

KHALIDA RUSTAMOVA, GIZTAMAM GULIYEVA

ENGLISH

10

Teacher's Book

English as the main foreign language for the 10th
grade of the general secondary schools

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



“KÖVSƏR”

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INTRODUCTION

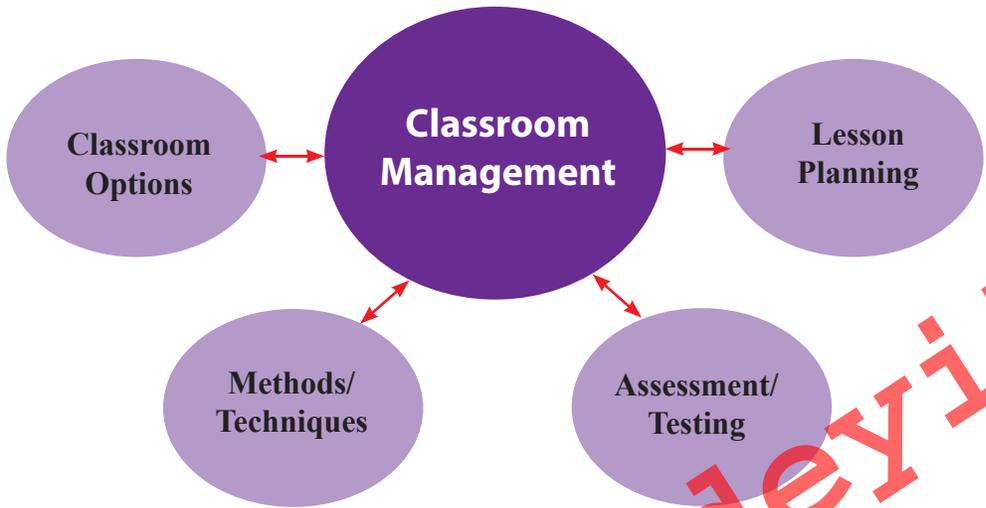
Happy New School Year!

Welcome to school again, dear teachers and colleagues!



As the authors we are sure you'll enjoy teaching **English 10** with new ideas, methods, and approaches in this school year. English 10 includes opportunities for self-assessment portfolio building and cross-curricular content which connect activities with other school subjects. As you know, schools and teachers are given flexibility, creativity and ownership to plan and develop a range of diverse strategies to

meet their students' varied needs. So, try to be flexible and let your students feel free while listening, speaking, reading, and writing in English.



Instructions for managing your classroom and your students

Instructions play an effective role in class management. The aim of classroom management is to create the conditions in which learning can take place. It covers the whole setting: the seating arrangements, your positioning in the classroom, your management of groups and pairs, how you deal with disruptive students, even your instructions. Many teachers underestimate



the role that instructions play in an effective class management. Students are easily tempted to become disruptive if they don't understand what they have to do, especially if they are in groups. In addition, long instructions are boring and students can lose their interest in the task. Make your instructions short and clear. Try to show, rather than tell. Check that the students have understood your instructions by asking them. So if you have a beautiful lesson, but poor classroom management skills, the chances are that your lesson won't work. It's a bit like having a really expensive car, but forgetting to put oil in it. You need to be friendly, but professional. Show them that you expect them to work hard in your class, but that it can be enjoyable.

Lesson Planning

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

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

Lesson Planning

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



What goes into the lesson plan

To plan effectively, you need to think about:

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

Aims

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

Resources

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

Tips for Aims:

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

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General Principles:

- 1. Create a classroom climate where respect and rapport thrive.**
- 2. Set outcome-based learning on personal quality development and development qualities.**
- 3. Choose relevant standards and set objectives for achieving the main goal.**
- 4. Set student-centered learning on their wants/needs and interests**
- 5. Use warm-ups or icebreakers**
- 6. Apply new methods, games, creative projects, quotes**
- 7. Set discipline (positive approach, fairness, engagement in study)**
- 8. Provide assessment and feedback.**
- 9. Engage students in Project Work / Student Portfolio/Progress Rate, Creative Work, Self Assessment, Solving Challenges.**

Look at the following quote:

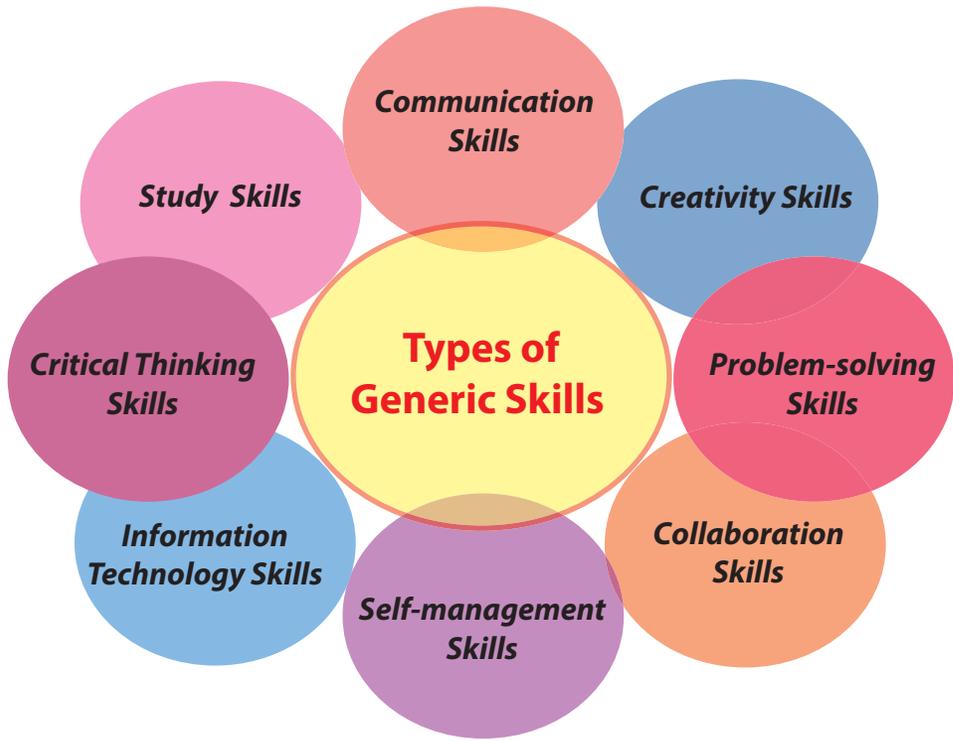
“It’s experience that group formation within any learning community needs continual reinforcement, and that group formation activities lead to a positive learning environment. Learning sessions that don’t include group formation activities may develop into a completely different learning atmosphere and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

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

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

These are very important:

- 1. Always have a “quick warmer” in your class, however short. It helps to get students into the class in an enjoyable way. You may need it at the beginning to get your students into the right mood for learning.**
- 2. Find out from your students what interests them. Choose a game or an amusing item to round up the lesson. Ask them to design a questionnaire for them to fill out.**
- 3. Learn to be a great observer of your students. What does engagement look like? Again, this can be best done when you’re not actually teaching them.**
- 4. Ask students to do the part of the task they are best at in a group activity to boost their confidence. Encourage them to say that they can do it.**
- 5. Make sure that students are engaged before trying to get them to work on whatever you’ve planned.**
- 6. Have some alternative activities.**
- 7. Be consistent, firm, and fair.**



Practical Suggestions for Teaching

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

Curriculum Links

There should be links in any language course with broader educational aims, such as developing problem-solving abilities, autonomy, questioning, cooperative learning, and so on. There are a number of reasons why this is important. Language teaching is a part of education, and needs to take its full educational responsibility and learning, teaching English can become more interesting and memorable for students. Student's Book 10 has curriculum links with some subjects such as Maths, Native Language, Music, Art, Biology, Geography, Physics, Azerbaijan History, General History, Literature, Chemistry, Science, Military Service Training, PT, etc. We should

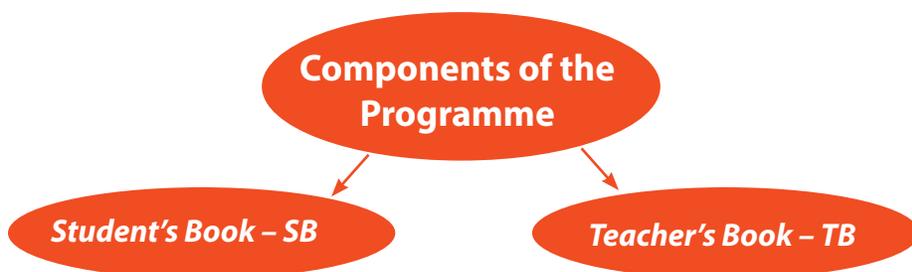
constantly pay attention to the students' age, their interests, and skills as they're very important in the teaching process.

When we teach students we can:

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

And students:

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



Student's Book English 10

Student's Book English 10 includes six units through the school year supported by passages, dialogues and texts. "Do You Know?", "Remember and Compare!", "Remember", "Grammar Point", "Word File", "What You'll Learn", "Student Portfolio", "Glossary", "Useful Information", "Fact Box", "Test Your Memory", "Assessment", "Self-Assessment", tables/charts, poems, fables, proverbs and sayings, idioms and metaphors and other materials throughout the units. This book is designed for students of Grade 10 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 10 students contain all above-stated throughout each unit, the story line is both entertaining and closely related to Ss' experience. All tasks, tests, grammar rules/banks, illustrations, texts, passages, fables, stories, poems, dialogues given in the SB are focused on the Ss' ages, skills, abilities and needs, interests and their outlook/understanding.



Organization of Student's Book English 10

The main aims of the Student's Book are:

- to demonstrate effective language teaching in practice
- to develop the students' abilities to use and understand English
- to broaden the Ss' understanding and knowledge
- to encourage the Ss to develop the abilities to manage their own learning
- to support teachers in developing their teaching abilities

At the centre of the course is the aim of developing the Ss' abilities to use and understand English, the basis for success in teaching and learning English through practicing the four language skills.

