</td>
</tr>
<tr>
<td>• speak about countries and their political system</td>
<td>Poor</td>
</tr>
<tr>
<td>• talk about different cities and their places of interest</td>
<td></td>
</tr>
<tr>
<td>• express my admiration and surprise in different places</td>
<td></td>
</tr>
<tr>
<td>• play a role on different places</td>
<td></td>
</tr>
<tr>
<td>• share my ideas with a partner on the famous places in the world</td>
<td></td>
</tr>
<tr>
<td>• speak about outstanding people in Azerbaijan</td>
<td></td>
</tr>
<tr>
<td>• describe the geographical position of countries</td>
<td></td>
</tr>
</tbody>
</table>

**Grammar Checklist**

<table>
<thead>
<tr>
<th>I can ...</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the meaning of the words which are nouns and verbs</td>
<td>value/to value, plan/to plan</td>
</tr>
<tr>
<td>understand phrasal verbs, metaphors, quotes, and proverbs</td>
<td></td>
</tr>
<tr>
<td>find the synonyms and antonyms of the words</td>
<td></td>
</tr>
<tr>
<td>build up sentences using synonyms/antonyms</td>
<td></td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>Reading</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>Description of Achievement</td>
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<tr>
<td><strong>Reading</strong></td>
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<td>I can read and understand:</td>
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<tr>
<td>• articles about children’s rights</td>
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<tr>
<td>• facts/ideas on children’s rights</td>
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<tr>
<td>• international overview about children’s rights</td>
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<tr>
<td><strong>Listening and Speaking</strong></td>
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<tr>
<td>I can:</td>
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<tr>
<td>• play a role on different rights</td>
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<tr>
<td>• talk about children’s rights and share my ideas with classmates</td>
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<tr>
<td>• debate on different teens’ thoughts</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>I can:</td>
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<tr>
<td>• build up sentences using the key words</td>
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<tr>
<td>• write my ideas about teens’ thoughts</td>
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<tr>
<td>• fill in the table on the teens’ ideas</td>
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<tr>
<td>• make up a list of rights</td>
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<tr>
<td>• create a paragraph on the protection of children</td>
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</table>
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.
A good teacher is like a candle - it consumes itself to light the way for others.

-- Mustafa Kemal Atatürk

“When you talk, you are only repeating what you already know.

But when you listen, you may learn something new.” ~ Dalai Lama

Instead of making big money, I decided to make a big difference. That’s why I became a TEACHER!

What is the difference between school and life? In life, you’re given a test that teaches you a lesson.

~ Tom Bodett

May 4 - 8
Teacher Appreciation Week!

What do teachers do?

“They give their students their all -- their knowledge, their creativity, their focused attention, their love.”

--President Barack Obama

#ThankATeacher
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!*

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**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.
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.
Discussions

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

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

Translation

As a technique in language learning and teaching, translation used to be very popular. In recent years, however, it has fallen out of favour. There has been concern that an over-use of translation encourages the students to produce very strange-sounding English. Too much translation can also prevent students from developing fluency in the language as they develop the habit of going through their mother tongue. Translation as a teaching technique still offers considerable benefits. Students, at all levels of ability, do translate. It is, in fact, impossible to learn anything unless you find ways of integrating it into what you already know-in this case the mother tongue. Translation can also help students be themselves-they can express what they want to say and then learn how to say the same things in English.
Miming or performing a game

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

How to check answers?

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

How to decide exercises?

Exercises can be done in pairs or in small groups 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.
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**
- **Homophones and homographs**
- **Word order**
- “Exceptions to the rules” in Grammar
- **Idioms in texts**
- **Sentence structure**
- **Figurative language, including imagery and symbolism**

**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.

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<td>1.1.</td>
<td>2.1.</td>
<td>3.1</td>
<td>4.1</td>
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<tr>
<td>Expresses his attitude to the content of the text he/she listened to.</td>
<td>Demonstrates oral speech abilities.</td>
<td>Demonstrates complete knowledge/accomplishment on the content of the text he read.</td>
<td>Demonstrates correct/precise/accurate writing skills.</td>
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<td>2.1.1.</td>
<td>3.1.1.</td>
<td>4.1.1.</td>
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<td>Expresses his/her attitude to the requests.</td>
<td>Expresses his/her ideas by using various speech units/patterns.</td>
<td>Explains grammatical and semantical features of words and expressions.</td>
<td>Expresses his opinions/points of view in different forms (composition, essay, story).</td>
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<td>1.1.2.</td>
<td>2.1.2.</td>
<td>3.1.2.</td>
<td>4.1.2.</td>
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<td>Comments (or gives comments) on the content of the text he/she listened to.</td>
<td>Debates/makes discussions on different themes (nature, society, family, school).</td>
<td>Reads the sentences on varied constructions from the text correctly.</td>
<td>Expresses his attitude to facts and events in written form.</td>
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<td>1.1.3.</td>
<td>2.1.3.</td>
<td>3.1.3.</td>
<td>4.1.3.</td>
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<tr>
<td>Explains his/her thoughts/points of view by making comparison.</td>
<td>Retells the content of the text in logical order/sequence.</td>
<td>Writes sentences of various constructions correctly.</td>
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<td>Expresses his attitude to the content of text he/she read.</td>
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<td></td>
<td>Writes autobiography and applications.</td>
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</table>
### 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.

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<table>
<thead>
<tr>
<th>Listening</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Standards</strong></td>
</tr>
</tbody>
</table>
| • 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 | 1.1.1. *Expresses his/her attitude/opinions on the requests.* |
| • 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 | 1.1.2. *Comments (or gives comments) on the content of the text he/she listened to.* |
<table>
<thead>
<tr>
<th>Content</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>2.1.1. <strong>Expresses his/her ideas by using various speech units/patterns.</strong></td>
<td>• Says out some views/opinions on metaphors and sayings</td>
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<td></td>
<td>• Understands and gives explanation of abbreviations</td>
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<td>• Expresses/shows agreement/disagreement on the topic</td>
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<td>• Gives comments on the topic listened</td>
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<td></td>
<td>• Expresses his/her ideas using various speech patterns/units</td>
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<td>• Shares ideas/opinions on sayings/on the topic</td>
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<td>• Expresses ideas and takes part in discussions on human rights</td>
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<td>• Explains the meanings/definitions of the idioms/metaphors sayings given in the dialogues</td>
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<td>• Speaks about friendship, children all over the world, international customs and tradition, religion, etc. using different speech patterns</td>
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<td>• Expresses/demonstrates his/her ideas on family conflicts using varied prepositional constructions</td>
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<tr>
<td>2.1.2. <strong>Debates/makes discussions on different themes (nature, society, family, school.)</strong></td>
<td>• Takes an active part in discussions on languages using his/her creative points of view</td>
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<td>• Speaks on time waste describing the pictures</td>
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<td></td>
<td>• Takes an active part in discussions on widely used languages</td>
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<td></td>
<td>• Takes part in debates on languages <em>(the English language)</em> and problem solving</td>
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<td>• Debates on the topics about family conflicts</td>
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<td>• Performs/plays roles on family conflicts</td>
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<td></td>
<td>• Holds or takes part in the discussions on the time waste</td>
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<td>• Has discussions on TV exchanging ideas</td>
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<td>2.1.3. <strong>Explains his/her thoughts/points of view by making comparisons.</strong></td>
<td>• Compares ideas on language with his/her peers</td>
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<td>• Speaks about the melodic sweetness of each language</td>
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<td>• Gives comments on the listened topic</td>
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<td>• Coincides/matches the answers to the questions while discussing them</td>
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<td>• Holds/runs discussions comparing different ideas</td>
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<td>• Debates on the positive and negative sides of something</td>
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<td></td>
<td>• Demonstrates his/her agreement/disagreement on the statements</td>
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<td></td>
<td>• Debates on the topic expressing his/her attitude to the topic</td>
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<td></td>
<td>• Makes comparisons and expresses his choice <em>(agreement/disagreement)</em> on the topic</td>
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<td></td>
<td>• Compares the ideas given by the teens in the letters</td>
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<tr>
<td>Reading</td>
<td>Content</td>
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<tr>
<td><strong>Objectives</strong></td>
<td><strong>Standards</strong></td>
</tr>
</tbody>
</table>
| • 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  

• 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  

3.1.1. **Explains grammatical and semantical features of words and expressions.**  
3.1.2. **Reads the sentences on varied constructions from the text correctly.**  
3.1.3. **Retells the content of the text in logical order/sequence.**
<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Reading Objectives</th>
</tr>
</thead>
</table>
| **3.1.4.** Expresses his attitude to the content of the text he/she read. | • 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 |
<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Writing Objectives</th>
</tr>
</thead>
</table>
| **4.1.1.** Expresses his opinions/points of view in different forms (composition, essay, story). | • 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 |
<table>
<thead>
<tr>
<th>Writing</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Standards</strong></td>
</tr>
</tbody>
</table>
| • 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 | 4.1.2. Expresses his attitude to facts and events in written form. |
| • 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 | 4.1.3. Writes sentences of various constructions correctly. |
| • 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 | 4.1.4. Writes autobiography and applications. |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Integration Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td>1.1.1. Expresses his/her attitude/opinions on the requests.</td>
<td>N.L.-1.1.1./1.1.2./2.1.1. Music-2.3.1. Lit.-1.2.1.</td>
</tr>
<tr>
<td>1.1.2. Comments (or gives comments) on the content of the text he/she listened to.</td>
<td>N.L.-1.1.1./1.1.2./2.1.1. Music.-2.3.1. Lit.-1.2.1.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>2.1.1. Expresses his/her ideas by using various speech units/patterns.</td>
<td>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.</td>
</tr>
<tr>
<td>2.1.2. Debates/makes discussions on different themes (nature, society, family, school).</td>
<td>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.</td>
</tr>
<tr>
<td>2.1.3. Explains his/her thoughts/points of view by making comparison.</td>
<td>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.-2.1.2./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.</td>
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<tr>
<td>Standards</td>
<td>Integration Standards</td>
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<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>3.1.1. <strong>Explains grammatical and semantical features of words and expressions.</strong></td>
<td>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.</td>
</tr>
<tr>
<td>3.1.2. <strong>Reads the sentences on varied constructions from the text correctly.</strong></td>
<td>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.</td>
</tr>
<tr>
<td>3.1.3. <strong>Retells the content of the text in logical order/sequence.</strong></td>
<td>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.</td>
</tr>
<tr>
<td>3.1.4. <strong>Expresses his attitude to the content of the text he/she read.</strong></td>
<td>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.</td>
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<tr>
<td><strong>Writing</strong></td>
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</tr>
<tr>
<td>4.1.1. <strong>Expresses his opinions/points of view in different forms (composition, essay, story).</strong></td>
<td>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.</td>
</tr>
<tr>
<td>4.1.2. <strong>Expresses his attitude to facts and events in written form.</strong></td>
<td>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.</td>
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<tr>
<td>4.1.3. <strong>Writes sentences of various constructions correctly.</strong></td>
<td>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./2.1.2./5.1.3. Gen.His.-1.1.3./5.1.3.</td>
</tr>
<tr>
<td>4.1.4. <strong>Writes autobiographies and applications.</strong></td>
<td>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.</td>
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<tr>
<td>Implemented Standards for Units</td>
<td>Unit</td>
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<tr>
<td>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.</td>
<td>1. LANGUAGE</td>
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<td>Sub Summative 1</td>
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</tbody>
</table>

<p>| 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4. | 2. 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./2.1.2./3.1.1./3.1.4./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./2.1.2./3.1.1./3.1.2./4.1.1/4.1.3 | 4. Everyone Has Rights! |
| | | <strong>Progress Portfolio</strong> | |
| | Sub Summative 2 | | |</p>
<table>
<thead>
<tr>
<th>Integration</th>
<th>Resources</th>
<th>Assessment methods/tools</th>
<th>Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.L.-1.1.2./2.1.1./3.1.1.</td>
<td>SB, CD, slides, pictures, handouts, flipcharts</td>
<td>Self-Assessment checklists, Filling in gaps, open ended questions</td>
<td>2</td>
</tr>
<tr>
<td>Lit.-1.2.1./1.2.4./3.1.2./3.1.3. Math.-5.2.2.</td>
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<tr>
<td>N.L.-2.1.1./2.1.2./3.1.4.</td>
<td>SB, CD, slides, pictures, video</td>
<td>Formative Assessment checklists, Problem Solving, multiple choice exercises</td>
<td>2</td>
</tr>
<tr>
<td>Lit.-1.2.4./1.1.3./2.1.2.</td>
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<tr>
<td>Lit.-1.1.3./2.1.2./3.1.2.</td>
<td>SB, CD, slides, pictures, video</td>
<td>Self-Assessment checklists, multiple choice exercises, finding T/F sentences, observation sheet</td>
<td>2</td>
</tr>
<tr>
<td>N.L.-1.1.2./2.1.2./3.1.4.</td>
<td>SB, CD, slides, flashcards, video</td>
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<tr>
<td>Math.-5.1.1./5.1.2./5.2.2.</td>
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<td>Geog.-3.1.2.</td>
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<td>Az. His.-1.2.1./1.2.2.</td>
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<tr>
<td><strong>Self-Assessment Checklist, Multiple Choice Exercises</strong></td>
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<td>2</td>
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<tr>
<td><strong>Test Exercises, Open-Ended Exercises</strong></td>
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<td>1</td>
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<tr>
<td>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.</td>
<td>SB, Pictures, flashcards, handouts, videos</td>
<td>Rubrics, Self-Assessment checklists, Gaps Filling, multiple choice exercises</td>
<td>3</td>
</tr>
<tr>
<td>N.L.-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.</td>
<td>SB, Pictures, flashcards, CD, video</td>
<td>Formative Assessment, multiple choice exercises</td>
<td>2</td>
</tr>
<tr>
<td><strong>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.</strong></td>
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<tr>
<td>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./2.2.1./2.2.2. P.T.-1.4.1.</td>
<td>SB, Pictures, flashcards, worksheets, CD, slides</td>
<td>Self-Assessment checklists, Grammar Checklist, open questions, multiple choice exercises</td>
<td>2</td>
</tr>
<tr>
<td>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.</td>
<td>SB, Pictures, flashcards, handouts, slides</td>
<td>Formative Assessment, Self-Assessment, multiple choice exercises, interviewing, finding T/F sentences</td>
<td>2</td>
</tr>
<tr>
<td><strong>Self-Assessment Checklist, Multiple Choice Exercises</strong></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Test Exercises</strong></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3. MASS MEDIA</td>
<td>1.1.1./2.1.1./2.1.2./3.1.1./3.1.4./4.1.1./4.1.2.</td>
<td>1. Spreading the News</td>
<td></td>
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<tr>
<td></td>
<td>1.1.2./2.1.2./2.1.3./3.1.1./3.1.3./4.1.2.</td>
<td>2. Quality or Popularity?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1.1./2.1.2./2.1.3./3.1.1./3.1.4./4.1.1./4.1.3.</td>
<td>3. The Window to the World!</td>
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<td>4. The Eyes and Ears of the Society</td>
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</tbody>
</table>

