

TEACHER BOOK

ENGLISH



AS THE MAIN
FOREIGN LANGUAGE

9

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ENGLISH

9

TEACHER BOOK

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

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INTRODUCTION



**WELCOME TO
GRADE 9**

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. Try to be flexible and let your students feel free while listening, speaking, reading and writing English.

Our role as a developing teacher

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, travel, use the internet and communicate in the real world. For this reason, in the modern language classroom, we are concerned with both what the learners can do with the language, as well as what they know about the language. Vocabulary and grammar are important as they contribute to the Ss' ability to do practical things with the language they have.

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

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

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

Classroom Management

- *Classroom options*
- *Lesson Planning*
- *Methods/Techniques*
- *Assessment/Testing*

Instructions for managing your classroom and your students.

The aim of classroom management is to create the conditions in which learning can take place. It covers the whole setting: the seating arrangements, your positioning in the classroom, your management of groups and pairs, how you deal with disruptive students, even your instructions. Many teachers underestimate the role that instruction play in an effective class management. Students are easily tempted to become disruptive if they don't understand what they have to do, especially if they are in groups. In addition, long instructions are boring and students can lose their interest in the task. Make your instruction short and clear. Try to show, rather than tell. Check that the students have understood your instructions by asking. So if you have an interesting lesson plan, but poor classroom management skills, then the chances are that your lesson won't work. It's a bit like having a really expensive car, but forgetting to put oil in it. You need to be friendly, but professional. Remember that your students don't want you as a friend, but want to respect you as a teacher. Show them that you expect them to work hard in your class.

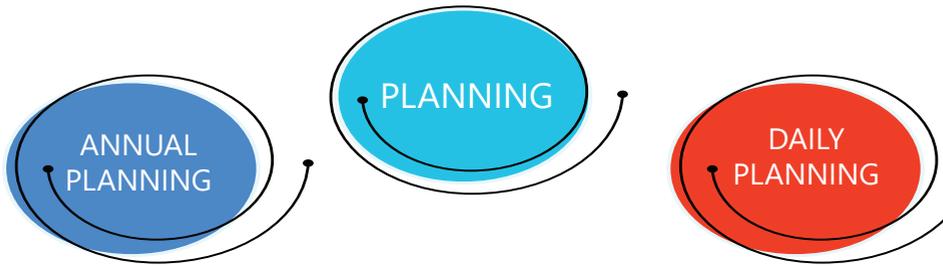
Lesson Planning

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
- Provides a memory aid
- Helps you to anticipate possible problems and solutions
- Helps you to think about timing
- Helps you to achieve a good balance of activities and interaction patterns
- Helps you to focus on improvements you want to make to your teaching
- 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 lesson plan

To plan effectively, you need to think about:

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

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 each of the stage aims should contribute to the overall aim of your lesson.

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 vocabulary!
- 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!
- Put in "**recycle and review**" stages frequently
- Think carefully about the transitions from one stage to the next!

General principles:

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

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

***Vale, D.Feunteun, A.Teaching Children English.
Great Britain: Cambridge University Press, 1995***

Not all lessons can be exciting, but all lessons can be engaging. Engagement is about really hooking your students into your lesson, by making it relevant, clear and involving. Make sure that you have fairly quick changes of activities in the class. Keep up a good pace, so that your students don’t get bored. In some activities Ss need high energy and involvement and in others students need to be slower, calmer and quieter. Topic is also really important. Think always of your students’ interests, needs and skills.

Resources

Materials and Teaching Aid (SB, flipcharts, different pictures, Power-Point Slides, CD-s, a tape-recorder, handouts, crayons/ markers, flashcards, worksheets, a computer, a projector, grammar tables/charts, realia, etc.)

These are very important:

1. Always have a “quick warmer” in your class, however short. It helps to get students into the class in an enjoyable way. You may need it at the beginning to get your students into the right mood for learning;

2. Find out from your students what interests them. Choose a game or amusing item to round up the lesson with a smile. Ask them or design a questionnaire for them to fill in.

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

4. Ask students to do the part of the task they are best at in a group activity to boost their confidence. Unless they know they “can do it”, they are not willing to get engaged in it.

5. Make sure that students are engaged before trying to get them to work on whatever you’ve planned.

6. Have some alternative activities.

7. Be consistent, firm and fair.



Practical suggestions for teaching

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

Curriculum links

There should be links in any language course with broader educational aims, such as developing problem solving abilities, autonomy, questioning, cooperative learning, and so on. There are a number of reasons why this is important. Language teaching is a part of education, and needs to take its full educational responsibility and learning, teaching English can become more interesting and memorable for students. Student 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, PE, etc. We should constantly pay attention to the Ss' age, their interests and skills as it is very important for teaching process.

When we teach students, we can:

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

And Students:

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

Components of the Program

English 9 Student Book is intended for approximately 68 hours of classroom work. It has two components:

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

English 9 Student Book

English 9 Student Book includes Introduction and 6 **Units** through the school year supported by passages, dialogues, texts ***Fact File, Useful Language, Grammar Rule, Self-Assessment, Student Portfolio, Review Time***, tables/charts, songs, 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 students' experience. All tasks, tests, grammar rules/banks, illustrations, texts, passages, stories, debates, dialogues given in the SB are considered of/focused on the students' ages, skills, abilities and needs, interests and their outlook/understanding.

Organization of English 9 Student Book

The main aims of Student Book are:

- to demonstrate effective language teaching in practice
- to develop the students' abilities to use and understand English

- to broaden the Ss’ understanding and knowledge
- to encourage the Ss to develop the abilities to manage their own learning
- to support teachers in developing their teaching abilities

At the centre of the course is the aim of developing the Ss’ abilities to use and understand English. The basis for success in teaching and learning **English Grade 9** describes:

- the purposes of the course
- what Ss will be learning about
- the types of activities included
- how “learning” and “*learning activities*” will be assessed
- how I can give my students the opportunity to learn
- how I can keep teacher talking time down, so that my students speak more than I do
- how I can correct my students effectively and appropriately, so that they are not always scared of speaking for fear of making a mistake

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

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

The main principles are:

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

English 9 Teacher Book contains:

- *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*



Teacher Book offers complete Teaching Suggestions for all units of the Student Book. References to corresponding practice exercises and to the supporting materials provided in the **Student Book** are also included. At the same time some summative assessment test samples and exercises/activities in **Review Time** and **Student Portfolio** are included. After each unit the outline of some lessons is illustrated in the Student Book to suggest teachers how to set the lessons visually. Outline for any lesson of each unit is included to the Teacher Book as a sample. We hope that you will gain satisfaction from experimenting with new ideas in the Teacher Book.

EVALUATION /ASSESSMENT

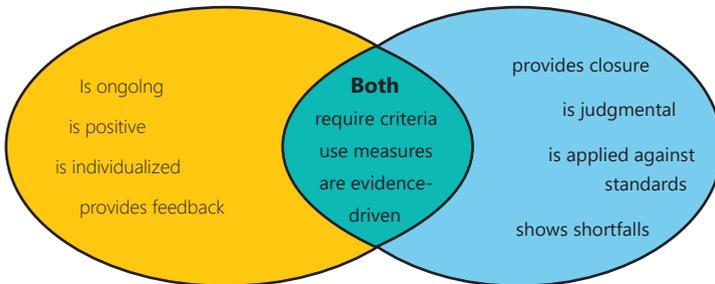
“For teachers, as for students, the most effective evaluation comes from someone who sits beside us and helps us grow.”



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.

ASSESSMENT

EVALUATION



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 learnt a certain part of the course. It is sometimes called formative assessment.
2. To find out how good students are at a language. The content of the test is not based on a course.
3. To find out how well students have learnt the whole content of a course. It is sometimes called summative assessment.
4. When students assess themselves, informally, perhaps with a checklist.
5. To find out what a student knows and doesn't know at the beginning of a course.
6. When students assess each other/one another
7. To find out what level students are, so that they can be put in the right class.

What is the purpose of Assessment/Evaluation?

The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality.



What can we assess?

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

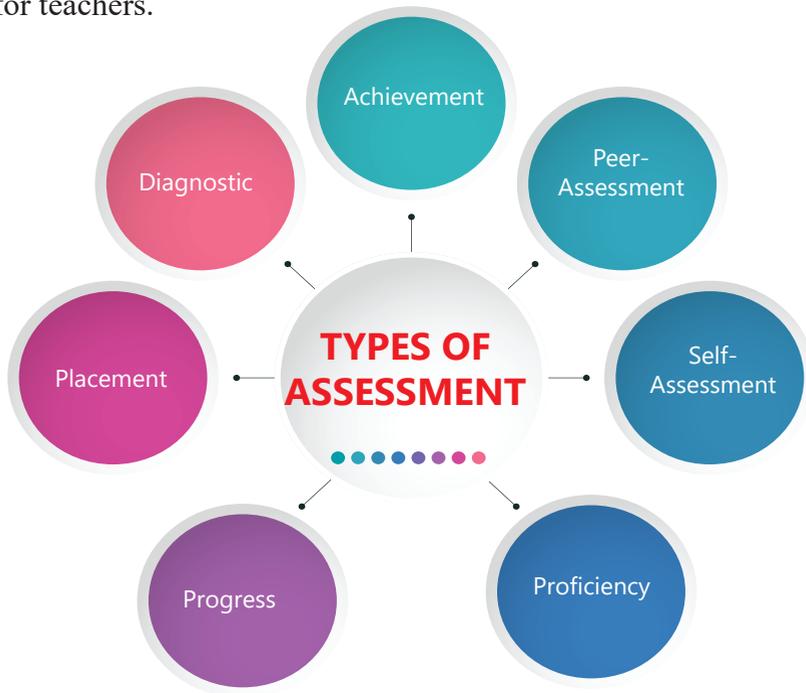
Traditionally, tests tend to be pen and paper tests in other words written tests. One of the reasons for this is that written tests are easier to mark. But if we are testing speaking, communication or listening, a written test is not much use. The question then is how we can effectively test aspects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

And it's important to test what you teach.

We always 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 learnt over the course?
- What can my students do in English?

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



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

Diagnostic Assessment has the following methods and techniques:

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

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

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

Reflexion	
From One to Five	
5	I completely understand (I can teach it)
4	I mostly understand (I can show it)
3	I understand pretty well
2	I need more practice and example
1	I need help

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

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

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

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

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

How can we carry out assessment?

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

- *By testing*
- *By observing*
- *By collecting samples of students' work – e.g. portfolio assessment.*

LEVEL IV	LEVEL III	LEVEL II	LEVEL I
the highest rate	higher	lower	the lowest rate
brilliant experienced exemplary excellent brilliant creative master	good very good almost experienced knowledgeable sufficient	average satisfactory susufficient improving	beginner not sufficient inexperienced poor

These are samples: You can make different grids of assessment for any lesson.

	I-Poor	II-Satisfactory	III-Good	IV-Brilliant
Self -Assessment	Level Reached			
Description of achievement	Poor	Fair	Good	Perfect
Reading: I can read and understand: <ul style="list-style-type: none"> • magazine and newspaper articles about different jobs • facts/ideas by the most trusted professionals 				
Listening and Speaking: I can: <ul style="list-style-type: none"> • ask and answer the questions about journalists • talk about trustworthy professions and qualities • give reasons for my opinions • play a role on journalists • share my ideas with partner on the topic 				
Writing: I can: <ul style="list-style-type: none"> • build up sentences using the key words • write my ideas about trusted professions • group the words and complete the table 				

Student Comments		
Problems	I found most important/interesting/ difficult for discussion	Reasons
Exercise	I found most interesting/enjoyable/difficult/ boring _____	Reasons
Grammar	I found most important/productive/difficult/easy _____	Reasons:

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

Self-Assessment	Level Reached			
Description of achievement	Poor	Fair	Good	Excellent
<p>I can</p> <ul style="list-style-type: none"> • read the passages about national values • answer questions on the national values • describe the pictures on the national values 				
<p>I can:</p> <ul style="list-style-type: none"> • take part in discussions on the national values • make an interview on the national values • find T/F sentences giving explanation 				
<p>I can:</p> <ul style="list-style-type: none"> • fill in the gaps using the words/expressions • build up sentences using the new words • create a paragraph on the topic 				



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

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

The major Standards and Sub-Standards of English Language Learning Grade 9

At the end of the IX grade the Student:

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

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

The major Standards and Sub-Standards of English Language Learning Grade 9

1. Listening

1.1.

Expresses his/her 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 text he/she read.

4. Writing

4.1.

Demonstrates correct/ precise/accurate writing skills.

Content	Listening
Standards	Objectives
1.1.1. <i>Expresses his/her attitude/opinions to the requests</i>	<ul style="list-style-type: none"> Expresses his/her attitude on languages, their role and importance Expresses his/her attitude to the topic answering the questions Shares ideas on family conflicts/social problems, teens' lifestyle, etc Expresses his/her opinions on the requests/questions/letters Listens to the passages and matches them to the photos Listens to the texts and fills in the gaps
1.1.2. <i>Comments (or gives comments) on the content of the text he/she listened to.</i>	<ul style="list-style-type: none"> Listens to the passages/ dialogues and acts them out Listens to the texts and matches the beginnings of the sentences to the correct endings Responds the questions on the topic Takes an active part in discussing on the topic Approaches the opinions creatively on the topic

Content	Speaking
Standards	Objectives
<p>2.1.1. <i>Expresses his/her ideas by using various speech units/patterns.</i></p>	<ul style="list-style-type: none"> • Listens to the song/the texts and answers the questions • Listens to the texts and shares his/her own ideas on the topic • Listens to the passages and finds out True/False/Not Given sentences • Expresses/shows agreement/disagreement on the topic • Gives comments on the listened topic • Expresses his/her ideas using various speech patterns/units • Shares ideas/opinions on sayings the topic • Takes part in discussions on the topic • Explains the meanings/definitions of the idioms/metaphors/sayings given in the dialogues/passages/texts • Speaks about today's social life, teenagers' activities, etc. using different speech patterns • Talks about pictures/photos and gives comments
<p>2.1.2. <i>Debates/makes discussions on different themes (nature, society, family, school)</i></p>	<ul style="list-style-type: none"> • Takes an active part in discussion on the topic using his/her creative point of views • Makes discussions/debates on the topic • Takes part in debates on the topic • Talks about the importance of core values/charitable activities/charity people and their role • Performs/plays roles on family conflicts/perfect families/teenagers' life/social problems • Holds or takes part in the discussions
<p>2.1.3. <i>Explains his/her thoughts/points of view by making comparisons.</i></p>	<ul style="list-style-type: none"> • Compares ideas on language with his/her peers • Gives comments on the listened topic • Coincides/matches the answers to the questions while discussing • Holds/runs discussions comparing the different ideas • Debates and explains his/her thoughts and ideas • Demonstrates his/her agreement/disagreement on the statements on the topic • Debates on the topic expressing his/her attitude to the topic • Makes comparison in discussion and expresses his choice (agreement/disagreement) on the topic • Compares his/her ideas with the other group members

Reading	Content
Objectives	Standards
<ul style="list-style-type: none"> • Explains the usage of articles in tasks • Explains his/her ideas on using the appropriate quantifiers • Speaks on the semantical grammatical features of words • Understands and explains grammatical and semantical meanings of 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 and articles and defining the Gerund • 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 words • Chooses and groups, sorts out the words for their structure 	<p>3.1.1. <i>Explains grammatical and semantical features of words and expressions.</i></p>
<ul style="list-style-type: none"> • Fills in the chart using different constructions on improving languages • Reads and completes the sentences using the correct forms of the verbs • Reads the sentences, letters, passages on the topic correctly • Reads and writes the sentences of varied constructions • Matches the titles to the stories • Matches the boldfaced words to their definitions 	<p>3.1.2. <i>Reads the sentences on varied constructions from the text correctly.</i></p>
<ul style="list-style-type: none"> • Makes coincidence of questions to answer thinking logically • Puts the dialogue in the correct logical order and performs it • Finds True/False/Not Given sentences and gives reasons • Compares the highlighted expressions in the passages • Matches the headings to the paragraphs • Demonstrates his attitude to the paragraphs/passages • Retells the content of the passages 	<p>3.1.3. <i>Retells the content of the text in logical order/ sequence.</i></p>

Content	Reading
Standards	Objectives
<p>3.1.4. <i>Expresses his attitude to the text he read.</i></p>	<ul style="list-style-type: none"> • Reads and puts the paragraphs in the logical order • Clarifies the content/meaning of statements • Reads different point of views of teens and says out his/her own opinion on them • Searches, thinks of idioms and gives logical comments on them • Expresses his/her attitude on the passage he/she read giving an explanation • Gives comments discussing the main idea in the passages • Scans the headlines and skims the passages • Expresses his/her attitude and gives comments • Completes various sentences on languages • Reads and chooses the best options • Reads the statements and corrects the mistakes • Reads the statements and chooses the correct alternative
Content	Writing
Standards	Objectives
<p>4.1.1. <i>Expresses his/her opinions/ point of views in different forms (composition, essay, story) .</i></p>	<ul style="list-style-type: none"> • Writes/creates essays about his/her native language • Prepares/makes a paragraph on the topic • Designs new programs working creatively • Prepares a report on the topic • Makes up quotes about values • Complete the sentences with the word • Searches for information and make a list of the world's top charitable foundations and famous people • Follows the advice and creates a school newspaper • Completes the puzzle with the words from the reading

Writing	Content
Objectives	Standards
<ul style="list-style-type: none"> • Reads and writes proverbs and sayings on the importance of languages by searching various sources • Fills in the tables/charts on the topic • Gives comments on true/false sentences/statements • Finds the clue to the facts and realize how to explain them • Matches the facts to the numbers • Puts the words in brackets in the correct places to make sentences 	<p>4.1.2. <i>Expresses his attitude to facts and events in the written form.</i></p>
<ul style="list-style-type: none"> • Sorts out different constructions in the written form • Groups and writes the sentences in appropriate column • Says out the definitions of the given words and uses them in sentences • 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 • Finds the equivalents/synonyms of words in the task • Design/prepares a list of rights • Expresses his opinions to the passages in written form • Fills in the gaps with the correct forms of the verbs 	<p>4.1.3. <i>Writes sentences of various constructions correctly.</i></p>
<ul style="list-style-type: none"> • Makes up sentences using new words/phrases on the topic • Prepares/designs announcements/advertisements on the topic • Prepares/designs an interview on the given sample sharing his/her opinions • Prepares an interview on TV programs using new words • Prepares his/her own CV • Prepares/creates 	<p>4.1.4. <i>Writes autobiography and applications.</i></p>

ANNUAL PLANNING

Implemented Standards for Units	Unit	Lessons/Themes	Implemented Standards for lessons
1.1.1. 1.1.2.. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	I LANGUAGE	1.1 My Language, My Soul!	1.1.2./2.1.1./2.1.2./3.1.1./ 3.1.2./4.1.2./4.1.4
		1.2 Foreign Languages in Today's World	1.1.2./2.1.2./2.1.3./3.1.1./ 3.1.4./4.1.2.
		1.3 With Languages, You Are at Home Anywhere	1.1.1./2.1.2./2.1.3./3.1.1./ 3.1.2./4.1.4
		Review Time	1.1.2/2.1.2/2.1.3.
		Student Portfolio	
Sub-Summative 1			

ANNUAL PLANNING

Integration	Resources	Assessment methods/tools	Hour
Art-3.1.1. Native Language -1.1.2. /2.1.1./3.1.1. Literature -1.2.1/1.2.4./3.1.2./ 3.1.3. Music -2.3.1	SB, CD, slides, pictures, handouts, flipcharts, marker	Self-Assessment checklists, Filling in gaps, open ended questions	3
Art-3.1.1. Native Language -2.1.1./2.1.2./3.1.4./ Literature -1.2.4./1.1.3./2.1.2 Music -2.3.1.	SB, CD, slides, pictures, handouts, video	Formative Assessment checklists, Problem Solving, multiple choice exercises	3
Art-3.1.1. Native Language -2.1.1./2.1.2./3.1.4./ Literature -1.2.4./1.1.3./2.1.2 Music -2.3.1.	SB, CD, slides, pictures, handouts, video	Formative Assessment checklists, Problem Solving, multiple choice exercises	2
Review Time		<i>Self-Assessment Checklist, multiple choice exercises</i>	1
Student Portfolio			1
Sub-Summative 1		<i>Test Exercises, open ended exercises</i>	1



1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	II FAMILY	2.1 Family is Treasure	1.1.1./2.1.1./ 2.1.2./3.1.1./ 3.1.3/4.1.1./4.1.2
		2.2 Parents vs Teens	1.1.1./2.1.2./2.1.3./3.1.1./ 3.1.2./4.1.1./4.1.3.
		2.3 Who is too busy?	1.1.2./2.1.1./2.1.3./3.1.2./ 3.1.3/4.1.3./4.1.4
		Review Time	1.1.1./2.1.1./2.1.2.
		Student Portfolio	

Sub-Summative 2

<p>Native Language-1.1.2./2.1.1./2.2.1./ Literature -1.2.1./ /3.1.2./3.1.3. Science-2.1.1./ 3.2.1./ Music-2.3.1.</p>	<p>SB, Pictures, flash-cards, handouts, slides, video roll</p>	<p>Rubrics, Self - Assessment checklists,Gaps Filling, multiple choice exercises</p>	<p>3</p>
<p>Native Language-1.1.2./2.1.1. Literature-1.2.1./2.1.2./3.1.2. Science-2.1.1./2.1.2..</p>	<p>SB, Pictures, flashcards, CD, handouts</p>	<p>Formative Assessment, multiple choice exercises</p>	<p>3</p>
<p>Native Language-1.1.2./3.1.3. Literature-1.2.1./3.1.2. Math-5.2.2 Science-2.1.1./3.2.1.</p>	<p>SB, Pictures, flashcards, CD, handouts</p>	<p>Formative Assessment, multiple choice exercises</p>	<p>2</p>
<p>Review Time</p>		<p>Self-Assessment Checklist, multiple choice exercises</p>	<p>1</p>
<p>Student Portfolio</p>			<p>1</p>
<p>Sub-Summative 2</p>		<p>Test Exercises</p>	<p>1</p>

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.1. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3.	III SOCIETY AND CHALLENGES	3.1 Let's Reduce Social Problems	1.1.1./2.1.1./2.1.2./3.1.1./ 3.1.4./4.1.1./4.1.2.
		3.2 Everyone has Rights	1.1.2./2.1.2./2.1.3./3.1.3./ 3.1.4./4.1.2./4.1.3
		3.3 Hope For Future!	1.1.2./2.1.2./2.1.3./3.1.1./ 3.1.4./4.1.2.
		Review Time	1.1.2./2.1.1./2.1.3.
		Student Portfolio	
		Sub-Summative 3	
Big Summative 1			

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3.	IV INSPIRE YOUR LIFE	4.1 Time is Like a River	1.1.1./2.1.1./2.1.3./3.1.2./ 3.1.4./4.1.1./4.1.2.
		4.2 Time Spent Well	1.1.2./2.1.2./2.1.3./3.1.1./ 3.1.2./4.1.1./4.1.2
		4.3 Value of Time	1.1.1./2.1.1./2.1.3./3.1.1./ 3.1.2./4.1.1./4.1.3.
		Review Time	1.1.1./2.1.1./2.1.2
		Student Portfolio	
		Sub-Summative 4	



Native Language -2.1.1./3.1.1. Literature -1.2.4./2.1.2. History of Azerbaijan -1.1.2./1.2.2./3.1.2. General History -5.1.3. Science -2.2.1.	SB, Pictures, flashcards, realia, www.teachingenglish.org.uk	Formative Assessment, Grammar Checklist, interviewing, sorting out, making notes on the facts	3
Native Language -2.1.1./3.1.1. Literature -1.2.1./1.1.3. History of Azerbaijan -1.1.2./1.2.2. General History -5.1.3. Science -3.2.1. P.T -1.1.4.	SB, Pictures, flashcards, realia, songs CD	Formative Assessment checklists, interviewing, making a story, open ended tasks	3
Art -2.1.1. Native Language -2.1.1./3.1.3. Literature -1.2.1./2.1.2. History of Azerbaijan -1.1.2./1.2.2. General History -5.1.3. Science -1.1.3./3.2.1. P.T -1.1.4.	SB, Pictures, flashcards, songs CD	Formative Assessment checklists	2
<i>Review Time</i>			1
Student Portfolio		<i>Self-Assessment Checklist, multiple choice exercises</i>	1
Sub-Summative 3			1
Big Summative 1		<i>Test exercises, Open ended exercises</i>	1

Native Language -2.1.1./3.1.3. Literature -1.2.1./2.1.2. History of Azerbaijan -1.2.2. General History -5.1.3. Science -3.2.1. P.T -1.1.4. Math -5.2.2.	SB, flashcards, handouts, CD, realia, cards	Self- Assessment checklists, finding the meanings, matching, interviewing	3
Native Language .-1.1.2./2.1.1//3.1.4./ Literature -1.2.4/2.1.2. Chemistry -4.1.1./4.3.1./ Physics -3.2.2. General History -3.1.2./4.1.1. Math -5.1.1./5.1.4.	SB, pictures, flashcards, handouts, worksheets	Formative Assessment, open ended tasks	3
Native Language -1.1.2./2.1.1/ Literature -1.2.4/2.1.2. Chemistry -4.1.1./4.3.1./ Physics -3.2.2. General History -3.1.2./4.1.1. Math -5.1.2./5.1.4.	SB, pictures, flashcards, handouts, worksheets	Formative Assessment, open ended tasks	2
<i>Review Time</i>		<i>Multiple choice exercises</i>	1
Student Portfolio		<i>Test exercises</i>	1
Sub-Summative 4		<i>Test exercises, open ended exercises</i>	1

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	V SPREADING NEWS	5.1 Traditional vs Social	1.1.1./2.1.1./2.1.3./3.1.2./ 3.1.4./4.1.1./4.1.3./4.1.4
		5.2 Media in Our Life	1.1.2./2.1.1./2.1.2./3.1.2./ 3.1.3./4.1.1./4.1.4
		5.3 Popularity or Quality?	1.1.2./2.1.1./2.1.2./3.1.3./ 3.1.4./4.1.1./4.1.4.
		Review Time	1.1.1./2.1.1./2.1.2.
		Student Portfolio	
Sub-Summative 5			

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	VI VALUES	6.1 What Are Values?	1.1.1./2.1.1./2.1.3./3.1.3./ 3.1.4./4.1.1./4.1.2.
		6.2 Values Are Fingerprints	1.1.2./2.1.2./2.1.3./3.1.3./ 3.1.4./4.1.1./4.1.3
		6.3 National Values, Core Values	1.1.1./2.1.2./2.1.3./3.1.2./ 3.1.4./4.1.1./4.1.4
		Review Time	1.1.1./2.1.1./2.1.3
		Student Portfolio	
Sub-Summative 6			
Big Summative 2			

Native Language-1.1.2./3.1.4./ Literature-1.2.4/2.1.2. General History-5.1.1. Math-5.1.4. Science-2.2.2.	SB, Pictures, flashcards, handouts, CD, realia	Diagnostic Checklist, Self- Assessment, finding the meaning	3
Native Language-1.1.2./2.1.1/3.1.2./ 3.1.4./ Literature-1.2.4/2.1.2. General History-5.1.1. Math-5.1.4. Science-2.2.2.	SB, Pictures, flashcards, handouts, CD,realia	Formative Assessment, filling in questionnaire, discussing,	3
Native Language-2.1.2/3.1.2./3.1.4./ Literature-1.2.4/2.1.2. General History-5.1.1 Science-2.2.1	SB, Pictures, flashcards, handouts, CD,realia	Formative Assessment, filling in questionnaire, discussing	2
Review Time			1
Student Portfolio		Self-Assessment Checklist, multiple choice exercises	1
Sub-Summative 5		Test Exercises, open ended exercises	1

NativeLanguage-2.1.3./3.1.3./ Literature-1.1.3./2.1.2. General History-4.1.2. Art-2.1.1 Science-3.2.1.	SB/Pictures/ flashcards/ songs/CD	Formative Assessment Checklists, discussing, matching, describing, completing the expressions, etc.	3
Art-2.1.1 Native Language-1.1.2. Literature-1.2.1 History of Azerbaijan-1.2.1./3.1.2. General History-4.1.2. Science-3.3.1 P.T-4.1.3	SB/Pictures/ flashcards/ songs/CD	Describing, discussing, questioning, finding unscrambled words, multiple choice exercises, etc.	3
Art-3.1.1 NativeLanguage-2.1.1. Literature-1.1.3./2.1.2. History of Azerbaijan-4.1.1./4.1.2. Science-2.2.1. Music-2.3.1.	SB/Pictures/ flashcards/ songs/CD	Describing, discussing, questioning, finding unscrambled words, multiple choice exercises, etc.	2
Review Time			1
Student Portfolio		Self-Assessment Checklist, multiple choice exercises	1
Sub-Summative 6			1
Big Summative 2		Test exercises	1

References

- English Language Curriculum of Azerbaijan Republic -Ministry of
- Education of Azerbaijan Republic- 2008
- Grammar in Context 2- Sandra N. Elbaum
- Grammar in Context 3- Sandra N. Elbaum
- Steps to Success. A starter pack for Newly Qualified Teachers.
- British Council
- Best Practices in Reading. -Martha Crow (Options Publishing Inc)
- English Grammar in Use. Raymond Murphy. Cambridge University Press
- Understanding and Using English Grammar (Betty Schramper Azar)
- Oxford Advanced Learner's Dictionary-2003
- English- DIM-2019
- www.learnenglish.com
- www.teachingenglish.org.uk

Links to Videos

VIDEO 1. Teens on Talk with Parents

<https://www.youtube.com/watch?v=uPT6-ASRhzo>

VIDEO 2. World Children's Day 2019/UNICEF

https://www.youtube.com/watch?time_continue=78&v=DtzlxpDRiMk&feature=emb_logo

VIDEO 3. The last 30 years have changed everything for David Beckham, and for the world's children / UNICEF

<https://www.youtube.com/watch?v=w-aDtgwu8fs>

VIDEO 4. An open letter to the world's children / UNICEF

https://www.youtube.com/watch?v=ORtsFqd3R04&feature=emb_logo

Adapted from

<https://learnenglishteens.britishcouncil.org/magazine/life-around-world/importance-languages>

<https://www.unicef.org/child-rights-convention/open-letter-to-worlds-children>

https://teens.lovetoknow.com/Parent_Teenager_Problems

<https://www.unicef.org/child-rights-convention>

https://azertag.az/en/xeber/President_Ilham_Aliyev_The_values_of_Azerbaijan_are_our_core_values-791927

<https://www.bostonglobe.com/metro/2013/09/16/glen-james-homeless-man-who-returned-bag-cash-honored-boston-police/yUZjfKiELIXDURjhQwQ230/story.html>

<https://www.today.com/news/man-who-returned-ring-no-longerhomeless>

<https://www.fatherly.com/love-money/education/schools-days-around-world/>

Note: you can download the recordings from www.trims.edu.az

Instructions

Instructions play an effective role in class management. Students are easily tempted to become disruptive if they don't understand what they have to do, especially once they are in groups. In addition, long, wordy instructions are boring and students can lose interest in even the most interesting task. Make your instruction short and clear. Try to show, rather than tell. Check that the students have understood your instructions by asking one or more of them to repeat them. 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. These are:

- Try to be patient!
- Try to be sensitive!
- Try to be flexible!
- Allow choice and student decisions!