Grade 10 describes:

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

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

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

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

The Strategies for Teaching English

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

How do specific strategies help students?

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

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

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

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

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

How can I use interactive technology to help my students?

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

Tips for supporting Students in general education classrooms:

1. Know your students

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

2. Be aware of their social and emotional needs

Understanding more about the students' families and their needs is key. When ELs

have siblings to care for afterschool, possibly live with extended family members or have jobs to help support their families, completing homework assignments will not take priority.

3. Increase your understanding of first and second language acquisition

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

4. Student need to SWRL every day in every class

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

5. Increase your understanding of English language proficiency

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

6. Know the language of your content

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

7. Understand language assessments

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

8. Use authentic visuals and manipulatives

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

9. Strategies that match language proficiency

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

10. Collaborate to celebrate

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

Organization of Teacher's Book 10- through different activities/strategies



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

The Teacher's Book offers complete Teaching Suggestions for all units of the Student's Book. References to corresponding practice exercises and to the supporting materials provided in the **Student's Book** are also included. At the same time, some summative assessment test samples and stories, exer-

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

Note: It is not obligatory to use this outline for your lesson. Every teacher can create his/her own outline for any lesson. Different activities for differential learning/test samples are given in order to increase the students’ memory, creative, critical and logical thinking skills and abilities. You can prepare your own summative, formative, and diagnostic tests according to your students’ abilities/interests looking at the given samples.

Evaluation/Assessment

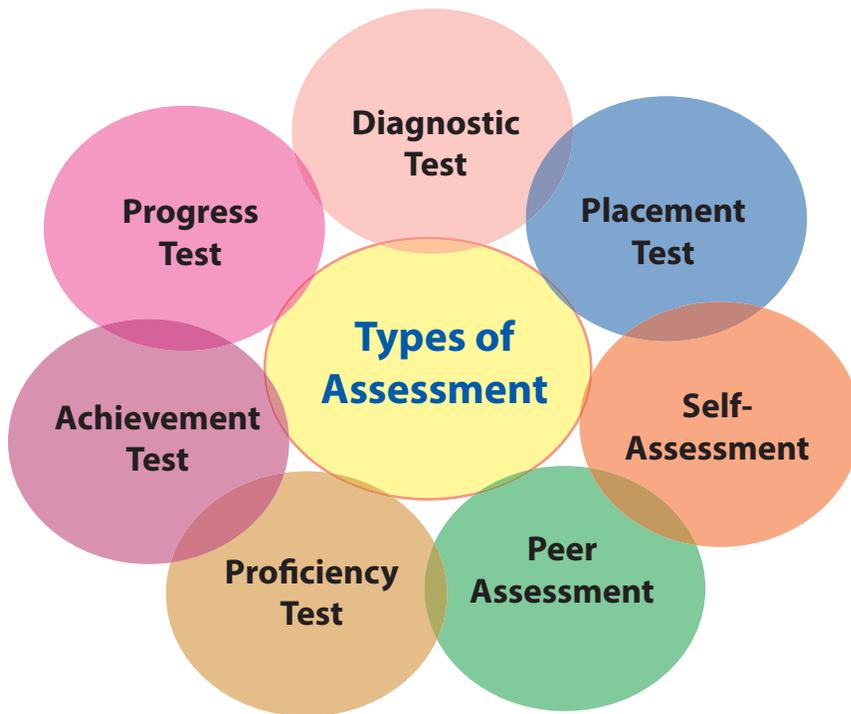
Evaluation is the process of gathering information in order to determine the extent to which a language programme meets its goals. Relevant information can be teachers’ and parents’ opinions, textbook quality, exam results, students’ attitudes. Some of the tools of the evaluation process are tests, questionnaires, textbook analysis, and observation. The aim is to involve the students more in thinking about how they are learning, to encourage them to control their learning.

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

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

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

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



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

Diagnostic Assessment has the following methods and techniques:

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

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

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

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

Rubrics

Rubrics are the assessment criteria to evaluate the level of Ss’ achievements/ progress. They serve two main purposes:

1. What I must assess – Ability criteria

(What ability criteria I must assess)

2. How I must assess

(What achievement/progress levels can be on these criteria). Rubrics are both: the **methods** and the **techniques** of assessment. Rubrics are one of the most effective methods of Formative Assessment/Evaluation. Rubrics can be held not only for formative evaluation, but also for **Diagnostic** and **Summative Assessment / Evaluation** as well.

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

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

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

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

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

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

How can we carry out Assessment?

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

- By testing
- By observing
- By collecting samples of students’ work – e.g. Portfolio Assessment.

The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality.

Too short and
not enough
leaves. C-



Levels of English Language Proficiency

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

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

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Samples for Self-Assessment

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
I can				
• find words with the given sounds				
• pronounce new words clearly				
• ask/answer questions on the topic				
• take part in discussions on the topic				
• act out a dialogue on the topic				
• make an interview comparing with the partners'				
• describe pictures on the topic				
• read passages with correct intonation				
• find True/False statements				
• put the conversation in logical order				
• build up sentences using the word file				
• make up sentences using linking words and connectors				
• create a report/review on the topic				

Assessment for Listening and Speaking

Sample: (See Unit 2. Literature)

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<i>Listening and Speaking</i>				
<i>I can:</i>				
• speak about kinds of books				
• talk about different Literary Styles				
• express my own ideas on the topic				
• play a role on importance of books				
• share my ideas with a partner on the topic				
• speak about outstanding and world famous poets and writers of Azerbaijan				
• take part in discussions				
• take part in questioning				

Diagnostic Checklist

YES/NO



<i>I can ...</i>		
speak about natural disasters		
share my ideas on natural disasters		
talk about problems on the Earth		
answer questions about pollution		

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>Reading</p> <p><i>I can:</i></p> <ul style="list-style-type: none"> • read the passage, paragraphs, stories with correct intonation • read and understand magazine and news paper articles about sports and games • read facts and express my ideas on them • give comments on the statements • take an active part in discussions, find True/False Sentences • answer the questions on the topic • complete the statements according to the text, passage, paragraph 				

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

Best English Quotes/Sayings for Teachers

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

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

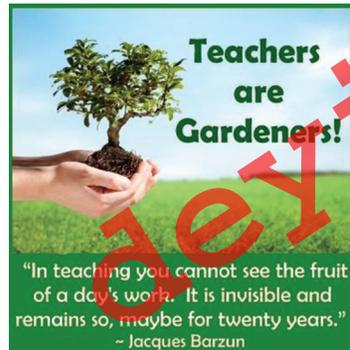
The mediocre teacher tells.

The good teacher explains.

The superior teacher demonstrates.

The great teacher inspires.

~William Arthur Ward



In teaching you cannot see the fruit of a day's work.

It is invisible and remains so, maybe for twenty years.

~Jacques Barzun

Teaching creates all other professions.

~Author Unknown

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

~Edward Bulwer-Lytton

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

~Author Unknown

THE FOUR LANGUAGE DOMAINS

1. LISTENING

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

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

How to Teach Listening?

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



Strategies for Listening

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

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

Predicting the content

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

Listening for gist or detail

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

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

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

REMEMBER !

Listen and Summarize

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

2. SPEAKING

How to Teach Speaking?

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

Where there is speaking there is for sure listening.

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



Unprepared Speech

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

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

◆ Ask Questions!

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

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

◆ Draw Parallels!

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



Informative Speech

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

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

Demonstrative Speech

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

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



Debate

Debating rules vary from one competition to another, and there are several formats for debates. Debates involve teams that include several students. Typically in a debate two teams are presented a resolution or topic that they debate, and each team is given a period of time to prepare an argument. Students typically don't know their debate subjects ahead of time. The goal is to come up with a good argument in a short time. Students are encouraged to read about an event and controversial issues to prepare for debates. You-teachers should encourage individual team members to choose special topics and focus on them. At a debate, one team argue in 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.

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

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

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

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

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

3. READING

How to teach Reading?

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



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

Reading Styles

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

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

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

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

Teaching Reading

Strategies for Developing Reading Skills/Using Reading Strategies

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

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

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

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

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

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

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

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

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

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

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

- **Close reading.** You read slowly and carefully to gain a good grasp of the content, you go back and forth in the text in order to get the overall picture, as well as the details. If you are allowed to use a dictionary you take time to look up words and expressions that hinder your understanding.
- **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text

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

- *By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.*
- *By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.*
- *By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.*
- *By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.*

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

1. *Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.*
2. *Attend the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.*
3. *Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.*
4. *Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.*

Reading methods

There are several reading methods.

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

Skim reading/ browsing

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

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

These selected parts can be:

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

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

This gives an overview of the structure and main content.

If you are looking for specific information, use a skim reading method called scanning.

You use the same technique, but you are very conscious of looking for specific keywords.

Reading Activities (Across the Curriculum)

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

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

General Tips

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

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

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

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

Select Reading materials of interest to Ss, such as:

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

Picture Walks or Picture Gallery

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

Tips for this Strategy

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

Sample Activity

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

Finding Main idea and Details

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

Tips for this Strategy

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

Teach Ss how to find keywords.

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

4. WRITING

How to Teach Writing?

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



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

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

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

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

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

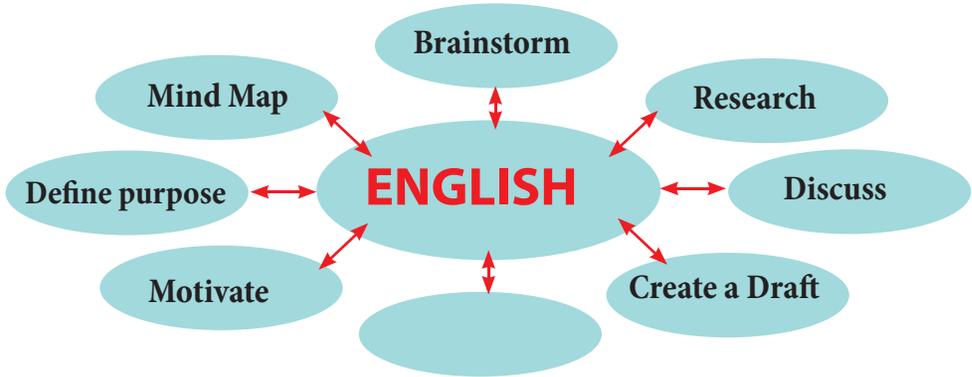
The working Process

While working ask your students to follow these steps:

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

1. **Brainstorm/Mind Map**

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



2. **Define purpose and limitations**

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

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

3. **Research**

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

4. **Discuss with a Partner**

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

5. **Create a First Draft**

Tell your Students:

Your mind map is done!