**Progress Portfolio**

| Sub Summative 3 |
| Main/Big Summative-1 |

| 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 | 1. Eyes in the Sky |
| | 1.1.1./2.1.1./2.1.3./3.1.1./3.1.2./4.1.2./4.1.3 | 2. Masters of Our Own Fate |
| | 1.1.1./2.1.1./2.1.3./3.1.1./3.1.4./4.1.2./4.1.4 | 3. The Road to Success |
| | 1.1.2./2.1.2./2.1.3./3.1.1./3.1.3./4.1.2./4.1.3 | 4. A Friend or a Foe? |

**Progress Portfolio**

<p>| Sub Summative 4 |</p>
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<th>Subject</th>
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<th>Tasks</th>
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<td>SB, Pictures, flashcards, realia, <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a></td>
<td>Formative Assessment, Grammar Checklist, interviewing, sorting out, making notes on the facts</td>
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<tr>
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<td>Rubrics, Grammar Checklist, Formative Assessment, matching, completing the table, etc.</td>
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<td>Test Exercises</td>
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### 5. Charity as a National Value

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<th>4.1.1.</th>
<th>4.1.2.</th>
<th>4.1.4.</th>
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<tr>
<td>We Are the World!</td>
<td>How Tolerant Are You?</td>
<td>How Charitable We Are!</td>
<td>Let's Try to Reduce Social Problems!</td>
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**Progress Portfolio**

### 6. Sightseeing around the World

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<th>4.1.1.</th>
<th>4.1.2.</th>
<th>4.1.3.</th>
<th>4.1.4.</th>
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<tr>
<td>The United Kingdom</td>
<td>Azerbaijan-Worth Visiting!</td>
<td>Every City Has a Story!</td>
<td>The Biggest and the Best!</td>
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**Progress Portfolio**

Sub Summative 5

Sub Summative 6
|------|------|---------|-----------|--------|-------|------|-------|-------|-------|-------|---------------------------------------------------------------|
| SB, pictures, flashcards, postcards, CD, flashcards | SB, pictures, flashcards, video roll, handouts, CD, realia, video roll | SB, Pictures, flashcards, video roll, handouts, www.teachingenglish.org.uk | SB, Pictures, flashcards, songs, CD, map | SB, flashcards, map, video roll, CD, handouts, slides | SB, pictures, video roll, map, handouts www.learningenglish.org.uk | | | | | | Diagostic Checklist, Self-Assessment, finding the meaning, making a report, etc. | 2
| SB, pictures, flashcards, handouts, CD, worksheets | | | | | | | | | | | Formative-Assessment, filling in questionnaire, discussion | 1
| SB, pictures, flashcards, handouts, CD, realia, video roll | | | | | | | | | | | Questioning, Filling in KWL, interviewing, multiple choice exercises | 2
| SB, Pictures, flashcards, video roll, handouts, www.teachingenglish.org.uk | | | | | | | | | | | Self-Assessment checklists, multiple choice exercises, completing the chart, etc. | 2
| | | | | | | | | | | | | | 1
| | | | | | | | | | | | | | 1
<p>| | | |</p>
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<td>1.1.1./1.1.2./2.1.2./3.1.3/3.1.4./4.1.1./4.1.2.</td>
<td>1. Be a Doctor for Yourself!</td>
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<tr>
<td>1.1.1./2.1.1./2.1.2./3.1.3/3.1.4./4.1.1.</td>
<td>2. How Old is Your Body?</td>
<td></td>
</tr>
<tr>
<td>1.1.1./2.1.2./2.1.3./3.1.1./3.1.3./4.1.1.</td>
<td>3. Laughing for a Better Life!</td>
<td></td>
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</tbody>
</table>

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**Progress Portfolio**

**Sub Summative 7**

**Main/Big Summative-2**

**References**

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- Teacher Created Resources. “Strategies to use with your English language learners (ELL)"
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- [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
- [www.BestEnglishQuotes](http://www.BestEnglishQuotes)
- [www.bbcworldservice.com](http://www.bbcworldservice.com)
- [www.teachersfirst.com](http://www.teachersfirst.com)
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**Self-Assessment Checklist, Multiple Choice Exercises**

**Test Exercises**

**Test Exercises**
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.

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

Diagnosis 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!
**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:

<table>
<thead>
<tr>
<th>Language</th>
<th>Communication</th>
<th>Customs</th>
<th>Race</th>
<th>Music</th>
<th>Art</th>
<th>Religion</th>
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</tbody>
</table>
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.
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
attachment, broadcast, confirm, diplomacy, diplomat, widespread

---

Summary

Note: You’d better use Extending Vocabulary Strategy which is very effective in learning new words/vocabulary. (See page 94)
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.

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:
• 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. Fredie 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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Verb</th>
<th>Other</th>
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<td></td>
<td>useful</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

- 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.

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</tr>
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</tr>
<tr>
<td><em>I can:</em></td>
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</tr>
<tr>
<td>• ask/answer questions on languages</td>
<td>X</td>
</tr>
<tr>
<td>• discuss questions on languages</td>
<td>X</td>
</tr>
<tr>
<td>• compare different ideas</td>
<td>X</td>
</tr>
<tr>
<td>• give reasons for different opinions</td>
<td>X</td>
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<tr>
<td>2. <strong>Reading</strong></td>
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<td><em>I can read and understand:</em></td>
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<td>• proverbs and quotations on languages</td>
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<tr>
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</tr>
<tr>
<td><em>I can:</em></td>
<td></td>
</tr>
<tr>
<td>• use the definite article “the”</td>
<td>X</td>
</tr>
<tr>
<td>• use topic-related words in context</td>
<td>X</td>
</tr>
<tr>
<td>• write a paragraph on my native language</td>
<td>X</td>
</tr>
</tbody>
</table>
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.

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
- 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

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

Word File:

adapted (a`daptd) (adj) combined, modified, made suitable for a new situation.
analytical (a`nalitisik) (adj) systematic, logical, using a logical method of thinking about sth in order to understand it, especially by breaking all the parts separately, relating to or using analysis and logical reasoning.
Analytical methods. Thomas has a clear analytical mind and approach.
contribute (k�n`triibut) (v) give, donate, hand out, provide, supply.
solve (solv) (v) (to) solve problems, 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.

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

Better Late than Never!
Content Line | Integration | Interaction | Strategy | Resources
--- | --- | --- | --- | ---
Listening/Speaking/Reading/Writing | N.L.-2.1.1./2.1.2./3.1.4. Lit.-1.2.4./1.1.3./2.1.2 | CW/GW/IW/PW | Description, Cluster, Discussion, Role Play, Clarifying | 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?

---

**Research Questions:**

- When (at what age) should we start learning a language?
- How do you understand “Better late than never!” in learning a language?
**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”*)

<table>
<thead>
<tr>
<th>Word File</th>
<th>adapted, analytical, contribute, focus, opportunity, risk, take, risks, tendency</th>
</tr>
</thead>
</table>

**Summary**

Ss can work on the project: “**Different Ways of Learning**, “**It’s Never too Late to Learn!**!”

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!**”

**Creative Work**

IW. 1. Create an advertisement on learning languages.

2. Write a paragraph: **How I Can Improve My English!**
Too+ adjective/adverb (more than you need or want)

<table>
<thead>
<tr>
<th>Too fast</th>
<th>Enough + noun</th>
<th>Adjective / Adverb + enough</th>
<th>Very + adjective/adverb</th>
<th>Quite + adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>too hot</td>
<td>enough time</td>
<td>good enough</td>
<td>very nice</td>
<td>quite analytical</td>
</tr>
<tr>
<td>too hot</td>
<td>enough money</td>
<td>well enough</td>
<td>very large</td>
<td>quite right</td>
</tr>
<tr>
<td>too hot</td>
<td>enough energy</td>
<td>warm enough</td>
<td>very fast</td>
<td></td>
</tr>
<tr>
<td>too hot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Writing a poem is too difficult for me.
- I don’t like this city. It’s too big.
- 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.
- The question is easy enough.
- The living room is warm enough.
- My brother doesn’t speak French well enough.
- I can learn some games very quickly.
- He walks very slowly.
- 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.
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.
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.

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.

Diagnsostic Assessment

<table>
<thead>
<tr>
<th>YES/NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I know about different languages</td>
<td></td>
</tr>
<tr>
<td>I speak about different languages</td>
<td></td>
</tr>
<tr>
<td>I respond to the questions on the languages</td>
<td></td>
</tr>
<tr>
<td>I ask questions on the languages</td>
<td></td>
</tr>
</tbody>
</table>
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/ 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?

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?

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?
**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.

<table>
<thead>
<tr>
<th>Word File</th>
<th>adopt, barrier, circumstance, converse, identity, myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>We have given some UI, <strong>International Overview</strong> boxes in the SB <em>(See pages 20-22)</em>. 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 - <strong>English Is a Global Language!</strong></td>
</tr>
<tr>
<td>Creative work</td>
<td><strong>IW.</strong> Write an essay: 1. “<strong>Global Languages</strong>”. 2. <strong>Design an International Overview on Global Languages</strong>.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Self Assessment</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I remember everything about</td>
<td></td>
</tr>
<tr>
<td>I have no problems with</td>
<td></td>
</tr>
<tr>
<td>I think I need some more practice with</td>
<td></td>
</tr>
<tr>
<td>I think I need a lot more practice with</td>
<td></td>
</tr>
<tr>
<td>I can’t remember anything about</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Level Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>I can:</td>
<td></td>
</tr>
<tr>
<td>• ask/answer the questions on the topic</td>
<td></td>
</tr>
<tr>
<td>• pronounce words with correct intonation</td>
<td></td>
</tr>
<tr>
<td>• discuss questions on different languages</td>
<td></td>
</tr>
<tr>
<td>• compare the facts on the topic</td>
<td></td>
</tr>
<tr>
<td>• comment on my opinions</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>I can read:</td>
<td></td>
</tr>
<tr>
<td>• articles about languages</td>
<td></td>
</tr>
<tr>
<td>• comprehend facts on global languages</td>
<td></td>
</tr>
<tr>
<td>• find True/False sentences</td>
<td></td>
</tr>
<tr>
<td>• match the figures to the facts</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>I can:</td>
<td></td>
</tr>
<tr>
<td>• create a paragraph on global languages</td>
<td></td>
</tr>
<tr>
<td>• write my ideas about global languages</td>
<td></td>
</tr>
<tr>
<td>• make/design a language quiz</td>
<td></td>
</tr>
</tbody>
</table>
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/gridsin 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

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

<table>
<thead>
<tr>
<th>In the field of...</th>
<th>What I learned</th>
<th>How I’ll implement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>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.</td>
<td>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...)</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>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 ...)</td>
<td>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...)</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>I could read paragraphs, passages, poems and stories about the languages, retell the content, answer the questions.</td>
<td>I’ll read the passages, stories, paragraphs correctly.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>I wrote paragraphs/essays about old and modern schools, teens’ lifestyle, etc. I grouped the adjectives and completed the phrases.</td>
<td>I’ll write paragraphs/essays about languages.</td>
</tr>
<tr>
<td><strong>Logical/Critical Thinking</strong></td>
<td>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.</td>
<td>I’ll prepare solutions for or against, follow our proverbs in everyday life.</td>
</tr>
</tbody>
</table>
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.

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

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Preposition</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>broadcast</td>
<td>broadcast</td>
<td>analytical</td>
<td>especially</td>
<td>around</td>
<td>but the</td>
</tr>
<tr>
<td>circumstance</td>
<td>improve</td>
<td>broadcast</td>
<td>separately</td>
<td>for</td>
<td>and the</td>
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<td>diplomacy</td>
<td>connect</td>
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<td>always</td>
<td>from</td>
<td>whom million</td>
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<td>tendency</td>
<td>confirm</td>
<td>local</td>
<td>everytime</td>
<td>with</td>
<td></td>
</tr>
<tr>
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<td>focus</td>
<td>major</td>
<td>soon</td>
<td>behind</td>
<td></td>
</tr>
<tr>
<td>opportunity</td>
<td>adapt</td>
<td>global</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>habit</td>
<td>converse</td>
<td>clear</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>barrier</td>
<td></td>
<td>widespread</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>method</td>
<td></td>
<td>worldwide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>possibility</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>identity</td>
<td></td>
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</tr>
</tbody>
</table>
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!”
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

<table>
<thead>
<tr>
<th>I...</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the meaning of the words which are nouns and verbs</td>
<td>value/to value, plan/to plan</td>
</tr>
<tr>
<td>understand phrasal verbs, metaphors, quotes and proverbs</td>
<td>Love is a rose! Family is a Treasure!</td>
</tr>
<tr>
<td>find the synonyms and antonyms of the words</td>
<td>chop off – treasure –</td>
</tr>
<tr>
<td>build up sentences using synonyms and antonyms</td>
<td></td>
</tr>
</tbody>
</table>
**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./4.1.2.
- Sci.: 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!**

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

**Follow the model:**

- Trust/belief
- Joy/happiness
- World
- Respect
- Love/peace
- School
- Tree/bulwark

---

**UNIT 2. SOCIETY AND CHALLENGES**

**Lesson 1. Family is a Treasure!**

- What you’ll learn:
  - What a family is
  - Why we call it a ‘family’ and a ‘treasure’
  - Why we should value our families
  - How we treat our parents

**World Focus**

- trust
- trouble
- treasure
- metaphor

**Word Focus**

- chop off
- trust
- trouble
- treasure
- metaphor

- Metaphor: a word or a phrase used in an imaginative way. She has a heart of stone.
- Trust: honesty/faith
- Trouble: finding sympathy or support
- Treasure: respect
- Tree: being part of a family

**Activity**

- 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 similar things that actually have something in common.
- Metaphor: expresses the main item (the house) in terms of another familiar item (the boat).
- Metaphor: Family is a treasure.
- Metaphor: Family is a school.
- Metaphor: Family is life.
- Metaphor: Family is a tree.
- Metaphor: Family is a family.
- Metaphor: Family is a sanctuary.
- Metaphor: Family is a school.
- Metaphor: Family is a treasure.