Best English Quotes/Saying

..... 132.....
Teachers open
the doors, but
you must enter
by yourself.
CHINESE PROVERB

Those who
LEARN
more than they
TEACH,
are the best
TEACHERS

Dear Parents:

If you promise
not to believe
everything your
child says happens
at school, I'll promise
not to believe everything
he says happens
at home.

Teaching

The profession that
creates all other
professions.

Teachers
are
Gardeners!

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

SKILLS

Listening

How to teach listening



In common with the other skills of writing, reading, and speaking, there are two main roles for listening 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.

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.



Reading

How to teach Reading

Similar to listening, speaking and writing, there are two main roles for reading 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 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, correct spellings. 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.



Writing

How to Teach Writing

In common with listening, reading and speaking, there are two main roles for writing in language teaching. 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 with the language and which is 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 with? a spelling- anything. If they don’t know what to say, they can just say I learned some English!



Motivation

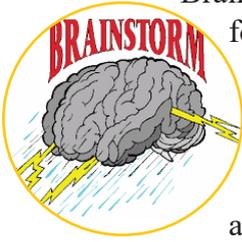
Initially, the motivation of young learners is generally very high. Over time, many children lose their motivation and may appear bored, tired and unwilling to learn. Many teachers respond by looking for ‘fun’ things to do – more games, songs, etc. These often help, but the effect is usually temporary because the basic situation causing the reduction in motivation has not changed. There are many reasons why the motivation of children changes so much. Many of these reasons may be beyond the control of the English teacher – for example, family life, health, other school work, friendship and



so on. However there are two significant aspects of what happens inside the classroom that can have a direct impact on the motivation level of children. Firstly motivation is directly related to self-esteem. Children who have low levels of self-esteem do not commit themselves to learning. None of us want 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, therefore that we try 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 a role in making a decision about it. It is also important therefore that children are involved as thinking 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?”** (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, get 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 will work in the group. For example:

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

Share your ideas with the groupmates!



Rules for Group Work

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

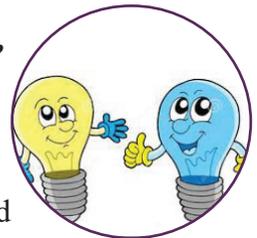
Working in pairs gives students the opportunity to practise more and to work with a number of different people. It allows you to get strong students to work with weaker ones sometimes, as well as other variations.

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.

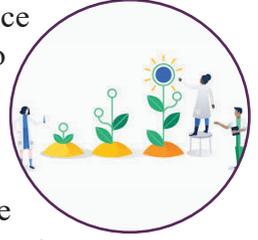
How to make pairs?

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 those 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. 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 answer. 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.



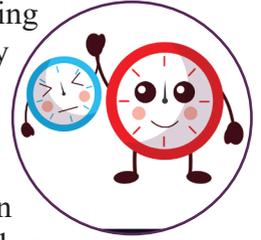
How to decide exercise

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 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.



Do It Yourself. DIY



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 the 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.



Unit 1. LANGUAGE

1.1 My Language, My Soul

Aim: To practise students' listening, speaking and reading skills on the topic "Language". To present vocabulary related to languages and encourage them to speak on languages expressing their points of view on the melodic sweetness and peculiarities of each language.

Standards

1.1.2./2.1.1./2.1.2./3.1.1./3.1.2./4.1.2./4.1.4

Objectives

Student:

- expresses his/her attitude on languages, their role and importance
- takes an active part in discussion on languages using his/her creative points of view
- compares ideas on languages with his/her partner
- speaks about the melodic sweetness of each language
- explains the usage of article in tasks and exercises on nations, languages
- completes various sentences on languages/countries
- builds up sentences about his/her native language using new vocabulary
- reads proverbs and sayings on the importance of languages
- demonstrates ideas into a paragraph

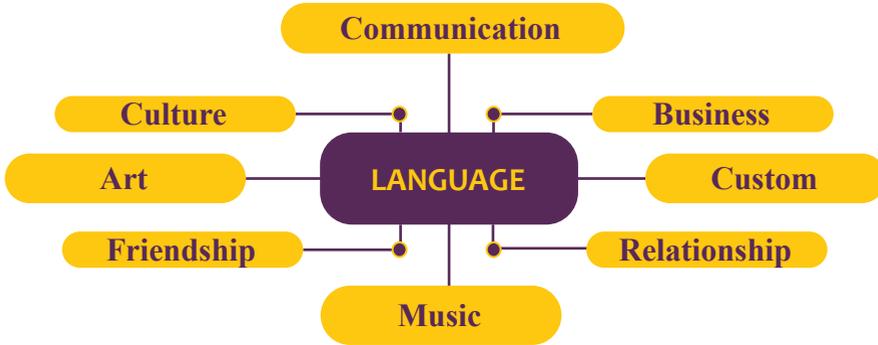
Research questions:

- *Can we consider the Language "The Treasure of the Nation" ?Why?*
- *What is the sweetness of languages? Why do you think so?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Art -3.1.1. Native Language -1.1.2./2.1.1./3.1.1. Literature -1.2.1/1.2.4./3.1.2./ 3.1.3. Music -2.3.1
Interaction	CW/GW/PW/IW
Strategy	Description/Cluster/Discussion/Mind Map/Role play
Resources	SB, pictures, handouts, slides, CD, song

LEAD-IN

Exercise 1. Focus the students' attention on the Cluster on the “Language” and encourage them to say what related words come to their mind when they hear the word “Language”. Tell them to talk about the importance of the language and share their ideas.



Exercise 2. Get the students to listen to the teens talking about languages. Encourage them to share their ideas actively. Ask your students to match speakers *1-4* with photos *A-D*.

Speaker 1-**C** Speaker 3-**A** Speaker 2-**D** Speaker 4-**B**

Exercise 3. Get the students to listen to the teens talking again. Have them decide if the statements are True or False. Before whole class feedback have them compare their answers in pairs.

Speaker 1-**A** Speaker 2-**B** Speaker 3-**B** Speaker 4-**A**

Exercise 4. Get the students to analyse the given statements and give their own comments on them.

Exercise 5. Ask the students to match the words with their definitions. Encourage them to use contextual clues to guess the meaning of the words. The students complete the task individually before comparing the answers in pairs.

Answers:

1. diplomat-c	a. the management of relationships between countries
2. major-d	b. despite this; but
3. moreover-e	c. an official representing a country abroad
4. widespread-f	d. more important, bigger, or more serious than others
5. diplomacy-a	e. also and more importantly; in addition
6. however-b	f. universal; global; worldwide
7. without hesitation-g	g. immediately and willingly

AUDIO SCRIPT 1

Speaker 1. My name is Fidan. I live abroad with my family. Like other teens, apart from my native language Azerbaijani, I also know some foreign languages. I can speak English, French, Russian and Turkish well. I'm going to become a diplomat and I hope knowing foreign languages will help me widen my outlook in future. I've read a number of poems, stories and novels; listened to music and watched a lot of films in different languages. However, I've never come across with such phrases as, "Jan", "Ay jan", "Ahu gozlum", "Gul uzlum", "Shirinsheker balam", "Chichek gokhulum", "Maral bakhishlim", etc. in any other languages. To my mind, all these sound like a sweet melody and it only belongs to my native language – Azerbaijani! My language is my soul and I'm proud of it.

Speaker 2. My name is Oliver. I'm from England. I think that Spanish is one of the easiest foreign languages to learn. It's very useful to know this language when travelling around Spanish-speaking countries. There are 21 countries that have Spanish as their official language. Of course, it's possible to visit Mexico or Spain without knowing a word in Spanish. However, you can get more information about the country you visit when you speak their language. When I went on holiday to Spain last year, I felt happy to realize that I could easily communicate with the Spanish in their native language. Moreover, when I read Spanish magazines or newspapers, I can understand how other people think and feel. The Spanish language also offers rich literature, both modern and traditional.

Speaker 3. My name is Aisha. I live in Dubai. I started learning German three years ago. I've chosen this language because more people speak German as their native language in Europe. Germany plays a leading role in the EU (European Union), and it is a major economic and political state. German has been and remains an international language in different fields, including philosophy, social sciences, physics, engineering, medicine, music, art and history. I think knowing German will open up more career opportunities for me.

Speaker 4. My name is Michael. Although my native language is English, I also learn different languages. I think knowing more languages can help us in our future career as it's the key to different cultures, art and history. As you know, English is the most widespread and a major world language. Over two-thirds of the world's scientists write in English. It's also the main language of international conferences, airline services, medicine, diplomacy and international competitions. I agree that English is one of the easiest languages in the world and anyone can start learning it without hesitation.

Exercise 6 Ask the students to find and correct the mistakes in sentences 1-6. Remind them that there is one mistake in each sentence. Before checking answers have them compare their answers in pairs. **Answers:**

0. Margaret knows some foreign languages so she wants to be a **diplomat**
1. English is the most **widespread** and a major world language.
2. The whole report is badly written. **Moreover**, it's inaccurate.
3. English is the major language of international conferences, airline services, medicine, **diplomacy** and international competitions.
4. Germany plays a **major** role in the European Union.
5. This is one possible solution to the problem. **However**, there are others.
6. Most players would, of course, sign the contract **without hesitation**.

Exercise 7. Get the students to choose the correct alternative to complete the rules. Focus the students' attention on the Grammar Rules on page 19 and encourage them to say more samples on the usage of the definite article "**the**".

RULES

1. We *use/don't use* the definite article **THE** before the names of countries/cities/languages.
2. We *use/don't use* the definite article **THE** before the names of nationalities.
3. We *use/don't use* the definite article **THE** when the name of a language is followed by the word "language".

Exercise 8. Ask the students to fill in the gaps with the suitable articles paying attention to the usage of the definite article "**the**". When they finish, before checking the answers, have them compare their answers in pairs.

Answers

1. **English** is the language of diplomacy, sports and music.
2. Dieter is from **Germany**, so he speaks **German** fluently.
3. Hiroko lives in **Baku**. She can speak **Azerbaijani**, but her native language is Japanese.
4. Jaime and Diego are from **Spain**. They are **Spanish**. They can speak both **Spanish** and **English** very well.
5. Jane is from **France**. As she has lived in China, apart from **French**, she also speaks **the Chinese language**.
6. Muhammad is from Morocco. He knows some foreign languages. He speaks **Arabic, English** and **French**.
7. **The Japanese** have a long and interesting history. Their official language is **Japanese**.

Exercise 9. Have the students work in pairs. Get the students to give comments on the following quotations using linking words in the "Useful Language" box. Encourage your students to participate in the discussion actively.

"As a person speaks, you can define whether he is wise or foolish!"
Prophet Muhammad

"A language is a great wealth of people. Without the development of literary language, progress of the spiritual culture is impossible."
Heydar Aliyev

"A language is the key to the treasure of the courageous person. The more this door is locked, the less we know what the treasurer sells: litter or diamond?!"
Saadi Shirazi

"As you speak, I can tell you who you are!"
Socrates

Exercise 10. Ask the students to discuss the questions. Let them think of languages and express their thoughts actively. Then compare all the ideas.

- ? What is the second widely spoken language in our country?
- ? Does our language have any words adopted from English? Which words?
- ? What dialects does our language have?

Exercise 11A. Get the students to read the text. Focus the students' attention on the statements about "a language" and its importance. After reading ask them to match gaps *I-5* in the text with sentences *A-F*. Remind your students that there is one extra sentence which does not fit any of the gaps. Then check the answers.

A language is a very important tool for the existence and development of society. Every nation maintains and develops its language after it has established its own language for communication.

Answers

- A. In addition, among some nations, the Azerbaijani language is used as a second language.
 - B. He highlighted the role and functions of the Azerbaijani language as an attribute of an independent State.
 - C. The language created by our people is now called Azerbaijani.
 - D. He really cared about his nation and his native land.
 - E. Together with closely associated Turkish, Turkmen and Gagauz languages, it forms the southwestern group of Turkic languages.
 - F. "The state language of the Republic of Azerbaijan is the Azerbaijani language."
1. C 2. F 3. A 4. E 5. B

Exercise 11B. Get the students to look through the passages and speak about the path of the development of the Azerbaijani language.

Exercise 12. Ask the students to put the sentences in the correct order to show the sequence of paragraphs in the text. Then check the answers.

Answers

1. E 2. A 3. D 4. B 5. C
- A. Article 21 was followed by a series of decrees on the development of our language.
 - B. Together with closely associated Turkish, Turkmen and Gagauz languages, it forms the southwestern group of Turkic languages.
 - C. The 1st of August is celebrated in Azerbaijan as a day of the Azerbaijani alphabet and the Azerbaijani language.
 - D. About 45 million Azerbaijanis, who live in different countries, use this language as their mother tongue.
 - E. Every nation maintains and develops its language after it has established its own language for communication.

Exercise 13. Get the students to read the text and decide what the boldfaced words mean. Check the answers as a class. Match the boldfaced words in the text with their definitions.

Answers

- a) to make an arrangement or meeting certain, often by phone or writing-**verify**
- b) to continue to have; to keep in existence-**maintain**
- c) the process of growing or changing and becoming more advanced-**development**
- d) the state of being real, or of being known-**existence**
- e) an official statement that something must happen-**decree**
- f) connected with language or the study of language-**linguistic**
- g) to make certain or prove that something is true or accurate-**confirm**

Exercise 14. Get the students to work in pairs and ask them to complete the following sentences by choosing the most suitable word from each of the 3 possible options. Have them compare their answers with the other pairs.

Answers

- 0. The report could not immediately be **verified**.
- 1. Only a minority of people support the military **decree**.
- 2. Flights should be **confirmed** 48 hours before departure.
- 3. I'm particularly interested in the **linguistic** development of young children.
- 4. A large house costs a lot to **maintain**.
- 5. The theatre company that they started is still in **existence** today.
- 6. The early learning years are significant to a child's educational **development**.

- | | | |
|--------------------------|----------------------|---------------------|
| 0. a) verified | b) planned | c) asked |
| 1. a) development | b) attendance | c) decree |
| 2. a) realized | b) confirmed | c) put |
| 3. a) amazing | b) linguistic | c) attentive |
| 4. a) maintain | b) practise | c) become |
| 5. a) attendance | b) conference | c) existence |
| 6. a) development | b) decree | c) existence |

Exercise 15. This task can be set as homework. Ask the students to prepare their own application to take part in **Essay Competition**. Remind them that there is a sample application to participate in *Language Contest*.

STUDENT LANGUAGE COMPETITION APPLICATION

To be completed by Student:

By entering this competition you agree to have your project shown at our website as well as on social media sites!

Student Name _____
Age _____
Grade _____
City _____
Zip _____
Phone _____
Email _____
School _____
School Address _____
Department _____
Department Head _____
Signature _____
Date _____

Do you want your work back?

___ yes (if yes, send a return mailing label)

___ no

Please Circle One:

Primary student

Secondary student

To be signed by instructor or department head:

Instructor/Department Head's Name _____

Signature _____ Date _____

Deadline for Entries: Application and samples must be submitted to your School Design Department no later than October 18th. Grand Prize winners will be announced at our website! Celebration is in the spring.

To contact Language Competition Team email
saveanapplication@languagecompetiton.com

Please keep a copy of this application for your records.

1.2 Foreign Languages in Today's World

Aim: To develop the students' listening, speaking, reading and writing skills on foreign languages in today's world. To encourage them to use the target language in discussions.

Standards

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

Objectives

Student:

- identifies details of listening to the passages
- identifies the meaning of the boldfaced words
- responds the questions on languages and their importance
- talks about foreign languages and answers the questions
- guesses the origin of common English words and groups them
- makes comparison in discussing and expresses his/her choice (agreement/disagreement) on learning foreign languages
- identifies the main idea on languages reading the language facts
- reads about language facts and matches the titles to the given parts
- chooses the correct option using the contextual meaning
- reads the interview and fills in the gaps with the given words
- adds some more reasons to the list while reading
- chooses correct alternatives paying attention to the rule
- comments on the speakers' opinions on learning foreign languages
- shares ideas on idioms in the English language
- searches and adds some more facts about the English language

Research question:

- *How important is knowing a foreign language?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Art -3.1.1. Native Language -2.1.1./2.1.2./3.1.4./ Literature -1.2.4./1.1.3./2.1.2 Music -2.3.1.
Interaction	CW/GW/IW/PW
Strategy	Clustering/Discussing/DRTA/TPS/Venn Diagram/Role Play
Resources	SB, flashcards, video, CD, pictures, markers

LEAD-IN

Exercise 1. Get the students to work in groups. Have them take part in discussion and answer the questions.

How important is knowing a foreign language?

What languages can you speak, read or understand?

Do you agree that the future can be multilingual?

What challenges did you face in acquiring a new language?

If you speak only one language, have you ever wanted or tried to learn a new one?

How has knowing another language affected and benefited your life?

Exercise 2. Get the students to read language facts and match the titles to the parts they best describe. Remind them that there is one extra.

Answers

1. **D.** By the Numbers
2. **I.** About the Alphabet
3. **H.** Cultural Facts
4. **A.** Language in Europe
5. **F.** Language in the Americas
6. **B.** Language in Africa
7. **C.** Language in Asia
8. **G.** More Fun Facts
9. **E.** Language in Details-**Extra**

Exercise 3. Tell the students to read the statements again. Ask them to find out if they are True, False or Not Given. Before you check the answers as a whole class, tell the students to check their answers in pairs.

Answers

0. At least half of the world's population is monolingual! -F
1. Chinese has the longest alphabet with 74 characters. F
2. There are over 200 artificial languages in books, movies, and TV shows. T
3. The language of La Gomera spoken off the coast of Spain consists entirely of gestures. F
4. The US has no "official language." Most people just assume it's English. T
5. About $\frac{2}{3}$ of all languages are from Asia and Europe combined. F
6. Papua New Guinea has most languages-at 840. NG
7. People who speak and understand English use both sides of the brain, whereas Chinese only uses the left side. T
8. Over 300 languages are spoken in Baku alone. F
9. Spanish is the second most spoken language in the world. NG

Exercise 4. Ask the students to choose the correct option. Get them use the contextual meaning. Then check the answers as a whole class.

Answers

1. **Convey** *is*
b) to move someone or something from one place to another
2. **Bilingual** *means*
a) able to use two languages equally well
3. **Artificial** *means*
a) made by people, often as a copy of something natural
4. **Entirely** *means*
a) completely
5. **Assume** *is*
a) to accept something to be true without question
6. **Whereas** *means*
a) compared with the fact that; but.
7. **Extinct** *means*
a) not now existing.

Exercise 5. Ask the students to choose the wrong variant. Then check the answers as a whole class.

Answers

1. “And”, “but” and “*whereas*”/“*artificial*” are conjunctions.
2. The sofa was *entirely*/ *extinct* occupied by two large dogs.
3. There are a lot of *bilingual*/*artificial* lakes in Italy.
4. Please *assume*/*convey* my good wishes to your mother.
5. We cannot *assume*/*convey* anything in this case.
6. Many animals and birds are now *extinct*/ *artificial*.
7. Helen is *extinct*/*bilingual* in English and Spanish

Exercise 6. Ask the students to work in pairs. Encourage them to discuss the questions.



• What’s the strangest language you have ever heard of?



• Can you name any languages that are no longer spoken?



• What borrowings do you know in the Azerbaijani language?

Exercise 7. Have the students work in groups. Encourage them to think about the Azerbaijani language fun facts and share their ideas actively.

Exercise 8. Ask students to work in pairs and match sentences *1-5* with sentences *a) -e)* below that have similar meaning. When they finish, have them compare their answers with another pair.

Answers

1. I always eat too much. **c**
2. Too many people spend hours in the kitchen. **d**
3. I don’t have enough money to buy a car. **a**
4. I am too busy to talk to you. **e**
5. I make everyone very happy. **b**

Exercise 9. Get the students to choose the correct alternative. Have them pay attention to the usage of “*too much/too many/enough/very*”. Then check the answers.

RULES

- A. 1. Use **too much/too many** with countable nouns
- 2. Use **too much/too many** with uncountable nouns
- B. 1. **Enough** comes *before/after* a noun.
- 2. **Enough** comes *before/after* an adjective or an adverb
- C. 1. **Very** can be used as *an adverb/an adjective* before adjectives and adverbs.
- 2. **Very** can be used *an adverb/an adjective* only before a noun

Exercise 10. Get the students to choose the correct alternative. Then check the answers.

Answers

- 0. Kanan doesn't have *enough time/time enough* to learn a foreign language.
- 1. I drink *too much/too many* coffee.
- 2. Sakina does some *too/very* difficult tasks in her work.
- 3. Isabel is sometimes *enough/too* busy to study English.
- 4. Leo spends *too many/very much* hours online.
- 5. Your pronunciation is good *too many/enough*.
- 6. Aynura advised Isa to spend *too many/too much* time on his English in order to pass his exams.
- 7. They went down to the *very/too much* bottom of the sea.

Exercise 11. Get the students to complete the sentences. *Answers vary.*

Exercise 12A. Get the students to read the interview and fill in the gaps with the words from the box.

Answers

1-**too** 2-**very** 3-**too** 4-**very** 5-**enough** 6-**very** 7-**enough** 8-**enough**

Exercise 12B. Tell the students to listen and play the recording. Ask the students to listen to the interview and check it carefully. Before you check the answers as a whole class, ask students to check their answers in pairs.

Exercise 12C. Have the students look through the interview and share their opinions about the saying "*It is never too late to learn a language*".

Exercise 13. Tell the students to work in pairs. Get them to make up sentences on languages using *too much/too many/very/enough*. Then encourage them to compare their sentences with their partners'.

AUDIO SCRIPT 2

Aydan: Today on Lingholic we have a polyglot and language teacher Prof. Keith Brendon. There are many reasons, professor, why we begin to study foreign languages. We get too many questions about how to learn them.

Prof. Brendon: Well, I would say that foreign languages are very necessary for people nowadays, because of growing international contacts with foreign countries. Anyone who has a willing can learn them.

Aydan: Most people think it's too late to start learning a language if they are very old.

Prof. Brendon: Hmm...As the proverb says, "Better Late than Never!" If a person has got enough motivation, he or she will soon make progress. Aydan: What should learners do then?

Prof. Brendon: Well, they should use the language they learn as often as they can. First of all they should practise it every day. However, they shouldn't start with newspapers or books which may be very difficult for beginners. They should read adapted versions of books. Hmm... The main thing is to be enthusiastic enough.

Aydan: Should they watch movies?

Prof. Brendon: They can try, but they shouldn't get upset if they can't understand anything. They'll have to watch the same film again until they understand better.

Aydan: And what about listening?

Prof. Brendon: Oh, listening is a very productive way of learning a foreign language. Learners should listen to different accents of native speakers as well as non-native. That will improve their speaking skills and their ability to understand the language.

Aydan: Well, learning a language demands enough patience. Thank you very much, Prof. Brendon.

1.3 With Languages, You are at Home Anywhere

Aim: To encourage and lead the students to speak about foreign languages, their importance and role in today's world through practising the four language skills.

Standards

1.1.1./2.1.2./2.1.3./3.1.1./3.1.2./4.1.4

Objectives

Student:

- identifies details of listening to the passages
- identifies the meaning of the boldfaced words
- responds to the questions on languages and their importance
- talks about foreign languages and answers the questions
- makes comparison in discussing and expresses his/her choice (agreement/disagreement) on learning foreign languages
- identifies the main idea on languages reading the language facts
- chooses the correct option using the contextual meaning
- reads the interview and fills in the gaps with the given words
- reads the reasons and adds some more reasons to the list
- chooses correct alternatives paying attention to the rule
- gives comments on the speakers' opinions on learning foreign languages
- shares ideas on idioms in the English language
- searches and adds some more facts about the English language

Research questions:

- *What are the benefits of learning a foreign language?*
- *Do you think that a language other than English should be used as an "international language"? Why? Why not?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Art -2.1.1. Native Language -2.1.1./2.1.2./3.1.4./ Literature -1.2.4./1.1.3./2.1.2 History of Azerbaijan -2.1.1.
Interaction	CW/GW/IW/PW
Strategy	Description/Cluster/Discussing/Venn Diagram/Role Play
Resources	SB, flashcards, video, CD, pictures, markers

LEAD-IN

Exercise 1. Focus the students' attention on the quote by Edward De Waal and encourage them to say if they agree or disagree to the quote giving reasons.

With languages, you are at home anywhere.

Exercise 2. Get the students to work in pairs. Encourage them to comment on the speakers' opinions giving their ideas.

People learn a foreign language to... .

- *watch foreign films in the original*
- *travel all over the world*
- *find highly paid jobs*
- *read international business newspapers*

Exercise 3. Get the students to listen to the people talking about how important learning a foreign language is. Have them take notes and answer the questions.

?

What are the two reasons Martin suggests for native speakers of English being lazy with foreign languages?

?

Why is Leila learning Hindi?

?

What part of foreign languages does Paul find difficult?

?

Why does Juliette sometimes find her job frustrating?



LANGUAGES

Exercise 4. Before the students listen for the second time, ask them to read the sentences. Then play the recording. As they listen, they should find if the sentences are **True** or **False** or, if the text doesn't say, **Not Given**. Before you check the answers as a whole class, ask the students to check their answers in pairs.

Answers

0. Juliette thinks foreign languages are interesting but not useful. **F**
1. Paul can understand a little bit of French TV. **NG**
2. Leila is enjoying learning Hindi. **T**
3. Martin is fluent in Italian. **F**
4. Paul enjoys some parts of his language lessons at school. **T**
5. Leila is learning French to help her with her job. **F**
6. Martin has travelled abroad recently. **T**
7. Juliette can speak most of European languages. **NG**

Exercise 5. Ask the students to look at **Audio Script 3** and match the boldfaced words with their definitions.

1. not polite; offensive or embarrassing-**rude**
2. the possibility that something good might happen in the future-**prospect**
3. ability to control people and events-**power**
4. in a way that is easy to understand or see-**obviously**
5. making you feel annoyed, disappointed-**frustrating**
6. physical or mental activity needed to achieve something-**effort**
7. completely-**quite**

Exercise 6. Have students read the conversation and complete it with the words from the box.

Answers

rude frustrating prospect
effort quite power obviously

1. Tunar doesn't listen to what I say and it's so **frustrating**.
2. Major developments are in **prospect** for the company.
3. If you make an **effort** to study a foreign language, you will get good results.
4. We're **obviously** going to need more help.
5. He who stands alone has no **power**.
6. The two situations are **quite** different.
7. He is so **rude** that no one respects him.

AUDIO SCRIPT 3

Martin

As a British person I'm embarrassed by how poor a lot of us are at speaking foreign languages. I've been on holiday to Spain and Italy recently, and in both countries I saw British tourists not even trying to say 'hello', 'please' or 'thank you' in the local language, which I think is really **rude**.

My guess is that most native speakers of English are lazy when it comes to foreign languages. We know English is the main language of international business, and that in most countries the locals are able to speak at least a bit of English. I've never lived in a foreign country and I'm not great at languages, but I do think it's important to make an **effort** with them when you're travelling abroad.