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



Starting a lesson

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

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

what to say, they can just say *I learned some English!*

Motivation

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

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



Brainstorming

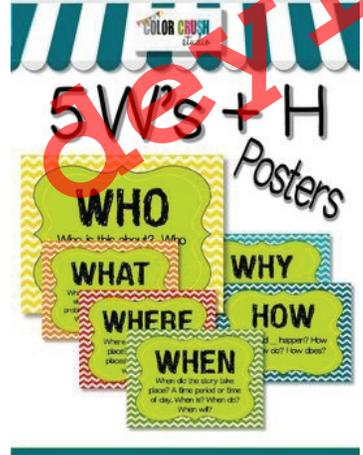
Brainstorming is the name given to a number of techniques used for generating and gathering ideas. The basic principle is that the students suggest ideas which may be collected, for example, on the blackboard. Brainstorming can encourage students to speak out and share ideas. It also gives the teacher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



Ways of Brainstorming

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

while they are thinking/discussing. Students work in groups to generate ideas and then cross-group to compare. You can use different types of music during these stages. The brainstorming can be put up on a poster and referred to and added to over a number of lessons. Students 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.



Çap

How to Teach the Pair and Group Practice

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

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

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

GW-Group Work



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



1. Choose a chairperson!

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

2. Decide who will do what and when!

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

3. Make some rules!

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

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



4. Watch the time!

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

Timing

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

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

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

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

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

Pay attention while getting timing right:

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

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

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

Strategies/Techniques in Learning Language

Discussions



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

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

Translation

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



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

Miming or performing a game

When children are familiar with the vocabulary used for a particular topic, you can introduce miming. Miming means acting silently without speaking. Encourage the Ss to: listen carefully when you describe what they have to mime, decide how to perform what you describe. Ss may need some thinking time for this. They move and act but don't have to speak.



Miming is more complex than simple TPR activities. TPR involves children doing everything you say. Mime gives the children more freedom to be creative. Children have to be familiar with the language of the topic you are going to describe. Mime is very suitable for stories: as you read, ask the children to mime the key actions.

How to check answers?



One of the main points of teaching is checking Ss' answers. After students have done an exercise, it is important that they have an opportunity to check what they have done. This will give them feedback on their work. There are a number of ways in which you can do this. You can go through the answer while the students look at their own work.

Students can work together and then sit with another pair to check the answer. Small groups of students can go through their answer together. During this time, you can circulate around the class, helping and checking. You can provide an answer sheet for students to check their own answers. If students have incorrect answers, you can give hints or clues rather than simply give the correct answers. This can help them think through the tasks again and learn more.

How to decide exercises?

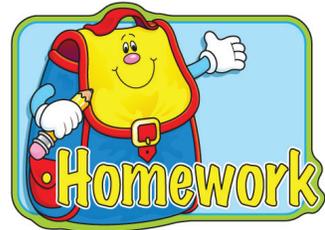
Exercises can be done in pairs or in small groups. Encourage students to take some responsibility for their own learning. Explain the choices clearly to the class before they start. Allow enough time for them to decide which task to do and how to work (*alone/in pairs, etc.*) Make sure there is enough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



Çap

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.

Rules for Group Work

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



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

PW-Pairwork



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

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

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

How to make pairs?

1. Stand in front of the class and point out the first student.
In this way encourage/get the Ss say A B one by one. Say "A".
2. Point out the second student and say "B".
3. Elicit "A" from the next student and "B" from the next.
4. Go round the class. The students speak, not you.
Next time, the students will do it themselves. You've trained them and you don't need to speak.



The Major Standards and Sub Standards of English Language Learning Grade 10

At the end of Grade 10 the Student:

- *comments in written and oral form insight and erudition on facts and events;*
- *comments on the content of the text to various positional ideas*
- *distinguishes/differs the texts according to their style, reads them with appropriate content-based intonation*
- *defines the meaning /definitions of terms and expressions*
- *prepares reports and statements through the use of sources, (by the help of sources) improves the text with the amendments and additions.*

1. Listening	2. Speaking	3. Reading	4. Writing
1.1.	2.1.	3.1	4.1.
Expresses his/her attitude to the content of the text he/she listens to.	Demonstrates oral speech abilities.	Demonstrates complete knowledge/ accomplishment on the content of the text he/she reads.	Demonstrates correct/ precise/ accurate writing skills.
1.1.1.	2.1.1.	3.1.1.	4.1.1.
Explains the content of the speech he/she listens to/ hears.	Explains/gives explanation of facts and events.	Defines the meaning /essence of the new expressions and terms.	Makes amendments and additions in his/her writing using sources.
1.1.2.	2.1.2.	3.1.2.	4.1.2.
Classifies the facts and events in the text he/she listens to (<i>in the listened text</i>), makes generalization.	Expresses his/her opinions on various positions/ situations.	Reads the text with intonation appropriate to its content (<i>appropriate intonation</i>).	Writes his/her points of view (<i>observations</i>) on the text he/she reads.
	2.1.3.	3.1.3.	4.1.3.
	Expresses his/her thoughts/points of view making generalization (<i>generalizing</i>)	Differs the texts he/she reads according to their style.	Uses connectors to link sentences and paragraphs correctly.
		3.1.4.	4.1.4.
		Analyzes the facts and events in the text.	Prepares reports and speeches.

The Major Standards and Sub Standards of English Language Learning Grade 10

1. Listening

1.1.

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

2. Speaking

2.1.

Demonstrates oral speech abilities.

3. Reading

3.1.

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

4. Writing

4.1.

Demonstrates correct/precise/ accurate writing skills.

Listening	Content
Objectives	Standards
<ul style="list-style-type: none"> • Understands the challenging circumstances listening to problems • Expresses his/her attitude to learning languages, their role and importance • Expresses his/her attitude to the content of the text • Shares his/her ideas answering questions • Understands the meaning of the words and gives their definitions • Expresses his/her opinions on the questions/letters/passages • Explains the meaning of the words and expressions 	<p>1.1.1. Explains the content of the speech he/she listens to/hears.</p>
<ul style="list-style-type: none"> • Listens to the dialogue and performs/acts it out • Responds to the questions on the topic • Takes an active part in discussing problems/questions • Creatively approaches the opinions on the topic • Listens to the passages and answers the questions on them • Gives explanation on situation and events after listening to it • Groups the facts and gives their explanation • Classifies facts and events in the passage/text • Expresses his/her ideas through generalizing the problematic issues • Listens to other Ss' thoughts and gives comments on them 	<p>1.1.2. Classifies the facts and events in the text he/she listens to, makes generalization.</p>

Content	Speaking
Standards	Objectives
<p>2.1.1. Explains/gives explanation on/of facts and events.</p>	<ul style="list-style-type: none"> • Says out some points of view/opinions on the topic • Understands and gives explanation of new words and expressions • Expresses/shows agreement/disagreement on the topic • Gives comments on the listened topic • Expresses his /her thoughts through generalizing the problematic issues • Shares ideas/opinions on sayings/on the topic • Expresses ideas and takes part in discussions on the topic • Explains the meanings/definitions of the words given in the dialogues/texts • Finds out the facts and events explaining them • Expresses/demonstrates his/her ideas on the topic giving explanation
<p>2.1.2. Expresses his/her opinions on various positions/situations</p>	<ul style="list-style-type: none"> • Takes an active part in discussions on the topic using his/ her creative points of view • Speaks on the topic describing the pictures • Takes part in debates on the topic and tries to solve problems • Performs/plays roles on the topic • Holds or takes part in the discussions on the topic • expresses his/her opinions on various situations/positions
<p>2.1.3. Expresses his/ her thoughts/points of view making generalization (generalizing).</p>	<ul style="list-style-type: none"> • Understands the content of the topic and speaks about it • Coincides/matches the answers to the questions while discussing them • Holds/runs discussions comparing different ideas/ thoughts • Demonstrates his/her agreement/disagreement on the statements • Debates on the topic expressing his/her attitude to the topic • Expresses his/her points of view making generalization. • Gives explanation of the new words and builds up sentences • Gives explanation of the statements

Reading	Content
Objectives	Standards
<ul style="list-style-type: none"> • Finds out the meaning of the new words and expressions • Explains the meaning of the words, terms and expressions • Understands the meaning of words giving the explanation • Explains the words given in the tasks • Uses the new words appropriately in his/her speech • Defines the features of the words and expressions • Chooses and groups, sorts out the words • Reads the passages, texts and finds unknown words • Clarifies the meaning of new words • Matches the words to their definitions • Fills in the gaps with appropriate words 	<p>3.1.1. Defines the meaning /essence of the new expressions and terms.</p>
<ul style="list-style-type: none"> • Reads the words correctly • Reads the texts, paragraphs with appropriate intonation • Reads the sentences, letters, passages correctly • Pays attention to intonation of the new words and expressions • Reads the passages with correct intonation and answers questions 	<p>3.1.2. Reads the text with intonation appropriate to its content (appropriate intonation).</p>
<ul style="list-style-type: none"> • Understands the style of the text while reading • Defines the text according to its style • Reads and finds out the literary style of the text • Gives explanation of/on its literary style 	<p>3.1.3. Differs the texts he/she reads according to their style.</p>