---

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- Metaphor: Family is life.
- Metaphor: Family is a tree.
- Metaphor: Family is a sanctuary.
- Metaphor: Family is a school.
- Metaphor: Family is a treasure.
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:  
Parents Are Our Support in Life!
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 (Directed Reading Thinking Activity)**

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

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

**Examples:**

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

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

**Sample Activity:**

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

**DLTA (Directed Listening –Thinking Activity)**

Use this strategy to have Ss listen to and make predictions throughout a text. This strategy builds on what Ss already know and shows them how to apply this knowledge to new situations. Teachers should read aloud at the highest level 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.

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Level Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Achievement</td>
<td>Excellent</td>
</tr>
<tr>
<td>I can:</td>
<td></td>
</tr>
<tr>
<td>• ask and answer questions on metaphors/sayings/quotes</td>
<td></td>
</tr>
<tr>
<td>• discuss questions on families</td>
<td></td>
</tr>
<tr>
<td>• share my ideas on wisdom</td>
<td></td>
</tr>
<tr>
<td>• comment on my opinions</td>
<td></td>
</tr>
<tr>
<td>• read proverbs, metaphors and quotes</td>
<td></td>
</tr>
<tr>
<td>• read stories and fables about family</td>
<td></td>
</tr>
<tr>
<td>• put paragraphs in correct order</td>
<td></td>
</tr>
<tr>
<td>• build up sentences using the key words</td>
<td></td>
</tr>
<tr>
<td>• find synonyms/antonyms of the words</td>
<td></td>
</tr>
<tr>
<td>• write my ideas on wisdom</td>
<td></td>
</tr>
<tr>
<td>• write about family values</td>
<td></td>
</tr>
</tbody>
</table>
### RUBRICS FOR Unit 2 Lesson 1. Standards: 2.1.1./2.1.2./3.1.4.

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

<table>
<thead>
<tr>
<th>RUBRICS:</th>
<th>IV-Excellent</th>
<th>III-Good</th>
<th>II-Weak</th>
<th>I-Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardly speaks/ gives comments on the listened topic. Hardly shares ideas/opinions on the sayings/quotes about families.</td>
<td>Very briefly expresses ideas and gives comments on the listened topic. Concisely says his/her opinions on the quotes about families.</td>
<td>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.</td>
<td>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 setting bright samples. Says out his/her opinions on metaphors and sayings giving enough samples and explanation.</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardly reads or puts the paragraphs in logical order. Hardly gives comments on any ideas given in Challenge box.</td>
<td>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.</td>
<td>Reads and puts the paragraphs in logical order. Retells the content of the passage and gives comments actively following the ideas.</td>
<td>Accurately and fluently reads the paragraphs and easily puts them in correct logical order. Reads the passages/paragraphs with very good fluency and accuracy.</td>
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<tr>
<td>III</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Works enthusiastically 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.</td>
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</tbody>
</table>
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.

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

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

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

A) To the joy of the next, 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.
B) Time went by, the little boy grew up and he no longer played around the tree every day. One day, the boy who now turned into a man returned and the tree was excited. Come and play with me,” the tree said.
C) 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 said: “Come and play with me,” the tree said.
D) “I am getting old. I want to go sailing myself and relax. Can you give me a boat?” said the tree.
E) “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.
F) So the man eat all the branches of the tree and left happily. The tree was glad to see him happy but the man never come back. The tree was again lonely and sad. One hot summer day, the man returned, and the tree was delighted.
G) “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.”
H) “I am not much now, just a place to rest. I am died after all those 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.

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

A tree in like our parents. When we are young, we love to play with our Mum and Dad. When we grow up, we know them, we only come to them when we need something or when we are in troubles. 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 stupid 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 good children to say them, laugh with them, hug them, let them speak and tell you the same old stories over and over again, cook or bake their favorite food and make them feel happy! 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?

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 know them, we only come to them when we need something or when we are in troubles. 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 stupid 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 good children to say them, laugh with them, hug them, let them speak and tell you the same old stories over and over again, cook or bake their favorite food and make them feel happy! 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 collection of valuable things
- a general character
- a difficult situation
- a dark shape produced by a body coming between rays of light and a surface
- the main thick stem of a tree
- a part of a tree that grows out from the main stem

“granted” - admitted, estimated

b. the branches at the top of a tree

“swampy” - full of water, watery

b. the branches at the top of a tree
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?
**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.

<table>
<thead>
<tr>
<th>to be adj+prep+ing</th>
<th>Verb+ing</th>
<th>Verb+prep+ing</th>
<th>prepositions+V+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>be afraid of+V+ing</td>
<td>like+V+ing</td>
<td>complain about+V+ing</td>
<td>before+V+ing</td>
</tr>
<tr>
<td>be good/bad at+V+ing</td>
<td>love+V+ing</td>
<td>think about/of+V+ing</td>
<td>after+V+ing</td>
</tr>
</tbody>
</table>

- 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.

- She enjoys singing a song.
- We love drawing.
- My little brother started learning English.
- Jane’s sister always complains about having little time.
- The student apologized for being late.
- My father has given up smoking.
- After leaving high school most students enter universities.
- I’ll tell you everything before leaving for London.

<table>
<thead>
<tr>
<th>Word File</th>
<th>angelic, criticize, gang, expense, miserable, subculture</th>
</tr>
</thead>
</table>

| 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. |
**Task 11, page 36**

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

**Self-Assessment**

<table>
<thead>
<tr>
<th>Description of Achievement</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>I can:</td>
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<td></td>
</tr>
<tr>
<td>• share ideas on family conflicts</td>
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<tr>
<td>• use varied prepositional constructions</td>
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<tr>
<td>• answer the questions on family conflicts</td>
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<tr>
<td>• debate on problematic issues</td>
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<tr>
<td>• perform a role on the topic</td>
<td></td>
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<tr>
<td>I can:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• explain the words given in the tasks and articles defining the gerund</td>
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<tr>
<td>• read the sentences of varied constructions</td>
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</tr>
<tr>
<td>• write the sentences of varied constructions</td>
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<tr>
<td>• build up sentences using the “ing” form of the Verb</td>
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<tr>
<td>• fill in the chart with the ideas on family conflicts</td>
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</tbody>
</table>
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 balance between practising all four language skills. Also to involve Ss in learning “too much, too many” quantifiers and practise using them as much as possible.

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 can we organise our time in our daily life
• What can we balance in our daily life
• How to build up sentences using quantifiers

Word List:

ban [bæn] 1. an official or legal prohibition. 2. to prohibit, disallow, officially or legally prohibit/forbid us. He was banned from driving for a year.

abuse [əˈbjuːs] 1. to completely fill your mind so that you cannot think of anything else.

stress [stres] 1. stress (n) 1. stress 2. stressfull (adj) 1. causing mental or emotional stress or anxiety and worry. 2. stressful (adj) 1. Corporate finance work can be stressful.

rule [ruːl] 1. manage, control, direct, drive, govern, lead, guide. 2. mean, rule (over) the country.

C.W. Find the word with a different sound:
1.我才 (harmonic) - 悲哀 (sadness) - 宽恕 (pardon)
2. Because (reason) - 喜悦 (pleasure) - 美好 (beautiful)

Useful Information

Not long ago people believed that in the future we would work less, have more free time and become 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? As American journalist James O’Grady 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 don’t live as long as our grandparents or parents. And we must bear in mind that faster doesn’t mean better.

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

Education

Work

Relaxation

Friends

Sport

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!
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.

---

### Quantifiers in English

<table>
<thead>
<tr>
<th><strong>many</strong> (large quantities)</th>
<th><strong>too many</strong>+ countable plural nouns (more than you need)</th>
<th><strong>much</strong> (large quantities) uncountable nouns</th>
<th><strong>too much</strong>+ uncountables (more than you need)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Many</em> is usually used in all types of sentences, (in positive, negative and questions)</td>
<td><em>Don’t make too many mistakes while writing.</em></td>
<td><em>Our country has made much (great) success.</em></td>
<td><em>There is too much salt in the soup, I can’t eat it.</em></td>
</tr>
<tr>
<td><em>I have got many friends.</em></td>
<td></td>
<td><em>I’ve made a little progress in my studies.</em></td>
<td><em>My brother spends too much money.</em></td>
</tr>
<tr>
<td><em>Are there many shops in Baku?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>There aren’t many oranges on the table.</em></td>
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</tbody>
</table>

### Other Quantifiers

<table>
<thead>
<tr>
<th><strong>few</strong></th>
<th><strong>a few</strong></th>
<th><strong>little</strong></th>
<th><strong>a little</strong></th>
<th><strong>a lot of /lots of</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I love films, but I have very few DVDs.</em></td>
<td><em>I’ve got a few friends. I’m happy.</em></td>
<td><em>There is little cheese in the fridge, go to the market and buy some.</em></td>
<td><em>I’ve made a little progress in my studies.</em></td>
<td><em>I’ve got a lot of friends.</em></td>
</tr>
<tr>
<td></td>
<td><em>There were a few boys in their group.</em></td>
<td></td>
<td><em>I’ve got a lot of time.</em></td>
<td><em>There is a lot of water on the earth.</em></td>
</tr>
</tbody>
</table>
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!”

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!
Encourage people to do more sport!
Ban cars from the city centre!
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

<table>
<thead>
<tr>
<th>I can ...</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the quantifiers “too many, too much”</td>
<td></td>
</tr>
<tr>
<td>use the quantifiers “too many, too much” in my speech</td>
<td></td>
</tr>
<tr>
<td>understand the sentences with Present Participle</td>
<td></td>
</tr>
<tr>
<td>build up sentences using Present Participle</td>
<td></td>
</tr>
</tbody>
</table>
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 successful 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.

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.
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.

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-semantical 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

Standards

1.1.1./2.1.1/2.1.3./3.1.2/4.1.4.
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.
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**

**1. “The Most Important Rights For Me Are... .”**

**2. “Let’s Learn Children’s Rights!”**

**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

<table>
<thead>
<tr>
<th>Student’s Comments</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems</td>
<td>I found most important/interesting/difficult for discussion</td>
</tr>
<tr>
<td>Exercises</td>
<td>I found most interesting/enjoyable/difficult/boring</td>
</tr>
<tr>
<td>Grammar</td>
<td>I found most important/productive/difficult/easy</td>
</tr>
</tbody>
</table>
### ANSWER KEY: • Task 10, page 46

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

### Self-Assessment

<table>
<thead>
<tr>
<th>Description of Achievement</th>
<th>Excellent</th>
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<tr>
<td><strong>Listening and Speaking</strong></td>
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<tr>
<td>I can:</td>
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<tr>
<td>• ask and answer the questions on Convention</td>
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<tr>
<td>• find wrong sentences on Convention</td>
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<td></td>
</tr>
<tr>
<td>• giving reasons for my opinions</td>
<td></td>
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<tr>
<td><strong>Reading</strong></td>
<td></td>
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<td></td>
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<tr>
<td>I can read and understand:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• articles about children’s rights</td>
<td></td>
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<tr>
<td>• letters written by students</td>
<td></td>
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<tr>
<td><strong>Writing</strong></td>
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<td></td>
</tr>
<tr>
<td>I can:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• build up sentences using the key words</td>
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<tr>
<td>• make a list of children’s rights</td>
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<tr>
<td>• design a questionnaire on children’s rights</td>
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</tbody>
</table>
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
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:

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning</th>
<th>Useful Phrases/Expressions (Learnt in the unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>treasure</td>
<td>• collection of valuable things</td>
<td>respect parents</td>
</tr>
<tr>
<td></td>
<td>• excuse, pardon</td>
<td>angelic smile</td>
</tr>
<tr>
<td>forgive</td>
<td>• content or meaning of smth</td>
<td>a crown of our heads</td>
</tr>
<tr>
<td>tenor</td>
<td>• relating to angels</td>
<td>dying roots</td>
</tr>
<tr>
<td>angelic</td>
<td></td>
<td>giving good advice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>great intelligence skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>artistic ability, etc.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Preposition</th>
<th>Question words</th>
</tr>
</thead>
<tbody>
<tr>
<td>race</td>
<td>attempt</td>
<td>chemical</td>
<td>without</td>
<td>why</td>
</tr>
<tr>
<td>harm</td>
<td>happen</td>
<td>angelic</td>
<td>from</td>
<td>who</td>
</tr>
<tr>
<td>society</td>
<td>ban</td>
<td>miserable</td>
<td></td>
<td>how</td>
</tr>
<tr>
<td>illness</td>
<td>annoy</td>
<td>stressful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cruelty</td>
<td>concern</td>
<td>political</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gang</td>
<td>contribute</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>force</td>
<td>criticise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attempt</td>
<td>proclaim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
   1. Kate is interested in playing basketball.
   2. The boys are playing football in the yard now.
   3. Studying abroad is one of my greatest wishes.
   4. 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.