Leila

I've started learning two foreign languages and found that I've really enjoyed them. Two years ago I started learning French, just as a hobby, and six months ago I started learning Hindi because I have friends from India and next month I'm going there to meet them. It's difficult, but also really interesting.

My friend Susan is studying Mandarin, which is pretty unusual. Because China is growing so fast as an economic **power**, she believes that in English-speaking countries it won't be long before there are more kids studying Mandarin in school than French or German.

Paul

I'm fourteen years old and I go to school in Manchester in the north of England. I study two foreign languages, Spanish and French. They're not my favourite subjects, but sometimes they can be interesting enough, like when we learn slang words, or vocabulary to do with sport and music. But I don't like all the grammar – I can't get my head round all those rules.

When I went to Spain on holiday last month I was able to ask for meals in a restaurant and also understood a little bit of Spanish TV – I was **quite** proud of myself.

Juliette

I teach French and Spanish at a school in Baku, so **obviously** I'm fluent in both languages. I like my job, although sometimes it can be a bit **frustrating**. It would be good if the students cared more about foreign languages – lots of businesses say they want people who can speak European languages, but young people don't seem to realize that speaking another language can improve their job **prospects**.

Exercise 7. Tell students to role play. Ask them to imagine they are going to interview a person who knows foreign languages. Have them make sure to ask the following questions.

Answers vary.

?

?

?

- What are the benefits of learning a foreign language?
- Do you think that a language other than English should be used as an “international language”? Why? Why not?
- Can you think of some disadvantages of being monolingual?
- Could you suggest the most effective methods of improving the language one learns?

Student A: *an interviewer.*

Student B: *a person who speaks some foreign languages.*

Exercise 8. Tell students that they are going to read Bronya’s three reasons to learn foreign languages. Ask them to work in groups and read the reasons. Encourage your students to add and write more reasons to Bronya’s list.

Exercise 9A. Tell students to read the comments on the message board. Get them to say if statements 1-7 apply to him/her. Ask them to mark each statement.

Strongly agree	Agree	Disagree	Totally disagree
xxx	xxx	xxx	xxx

Exercise 9B. Tell students to work in pairs and compare their answers with the partner’s.

- Is there anything you do that should be included on the list?
- How could we improve our learning skills?
- What possible ways of speaking fluently do you know?

Exercise 10 Ask students to read the quotes and proverbs. Encourage the students to share their ideas on them.

Learning is a treasure that will follow its owner **everywhere**.

(Chinese proverb)

Anyone can catch your eye, but it takes **someone** special to catch your heart.

(Anon)

When you have **nothing** to say, say **nothing**.

(Charles Caleb Colton)

He knows **nothing** and he thinks he knows **everything**.

(G.B. Shaw)



Exercise 11. Have the students to find out the correct word in italics.

RULES

1. *Body(One) /Thing/Where* is used for things.
2. *Body(One) /Thing/Where is used* for people.
3. *Body(One) /Thing/Where is used* for places.

Exercise 12. Ask the students to choose the correct alternative.

Answers

1. Clarice knows *some/any/every* thing about computers.
2. Who did you meet? *No/Any/Some* one. The party was over.
3. I want to read *any/some/no* thing about Steve Jobs. I'll buy a book about him.
4. Do you know *some/any/no* body in Rio de Janeiro?
5. There is *any/no/every* thing to do in this city! I'm bored.
6. Suleyman goes *every/any/some* where with his motorcycle. He never drives his car.

Exercise 13. Ask the students to work individually and fill in the gaps with the correct word from the box.

Answers

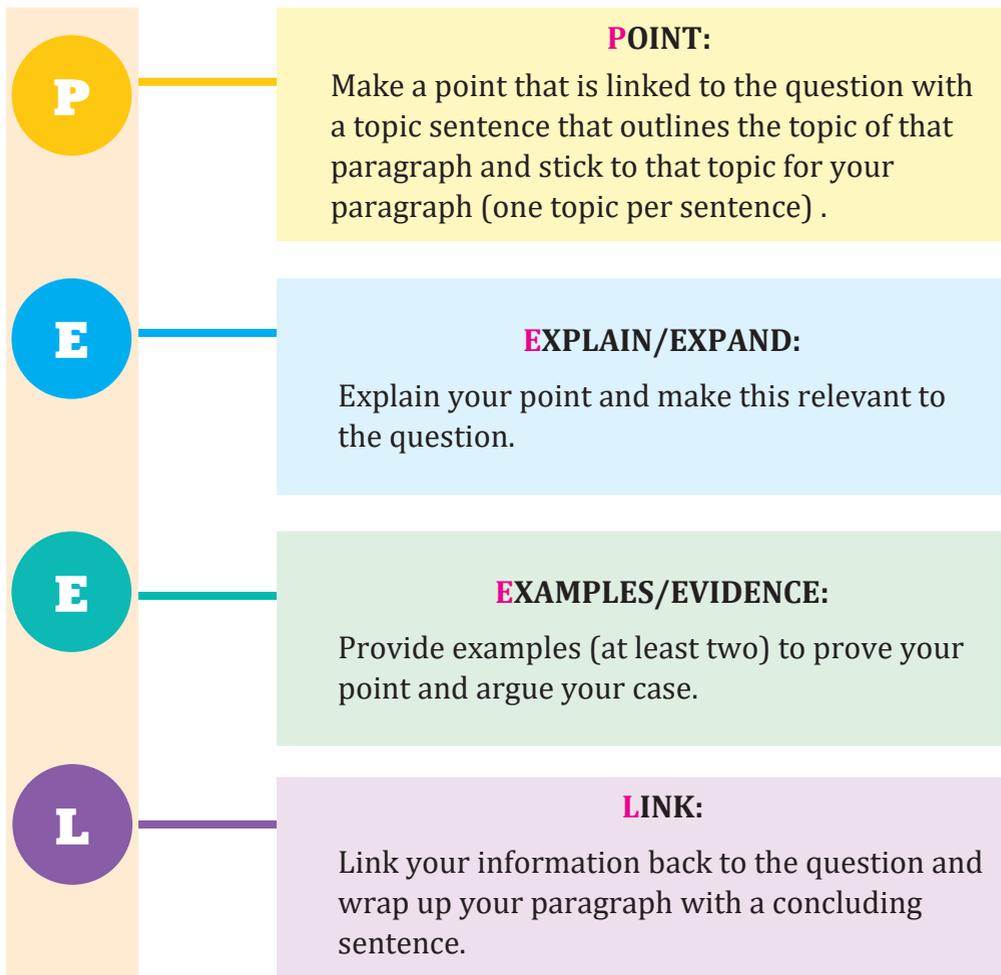
0. Fidan didn't say *anything* about her job when I spoke to her.
1. I'm sure you'll find it *somewhere* in the house if you keep looking.
2. *Everyone* who wants can learn foreign languages.
3. Gabi had to go to the cinema on her own because she couldn't find *anybody* to go with her.
4. Can I speak to you for a moment? I want to discuss *something* with you.
5. I can't help you. There is *nothing* I can do about this problem.
6. Rufat looked for his glasses *everywhere* but he couldn't find them.
7. Are you free now? *Someone* wants to see you.
8. *Nobody* was at home when Shahin arrived.

Exercise 14. Students make a language quiz using the following information.

Exercise 15. Get the students to write a paragraph. Follow the *Writing Paragraph Structure* below.

Do you agree or disagree to/with the following statement.
"Most people believe that language is the key to art, culture and history". Use specific reasons and examples to support your answer.

Paragraph Structure



REMEMBER

English Grade 9 is designed for **68** hours. We have given enough extra Reading tasks in SB and grammar tasks in TB. We advise you-teachers to engage your students work interactively on the given tasks. To make an option which ones to choose is on you, as you know your class and students much better than anyone else. Even you can make any changes in the tasks approaching creatively to some of them. So, please make a choice and choose the appropriate ones to suit your students' knowledge levels or be creative to design /prepare some more interesting and logical ones.

It's not obligatory to use all the tasks with your students, the main thing is to make a right choice to use for your class and success. You have a large range of tasks and activities and try to practise any of them with the students and have them make progress in learning English.

Dear teacher, subdivision of the lesson depends on you. You can design your lessons freely. How to Design English Lessons?

The act of teaching is essentially a constant processing of options. At every point in each lesson a teacher has a number of options available; he/ she can decide to do something, or to do something else, or not to do anything at all. In order to become a better teacher it seems important to be aware of as many options as possible. This may enable you to generate your own rules and guidelines as to what works and what doesn't. As a general rule:

Prepare thoroughly. But in class, teach the learners – not the plan.

All these are just some samples that any teacher can use in his /her lesson.

Follow the samples 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 four 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. Try to give extra flexibility of level, you will find different activities/exercises on the topic that are clearly divided into elementary/simple, intermediate/middle and advanced/high levels.

1.4 Review Time

1 Work in pairs. With a partner, take a position on one of these issues related to the language, or use your own idea. Then brainstorm reasons supporting this position.

- A second language should be taught even when children are in the kindergarten.
- Every student should be required to study abroad.
- Institutions should be created to conserve languages.

2 A Complete the sentences with the words in the box.

however prospect obviously existence diplomacy
maintain convey artificial frustrating confirm effort

AUDIO SCRIPT 4

1. The concert was short. **However**, it was very good.
2. I was unaware of his **existence** until today.
3. I find it **frustrating** that I can't speak other languages.
4. It was a real team **effort**, everyone contributed something to the success of the project.
5. Isa is **obviously** a man of very high intelligence.
6. **Artificial** flowers can sometimes look better than the real thing.
7. We must **maintain** friendly relations with them.
8. Please **confirm** your telephone message by writing to me.
9. Is there any **prospect** of his recovering?
10. John can't **convey** his feelings in words.
11. I thought you showed great **diplomacy** in dealing with him.

2 B Listen and check.

1.4 Review Time

3 Choose the correct alternative.

- Let's go *somewhere* /*everywhere* special.
- Martha doesn't have *nothing*/*anything* nice to wear.
- Everybody*/*Everything* loves a good story.
- There's always *anybody*/*somebody* at home in the evenings.
- Why don't you sit down? You work *too much*/*too many*.
- Samir eats *too much*/*too many* sweets.
- There's not *too many*/*enough* salt. Can you buy some more?
- Jeff can't reach the shelf. – He is not tall *enough*/*too much*.
- Shams can speak *the Spanish*/*the Spanish language* fluently.
- English*/*the English* built the Titanic and the Queen Mary.

Self-Assessment

★ I need more practice

★★ I sometimes find this difficult

★★★ I have no problems with

Listening	I can	listen to the passages about languages and give comments	XXX
		listen to the interview and take part in discussions on the importance of languages	XXX
Speaking	I can	talk about learning foreign languages and share my own ideas	XXX
		talk about the benefits of learning foreign languages giving explanation	XXX
Reading	I can	read an interview about the ways of studying foreign languages	XXX
		read the facts, quotes and proverbs about the importance of learning foreign languages	XXX
Writing	I can	design an application for Essay Competition	XXX
		write a paragraph on the importance of learning languages following writing process	XXX

GRAMMAR TASKS

I. Complete the sentences with somebody/something, anybody/anything, everybody, nobody, etc.

1. Wealth isn't _____ to people.
2. _____ who visits here admires the scenery.
3. Give me _____ to drink, I'm thirsty.
4. _____ has taken my copybooks.
5. Isabel didn't know _____ about our trip to Boston.
6. _____ knows anything that has happened.
7. Isa wasn't able to do _____ for his friends.
8. Has _____ seen my gloves here?
9. _____ was pleased with the latest news and they were very happy.
10. _____ knew about Diana's coming as she didn't inform about it.
11. There is _____ in his pocket. It's empty.
12. "Is _____ clear to you?" asked the teacher.

II. Fill in the gaps with a few, few, a little, little.

1. Add _____ sugar in your tea? It is not sweet at all.
2. Find _____ minutes and help me with my lessons.
3. They stayed only _____ days in Bristol.
4. There were very _____ people at the concert which made the musicians disappointed.
5. _____ money means a small amount, but at least some.
6. You have got _____ time before you leave.
7. There was very _____ jam left, so we only ate butter and bread.
8. There were only _____ pictures in this magazine.
9. Rufat has got _____ time, he can join us.
10. Wait _____ minutes, please! I'm coming.
11. You'd better hurry girls! You have got _____ time.

Sub-Summative Test 1

1. Choose the correct variant.

We want to read ... about Nizami Ganjavi. I'll buy a book about him.

- A) anything B) somebody C) something D) everybody

2. Choose the correct variant.

I was hungry, but there was ... to eat in the fridge.

- A) anything B) everything C) nothing D) something

3. Choose the word to this definition:

"the possibility of some future event occurring"

- A) power B) prospect C) effort D) scenery

4. Match the words with the definitions.

1. **diplomacy** a) ability to control people and events
2. **effort** b) physical or mental activity needed to achieve something
3. **power** c) the state of being real, or of being known
4. **existence** d) the management of relationships between countries

5. Complete the sentences with "too much/too many"

1. There are ... books and copybooks on the shelf.
2. My little brother always drinks ... orange juice.

6. Fill in the gaps with the suitable articles.

1. ... Germany plays ... major role in ... European Union.
2. ... English is ... most widespread world language.
3. Nabi can speak ... Chinese well.

7. Write the answers to the questions.

1. Is knowing a foreign language important for you? Why?
2. Has knowing a foreign language affected your life?
3. What is a productive way of learning a foreign language?

8. Choose the correct pronoun.

1. The room is dark. There is *some/no/any body* in the room.
2. Does Jane know *some/any/no thing* about the Maiden Tower?

9. There is a mistake in each sentence. Find and correct it.

1. There is too many bread at home. Don't buy any.
2. Shahin eats too much bananas.
3. The children have just eaten too many chocolate.

10. Write a paragraph.

Why do people consider *"Language is a means of sharing ideas and information"*?

II UNIT

FAMILY

2.1 Family is Treasure

Aim: To concentrate the students' attention on a family and core values in families, to teach them to appreciate their families through practising the four language skills.

Standards

1.1.1./2.1.1./ 2.1.2./3.1.1./3.1.3/4.1.1./4.1.2

Objectives

Student:

- gives comments on the sayings, proverbs and metaphors
- shares ideas/opinions on sayings about families
- identifies the main idea of the text
- takes part in discussions on families
- identifies True/False statements
- matches the boldfaced words to their definitions
- finds out the meaning of the words and chooses the correct alternative
- organizes ideas into a paragraph
- puts the paragraphs in the correct logical order
- completes the sentences using the boldfaced words
- makes up metaphors matching the beginnings with the endings
- writes a paragraph on family values

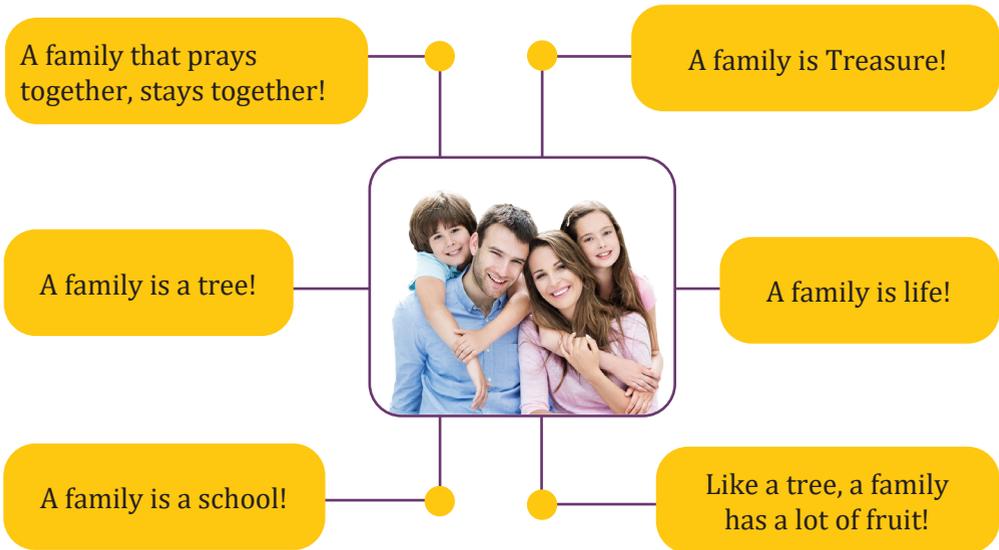
Research questions:

- *Why are our families like a tree?*
- *What qualities should an ideal family have?*

Content Line	Listening/ Speaking/ Reading/Writing
Integration	Native Language -1.1.2./2.1.1./2.2.1./ Literature -1.2.1./3.1.2./3.1.3. Science -2.1.1./ 3.2.1./ Music -2.3.1.
Interaction	CW/PW/IW/GW
Strategy	Discussion/Role Play/Cluster/Mind Map/Filling Gaps/Questioning
Resources	SB, flashcards, pictures, handouts, video roll

LEAD-IN

Exercise 1. Focus students' attention on the sayings, metaphors and proverbs. Ask them to say what related words /statements come to their mind when they hear the word “**Family**”. Ask your students to share their ideas on them. Encourage your students to be active while sharing their ideas on the topic family and the importance of the family.



Exercise 2. Have the students to work in pairs. Encourage them to look at the photo and answer the questions.

- Who are the people in the photo? What do you know about them?

Answer: *The Beckhams*

Exercise 3. Before you play the recording again, ask students to read the statements. Then play the recording. Have students do the task while they are listening to the recording. Students find True and False statements.

Answers

1. The Beckhams are a popular family from the USA. **F**
2. Victoria Beckham is a member of the girl-band the Spice Girls. **T**
3. The Beckham family members are currently residing in London. **T**
4. Strong family values are not at the core of the Beckham family. **F**
5. David loves spending nights out with his sons. **T**
6. David has openly stated that he is not very tough on his children. **F**

Exercise 4. Tell the students to listen to the passage and analyse the core values in David Beckham's family. Encourage them to express their points of view.

Exercise 5. Put the students into pairs and ask them to discuss the questions. Whenever they have a discussion, remind them to use the functional language in order to show their opinion, agreement, or disagreement. Encourage them to discuss more questions related to the topic.

AUDIO SCRIPT 5

The Beckhams are a famous family from Great Britain. They are a fine example of what any celebrity family should be – successful, happy, projects the right values and extremely good-looking. Legendary international football star David Beckham, who has played for Manchester United, England, Real Madrid and the L.A. Galaxy, is married to super talented fashion designer Victoria Beckham, also known as Posh from the Spice Girls. They have been married since 1999 and have since gone on to have four children: sons Brooklyn, Romeo, Cruz and a daughter Harper. After previously living abroad in places including Spain and Los Angeles, all 6 family members are currently residing in their London townhouse once more. David and Victoria have made sure to instill the values of hard work on their four children. Strong family values seem to be at the core of the Beckham family. David has openly stated that he is very tough on his children because he wants them to work hard for their dreams and goals, rather than rely on their international family name. The Beckhams are a super close-knit family that spends enough time together. David loves his boys' nights out with his sons. All three youngsters like posting pictures on their Instagram accounts, proudly showing them hanging out with their old man. The handsome quartet always looks cool and casual. Family relationship is very important to the Beckhams. "I wouldn't have achieved what I have done today without my family. I'm grateful for my parents' sacrifice, which made me realize my dreams," Beckham said in a statement.

?

Do you have a close-knit family?

What's the best thing about your parents?

?

Do you get along well with your family? Why? Why not?

?

Which do you think is more important: following your own dreams or the dreams your parents have about you?

Exercise 6. Have the students match the words from the box with their definitions.

Answers

1. to live, have your home, or stay in a place **-reside**
2. at the present time **-currently**
3. to put a feeling, idea, or principle gradually into someone's mind, so that it has a strong influence on the way the person lives **-instill**
4. before the present time or the time referred to **-previously**
5. clothes that are not formal or not suitable for special occasions **-casual**
6. the basic and most important part of something **-core**
7. to give up something that is valuable to you in order to help another person-
sacrifice

Exercise 7. Get the students to work individually and choose the correct alternative.

Answers

0. The family now *resides/instils/sacrifices* in southern France.
1. We must find out the *currently/casual/core* of the problem.
2. The boss is *previously/currently/casually* having talks in the US.
3. My parents *resided/instilled/sacrificed* in me a love of reading.
4. Alice was *previously/currently/casually* employed as a tour guide.
5. Most women *sacrifice/reside/instil* interesting careers for their families.
6. His clothes were artfully arranged to look stylishly *previous/current/casual*.

Exercise 8. Get the students to work in groups and ask them to share their ideas on the statements:

- **What a good family should be like**
- **What qualities an ideal family should have**



Exercise 9. Get the students to discuss the questions.

- ? • How do parents treat us?
- ? • Do we appreciate our parents for all they do for us? Why? Why not?
- ? • Why do we consider a family a tree?

Exercise 10. Focus the students' attention on the passage about parents. Encourage them to share their ideas on the topic. Then ask the students to read the text and put the paragraphs in the correct logical order.

Our families are like a tree. When we are young, we love to play with our Mum and Dad. When we grow up, we leave them; only visit them when we are in trouble. We take them for granted; we don't appreciate all they do for us, until it's too late. Parents are not around forever! Laugh with them, hug them, let them tell you the same old stories over and over again, treat them with respect and plenty of love! Tomorrow might be too late!

Exercise 11. Ask the students to analyse the boy's treatment and answer the questions. Encourage them to share their ideas actively.



Do you think the boy is cruel to the tree, or that is how we all treat our parents?



Did you like his behaviour? Why? Why not? What would you advise him?

Exercise 12. Get the students to choose the correct option.

1. *an area of darkness, caused by light being blocked by something*

b) shadow

2. *to recognize how good someone or something is and to value him, her, or it*

a) appreciate

3. *feeling very happy and enthusiastic*

c) excited

4. *to sleep for a short time, especially during the day*

b) take a nap

5. *to cut off part of something with a sharp tool*

b) chop something off

6. *very pleased*

c) delighted

7. *you do not realize or show that you are grateful for how much you get from situations or people*

a) take something/somebody for granted

Exercise 13. Get the students to complete the sentences using the boldfaced words in the box. Then compare the answers.

Answers

0. Jamie followed his mother around all day like a **shadow**.

1. One of the main problems is that after a while young people just ___ their parents **take for granted**.

2. Melanie was **delightful** to be invited to her friend's party.

3. After some time you'll **appreciate** the beauty of the Azerbaijani language.

4. Why doesn't Olivia **take a nap** after lunch?

5. He **chopped off** the small branches before cutting down the tree.

6. My sister was so **excited** that she couldn't keep the good news from me any longer.

Exercise 14. Tell the students to work in pairs and ask them to give as many samples of metaphors as they can. Get them to say what is compared.

- | | |
|---------------------|-----------------|
| 1. Life is -d | a) bad is down! |
| 2. Ideas are -f | b) money! |
| 3. Time is -b | c) a journey! |
| 4. Knowledge is-g | d) a dream! |
| 5. Good is up, -a | e) treasure! |
| 6. Your career is-c | f) food! |
| 7. Trust is-e | g) light! |

Exercise 15. Tell the students to work in pairs and ask them to choose the correct alternative.

RULES

1. A **metaphor** is a figure of speech that doesn't compare/compares two things.
2. A **metaphor** *is used/isn't used* with **is** or **was**.

See page...

Exercise 16. Encourage the students to say what a family is compared with.

- ★ "A family is like a heap of stones. Remove one, and the whole structure can collapse."
- ★ "A family is like fudge* . Mostly sweet, with a few nuts."
- ★ "A family is like peanut brittle* – it takes a lot of sweetness to hold the nuts together."
- ★ "My family is like a quilt, an old, used, well-loved quilt."

Exercise 17. Ask the students to write a paragraph on the following topic. Encourage them to use specific reasons and examples to support their answers. Ask them to write their opinions.

"It is commonly believed that a family should be valued as treasure".

REMEMBER

As a facilitator your job is wonderful. Your duty as a facilitator is to help students learn/gain the knowledge and develop the skills that will prepare them for their future life.

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 and improve their listening, speaking, reading and writing skills and organizational skills during the school year which can help them to become independent learners.

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs.

Whether you've been teaching two months or twenty years, it can be difficult to know which teaching strategies will work best with your students. As a teacher there is no *'one size fits all'* solution, so here is a range of effective teaching strategies you can use to inspire your classroom practice. Try to differentiate your teaching by allocating tasks based on students' abilities, to ensure no one gets left behind.

Assigning classroom activities according to students' unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support.

Being an effective teacher is a challenge because every student is unique, however, by using a combination of teaching strategies you can address students' varying learning styles and academic capabilities as well as make your classroom a dynamic and motivational environment for students.

Feel free to modify the strategies presented in the book (*Clustering, Description, Carousel, BBK, DLT, DRT, GIST, Clarifying, Paraphrasing, KWL, Discussion or Mind Map, etc.*) in order to meet the needs of your students. You can also suggest specific strategies to individual students and the students who need care and extra help.

2.2 Parents vs Teens

Aim: To encourage and lead the students to speak about foreign languages, their importance and role in today's world through practising the four language skills.

Standards

1.1.1./2.1.2./2.1.3./3.1.1./3.1.2./4.1.1./4.1.3.

Objectives

Student:

- expresses his/her opinion related to family conflicts
- talks about teens' problems giving comments
- debates on the family conflicts/family problems
- demonstrates his/her ideas on family conflicts comparing ideas
- uses varied prepositional constructions
- identifies the main idea of the topic
- takes part in discussions on family conflicts
- gives ideas how to resolve the problematic issues on the family conflicts
- fills in gaps using the key words
- gives comments on psychologists' recommendations for parents/teens
- discusses the questions watching the video
- makes presentations giving positive parenting strategies for teenage years

Research questions:

- *What do parents/teens usually complain about?*
- *Why do adults/parents criticize their children?*

Content Line	Listening/Speaking /Reading/Writing
Integration	Native Language -1.1.2./2.1.1. Literature -1.2.1./2.1.2./3.1.2. Science -2.1.1./2.1.2.
Interaction	GW/PW/CW/IW
Strategy	Interviewing/Discussion/ProblemSolving/DLTA/Making Predictions
Resources	SB, flashcards, video roll, CD, pictures

LEAD-IN

Exercise 1. Get the students to work in groups. Encourage them to discuss and compare these statements. Get them to share their ideas giving more comments.

- Challenges people face in their family.
- What teens/parents usually complain about.
- Why parents/adults criticise their children.

Exercise 2. Ask the students to read the text “*Teens and parents in conflict*” and match the titles to the parts they best describe. There are a few common areas where teens and parents find the most conflict. There is one extra.

- | | |
|-----------------------------|-----------------------------|
| A. Demanding Perfection | D. Lack of Communication |
| B. The Right or Wrong Crowd | E. Maintaining Independence |
| C. Teen Experimentation | G. Arguing |

Exercise 3. Ask the students to read the text again. Encourage them to give their ideas how to resolve these issues.



Why do teens strive to be independent?



Why don't teens and parents understand each other very often?

Exercise 4. Get the students to match the boldfaced words in the text with their definitions.

Answers

1. to show that something is true-**prove**
2. to try very hard to do something or to make something happen-**strive**
3. the state of being bored-**boredom**
4. physical harm or damage to someone's body caused by an accident or an attack-**injury**
5. to spend a lot of time in a place or with someone-**hang out**
6. the act of watching a person or activity and making certain that everything is done correctly, safely-**supervision**
7. using something harmful-**addiction**

Exercise 5. Students fill in the gaps with the words from the box.

Answers

0. I have an **addiction** to mystery stories.
1. The children were running around with no **supervision**.
2. We are now **striving** to improve our service.
3. That theory was **proved** false.
4. I don't know why he **hangs out** with James, they've got nothing in common.
5. There's a case of **injury** in almost any sport.
6. The books helped Olivia relieve the **boredom** of waiting.

Exercise 6. Tell the students to read the problems most teens have with their parents. Get them to say which of them is familiar to them. Ask them to think, pair, share and add their own ideas. Have them follow the model.

TEENS' COMPLAINTS

Vagif, "I often come home late. I spend most of the time with my friends in the Internet Cafe. My parents always worry about me."

SOLUTIONS/ADVICE

Samira, "You have to respect your parents and understand their concern as they just worry about your health. Because it's very harmful to sit in front of the TV or the computer for a long time. Parents always want everything good for their children".

Exercise 7. Tell the students to work in groups. Have them complete the sentences with the words in the box.

Answers

- 1/7-doing -c 2. chatting -e 3. making -d 4. tidying -a 5. walking-f
6. cleaning -h 8. sitting -g 9. watching -b 10. picking- j 11. having -i

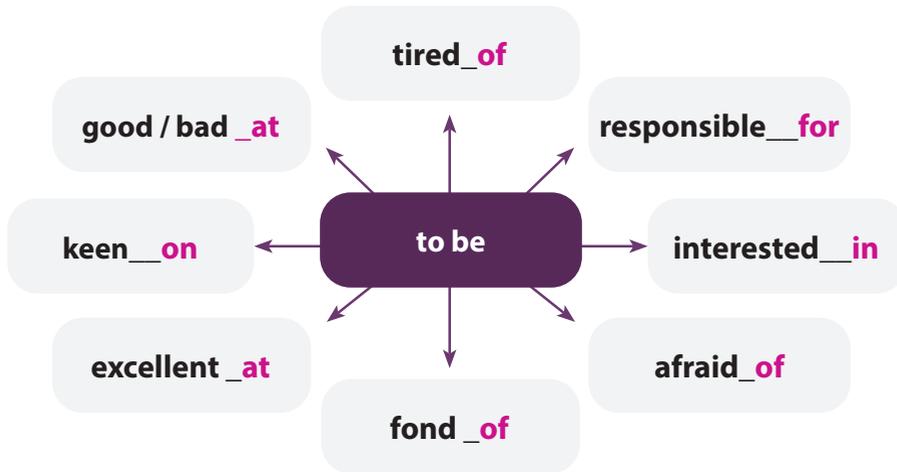
Exercise 8. Get the students to find out which rule is used in **Exercise 7**.