Content	Reading
Standards	Objectives
3.1.4. Analyzes the facts and events in the text.	<ul style="list-style-type: none"> • Reads and puts the paragraphs in logical order • Gives comments on the passages/paragraphs and follows the ideas • Clarifies the content/meaning of statements • Finds True/False sentences and gives reasons • Retells the content of the text/passage/article • Paraphrases the read text • Expresses his/her attitude on the passage he/she reads giving explanation • Gives comments discussing the main idea in the passages • Scans the headlines and skims the passage • Comments on the given proverbs and sayings • Searches/finds as more proverbs and sayings on the topic • Expresses his/her attitude to the teens' ideas/letters by reading them • Gives explanation on the facts and events • Reads and clarifies the problems in the emails and expresses his/her attitude to them • Retells the passages in correct logical order giving comments • Thinks of evidence to support his /her points of view
Content	Writing
Standards	Objectives
4.1.1. Makes amendments and additions in his/her writing using sources.	<ul style="list-style-type: none"> • Writes/creates paragraphs/essays on the topic using sources • Prepares/makes a paragraph on the topic • Makes a text editing amendments • Makes corrections reading the text and writes correctly • Finds out mistakes in the sentence/in the text and corrects them • Thinks and writes suitable questions/answers • Corrects the wrong statements replacing them with the logically correct ones giving comments

Writing	Content
Objectives	Standards
<ul style="list-style-type: none"> • Writes a paragraph on the topic expressing his/her points of view • Fills in the tables/charts on the topic • Matches figures to the events giving explanation • Gives comments on true/false statements and rewrites them • Finds the clue to the facts and realizes how to explain them • Groups and writes the sentences in appropriate column 	<p>4.1.2. Writes his/her points of view(observations) on the text he/she reads</p>
<ul style="list-style-type: none"> • Says out the definitions of the given words and uses them in sentences • Completes the solutions using the given statements and designs his/her own solutions • Fills in the gaps using the linking words and connectors • Completes the sentences in the written form following the given model • Finds the equivalents/synonyms of words in the task and uses them in his/her own sentences • Fill in the gaps with the suitable conjunctive words • Expresses his/her opinions on the passages in written form • Fills in the gaps with correct forms of the verbs • Changes sentences from Quoted into Reported Speech and writes • Makes a paragraph using linking words and connectors 	<p>4.1.3. Uses connectors to link sentences and paragraphs correctly.</p>
<ul style="list-style-type: none"> • Designs/writes a questionnaire and a quiz on the topic • Prepares/designs an announcement/a poster on the topic • Prepares/designs an interview on the given sample sharing his/her opinions • Completes the table/chart on the topic • Completes the KWL chart on the topic • Writes the autobiography of famous people/writers/poets • Makes/prepares a review/report on the topic 	<p>4.1.4. Prepares reports and speeches.</p>

Çap için deyiş

Standards	Integration Standards
Listening	
1.1.1. Explains the content of the speech he/she listens to/hears.	N.L.-1.2.2./1.2.3. Lit.-1.1.3./1.2.2./1.2.3.
1.1.2. Classifies the facts and events in the text he/she listens to, makes generalization..	N.L.-1.2.2./1.2.3. Lit.-1.1.3./1.2.2./1.2.3./1.2.4. Maths-1.2.1. Physics-2.2.1./3.1.2. Chemistry-1.1.1./4.2.1. P.T.-1.4.1./1.4.2/4.1.1.
Speaking	
2.1.1. Explains/ gives explanation of facts and events.	N.L.- 1.2.2./1.2.3./1.2.4./2.2.3. Lit.-1.1.3./1.2.2./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1. Az.Hist.-1.1.1./1.2.2./1.3.1./3.1.1./3.1.2./3.1.3./4.1.1./5.1.1. Maths-1.2.1. Inf.- 1.1.3./4.1.1/4.1.2. Gen.His.1.1.1./1.1.2./1.1.4./2.1.1./3.1.1./3.1.2./4.1.1./5.1.1./5.1.2. Biology-3.1.1./3.2.1./4.1.1./4.2.1. P.T.-1.4.1./1.4.2/4.1.1. Physics-2.2.1./3.1.2. Chemistry-1.1.1./4.2.1. Geography-2.1.1./2.1.3./2.1.4./3.1.1/3.1.2/3.2.1./3.2.5. MST- 1.1.1./2.4.1./4.1.1./4.2.2.
2.1.2. Expresses his/her opinions on various positions/ situations.	N.L.- 1.2.2./1.2.3./1.2.4./2.2.3. Lit.-1.1.3./1.2.2./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1. Az.Hist.-1.1.1./1.2.2./1.3.1./3.1.2./3.1.3./4.1.1./5.1.2./5.1.3. Gen.His.-1.1.1./1.1.2./1.1.4./2.1.1./3.1.1./3.1.2./4.1.1./5.1.1./5.1.2. Inf.- 1.1.3./4.1.1/4.1.2. Physics-2.2.1./3.1.2. Chemistry-1.1.1./4.2.1. Biology-3.1.1./3.2.1./4.1.1./4.2.1. Geography-2.1.1./2.1.3./2.1.4./3.1.1/3.1.2/3.2.1./3.2.5. P.T.-1.4.1./1.4.2/4.1.1. MST- 1.1.1./2.4.1./4.1.1./4.2.2./4.2.3.
2.1.3. Expresses his/her thoughts/ points of view with generalization.	N.L.-1.2.2./1.2.3./1.2.4./2.2.3. Lit.-1.1.3./1.2.2./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1. Az.Hist.-1.3.1./3.1.1./3.1.2./3.1.3./4.1.1./5.1.1. Gen.His.-1.1.1./1.1.2./1.1.4./2.1.1./3.1.1./4.1.1./5.1.1./5.1.2. Physics-2.2.1./3.1.2. Chemistry-1.1.1./4.2.1. Biology-3.1.1./3.2.1./4.1.1./4.2.1. Geography-2.1.1./2.1.3./2.1.4./3.1.1/3.1.2/3.2.1./3.2.5. Inf.- 1.1.3./4.1.1/4.1.2. P.T.-1.4.1./1.4.2/4.1.1. MST- 1.1.1./2.4.1./4.1.1./4.2.2./4.2.3.

Standards	Integration Standards
Reading	
3.1.1. Defines the meaning/essence of new expressions and terms.	N.L.- 1.2.2./1.2.3./1.2.4./2.1.1./2.2.1. Lit.- 1.1.1./1.1.3.
3.1.2. Reads the text with intonation appropriate to its content (appropriate intonation).	N.L.- 2.2.1/2.2.3. Lit.- 1.1.3./1.2.3./1.2.4./
3.1.3. Differs the texts he/she reads according to their styles.	N.L.- 2.1.1./2.1.2./2.2.1./2.2.3. Lit.- 1.1.3./1.2.2./1.2.3./1.2.4./3.1.1.
3.1.4. Analyzes the facts and events in the text.	N.L.- 1.2.2./1.2.3./1.2.4./2.2.1./2.2.3. Lit.- 1.1.1./1.1.3./1.2.3./1.2.4./ 2.1.1./2.1.2./2.2.1./3.1.1./3.1.2. Az.His.- 1.3.1./3.1.1./4.1.1./5.1.1./5.1.2./5.1.3. Gen.His.- 1.1.1./1.1.2./1.1.4./2.1.1./3.1.1./3.1.2./4.1.1. Maths.- 1.2.1. MST- 1.1.1./2.4.1./4.1.1./4.2.2./4.2.3. Biology- 3.1.1./3.2.1./4.1.1./4.2.1. Physics- 2.2.1./3.1.2. Chemistry- 1.1.1./4.2.1. Geography- 2.1.1./2.1.3./2.1.4./3.1.1./3.1.2./3.2.1./3.2.5
Writing	
4.1.1. Makes amendments and additions in his/her writing using sources.	N.L.- 1.2.4./3.1.1./3.1.2./3.1.3./4.1.1. Lit.- 2.1.1./2.1.2./2.2.1./3.1.2./3.1.3. Az.Hist.- 1.1.1./1.1.2./3.1.3./4.1.2. Gen.His.- 2.1.2./3.1.3./4.1.2./5.1.3. Biology- 3.1.1./3.2.1./3.2.2./4.2.2. Geography- 2.1.2./2.1.3./2.1.4./3.1.2.
4.1.2. Writes his/her points of view (observations) on the text he/she reads.	N.L.- 1.2.4./3.1.1./3.1.2./3.1.3./3.1.4./4.1.1./4.1.4. Lit.- 2.1.1./2.1.2./2.2.1./3.1.1./3.1.2./3.1.3. Az.Hist.- 1.1.2./1.2.2./4.1.2. Gen.His.- 2.1.2./3.1.3./4.1.2./5.1.3. Biology- 3.1.1./3.2.1./3.2.2./4.2.2. Geography- 2.1.2./2.1.3./2.1.4./3.1.2.
4.1.3. Uses connectors to link sentences and paragraphs correctly.	N.L.- 1.2.4./3.1.2./3.1.3./3.1.4./4.1.1. Lit.- 3.1.1./3.1.2./3.1.3. Az.Hist.- 1.1.2./4.1.2. Gen.His.- 2.1.2./3.1.3./4.1.2./5.1.3. Biology- 3.1.1./3.2.1./3.2.2./4.2.2. Geography- 2.1.2./2.1.3./2.1.4./3.1.2.
4.1.4. Prepares reports and speeches.	N.L.- 1.2.4./3.1.2./3.1.3./3.1.4./4.1.1./4.1.4. Lit.- 3.1.1./3.1.2./3.1.3. Az.Hist.- 1.1.1./1.1.2./3.1.3./4.1.2. Gen.His.- 2.1.2./3.1.3./4.1.2./5.1.3. Biology- 3.1.1./3.2.1./3.2.2./4.2.2. Geography- 2.1.2./2.1.3./2.1.4./3.1.2.