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

<table>
<thead>
<tr>
<th>I can ...</th>
<th>Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand compound nouns</td>
<td>seaman, mother-in-law</td>
</tr>
<tr>
<td>join nouns with nouns</td>
<td>toothpaste, housework</td>
</tr>
<tr>
<td>join adjectives with nouns</td>
<td>whiteboard, daily news</td>
</tr>
<tr>
<td>join nouns with verbs</td>
<td>sunset, sunrise</td>
</tr>
<tr>
<td>join verbs with nouns</td>
<td>swimming pool</td>
</tr>
<tr>
<td>build up sentences using compound nouns</td>
<td>We have whiteboards on the walls of our classrooms.</td>
</tr>
</tbody>
</table>
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?*
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)

<table>
<thead>
<tr>
<th>Noun+noun</th>
<th>Adjective+noun</th>
<th>Noun+Preposition+noun</th>
<th>Noun+verb</th>
<th>Verb+noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>toothpaste</td>
<td>headline</td>
<td>newspaper</td>
<td>homework</td>
<td>website</td>
</tr>
<tr>
<td>bedroom</td>
<td>newspaper</td>
<td>website</td>
<td>timetable</td>
<td>network</td>
</tr>
<tr>
<td>homework</td>
<td>website</td>
<td>timetable</td>
<td>network</td>
<td>newspaper</td>
</tr>
<tr>
<td>website</td>
<td>timetable</td>
<td>network</td>
<td>newspaper</td>
<td>newspaper</td>
</tr>
<tr>
<td>timetable</td>
<td>network</td>
<td>newspaper</td>
<td>website</td>
<td>website</td>
</tr>
<tr>
<td>network</td>
<td>newspaper</td>
<td>website</td>
<td>timetable</td>
<td>network</td>
</tr>
<tr>
<td>newspaper</td>
<td>website</td>
<td>timetable</td>
<td>network</td>
<td>newspaper</td>
</tr>
<tr>
<td>website</td>
<td>timetable</td>
<td>network</td>
<td>newspaper</td>
<td>newspaper</td>
</tr>
</tbody>
</table>

GRAMMAR SPOT

- toothpaste
- headline
- newspaper
- bedroom
- homework
- website
- timetable
- network
- moonlight
- stepmother
- seashore
- sportsman
- businessman
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”.

<table>
<thead>
<tr>
<th>Diagnostic Checklist</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the names of newspapers and magazines</td>
<td>![x]</td>
</tr>
<tr>
<td>I talk about our national newspapers</td>
<td>![x]</td>
</tr>
<tr>
<td>I speak about sources of communication</td>
<td>![x]</td>
</tr>
<tr>
<td>I speak about Media Agencies</td>
<td>![x]</td>
</tr>
</tbody>
</table>

**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.

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

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

---

**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 lessons/studies brings popularity to newspapers
- How to use Participle I and Complex Object

**Word Tips:**
- distribute (yaza) to share things around give things to a large number of people, share it between a number of people. They distributed food and shelter in the earthquakes victims.
- flow (flow) to change from one place to another quickly. I flowed to London after an argument with his family.
- gear (gear) to machinery. A vehicle that transmits power into movement.
- ignition (ignition) the act of starting or putting something on fire or starting to burn. Three minutes after ignition, the flames were still growing.
- session (session) the time to give a loud, high cry made by a (noise).
- session (session) a device that makes a long loud sound as a signal or warning.
- smash (smash) to hit something violently. He smashed the red car in pieces.
- search (search) to look for something at a place or in a crowd. He searched under the jacket and left the room.
- smash (smash) to crush; break something; it smashed as it hit the plate.
- search (search) to pull something from the ground. Her hair was wrenched, and she screamed.

**CW. Find the word with a different sound.**
- [ ] snack, snipe, Spain, sheep, Spain, Spain
- [ ] lake, lake, Spain, Spain, Spain

**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. These are people who believe in superstitions.

**Grammar Spot:**

**Participle II or Present Participle**

Participle II or Present Participle is the Non-finite form of the verb. It is formed with adding “ing” to the verb.

We can use Participle II to give more information about a noun. They can be described as adverbial relatives (defining or non-defining).

- The girl reading a book is my sister, (in defining equality) Book.

- She died in a flat belonging to her mother.

Note: Pay special attention to...

**Spelling Rules**

- double consonant, -ing, -y
- walking, swimming
- crying, hearing
- making, having
- singing, playing
- reading, writing
**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?**

---

### Reading Comprehension

**Read the passage “A Pure-foot Photo” and answer:**

a) Can black cats bring good luck? How? Why do you think so?

b) What did the değiştir (change) to five hospitals?

c) Why did Milo help someone else?

d) How did she know about doing haircuts?

**A Tip of the Hat**

Mollie Schmidt uses hats to help cancer victims feel better about themselves. A few years ago she saw a brother's dying kids donate new or used hats. The hats would go to kids with cancer and who had lost their hair. When Mollie checked her collection, she counted only 50 hats. Feeling sad and tired to help the children whose hair, she had her hair cut by a local salon. Mollie gathered almost 500 hats which she distributed to five hospitals in Southern California. She called her friends saying: “One man has to help others than to do something for himself.”

**Read the passage “Car Alarm” and find out True, False or DS sentences.**

<table>
<thead>
<tr>
<th>Car Alarm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel was in her front yard playing with her younger brother, Matthew, when she heard a noise. She was Megan, her four-year-old neighbor, alone wandering on the front seat of a glowing car. A woman had left her car door open and the keys in the ignition. Curious Megan climbed into the car, started the engine and accidentally put it into gear. Slowly, the car began to roll. When 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 crashed into a tree.” At that moment, she wasn’t saved.”</td>
</tr>
</tbody>
</table>

**Survive:** - an event or situation that is survived, especially in a very dangerous or stressful way. **Myster:** - an event or situation that is mysterious or unusual.

### Practical Interview

**Ask:** What would you do in the situation given in task 3? **Sami:** ____________

**Ask:** What does it mean to you? **Sami:** ____________

**Ask:** Why don’t newspapers publish these stories? **Sami:** ____________

**Ask:** Is it good to help others? **Sami:** ____________
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.
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

1W. 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.

**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

**Standards**

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

**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 Work** is Creative Work. Don’t forget that IW/CW are also samples here. We do believe that you are creative enough to give other—more interesting tasks of your own that can meet the interests/needs of your students. As you know, you can change the places of lessons or the hours given to each lesson. For example: If you consider an hour is insufficient for this lesson, you can give 2 hours for this lesson in order to teach it thoroughly.
Research Questions:

• What do TV programmes give us?
• Why is TV called “A Magic Box” or “the Window to the World?”

Discussion/Information Exchange

Discussion 1.
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 (Group 1) 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**

IW. Project. 1. Make your own TV news programme.
2. Design a News Programme for teens.

**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

<table>
<thead>
<tr>
<th>Gerund</th>
<th>Participle 1</th>
<th>Verbal Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>They went on building a new bridge.</td>
<td>The girl listening to the English cassette is very capable. (attribute)</td>
<td>Modern buildings are very high.</td>
</tr>
<tr>
<td>Reading English newspapers is difficult for beginners.</td>
<td>The students learning new grammar rules want to improve their knowledge.</td>
<td>She always shares her feelings with friends.</td>
</tr>
<tr>
<td></td>
<td>Knowing English well, he can translate articles without a dictionary. (cause)</td>
<td>The building was painted two days ago.</td>
</tr>
<tr>
<td></td>
<td>Scientists, politicians, diplomats communicate with each other using the global language - English. (manner)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It’s true that you can become experienced attending international conferences and participating in forums and sessions. (manner)</td>
<td></td>
</tr>
</tbody>
</table>

- Task 9, page 65

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Both</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>taste</td>
<td>taste</td>
<td>taste</td>
<td>cheap</td>
</tr>
<tr>
<td>mind</td>
<td>mind</td>
<td>mind</td>
<td>broad</td>
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<td>form</td>
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<td>show</td>
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<tr>
<td>help</td>
<td>escape</td>
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<tr>
<td>waste</td>
<td>entertain</td>
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<td>issue</td>
<td>play</td>
<td>issue</td>
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<td>rest</td>
<td>educate</td>
<td>rest</td>
<td></td>
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<tr>
<td>colour</td>
<td>help</td>
<td>colour</td>
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<tr>
<td>value</td>
<td>differ</td>
<td>value</td>
<td></td>
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<tr>
<td>dream</td>
<td>relax</td>
<td>dream</td>
<td></td>
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<tr>
<td>life</td>
<td>watch</td>
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<td></td>
</tr>
<tr>
<td>television</td>
<td>relieve</td>
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<tr>
<td>reality</td>
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<td></td>
<td></td>
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<tr>
<td>source</td>
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</tbody>
</table>
Lesson 4.

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.

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

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

Word File:

- grid (n) a tool to chop, a tool with a wooden handle and a heavy metal blade used for chopping wood.
- grid (adj) (r) to chop, to cut into slices with a grid.

Useful Information

There are many trustworthily (dependable) 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 false.

Standards

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Verb</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>trust</td>
<td>impartial</td>
<td>trust</td>
<td>they</td>
</tr>
<tr>
<td>source</td>
<td>debatable</td>
<td>grind</td>
<td>that</td>
</tr>
<tr>
<td>violence</td>
<td>free</td>
<td>reconcile</td>
<td>them</td>
</tr>
<tr>
<td>journalist</td>
<td>vital</td>
<td>inform</td>
<td></td>
</tr>
<tr>
<td>freedom</td>
<td>rigorous</td>
<td>concern</td>
<td></td>
</tr>
<tr>
<td>journalism</td>
<td>trustworthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>axe</td>
<td>talkative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mouthpiece</td>
<td>patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>information</td>
<td>sociable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>I (Poor)</th>
<th>II (Weak)</th>
<th>III (Good)</th>
<th>IV (Excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly expresses any ideas on professions and trades or shares opinions on journalism. Almost never demonstrates agreement/disagreement on the statements.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Hardly reads and groups the words according to the parts of speech. Completes the sentences about professions with great difficulty.</td>
<td>Seldom reads and groups the words according to the parts of speech. Tries to complete the sentences about professions giving comments on the statements.</td>
<td>Reads and groups the words according to the parts of speech. Completes the sentences about professions giving comments on the statements.</td>
<td>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.</td>
</tr>
<tr>
<td>Hardly designs an interview. Almost never writes a biography of popular journalists.</td>
<td>Though very reluctantly designs an Interview. Seldom writes a biography of different popular journalists.</td>
<td>Designs an Interview about journalists and writes the biography of popular journalists.</td>
<td>Creatively designs an Interview about the most popular journalists. Easily writes the biography of popular journalists.</td>
</tr>
</tbody>
</table>
1. Complete the table around Unit 3

<table>
<thead>
<tr>
<th>In the field of ...</th>
<th>What I learned</th>
<th>How I’ll implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other things</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Words</th>
<th>Pronunciation</th>
<th>Meaning/Synonym</th>
<th>Opposite/Antonym</th>
<th>Useful Phrases/Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Pronoun</th>
<th>Preposition</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>broadcast</td>
<td>broadcast</td>
<td>partial</td>
<td>loudly</td>
<td>themselves</td>
<td>to</td>
<td>should or an</td>
</tr>
<tr>
<td>robbery</td>
<td>relieve</td>
<td>vigilant</td>
<td>violently</td>
<td>something</td>
<td>for</td>
<td>the</td>
</tr>
<tr>
<td>distribute</td>
<td></td>
<td>commercial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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

Word File:

Cameras are there to film dangerous or illegal behaviour. These cameras are not watched all the time.

Practise or Interview

3. PW. Look and speak about these things.

Model: We can see cameras everywhere, in the streets, in the shops, in the cars, etc. Everyone goes into a shop, or uses a cash machine, or travels on public transport, cameras record our actions.

Remember!

Cameras are there to film dangerous or illegal behaviour. These cameras are not watched all the time.
Listening/Speaking/Reading/Writing

Integration

N.L. - 1.1.2./2.1.1./31.1./3.1.4. Lit. - 1.2.4./2.1.2./3.1.3. Chem. - 4.1.1./4.3.1. Physic. - 1.1.4./3.1.3./3.2.2. Gen. - 3.1.3./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, the RFID tag sends a radio message to a CCTV camera and the camera starts filming you. Shoppers say this technology helps to catch shoplifters (a person who steals something from shops, houses, libraries).

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 use this information often to 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 many powerful satellites that are watching their citizens.

E) Using your computer to visit websites, you probably send and receive emails (a packet of data sent by an internet service as a document without realizing it). Cookies transfer information from your computer to the website and, in theory, should record what you are watching/seeing. Or perhaps somebody has secretly installed programmes on your computer. There record every letter that you type in the keyboard, your passwords, emails, bank account numbers and more.

5. GWP. 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. Interacts Surveillance
4. They Know Who You’re Calling
5. Safety on the Streets
6. Watching Shoppers

6. GWP. Match the headings with the paragraphs A-E above.

There is one extra heading you don’t need. Retell their content.

5. GWP. Find the opposites of these words and build up sentences.

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

<table>
<thead>
<tr>
<th>Word File</th>
<th>cookies, detect, entire, install, investigate, record, tag, surveillance</th>
</tr>
</thead>
</table>

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”.

Çap üçün deyil Çap üçün deyil
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.
I like watching TV. The police are good at investigating serious crimes. Cameras are good at detecting angry voices.

- The girl is watching TV now.
- We are solving some social problems now.
- The amount of surveillance in cities is increasing now.

■ The police who are using the information investigate serious crimes.
■ Some people have a camera at their houses which is recording everything.
■ The girl 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.
■ The girl 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.
■ The girl 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.

**Task 11, page 79**

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>crime</td>
<td>guilty</td>
<td>steal</td>
</tr>
<tr>
<td>computer</td>
<td>social</td>
<td>catch</td>
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<tr>
<td>surveillance</td>
<td>public</td>
<td>investigate</td>
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<tr>
<td>safety</td>
<td>personal</td>
<td>record</td>
</tr>
<tr>
<td>tag/record</td>
<td></td>
<td>install</td>
</tr>
</tbody>
</table>

**Self-Assessment**

**Listening and Speaking**

* I can:
  * 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:
  * articles/passages about CCTV cameras
  * match the headings with the paragraphs

**Writing**

* I can:
  * build up sentences using the key words
  * write a paragraph on cameras, satellites expressing my ideas

**Description of Achievement**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>

**Level Reached**

**ANSWER KEY: Task 4, page 76**

**Noun Adjective Verb**

<table>
<thead>
<tr>
<th>Gerund</th>
<th>Present Continuous</th>
<th>Relative Clause</th>
<th>Participle I</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like watching TV. The police are good at investigating serious crimes. Cameras are good at detecting angry voices.</td>
<td>The girl is watching TV now. We are solving some social problems now. The amount of surveillance in cities is increasing now.</td>
<td>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.</td>
<td>The girl watching TV is my sister. Writing articles for a local newspaper she gained experience as a journalist.</td>
</tr>
</tbody>
</table>
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.