RULES

1. We use ending **-ing** after prepositions and certain verbs.
2. We use **to** before prepositions and certain verbs.
3. We use ending **-s** after prepositions and certain verbs.

Exercise 9. Get the students to complete the phrases with the prepositions in the box.

Answers



Exercise 10. Get the students to complete the sentences with the suitable expressions in the box.

Answers

1. My mother is really **bad** at remembering the names.
2. My sister is **excellent** at reading maps.
3. Children are **fond** of playing computer games.
4. Sevda is **bad/good/excellent** at playing the piano.
5. Aren't you **tired** of working too many hours?
6. Shaig is **afraid** of travelling by plane, so he prefers travelling by train.
7. Teachers are **responsible** for bringing up literate and skilled students.

Exercise 11. Ask the students to work in pairs or groups and do the task. Have them discuss all the ideas/statements and encourage them to say if they agree with the psychologists' recommendations for parents and teens. Get them to say the reason **"Why? Or Why not?"**

Exercise 12. Have the students role-play the following situation.

Student A: You are a parent whose child came back home very late.

Student B: You are a teen who came back home very late.

Rubrics

I-Poor	II-Satisfactory	III-Good	IV-Brilliant
I	II	III	IV
Hardly shares ideas/opinions on family issues and family conflicts.	Expresses ideas and gives comments on the listened topic very briefly; Consciously says his/her opinions on on family problems and family conflicts.	Says actively his/ her opinions on the family problems and family conflicts debates on family problems actively.	Enthusiastically speaks and shares opinions on family problems giving logical comments and setting bright samples.
Hardly identifies the main idea of the topic.	Though very little, but tries to identify the main idea of the text, tries to take part in discussions on family problems.	Identifies the main idea of the topic and gives comments actively sharing his/ her ideas on family problems;gives comments on psychologists' recommendations for parents and teens.	Identifies the main idea of the topic and gives comments actively sharing his/ her ideas on family problems; Gives comments on psychologists' recommendations for parents and teens.
Makes up sentences using the words and expressions with difficulties.	Tries to make sentences using new vocabulary, completes the sentences with the words and expressions.	Makes presentations giving positive parenting strategies for teenage years.	Works enthusiastically and creatively on the tasks; Makes presentations giving positive parenting strategies for teenage years.

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 Students be alert to picture clues.
- Remind students to use what they already know, (background knowledge) help them make predictions.
- Give students 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 _____ .

2.3 Who is too Busy?

Aim: To speak about keeping a balance between parents and their children and find out which of them are much busier through practising the four language skills.

Standards

1.1.2./2.1.1./2.1.3./3.1.2./3.1.3/4.1.3./4.1.4

Objectives

Student:

- expresses his/her opinion related to family conflicts
- talks about teens' problems giving comments
- debates on the family conflicts/family problems
- demonstrates his/her ideas on family conflicts comparing ideas
- uses varied prepositional constructions
- identifies the main idea of the topic
- analyses the following recommendations on family issues
- gives ideas how to resolve the problematic issues on the family conflicts
- gives comments on keeping a balance between parents and their children
- guesses the meaning of the words from the context
- gives comments on psychologists' recommendations for parents
- discusses the questions watching the video
- makes presentations giving positive parenting strategies for teenage years

Research questions:

- *How can you keep a balance between parents and children?*
- *Which of you is much busier in your family?*

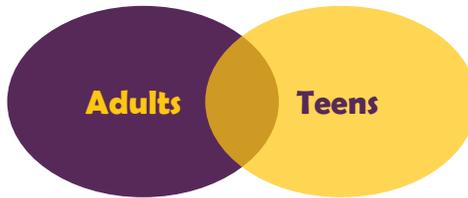
Content Line	Listening/Speaking /Reading/Writing
Integration	Native Language -1.1.2./3.1.3. Literature -1.2.1./3.1.2. Math. -5.2.2 Science -2.1.1./3.2.1.
Interaction	GW/PW/CW/IW
Strategy	Role Play/Questioning/Discussion/Debate/GIST/Problem Solving
Resources	SB, flashcards, video roll, CD, pictures

LEAD-IN

Exercise 1. Have the students discuss the questions. Then discuss the answers as a whole class.

- ? How can you keep a balance with your parents in doing things?
- ? Do you know why adults say, “I am busy” so often? What is your opinion?
- ? Which member of your family is much busier?

Exercise 2. Ask the students to read about teens’ opinions on who is too busy: Adults or Teens. Ask them to share their ideas and opinions actively.



Exercise 3. Get the students to think and analyse the following recommendations. Ask your students to say what they think.

- We should follow daily routine to save our time.
- We should always think how to take care of ourselves.
- Parents should be supportive of their children.
- Though parents and teenagers are busy they should come together and enjoy being together as frequently as possible.

Exercise 4A. Have the students watch the first part of the Youtube video titled “Teens on Talk with Parents” from 0:00 to 1:00 and discuss the following question.

• **What makes it hard for you to talk to your parents?**

Exercises 4B. Have the students watch the second part of the same video from 1:02 to 2:28 and discuss the following question.

• **What would make it easier for you to talk to your parents?**

Exercise 5. Ask the students to match the boldfaced words in the text with their definitions. Try to encourage them not to use dictionaries. Encourage them to guess the meaning of the words from the context. Get them to check their answers in pairs.

Answers

1. to state that something is true or is a fact ___ **claim**
2. to do more than one thing at a time ___ **multitask**
3. something that is your job or duty to deal with ___ **responsibility**
4. not different or special or unexpected in any way; usual ___ **ordinary**
5. according to tradition; in a traditional way ___ **traditionally**
6. to behave as if something is true when you know that it is not ___ **pretend**
7. for example ___ **for instance**

Exercise 6. Have the students work in pairs and choose the right word in brackets. When they complete the task tell them to check their answers.

Answers

0. Computers are now widely available in xxx schools. (**ordinary**)
1. Amanda will xxx that she hasn't seen us – you watch. (**pretend**)
2. Women are often very good at xxx. (**multitasking**)
3. Benjamin xxx to have met the president, but I don't believe him. (**claims**)
4. Parents must assume xxx for their children. (**responsibility**)
5. xxx, the company's main market has been Azerbaijan. (**Traditionally**)
6. How about visiting our grandparents in London, xxx? (**for instance**)

Exercise 7. Ask the students to read sentences **a) -d)** and answer the questions.

- a) I'm going to join the Teenager's club.
- b) I'm meeting some friends.
- c) I'm going to watch a comedy film with my family.
- d) I'm not going to school. It's a holiday.

1. Do these sentences refer to the present or the future?
2. Is there a definite time and a place for the plans?
3. What tenses do the sentences use?

Answers

1. Do these sentences refer to the present or the future? - **The Future**
2. Is there a definite time and place for the plans? - **No**
3. What tenses do the sentences use? - present continuous:

Exercise 8. Ask the students to read and fill in the blanks with the correct forms of the verbs given in brackets.

Get them to use the present continuous form or *be going to + verb*. Have them use short forms.

Answers

- | | |
|------------------------|-----------------------|
| 1. 'm doing | 7. 're helping |
| 2. 're working | 8. 're painting |
| 3. 're going to change | 9. 'm meeting |
| 4. 'm planting | 10. 'm making |
| 5. 'm meeting | 11. 'm going to study |
| 6. 'm making | |

Exercise 9. Students put the words in the correct order to make questions.

Answers

0. Are you going away on holiday this year?
1. Who is cooking your dinner this evening?
2. When are you going to the dentist?
3. What are you doing this weekend?
4. Are you going to play any sport this week?
5. What time are you meeting your sister?
6. What are you going to do to improve your English?
7. Are you having a party at the weekend?
8. Are you going to the gym after work?

Exercise 10. Get the students to match questions 1-9 with answers a) -i) .

Answers

0. Are you going away on holiday this year?
0. No. I'm going to Greece next summer, but I'm not going anywhere this year.
- a) Nobody. I'm just going to eat some salad and fruit. 1
- b) Six o'clock. We're going out for a meal. 5
- c) I'm going to read as much as possible in English. 6
- d) Next Tuesday - in the morning. 2
- e) Yes, do you want to come? 7
- f) Yes, I'm playing tennis with Jim on Friday. 4
- g) Some friends are coming to stay, so we're taking them up to the mountains. 3
- h) No, I'm going out for dinner. 8

Exercise 11. Students work individually. Have them find and correct the mistakes. Tell them there is a mistake in each of the sentences. The first one is done for them.

Answers

0. I ~~am not liking~~ fish. I **don't like** fish.
1. I`m **going to stay** with some friends for a few days so I can look for somewhere to live.
2. Esma **does not know** what time the lesson starts.
3. They **are spending** time with their family in Germany at the moment.
4. We usually **go** out for a pizza about once a week.
5. I **don't understand** where Nick is. He never arrives late.
6. **Are you watching** this programme? Or can I watch the football on the other channel?

Exercise 12. Ask the students to work in pairs. Get them to complete the dialogue with the words and phrases in the box.

Rufat: What are you doing this weekend?

Fidan: I **am not sure**. What are you doing?

Rufat: I am going to visit my grandparents in Gabala. I haven't seen them for a long time.

Fidan: **That sounds** like a great idea!

Rufat: Would you be interested in joining me?

Fidan: Sure, I **would love to go** with you. When are you leaving?

Rufat: I'm going to leave around 8:00 on Saturday morning.

Fidan: That would give me plenty of time to get ready. Did you know that there is a music festival in Gabala?

Rufat: That was **part of** my plan.

Fidan: Well then, **see you** on Saturday. Thanks for asking me to go with you.

Rufat: It is **my pleasure**.

Exercise 13. Encourage the students to think about their future plans. Ask them to make notes about:

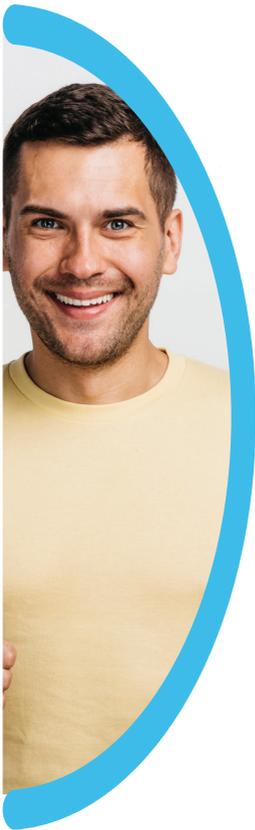
- . places/people you plan to visit
- . a film you want to see
- . something delicious you want to eat

Exercise 14. Encourage the students to work in pairs and take turns. Get them to ask and answer questions about their plans. Encourage them to add notes to the table given in **Exercise 13**.

Exercise 15. Ask the students to work individually and create his/her CV following the steps given in the task.

FACT FILE

Curriculum Vitae (CV) means “course of life” in Latin, and that is just what it is. A **CV** is a brief account of a person's education, qualifications and previous occupations, typically sent with a job application.



1. Create the format for your CV.
2. List your name, address, telephone number, and email at the top of the page.
3. Write a personal profile.
4. Create a section for your education and qualifications.
5. Create a section for your work experience.
6. Create a section for your skills and achievements.
7. Create a section for your interests.
8. Create a section for other information.

2.4 Review Time

1

Work in pairs. Think of sentences contrasting the typical parent with the typical teenager reading the sample. Then discuss and compare with your partner.

"Generally, the typical teenager is concerned about friends, while the typical parent is concerned about their children."

2 A

Complete the sentences with the words in the box.

AUDIO SCRIPT 6

1. Don't **pretend** to be nice to me.
2. We must **instil** cultural and moral values, as well as knowledge, in young Azerbaijani citizens.
3. A habit can easily become an **addiction**.
4. The Director is **currently** having talks in Great Britain.
5. We encourage all members to **strive** for the highest standards.
6. All my classmates were **delighted** at the news.
7. It's time to focus on the company's **core** business.
8. They **appreciate** my helping in time.
9. Does he still **reside** with his grandmother in Ganja?
10. Don't **hang out** of the window or you may fall.
11. She usually wears smart **casual** clothes.

2 B

Listen and check.

2.4 Review Time

3 Choose the correct alternative.

- Life is a *dream/food*.
- Ideas are *money/food*.
- Knowledge is *money/light*.
- My family is like a *peanut brittle/quilt*. An old, used, but well-loved.
- Mike is *responsible for/fond of* designing our project.
- I'm *tired of/good at* tidying up after my siblings.
- Aynura is *excellent at/afraid of* her lessons.
- Boys are *bad at/fond of* playing football.
- What are you going *to say/saying* when they ask you what happened?
- We're having/We have* a party on Saturday.

Self-Assessment

★ I need more practice

★★★ I sometimes find this difficult

★★★★ I have no problems with

Listening	I can	listen to the passages about families and give comments	XXX
		listen to the text, pair and share my own ideas on strong family values	XXX
Speaking	I can	talk about family values, and share my own ideas on how a good family should be	XXX
		talk about psychologists' recommendations for parents and teens giving explanation	XXX
Reading	I can	order the paragraphs and express my own ideas on family values/parents' and teens' complaints	XXX
		read the quotes and proverbs about families and give comments on their importance	XXX
Writing	I can	create a presentation on the topic and design a CV	XXX
		write a paragraph on the topic	XXX

Sub-Summative Test 2

1. Choose the correct word for this definition.

to try very hard to do something or to make something happen means_

- A) hang out B) strive C) instill D) pretend

2. Choose the correct variant.

Most people ... interesting careers for their families.

- A) sacrifice B) instill C) reside D) claim

3. Choose the correct variant.

My elder sister is ... reading maps.

- A) afraid in B) tired off C) excellent at D) good for

4. Match the words with the definitions.

1. **previously** a) the basic and most important part of something
2. **casual** b) before the present time or the time referred to
3. **core** c) clothes that are not formal or not suitable for special occasions

5. Complete the metaphors.

1. Your career is _____
2. Trust is _____
3. Good is up, _____

6. Fill in the gaps with the suitable words.

striving addiction delighted

1. All my friends were **xxx** at Jane's success.
2. My elder brother has an **xxx** to mystery stories.
3. Most teenagers are now **xxx** to learn foreign languages.

7. Write the answers to the questions.

1. How do you take care of your parents?
2. Are parents busier than their children? Why?

8. Fill in gaps with the correct prepositions.

1. Julia is good ... playing chess.
2. Shahin is keen ... drawing pictures.
3. My elder sister is afraid ... travelling by plane.

9. Choose the correct word.

1. *Ordinary/Traditionally*, kids have supported their parents when they get old.
2. I don't believe that adults are as busy as they *pretend/claim* to be.

10. Write a paragraph on the topic:

“Why should we always respect family values?”

REMEMBER

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. And as the authors we suggest you to begin your lesson with the motivation as you wish, and the motivation that we demonstrate or address is just a sample. Try to entertain your students, look for ways to bring about a deeper, enduring sense of student involvement. The more students are involved in deciding what they will do, the more ownership and personal involvement they have.

Debate is a process that involves formal discussion on a particular topic. In a debate, opposing arguments are put forward to argue for opposing viewpoints. Debate occurs in public meetings, academic institutions, and legislative assemblies. It is a formal type of discussion, often with a moderator and an audience, in addition to the debate participants.

Debate is an argument with rules.

Debating rules vary from one competition to another, and there are several formats for debates. **Debates** involve teams that include several students. Typically in a debate two teams are presented a resolution or topic that they debate, and each team is given a period of time to prepare an argument. Students typically don’t know their debate subjects ahead of time. The goal is to come up with a good argument in a short time. Students are encouraged to read about an event and controversial issues to prepare for debates. You - teachers should encourage individual team members to choose special topics and focus on them. At a debate, one team argue in favor (**pros**) and the other argue in opposition (**cons**) . Sometimes each team member speaks, and sometimes the team selects one member to speak for the team. A judge or a panel of judges assigns points on the strength of the arguments and the professionalism of the teams. One team is usually declared the winner and that team can enter/go to a new round.

III

SOCIETY AND CHALLENGES

3.1 Let's Solve Social Issues!

Aim: To lead the students to discuss and find out the causes of social issues in the society, how to overcome or solve social problems for reducing stress, get them to think critically and find out the most suitable ways of eliminating social issues through practising listening, speaking, reading and writing skills.

Standards

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

Objectives

Student:

- finds out the moral of the text while listening
- finds True/False sentences listening to them
- expresses his/her opinions on social problems and gives the main reasons
- expresses his/her ideas by using functional language
- suggests some solutions to the social problems
- debates on the topic expressing his/her attitude to the social problems
- makes up sentences identifying the meaning of the words
- matches the boldfaced words to their definitions
- chooses correct answers matching the homophones
- builds up sentences using the homophones
- takes part in discussions on poverty using the linking words
- writes an article on social issues using the new words and expressions
- makes projects on the topic

Research questions:

- *What social issues do people often face ?*
- *How can people solve today's social issues?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Native Language -1.1.2./2.1.1./2.2.1./ Literature -1.2.1./3.1.2./3.1.3. Science -2.1.1./ 3.2.1./ Music -2.3.1.
Interaction	CW/PW/IW/GW
Strategy	Description/Clustering,/Discussion/BBK/DRTA
Resources	SB, pictures, handouts, slides, CD, song

LEAD-IN

Exercise 1. Ask the students to work in groups. Focus the students' attention on the pictures. Encourage them to give the main reasons for social issues in societies. Have them compare their ideas with the other groups and encourage them to support their ideas and opinions.

?

• What is a social issue?

• How would you describe your society?

?

• Do social issues exist in the society you live?

?

• What kind of improvements would you like to see in your society?

Exercise 2. Ask the students to read the passage and discuss the questions.

Social problems are the general factors that affect and damage society.

?

• What social issues do people often face ?

?

• What causes social issues in the world?

?

• What can we do to solve these problems?

Exercise 3. Ask the students to match the boldfaced words in the text with their definitions. Then check the answers.

Answers

1. money that is earned from doing work-**income**
2. causing fear, shock, or suffering-**dreadful**
3. fast or sudden-**rapid**
4. the number of people who do not have a job that provides money-**unemployment**
5. a statement about what you think will happen in the future-**prediction**
6. the condition of being extremely poor-**poverty**
7. to use something for the wrong purpose in a way that is harmful or morally wrong-**abuse**

Exercise 4. The students fill in the gaps with the words in the box individually.

Answers

0. My **income** is rather changeable, but I earn £175 a day on average.
1. I think no one can make any **predictions** about tomorrow's meeting.
2. The **dreadful** events of that day in Khojaly will never be forgotten.
3. The 1990s were a period of **rapid** change.
4. The problems of **poverty**, homelessness and **unemployment** are all interconnected.
5. Alcohol **abuse** led to his early death.
6. They grew up in **poverty**.

Exercise 5. Ask the students to look at the examples of social issues described in **Exercise 2** and outline the causes of those problems. Here are some useful expressions for doing this.

Model: Poverty is mainly caused by poor education.

Exercise 6. Ask the students to work in groups and discuss the questions.

- ? Which of the following social issues are common in developing countries?
- ? Which of the social issues is the hardest to solve and why?
- ? Which one do you consider the most serious? Why do you think so?

Exercise 7. Ask the students to work in pairs. Get them to match the words in italics in the text with the words in the box. Tell them to explain the difference in meaning. Then check the answers.

Answers

their **-there** sew-**so** grate-**great** sea-**see** hi-**high**
wear-**where** write-**right** buy-**by** four-**for**

Exercise 8. Ask the students to choose the correct answer paying attention to the Rule on Homophones.

Answers

RULES

Homophones are the words that have...

- a) the same pronunciation, but different spelling and meaning.
- b) different pronunciation, but the same spelling and meaning.

Exercise 9. Get the students to work in pairs. Have them match the homophones. Then check the answers.

Answers

1. high- **c**

2. die- **b**

3. son- **e**

4. week- **f**

5. peace- **a**

6. steal- **d**

Exercise 10. Ask the students to choose the correct alternative.

Answers

- 0. That man can *steel/steal* your purse.
- 1. The mountain is very hi/*high*.
- 2. Nabi's starting a new job next *weak/week*.
- 3. The doctor will *see/sea* you in 20 minutes.
- 4. Lisa feels *week/weak* after the operation.
- 5. I would like some *piece/peace* and silence today.
- 6. She put the material into the *dye/die*.

Exercise 11. Get the students to work in pairs and have them use the homophones in the box in sentences. Tell them to use a dictionary if they need. Encourage them actively to express their thoughts on homophones.

Answers vary:

Examples:

We love *peace*! Give me a *piece* of paper, please!

There are *two* bananas on the table.

This cap is *too* big.

What is the *weather* like today?

She asked me *whether* I would go to the party.

You are quite *right*.

Write the date on the board, please! etc.

Exercise 12. Focus students' attention on the pictures on poverty. Encourage them to use the active vocabulary related to the topic and linking words to discuss **the Third-World poverty**. Get the students to participate actively in the discussion and share their ideas.

Model:

- Fortunately, we don't have racial discrimination.
- Unfortunately, some children live in poor countries.
- In conclusion, not only charitable organizations but also all people should support the needy in our society.

Exercise 13A. Have the students listen to the passage and ask them to tell what it is mainly about.

Exercise 13B. Have the students listen to the text again and decide whether the following statements are True or False. Students compare their answers with the others after doing the task individually. In whole class feedback, encourage them to support their answers. Before you check the answers as a whole class, ask the students to check their answers in pairs.

Answers

0. Poverty is having sufficient money to meet people's basic needs. **F**
1. Poverty is hunger, absence of shelter and being ill. **T**
2. Poverty is when people do not have jobs and are fear for their future. **T**
3. Poverty is a situation that people do not want to escape. **F**
4. Poverty is a call for the poor and the wealthy to be alike. **T**
5. Living in poverty in Russia or Zimbabwe is not different from feeling poor in Canada. **F**

What is poverty?

Poverty is about not having enough money to meet basic needs including food, clothing and shelter. However, poverty is more, much more than just not having enough money. The World Bank Organization describes poverty in this way: "Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty has many faces, changing from place to place and across time, and has been described in many ways. Most often, poverty is a situation people want to escape. So poverty is a call to action - for the poor and the wealthy alike - a call to change the world so that many more may have enough to eat, sufficient shelter, access to education and health, protection from violence, and a voice in what happens in their communities."

In addition to a lack of money, poverty is about not being able to send children on a day trip with their schoolmates or to a birthday party; not being able to pay for treatment for an illness. When people are excluded within a society, when they are not well educated and when they have a higher incidence of illness, there are negative consequences for society.

There is no one cause of poverty, and the results of it are different in every case. Poverty varies considerably depending on the situation. Feeling poor in Canada is different from living in poverty in Russia or Zimbabwe. The differences between the rich and the poor within the borders of a country can also be great.

Despite the many definitions, one thing is certain; poverty is a complex social issue. No matter how poverty is defined, it can be agreed that it is an issue that requires everyone's attention. It is important that all members of our society work together to provide the opportunities for all our members to reach their full potential. It helps all of us help one another.

Exercise 14. Get the students to match the words to their definitions. The students do the task individually before comparing the answers in pairs. Give whole class feedback.

Answers

1. lack -f
2. treatment-e
3. incidence- a
4. consequence-g
5. considerably-d
6. exclude -c
7. despite-b

Exercise 15. Ask the students to match the two halves to complete the sentences.

Answers

0. My grandfather's illness-d)
1. Lack of sleep-c)
2. Tom has been excluded from school- g)
3. I still enjoy my trip-e)
4. There has been an increased incidence of-b)
5. He's considerably fatter than-f)
6. For someone who is old and weak-a)

Exercise 16. Have the students fill in the gaps with the words in the box. Then check the answers.

Answers

0. considerably
1. consequence
2. despite
3. lack
4. exclude
5. treatment
6. incidence

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.

Exercise 17. Get the students to read sentences a) -d) and answer questions 1-2. Then check the answers.

Answers

- a) The homeless need more help from the government.
 - b) The Italians are famous for their pizza.
 - c) The Chinese invented printing.
 - d) Charitable people always take care of the disabled.
1. Which two sentences have the adjective that refers to groups of people?
a) and d)
 2. Which two sentences have the adjective that refers to people of the same nationality? b) and c)

Exercise 18. Students match sentence beginnings a) -b) with endings i) -ii) .

Answers

1	a. The homeless are-ii b. Homeless means-i
2	a. Deaf means -ii b. The deaf are-i
3	a. Unemployed means- ii b. The unemployed are-i
4	a. The disabled are-ii b. Disabled means-i

Exercise 19. Get the students to use the substantivized adjectives in the box to name the following categories.

Answers

1. People who don't hear.-the deaf
2. People who can't find work. -the unemployed
3. People who are not healthy.-the sick
4. People who live in England. -the English
5. Old people. -the old
6. People who don't have homes.-the homeless
7. People who have serious problems with their health.-the disabled

Exercise 20. Students work carefully and choose the correct alternative.

Answers

0. There are not enough hospital beds to hold *the sick/the rich*.
1. *The rich/the poor* gave a party for *the disabled/the unemployed* on Sunday.
2. *The Japanese/the Azerbaijanis* live in the Caucasus.
3. A sign language is usually taught to *the homeless/the deaf* to let them to communicate.
4. *The young/the old* often think about their future career.
5. Robin Hood robbed *the rich/the poor* and gave the money to *the rich /the poor*.
6. Unfortunately, in some countries *the homeless/the deaf* have to live in the streets.

Exercise 21. Have the students work in pairs and role play the situation. **Student A** is a journalist that interviews **Student B**, who is a member of the local authority, on the social problems in Azerbaijan. Remind them to use the functional language, useful expressions in order to show their opinions. Encourage them to share their thoughts with their classmates actively.

Exercise 22. This task might be set as homework. Ask students to work individually and research about social problems. Tell them to interview one of their parents/friends/relatives/neighbours about their social problems and write an interview paper. They can follow **An Interview Paper Writing Process** and use active vocabulary related to the topic.

AN INTERVIEW PAPER WRITING PROCESS

- Define the purpose of your writing and choose a topic.
- Make a list of questions you are going to ask.
- Choose the people you want to interview.
- Hold an interview and write down attentively all the answers.
- Work on the results you've got.
- Write an interview paper.

3.2 Everyone has Rights!

Aim: To elicit from the students' 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 practising all four language skills.

Standards

1.1.2./2.1.2./2.1.3./3.1.3./3.1.4./4.1.2./4.1.3

Objectives

Student:

- makes discussions/debates on human rights/children's rights
- shares his/her ideas watching a video about children's rights
- chooses the right option reading the text
- gives comments discussing the main idea of the passages
- identifies the boldfaced words matching them to their definitions
- completes the sentences defining the words
- organizes ideas into a paragraph about the Convention
- expresses his/her ideas by using functional language
- presents his/her opinion, agreement and disagreement while discussing issues related to the topic
- identifies the main idea of the film/the video
- expresses his/her ideas on the influence and the importance of the Convention on the Rights of the Child
- makes a list of the articles adding his/her ideas to the Convention

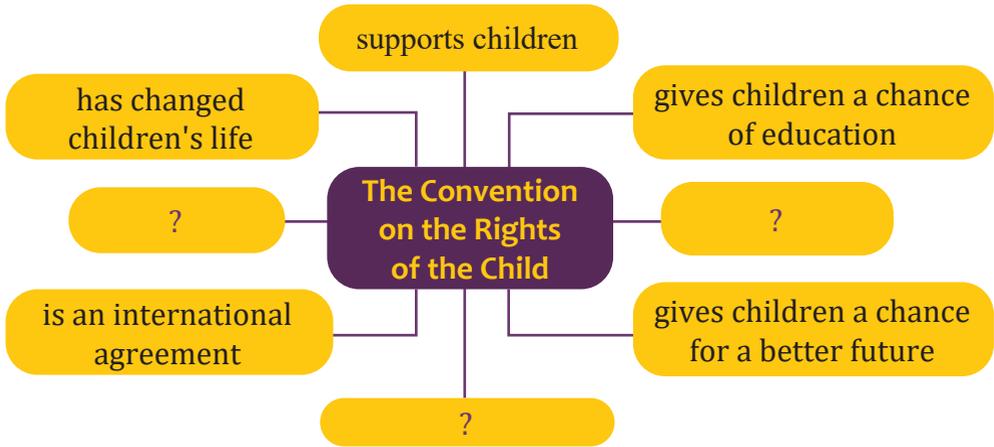
Research question:

• *How can the Convention on the Rights of the Child change the children's lives in different countries?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Native Language -2.1.1./3.1.1. Literature -1.2.1./1.1.3. History of Azerbaijan -1.1.2./1.2.2. General History -5.1.3. Science -3.2.1. P.T-1.1.4.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Venn Diagram, GIST, Role Play
Resources	SB, illustrations, video, slide show, flipchart

LEAD-IN

Exercise 1. Focus the students' attention on the photos. Get them to think and give their ideas on the Convention on the Rights of the Child.