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes		
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	1. PERSONALITY	1.1.1./1.1.2./2.1.2./2.1.3./3.1.2./ 3.1.4./4.1.1./4.1.2./ 4.1.3.	1.How to Describe People		
		1.1.1./1.1.2./2.1.1/2.1.3./ 3.1.1/3.1.4/4.1.2/4.1.3/ 4.1.4.	2. Aim Low Or Aim High?!		
		1.1.1./1.1.2/2.1.1./2.1.2./3.1.2./ 3.1.4./4.1.2./4.1.4.	3. Deeds, not Words!		
		2.1.1./2.1.3./3.1.1/3.1.2./3.1.4.	Assessment		
		2.1.1./2.1.2./3.1.4.	Assessment		
		Sub Summative			
		1.1.1./1.1.2/2.1.1./2.1.2./3.1.1./ 3.1.3/3.1.4./4.1.2./4.1.3.	4. Honesty is the Best Policy!		
		2.1.1./2.1.3./3.1.2/3.1.4.	Assessment		
		1.1.1./1.1.2./2.1.2./2.1.3./3.1.1./ 3.1.4./4.1.1./4.1.2.	5. Poor or Rich !?		
		2.1.1./2.1.3./3.1.1/3.1.4./4.1.2.	Assessment		
		Revision			
		Student Portfolio			
		Sub Summative			

Integration	Resources	Assessment methods/tools	Date	Hour
N.L.-1.2.2./1.2.3./2.2.1./2.2.3./3.1.1./3.1.3./4.1.1. L-1.1.1./1.1.3./1.2.2./2.1.1./2.1.2./3.1.3.	SB, CD, slides, pictures, handouts, flipcharts	Self-Assessment checklists, open ended questions		4
N.L.1.2.2./1.2.4./2.1.1./2.2.3./3.1.2./3.1.3./4.1.1./4.1.4. Lit.-1.1.1./1.1.3./1.2.2./2.1.1./2.1.2./3.1.1./3.1.3.	SB, CD, slides, pictures, flashcards	Self -Assessment checklists, open ended questions		4
N.L.-1.2.2./1.2.3./1.2.4./2.1.2./2.2.1. Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.2./2.2.1./3.1.2./3.1.3. P.T.-1.4.1.	SB,slides, flashcards, CD, handouts, video rolls	Open ended questions, Interviewing, questionnaire		5
Assessment				1
Assessment				1
Sub Summative				1
N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./3.1.2./3.1.3./4.1.1. Lit.-1.1.3./1.2.2./1.2.3./1.2.4./2.1.2./2.2.1. Math-1.2.1. P.T.-1.4.1.	SB,slides, flashcards, CD, handouts, Video Rolls	Open ended questions, questionnaire		4
Assessment				2
N.L.-1.2.2./1.2.4./2.1.1./2.1.2./2.2.3./3.1.1./3.1.2./3.1.3./4.1.4. Lit.1.1.3./2.1.2./3.1.2. Math. -1.2.1. PT-4.1.1. Gen. His-1.1.2./1.1.4./2.1.2./3.1.2./5.1.1./5.1.2./5.1.3	SB, CD, slides, pictures, flashcards, video rolls	Open ended questions, problem solving, Self-Assessment checklists, Grammar Checklist		5
Assessment				1
Revision				3
Student Portfolio		<i>Self-Assessment Checklist</i>		2
		<i>Open-Ended Exercises</i>		1

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	2. LITERATURE	1.1.1./1.1.2./2.1.2./ 2.1.3./3.1.1./ 3.1.2/3.1.3./3.1.4 ./4.1.1./4.1.3.	1. Books Are My Friends!
		2.1.3./3.1.3./3.1.4./4.1.1/4.1.3	Assessment
		1.1.1./1.1.2./2.1.1./2.1.3./ 3.1.1./3.1.3./3.1.4./4.1.1./ 4.1.2./4.1.3.	2. Do You Like Sagas?
		1.1.1./2.1.2./2.1.3./3.1.1./ 3.1.3./4.1.1./4.1.2./4.1.3./4.1.4	3. Literary World of Azerbaijan
		Sub Summative	
		1.1.1./1.1.2./2.1.2./2.1.3./3.1.1./ 3.1.4./4.1.1./4.1.3./4.1.4.	4. Read From Birth To Death!
		2.1.1./2.1.3./3.1.1./3.1.4./4.1.2.	Assessment
		1.1.1./1.1.2./2.1.1./2.1.2./3.1.1./ 3.1.4./4.1.1/4.1.3/4.1.4.	5. Reading or Watching?!
		4.1.1./4.1.2.	Assessment
		Revision	
Student Portfolio			
Sub Summative			
Main Summative 1			

Integration	Resources	Assessment methods/tools	Date	Hour
N.L. 1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./3.1.1./3.1.4./4.1.1. Lit. -1.1.1./1.1.3./1.2.2./1.2.3./2.1.1./2.1.2./3.1.3. P.T. -1.4.1./4.1.3. Maths -1.2.1. Inf. -1.1.3./4.1.1./4.1.2. Az. His -1.2.2./5.1.2.	SB, Pictures, flashcards, handouts, realia	Interviewing, Self-Assessment checklists, Grammar Checklist, multiple choice exercises		4
Assessment				1
N.L. 1.2.2./1.2.3./2.1.1./2.2.1./2.2.3./3.1.2./3.1.3./4.1.1. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./3.1.3. Inf. -4.1.2.	SB, Pictures, flashcards, CD, video,realia	Self-Assessment checklists, Grammar Checklist, Formative Assessment		4
N.L. -1.2.2./1.2.4./2.1.1./2.2.3./3.1.2./3.1.4./4.1.4. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./3.1.2./3.1.3. Inf. -4.1.2. Az. His. -1.2.2./4.1.1./4.1.2. Gen. His. -4.1.1./4.1.2.	SB, Pictures, flashcards worksheets, CD, slides	Self-Assessment checklists, Grammar Checklist, open ended questions		5
Sub Summative				1
N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./4.1.1./4.1.4 Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Inf. -1.1.3./4.1.2. Gen. His. -4.1.1./4.1.2.	SB, flashcards, video, slides, CD, pictures, worksheets	Self-Assessment checklists, Grammar Checklist, multiple choice tests		5
Assessment				2
N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./4.1.1./4.1.4. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Inf. -1.1.3./4.1.2.	SB, Pictures, flashcards, handouts, slides	Formative Assessment, Self-Assessment, multiple choice exercises, interviewing		5
Assessment				1
Revision				2
Student Portfolio				2
Sub Summative				1
Main Summative 1		<i>Test exercises</i>		1

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	3. PROBLEMS OF THE EARTH	1.1.1./1.1.2./2.1.1./2.1.3./ 3.1.2./3.1.4./4.1.2./4.1.3.	1. Natural Disasters
		2.1.1./2.1.3./3.1.1./3.1.4./4.1.1.	Assessment
		1.1.1./1.1.2./2.1.1./2.1.3./3.1.1./ 3.1.3./ 3.1.4./4.1.1./4.1.2./4.1.3.	2. Climate Change
		2.1.1./2.1.3./3.1.4./4.1.2.	Assessment
		1.1.1./1.1.2./2.1.1./2.1.2./3.1.1./ 3.1.4./4.1.1./4.1.2./4.1.3./4.1.4.	3. World Population Growth
		2.1.3./3.1.1./3.1.4.	Assessment
		Revision	
		Student Portfolio	
Sub Summative			

Integration	Resources	Assessment methods/tools	Date	Hour
N.L. -1.2.2./1.2.3./2.2.1./2.2.3./4.1.1./4.1.4. Lit. -1.1.3./1.2.2./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1./3.1.1./3.1.3. Phy. -3.1.2. Bio. -4.2.1./4.2.2. Geo. -2.1.1./3.2.5. Che. - 4.2.1. Inf. -3.3.3./4.1.3. Math. -1.2.1 MST -2.4.1./4.2.2.	SB, pictures, handouts, slides, CD, video, flashcards	Formative Assessment, interviewing, multiple choice		3
Assessment				1
N.L. -1.2.2./1.2.3./1.2.4./2.2.3./4.1.1./4.1.4. Lit. -1.1.3./1.2.2./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1./3.1.1./3.1.3. Phy. -3.1.2. Bio. -4.2.1./4.2.2. Geo. -2.1.1./2.1.3./3.2.5. Che. -4.2.1. Inf. -3.3.3./4.1.3. Math. -1.2.1. MST -2.4.1./4.2.2.	SB, illustrations, video, slide show, flip chart, CD	Formative Assessment, open ended tasks		3
Assessment				1
N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./3.1.3./3.1.4./4.1.1./4.1.4. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Bio. -4.1.1./4.2.1./4.2.2. Geo. -2.1.2./3.1.1./3.1.2./3.2.5. Che. - 4.2.1.	SB, flashcards, video, CD, pictures, slides, handouts	Formative Assessment checklists, interviewing, debating, open ended tasks		3
Assessment				1
Revision		<i>Test exercises, Open-Ended-Tests</i>		2
Student Portfolio		<i>Multiple Choice Exercises</i>		2
Sub Summative		<i>Test Exercises</i>		1

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	4. OUR PLANET, OUR WORLD	1.1.1./1.1.2./2.1.2./2.1.3./3.1.1./ 3.1.2./3.1.4./4.1.1./4.1.2./ 4.1.3./4.1.4.	1. Go Green, Win Green!
		2.1.3./3.1.1./3.1.4./4.1.1./4.1.2.	Assessment
		1.1.1./1.1.2./2.1.1./2.1.3./3.1.1./ 3.1.2./3.1.4./4.1.1./4.1.2./4.1.4.	2. Love Environment, Fear Pollution!
		3.1.1./3.1.4./4.1.1.	Assessment
		1.1.1./2.1.1./2.1.3./3.1.1./3.1.4./ 4.1.2./4.1.3./4.1.4.	3. Visions of the Future “Fifty years on”
		Revision	
		Student Portfolio	
Sub Summative			