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
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, parasol, 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.
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.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
<th>Relative Clause</th>
<th>Participle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>People design buildings.</td>
<td>Buildings are designed by people.</td>
<td>Buildings that are designed by people are charming.</td>
<td>Buildings designed by people are charming and attractive.</td>
</tr>
<tr>
<td>Samuel Fox invented a modern umbrella.</td>
<td>A modern umbrella was invented by Samuel Fox.</td>
<td>A modern umbrella that was invented by Samuel Fox protects people from heat and rain.</td>
<td>A modern umbrella invented by Samuel Fox protects people from heat and rain.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Task 4, page 82</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penicillin (1) <em>invented</em> 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) <em>evolved</em> into a medicine ten years later, by an Australian scientist Howard Florey.</td>
</tr>
<tr>
<td>Thermometer (3) <em>used</em> to take the temperature of the human body (4) was <em>designed</em> 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.</td>
</tr>
<tr>
<td>Text-messaging (5) <em>created</em> by the Finnish company Nokia helped Finnish teenagers, who were very shy. They found it easier to text their friends than to phone them.</td>
</tr>
<tr>
<td>The light bulb (6) <em>invented</em> by an American inventor Thomas Alva Ferdinand Edison was the most famous achievement and changed the world completely.</td>
</tr>
<tr>
<td>The drug <em>Aspirin</em> (7) <em>prepared</em> by Felix Hofman is used as a <em>painkiller</em> all over the world. The first aspirin was (8) <em>given</em> to Felix’s father for his arthritis. In 1969 aspirin was (9) <em>taken</em> to the Moon by the Apollo astronauts.</td>
</tr>
</tbody>
</table>
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.

Self-Assessment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I remember everything about</td>
<td></td>
</tr>
<tr>
<td>I have no problems with</td>
<td></td>
</tr>
<tr>
<td>I think I need some more practice with</td>
<td></td>
</tr>
<tr>
<td>I think I need a lot more practice with</td>
<td></td>
</tr>
<tr>
<td>I can’t remember anything about</td>
<td></td>
</tr>
</tbody>
</table>
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/perform 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-semantical 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.

Word File:
- assures (a[:rəz] /ər/, to call, produce, evolve or awaken someone from sleep, wake up. He was assured by the telephone call a few minutes ago
- constitutes ([kɔnstitju:ts] /kəntɪˈstɪʃəs/) to set up, found, institute, issue, publish, establish by law. Single purpose constitute a great proportion of the pace.
- discuss (‘dɪskʌs/) to order or allow to serve, send away, release, put with. She discussed the text at the corner of the road.
- gravity (‘grævɪtɪ) /ˈgrɑːvəti/ balance, attraction, fixation, heaviness. Newton’s laws of gravity apply with minor modifications to the general theory of relativity into account.
- lifetime (‘laɪvənt) /laɪˈvaɪnt/ the duration of life. A record for a journey’s work.
- motion (‘məʊʃn) /məʊʃn/ 1. the action or process of moving or being moved, movement, rise and fall, shifting, moving, quaking.

2. a formal proposal, recommendation, suggestion.

3. put forward (gɑːt ‘fɔːrwɔːd) /pʊt, ‘fɔːrwɔːd/ put, throw out, pull, test, propose, nominate.

4. track (træk) /træk/ to search, look after, follow the course of someone or something typically in order to find them or note their location at various points.

Practice the words with the same sounds.
- assure /‘əsər/ to call, produce, evolve or awaken someone from sleep, wake up.
- constitute /kəntɪˈstɪʃəs/ to set up, found, institute, issue, publish, establish by law.
- discuss /‘dɪskʌs/ to order or allow to serve, send away, release, put with.
- assure /‘əsər/ to call, produce, evolve or awaken someone from sleep, wake up.
- constitute /kəntɪˈstɪʃəs/ to set up, found, institute, issue, publish, establish by law.
- discuss /‘dɪskʌs/ to order or allow to serve, send away, release, put with.

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

<table>
<thead>
<tr>
<th>Inventors</th>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issac Newton (1642-1727)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. 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 successful?
- How do people become geniuses?

Famous Inventors

- Issac Newton (1642-1727): He was a world-famous physicist, mathematician and natural philosopher. He discovered many laws and scientific theories which helped to shape the study of physics. In 1666 he discovered the laws of gravity by watching an apple fall from a tree. He decided to put forward other laws about motion that explained how objects move on the Earth and in the sky. He made telescopes in optics and built the first reflecting telescope. Much of modern science is based on his ideas. He also announced a new invention in vision and colour and influenced astronomic writing throughout the 18th century. He dismissed poetry as an irredeemably and irrelevant (irrelevant) activity. He had a great influence on the writers of the time and caused them to admit reasons in both Man and God. He said: “I am certain that many 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 room 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 this 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.
**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?**

---

**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 Association, Discussion, Debate, KWL

**Resources**
SB, CD, slides, pictures, handouts, cards, flashcards
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

Having been involved in work on tasks (page 88) the Ss learn about Lotfi 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: *Never give up, Do your best, Gain success with your knowledge, diligence, capability, creativity*, etc. *For instance:* 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: telephone, telegraphy, microphone, electric light bulb, etc.

Lotfi 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”.

Creative Work

IW. 1. Choose and write an essay:

♦ *Necessity Is the Mother of Invention.*
♦ *All That Glitters is not Gold.*
♦ *The Road to Hell is Paved with Good Inventions.*

2. Project. Make a list/a collage of your favourite inventors with photos and illustrations.

Self Assessment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I remember everything about the word file and the meanings of the words, the inventors and their achievements</td>
<td></td>
</tr>
<tr>
<td>I have no problems with the new words and their meanings, the discoveries and inventions of some inventors or scientists, etc.</td>
<td></td>
</tr>
<tr>
<td>I think I need some more practice with writing an essay about discoveries</td>
<td></td>
</tr>
<tr>
<td>I think I need a lot more practice with making an interview about the ambitions of the inventors/scientists, etc.</td>
<td></td>
</tr>
<tr>
<td>I can’t remember anything about ___________________</td>
<td></td>
</tr>
<tr>
<td>Inventors</td>
<td>K</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Lotfi Zadeh** | • 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. | • What about his most popular discoveries? | • 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** | • was born as an inventor and during his lifetime he invented more than a thousand things. | • What is his most famous invention?  
• How did he change the world? | • 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**      | • was a world-famous physicist, mathematician and natural philosopher. | • What did he invent/discover?  
• What has he done in science? | • 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. |
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

Word File:

bang [bæŋ] 1. (a) a sudden loud noise, bump.
2. (v) hit, beat, knock, bump, or put down forcefully and noisily, typically in anger or in order to attract attention.

frown [frawn] 1. (n) a facial expression or look characterized by furrowing, frowning brows. 2. (v) frown on to frown at

lawsuit [ˈlɔːsuːt] (n) legal action, a claim or dispute brought to a court of law by one of the claimants.

owe [əʊ] (v) to owe

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

truck [trʌk] 1. (n) truck
2. (v) to carry by truck

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

Their ultimate aim was to force her resignation.

1 W. Find the word/words with a different sound.

bang, pronounce, perfect, ultimate, bridge, average, audience, children, speech
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._

**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._

---

**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._
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.

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Level Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Achievement</strong></td>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td><em>I can:</em></td>
<td></td>
</tr>
<tr>
<td>• read the passages and give comments on the content</td>
<td></td>
</tr>
<tr>
<td>• answer the questions on inventions</td>
<td></td>
</tr>
<tr>
<td>• make notes on the facts by reading</td>
<td></td>
</tr>
<tr>
<td><em>I can:</em></td>
<td></td>
</tr>
<tr>
<td>• take part in discussions on inventions</td>
<td></td>
</tr>
<tr>
<td>• take part in debates</td>
<td></td>
</tr>
<tr>
<td>• group inventions saying its good/bad sides</td>
<td></td>
</tr>
<tr>
<td><em>I can:</em></td>
<td></td>
</tr>
<tr>
<td>• create sentences using the word file</td>
<td></td>
</tr>
<tr>
<td>• make a crossword on inventions</td>
<td></td>
</tr>
<tr>
<td>• create a paragraph on great inventions</td>
<td></td>
</tr>
</tbody>
</table>
**Note:** 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, we ourselves are the only guilty!

We shouldn’t try to find faults with the inventions. By the way Venn Diagram and Summarizing Strategies can be very effective for summarizing. (See page 135)

**Creative Work**

IW. Write a paragraph: Great advantages and major disadvantages of some inventions.

<table>
<thead>
<tr>
<th>Things I learned</th>
<th>a lot more</th>
<th>some more</th>
<th>only little</th>
</tr>
</thead>
<tbody>
<tr>
<td>benefits of inventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disadvantages of inventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the usage of the Definite Article</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>words describing inventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meanings of some adjectives</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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, ...
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 of 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.

**Adjectives Definition Synonyms/Close meaning Antonyms/Opposites**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Definition</th>
<th>Synonyms/Close meaning</th>
<th>Antonyms/Opposites</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>perfect, brilliant</td>
<td>awful</td>
<td></td>
</tr>
<tr>
<td>dangerous</td>
<td>horrifying</td>
<td>safe</td>
<td></td>
</tr>
<tr>
<td>rich</td>
<td>wealthy</td>
<td>poor</td>
<td></td>
</tr>
<tr>
<td>devoted</td>
<td>faithful, true</td>
<td>false, betraying</td>
<td></td>
</tr>
<tr>
<td>strange</td>
<td>not clear, gloomy</td>
<td>accurate, model</td>
<td></td>
</tr>
<tr>
<td>successful</td>
<td>victorious, lucky</td>
<td>unlucky</td>
<td></td>
</tr>
<tr>
<td>destructive</td>
<td>abolishing</td>
<td>constructive</td>
<td></td>
</tr>
<tr>
<td>surprising</td>
<td>amazing, astonishing</td>
<td>ordinary, simple</td>
<td></td>
</tr>
<tr>
<td>modern</td>
<td>contemporary, new</td>
<td>old, ancient</td>
<td></td>
</tr>
<tr>
<td>unpopular</td>
<td>unknown</td>
<td>well-known, popular</td>
<td></td>
</tr>
</tbody>
</table>

**Task 3, page 93**

**Invention**
- mobile phone
- camera
- nuclear weapons
- radio
- computer
- aspirin
- parasol
- fast food
- light bulb
- WWW
- TV

**Advantages**
- mobile phone
  - 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

**Disadvantage**
- mobile phone
  - has changed children’s life
  - brings a lot of problems
  - dominates us
  - causes some illnesses

**Reasons**
-
**Task 4, page 98**

1. (offender)  
2. (supersonic)  
3. (painkiller)  
4. (light bulb)  
5. (lawsuit)  
6. (obese)

**Task 6, page 95**

<table>
<thead>
<tr>
<th>Inventions</th>
<th>Meaning/Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bombs</td>
<td>a container filled with gas or other destructive substance</td>
</tr>
<tr>
<td>Cigarettes</td>
<td>cancer causing, harmful</td>
</tr>
<tr>
<td>Fast Food</td>
<td>fatty, cholesterol rich food</td>
</tr>
<tr>
<td>Cars</td>
<td>initially the toy of the wealthy</td>
</tr>
<tr>
<td>Camera</td>
<td>a device for recording images, film or video</td>
</tr>
<tr>
<td>Mobile phone</td>
<td>a small piece of telephone to communicate</td>
</tr>
</tbody>
</table>

**Task 7, page 95**

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

**Task 7, page 98**

<table>
<thead>
<tr>
<th>Simple Nouns</th>
<th>Derivative Nouns</th>
<th>Compound Nouns</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>channel</td>
<td>invention</td>
<td>lawsuit</td>
<td>chemical</td>
</tr>
<tr>
<td>gadget</td>
<td>organization</td>
<td>textmessaging</td>
<td>better</td>
</tr>
<tr>
<td>industry</td>
<td>popularity</td>
<td>carefree</td>
<td>nineteen</td>
</tr>
<tr>
<td>judge</td>
<td>reality</td>
<td>telephone</td>
<td>nowadays</td>
</tr>
<tr>
<td>cancer</td>
<td>journalist</td>
<td>teenager</td>
<td>develop</td>
</tr>
<tr>
<td>health</td>
<td>lawyer</td>
<td></td>
<td>pregnant</td>
</tr>
<tr>
<td>benefit</td>
<td>smoker</td>
<td></td>
<td>honest</td>
</tr>
<tr>
<td>interest</td>
<td>feeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brain</td>
<td></td>
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</tr>
</tbody>
</table>

**Task 4, page 100**

1. to win-e  
2. having great love for smb/smth-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

<table>
<thead>
<tr>
<th>In the field of ...</th>
<th>What I learned</th>
<th>How I’ll implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
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<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Critical Thinking</td>
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<tr>
<td>Logical Thinking</td>
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<tr>
<td>Grammar section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Words</th>
<th>Pronunciation</th>
<th>Meaning/Synonym</th>
<th>Opposite/Antonym</th>
<th>Useful Phrases/Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>bang</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>camera</td>
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<td></td>
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</tr>
<tr>
<td>painkiller</td>
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<tr>
<td>discovery</td>
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<td>fate</td>
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<tr>
<td>industry</td>
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<tr>
<td>offender</td>
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<tr>
<td>inventor</td>
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<td>bulb</td>
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<td>gravity</td>
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<td>lawsuit</td>
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<td>dismiss</td>
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<td>dominate</td>
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<tr>
<td>supersonic</td>
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<tr>
<td>fascinating</td>
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<tr>
<td>ultimate</td>
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<td>pregnant</td>
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<td>obese</td>
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<td>carefree</td>
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<td>nuclear</td>
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<td>about</td>
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<td>the</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Preposition</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>bang</td>
<td>dismiss</td>
<td>supersonic</td>
<td>about</td>
<td>the</td>
</tr>
<tr>
<td>camera</td>
<td>dominate</td>
<td>fascinating</td>
<td>by</td>
<td></td>
</tr>
<tr>
<td>painkiller</td>
<td>evolve</td>
<td>ultimate</td>
<td>with</td>
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<tr>
<td>discovery</td>
<td>create</td>
<td>pregnant</td>
<td>of</td>
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<tr>
<td>fate</td>
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<td>obese</td>
<td>in</td>
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<td>industry</td>
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<td>carefree</td>
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<td>offender</td>
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<tr>
<td>gravity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lawsuit</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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
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:
• 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

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

UNIT 5.
CHARITY AS A NATIONAL VALUE

Lesson 1.