Exercise 2. VIDEO 2. Tell the students that they are going to watch the Youtube video titled "World Children's Day 2019/UNICEF". After watching the video get them to discuss the following questions giving their own comments. Have them ask more questions related to children's rights and the UN convention.

?

• What rights do we have as citizens?

?

• What rights should children have? Why do you think so?

?

• What do you know about the United Nations Convention (UNC) on the Rights of the Child?

Exercise 3. Tell the students that they are going to read the text on children's rights. Before reading ask them to share their ideas on the **United Nations Convention on the Rights of the Child** and human rights treaty in history actively. After reading tell them to discuss what the Convention has changed in their lives.



Exercise 4. Tell the students to discuss the question sharing their own ideas.

• How can the Convention on the Rights of the Child change the children's lives in different countries?

Exercise 5. The students read the text again and choose the best option. Get them to compare their answers before whole class feedback.

Answers

0. The United Nations Convention on the Rights of the Child – an international agreement on xxx.
a) childhood
1. The Convention on the Rights of the Child has helped to xxx children's lives around the world.
c) transform
2. The proportion of xxx children has almost been halved since 1990.
c) undernourished
3. Thirty years ago, world leaders made a historic xxx to the world's children.
b) commitment
4. It has become the most widely xxx human rights treaty in history.
a) ratified; treaty

Exercise 6. Ask the students to work individually and match the boldfaced words to their definitions. Ask them not to use a dictionary and encourage them to guess the meaning of the words from the context. Get them to check their answers in pairs. Tell them to compare their answers before whole class feedback.

Answers

- a) ratify b) treaty
c) commit d) commitment
e) proportion f) fulfill g) undernourished

Exercise 7. The students complete the sentences with the words from the box individually before comparing answers in pairs.

Answers

0. Footballers must make a **commitment** to play for a full season.
1. Many countries have now **ratified** the UN convention on the rights of the child.
2. The latest nation to **ratify** the **treaty** is France.
3. Children make up a large **proportion** of the world's population.
4. Many of the children in Africa are **undernourished** and suffering from serious illnesses.
5. Our order for more TVs was quickly **fulfilled**.
6. The government must **commit** itself to improving healthcare.

Exercise 8A. Video 3. The students watch the Youtube video titled “The last 30 years have changed everything for David Beckham and for the world's children/ UNICEF” and discuss what the last 30 years have changed for David Beckham.



Exercise 8B. Get the students to discuss the following question.

- *How has the Convention on the Rights of the Child influenced your life or the life of the children in Azerbaijan?*

Exercise 9. Get the students to work in pairs. Focus the students' attention on the statements and encourage them to think and give their own ideas. Ask them to say if they agree/disagree with the following articles on the Children's Rights. Encourage them to give reasons: Why? or Why not?

- *All children must get a name when they are born and become a citizen of any country.*
- *All children should have the rights whatever their race, gender, religion, language, disability, opinion or family background.*
- *Children should have a chance to live in a safe and unpolluted environment with good food and clean drinking water, etc.*



Exercise 10. Have the students work in groups. Encourage them to read the teens' opinions and use **Useful Language** to debate.

USEFUL LANGUAGE

Agreement

It seems to me...
I'm sure that...
In my opinion...
I think...
I completely agree ...

Disagreement

I doubt ...
I'm not sure...
I'm afraid ...
I don't think...
I don't agree ..

Exercise 11. Have the students work in pairs. Encourage them to answer the questions using **a lot/not much/some/only a little/not many** or **only a few**.

Answers vary.

0. How much time do you spend on your homework? **A lot!**
1. How many hours' sleep did you have last night?
2. How much money do you have in your pocket?
3. How much do you spend watching TV every day?
4. How many times have you been on a plane?
5. How many days did you spend in London?

Exercise 12. Have the students read the statements and find out if they are True or False. Before whole class feedback get them to compare their answers in pairs.

Answers

1. There is no difference between "little" and "a little". **F**
2. "Few" is used with uncountable nouns. **F**
3. Some quantifiers work with countable and uncountable nouns. **T**
4. It is better to use "a lot of" than "much" or "many" in affirmative sentences. **T**
5. "Much" is used with countable nouns. **F**
6. "Plenty of" means "enough" or "more than enough". **T**
7. "Lots" is even more formal than "a lot". **F**

Exercise 13. Have the students work individually and ask them to choose the correct alternative. Then check the answers.

Answers

0. **A lot of** progress is made by students at schools.
1. There were very **few** people in the restaurant last night.
2. People in Japan work **many** hours.
3. Would you like **a little** milk in your coffee?
4. I don't have **much** time.
5. Oh no! There's so **little** coffee, we'll have to make more.
6. Spending **a few** hours in the sun every day is pleasant.
7. There's no need to hurry. We've got **plenty of** time.

Exercise 14. Have the students work individually and ask them to choose the right word in brackets. Then check the answers.

Answers

1. I know ~~xxx~~ Spanish so I am going to have a problem when I get there. (little)
2. Nurana stayed in that hotel ~~xxx~~ years ago. (many)
3. They gave the homeless man ~~xxx~~ dollars. (a few)
4. There are very ~~xxx~~ scholarships for students in this university. (few)
5. Fred's father works on ~~xxx~~ different projects. (many)
6. Lamiya doesn't spend ~~xxx~~ money on clothes. (much)
7. There were such ~~xxx~~ people in the shops. (a lot of)

Exercise 15. Have the students work in pairs and choose the correct alternative.

Answers

Khadija: Why did you give money to that beggar ?

Allen: D 1 (to explain) . I can't walk past, ignoring the homeless.

Khadija: You are just encouraging him to be lazy. It is a bad habit.

Allen: He looks sad and sick. I think he's also disabled.

Khadija: D 2 (to agree) . But there are organizations to help children like him.

Allen: And shouldn't we help such people?

Khadija: All right. D 3 (to pacify)

Exercise 16. It is **Project Work**. Get the students to work in pairs. Ask them to make a list of the articles they would like to add to the Convention on the Rights of the Child. Encourage them to explain their choice using *much/many/a lot, etc.*

REMEMBER

→ VENN DIAGRAM

Venn diagram is a type of graphic organiser. Graphic organisers are a way of organising complex relationships visually. They allow abstract ideas to be more visible. Although Venn diagrams are primarily a thinking tool, they can also be used for assessment. However, students must already be familiar with them before they can be used in this way.

When to use?

Venn diagrams are used to compare and contrast groups of things. They are a useful tool for formative assessment because they: can be used to generate discussion; and provide teachers with information about students' thinking.

In science, they are helpful for classification.

As an accepted convention for representing similarities and differences, knowing how to use them contributes to the Key Competency, Using language, symbols, and texts.

The theory

Venn diagrams originate from a branch of mathematics called set theory. John Venn developed them in 1891 to show relationships between sets. They are now used across many other disciplines.

Information is usually presented to students in linear text. Especially when there is a lot of information, it is difficult to see relationships in this format. Venn diagrams enable students to organise information visually so they are able to see the relationships between two or three sets of items. They can then identify similarities and differences.

What to do?

Creating Venn diagram

If the assessment focus is on organising information:

Students view written text, pictures, diagrams, or video/film about two (or sometimes three) items that have some related characteristics.

Identify what items they want to compare (e.g., birds and bats).*

Draw two overlapping circles. Label each circle (Bird, Bat) .

In each circle, fill in the characteristics of each item.

Identify which characteristics appear in both circles. These characteristics go in the intersection (where the two circles overlap) .

Sometimes features that don't fit in either set are included. E.g., in the maths example, if all numbers between 1 and 30 were included, some would not be a multiple of either 3 or 5. These are placed outside the circles.

It is preferable that students then use their Venn diagram to compare the sets.

3.3 Hope for Better Future

Aim: To elicit from the students and get their ideas about better future of our children, think and find out the possible ways how to overcome poverty/hunger in the society they live in through practising all four language skills.

Standards

1.1.1./2.1.1./ 2.1.2./3.1.1./3.1.3/4.1.1./4.1.2

Objectives

Student:

- makes discussions on the questions
- shares his/her ideas watching the official video
- gives comments discussing the main idea of the letter
- uses context clues to approximate meaning of unknown vocabulary
- completes the sentences defining the words
- expresses his/her ideas on the topic by using functional language
- presents his/her opinion, agreement and disagreement while discussing issues related to the topic
- guesses eight reasons written to the world's children watching the video
- makes up sentences matching the halves
- plans a presentation on the topic
- writes an article on the topic following the writing process

Research questions:

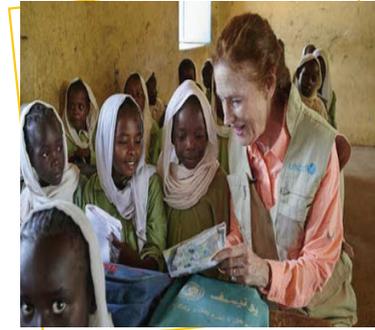
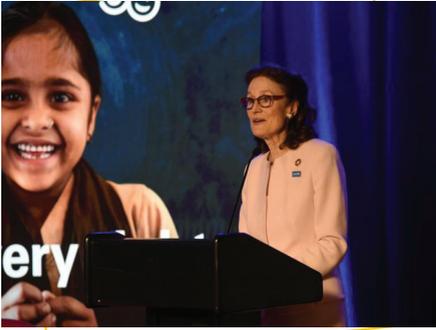
- *What rights should be given to every child for better future?*
- *How should we protect children from harm, cruelty and dangerous things?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Art -2.1.1. Native Language -2.1.1./3.1.3. Literature -1.2.1./2.1.2. History of Azerbaijan -1.1.2./1.2.2. General History -5.1.3.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Gaps Filling, Silent Reading, Role Play
Resources	SB, illustrations, video, slide show, flipchart

LEAD-IN

Exercise 1. VIDEO 4.

Tell the students that they are going to watch the Youtube video titled "**An open letter to the world's children / UNICEF**"(the letter written by **UNICEF Executive Director Henrietta Fore**) and guess what eight reasons she could name.



Exercise 2. Get the students to read UNICEF Executive Director Henrietta Fore's open letter to the world's children and encourage them to say which of the eight reasons they agree with most.

Exercise 3. Get the students to discuss the questions. Encourage them to think, pair and share their ideas on the questions.

What other reasons would you add? Why?

Exercise 4. Get the students to match the halves to make up sentences. After they complete the task, get the students to compare their answers in pairs.

Answers

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

Exercise 5. Have the students work in pairs. Encourage your students to discuss the following solutions and give their comments on them.

- Governments can increase employment opportunity for adults which is more likely to reduce the number of children being forced into labour work.
- Food aid to the poorest countries can meet their immediate needs and contribute to their development.
- As individuals, in order to limit our contribution to climate change, we can fly less, use bicycles and public transport more.

Exercise 6. Get the students to choose the best meaning. Then check the answers.

Answers

- Adoption:**
 - accepting or starting to use something new
- Deny:**
 - to say that something is not true
- Unimaginable:**
 - difficult to imagine
- Perceive:**
 - to think of something in a particular way
- Concern:**
 - to cause worry to someone
- Emerge:**
 - to become known
- Inspire:**
 - to fill someone with confidence and desire to do something

Exercise 7. Get the students to complete the sentences with the words in the box. When they complete the task, ask them to check their answers in pairs as a whole class.

Answers

- Fatima **inspired** her students to learn the English language.
- Yesterday it **emerged** that he was very ill.
- Tom's father's health **concerns** them very much.
- The language people speak strongly influences the way they **perceive** the real world.
- Unimaginable** power of the storm ruined the major cities.
- My little brother **denies** that he broke the window, but I'm sure he did.
- A few suggestions have been offered for the **adoption** of the document.

REMEMBER

Teaching Reading Strategies for Developing Reading Skills

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 students can see or touch;

Have Students 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 students, such as:

Comic books, stories, poems, nonfiction texts, multicultural literature, newspapers, articles, magazines

3.4 Review Time

Group A: Look at the expressions in box A.

- 1** **Group B:** Look at the expressions in box B. Discuss what they mean and think of an example sentence for each.

A

- human rights
- intellectual property
- child labour
- economic development
- freedom on religion

B

- environmental awareness
- illegal immigration
- civil liberties
- free trade
- freedom of speech

- 2 A** Complete the sentences with the words in the box.

AUDIO SCRIPT 8

1. **Poverty** is no shame, laziness is.
2. The two made **unimaginable** amounts of money.
3. I told the hairdresser to do what she wanted to my hair, and look at the **consequences**!
4. She did not **perceive** herself as disabled.
5. The 1990s were a period of **rapid** change.
6. We want to demonstrate our **commitment** to human rights.
7. Many of the children are **undernourished** and suffering from serious diseases.
8. Poor thing! You look absolutely **dreadful**!
9. Better **deny** at once than promise long.
10. He felt some **concern** for her safety.
11. **Lack** of knowledge is darker than night.

- 2 B** Listen and check.

3.4 Review Time

3 Choose the correct alternative.

1. *The poor/the deaf* have nowhere to live.
2. *The young/the old* are our future.
3. The government always tries to create jobs for *the unemployed /the sick*.
4. We have *much/a lot of* problems.
5. Do Elchin and Sona have *much/many* homework tonight?
6. There aren't *much/many* days before the exam.
7. *For plenty/a few* seconds nobody said anything.
8. *A lot of/A little* knowledge is a dangerous thing.
9. Where can I *buy/by* a ticket?
10. Greg is still *week/weak* after his illness.

Self-Assessment

★ I need more practice

★★★ I sometimes find this difficult

★★★★ I have no problems with

Listening	I can	listen to the passage and share my own ideas on social problems and poverty	XXX
	Speaking	I can	express ideas on convention of children's rights and share my own ideas with my classmates
talk about the importance of the Convention on the Rights of the Child giving explanation			XXX
Reading	I can	read about the main reasons for social issues and take part in discussions giving comments	XXX
		read the solutions on the protection of children from cruelty, harm and dangerous things	XXX
Writing	I can	create an interview paper following the writing process on the topic	XXX
		make a list of the articles I'd like to add to the Convention on the Rights of the Child	XXX

REMEMBER

How Can I Use Clustering as a Strategy to Enhance Learning?

As a strategy, **Clustering** can be used to facilitate sharing of information, to seek out links, connections or patterns between various facts and statements through discussion and analysis and consensus-seeking. Students are instructed to assemble, group or categorize similar information into various clusters, thus promoting active learning. Here are some interactive activities that promote the use of clustering to facilitate learning

1) Four corners: Four corners is an activity that can be used to demonstrate the use of clusters in learning. This lively movement oriented activity can be conducted at the end of a lesson to help summarize key information and to assess students' knowledge of the topic.

Label the four corners of your classroom with titles of the main topic. At the center, place a box that has chits with facts or statements written on them. Students are given a minute to take a chit and read through the information. After everyone has taken a chit, they are given 30 seconds to stand in the corner connected to their statement. Once everyone is in their respective corner, instruct a student from each corner, to gather the chits and read out the statements. The advantage of the activity is that, if any has made a mistake of standing in the wrong corner, you can correct the mistake or clarify the misconception, without pointing out the individual.

2) Clustering: This can be a classroom activity or a group project. Groups are given a list of statements from which clusters are to be formed. Students can be creative and visually represent the clusters, patterns and connections using doodles, concept mapping etc and using colors. As group projects, they can be encouraged to create elaborate pieces like art spirals, posters, and so on. These can then be presented and a discussion can follow. Such presentations and art projects aid in memorization, recall and exam preparation.

3) Cluster quiz: Create a quiz format, which includes rounds like “**multiple choice** (*identifying the cluster to which the information belongs*) ;

rapid round (*naming or framing a cluster*) ;

written round (*forming maximum number of clusters using the list of information*) .

You can check the clusters, as the group finishes the deck. Any mistake in clustering will eliminate that cluster and the student with the maximum cluster wins. This is a fun way to assess students' knowledge of the topic.

Sub-Summative Test 3

1. Choose the correct variant.

The players should make a ...to take part in the competition.

- A) treaty B) commitment C) proportion D) convention

2. Choose the correct variant.

The United Nations Convention on the Rights of the Child has become the most widely ratified human rights ... in history.

- A) agreement B) commitment C) treaty D) community

3. Choose the correct word to the definition.

a statement about what you think will happen in the future

- A) addiction B) unemployment C) poverty D) prediction

4. Match the words with their definitions.

- | | |
|--------------------------|--|
| 1. commit | a) not eating enough food to continue to be in good health |
| 2. ratify | b) to promise to give yourself, your money, your time |
| 3. undernourished | c) to make an agreement official |

5. Write the correct word to the definitions.

1. to a large, noticeable, or important degree
2. the use of drugs, exercises, etc. to cure a person of an illness or injury
3. the fact that something is not available or that there is not enough of it

6. Choose the correct alternative.

1. *Rich/the rich* gave a party for the children two days ago.
2. *Deaf/the deaf* are people who don't hear.
3. *Young/the young* always think about a better future.

7. Complete the sentences with words.

Poverty unemployment dreadful

1. These boys grew up in
2. ... and homelessness are today's main problems.
3. Our world is full of ... warnings and predictions.

8. Choose the right word.

1. Fidan works on different creative projects. (much/many)
2. Khadija has ... milk every morning. (a few/a little)

9. Choose the correct option.

1. My brother is starting a new job next *week/weak*.
2. We'll *sea/see* our friends in a few minutes.

10. Write a paragraph: "The role of the children's rights in our society"

IV UNIT

INSPIRE YOUR LIFE

4.1 Time is like a River!

Aim: To direct the students' attention to evaluate work and life balance, and not to do everything in a hurry, not to haste, but to plan or divide the time in advance, so that we can keep a life balance through listening, speaking, reading and writing skills.

Standards

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

Objectives

Student:

- demonstrates his/her attitude on the quotes about life
- speaks on lifestyle of the people using the useful language
- describes the pictures expressing his/her ideas on people's lifestyle
- listens to people talking about time and matches speakers with the photos
- discusses the questions after reading the text
- identifies the meaning of the boldfaced words using context clues to approximate meaning of unknown vocabulary
- groups the verbs and nouns reading the highlighted words
- matches the titles to the parts reading the blog
- clarifies the content/meaning of statements
- interviews his/her partner using the questions
- writes an article for a newspaper about effective ways of using time

Research questions:

- *How effectively can you manage your time?*
- *What can you do in order to make your day more productive and not to waste time in vain?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Native Language -2.1.1./3.1.3. Literature -1.2.1./2.1.2. History of Azerbaijan -1.2.2. General History -5.1.3. Science -3.2.1. P.T-1.1.4. Math -5.2.2.
Interaction	CW/GW/PW/IW
Strategy	Description/Cluster/Discussion//Role play/GIST/DLTA/TPS
Resources	SB, pictures, handouts, slides, CD, song

LEAD-IN

Exercise 1. Focus the students' attention on the quotes. Encourage them to discuss the following quotes and sayings about life. Ask them to think, pair and share on them actively.

"Why are you so difficult?" I asked Life.
Life smiled and said, "You, people never appreciate easy things!"

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

Time is like a river! You can't touch the same water twice, because the flow that has passed will never pass again!

Exercise 2. Have the students work in pairs. Focus the students' attention on the photos. Tell them to use these photos and answer the question Ask the students how they spend their time. Get them to pay attention to the model.

Model:

**My hobby is drawing and painting.
I am busy with drawing almost half of my day.**



Exercise 3. Get the students to work in groups. Have them read the text and think of the best title for it.

Exercise 4. Have the students work in pairs. Get them to discuss the questions and give their points of view.

?

What are you busy with during the day?

?

What is the biggest time waster in your life?

?

How effectively can you manage your time?

What can you do in order to make your day more productive and not to waste time in vain?

Exercise 5. Ask the students to do the task individually. Get them to make sentences with the prompts and compare answers in pairs.

Answers

1. Not everyone has the same intelligence and skill.
2. I think idling away our lives is a self-poison.
3. We need to balance enjoyment with self-improvement and with accomplishing necessary things.
4. It is hard to catch up with time
5. Although we possess machines, we have less free time than the previous generation.

Exercise 6. Ask the students to match the boldfaced words in the text with their definitions. Encourage them to use contextual clues to guess the meaning of the words.

Answers

1. the act of spoiling a situation by making it very unpleasant on your own-**self-poison**
2. to have or own something-**possess**
3. to spend a period of time relaxing and doing very little-**idle**
4. to finish something successfully or to achieve something-**accomplish**
5. to reach someone or something by moving faster than the other person or thing-**catch up**
6. the activity of learning new things on your own that make you a more skilled person-**self-improvement**
7. the ability to learn, understand-**intelligence**

Exercise 7. Get the students to choose the right word in brackets. Then check the answers.

0. I don't xxx a single DVD. (**possess**)
1. He was not at school for a while and is finding it hard to xxx.(**catch up**)
2. The students xxx the task in less than ten minutes.(**accomplished**)
3. I took a Spanish course in the interest of xxx. (**self-improvement**)
4. One has to learn to control xxx. (**self-poison**)
5. You can't do that, Julia! Use your xxx!(**intelligence**)
6. The tourists xxx the hours walking in the forest. (**idled away**)

Exercise 8A. Tell the students to read the words in italics in the text (**Task 3 on page 82**) and say if they are verbs or nouns.

Answers

waste-**verb**
balance -**verb**

work-**noun**
stand -**verb**

daydream-**verb**

Exercise 8B. Ask the students if the verbs can be used as nouns. Encourage them to give more examples.

Answers vary.

Exercise 9. The students choose the correct alternative individually and give explanation.

Answers

1. The baby lost his *to balance/balance* and fell down.
2. I have got so much *work/to work* to do.
3. It's a complete *waste/to waste* of time!
4. This is a wonderful place *daydream/to daydream*.
5. Our company will have *a stand/to stand* at the exhibition.

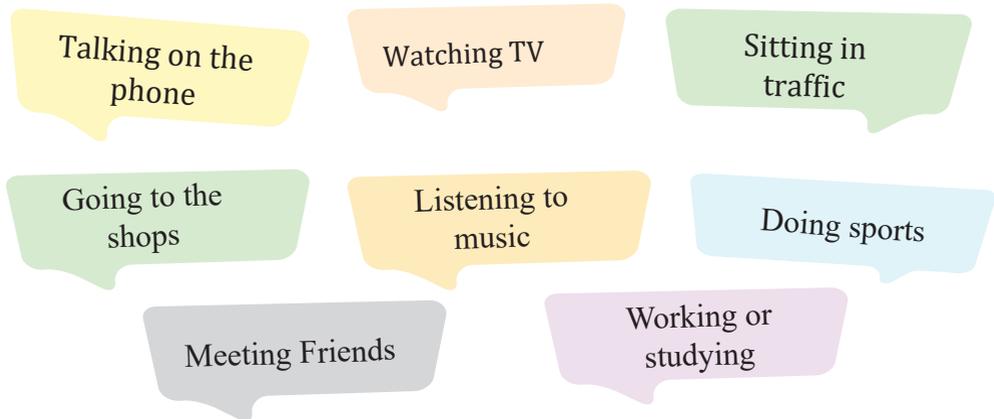
Exercise 10. Get the students to choose the best option for the underlined words.

Answers

0. Can you give us a **report** on what happened at the meeting?
a) verb b) **noun**
1. **Book** the tickets for Formula 1 early because they are limited.
a) **verb** b) noun
2. My friend gave a **talk** about her visit to Egypt.
a) verb b) **noun**
3. Be careful what you **wish** for.
a) **verb** b) noun
4. Let's finish our work and **rest** a little.
a) **verb** b) noun
5. She's lost **contact** with her son.
a) verb b) **noun**
6. All students should **respect** their teachers and parents.
a) **verb** b) noun

Exercise 11. Focus the students' attention on the expressions. Encourage them to take part in discussion and answer the question. Ask them to share their ideas on the question actively and explain their answers.

Do you spend more or less time on these things? Why?



Exercise 12. Ask the students to work in pairs. Encourage them to interview their partner using the questions. Get the students to role – play the situation and use the active vocabulary related to the topic.

Aysel: Do you have more or less free time than a year ago? Give reasons.

Samir: xxx

Aysel: What don't you have enough time for?

Samir: xxx

Aysel: Does it take you more time to get to school than a year ago? Why/ Why not?

Samir: xxx

Aysel: Do you usually arrive home on time ...? Why/ Why not?

Samir: xxx

Aysel: What machines do you have to save your time?

Samir: xxx

Aysel: Do they make your life simpler or harder? Give reasons.

Samir: xxx

Aysel: Do you have enough time for yourself/to be with your family/ friends? Why/ Why not?

Samir: xxx

Exercise 13 A. Ask the students to listen to people talking about time and match speakers 1-4 with photos A-D. Then check the answers.

- A. No Time to Relax
- C. No Time for Stories

- B. No Time for the News
- D. More Time in Our Cars

- A. Speaker 2
- C. Speaker 4

- B. -Speaker 1
- D. Speaker 3

Exercise 13B. Ask the students to work in pairs. Ask them to design their own daily routine and compare it with their partners giving explanation.

Exercise 14. Tell the students to work in groups. Encourage them to write an article for a newspaper about effective ways of using time as well as examples of wasting time. Then have them compare their answers. Have them see the *TIPS on page 76*.

AUDIO SCRIPT 9

Speaker 1

Newspaper articles today are shorter but headlines are longer. Most people don't have enough time to read newspaper articles, they only read the headlines! On TV and on the radio, newsreaders speak more quickly than years ago.

Speaker 2

Even when we relax, we do everything more quickly. Years ago, when people went to art galleries, they spent at least some minutes to look at each picture. But today we spend just some seconds!

Speaker 3

The only thing that is slower than before is the way we drive. Our cars are faster but traffic is worse, so we drive more slowly. We spend more time in our cars feeling stressed. Experts predict that in ten years' time the average speed on the roads in cities will be 17 km/h.

Speaker 4

In the USA, there is a book called One-Minute Bedtime Stories for children. These are shorter versions of traditional stories, specially written for "busy parents" who want to save time!

4.2 Time Spent Well

Aim: To develop students' listening, speaking, reading and writing skills on the topic "How productively people spend time".

Standards

1.1.2./2.1.2./2.1.3./3.1.1./3.1.2./4.1.1./4.1.2

Objectives

Student:

- responds to the questions on different activities
- expresses his/her opinion related to the daily activities
- participates in the discussion on spending time well
- expresses his/her ideas on the post how much time students spend at school
- shares his/her ideas on spending time at school listening to the post
- matches the titles to the parts listening to the post
- uses context clues to approximate meaning of unknown vocabulary
- expresses his/her attitude to spending time on different subjects
- identifies the meaning of the words and matches them to their definitions
- makes up sentences using idioms on time
- searches for information about spending time on different subjects
- organizes ideas into a paragraph about what people spend time on
- writes a paragraph on the topic "More time spent on education, much better future"

Research questions:

- *Which activities take your time most?*
- *How much time do you spend on education?*

Content Line	Listening/Speaking/Reading/Writing
Integration	NativeLanguage-1.1.2/3.1.4./ Literature-1.2.4/2.1.2. Chemistry-4.3.1./ Physics-3.2.2. General History-3.1.2./4.1.1. Math-5.1.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Mind Map, Questioning, Role Play, Venn Diagram
Resources	SB, pictures, CD, postcards, flashcards

LEAD-IN

Exercise 1. Get the students to discuss the question.

Which of the following activities takes your time most? Why?

- ✿ studying at school
- ✿ doing homework
- ✿ watching TV
- ✿ using social networking
- ✿ joining sport clubs
- ✿ chatting with friends
- ✿ playing games



Exercise 2. Have the students work in pairs. Ask them to put the activities in Exercise 1 in descending order. Before checking answers have them compare their lists with their partners'.

Exercise 3A. Get the students to read the blog and match the titles to the parts they best describe. Remind them that there is one extra.

- A. Summer:** Time to Learn, or Time to Forget? - **Extra**
- B. After School:** What Should Happen After School? - **3**
- C. School Hours:** Is There Enough Time To Learn? - **1**
- D. Time Management:** Spending School Time Well - **2**

Exercise 3B. Ask the students to read the blog again and answer the questions below each part.

?

• How are school hours actually spent?

?

• Who “owns” the time spent on education, and how much is it worth?

?

• What does it mean to spend time well on education?

• Should after school programmes just be a safe place for kids to have fun and relax after the school day?

Exercise 4. Focus students’ attention on the boldfaced words in the text and ask them to match the definition below with the boldfaced words using contextual clues.

Answers

1. one or more reasons for believing that something is or is not true-**evidence**
2. designed to teach someone how to do something-**instructional**
3. the act of putting money or effort into something to make a profit or achieve a result-**investment**
4. if an activity, situation, etc. involves something, that thing is a part of
5. to give an idea to other people-**suggest**
6. helpful, useful, or good-**beneficial**
7. planned to happen at a particular time-**scheduled**

Exercise 5. Get the students to use the boldfaced words in the text to complete the sentences.