Integration	Resources	Assessment methods/tools	Date	Hour
N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.1./3.1.3./3.1.4./4.1.1. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Bio. -3.2.2./4.1.1./4.2.2. Geo. -2.1.1./3.2.5. Che. - 4.2.1. MST -4.1.1./4.2.2. Inf -1.1.3./4.1.2.	SB, pictures, cards, CD, postcards, flashcards,	Self-Assessment checklists, interviewing, open ended tasks		3
Assessment				2
N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.1./3.1.3./3.1.4./4.1.1. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Bio. -3.2.2./4.1.1./4.2.2. Geo. -2.1.1./3.2.5. Che. - 4.2.1. MST -4.1.1./4.2.2. Inf -1.1.3./4.1.2.	SB, CD, slides, pictures, handouts, worksheets, flashcards	Formative Assessment, Open-Ended Tasks		3
Assessment				1
N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.1./3.1.3./3.1.4./4.1.1. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Bio. -3.2.2./4.1.1./4.2.2. Geo. -2.1.1./3.2.5. Che. - 4.2.1. Gen. His. -3.1.1./3.1.2./5.1.1. MST -4.1.1./4.2.2. Inf -1.1.3./4.1.2.	SB, CD, slides, pictures, handouts, cards, flashcards	Questioning, completing the Biography, interviewing, etc.		3
Revision		<i>Self-Assessment Checklist, Multiple Choice Exercises</i>		2
Student Portfolio				2
Sub Summative		<i>Test Exercises</i>		1

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	5. COUNTRIES, COUNTRIES	1.1.1./1.1.2./ 2.1.1/2.1.2./3.1.1/3.1.2./3.1.4./4.1.1./4.1.2./4.1.4.	1. America- a Friendly Country!
		2.1.1./2.1.3./3.1.2/3.1.3./4.1.3.	Assessment
		1.1.2./3.1.1./3.1.4.	Assessment
		1.1.1./1.1.2./2.1.2./2.1.3./3.1.1/3.1.2/3.1.4/4.1.1./4.1.3./4.1.4.	2. My Hearth-Azerbaijan!
		2.1.3./4.1.1./4.1.2./4.1.4.	Assessment
		1.1.1./1.1.2./2.1.1./2.1.2./3.1.1/3.1.3./3.1.4./4.1.1./4.1.3./4.1.4.	3. Profitable Cooperation of Azerbaijan
		Revision	
		Student Portfolio	
Sub Summative			

Integration	Resources	Assessment methods/tools	Date	Hour
N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./3.1.2./3.1.3./3.1.4./4.1.1. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3. Az. His. -1.3.1. Gen. His. -1.1.2./2.1.1./2.1.2./3.1.1./3.1.2./5.1.1./5.1.2 Geo. -2.1.1./2.1.2. MST- 1.1.1.	SB, pictures, CD, hand-outs, cards, worksheets, map, globe	Diagnostic Check-list, Self-Assessment, etc.		3
Assessment				1
Assessment				1
N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./3.1.2./3.1.3./3.1.4./4.1.1. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3. Az. His. -1.1.1./1.1.2./1.3.1./3.1.3./4.1.1./4.1.2./5.1.1. Gen. His. 1.1.4./2.1.1./3.1.2./5.1.3. Geo. -2.1.1./2.1.2. MST- 1.1.1. P.T. -1.4.1.	SB, video roll, CD, handouts, pictures, realia, map, globe	Formative-Assessment, filling in questionnaire, discussion		3
Assessment				1
N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.1./3.1.4./4.1.1./4.1.4. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3. Az. His. -1.1.1./1.2.2./3.1.1./3.1.2./3.1.3. Gen. His. 1.1.2./1.1.4./2.1.1./2.1.2./3.1.2./5.1.2./5.1.3. Geo. -2.1.1.	SB, flashcards, songs, video, pictures, CD, map	Questioning, Filling in interviewing, multiple choice exercises		3
Revision		<i>Multiple Choice / Open ended Exercises</i>		2
Student Portfolio				2
Sub Summative		<i>Test Exercises, Open- Ended Exercises</i>		1

Implemented Standards for Units	Unit	Implemented Standards for lessons	Lessons/Themes
1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	6. SPORTS AND GAMES	1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./ 3.1.1./ 3.1.4./4.1.1./4.1.2./4.1.3./4.1.4.	1. Love Sports!
		1.1.1./1.1.2./2.1.1./2.1.3/3.1.1./ 3.1.2./3.1.4./4.1.1./4.1.2.	2. National Games
		1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./ 3.1.1./3.1.2./3.1.3./3.1.4./4.1.1./ 4.1.2./4.1.3./4.1.4.	3. Olympic Games
		1.1.2/2.1.3./3.1.1./3.1.4.	Assessment
		Revision	
Student Portfolio			
Sub Summative			
Main Summative 2			

Integration	Resources	Assessment methods/tools	Date	Hour
<p>N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.3./3.1.4./4.1.1./4.1.4.</p> <p>Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3.</p> <p>Az. His.-5.1.1.</p> <p>P.T.-1.4.1./1.4.2./4.1.1.</p> <p>MST-4.1.1.</p>	SB, Pictures, flashcards, songs, CD	Formative Assessment Checklists, discussing, open ended exercises, etc.		3
<p>N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.3./3.1.4./4.1.1./4.1.4.</p> <p>Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3.</p> <p>Az. His.-5.1.1.</p> <p>P.T.-1.4.1./1.4.2./4.1.1</p> <p>MST-4.1.1.</p>	SB, Pictures, flashcards, songs, CD	Formative Assessment, interviewing, multiple choice exercises, etc		3
<p>N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.3./3.1.4./4.1.1./4.1.4./</p> <p>Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3.</p> <p>Az. His.-5.1.1.</p> <p>P.T.-1.4.1./1.4.2./4.1.1.</p> <p>MST-4.1.1.</p>	SB, flashcards, map, video roll, CD, hand-outs, slides	Formative Assessment, interviewing, multiple choice exercises, etc.		3
Assessment				1
Revision		<i>Self-Assessment Checklist, Multiple Choice Exercises</i>		3
Student Portfolio				2
Sub Summative		<i>Test exercises, open-ended tasks</i>		1
Main Summative 2		<i>Test exercises, open-ended tasks</i>		1

TB – Teacher’s Book
SB – Student’s Book
Ss – Students
N.L. – Native Language
Maths – Mathematics
H – History
GH – General History
Geog. – Geography
Ch – Chemistry
B – Biology
MST– Military Service Training
Inf. – Informatics
PT – Physical Training
IW – Individual Work
PW – Pair Work
GW – Group Work
CW – Collective Work
KWL – Know/Want to know/ Learned

Int. – Interview
UI – Useful Information
DLTA – Directed Listening Thinking Activity
DRTA – Directed Reading Thinking Activity)
BBK – Building Background Knowledge
GIST – Generating Interactions between Schemata and Text
EV – Extending Vocabulary
IR – Independent Reading
DIY – Do It Yourself
TPS – Think-Pair-Share
L – Literature
Scien – Science
AzHis – Azerbaijan History
Phy – Physics

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Assessment

1. Listen and give your comments on the statements below:

- I should be more optimistic.
- I should work harder.
- Life is full of stress.
- Avoid stress and stressful events.
- Try not to be pessimistic.
- I should be successful.



2. Read and number the paragraphs in correct order to make up a text. Find the correct variant.

Be Optimistic, Gain Success!



A These days, I feel much happier. Working as a volunteer has made me feel more useful and sociable. We help the athletes to prepare for the next games, and I aim to go to the games with the team as a helper. If I hadn't seen the programme, I'd never have had the opportunity.

B Last year, things were not good for me. I'd failed some exams and I had to take them again. I'd also had a big argument with my best friend, who wasn't talking to me. I was fed up and I wasn't interested in anything. Friends invited me out, but I didn't go. I was watching DVDs in my room.

C I've been doing some volunteer training for the last few months. It's been a really good experience. I've met some really nice people and I've learned a lot. I'm looking forward to doing more in the future.

Listening/Speaking

1. **GW/CW** Listen to the definitions of the words and match them to the pictures and talk about them.

- drought
- typhoon
- volcano
- flood
- tsunami
- earthquake
- tornado
- famine
- forest fire
- avalanche



- an extremely large wave in the sea caused by an earthquake
- a mass of snow, ice and rock that falls down the side of a mountain
- a large opening at the top of the mountain through which gasses and lava are forced out into the air
- the flames, light and heat
- a violent tropical storm with very strong winds
- a sudden, violent shaking of the ground
- a violent storm with very strong winds
- lack of food during a famine
- when there is little or no rain for a long time
- a large amount of snow or ice falling from a mountain

Listening/Speaking

1. **CW/GW** Listen to the Fact Box and talk about the pictures.



FACT BOX

Gara Garayev wrote nearly 110 musical pieces, including ballets, operas, symphonic and chamber pieces, solos for piano, cantatas, songs, and marches, and became famous worldwide. Gara Garayev first studied at junior music school at the Azerbaijan State Conservatoire, currently known as the Baku Music Academy. The prominent Azerbaijani composer Uzeyir Hajibeyli was his teacher. In 1938, when he was 20, Gara Garayev composed his first musical piece, a cantata "The Song of the Heart" to the poem by Ghalib Khatami. In 1945, together with Jovdat Hajiyev he wrote the opera "Motherland", for which they were awarded a Stalin Prize. In 1948, at the age of 30, Gara Garayev was again awarded this prize for his symphonic poem "Leyli and Majnun". He composed Uzeyir Hajibeyli's traditional emphasis on Azerbaijani folk music. Teaching was also promoted contemporary genres, such as jazz in Azerbaijan music. Gara Garayev's ballet "Seven Beauties" opened a new chapter in the history of classical music of Azerbaijan. His other ballet, "The Maiden" was staged in 1958.

Not only literature and music, but also Azerbaijani dances, are well known all over the world and help to express cultural richness of the country. The history of folk dances of Azerbaijan is very old. Azerbaijani dances symbolise different characters, such as courage, bravery, honour. "Yalli" expresses unity and collectiveness. A group of people perform it with handkerchiefs in their hands.