What you’ll learn
• Why different festivals and performances are organized in schools
• How these festivals help us
• What friendship means

REMEMBER!
• One loyal friend is worth a thousand relatives
• All people are different, but they always try to get on well

Word File:
betray [bret] v. 1. cheat, fool, expose a person’s country/ a group, danger by treacherously giving information to an enemy
2. hurt who trusts you. She betrayed her trust over and over again
cross-cultural [kros-kətl-ə-tʃərəl] adj. multiculti, involving or containing ideas from two or more different countries or cultures, or relating to different cultures
cross-cultural understanding
religion [riˈliʒən] n. faith, belief, worship, the belief held by and worship of a supernatural controlling power, the belief in the existence of God. I like ideas about the relationship between religion and religion
swap [swɔːp] v. give something to and receive something in exchange. change, vary, alter, exchange, trade
Can I swap this magazine with yours? We swapped our phone numbers
twist [twist] v. to link, combine, join, entwine, interweave or mingle things closely together
The company twisted its main business fields

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The company twisted its main business fields
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.

GW/PK Complete the text with the words and expressions from the box. Then retell the content.

a) in / on b) in past c) to make friends
d) family e) customs f) traditions g) culture
h) to share i) internationale j) religions k) lifestyle
l) to tell m) communication n) cross-cultural

Children go to school which are run with... (1) schools.
They have projects (2)... projects... (3)... They who... (4)... by e-mail. They learn about different things about their... (5)... and... (6). Every... (7) of the day work on projects with children who have different... (8)... and... (9)... and... (10)... (11) children take part in... (12) projects. They communicate with one another... (13) different stories... (14) different experiences. They communicate with children from different countries:

• to learn what life is like in different countries
• to understand how to make great friends.
• to understand how... (15).

6. Read the proverbs/quotes and the US 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. (D. Swann)
- True friendship is a plant of slow growth. (C. Washington)
- Friends are like melons. To find a good one, you must find a hard one. (F. Murr)
- 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.

GW/PK Complete the statements with your own ideas.

1. Friendship is a feeling that ...
2. Friends are people who ...
3. Friends are like melons, ...
4. A friend is a person who ...
5. A true friend ...
6. What is a friend? He is ...

**Remember!**

Fight for you
Respect you
Influence you
Encourage you
Encourage you
"Stand by your
**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**
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. “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!

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.)

**Creative Work**
- IW. 1. Make a report on cultural experiences.
- 2. Write a paragraph: We Are the World!
Children go to schools which are twinned with international schools. They swap productive projects with one another. They make friends who they communicate with by e-mail. They learn a lot of interesting things about their family celebrities and traditions. Every day they swap work projects with children who have different cultures, traditions, religions and lifestyles. Children take part in cross-cultural projects. They communicate with one another to tell different stories and share 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.

**Task 11, page 105**

**Criteria**

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>the belief in the existence of God</td>
</tr>
<tr>
<td>a relationship between friends</td>
</tr>
<tr>
<td>containing ideas from more different cultures</td>
</tr>
<tr>
<td>to hurt sb who trusts you</td>
</tr>
<tr>
<td>to join two people or things closely together</td>
</tr>
<tr>
<td>closely connected with religion</td>
</tr>
<tr>
<td>to receive sth in exchange</td>
</tr>
</tbody>
</table>

**Task 6, page 104**

- to get on well
- productive
- to make friends
- family celebrities
- customs
- traditions
- culture
- to share
- international
- religions
- lifestyles
- to tell
- communicate
- cross-cultural

**Answer Key:**

- Task 11, page 105
- Task 6, page 104
- Task 2, page 102

**Assessment**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 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.

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

Word File:
affiliated [əˈfɪliətɪd] adj. associated, related, integrated
blessed [ˈblesd] adj. 1. blessed, saint, connected with God or a particular religion 2. good in a moral and religious way
mosque [ˈmɑsqu] n. (pl.) a building in which Muslims worship, a Muslim place of worship
pray [preɪ] v. 1. speaks to God, especially give thanks or ask for help, bend the knees, bow, worship
sacred [ˈsærəd] adj. holy, blessed, connected with God, a sacred image, a shrine, temple
sacred music is very important
tolerant [təˈlɛrənt] adj. able to accept what other people say or do, even if you don’t agree with them, liberal, unreserved

How Tolerant Are You?

PW: Practice pronouncing the words with the same sound and write them in the right column.

mosque sacred prayer strange strong angry morning pray treat meet great business holy typical speak treaty play dangerous sacred myth miracle

PW: Look through the pictures and talk about our national values.

All these are our national values, our history and wealth.

Unesco has declared “Lavash” as the national value of Azerbaijan.

PW: Answer the questions reading the IT box. Act out the dialogue.

Lesson 8: What nationalities live in Azerbaijan?
Lesson 9: And what about national minorities?
Lesson 10: What religions do you know?
Lesson 11: How tolerant are you to other religions or nationalities?
Lesson 12: Do all nationalities enjoy equal rights in Azerbaijan?

Useful Information

The word “Qur’an” comes from the Arabic qur’ân, and literally has the meaning “narration”, “reading”. The words in the Qur’an are linked to the 25 years of Mohammad’s (call, from A.D. 610 to his death in 632). According to Islam, the Qur’an is the very word of Allah. The Qur’an was apostrophised to the Prophet Muhammad by God through the Angel Gabriel (literally). The language of the Qur’an is Arabic. It is split into 114 chapters (surahs), called sections), 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 ayats.

*variant - another branch
Research question:

- What is the most important value for you and why?
- How do you value/appreciate your national values?

**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.

**National Values**

- Lavash
- Buta
- Kalaghayi
- Mugham

**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.

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, Unfilled Story, Description, Role Play, Matching, GIST, DRTA, DLTA, Picture Walks

**Resources**
SB, video roll, CD, handouts, pictures, realia

---

**OPTIONAL REVISION TASKS**

**Reading Comprehension and Writing**

1. Answer the quiz and check your tolerance level.
2. Read the UI box, search for more information about Islam/Muslims and other religious traditions.
3. Read the "Remember" box and write paragraphs:
   - We Should Respect All Religions?
   - Islam Calls Us to Unity?

**Religion**

Religion is a cultural system of behaviors and practices, worldviews, ethics, and social organization that relate humanity in 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-religions. We respect all nationalities, their religions, races, customs and traditions, and it will help them to live in mutual understanding and avoid ethic, religious or racial discrimination.

---

**Motivational Language**

- Every realia should be "halal", which means they are prepared according to certain Islamic laws.
- Muslims celebrate Eid – a religious Muslim festival at the end of Ramadan, when they take part in a big festival (festival, ceremony, gala). They don’t eat from sunset until sunset during the month of Ramadan. At Eid, Zeynep wears a traditional costume. The whole family goes to the mosque to pray.

---

**Research**

- The Qur’an is the holy book for Muslims.
- Zeynep’s first language is Azeri.
- The pupils in Zeynep’s school come from different cultures.
- During Ramadan people may eat or drink at all.
- All the products Muslims should be halal.

---

**Warm-Up**

- The period of thirty 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 sweets – 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, or in other referred as. In Britain people like eating pancakes.

---

**Tools**

- Cultural Understanding – racism, racial
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.

<table>
<thead>
<tr>
<th>Word File</th>
<th>affiliated, holy, mosque, pray, sacred, tolerant</th>
</tr>
</thead>
</table>

**Summary**

*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.

**Creative work**

IW. Write a paragraph on the quote: “Islam calls us to Unity!”, “We should Respect All Religions!”

*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.*
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.

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

Standards

1.1.1./2.1.2./3.1.2./3.1.4./4.1.1./4.1.4.

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.

The most expensive thing in the world is 'Trust!' It takes years to earn but seconds to lose. (Unknown)

ambassador [əmˈbæsədər] n. messenger, representative, a diplomat sent by a country as its official representative to a foreign country.
voluntary [vɔrˈıtərē] adj. of an ambassador, messenger, volunteer.

Example: He contributed more than $500,000 to the centre.

2. a person sent on a religious mission voluntary work

Example: He persuaded his mother to go along with him.

promote [prəˈməʊt] v. to improve, to advance someone to a higher position or rank.

Example: She was promoted to a general manager.

tremendous [ˈtrɛmədnəs] adj. huge, enormous, great, tremendous, large.

Example: They raised money to help victims of an accident.

volunteer [ˈvɒləntər] n. a person who freely offers to take part in an enterprise or undertake a task.

Example: Last weekend volunteers undertook the punishing job of clearing the grove around the house.

2. to freely offer to do something. He volunteered for the job.

Practice the words with the same sound.

[ɪ] political politician social society
[æ] charity capacity popularityfinancy
[ə] solidarity goodwill ambassador mendocino

Hollywood Al Pacino: was an international actor.
He devoted himself to his country and people.

Mother Teresa: served her own order “Missionaries of Charity.”
She received a number of awards and distinctions.

H. Z. Talish: was a stonemason.
He helped the poor.

Kofi Annan: was first elected Secretary General of the United Nations Organization.
He did his job.

Useful Information

The Society of Missionaries has spread all over the world. They provide effective help to the poor in many countries in Asia, Africa and Latin America, and they take care of victims of natural catastrophes such as floods, epidemics, famine, hunger, disease, starvation, food shortages, and refugees.

Definition: a difference or contrast between similar things or people; example: differentiation
**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 Ghandi, Mother Tereza, Jawaharlal 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.

**Charity People**

- **Heydar Aliyev**, the President of the Heydar Aliyev Foundation, Goodwill Ambassador* of UNESCO and ISERCO, 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 Native 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.

- Shukri Mubiana is an international singing sensation. Using the popularity and interest in children’s issues, Shukri promotes UNICEF’s mission of ensuring the safety of every child in 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 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 those needy children.

- Who can join (fan clubs, organizations),
- What famous people/fans do you know who do charity work?
- What famous people in our country can be UN Goodwill Ambassadors? Why?

**Charity Plan**

Decide what charity organization you would like to 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**
<table>
<thead>
<tr>
<th><strong>Heydar Aliyev</strong></th>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• was our national leader</td>
<td>• What was his aim?</td>
<td>• devoted himself to his country and people</td>
<td></td>
</tr>
<tr>
<td>• played a great role in the declaration of the Azerbaijani language.</td>
<td>• What did he do?</td>
<td>• promoted the state language development at the turn of the new period</td>
<td></td>
</tr>
<tr>
<td>• attached a great importance to his native language</td>
<td>• cared about his nation and native land.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mother Teresa</strong></th>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• was a teacher</td>
<td>• Why did she have to leave school?</td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• taught at St. Mary’s High School in Calcutta</td>
<td>• What was the aim of the “Missionaries of Charity”?</td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• devoted herself to the poor</td>
<td>• What has the Society of Missionaries done?</td>
<td>• received a number of awards and distinctions, including the Nobel Prize for Peace.</td>
<td></td>
</tr>
<tr>
<td>• started her own order “Missionaries of Charity”.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>H.Z. Tagiyev</strong></th>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• was a stonemason</td>
<td>• When did he become a millionaire?</td>
<td>• built a Muslim School for Girls.</td>
<td></td>
</tr>
<tr>
<td>• was a builder</td>
<td>• What else did he do for charity?</td>
<td>• built a Dram Theatre.</td>
<td></td>
</tr>
<tr>
<td>• built a road</td>
<td></td>
<td>• sent students to study in Russia and in European Universities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Kofi Annan</strong></th>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• was born in Ghana</td>
<td>• What was his goal?</td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• was first elected Secretary General of the United Nations Organization in 1997.</td>
<td>• What did he do in the international area?</td>
<td>• 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”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• When did he get the Nobel Prize for Peace?</td>
<td>• He got the Nobel Prize for Peace in 2001.</td>
<td></td>
</tr>
</tbody>
</table>
**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 (needy people).

**Creative Work**
IW. Create a plan looking through the sample. “Charitable organizations and their functions.”
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Haji Zeynalabdin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Taghiyev</td>
</tr>
<tr>
<td>Birth place</td>
<td>Azerbaijan</td>
</tr>
<tr>
<td>Nationality</td>
<td>Azerbaijaniian</td>
</tr>
<tr>
<td>Years he lived</td>
<td>1823-1924</td>
</tr>
<tr>
<td>Charitable activities</td>
<td>built-Azerbaijani State Academic Drama Theatre, A School for Muslim Girls, Bibi Heybat Road, spent a lot of money on education and art</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Student’s Comments</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems</td>
<td>I found most important/interesting/difficult for discussion</td>
<td></td>
</tr>
<tr>
<td>Exercises</td>
<td>I found most interesting/enjoyable/difficult/boring</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>I found most important/productive/difficult/easy</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

Standards
1.1.2./2.1.2./2.1.3./3.1.1./3.1.3./3.1.4./4.1.2.
### 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.
- Az. Hist.-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

### 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

---

### Both
- 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

---

![Images of Robin Hood and Captain Hook being hunted by the Sheriff of Nottingham and Captain Hook]

---

154
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.
So, Ss prepares 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!”

Creative work

IW. Make Solutions on:
• How Can We Help the Homeless?
• “Be Honest and Supportive to the Needy!”.