1. **Scheduled** flights are more expensive than charter flights.
2. A stay in the country will be **beneficial** to his health.
3. The students were **involved** in the school’s project.
4. Some countries need foreign **investment**.
5. The police could find no **evidence** to arrest the thief.
6. Ryan taught himself the sport by watching online **instructional** videos.
7. Can you **suggest** where I could buy English books?

Exercise 6. Ask the students to match the idioms using the word “time”– the most commonly used noun in the English language to the definitions. Then check the answers.

1. run out of time **C**

2. time and time again **A**

3. killing time **D**

4. time off **F**

5. only time will tell **G**

6. time for a change **B**

7. in the nick of time **E**

Exercise 7. Have the students work in pairs. Get them to use the idioms they have just learned to fill in the gaps.

Answers

0. The police arrived **in the nick of time** and caught the thief trying to escape through the window.
1. I’m **killing time** by having a coffee as I wait to catch my train home.
2. Yaghmur didn’t finish the exam as she **ran out of time**.
3. **Only time will tell** if my broken arm heals well. I have to wait at least six weeks before I know.
4. I’ve been studying so hard this week. I need a bit of **time off**.
5. I’ve been doing the same job for twenty years. I’m so bored with it now that I’ve decided it’s **time for a change**.
6. “I’ve told you **time and time again** to tidy your bedroom! I am not going to do it for you!” said Mum to George.

Exercise 8. Have the students work in groups. Encourage them to use the extra title to create one more part of the blog on page 87.

Summer: Time to Learn, or Time to Forget?



Exercise 9. Get the students to work in pairs. Have them discuss and share their ideas on the following statements.

- How many hours you spend on studying/doing homework;
- How productively you spend your time at school;
- How much time a week you spend on extra curricular activities.



Japan



Azerbaijan



France



Chile



Singapore



Finland



Costa Rica

?

• 1. How many hours a year do the Chileans spend on studying?

?

• 2. Why don't Finnish kids receive more than three hours of homework a week?

?

• 3. Which country spends most hours on homework?

?

• 4. Where do students get Wednesdays off?

?

• 5. Why does Costa Rica devote its money to young minds?

• 6. What is the reason for the limited homework in Japanese schools?

Exercise 10. Divide the students into small groups. Focus the students' attention on the pictures and get them to guess the answers to the following questions. Have the students share their thoughts and answers actively.

Exercise 11. Get the students to listen to the post again and match the titles to the parts they best describe. Tell them that there is one extra. Before open-class feedback have them compare their answers in pairs.

Answers

- A. **France:** Wednesday Isn't Just Hump Day-4
- B. **Singapore:** The Smartest Kids on Earth-3
- C. **Finland:** What Homework?-2
- D. **Azerbaijan:** New Curriculum, New Results-extra
- E. **Japan:** Minimum Homework, Maximum Results-6
- F. **Chile:** Greatest Amount of Class Time-1
- G. **Costa Rica:** More Money, More Literacy-5

Exercise 12. Ask the students to try to guess the meaning of the following phrases. The students do the task individually before comparing the answers in pairs.

a blue-collar-based job market

a white-collar-based job market

Exercise 13. Have the students look at **Audio Script 10** on pages 160-161 and match the boldfaced words with their definitions. Encourage them to use contextual clues to guess the meaning of the words. Before checking answers have them compare their answers in pairs.

Answers

1. holy and deserving respect; considered too important to be changed-sacred
2. having a good understanding of the way people behave and/or a good knowledge of culture and fashion-sophisticated
3. a number of things of the same type fastened together; a group of people-bunch
4. very-extremely
5. the ability to read and write-literacy
6. to change completely the appearance or character of something or someone-transform
7. to get or be given something-receive

AUDIO SCRIPT 10

School days around the world are extremely different, and each country has its own specific educational norms. How much homework do they give? How many hours are in the school day? How many school days do they have? Here's a quick look at how six countries around the world handle everything from classroom instruction to homework.

1. Chile has the highest average amount instructional hours worldwide for primary school students. These Chileans spend 1,007 hours a year behind a desk. Chile is at the top of Latin American countries in reading and math.
2. The country with the most heavy metal bands is also home to one of the world's best school systems. Finland not only has some of the world's brightest children, they have some of the luckiest. On average, Finnish kids receive no more than three hours of homework a week. Plus there are no exams and no grades.
3. In order to be at the top, you have to put in the work. Singapore ranks high both in the world's smartest kids category and most hours spent on homework (nearly 9.5 hours a week). The country has spent the past 40 years transforming their economy from a blue-collar-based job market to a tech-based, white-collar one.
4. The French are a sophisticated bunch. For years, the French have kept Wednesdays sacred — older kids get Wednesdays off, but may have school lessons on Saturdays. Even with the midweek break, French students are still in class for eight hours every other day, with a 90-minute lunch break. Because the French are very French when it comes to their cafeteria food.
5. Everyone loves Costa Rica. You can surf in two oceans. It scores high on the happiness index. And, it's winning at literacy, because 98 percent of people age 15 to 24 can read. It's because the country spends a huge 8 percent of their GDP on education. (The United States spends about 6.4 percent, by comparison). Costa Rica devotes its money to young minds.
6. You think Japanese schools have the most homework. Untrue. Japanese kids have average just 3.8 hours a week, but still manage to be on the higher end of worldwide math scores. The reason for the limited homework isn't because they have it easy, it's because most kids have school after school or "gakudo". It serves more as a daycare for kids, but since they're at school, there's still learning to be done.

Gross Domestic Product (GDP) - the monetary value of all finished goods and services made within a country during a specific period

Exercise 14. Get the students to complete the sentences with the words in the box. Have them use contextual clues. Before open-class feedback have them compare their answers in pairs.

sacred
literacy

sophisticated
transformed

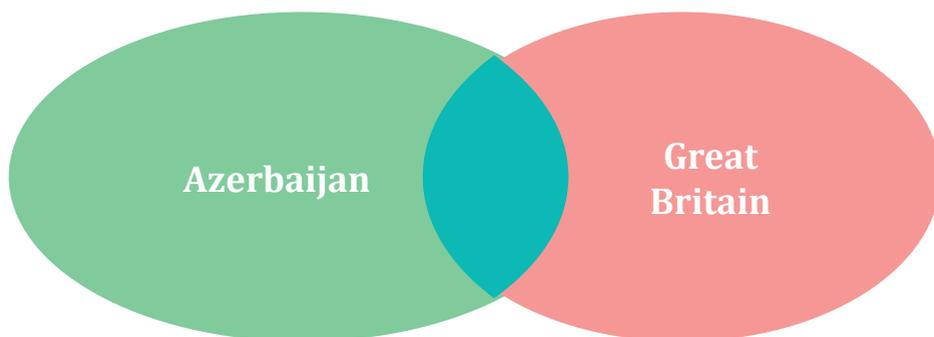
bunch
receive

extremely

Answers

1. Did you **receive** his email yesterday?
2. The new style completely **transformed** her.
3. The country has a **literacy** rate at 98%.
4. Our new neighbour is **extremely** intelligent.
5. Our company will have a **bunch** of problems.
6. My friend's mum is slim and **sophisticated**.
7. His daily routine is absolutely **sacred** to him.

Exercise 15. This task can be set as homework. Get your students to search for information about how much time students in Azerbaijan and Great Britain spend on studying different subjects. Encourage them to share their thoughts and ideas actively and compare the results. Then check the answers.



Exercise 16. Write a paragraph on the topic “**More Time Spent on Education, Much Better Future**”. Before having them start writing, ask the students questions on the topic and encourage them to share their ideas actively.

4.3 Value of Time

Aim: To develop the students' listening, speaking, reading and writing skills on the topic. To encourage students to use the target language in discussions.

Standards

1.1.1./2.1.1./2.1.3./3.1.1./3.1.2./4.1.1./4.13

Objectives

Student:

- responds to the questions on how to value time
- shares his/her opinions using different speech patterns
- participates in the discussion on spending free time well
- expresses his/her ideas on the importance of free time
- identifies the main supporting details of the text
- demonstrates comprehension of the text
- guesses the meaning of the phrases from the context
- uses context clues to approximate meaning of unknown vocabulary
- expresses his/her attitude to spending time on different subjects
- identifies the meaning of the words and matches them to their definitions
- uses functional language to present his/her opinion, agreement and disagreement while discussing issues related to "time"
- makes up sentences using different idiomatic expressions
- writes an essay on the topic

Research questions:

- *Do you have enough free time?*
- *What's a favourite activity you do when you have free time?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Native Language -1.1.2./2.1.1/ Literature -1.2.4/2.1.2. Chemistry -4.1.1. /4.3.1./ Physics -3.2.2. General History -3.1.2./4.1.1. Math -5.1.2./5.1.4./
Interaction	CW/GW/PW/IW
Strategy	Clustering, Word Association, Discussion, TPS, DRTA/Making Predictions
Resources	SB, CD, slides, pictures, handouts, cards, flashcards

LEAD-IN

Exercise 1. Focus the students' attention on the quote by Harvey Mackay. Encourage them think about it, pair and share their ideas actively.

Time is free, but it's priceless. You can't own it, but you can use it. You can't keep it, but you can spend it. Once you've lost it you can never get it back.

Exercise 2. Have the students work in pairs and discuss the questions paying attention to the model.

Do you have enough free time? What do you spend it on?

Model:

When I have enough free time, I often play different games with my parents and sister. It is enjoyable for me.



Exercise 3. Have the students work in pairs. Get them to do the quiz to find out if they get enough free time. Then ask them to compare their results with their partners'.

Answers

Mostly a: Brilliant! You have got a perfect “balance between study and play.

Mostly b: OK! You usually try to find free time for your friends and interests.

Mostly c: Not too bad, but you need to organize your day and find time to see friends and do the things that you love.

Exercise 4A. Get the students to look at the headline of the article below and tick the topics they think will be in the article.

Exercise 4B. Have the students work in groups. Get them to read the article and choose the topics in exercise 4A that it mentions. Ask the students if their predictions are correct.

Answers

The article mentions shopping, the internet, housework and television.

Exercise 4C. Get your students to find out which of the following statements can be supported by the article. Then check the answers.

1. **Not supported.** The article doesn't say that people have less free time, only that they think they do.
2. **Supported.** "Go online in any location"
3. **Not supported.** The article says people spend more time watching TV than listening to music but doesn't mention any preference for these two activities.
4. **Supported.** "Spending time on the internet ranked 4th in the 16-44 age range, but much lower among the 45-plus group."
5. **Not supported.** The article doesn't mention attitudes toward work.
6. **Not supported.** The article doesn't mention internet use in relation to enjoyment.

Exercise 5A. Get the students to work in pairs and check what they know. Encourage them to find out what's the basic meaning of the words in the box. Get them to answer which can be used with **a drink, a phone, an old clock** or **someone's face**.

Answers

1. wind up **an old clock**
2. switch off **a phone**
3. focus on **someone's face**
4. recharge **a phone**
5. chill **a drink**

Exercise 5B. Get your students to complete the sentences with the correct form of one of the verbs in the given box. Encourage them to share their thoughts and ideas actively and compare the results. Then check the answers.

Answers

1. My phone is dead. I need to **recharge** it.
2. I need to **wind up** my ancient watch.
3. Please **switch off** the air conditioning. It's not that hot.
4. **Chill** the lemonade before you serve it -it tastes better cold.
5. If you **focus** your camera **on** that tree over there, you'll get a better picture.

Exercise 5C. Get your students to work in pairs. All the verbs have another informal or idiomatic meaning. Tell them to find out which verbs they think mean: Then check the answers.

Answers

1. relax completely? **chill out**.
2. think about, listen or watch something or someone carefully **focus on**
3. get your energy back **recharge**
4. say or do something to annoy someone **wind up**
5. stop listening or thinking **switch off**

Exercise 6. Get your students to complete the sentences with the correct form of one of the verbs in **Exercise 5C**. Then check the answers.

Answers

1. I completely **switch off** when people talk about work at parties. It's so boring.
2. It really **winds** me **up** when a friend checks his email when we're out together.
3. A summer holiday is a time to **recharge** so you have all your energy when you go back to school or work.
4. By Saturday I need some downtime, so I stay home and **chill out** you know, relax, do nothing.
5. I find the easiest way to unwind in the evenings is to **focus on** something different like cooking.

Exercise 7. Get the students to work in pairs. Encourage them to say which sentences in **Exercise 6** they agree or disagree with. Encourage them to give reasons.

Exercise 8. Get the students to write an essay following the Essay Writing Structure.

REMEMBER

Essay Structure

Think of what you want to write about. Write down all the ideas that come into your mind. You can use a graphic organizer, such as Venn Diagram or an idea web, to plan your ideas.

- Write as many ideas as you can. You don't have to use all of these ideas in your writing.
- Put your ideas into groups:

I

INTRODUCTION

- Thesis statement (your main point or theory to catch the reader's interest and echo the question) .
- Outline the main points you are going to make.
- Lead into the body of your response.

B

BODY

- 3 or more body paragraphs each with "PEEL" (See separate poster) to make your points, explain, expand, provide examples and answer the question.

C

CONCLUSION

Summarise your main points, draw a final conclusion linked to the question and end with a bang!

How to write an essay

Some people prefer to plan activities for their free time very carefully. Others choose not to make any plans at all for their free time. Compare the benefits of planning free-time activities with the benefits of not making plans. Which do you prefer—planning or not planning for your leisure time? Use specific reasons and examples to explain your choice.

Model:

My free time is very valuable. I don't have a lot of free time, so I want to be sure to spend every minute of it well. Therefore, I always try to make plans ahead of time. In this way I don't waste any of my free time. I have a chance to make any necessary preparations, and I can invite my friends to join me.

If I make a plan for the weekend ahead of time, I don't waste any of my free time trying to decide what to do. If I don't have a plan, I might spend all morning thinking about the different things I could do. Before I knew it, half the day would be gone. I would lose half my free time making decisions and it would be too late to start a lot of activities.

If I make a plan for the weekend ahead of time, I can also make my preparations ahead of time. Then I can spend the whole weekend just enjoying myself. For example, if I want to go on a picnic, I can have my food all prepared beforehand. If I want to go to a concert, I can get my tickets ahead of time. By making plans ahead of time, I am sure I'll be ready to do just what I want to do.

If I make a plan for the weekend ahead of time, it's easier to invite friends to join me. If I wait until the last minute, my friends might already have plans to do something else. If I make plans ahead of time, I can invite any friends I want to.

It's always best to plan anything ahead of time. I think it is especially important to plan free time, because my free time is my best time. I want to enjoy every minute of it.

4.4 Review Time

1

Work alone. Think of as many ways as possible to save time while working, studying, travelling or doing housework.

1 B

Work in groups and follow the instructions.

- Choose one facilitator to lead the discussion and make sure everyone has a chance to speak.
- Choose one scribe to write down all the ideas.
- Share your ideas.
- Present your group's best ideas to the class.

Which ideas would you like to try?

2 A

Complete the sentences with the words in the box.

AUDIO SCRIPT 11

1. It can be **beneficial** to share your feelings with someone you trust.
2. You can **accomplish** anything if you believe in it.
3. All students will **receive** certificates after completing the project successfully.
4. Sevda was a highly **sophisticated** and elegant woman.
5. The students were given an **intelligence** test.
6. The police asked a man to give them as much **evidence** as possible.
7. I am **extremely** grateful to all the teachers for their help.
8. Imran did not **idle away** his entire holiday.
9. Our company needs **investment**.
10. Shaig wants to **involve** as many people as possible in the school events.
11. What do you **suggest** I read during holidays?

2 B

Listen and check.

4.4 Review Time

3 Choose the correct alternative.

1. You can't judge *to book/a book* by its cover.
2. What *to waste/a waste* of time and money!
3. Aysel began *to daydream/a daydream* about what she would do if she won the lottery.
4. If you *wish/a wish* good advice, see an old man.
5. The company will make a decision and *a contact/contact* the people involved.
6. Colin enjoys *to respect/the respect* of his classmates.
7. Samir sent us *the copy/to copy* of the documents yesterday.
8. The numbers have been confirmed *time for a change/time and time* again.
9. Luckily, help arrived *killing time/in the nick of time*.
10. Aydan *ran out of time/time off* and didn't finish the last question.

Self-Assessment

★ I need more practice

★★ I sometimes find this difficult

★★★ I have no problems with

Listening	I can	listen to the passages about how much time students spend at school in their countries and discuss the questions	XXX
		listen to the conversation and take part in discussions	XXX
Speaking	I can	talk about quotes, sayings and proverbs on the time and give my own points of view	XXX
		talk about free time and how to manage daily routine	XXX
Reading	I can	read the blog and match the titles to the parts	XXX
		match the idioms using the word "time" to their definitions	XXX
Writing	I can	write an article for a newspaper about effective ways of using time	XXX
		write an essay on spending time	XXX

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
- 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

Sub-Summative Test 4

1. Choose the correct variant.

Our students will _____ certificates after completing the project successfully.

- A) transform B) receive C) support D) involve

2. Choose the correct variant.

Costa Rica is winning at..., because 98 percent of people aged 2-15 can read.

- A) literacy B) art C) legacy D) literature

3. Choose the correct variant.

There is some evidence that longer class periods may be

- A) instructional B) sophisticated C) daydreaming D) beneficial

4. Choose the correct variant.

If you xxx your camera xxx those wonderful flowers, you'll get a better picture.

- A) involve B) suggest C) accomplish D) focus on

5. Fill in the gaps with the given words.

bunch sophisticated extremely

1. Julia's elder sister is xxx intelligent.
2. Some private companies have a xxx of problems.
3. My English teacher is slim and xxx.

6. Find the word for each definition.

1. to have or own something
2. to spend a period of time relaxing and doing very little
3. to spoil a situation by making it very unpleasant on your own

7. Choose the correct alternative.

1. The boy lost his *to balance/balance* and fell down.
2. My mother has got so much *work/to work* to do today.
3. We should learn not waste/*to waste* a minute of time.

8. Find the words for the given definitions.

1. if an activity, situation involves something that is a part of the activity ____
2. to give an idea to other people ____
3. change from one form or type to another ____

9. Complete the sentences.

Mother has told Gabriella ... to do her lessons.

- A) killing time B) time and time again C) time off D) in the nick of time

10. Write an essay.

Do you agree that teenagers should have a balance between study and play?

Why do you think so? Give reasons.

Aim: To direct students' attention to the role, function, effect and influence of the media in our life and to share ideas on different magazines and newspapers through practising listening, speaking, reading and writing skills.

Standards

1.1.1./2.1.1./2.1.3./3.1.2./3.1.4./4.1.1./4.1.3./4.1.4

Objectives

Student:

- demonstrates his/her attitude on different magazines and newspapers
- speaks about the role of newspapers and magazines in our lives
- shares his/her ideas on popularity of different newspapers
- debates on newspapers vs digital news
- demonstrates/expresses his/her attitude to the paragraphs reading them
- finds out the difference between two main types of newspapers
- identifies True/False statements reading the passages
- uses context clues to approximate meaning of unknown vocabulary
- participates in discussions speaking about the benefits of reading newspapers
- chooses the right form of the verbs paying attention to the rules
- completes the sentences identifying the words

Research question:

- *What is the role of social networking in our society?*

Content Line	Listening/Speaking/Reading/Writing
Integration	NativeLanguage -1.1.2./3.1.4./ Literature -1.2.4/2.1.2. General History -5.1.1. Math -5.1.4. Science -2.2.2.
Interaction	CW/GW/PW/IW
Strategy	Clustering,Discussion, Questioning,Interviewing,TPS,DLTA
Resources	SB, pictures, worksheets, flipcharts, realia

LEAD-IN

Exercise 1. Have the students read the following statements and encourage them to say if they agree or disagree.

- Social media allows people to follow the developments in science and politics.
- Dominating our lives television is a cheap source of entertainment.
- Newspapers keep people informed about current events, etc.

Exercise 2. Have the students debate on the following question.

**Can you imagine your life without social networking?
Why? Why not?**

Exercise 3A. Have the students to listen to the teens' opinions and fill in the gaps. Tell them to pay attention to the words in italics.

Answers

1. traditional
2. networking
3. reliable
4. media
5. interact
6. sharing
7. For instance
8. posting
9. communicate

Exercise 3B. Get the students to discuss the advantages and disadvantages of social networking giving their own opinions.

Exercise 4. Get the students to match the words and phrases 1-8 with prepositions a-h.

1. keep in touch with

2. take part in

3. share with

4. escape from

5. interact with

6. to be aware of

7. to connect with

8. prefer doing something to

AUDIO SCRIPT 12

Lamiya

TV plays a very important role in my life. Although this is a **traditional** way to be aware of something, I prefer watching TV to using social media sites. I think using social **networking** is a waste of time as we can visit a site to check one thing and end up spending the whole day 'behind the screen' not finding anything useful for us. However, TV is the main source of **reliable** information and the window through which we see the world. It gives us an opportunity to 'travel' all over the world. I think it has a power to educate and broaden our minds. After having a hard day, I can escape from reality only relaxing in front of the TV.

Tom

Though not all social networking sites are useful, but I prefer using them to watching TV or reading newspapers. Social **media** fundamentally changed the way how television is made and watched today. It is changing the way we communicate. Social TV helps us **interact** with TV programmes. We aren't just watching a programme, we are becoming part of a community and **sharing** experiences with other viewers all over the world. Instead of being passive viewers we are actively taking part in what we watch. Nothing can be comparable with sitting on the sofa and facebooking your way through The Voice, or sharing a tweet about your favourite football team!

Kate

As for me, along with negative points, social networking has lots of good points. First of all, besides watching different programmes online and interacting with other viewers, it makes it easy to keep in touch with our friends, as well. **For instance**, I can share my feelings with my friends on sites like Facebook or Twitter. I can express myself **posting** my new pictures. We can also make new friends by connecting with friends of friends. Social networking gives us a chance to interact and **communicate** with those who are far away from us. I can't imagine my life without it. It is a great way to entertain myself after a busy daily routine.

Exercise 5. Have the students choose the odd one out.

Answers

0. connect (with) prefer (to) listen (to) happen(to)
1. interact keep in touch to be aware share
2. prefer escape subscribe transmit
3. take part connect provide interact
4. rely depend insist keep in touch
5. believe take part be interested escape
6. be aware interact care dream

Exercise 6. Get the students to work in pairs. Ask them to discuss the question giving their own comments.

Do you think all news services present the same information? Why?

Exercise 7. Get the students to work in pairs. Ask them to read the parts and put them in the correct order to make up a text.

1. E) Do you ever read something in the newspaper and then hear it reported later on TV news? Why do both reports present the same information in nearly the same words? Because most foreign and national news is provided by news services.

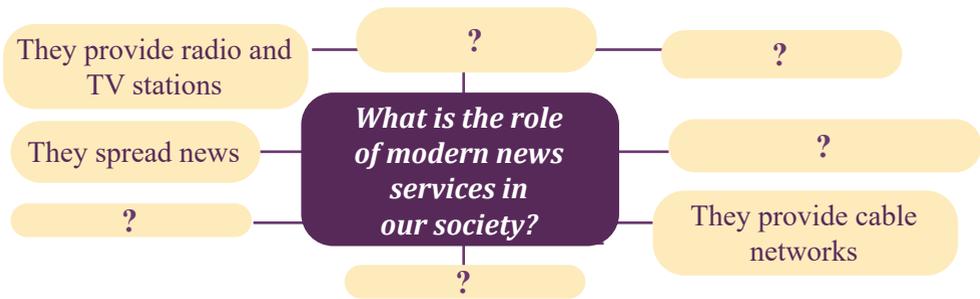
2. B) Many media agencies hire their own teams of local reporters. But only large news services employ reporters throughout the world. These companies transmit the news to local newspapers and radio and television stations that subscribe to their service. All subscribers receive the same national and international stories. In addition, each subscriber gets regional news, weather, and sports items.

3. A) News services began in Europe during the 1820s and 1830s. One of the first was Reuters. It was founded by German-born Baron de Reuter, who began spreading the news in 1849. Reuter transmitted information mainly by telegraph. He used pigeons to carry news where telegraph lines did not go. In 1851, he officially opened the Reuters News Service based in London, England. Its earliest service provided only financial news. The first major news event that Reuters covered was America's Civil War.

4. C) Today, along with Reuters, the Associated Press (**AP**) and United Press International (**UPI**) are two of the world’s largest news-gathering services. The **AP** is a nonprofit group. It was founded in 1848 by six New York City newspapers. Today, it is owned and run by more than 1,500 daily presses. U.S. radio and television stations – as well as foreign news media – also subscribe to the service.

5. D) Modern news services provide newspapers, radio and TV stations, cable networks, and news magazines with daily reports, photographs, and artwork. They’ve come a long way from relying on pigeons and telegraph wires! Around the clock, today’s news stories are rapidly transmitted worldwide via a satellite.

Exercise 8. Get the students to work in pairs. Encourage them to think, pair and share their ideas on the following question.



Exercise 9. Ask the students to find out what these numbers stand for. Then check the answers.

Answers

- 1) /7) -News services began in Europe during the **1820s** and **1830s**.
- 2) Today, the AP is owned and run by more than **1,500** daily presses.
- 3) Today, the **Associated Press (AP)** and **United Press International (UPI)** are **two** of the world’s largest news-gathering services.
- 4) /8) The AP was founded in **1848** by **six** New York City newspapers.
- 5) Reuters was founded by German-born Baron de Reuter, who began spreading the news in **1849**.
- 6) In **1851**, Baron de Reuter officially opened the Reuters News Service based in London.

Exercise 10. Have the students search for the words in the text.

1. What nine-letter verb from the reading means “to agree to receive and pay for something, such as a newspaper, for a period of time”? **subscribe**
2. What 10-letter noun from the reading is a form of the word you have just written? **subscriber**
3. What nine-letter noun from the reading means “an object or device put into orbit around the earth”? **satellite**
4. What nine-letter adjective from the reading means “having to do with matters of money”? **financial**

Exercise 11. Have the students complete the puzzle with the words from the reading passage. Tell them the clue words are synonyms of the answer words.

Answers

1. **founded**
2. **worldwide**
3. **via**
4. **transmit**
5. **presses**

Exercise 12. Get the students to write the adverb form of each word below. They will find adverbs in the reading.

1. regional (adjective) **regionally** (adverb)
2. near (adjective) **nearly** (adverb)
3. official (adjective) **officially** (adverb)
4. rapid (adjective) **rapidly** (adverb)

Exercise 13. Tell your students to unscramble the words from the reading passage and use them to complete the analogies. Analogies are statements of relationship. To come up with the missing word, they must first figure out the relationship between the two words.

- A) ALIYD **Daily** C) NERDMO **Modern**
B) SOPGEIN **Pigeons** D) NEROFIG **Foreign**

1. Near is to far as local is to xxx **D**
2. January through December is to monthly as Sunday through Saturday is to xxx **A**
3. Spaniels are to dogs as xxx **B** are to birds.
4. Dated is to old-fashioned as current is to xxx **C**.

Exercise 14. Get the students to match the definitions with the boldfaced words in the text. Ask them to complete the task individually before comparing answers in pairs. Encourage them to use contextual meaning.

Answers

1. in a fast or sudden way-**rapidly**
2. not established to make a profit (money) -**nonprofit**
3. to depend on or trust someone or something-**rely on**
4. to broadcast something, or to send out or carry signals using radio, television, etc.-**transmit**
5. to employ someone or pay someone to do a particular job; to pay to use something for a short period-**hire**
6. from or connected with a particular area-**local**
7. to (cause to) cover, reach, or have an effect on a wider or increasing area-**spread**

Exercise 15. Have the students complete the sentences with the words in the box in the right form.

1. The fire **spread** very **rapidly** because of the strong wind.
2. Esma was **hired** by the first company she applied to.
3. Things are changing very **rapidly**.
4. This is a **nonprofit** programme for disabled students.
5. Laman can't **rely on** good weather for the whole trip.
6. How much would it cost to **hire** a car for the weekend?
7. The information is **transmitted** electronically to the central computer.
8. He has a four-month contract fixing computers at a **local** company.

Exercise 16. Get the students to write an essay. Have them follow essay writing process on page 96.

Spreading fake news via social media and its effects on society

Think-Pair-Share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to **(1)** think individually about a topic or answer to a question; and **(2)** share ideas with classmates. Discussing with a partner maximizes participation, focuses attention and engages students in comprehending the reading material.

Why to use Think Pair-Share? (TPS)
TPS...

- *helps students to think individually about a topic or answer to a question.*
- *teaches students to share ideas with classmates and builds oral communication skills.*
- *helps focus attention and engage students in comprehending the reading material.*

How to use Think-Pair-Share (TPS) ?

- *Decide upon the text to be read and develop the set of questions or prompts that target key content concepts.*
- *Describe the purpose of the strategy and provide guidelines for discussions.*
- *Model the procedure to ensure that students understand how to use the strategy.*
- *Monitor and support students as they work through the following:*

T: (Think) Teachers begin by asking a specific question about the text. Students “think” about what they know or have learned about the topic.

P: (Pair) Each student should be paired with another student or a small group.

S: (Share) Students share their thinking with their partner. Teachers expand the “share” into a whole-class discussion

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.

5.2 The Media in Our Life

Aim: To find out what they should appreciate more in the media through all four language skills by doing different tasks.