Listening/Speaking

2. **PW** Answer the question and speak about them looking through the model.

Model: - Who are the people in the pictures?



A Shah Ismail the First was not only a great Shah, a statesman and a military leader, the founder of the Safavids dynasty, but also a talented poet of his time. He was one of the first Azerbaijani poets who wrote the poems in his native language, in Azerbaijani. Writing under the pen-name of Khatami, he produced a large volume of poetry in Azerbaijani. His well-known "Tab-name" ("Ten Letters"), was the first love poem written in Azerbaijani. It preceded Muhammad Fuzuli's "Leyli and Majnun". Besides, he wrote "The Book of Morals".



B Mirvarid Dilbazi was one of the greatest Azerbaijani poets. Mirvarid Dilbazi wrote numerous poems and children's books such as "First Spring", "Love for Motherland", "Memories", "Dream of the Master", "Images of Life", "Algerian Girl", "To My Younger Fellows", "Spring is Coming", etc. Mirvarid Dilbazi also translated works by such writers as Pushkin, Khagani and others. His literary title "People's Poet" was given to him in 1938.



Listening/Speaking

1. **GW/PW** Look at the pictures and make a list of all problems that we face on our planet.

- Model:** 1. air pollution
2. water pollution
3. destruction of buildings in towns
4. how water and air pollution influence people's health



2. **CW/GW** Listen to the story and answer the questions giving your comments.

The Starfish Story

An old man was walking on the beach one morning after a storm. In the distance, he could see someone moving like a dancer. As he came closer, he saw that it was a young woman picking up starfish and gently throwing them into the ocean. "Young lady, why are you throwing starfish into the ocean?" "The sun is up, and the tide is going out, and if I do not throw them in they will die," she said. "But young lady, don't you realize that there are many miles of beach and thousands of starfish? You cannot possibly make a difference." The young woman then bent down, picked up another starfish and threw it into the sea. "It makes a difference for that one."

(Adapted from the original by Loren Eiseley)

1. **GW/PW** Understand/get from the story? 2. **GW/PW** To make a difference in nature? How? 3. **GW/PW** Tell the story in your own words. 4. **GW/PW** Ask that question.

Listening/Speaking

2. **PW** Listen to the model and define the kind of sport. Speak about them giving comments.



Model: This is Jeyran Aliyeva, one of the most successful volleyball players in the Azerbaijani national team. The best competitions that she ever participated in are World Cup games. While playing volleyball, falling over when trying to reach shots is one of the most challenging parts of her sport. "For me the most challenging part of my sport is to fall over trying to reach shots while playing volleyball", Jeyran says.

This is Ruslan Bayramov, a European and world champion in Greco-Roman wrestling. Moreover, he is a two-time Olympic silver medalist. He has been a world champion in the previous world championships. In addition, Bayramov holds two European titles. Silver medal in Beijing 2008 and London 2012 Olympic Games, World Champion in Istanbul 2012 and two-time European Champion.

This is Marina Duranda, the two-time Azerbaijani Rhythmic Gymnast Champion. She has also competed in several World Cups confidently and is very happy with her performance in the competition. She feels proud that the first European Games was held in her own country.

UNIT 1

PERSONALITY

Lesson 1. How to Describe People?

Aim: To encourage Ss to think and speak about characters of different people, about the influence of colours on our lives and mood how to characterize people, why colours are important in our lives, etc. using linking words/connectors.

Objectives

Standards

1.1.1./1.1.2./2.1.2./2.1.3./3.1.2./3.1.4./4.1.1./4.1.2./ 4.1.3./4.1.4.

Student:

Listening/ Speaking

- listens to the words about characters and gives their explanation
- listens to the letter and shares his/her opinions on the problem
- makes description of the characteristic features of Azerbaijanis and other nationalities
- shares his/her points of view using the word map.
- expresses opinions on various situations (positions)
- listens to various opinions about colours and their influence on people and shares his/her opinions with his/her partners/peers
- makes summarizing/ generalization participating in dialogues

Reading

- reads the interview about different characters with correct intonation
- reads different ideas about colours and realizes/understands the influence of colours on our mood
- gives comments on colours, their importance on people's characters reading the passages/texts
- analyses the psychologist's as well as the interviewer's opinions while reading

Writing

- writes his/her opinions on the read text
- fills in the table with adjectives showing personality for each colour
- matches the adjectives using connectors/conjunctions to link parts of sentences
- designs a chart on specific characters of different nationalities
- writes/gives the opposites and close meanings of the given words

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./2.2.1./2.2.3./3.1.1./3.1.3./4.1.1./4.1.4. Lit.-1.1.1./1.1.3./1.2.2./2.1.1./2.1.2./3.1.3.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Discussion, Mind Map, Role Play, Brainstorming, TPS, Read Aloud
Resources	SB, pictures, handouts, slides, CD, flipcharts

Motivation (warm-up) Listening-Speaking

For motivation get the Ss to listen to words that describe a person's character and personality.

Sample:



Sample: All these words can help us to describe someone's personality.

One of them is the word sociable - I'm sociable, because I love communicating with other people.

Research Questions:

- How can colours affect people?
- Why are colours important for us?
- What is the role of colours in our life?
- Can colours change our characters/lives? How?

Remember: Here are some Research Questions.

Make a choice and decide which one to ask your students.

<p>Listening/ Speaking</p>	<p>Discussion 1. Direct your Ss to listen and share their ideas on the listened letter about characters and appearance. Encourage them to discuss the question:</p> <ul style="list-style-type: none"> • <i>How important is our appearance?</i> <p>Elicit with some additional questions:</p> <ul style="list-style-type: none"> • <i>Are there any similarities between our characters and appearance?</i> • <i>How can colours affect and change our characters?</i> • <i>What is the role of colours in our life/lives?</i> • <i>How important is a person's character in life, etc.?</i> • <i>Is it really important to be beautiful or to have good wonderful character? Why?</i> <p>Discussion 2. Get Ss to make a description of Azerbaijanis and other nationalities on Mind Map. Encourage them to share their ideas on the topic. It would be better to get them work in pairs of 5: the <i>Azerbaijanians/Azerbaijanis, the British, the Americans, the Finnish, the Germans</i>. Ss listen to the pairs and then describe the characters of above mentioned nationalities following as in the listened passages. So they share their opinions with the other pairs.</p> <p><i>Sample:</i> <i>You are right, Azerbaijanis are really hospitable, they share everything with their friends, highly respect elderly people, always do their best for their guests.</i></p>
<p>Reading</p>	<p>Have them read the interview of the psychologist with the TV show host with correct intonation, understand its content, then discuss how colours can describe people and their personalities, why colours affect on people's mood, what colour can show what character, etc. So, Ss share their ideas on what each colour represents and find out some facts about the power/ influence of colours while reading. Reading the interview ask Ss to analyse some facts about colours, their coincidence with characters, mood, personality, etc.</p> <p><i>Note:</i> <i>Dear teachers, go ahead to use any other reading strategy here, for example, Debate. Have your Ss to express their opinions freely/ independently giving examples from their own experience.</i></p>

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

Writing	As you know the topic is quite wide and you can give writing tasks to your Ss to work on in class, as well as at home. As you see, the lesson is divided into 2, 3 or 4 hours and you have enough time to divide it whatever you think is the best way to work on. So, you can have an hour making a chart /table matching a colour with appropriate adjectives. Or for the next lesson ask your Ss to match the adjectives and use them in describing the characters with the help of connectors.
Summary	We advise you to summarize the lesson with the last exercise in this lesson. But you are free to make a choice and summarize this topic as you wish. At the end of the lesson Ss come to conclusion that appearance has some influence on people, but the main thing is to have a good character which forms personality. And colours can describe people, their characters and personalities. Colours can effect on people's emotions, and behaviour as well.
Word File	<i>calm concerned eternal feature</i> <i>jealous keen loyal mean moral personality</i> <i>reserved sociable temper tempered trait</i>

Note:

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

Grammar Checklist	YES/NO		
<i>I can ...</i>			
build up sentences using new words and expressions			
give the explanation of the words describing characters			
match the adjectives using connectors to link parts of sentences			
design a chart on specific characters of different nationalities			
complete the table showing the characters of some nationalities			
write close and opposite meanings of the adjectives			

REMEMBER

Diagnostic Assessment

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

Student's Comments		Reasons
Problems	<i>I found most important/interesting/difficult for discussion</i>	
Exercises	<i>I found most interesting/enjoyable/difficult/boring _____</i>	
Grammar	<i>I found most important/productive/difficult/easy</i>	

ANSWER KEY:

▪ **Task 6, page 11. You can use different conjunctive words or connectors taught in the previous grades, such as who, that, as, because, and, so, but, etc. Tim is very honest, because he never tells lies. Or : A person who never tells lies is honest.**

1. never stops talking
2. doesn't speak a lot
3. talks to everybody
4. never betrays friends
5. always waits for something calmly
6. thinks of new ideas
7. never tells lies
8. hates spending money
9. feels angry about not having what others have
10. loves his/her country
11. doesn't like chatting
12. has a good sense of humour
13. doesn't like to show emotions

*who but
because as
and or
which that
and*

- a. honest-7
- b. jealous-9
- c. sociable-3
- d. talkative-1
- e. funny-12
- f. cold-13
- g. loyal-4
- h. imaginative-6
- i. patient-5
- j. uncommunicative-11
- k. patriotic-10
- l. shy-2
- m. mean-8

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<p>1. Listening and Speaking <i>I can:</i></p> <ul style="list-style-type: none"> • listen to the words on characters and give their explanation • share my ideas on the problems • ask/answer questions on characters • express my ideas about colours and their influence on people • make generalization participating in dialogues 				
<p>2. Reading <i>I can read and understand:</i></p> <ul style="list-style-type: none"> • the interview about different characters with correct intonation • give comments on colours, their importance on people's characters reading the passages/texts • and analyse the psychologist's as well as the interviewer's opinions while reading 				
<p>3. Writing <i>I can:</i></p> <ul style="list-style-type: none"> • write my opinions on the read text • fill in the table with adjectives showing personality for each colour • make a list of adjectives describing characters • match the adjectives with their halves using connectors/conjunctions to link parts of sentences • design a chart on specific characters of different nationalities. • write the opposites and close meanings of the given words. 				