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Level Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Achievement</strong></td>
<td>Excellent</td>
</tr>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><em>I can:</em></td>
<td></td>
</tr>
<tr>
<td>• ask/answer questions on social problems</td>
<td></td>
</tr>
<tr>
<td>• take part in discussions on the topic</td>
<td></td>
</tr>
<tr>
<td>• find the meanings of the words</td>
<td></td>
</tr>
<tr>
<td>• find the equivalents of the sayings/proverbs</td>
<td></td>
</tr>
<tr>
<td>• talk about global problems</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td><em>I can read and understand:</em></td>
<td></td>
</tr>
<tr>
<td>• the article about social problems</td>
<td></td>
</tr>
<tr>
<td>• answer the questions on social problems</td>
<td></td>
</tr>
<tr>
<td>• the content of the article and retell it</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td><em>I can:</em></td>
<td></td>
</tr>
<tr>
<td>• build up sentences using the key words</td>
<td></td>
</tr>
<tr>
<td>• create a newspaper article on social problems</td>
<td></td>
</tr>
</tbody>
</table>
1. Complete the table around Unit 5

<table>
<thead>
<tr>
<th>In the field of ...</th>
<th>What I learned</th>
<th>How I’ll implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other things</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning</th>
<th>Pronunciation</th>
<th>Useful Phrases/Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>fundraising</td>
<td>collecting money for charity or an organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>betray</td>
<td>to hurt smb who trusts you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>religious</td>
<td>closely connected with religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>society</td>
<td>community, a group of people living in the same place or having a particular characteristic in common</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Preposition</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>temple</td>
<td>raise</td>
<td>peace-loving</td>
<td>between</td>
<td>always</td>
</tr>
<tr>
<td>belief</td>
<td>betray</td>
<td>religious</td>
<td>at</td>
<td>closely</td>
</tr>
<tr>
<td>culture</td>
<td>support</td>
<td>social</td>
<td>out</td>
<td>somewhere</td>
</tr>
<tr>
<td>friendship</td>
<td></td>
<td>good</td>
<td>from</td>
<td>any</td>
</tr>
<tr>
<td>society</td>
<td></td>
<td></td>
<td>for</td>
<td>you</td>
</tr>
</tbody>
</table>
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.


5. Odd one out.

A) affordable, accommodation, dormitory  
B) volunteer, society, beautiful  
C) helpless, peaceful, fundraising

6. Find unscrambled words and write.


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–semantical 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.

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

Word File:
- aircraft (pl.: aircraft) n. airplane, jet, helicopter, or other machine capable of flight. Aetherial is an adjective. The suffix -craft can be added to words to form new words.
- monarchy (monarchy) n. kingship, a form of government with a monarch as the head.
- monarch (monarch) n. role over, lead, dominate, rule in a king or a queen.
- queen (queen) n. a female ruler, especially a wife of a king.
- minister (minister) n. a person who works for a government agency.

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 centimeter on the map equals 100,000 centimeters or one kilometer in the city. There are some symbols beside the legend. An area with green trees is a forest. A black dotted line is a path. There is a small black triangle and a number for a hill. The number, for example 259, means that the hill is 259 meters high. Red lines are roads, and a railway is a black line with small lines on it. A black circle or a railway is a train station. A red area in a city or a town. Next to the red arms is the name of the city.

PRACTICE AN INTERVIEW!

1. What are the main features of the United Kingdom?
2. What are the main exports of the United Kingdom?
3. What are the main tourist attractions of the United Kingdom?

UNIT 6. Sightseeing Around the World!

Lesson 1. The United Kingdom

Sightseeing Around the World!

Çap üçün deyil
Çap üçün deyil
**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.

---

**Diagram**: World map with various geographical features labeled (e.g., paths, seas, rivers, forests).

---

**Table**: Geographical names and their definite articles.

<table>
<thead>
<tr>
<th>The</th>
<th>The</th>
<th>Without DC</th>
<th>The</th>
<th>Without DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
<td>Barrier</td>
<td>Reef</td>
<td>Europe</td>
<td>Australia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td>Atlantic</td>
<td>Pacific</td>
<td>Europe</td>
<td>Australia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**Activity**: Fill in the blanks with the appropriate definite articles.

---

**Table**: Comparing Great Britain and the UK.

<table>
<thead>
<tr>
<th>Area</th>
<th>Population</th>
<th>Capital</th>
<th>Language</th>
<th>Religion</th>
<th>State system</th>
<th>Natural resources</th>
<th>Main agricultural crops</th>
<th>National currency</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td></td>
<td>London</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scotland</td>
<td></td>
<td>Edinburgh</td>
<td>Scottish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wales</td>
<td></td>
<td>Cardiff</td>
<td>Welsh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Table**: Comparing Great Britain and the UK.

<table>
<thead>
<tr>
<th>The</th>
<th>The</th>
<th>Without DC</th>
<th>The</th>
<th>Without DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
<td>Barrier</td>
<td>Reef</td>
<td>Europe</td>
<td>Australia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td>Atlantic</td>
<td>Pacific</td>
<td>Europe</td>
<td>Australia</td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Activity**: Fill in the blanks with the appropriate definite articles.
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.

<table>
<thead>
<tr>
<th>The</th>
<th>Without the The</th>
<th>The</th>
<th>Without the The</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Great Barrier Reef</td>
<td>the Indian Atlantic the Nile the Thames the Amazon</td>
<td>Europe Australia Canberra China New Zealand</td>
<td>the Himalayas the Caucasus the Urals the Canary Islands</td>
</tr>
<tr>
<td>Mount Everest or Everest Mount Savalan Lake Garda Bondi Beach</td>
<td>But: the Vatican</td>
<td>But the Garda Bondi Beach</td>
<td></td>
</tr>
</tbody>
</table>

• 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.
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. *Note: We suggest you to use GIST Strategy here.*

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:* 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.

Word File:
- jewellery ['dʒɜːrəni] n. precious stones, ornaments
- magnificient ['mægnɪfɪʃənt] adj. impressively beautiful, or extravagant
- patriotic ['prætɪʃɪk] adj. nationalistic, having or expressing devotion to and vigourous support for one’s country
- unitary ['ju:nɪtɪəri] adj. a sort of wholehouse or relating to a unit or units

G.W. Practise the words with the sound:
1. [eɪ] magnificent, military, policy, jewelry
2. [ɪ] describes, patriotic, mankind
3. [ə] amount, proud, account
4. [ɪə] prepare, declare, where, nightmare

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 154 countries and holds membership in 38 international organisations. 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!
- East or West, Home is Best!
- Azerbaijan is the pearl of the Caspian!
- Azerbaijan is the pearl of the East!
- Azerbaijan is the paradise!
- Azerbaijan is Worth Visiting!

REMEMber!
- 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 cities regions and towns are ...
## 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.
Summary

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!”

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.

Creative work

IW. Write an essay: “Come to See Azerbaijan! You’ll Enjoy our Cultural Heritage!”

ANSWER KEY:

- Task 12, page 136

- Task 7, page 134

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
<th>Translation</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>heritage</td>
<td>the history, traditions and qualities that a country has had for many years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pottery</td>
<td>stoneware, ceramics, crockery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jewellery</td>
<td>precious stone/ornaments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>magnificent</td>
<td>impressively beautiful, extravagant, spectacular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>development</td>
<td>the gradual growth of smth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hometown</td>
<td>a place where you were born</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>RUBRICS:</th>
<th>I-Poor</th>
<th>II-Weak</th>
<th>III-Good</th>
<th>IV-Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Hardly responds the inquires on the topic and almost never expresses his/her ideas.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>II</td>
<td>Reads the letters with some difficulty, hardly gives arguments.</td>
<td>Demonstrates very little willingness to read the teens’ letters. Reads the passages with some difficulty, but gives no arguments on all of them.</td>
<td>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!”.</td>
<td>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!”.</td>
</tr>
<tr>
<td>III</td>
<td>Makes Student’s Cards with great difficulty, hardly explains the meaning of the words or completes the table according to the figures.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 Conditionals
• understands and explains the usage of Conditionals
• 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”

Word File:
abandon [əˈbændən] (v) leave, leave behind, put away, give over, stop using, give up completely.
acquire [əˈkwɪər] (v) get, gain, take, obtain;
advance [ədˈvɑntɪs] (n) a step forward, progress, improvement;
abandoned, but abandoned;
breathe [briθ] (v) inhale, take in air, make use of air;
abandoned, but abandoned;
abandoned.

Grammar Spot

If Clauses (Conditional 2)

1. Past Simple
   would
   If I had time I would go to Australia.
   I would go to Australia if I had time.

We use the Simple Past in the If-clause even though the meaning “if” is in the main clause.

Examples:
If I had a lot of time, I would travel.
If you had the time, you would travel.

2. Past Perfect
   had
   If I had visited London, I would have seen the Tower of London.

In a more formal style we can use “have” instead of “had” after If.

Exercise 3.

Complete the sentences.

1. If (to win) a holiday anywhere, I (to go) to Rio De Janeiro.
2. If you (to be) in New York to (to see) Mount Vernon.
3. If (to live) in another country, I (to visit) my motherland.
4. When people (to travel), they (to try) to see places of interest.
5. (to travel) to Europe, they (to enjoy) the Christmas markets.
6. If (to visit) the United States, I (to visit) the Statue of Liberty.

Exercise 4.

Write the correct form of the verbs in brackets and translate.

1. If (to win) a holiday anywhere, I (to go) to Rio De Janeiro.
2. If you (to be) in New York to (to see) Mount Vernon.
3. If (to live) in another country, I (to visit) my motherland.
4. When people (to travel), they (to try) to see places of interest.
5. (to travel) to Europe, they (to enjoy) the Christmas markets.
6. If (to be) in Spain to (to live), I (to visit) the United States.
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 Angelos (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.

---

5. PW. Look at the photos and make an interview comparing them.

- **If Past Simple**
- **world would**

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 around 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.

6. PW. Choose the word that is different.

1. lake park like mountain valley
2. enormous old pretty poor pool
3. landmark famous own country village
4. fast tiny famous hospitality major

7. PW. Find the words for these meanings and translate the expressions.

1. very impressive and beautiful
2. very big, enormous
3. a column to a famous person or event
4. standing out
5. remarkable and surprising event
6. unbelievable
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 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.

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 can ...

understand unreal situations
build up sentences using Conditional 2
build up sentences using If Clause
find out the meaning of proverbs/sayings
say real facts about places of interest

Samples
If I had a lot of time, I’d visit foreign countries.
If I visited London, I’d see Big Ben.
There is no place like Home!
Baku Olympic Stadium, The Flag Pole, Crystal Hall are the mysterious places in Baku.
## Diagnostic Checklist

<table>
<thead>
<tr>
<th>I can</th>
<th>I can’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>I talk about places of interest in the world</td>
<td></td>
</tr>
<tr>
<td>I answer the questions on the places</td>
<td></td>
</tr>
<tr>
<td>I describe the pictures about the cities</td>
<td></td>
</tr>
<tr>
<td>I speak about amazing places</td>
<td></td>
</tr>
<tr>
<td>I compare different places</td>
<td></td>
</tr>
</tbody>
</table>

## Self-Assessment

<table>
<thead>
<tr>
<th>Description of Achievement</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• find the words with the given sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• pronounce the new words clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ask/answer the questions on places of interest</td>
<td></td>
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</tr>
<tr>
<td>• take part in discussions on the topic</td>
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<tr>
<td>• act out a dialogue on the topic</td>
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<tr>
<td>• make an Interview comparing the places</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• describe the pictures on the places of interest</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• read the passages of places of interest</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• find True/False statements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• put the conversation putting it in logical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• build up sentences using the word file</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• make up sentences using If Clauses</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• design a booklet drawing some pictures</td>
<td></td>
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</tr>
</tbody>
</table>

## Grammar Checklist

<table>
<thead>
<tr>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can ...</td>
</tr>
</tbody>
</table>

I can ...

- 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 *If clauses*
Lesson 4.

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.

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
## 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 (1,017 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.
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.

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.
We’re sure this lesson will be interesting for the Ss. You can motivate your students with different strategies: **Clustering, Description, Carousel, BBK, DLTA, 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.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Exclamatory Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclamations are introduced by <strong>What</strong> or <strong>How</strong> as follows:</td>
<td></td>
</tr>
<tr>
<td>Questions- <strong>How/What</strong>?</td>
<td><strong>What...!</strong></td>
</tr>
<tr>
<td><em>What</em> (a, an)</td>
<td><strong>How...!</strong></td>
</tr>
<tr>
<td><em>What a/an +adj+singular countable noun</em></td>
<td><em>Exclamations are words and phrases used to express surprise, shock, etc. They take an exclamation mark (!) at the end. <strong>How</strong>+adj/adverb</em></td>
</tr>
<tr>
<td><em>What +adj+uncoun/plural noun</em></td>
<td></td>
</tr>
<tr>
<td>• <strong>How</strong> deep is the Grand Canyon?</td>
<td>• <strong>How</strong> clever he is!</td>
</tr>
<tr>
<td>• <strong>How</strong> big is Singapore?</td>
<td>• <strong>How</strong> quickly he speaks!</td>
</tr>
<tr>
<td>• <strong>How</strong> high is Mount Everest?</td>
<td>• <strong>How</strong> deep the Grand Canyon is!</td>
</tr>
<tr>
<td>• <strong>How</strong> unusual are the marsupials?</td>
<td>• <strong>How</strong> big Singapore is!</td>
</tr>
<tr>
<td>• <strong>How</strong> deep is the river?</td>
<td>• <strong>How</strong> high Mount Everest is!</td>
</tr>
<tr>
<td>• <strong>What</strong> a boring movie it is!</td>
<td>• <strong>How</strong> unusual the marsupials are!</td>
</tr>
<tr>
<td>• <strong>What</strong> horrible weather!</td>
<td>• <strong>How</strong> deep the river is!</td>
</tr>
<tr>
<td>• <strong>What</strong> beautiful roses we have!</td>
<td>• <strong>How</strong> clean and beautiful the beaches are!</td>
</tr>
<tr>
<td>• <strong>What</strong> a high mountain it is!</td>
<td>• <strong>How</strong> stormy the ocean is!</td>
</tr>
<tr>
<td>• <strong>What</strong> a deep river it is!</td>
<td></td>
</tr>
<tr>
<td>• <strong>What</strong> clean and beautiful beaches they are!</td>
<td></td>
</tr>
<tr>
<td>• <strong>What</strong> a stormy ocean it is!</td>
<td></td>
</tr>
</tbody>
</table>
### Self-Assessment