Standards

1.1.2/2.1.1./2.1.2./3.1.2./3.1.3./4.1.1./4.1.4

Objectives

Student:

- expresses his/her opinion talking about the media
- gives explanation on the role of the media
- shares his/her ideas on radio and television programmes
- gives comments on different TV channels abroad and their role
- identifies True/False/NG statements
- exchanges views on national values
- identifies the main idea of the paragraphs
- demonstrates comprehension of the text
- uses context clues to approximate meaning of unknown vocabulary
- chooses and puts the sentences in the correct logical order
- finds out correct alternatives comparing Participle I and Participle II
- makes up sentences putting the words in the correct order

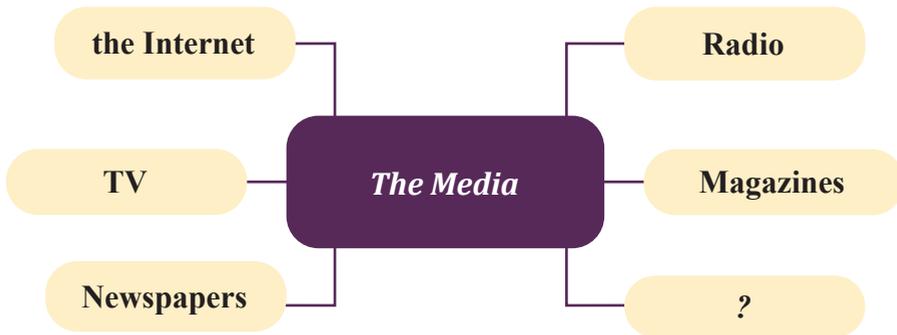
Research questions:

- *What media do people regularly follow in our society? Why do you think so?*
- *How reliable are news sources?*

Content Line	Listening/Speaking/Reading/Writing
Integration	NativeLanguage -1.1.2./2.1.1/3.1.2./3.1.4./ Literature -1.2.4/2.1.2. General History -5.1.1. Math -5.1.4. Science -2.2.2.
Interaction	CW/GW/PW/IW
Strategy	Discussion, Description, Venn Diagram, Clustering
Resources	SB, video roll, CD, handouts, pictures, realia

LEAD-IN

Exercise 1. Get the students to share their ideas about the word “Media”.



Exercise 2. Get the students to work in pairs. Focus the students' attention on the following questions on the Media. Encourage them to discuss them and share their ideas actively.

?

Do people in Azerbaijan generally listen to the radio? If yes, what kind of programmes?

?

How reliable are newspapers, radios, television and the internet as news sources?

?

What kind of information do newspapers and magazines present to people?

Do you think the media are well balanced? Why? Why not?

Exercise 3. Ask the students to read about the newspapers and magazines. Encourage them to match gaps **1-5** in the passages with sentences **A-F**. Tell them that there is one extra sentence which does not fit any of the gaps. Help the students share their ideas about the newspapers and magazines. Then check the answers.

Answers

- A.** It has international editions in Asia and Europe.-5
- B.** The magazine presents materials on the history, culture, art, traditions and modern life of Azerbaijan.-4
- C.** Its editor-in-chief was Uzeyir Hajibeyli.-1
- D.** Now it is published in Baku. **EXTRA**
- E.** The Journal is published six days a week in the broadsheet format and online. 3
- F.** It has its sister paper The Sunday Times founded in 1821.-2

Exercise 4. Get the students to read the passages again and decide whether the statements are **True**, **False** or **Not Given**. Tell them to explain their choice and check the answers.

Answers

1. The official newspaper of the *ADR* government *Azerbaijan* was established in 1919. **F**
2. British daily national newspaper *The Times* is published in New York. **F**
3. Uzeyir Hajibeyli wrote over 100 articles on politics, economics, culture and education, etc. for the Azerbaijan newspaper. **NG**
4. *The Wall Street Journal* was founded by Charles H. Dow. **T**
5. *Baku* is edited by Leyla Aliyeva and published by Condé Nast in London. **T**
6. *Forbes* is well known for its lists and rankings, including of the poorest Americans. **F**
7. *Azerbaijan* is a newspaper published by the Milli Majlis. **T**
8. *The Wall Street Journal* has won a lot of awards. **NG**

Exercise 5. Get the students to discuss the questions giving explanation.



What media do people regularly follow in our society? Why do you think so? Give reasons.



What can you say about the future of newspapers/magazines in the age of the Internet?



What can be done to make the quality of the media better in Azerbaijan?

Exercise 6. Ask the students to match the boldfaced words in the text with their definitions. Have them check their answers in pairs before you provide them with feedback.

Answers

1. of the present time-**current**
2. having a lot of influence on someone or something-**influential**
3. to start a company or organization that will continue for a long time-**establish**
4. to accept that something is legal, true, or important; to know someone or something -**recognize**
5. to accept or start to use something new-**adopt**
6. to produce and sell a book, magazine, or newspaper --**publish**
7. a single copy of a newspaper or magazine; a subject or problem that people are thinking and talking about-**issue**

Exercise 7. Get the students to choose the correct alternative in brackets. Tell them to explain their choice and check the answers.

Answers

0. Semra and Suleyman wanted to work for a bigger and more **xxx** newspaper. (**influential**)
1. I think it's time to **xxx** a different strategy in reading. (**adopt**)
2. Who is the **xxx** editor of the Times? (**current**)
3. We'll meet to discuss our **xxx**. (**issues**)
4. The first national Azerbaijani-language newspaper "Ekinchi" was **xxx** in 1875. (**established**)
5. We plan to **xxx** a new book about the history of Azerbaijan. (**publish**)
6. Did you **xxx** the song she sang at the party? (**recognize**)

Exercise 8. Get the students to discuss the questions on the benefits of the media looking through the model.



Do you agree or disagree with the following benefits of the media? Why?



What benefits of reading newspapers/watching TV/listening to the radio, etc. can you add to this list? Share your ideas.

Model:

A: I think reading newspapers is very important for us.

B: I am sure television is an enjoyable way of relaxing.

C: I believe the Internet helps us learn more about the world.

- Listening to the radio makes us a good speaker.
- Reading newspapers improves vocabulary.
- TV provides entertainment and sports news.
- The Internet is one of the best sources of general knowledge.
- Newspapers expand our knowledge, our understanding of the world and other cultures.

Exercise 9A. Get the students to look at the sentences 1-7 below and choose the **Verb +Object+Verb** combinations.

Answers

1. Do you **want me to buy** an English magazine for you?
2. Jennifer's mum **would like her children to read** a newspaper every day.
3. We **expected them to prepare** the presentation in two days.
4. Our principal **let me speak** in front of the whole school.
5. The teacher **made me do** this work again.
6. Did you **hear Elvina say** it?
7. I **saw my friend reading** a newspaper.

Exercise 9B. Encourage your students to match 1-3 with A-C to complete the rules.

RULES

1. These verbs are followed by an object + an infinitive with "to".
2. These verbs are followed either by an object + an infinitive without "to" or by a verb with "-ing".
3. These verbs are followed by an object + an infinitive without "to".

Answers

1. **C** 2. **A** 3. **B**

Exercise 10. Encourage your students to correct the mistakes. Get them to pay attention to the usage of the verbs.

Answers

1. Teacher wants us **to prepare** the class newspaper.
2. I heard Ismayil **call** his sister.
3. Nick's parents let him **watch** TV till midnight!
4. Ann persuaded me **to join** our sports society.
5. I advise you **to read** this newspaper.
6. Sevil's mum made her **learn** the poem by heart.
7. Mrs. Black asked me **to be** the head of our class.

Exercise 11. Get the students to choose the right form of the verb.

Answers

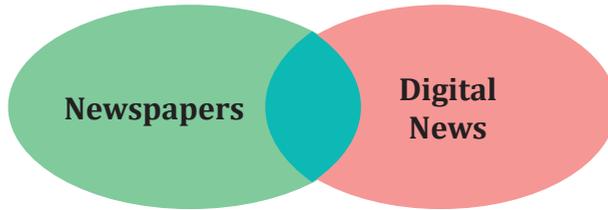
1. I feel him with me.
a) to agree **b) agree** c) agreed
2. Would you like me now?
a) to go b) go c) went
3. His loud voice makes me tired.
a) feel b) to feel c) felt
4. I saw somebody ... the door in the room.
a) opened b) to open **c) open**
5. We've heard her..... the piano.
a) to play b) played **c) playing**
6. Did you watch two boysa newspaper?
a) reading b) to read c) read (past simple)
7. My parents want me the university.
a) enter **b) to enter** c) entered
8. Please, let me when your sister returns from Paris.
a) know b) to know c) knowing
9. We know him a great musician.
a) to be b) be c) was
10. I expected my friends in an hour.
a) arrived b) arrive **c) to arrive**

Exercise 12. Ask the students to work in pairs. Encourage them to make up sentences with the verbs *let/make/advise/want/would like/ask/expect, etc.* using **Verb+Object+Verb** structure. Then get them to compare the sentences with the partner's. Have them follow the model.

Model:

- *My parents told me to watch educational programmes on TV.*
- *They advised us to follow daily routine. etc.*
- *We didn't expect Samir to return so late.*
- *Mother let her daughter wear her new dress.*
- *How can we make Kamran get up so early?*
- *Will you watch the boy swimming across the river?*
- *Our teacher always wants us to pass exams successfully, etc.*

Exercise 13. Get the students to work in groups. Encourage them to work on Venn Diagram “Newspapers vs Digital News” and offer their ideas. Ask all group members to participate in the discussion actively. Then ask the groups to present their ideas.



Exercise 14. Tell the students that they are going to listen to some people’s talking. Encourage them to predict what it is mainly about. After listening have them match the speakers to the pictures. Then ask the students to check their predictions and answers.

Answers

Speaker 1- **B**

Speaker 2- **A**

Exercise 15. Get the students to listen again and match the two halves. After they complete the task, get them to compare their answers in pairs.

1. I prefer reading a newspaper to getting news in my device -**c)**

2. Reading a newspaper also enhances -**e)**

3. The greatest advantage of reading is that-**f)**

4. There are various newspapers and journals for-**b)**

5. We constantly enhance our reading skills, -**a)**

6. Another benefit of reading news online-**d)**

AUDIO SCRIPT 13

Speaker 1

People in the past learnt about news from newspapers. However, today most people aren't interested in reading them. Nowadays everyone tries to get the latest news about what's happening in the country as well as in the world from TV, radio or the Internet. Day by day less people read newspapers. As for me, I prefer reading a newspaper to getting news in my device because newspapers are more reliable. I have an addiction of reading a newspaper daily. The greatest advantage of reading it is that it adds value to my personality. Reading a newspaper improves my English or any other language in which I am reading it. It also enhances my confidence. I think newspapers actually make our lives easier as we are updated with the current issues, achievements, facts, discoveries, events and so on. Just imagine! All of that news doesn't cost more than one manat.

Speaker 2

There are dozens of newspapers on every newsstand. There are various newspapers and journals for businessmen, children, teenagers, men, women, sports fans and even for those who like gardening and keep pets. I agree that with newspaper reading, we constantly enhance our reading skills, knowledge and a lot more. However, I prefer getting all of these in my device. I can't imagine a day without online news reading. Major benefit about reading online news is that I am updated in a matter of minutes after the news is out, while in newspapers I have to wait for the next day. Another benefit is that it saves a lot of time and money as I don't need anyone to deliver it to my house. And, of course, it saves a lot of paper too.

Exercise 16. Get the students to choose the right options that match the boldfaced words in Exercise 16. After they complete the task, get them to compare their answers in pairs.

Answers

1. b) to improve the quality, amount, or value of something
2. b) able to be trusted
3. a) several and different
4. b) to take goods, letters, parcels, etc. to people's houses or places of work
5. a) all the time or often
6. a) the quality of being certain of your abilities
7. b) the type of person you are, shown by the way you behave, feel, and think

Exercise 17. Get the students to complete the sentences with the words given in the box.

Answers

1. Mail is xxx to our office twice a day.-**delivered**
2. The company took steps to xxx water quality.-**enhance**
3. He's xxx changing his mind.-**constantly**
4. Is your watch xxx? -**reliable**
5. I have complete xxx in her. She'll be perfect for the job.-**confidence**
6. Elvina has a very warm xxx.-**personality**
7. We had xxx problems on our journey.-**various**

Exercise 18. Get the students to work in groups. Encourage them to follow the instructions and create a school newspaper.

- Get newspaper stuff: an editor, writers, photographers and graphic design artists
- Think about the title of your newspaper
- Think about sections/columns
- Create influential and effective headlines
- Have colourful pictures

Developing Reading Skills

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.*

5.3 Popularity or Quality?

Aim: To develop students' all four language skills on popularity or quality of the media by doing different tasks.

Standards

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

Objectives

Student:

- *expresses his/her opinion talking about the media*
- *gives explanation on the information about popular TV channels*
- *shares his/her ideas on radio and television programmes listening to the information*
- *gives comments on TV channels abroad and their role*
- *identifies True/False/NG statements*
- *exchanges views on national values*
- *matches the headings to the paragraphs*
- *demonstrates comprehension of the text*
- *uses functional language to present his/her opinion while discussing issues related to popularity or quality of the TV channels*
- *uses context clues to approximate meaning of unknown vocabulary*
- *chooses and puts the sentences in the correct logical order*
- *finds out correct alternatives comparing Participle I and Participle II*
- *makes up sentences putting the words in the correct order*

Research questions:

- *Which channels do you know?*
- *Which channel can become a worldwide channel in the future? Why?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Native Language -2.1.2/3.1.2./3.1.4./ Literature -1.2.4/2.1.2. General History -5.1.1 Science -2.2.1
Interaction	CW/GW/PW/IW
Strategy	Discussion, Unfulfilled Story, Completion, Description, Role Play, Matching
Resources	SB, video roll, CD, handouts, pictures, realia

LEAD-IN

Exercise 1. Get the students to discuss the following questions.

?

Which of the channels do you prefer watching? Why?

?

Do you think Azerbaijani TV channels can become worldwide channels in the future?

?

What should channels do in order to attract more people and gain popularity? Give your ideas.

Exercise 2. Get the students to listen and read the information about popular TV channels. Encourage them to fill in the gaps with the words in the box.

Answers

prohibited-2 primarily-4 launch-3
approved-6 advertising -1 allowing-7
headquarters-5

Exercise 3. Have the students listen to the text again. Then ask them to find out if the statements are True, False or NG. Encourage the students to complete the task individually before comparing answers in pairs.

Answers

1. *BBC 1* offers documentaries and discussions, operas and concerts. **F**
2. *CNN* was the first television channel to provide 24-hour news coverage. **T**
3. *İTV* hosted the Eurovision Song Contest 2012 in Baku. **NG**
4. Today the *BBC* news can be read and even watched through the Internet in 43 different languages. **T**
5. *CNN* has 90.1 million television households as subscribers (97.7% of households with cable) in the United States. **NG**
6. *İTV* broadcasts in Azerbaijani, on a 24-hour basis. **T**
7. *CNN* is a British news-based pay television channel. **F**

AUDIO SCRIPT 14

1. **The BBC** is the British Broadcasting Corporation. It broadcasts radio and television programmes in the UK and abroad. The *BBC* is based in London, but has studios in many other parts of the UK and in other countries as well. *The BBC* has two television channels: *BBC 1* and *BBC 2*. *BBC 2* offers documentaries and discussions, operas and concerts, *BBC 1* lighter plays and series, humour and sport. *BBC 1* is watched by the largest number of all viewers. The *BBC* receives its income from the Government. You can't hear or see any commercials on *the BBC* radio and television, because advertising on *the BBC* programmes is prohibited. *The BBC* began its first world's public service in 1936. Today you can read and even watch *the BBC* news through the Internet in 43 different languages.

2. **CNN**, in full Cable News Network, is an American news-based pay television channel which was founded in 1980 by American media owner Ted Turner. Upon its launch in 1980, CNN was the first television channel to provide 24-hour news coverage and was the first all-news television channel in the United States. CNN primarily broadcasts from 30 Hudson Yards in New York City, and studios in Washington, D.C. and Los Angeles. Its headquarters at the CNN Centre in Atlanta is only used for weekend programming. Globally, CNN programming airs through CNN International, which can be seen by viewers in over 212 countries and territories.

3. **İctimai Television or İTV** is one of the information and entertainment TV channels in Azerbaijan. It began broadcasting on 29 August 2005 as the first independent public broadcaster in the country. The channel broadcasts in Azerbaijani, on a 24-hour basis. There are also issues of *İTV Xəbər* in Russian and English. The headquarters is located in Baku. *İTV* is primarily funded through advertising and government payments. The channel is operated by the Public Television and Radio Broadcasting Company which consists of nine council members and a general director, who are approved by the President of Azerbaijan. *İTV* became a member of the European Broadcasting Union on 5 July 2007, allowing it to take part in events such as the Eurovision Song Contest.

Exercise 4. Ask the students to think, pair and share on the following questions
Answers vary.

?

Why do most people prefer watching these channels?

?

Why have these channels gained popularity?

?

What TV programmes do people prefer watching mostly?

If you were a TV reporter, what programmes would be your preference/favourite? And why?

Exercise 5. Ask the students to choose the best option. Then check the answers.

Answers

- to officially forbid something
a) **prohibit** b) advertise c) allow
- an event to celebrate or introduce something new
a) headquarters b) primarily c) **launch**
- to make something known generally or in public, especially in order to sell it
a) approve b) prohibit c) **advertise**
- mainly
a) allow b) **primarily** c) headquarters
- to accept, allow, or officially agree to something
a) **approve** b) advertise c) prohibit
- to give permission for someone to do something
a) **allow** b) approve c) advertise
- the main offices of an organization in a particular place
a) primarily b) **headquarters** c) launch

Exercise 6 Tell the students to choose the correct alternative. Then check the answers.

- The **headquarters** of *ITV* is located in Baku.
- Advertising** on *the BBC* programmes is **prohibited**.
- CNN* was the first all-news television channel in the United States upon its **launch** in 1980.
- Nine council members and a general director of *ITV* are **approved** by the President of Azerbaijan.
- Becoming a member of the European Broadcasting Union **allowed** *ITV* to take part in the Eurovision Song Contest.
- CNN* **primarily** broadcasts from 30 Hudson Yards in New York City, and studios in Washington, D.C. and Los Angeles.

Exercise 7. Ask the students to choose the correct option.

RULES

1. It is formed by adding “ing” to the infinitive and expresses active meaning.
 - a) The Present Participle (*Participle I*)
 - b) The Past Participle (*Participle II*)
2. It is formed by adding “ed” to the infinitive (*regular verbs*) /by V_3 (*irregular verbs*) and expresses passive meaning.
 - a) The Present Participle (*Participle I*)
 - b) The Past Participle (*Participle II*)

Exercise 8. Get the students to choose the correct alternative and say if the word is Participle I or Participle II. Have them to pay attention to the usage of *Participle I* and *Participle II*.

Answers

1. The Times has its sister paper The Sunday Times **founded/PII** in 1821.
2. Some people can escape from reality only **relaxing/PI** in front of TV.
3. The Wall Street Journal is a daily business newspaper **edited/PII** in New York City.
4. We can gain a lot of knowledge **watching/PI** TV.
5. Everyone can express themselves **posting/PI** their new pictures on sites like Facebook or Twitter.
6. Baron de Reuter officially opened *the Reuters News Service* **based/PII** in London, England in 1851.
7. **Read/PII** English newspapers can be difficult for beginners.

Exercise 9. Ask the students to put the words in brackets in the correct places to make sentences.

Answers

1. We saw a lot of **broken** chairs in the basement.
2. The man **talking** to Mrs. Smith is her son’s teacher.
3. The second question **discussed** at the conference yesterday was very interesting.
4. When I looked out of the window, I saw Jane **crossing** the street.
5. **Rising** early, you’ll make your days longer.
6. The man **injured** in the accident was taken to hospital.
7. Murad suddenly stopped as if **struck** by the news.

Exercise 10. A/B Ask the students to make up a dialogue, then listen and check it.

Exercise 11. Get the students to discuss the statements and give their comments on them.

- The benefits of scientific, educational, cultural programs on TV.
- Advantages of programs on nature, ecology, environment.
- The role of entertainment programs, movies, documentaries, etc.

Exercise 12. Project Work. Have the students work in groups. Tell them they have to prepare the programme for today's news broadcast. Ask the students to design/make their own TV news program or a news report about events in their school.

AUDIO SCRIPT 15

TV IN OUR LIFE

Ben: Do you watch TV a lot?

Salima: Not much. One hour a day. On holidays I may watch for even three hours or more.

Ben: And what TV programmes do you like watching?

Salima: I watch educational programmes about nature, travelling, science and history. And what about you?

Ben: I watch news and sometimes I watch the Discovery Channel. They show interesting documentaries about everything – wildlife, culture and people's inventions.

Salima: Yes, I know this Channel. It's really useful and interesting.

Ben: What do you expect from a TV programme?

Salima: A TV programme should be informative and inspiring. It should help us develop our personality.

Ben: Do you think all TV programmes are really good for our society?

Salima: TV is both beneficial and harmful. Useful programmes help us live a better life. Bad programmes have negative effect on us.

Ben: By the way, I benefit from watching programmes in different languages. It really helps me learn them.

Salima: That sounds great! I'll try to use TV in this way as well.

Rubrics

I-Poor	II-Satisfactory	III-Good	IV-Brilliant
I	II	III	IV
<p>Hardly responds the inquires on the topic and expresses his/her ideas.</p>	<p>Briefly responds the inquires on the TV channels</p> <p>Rarely takes part in questioning on TV channels</p>	<p>Often responds some of the inquires on the TV channels and their roles/importance</p> <p>Gives explanation on the information about popular TV channels and radio programmes freely and fluently</p>	<p>Expresses ideas using various speech patterns taking part in questioning freely and fluently.</p> <p>Gives comments on the Media, TV channels, radio programmes and their role creatively</p>
<p>Hardly demonstrates comprehension of the text</p>	<p>Reads the passages with some difficulty, but gives few arguments on all of them</p> <p>Seldom uses functional language to present his/her opinions while discussing</p>	<p>Uses functional language to present his/her opinions while discussing actively</p> <p>Demonstrates comprehension of the text and exchanges views on the topic</p>	<p>Willingly reads and demonstrates his/her attitude to the topic</p> <p>Shares ideas on the Media, TV channels and radio programmess actively</p> <p>Uses context clues to approximate meaning of unknown vocabulary creatively</p>
<p>Chooses and puts the sentences in correct logical order with great difficulty, hardly explains the meaning of the words</p>	<p>Tries to find out correct alternatives comparing Participle I and Participle II with mistakes.</p>	<p>Chooses and puts the sentences in correct logical order.</p> <p>Finds out correct alternatives comparing Participle I and Participle II</p>	<p>Finds out correct alternatives comparing Participle I and Participle II easily and actively without mistakes</p> <p>Makes up sentences putting the words in correct order creatively</p>

Strategies for Developing Reading Skills

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.

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.*

5.4 Review Time

1 Discuss these comments. Give reasons why you think they are positive or negative.

Positive

- . TV enables children with limited real-world experience to learn about other people and cultures.
- . TV allows people to watch shows, musicals, and sports events that they might not be able to afford to watch live

Negative

- . There is so much violence on TV that it encourages people to become violent.
- . Children develop a short attention span by watching too much TV.

2 A Complete the sentences with the words in the box.

AUDIO SCRIPT 16

1. Newspapers can be used to **enhance** skills in listening, speaking, reading and writing.
2. My parents and I have opposite views on this **issue**.
3. The purpose of the program is **primarily** educational.
4. The flames of fire soon **spread** to the other buildings.
5. My brother didn't **recognize** me in my uniform.
6. We are looking for someone who is **reliable** and hard-working.
7. Teachers need to **establish** a match between students' needs and teaching methods.
8. Kamran has moved very **rapidly** up.
9. We had a discussion over **current** events last evening.
10. I put an advert in the **local** newspaper.
11. Every month we **deliver** the very best articles, together with the latest fashion and beauty news.

2 B Listen and check.

5.4 Review Time

3 Choose the correct alternative.

1. Do you want your article *be/to be* published this month?
2. Elnur didn't notice us *to pass/pass* by.
3. Mike heard Elizabeth *playing/to play* the violin.
4. I felt her hand *shaking/to shake*.
5. Nobody expected his sister *to come/coming* to the party.
6. Please let me *to know/know* when the first issue of your newspaper is published.
7. Gulay was sitting by the window *read/reading* a newspaper.
8. I'm always glad to see her *smiled/smiling* face.
9. The boss talked to several people *participated/participating* in the project.
10. Her latest programme is much *talking/talked* about.

Self-Assessment

★ I need more practice

★★★ I sometimes find this difficult

★★★★ I have no problems with

Listening	I can	listen to the teens' opinions about social media and give comments	XXX
		listen to the people talking about newspapers and digital news and take part in discussions on the topic	XXX
Speaking	I can	talk about advantages and disadvantages of social media and share my own ideas	XXX
		talk about the role of newspapers and TV programmes giving comments	XXX
Reading	I can	read about news services and find True/False sentences	XXX
		read about popular newspapers/magazines/TV channels and speak on their role	XXX
Writing	I can	create/design a school newspaper/a news programme	XXX
		write an essay about the effects of spreading fake news	XXX

Grammar Tasks

Choose the correct variant.

1. We saw the children ... in the playground.

- A) are running B) to run
C) ran D) running

2. The teacher asked the students ... an advertisement on the topic.

- A) made B) make
C) to make D) making

3. Julia decided ... the disabled children.

- A) had visited B) visit
C) to visit D) visiting

4. My aunt advised her children ... in art exhibition.

- A) participating B) to participate
C) participate D) are participating

5. Let your mother ... the truth.

- A) knowing B) know
C) to know D) knows

6. I felt somebody at the door.

- A) knocked B) to knock
C) was knocking D) knocking

7. Mother asked us ... about today's activities.

- A) talked B) to talk
C) talk D) talking

8. Most parents don't let their children ... out alone.

- A) go B) went
C) to go D) going

9. The doctor ... the assistant to help her.

- A) let B) saw
C) told D) made

10. What can ... you leave the hotel?

- A) make B) advise
C) want D) tell

11. Jane ... her sister to iron her new dress.

- A) felt B) told
C) made D) saw

12. All the students heard the boy in the classroom.

- A) singing B) sang
C) is singing D) sings

13. Monica asked me ... her to do lessons.

- A) helps B) helping
C) help D) to help

14. Envy shouldn't ... us feel powerless and sorry for ourselves.

- A) ask B) want
C) expect D) make

15. The teacher the students to talk about advantages and disadvantages of news services.

1. wanted 2. asked 3. let 4. made 5. told
A) 1,2,5 B) 3,4,5
C) 2,3,4 D) 1,3,5

Sub-Summative Test 5

1. Choose the correct variant.

Azerbaijan is a state owned newspaper and public journal ...by the National Assembly of Azerbaijan.

- A) publishing
- B) recognized
- C) published
- D) establishing

2. Choose the correct variant.

A daily business international newspaper edited in New York City___

- A) The Wall Street Journal
- B) Forbes
- C) Azerbaijan
- D) The Times

3. Choose the correct variant.

Which verbs are followed by **an object + an Infinitive with “to”**?

- A) to remember, to feel
- B) to make, to let
- C) to remind, to ask
- D) to smell, to let

4. Choose the correct variant.

Mother heard somebody ... at the door.

- A) is knocking
- B) knocking
- C) to knock
- D) knocked

5. Odd one out.

- A) prohibited
- B) established
- C) broadcast
- D) recognized

6. Choose the correct variant.

The picture ... by my brother was on the wall.

- A) painting
- B) has painted
- C) painted
- D) was painted

7. Find and write.

- 1. The definition of the word personality
- 2. Another adjective for reliable
- 3. The close meaning of various
- 4. Another word for to prohibit

8. Find the mistakes and correct.

- 1. We didn't expect Julia answer these questions.
- 2. Mary felt the child to cry.

9. Find the words to these definitions.

- 1. to give permission for someone to do something
- 2. to officially forbid something
- 3. the main offices of an organization in a particular place

10. Write a paragraph.

What are advantages and disadvantages of the Media in our society?

VALUES

6.1 What are Values?

Aim: To direct the students' attention to kindness, patience, generosity, charitable activities and the importance of values through practising listening, speaking, reading and writing skills.