<table>
<thead>
<tr>
<th>Description of Achievement</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• pronounce new words and geographical names clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• talk about the biggest places in the world through reading the Fact File</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• share my ideas on the most famous places in the world</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• complete the KWL table through the Fact File</td>
<td></td>
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<tr>
<td>• play a role on the biggest and most famous places</td>
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<td></td>
</tr>
<tr>
<td>• say geographical words</td>
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</tr>
<tr>
<td>• talk about figures and find the wrong ones</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• choose the correct form of the verbs</td>
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<td></td>
</tr>
<tr>
<td>• complete the table sorting the verbs out</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### ANSWER KEY: • Task 3, page 144

<table>
<thead>
<tr>
<th>Places/Countries</th>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>• is a big country</td>
<td>• What is Australia famous for?</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>• is an English speaking country</td>
<td>• Who are the first Australians?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• is also a continent</td>
<td>• What’s the largest city in Australia?</td>
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<td></td>
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</tbody>
</table>
ANSWER KEY:

**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

<table>
<thead>
<tr>
<th>Student’s Comments</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problems</strong></td>
<td><em>I found most important/interesting/difficult for discussion</em></td>
</tr>
<tr>
<td><strong>Exercises</strong></td>
<td><em>I found most interesting/enjoyable/difficult/boring</em></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td><em>I found most important/productive/difficult/easy</em></td>
</tr>
</tbody>
</table>
1. Complete the table around Unit 6

<table>
<thead>
<tr>
<th>In the field of ...</th>
<th>What I learned</th>
<th>How I’ll implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
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<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other things</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Words</th>
<th>Pronunciation</th>
<th>Meaning/Synonym</th>
<th>Opposite/Antonym</th>
<th>Useful Phrases/Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
<td></td>
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<td></td>
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<td>•</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Preposition</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>attractiveness</td>
<td>abandon</td>
<td>coral</td>
<td>with</td>
<td>those</td>
</tr>
<tr>
<td>creature</td>
<td>provide</td>
<td>extravagant</td>
<td>to</td>
<td>few</td>
</tr>
<tr>
<td>climate</td>
<td>rank</td>
<td>enormous</td>
<td>at</td>
<td>that</td>
</tr>
<tr>
<td>gondola</td>
<td>reign</td>
<td>luxury</td>
<td>about</td>
<td>the</td>
</tr>
<tr>
<td>marsupial</td>
<td></td>
<td>mass</td>
<td></td>
<td>my</td>
</tr>
<tr>
<td>mass</td>
<td></td>
<td>marvellous</td>
<td></td>
<td>same</td>
</tr>
<tr>
<td>harbour</td>
<td></td>
<td>marsupial</td>
<td></td>
<td>usually</td>
</tr>
<tr>
<td>shipbuilding</td>
<td></td>
<td>friendly</td>
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<tr>
<td>swan</td>
<td></td>
<td>flexible</td>
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<tr>
<td>hospitality</td>
<td></td>
<td>spectacular</td>
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<tr>
<td>tower</td>
<td></td>
<td>tiny</td>
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<tr>
<td>valley</td>
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<td>ideal</td>
<td></td>
<td></td>
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<tr>
<td>vaporetto</td>
<td></td>
<td>impressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>polyp</td>
<td></td>
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</tr>
</tbody>
</table>
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 Angelos ...
   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.”
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 for yourself
• if we can be our own doctors

Word File:

- digest [dɪˈgest] 1. (a) a substance or mixture obtained by digestion 2. (b) break down food in the alimentary canal into substances that can be absorbed and used by the body.
- digestive [dɪˈɡestɪv] adj. of or relating to the process of digesting food.
- lure [laːr] (v) (also lured) to entice or attract someone or something.
- damage [ˈdeɪmɪdʒ] (v) to cause harm or loss to something or someone.
- remedy [ˈrɛmɪdi] (n) a cure for a problem, difficulty, or disease.
- smooth [smɔːθ] adj. (also smoothness) (a) flat, even, and even, without roughness.

Positive Habits

Negative Habits

1. Walking in the open air
2. Exercising regularly
3. Eating healthy food
4. Drinking water
5. Taking medications

1. Smoking cigarettes
2. Drinking alcohol
3. Eating junk food
4. Eating too much
5. Not exercising

1. PW. Listen and repeat the words with the same sound.

- thoroughly
- smooth
- thought
- smooth
- thought

2. PW. Complete the sentences with your own ideas.

1. If you want to build a healthy body, ...
2. You'll put on weight...
3. If you eat low-fat products...
4. ...
5. ...
6. If you love fizzy drinks...
**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.

<table>
<thead>
<tr>
<th>Positive Habits</th>
<th>Negative Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Having low-fat products</td>
<td>• Combining different food</td>
</tr>
<tr>
<td>• Digesting food well</td>
<td>• Eating chips/junk food</td>
</tr>
<tr>
<td>• Walking in the open air</td>
<td>• Having more sugary products</td>
</tr>
<tr>
<td>• Spending less time in front of TV</td>
<td>• Being in movement after eating</td>
</tr>
<tr>
<td>• Having more pure liquid during the day</td>
<td>• Eating more in the evenings</td>
</tr>
<tr>
<td>• Doing regular exercises</td>
<td>• Sleeping very late at night</td>
</tr>
<tr>
<td>• Eating more diary products</td>
<td>• Having salty things</td>
</tr>
<tr>
<td>• Going to bed with a full stomach</td>
<td>• Going to bed with a full stomach</td>
</tr>
</tbody>
</table>

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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
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!

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. 

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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!
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

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I - Poor</strong></td>
<td><strong>II - Satisfactory</strong></td>
<td><strong>III - Good</strong></td>
<td><strong>IV - Brilliant</strong></td>
</tr>
<tr>
<td>• Hardly responds to the questions on the topic or makes discussions on a healthy body/life with great difficulty.</td>
<td>• Very seldom responds to the questions on the topic.</td>
<td>• Often responds to the questions on the topic.</td>
<td>• Actively takes part in questioning.</td>
</tr>
<tr>
<td>• Almost never demonstrates any ideas on the three parts of the human body.</td>
<td>• Sometimes makes discussions on a healthy body/life.</td>
<td>• Makes discussions on a healthy body/life.</td>
<td>• Willingly and enthusiastically makes discussions on the topic.</td>
</tr>
<tr>
<td>• Demonstrates the ideas on the three parts of the body with very poor speech.</td>
<td>• Finds almost very few statements on a healthy body.</td>
<td>• Sorts the words out according to the model.</td>
<td>• Thoroughly sorts out the statements according to the model.</td>
</tr>
<tr>
<td>• Finds the extracts from newspapers and expresses agreement/disagreement to the statements.</td>
<td>• Reads the extracts with newspapers and expresses agreement/disagreement to the statements with great difficulty.</td>
<td>• Demonstrates ideas on the three parts of the human body.</td>
<td>• Demonstrates creative and perfect ideas on the three parts of the human body.</td>
</tr>
<tr>
<td>• Reads with difficulty, finds some of the statements how a healthy body should be.</td>
<td>• Reads with difficulty, finds some of the statements how a healthy body should be.</td>
<td>• Reads True/False statements on a healthy body reading the passages.</td>
<td>• Reads and finds True/False statements on a healthy body thinking logically.</td>
</tr>
<tr>
<td>• Reads and finds True/False statements on a healthy body reading the passages.</td>
<td>• While reading finds out the statements how a healthy body should be.</td>
<td>• Reads the extracts from newspapers and actively shares agreement/disagreement to the statements.</td>
<td>• Demonstrates a brilliant reading ability while reading extracts from newspapers and actively shares agreement/disagreement to the statements.</td>
</tr>
<tr>
<td>• Reads and easily finds out the correct statements how a healthy body should be.</td>
<td></td>
<td></td>
<td>• Reads and easily finds out the correct statements how a healthy body should be.</td>
</tr>
</tbody>
</table>
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.

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

Standards

1.1.1./2.1.1./2.1.2./3.1.3./3.1.4./4.1.1.
**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?**

---

**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.”
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)
Word File: calculate, contain, stimulate, tense, irritable

Summary:
Direct your Ss to learn more facts and become aware of some good advice on 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 summerise 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.

Creative work
Write a paragraph: “Why We Need REM Sleep!”

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Level Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Achievement</td>
<td>Excellent</td>
</tr>
<tr>
<td>I can:</td>
<td></td>
</tr>
<tr>
<td>• ask/answer the questions on a healthy life</td>
<td></td>
</tr>
<tr>
<td>• take part in discussions on the topic</td>
<td></td>
</tr>
<tr>
<td>• make an interview on the topic</td>
<td></td>
</tr>
<tr>
<td>I can read and</td>
<td></td>
</tr>
<tr>
<td>• understand the importance of sleep</td>
<td></td>
</tr>
<tr>
<td>• find True/False statements</td>
<td></td>
</tr>
<tr>
<td>• match the paragraphs with the titles</td>
<td></td>
</tr>
<tr>
<td>I can:</td>
<td></td>
</tr>
<tr>
<td>• build up sentences using the key words</td>
<td></td>
</tr>
<tr>
<td>• do a quiz on the topic</td>
<td></td>
</tr>
<tr>
<td>• write a paragraph on REM sleep</td>
<td></td>
</tr>
</tbody>
</table>
**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
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.
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.
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. Laughter reduces stress.
2. What can you do to live a happier life with a lot of laughter.
3. Search and write some Shaki jokes.

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Level Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Achievement</td>
<td>Excellent</td>
</tr>
<tr>
<td>I can ...</td>
<td></td>
</tr>
<tr>
<td>pronounce the new words clearly</td>
<td></td>
</tr>
<tr>
<td>answer questions about the best ways of a happy life</td>
<td></td>
</tr>
<tr>
<td>make an interview on the topic</td>
<td></td>
</tr>
<tr>
<td>take part in discussions on the topic</td>
<td></td>
</tr>
<tr>
<td>share my ideas with partners on a happier life</td>
<td></td>
</tr>
<tr>
<td>read and understand the importance of laughter</td>
<td></td>
</tr>
<tr>
<td>retell the content of the passages</td>
<td></td>
</tr>
<tr>
<td>match the paragraphs with the titles</td>
<td></td>
</tr>
<tr>
<td>build up sentences using the new words</td>
<td></td>
</tr>
<tr>
<td>create a paragraph about a happy life</td>
<td></td>
</tr>
</tbody>
</table>
1. Complete the table around Unit 7

<table>
<thead>
<tr>
<th>In the field of ...</th>
<th>What I learned</th>
<th>How I’ll implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
<td></td>
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<tr>
<td>Logical Thinking</td>
<td></td>
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<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar section</td>
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<tr>
<td>Other things</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Words</th>
<th>Pronunciation</th>
<th>Meaning/Synonym</th>
<th>Opposite/Antonym</th>
<th>Useful Phrases/Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>allergy</td>
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<td>fingernail</td>
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<td>laughter-panic</td>
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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. Find the opposite of:

1. healthy –
2. irritable –
3. fake –

6. Find another adjective for:

1. positive –
2. spot –
3. tense –

7. 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.

8. Find the unscrambled words and write.

vegestidi – zyfiz – terlaguh –

ilgernafin – dymere – thoosm –

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.

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
<table>
<thead>
<tr>
<th>Number</th>
<th>Verb 1</th>
<th>Verb 2</th>
<th>Verb 3</th>
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<tbody>
<tr>
<td>178.</td>
<td>to incite</td>
<td>to encourage</td>
<td>to inspire</td>
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<td>179.</td>
<td>to look for</td>
<td>to search</td>
<td>to seek</td>
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<td>180.</td>
<td>to notice</td>
<td>to see</td>
<td>to feel</td>
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<td>181.</td>
<td>to recover</td>
<td>to improve</td>
<td>to get better</td>
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<td>182.</td>
<td>to remind</td>
<td>to resemble</td>
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<td>183.</td>
<td>to return</td>
<td>to be back</td>
<td>to come back</td>
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<td>to surround</td>
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<td>to encircle</td>
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<td>the centre</td>
<td>the middle</td>
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<td>tired</td>
<td>exhausted</td>
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<td>190.</td>
<td>to decide</td>
<td>to make up one’s mind</td>
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<td>191.</td>
<td>to return</td>
<td>to give back</td>
<td>to come back</td>
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<td>192.</td>
<td>to accompany</td>
<td>to follow</td>
<td>to see smb. off to some place</td>
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<td>193.</td>
<td>to act</td>
<td>to play</td>
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<td>194.</td>
<td>to allow</td>
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<td>to answer</td>
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<td>to arrange</td>
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<td>197.</td>
<td>to appear</td>
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<td>198.</td>
<td>to applaud</td>
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<td>to appreciate</td>
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<td>to assist</td>
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<td>to be delighted</td>
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<td>to be eager</td>
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<td>to be surprised</td>
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<td>to get surprised</td>
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<td>to be sure of</td>
<td>to be certain of</td>
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<td>to become</td>
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<td>to behave</td>
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<td>to believe</td>
<td>to trust</td>
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<td>to blame</td>
<td>to accuse</td>
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<td>to book</td>
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<td>to call</td>
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<td>to call</td>
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<td>217.</td>
<td>to conquer</td>
<td>to occupy</td>
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<td>to cry</td>
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<td>to cry</td>
<td>to sob</td>
<td>to weep</td>
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<td>to cure</td>
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<td>221.</td>
<td>to devote</td>
<td>to dedicate</td>
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<tr>
<td>222.</td>
<td>to develop</td>
<td>to increase</td>
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</tbody>
</table>
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
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 maktəblərinin 9-cu sinfi üçün “İngilis dili” (əsas xarici dil kimi) fənni üzrə müəllim üçün metodik vəsait

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