Standards

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

Objectives

Student:

- demonstrates his/her attitude to the requests
- speaks about the importance of values sharing his/her ideas
- explains his/her opinion discussing some questions on values
- designs an interview on values
- identifies True/False statements
- clarifies the content/meaning of the words
- reads the text and matches the beginnings with their ending
- completes the sentences with the words
- makes up sentences using the key words
- makes a list of reasons on the importance of national values

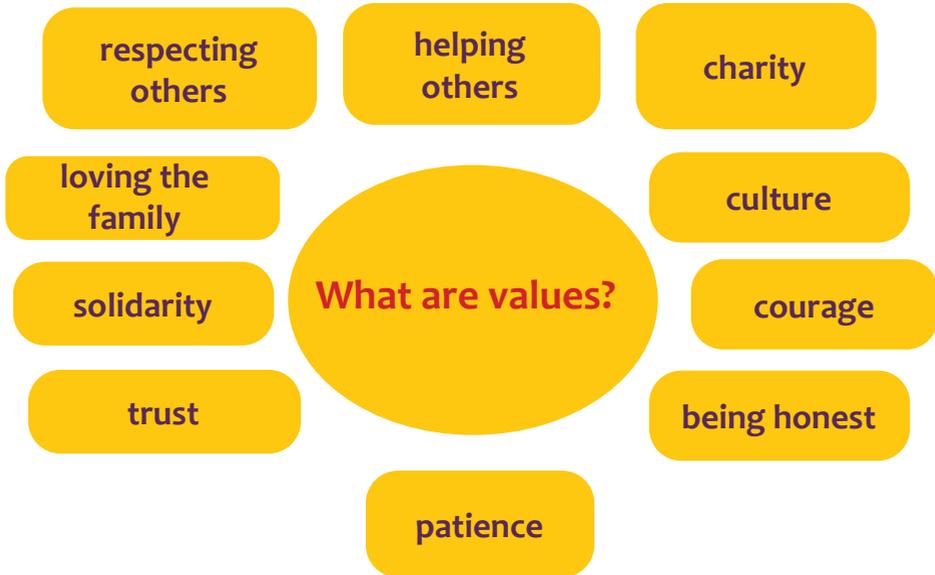
Research questions:

- *What are values?*
- *Why do people consider that honesty is the best policy?*

Content Line	Listening/Speaking/Reading/Writing
Integration	NativeLanguage -2.1.3./3.1.3./ Literature -1.1.3./2.1.2. General History -4.1.2. Art -2.1.1 Science -3.2.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Reporting, Questioning, Interviewing
Resources	SB, pictures, cards, CD, worksheets

LEAD-IN

Exercise 1. Ask the students to discuss the question "What are values?" and get them to participate actively by offering their ideas. Encourage your students to add some more values of their own.



Exercise 2. Ask the students to talk about the importance of the values and discuss the following questions in groups.



What does the word “values” mean to you?



Where do these values come from?

Exercise 3A. Work in pairs. Get the students to read Text 1 and 2. Ask them to make notes on:



Exercise 3 B. Have the students use the notes to talk to their partner about the text they have read.

Exercise 3 C Get the students to read and match the titles to the stories they best describe. Tell them there is one extra.

Answers

- A. Man No More Homeless-2
- B. Who Gives Money to a Stranger?-extra
- C. Police Honor Homeless Man's Good Deed-1

Exercise 4. Get the students to find out if the statements are True, False or Not Given. Before open-class feedback have them compare their answers in pairs.

Answers

- 1. Billy Ray Harris immediately flagged down the police car to return the backpack he had found at a shopping mall. **F**
- 2. James received a citation at Boston police headquarters for his actions. **T**
- 3. Harris built his house himself. **NG**
- 4. James's story made Ethan Whittington, a 37-year-old man, to launch a fund to help James. **F**
- 5. Billy Ray wanted to sell the diamond ring for \$4,000. **NG**
- 6. When Sarah Darling came, Harris retrieved the ring from the cup and gave it back to her. **T**
- 7. James happily reunited with his family after 16 years. **F**



Exercise 5. Have the students match the beginnings with their endings to make up sentences.

1. James immediately flagged down the police car,	C
2. For his actions, James received a citation	D
3. Billy Ray Harris noticed that a woman had accidentally dropped a diamond engagement ring in his cup	A
4. “Even if I were desperate for money,	G
5. Harris debated selling the diamond ring,	B
6. Harris retrieved the ring from the cup and put it back on Sarah’s finger	E
7 After he appeared on TV,	F

Exercise 6. Ask the students to work in groups and comment on the question.

What would you do if you were G.James/B.R. Harris?

Exercise 7. Get the students to match the words a-f with their definitions i) ii). The students do the task individually before comparing the answers in pairs.

Answers

- | | | |
|----|------|------|
| 1. | a-ii | b-i |
| 2. | a-i | b-ii |
| 3. | a-i | b-ii |
| 4. | a-ii | b-i |

Exercise 8. Get the students to complete the sentences with the words in the box. Have a whole class feedback when students finish doing the task.

Answers

- The two soldiers must receive **citations** from the President for their brave actions.
- Did you teach your dog to **retrieve** a ball?
- My mum is still **debating** what colour to paint the walls of her bedroom.
- I managed to **flag down** a passing police car.
- Agil **accidentally** knocked a cup of milk over.
- His neighbour was arrested for **panhandling**.
- Ismayil is the **rightful** owner of this house.

Exercise 9. Get the students to express their opinions on honesty and kindness. Encourage them to take part in discussion actively.

Exercise 10. Get the students to discuss the quotes and answer the questions.

If you don't know where you are going, any road will take you there.

(Lewis Carroll)

If you don't think about the future, you won't have one.

(John Galsworthy)

If you think you can, you can. If you think you can't, you're right.

(Markus Ash)

If you are tired of London, you are tired of life.

(Samuel Johnson)

Who said ... ?

1. London is a very interesting place
2. you should believe in yourself

Exercise 11. Get the students to look at the sentences a) -f) and choose the correct alternatives to complete the rules.

RULES

1. In these sentences we are talking about **the present/future**.
2. In the if/when clause use **the present tense/future tense**.
3. In the main clause use **the present tense/future tense**

Exercise 12. Get the students to match sentence beginnings **1-10** with endings **a-j**. Then check the answers. **Answers:**

1. We'll go for a walk ___ **d**
2. If she passes her exams, ___ **f**
3. We'll be there to meet you at the airport ___ **c**
4. I'm sure he'll make lots of new friends ___ **h**
5. If you like the music, ___ **a**
6. If you're very busy now, ___ **g**
7. They'll hear us coming in ___ **b**
8. If you plan your talk carefully, ___ **e**
9. If the train arrives in time, ___ **j**
10. If the students come, ___ **i**

Exercise 13A. Get the students to listen to the song "*Count on me*" by Bruno Mars and match the beginnings of the sentences to the correct endings.

Answers

- | |
|---|
| 1. If you ever find yourself stuck in the middle of the sea, ___C |
| 2. If you ever find yourself lost in the dark and you can't see, ___E |
| 3. If you are tossing and you're turning and you just can't fall asleep, ___A |
| 4. If you ever forget how much you really mean to me, ___B |
| 5. When we are called to help our friends in need ___D |

Exercise 13B. Get the students to listen again and check.

Exercise 13C. Get the students to number the lines in the correct order.

- ___3. And if you ever forget how much you really mean to me
- ___2. I'll sing a song beside you
- ___4. Every day I will remind you
- ___1. If you toss and you turn and you just can't fall asleep

Exercise 14. Have the students work in pairs. Encourage them to make sentences 1-8 true for them. Then get them to compare the answers.

Answers vary:

1. If I move house in the next two years, xxx.
2. When I go on holiday, xxx .
3. When I get home this evening, xxx..
4. When I go to bed tonight, xxx.
5. If I'm hungry later, xxx .
6. If anyone invites me to a party, xxx .
7. If I go out this weekend, xxx.
8. If I lose my mobile phone, xxx.

Exercise 15. Have the students write an essay on "*Honesty is the best policy*" paying attention to the Rule "Conditionals" and using new words and expressions.

AUDIO SCRIPT 17

“Count on me” by Bruno Mars

If you ever find yourself stuck in the middle of the sea,
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see,
I'll be the light to guide you
Find out what we're made of
When we are called to help our friends in need
You can count on me like one two three
I'll be there
And I know when I need it I can count on you like four three two
You'll be there
'Cause that's what friends are supposed to do, oh yeah
Whoa, whoa
Oh, oh Yeah, yeah
If you tossin' and you're turnin' and you just can't fall asleep
I'll sing a song
Beside you
And if you ever forget how much you really mean to me
Every day I will
Remind you
Ooh
Find out what we're made of
When we are called to help our friends in need
You can count on me like one two three
I'll be there
And I know when I need it I can count on you like four three two
You'll be there
'Cause that's what friends are supposed to do, oh yeah
Oh, oh Yeah, yeah
You'll always have my shoulder when you cry
I'll never let go
Never say goodbye
You know you can
Count on me like one two three
I'll be there
And I know when I need it I can count on you like four three two
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Oh, oh
You can count on me 'cause I can count on you

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.

6.2 Values are like Fingerprints!

Aim: To direct the students' attention to our traditional values, charitable activities and the importance of national values and encourage them to be supportive to their surroundings through listening, speaking, reading and writing skills.

Standards

1.1.2./2.1.2./2.1.3./3.1.2./3.1.4./4.1.1./4.1.3

Objectives

Student:

- *demonstrates his/her attitude to the requests*
- *expresses his/her ideas on our national values*
- *explains his/her opinion speaking on core values*
- *finds out the main idea of the paragraphs*
- *takes part in discussions on core values*
- *demonstrates/expresses his/her attitude to the paragraphs he/she reads*
- *clarifies the content/meaning of words*
- *reads and finds out True/False or NG sentences*
- *comments on the given proverbs and sayings*
- *finds and writes more proverbs and sayings*
- *writes an essay on the topic*

Research questions:

- *What are the most valuable human qualities?*
- *What kind of qualities do you consider valuable in a person? Why?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Art -2.1.1 Native Language -1.1.2. Literature -1.2.1 History of Azerbaijan -1.2.1./3.1.2. General History -4.1.2. Science -3.3.1 P.T -4.1.3
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Reporting, DLTA/TPS/Interviewing
Resources	SB, pictures, cards, CD, worksheets

AUDIO SCRIPT 18

Speaker 1: Personally, I think kindness is the most significant value in a person's life. It's about treating others the way you want to be treated — with thoughtfulness, patience and respect. It's more than just holding your tongue when you want to say something unkind or bad. Kindness is looking for ways to make life better for others.

Speaker 2: In my opinion, patience is a more important value in our life. When someone is taking your time or attention away from something you do, or making your life harder in some way, you practise patience by trying to see the situation from their point of view, and responding with kindness and respect. No matter how you feel when someone interrupts you, you always should treat them with the same patience.

Speaker 3: Well, being respected by important people in our lives teaches us how to be respectful toward others. Respect is accepting others for who they are, even when they're different from us or we don't agree with them. Respect is building feelings of trust, safety, and wellbeing. We must treat all humans with equal respect — regardless of their age, nationality, religion. Respect doesn't come naturally – it is something we learn.

Speaker 4: For me, another word for self-giving is sacrifice, but self-giving has a more positive meaning. Essentially, you're giving your time, your attention, your energy and your abilities — to help or enrich another person. You give of yourself to others not only to connect with them but to allow your connectedness. What you give to them, you also receive.

Exercise 4. Have the students read sentences *1-4*. Ask them to find out which speaker said them. Then get them to listen again and check.

Answers

1. When someone is taking your time or attention away from something you do, you practise patience by trying to see the situation from their point of view. xxx *Speaker 2*
2. It's about treating others the way you want to be treated. xxx *Speaker 1*
3. Essentially, you're giving your time, your attention, your energy and your abilities – to help or enrich another person. xxx *Speaker 4*
4. We must treat all humans with equal respect. xxx *Speaker 3*

Exercise 5. Ask your students to work in pairs. Get them to discuss the following questions sharing their ideas with their partners'.

- ? How should people treat others?
- ? What would you suggest to treat people around you?
- ? What are the possible ways of being tolerant/patient/honest to others? Why do you think so?

Exercise 6. Ask the students to look at **Audio Script 18** on page 166 and match the boldfaced words with their definitions.

Answers

1. without being influenced by any other events or conditions-**regardless of**
2. to stop a person from speaking for a short period by something you say or do-**interrupt**
3. the ability to wait, or to continue doing something despite difficulties-**patience**
4. the belief/to believe that someone is good and honest and will not harm you, or that something is safe and reliable-**trust**
5. relating to the most important characteristics or ideas of something-**essentially**
6. to say or do something as a reaction to something that has been said or done-**respond**
7. the same in importance and deserving the same treatment; the same in amount, number, or size-**equal**

Exercise 7. Get the students to find and correct the mistakes in sentences 1-7. Remind them that there is one mistake in each sentence.

Answers

1. Ann tried to explain what had happened but Steven kept responding her. **-interrupting**
2. I'm sorry but my interrupt is beginning to run out. **-patience**
3. Helen could always make her friend laugh essentially her sadness. **-regardless of**
4. Equal me – I know everything about these things. **-Trust**
5. I asked my cousin what had happened, but she didn't trust. **-respond**
6. What he's saying is regardless of true. **-essentially**
7. We must make sure that every child here gets patience shares of the food. **-equal**

Exercise 8. Ask the students to say what words describe people's personal values. Encourage them to complete the chart with the correct noun or adjective. Have them use a dictionary if they need.

Answers

NOUN	ADJECTIVE	NOUN	ADJECTIVE
compassion	compassionate	respect	respectful
kindness	kind	honesty	honest
generosity	generous	tolerance	tolerant
courage	courageous	politeness	polite

Exercise 9. Get the students to work in groups to make up the quotes about values matching the two halves.

Answers

1. "Open your arms to change **-E**
2. Your personal core value **-F**
3. "If you don't stick to your values when they are being tested, **-B**
4. "Good values are like a magnet **-A**
5. "Keep your values positive **-D**
6. "It's not hard to make decisions **-C**
7. "If we lose our human values by having everything mechanized **-G**

Exercise 10. Get the students to listen to **Audio 19** and have them check the answers.

AUDIO SCRIPT 19

1. "Open your arms to change but don't let go of your values."
(Dalai Lama)
2. "Your personal core values define who you are."
(Tony Hsieh)
3. "If you don't stick to your values when they are being tested, they're not values, they're hobbies."
(Job Stewart)
4. "Good values are like a magnet – they attract good people."
(John Wooden)
5. Keep your values positive because your values become your destiny."
(Mahatma Gandhi)
6. "It's not hard to make decisions when you know what your values are."
(Roy E. Disney)
7. "If we lose our human values by having everything mechanized, then machines will dictate our lives."
(Dalai Lama)

Exercise 11. Ask the students to read the sentences and say which one talks about a general situation (**GS**) and which one talks about specific/future situation (**FS**).

Answers

1. If you don't stick to your values when they are being tested, they're not values, they're hobbies. **GS**
2. If we lose our human values by having everything mechanized, then machines will dictate our lives. **FS**

Exercise 12. Ask the students to choose the correct alternative to complete the rules.

RULES

1. Use **the Zero Conditional** (**If/When** + present simple + present simple) to talk about a *general/specific* situation (fact), or something which is always true.
2. Use **the First Conditional** (**If/When** + present simple + will) to talk about a *general/specific* (possible) situation in the future.

Exercise 13. Ask the students to complete the sentences using the correct forms of the verbs in brackets.

Answers

1. If you *push* this button, water *will come* out.
2. If the weather *is* bad this year, food prices *will go up*.
3. I phone my mum every evening. If I *don't phone* her, she *gets* worried.
4. If Semra *drives* to the airport, she *will get* there on time.
5. You can *go* to bed if you *feel* tired.
6. If Vagif *doesn't practise* he *won't be* in the team.
7. Why don't you leave now? If you *get* there early, you'll *be* more relaxed.

Exercise 14. Tell the students to work in pairs. Get them to discuss the following questions. Encourage them to give their comments on the questions.



What are the most valuable human qualities?



Is it the moral obligation of the wealthy/famous people to help others? Why? Why not?

Exercise 15. Tell the students to work in groups. Get them to read the passages and discuss the following question. Encourage them to give their comments.

Can you say what qualities Nabat khaym and Mohandas K.Gandhi possessed?

Exercise 16. Get the students to choose the values they learned growing up. Then have them complete the chart.

Exercise 17. Have the students work in pairs. Ask them to answer the question: Which three values do you think are the most important? Encourage them to decide with a partner and give their reasons.

Model

We think generosity, tolerance and honesty are the most important. Generosity is an important value because if you help people, they might help you one day. Tolerance matters because...

Exercise 18. Get the students to write an essay on the topic.

A person's worth nowadays seems to be judged according to social status and material possessions. Old-fashioned values, such as honour, kindness and trust, no longer seem important.

To what extent do you agree with this opinion? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

6.3 National Values, Core Values!

Aim: To develop students' four language skills on the topic of national cultural values and their importance in our lives.

Standards

1.1.1./2.1.2./2.1.3./3.1.3./3.1.4./4.1.1./4.1.4

Objectives Student:

- *demonstrates his/her attitude on the requests*
- *expresses his/her ideas on our national history and national values*
- *explains his/her opinion speaking on core values*
- *finds out the main idea of the paragraphs in the article*
- *takes part in discussions on core values*
- *demonstrates/expresses his/her attitude to the paragraphs he/she reads*
- *clarifies the content/meaning of statements*
- *reads and finds out True/False or NG sentences*
- *comments on the given proverbs and sayings*
- *finds and writes more proverbs and sayings*
- *prepares a report on cultural experience and national values*
- *writes an article for a newspaper about the charitable foundation*

Research questions:

- *Why are values so important for humans?*
- *What are our national values?*

Content Line	Listening/Speaking/Reading/Writing
Integration	Art-3.1.1 NativeLanguage-2.1.1.Literature-1.1.3./2.1.2. History of Azerbaijan-4.1.1./4.1.2. Science-2.2.1. Music-2.3.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Reporting, TPS, Interviewing
Resources	SB, pictures, realia, cards, CD, worksheets

LEAD-IN

Exercise 1.

Focus your students' attention on the pictures and ask them to talk about our national values. Encourage them to express their ideas on the values and find out which of them has been included in the UNESCO's Cultural Heritage List.

Model

These are our national cultural values.

One of them is lavash which has been included in the UNESCO's Cultural Heritage List.

Exercise 2. Get the students to work in pairs. Have them discuss the questions. Encourage your students to take part in discussions and share their ideas on the questions creatively and actively. *Answers vary.*

?

• Why are national values so important for humans?

?

• What should we do to protect our national values?

?

• What is the role of families and schools in educating and developing national values?

Exercise 3. Get your students to work in pairs. Ask them to read President of the Republic of Azerbaijan Ilham Aliyev's speech about national values at a meeting with young people. Encourage them to find out the main idea of each paragraph.

Exercise 4. Get your students to say if the statements are True, False or Not Given.

Answers

1.T 2.F 3.F 4.NG 5.T 6.T

Exercise 5. Get the students to choose the correct option.

1. b) independence

2. c) particular

3. c) integral

4. b) continuity

5. a) legacy

6. b) inherent

7. c) spirit

Exercise 6. Get your students to choose the right word in brackets.

- | | | |
|-----------------|---------------|-----------|
| 0. continuity | 1. particular | 2. spirit |
| 3. independence | 4. legacy | |
| 5. integral | 6. inherent | |

Exercise 7. Get the students to read the sentences and complete the rules with the words in the box.

1. What would you do with your money if you were a millionaire?
2. If I had a lot of money, I would help people in need.

RULES

1. We use the Second Conditional to describe an **imaginary** situation.
2. In the If clause, we use the **Past** simple.
3. In the main clause, we use **would** or 'd.
4. If we are not sure of the result, we can also use **could**.

Exercise 8. Get the students to make sentences with the prompts.

1. If I were famous, people would recognize me on the street.
2. What would you do if you lost your job?
3. If I lost my job, I would have to look for another one.
4. I would travel to China if I could/ were able to speak Mandarin.
5. If I had more time, I would do more sport.
6. If I didn't have a television, I would read more books.
7. If you were famous, how would your life change?

Exercise 9. Get the students to rewrite the sentences using the second conditional forms.

0. I'm very tired, so I'm not going out later.

If I weren't so tired, I would go out later.

1. If the restaurant wasn't so expensive, we would eat there.
2. If you watered the garden, it would look good.
3. If I had Jane's number, I would call her.
4. If we had enough money, we could buy our own house.
5. If I had some food in the house, I would invite you in for lunch.
6. If Ali practised every day, he'd be good at the guitar.
7. If Nuray didn't spend so much time answering her email, she would finish her other work.

Exercise 10. Get the students to work in pairs. Encourage them to discuss *what they would do if* with their own ideas.

1. you saw a child fall down in the street?
2. you found a bag of money in the street?
3. you heard someone saying bad things about your friend?
4. someone asked you to take part in a TV programme about charity?
5. you saw someone stealing bread in the supermarket?
6. you were a famous writer/singer/musician/artist?

Exercise 11. Get your students to think, pair and share their ideas on the following topics.

- ✿ Charity is a value.
- ✿ Charity starts from home.
- ✿ Charitable people are honest, kind-hearted and merciful.

Exercise 12. Tell the students that they are going to listen to the passages about charity activities. Get them to answer the questions.

?

✿ 1. Who is the First Vice-President of the Republic of Azerbaijan and a Goodwill Ambassador of UNESCO and ISESCO?

?

✿ 2. What kind of charitable projects does Mehriban Aliyeva always organize?

?

✿ 3. How did Mrs Aliyeva help the Fund to Support Fight Against Coronavirus?

?

✿ 4. When was Ronaldo named the world's most charitable sportsperson?

?

✿ 5. How does Cristiano Ronaldo support countries in need?

?

✿ 6. Why did J.K. Rowling drop off the Forbes billionaire list?

✿ 7. What is the goal of the organizations *Lumos* and *Volant*?

AUDIO SCRIPT 20

1. **Mehriban Aliyeva**, the First Vice-President, the President of the Heydar Aliyev Foundation, Goodwill Ambassador of UNESCO and ISESCO always organizes worldwide and **large-scale** charitable projects. Her commitment and charitable works include the restoration and modernization of an **orphanage** in Azerbaijan as well as the attention towards the children in need of care - big support to improvement of their living conditions, education and treatment from different diseases. The First Vice-President also donated her annual salary to the Fund to Support Fight Against Coronavirus in March, 2020. "Sometimes there is a need to provide organizational support for interesting projects, and what is really important to me is when we succeed in both realizing large-scale projects and helping real people," noted Mrs Aliyeva in the interview to TBY (thebusinessyear.com).

2. **Cristiano Ronaldo dos Santos Aveiro**, a Portuguese professional footballer, is known as one of the most generous athletes in the world. Often considered the best player in the world and widely **regarded** as one of the greatest players of all time, he was named the world's most charitable sportsperson in 2015. Ronaldo has **made contributions** to various charitable causes throughout his career, including UNICEF, Save the Children and World Vision. Cristiano Ronaldo has done more than his fair share for charity donating his bonus cheques and portions of his salary to various charities and countries in need to enhance the lives of children through the enhancement of health and education. When Ronaldo is not **sweating** on the field, he also takes time to physically participate in fundraising campaigns.

3. **Joanne Kathleen Rowling**, a British author and screenwriter, became the first author to ever make the Forbes billionaire list, largely in thanks to her Harry Potter children's book series. However, she dropped off the list after donating 16 percent of her total net **worth**, equal to about \$160 million in charitable donations in 2011.

Rowling is incredibly charitable. She is the founder and president of the international children's non-profit organization Lumos, whose main goal is to aid orphaned children in troubled situations in finding their families or otherwise provide them with a loving home. Besides her another charitable trust, Volant, Rowling also supports 14 organizations.

"You have a moral responsibility when you've been given far more than you need, to do wise things with it and give intelligently," Rowling said.

Exercise 13. Encourage the students to read the statements and find out if they are **True, False** or **Not Given**.

Answers

1. **T** 2. **NG** 3. **F** 4. **F** 5. **NG** 6. **T** 7. **T** 8. **F**

Exercise 14. Encourage the students to match the words with their definitions.

Answers

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

Exercise 15. Get the students to find and correct the mistakes in sentences **1-7** below. Tell them that there is one mistake in each sentence.

Answers

1. Their house is ~~fundraising~~ \$300,000.(worth)
2. The dinner is a ~~worth~~ campaign for the museum.(fundraising)
3. Mary's parents always ~~sweated~~ her as the smartest of their children.(regarded)
4. There are ~~orphanages~~ changes in our organization.(large-scale)
5. Vice-president of the Heydar Aliyev Foundation Leyla Aliyeva always visits ~~contributions~~.(orphanages)
6. Oprah Wilfrey has made significant ~~large-scale~~ to education of women, children and families around the world.(contributions)
7. Volunteers ~~regarded~~ to get the school ready for the charity event. (sweated)

Exercise 16. Ask the students to work in pairs. Have them use the words and phrases in the box to make a dialogue of a teacher discussing the topic of national values with his/her students.

Exercise 17. Get the students to write an essay. Encourage them to imagine that they plan to donate money to charity to help people in need.

If you had enough money, what would you do?

6.4 Review Time

1 Discuss the questions.

How would your life be different today if ...

- *you'd been born in another country?*
- *you'd grown up in a much smaller or larger family?*
- *you hadn't learned any English?*
- *you hadn't met your best friend?*

2A Complete the sentences with the words in the box.

AUDIO SCRIPT 21

1. Everyone thanked him for showing so much **patience** to the sick people.
2. It's very important to play any game in the high **spirit**.
3. Farida is an **essentially** honest person.
4. The woman bent down to **retrieve** her earring.
5. Nothing is more precious than **independence** and freedom.
6. It's not polite to **interrupt** someone when he or she is busy.
7. I offered him a cup of coffee but he did not **respond**.
8. A bird in the hand is **worth** two in the bush.
9. Is there a **particular** type of book you enjoy?
10. Never **trust** another what you should do yourself.
11. Who is the **rightful** owner of this painting?

2B Listen and check.

6.4 Review Time

3 Choose the correct alternative.

1. Fidan *will/would* buy it if she had money.
2. If you *want/wanted* to be successful in life, you have to work hard.
3. If you had a lot of money, what *did/would* you spend it on?
4. If I *were/am* you, I would go to Spain with my aunt.
5. Sona *will/would* go to London if you come too.
6. If I felt sad, I *will/would* ask for some help.
7. If we *don't/won't* work harder, we won't pass the exam.
8. If Lamiya had enough time, she *would/will* travel more.
9. If David *lived/lives* in Azerbaijan, I would see him more often.
10. If Amanda *didn't/doesn't* speak good French, she wouldn't move to Paris.

Self-Assessment

★ I need more practice	★★★ I sometimes find this difficult	★★★★ I have no problems with
------------------------	-------------------------------------	------------------------------

Listening	I can	listen to four people talking about the most important values in life	XXX
		listen to the passages about charitable people and give comments	XXX
Speaking	I can	talk about core values/cultural values and share my own ideas	XXX
		talk about charity and charitable people and analyse their charitable activities	XXX
Reading	I can	read about homeless people's good deeds and find True, False or Not Given sentences	XXX
		read about national values of Azerbaijan and take part in discussions giving comments	XXX
Writing	I can	write an essay on humanism, honesty and kindness	XXX

Sub-Summative Test 6

1. Choose the correct variant.

We always protect our national values, young people should ... them.

- A) maintain B) enhance C) respond D) regard

2. Choose the correct variant.

the state of continuing over time without change

- A) inherent B) continuity C) spirit D) patience

3. Choose the correct variant.

existing as a natural or basic part of something

- A) integral B) inherent C) legacy D) trust

4. Choose the correct variant.

We must treat all humans with equal respect ... of their age, nationality, religion.

- A) important B) essential C) patient D) regardless

5. Complete the sentences with your own ideas.

1. Our music, the art of carpet weaving, literature and _____
2. Our national values are _____

6. Find the words to each definition.

1. without being influenced by any other events or conditions
2. serious discussion of a subject in which many people take part
3. relating to the most important characteristics or ideas of something

7. Find and write.

The definition of the verb *to flag down*

Another noun for *citation*

The close meaning of *legacy*

Another verb for *to retrieve*

8. Open the brackets and write the correct form of the verbs.

1. If I (to go) to Los Angeles, I (to visit) the world famous Film Studios
2. If I (to visit) London, I (to see) Big Ben.
3. If I (to win) a holiday anywhere in the world, I (to go) to Rio De Janeiro.

9. Choose the correct word.

1. Samir *trusted /responded* to every question the teacher asked.
2. The teacher told us *to trust/interrupt* others.
3. All children are *patience/equal* deserving the same rights.

10. Write an essay.

Do you agree that large-scale charitable projects should be organised by famous people? Why?

Buraxılış məlumatı

İNGİLİS DİLİ 9

*Ümumtəhsil məktəblərinin 9-cu sinfi üçün
İngilis dili (əsas xarici dil) fənni üzrə dərsliyin (qrif nömrəsi: 2020-051)*

METODİK VƏSAİTİ

Tərtibçi heyət:

Müəlliflər: **Qızıtamam Quliyeva**
Xalidə Rüstəмова
Günay Nadirova

Naşir **Xəlil Həsənoğlu**
Redaktor **Nailə Bağırova**
Texniki redaktor **Jalə Kərimli**
Bədii redaktor **Turqay Cəlallı**
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Hesab-nəşriyyat həcmi 10,6. Fiziki çap vərəqi 12,75. Formatı 70x100^{1/16}.
Kəsimdən sonra ölçüsü: 165x240. Səhifə sayı 204.
Şriftin adı və ölçüsü: məktəb qarnituru 10-12. Ofset kağızı. Ofset çapı.
Sifariş _____. Tiraj 13626. Pulsuz. Bakı – 2020

Əlyazmanın yığıma verildiyi və çapa imzalandığı tarix: 19.08.2020

Nəşriyyat:

“Kövsər” Nəşriyyatı
(Bakı, AZ1010, Dilarə Əliyeva küç., 251A/8A)

Çap məhsulunu istehsal edən:

“Radius MMC” mətbəəsi
(Bakı şəhəri, Binəqədi şossesi, 53)

Pulsuz