Linking Words and Transitions

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

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

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

Without linking words:

Model:

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

With linking words:

Model:

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

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

REMEMBER

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

About time

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

To contrast

Although
Even though
However
Nevertheless
Though
While this is true yet

To give reasons

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

To conclude

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

To add

Additionally
Again
Along with
Also
For instance
For example
Furthermore

To make a point clearer

Actually
Because of this
In fact
Obviously
To emphasize

To compare

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

To signal a new topic

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

To exemplify

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

Note:

Dear Teachers! We have given enough information on different kinds of connectors and conjunctive words in grades 7,8 and 9. So this time we give connectors only at the end of the SB in the Grammar Folder. Such as who, which, that, where, because, as, or, but, etc. Our purpose is to make Ss work independently and think of possible variations of making compound and composite sentences with the help of connectors or conjunctive words.
(For example: see page 11, task 6)

Lesson 2. Aim Low Or Aim High?!

Aim: Practising the four language skills, encourage Ss to get involved in achieving their goals in life, learn from famous people's quotes how to move from low aim to high aim and never give up on this way, be purposeful and hardworking, struggle for their aim and react high aim, learn traits of character, ask special questions with What/Which etc.

Objectives

Standards

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

Student:

Listening/ Speaking

- listens to the words about characters and gives their explanation
- listens to the quotes, proverbs and sayings and explains their essence
- expresses his/her attitude to the given proverbs/quotes
- sets some examples on the letters/quotes he/she listened to and sets his/her own goals
- answers the questions on the dialogue
- shares his/her opinions about future profession listening to the dialogue
- speaks about the importance and role of his/her goals sharing with his/her partner.

Reading

- reads and defines the meaning of the new words
- builds up sentences using new words and looking through the model
- reads and answers the questions on the article
- gives comments sharing his/her opinions
- explains and analyzes the statements on the topic
- thinks of a story on the topic

Writing

- builds up sentences using the conjunctive words and expressions
- makes a list of aims/goals he/she has
- creates a public service announcement
- writes the outline of the decisions making progress
- guesses the meaning of the words and matches them with their definitions
- completes the table explaining his/her choice
- writes a paragraph on his/her future profession using the given expressions
- creates a story on the questions giving reasons

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.4./2.1.1./2.2.3./3.1.2./3.1.3./4.1.1./4.1.4. Lit.-1.1.1./1.1.3./1.2.2./2.1.1./2.1.2./3.1.1./3.1.3.
Interaction	CW/GW/IW/PW
Strategy	Description, Cluster, Discussion, Role Play, Clarifying, Reading by Stops, Prediction
Resources	SB, flashcards, video, CD, pictures, slides

Motivation (warm-up) Listening-Speaking

Encourage your Ss to look through the quotes / proverbs and sayings and express their attitude towards them. **Example:**

- ◆ “Learn every day!”
- ◆ “Be motivated!”
- ◆ “Never miss a chance to increase your knowledge!”
- ◆ “Be Brave!”
- ◆ “Learn from yesterday!”
- ◆ “Hope for tomorrow!”
- ◆ “Always think about your objectives!”

Research Questions:

- Where does the goal come from?
- Can a person live without a goal/aim?
- What do goals give us?
- How do you understand this quote “Aim Low, Aim High?”

Lesson 2. Aim Low or Aim High?

What you'll learn:

- Where the goal comes from
- If a person can live without a goal/aim
- How we understand the quote: “Aim Low, Aim High”
- Which traits of characters are the most valuable
- Which character traits annoy you and why we dislike them in people
- What qualities are worth developing in oneself and why

Word File

accomplishment [əˈkʌmplɪʃmənt] (n) an impressive thing that is done or achieved after a lot of work.

boredom [ˈbɔːdəm] (n) the state of feeling bored/the quality of being very boring

bring up [ˈbrɪŋ ʌp] (v) care for teaching sb how to behave, educate, breed, grow, etc.

commit [kəˈmɪt] (v) yourself/to smth – to give an opinion or make a decision openly

curiosity [kjʊərɪˈɒsətɪ] (n) interest

disappointed [dɪsˈpɑːntɪd] (adj) upset because smth you hoped for has not happened or has not been as good, successful, etc. as you expected

ignorant [ɪɡnərənt] (adj) lacking knowledge or awareness in general; uneducated or unsophisticated.

ignorance [ɪɡnə(ɹ)əns] (n) paying no attention to/impoliteness, illiteracy, etc.

meaningful [ˈmiːnɪŋfʊl] (adj) having a meaning that is easy to understand

prudent [ˈpruːdnt] (adj) sensible and careful when you make judgements and decisions; well-judged. opp.-imprudent

reasonable [ˈriːzəbəl] (adj) fair, practical and sensible. opp.-unreasonable

specialize (in) [ˈspeʃləɪz] (v) become an expert in a particular area of work/study/business

soar [sɔː(r)] (adj) fly upward or at a great height

1 IW. Listen and write the words with the same sound in the right column.

commit	accomplishment	prudent	bring up
ignore	meaningful	defeat	boredom
rule	soar	reasonable	disappointed

[ɔ:] [ɪə] [u:] [ɪ] [ʌ]

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4 GW. Listen to the statements and share your opinions.

REMEMBER!

- ◆ Goals make you successful!
- ◆ Goals develop your potential!
- ◆ Goals improve your self-awareness!
- ◆ Goals allow you to develop dreams!
- ◆ Goals can help you make and save money!
- ◆ Goals can help you in planning for future!
- ◆ Goals let you make the best use of your talents!



My teacher gave me the best gift of all: She taught me believing in me!

Teachers plant the seeds of knowledge that last a lifetime!

A teacher is a compass that activates the magnet of curiosity, knowledge, and wisdom in the pupils! (Ever Garrison)

What's the difference between school and life? In school, you are taught a lesson and then given a test. In life, you're given a test that teaches you a lesson! (Tom Bodett)

Instead of saying "Impossible", let's teach our students to say: "It is possible!"

"Don't be disappointed if people refuse to help you! Remember Einstein's words: "I'm thankful to all those who said No! Because of them I did it myself".

"The important thing is not to stop questioning. Curiosity has its own reason for existing." (Albert Einstein.)

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3 IW/PW. Listen to the student's thoughts/advice in the letter and try to set your own goal.

Set Your Own Goal!

I think our parents, friends, and relatives can influence our goals. Be sure that the goals you set reflect on what is important to you. To achieve any goal you must be committed to it. You should make your goal more meaningful. For instance participating in the 10 km running marathon isn't enough. You can't reach your goal without a plan of action. Try to make and count each step of your goal. If you plan what to do beforehand it will be much easier to implement it. Keep the goal in your mind as long as possible. Try to picture it. Also, write it down on paper. Whatever your goal is, read it aloud every morning and every night. Then devote the time and energy needed to make it come true. Don't forget that it depends on you to make goals happen. Good luck!



Sincerely, Sara.

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<p>Listening/ Speaking</p>	<p>Have your students listen to the questions (see task 3, page 13). Encourage the Ss to answer the questions and act out the dialogue. Engage them in active discussions about career and future plans.</p> <ul style="list-style-type: none"> • <i>Have you decided your future career yet?</i> • <i>What about your future plans?</i> • <i>Have you made your future profession?</i> • <i>What professions do you consider successful and why?</i> • <i>Does anybody help you in making decision or you make your own choice/decide yourself?</i>
<p>Reading</p>	<p>Discussion 1. Ask Ss to read the article paying attention to the new words in bold and guess their meanings. Have them answer the following questions</p> <ul style="list-style-type: none"> • <i>Which traits of characters are most valuable and do you admire them in people?</i> • <i>Which traits of character disappoint you and why do you hate them in people?</i> • <i>What qualities you think are worth developing in oneself and why?</i> • <i>Does it make difference for you in what profession you are in?</i> • <i>What goals should you have to achieve your goals</i> <p>Discussion 2. Engage them to read the article on :”Aim Low or Aim High” and make notes on the things new to them and the statements given below the article. (See page 19) Get them to discuss all the questions there.</p>
<p>Writing</p>	<p><i>Note:</i> There are a number of creative and differential tasks here, try to use them due to the level of your Ss as in the heterogeneous classes. Here are some samples:</p> <ul style="list-style-type: none"> • <i>Make a list of goals</i> <p><i>Write a paragraph: ”My Future Profession”</i></p> <ul style="list-style-type: none"> • <i>Make up sentences using the given words.</i> • <i>Create a public service announcement encouraging people to set and achieve goals.</i>
<p>Summary</p>	<p>Practising all four language skills through the lesson Ss come to conclusion: Why a person sets a goal but can’t reach it. But another person sets a goal and can reach it. Why? Because the 2nd is purposeful and does his/her best making efforts and working hard, etc. But the one who is lazy, pessimist, and easily gives up can never succeed in life. So, you shouldn’t worry about small mistakes that you make, no one minds them, challenge yourself, go ahead!</p>
<p>Word File</p>	<p><i>accomplishment boredom bring up commit</i> <i>curiosity disappointed ignorant ignorance meaningful</i> <i>prudent reasonable specialize (in) soar</i></p>

REMEMBER!

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

*Dear teachers, the **subdivision** of the lesson depends on you. You can design your lessons freely. All these are just some samples that any teacher can use in his /her lesson. Follow the sample and try to use more activities and be creative to simplify/to adjust the material to the level of the class. Activities should be on 4 levels as in heterogeneous classes. When preparing your lessons start by planning the main items you want to include. You can find some extra ingredients to make your lessons rich, varied and interesting. You will need brief orientation activities/games or amusing items to motivate your students. In most cases, activities are suitable for a variety of levels, from elementary to advanced, so you will find indication of a recommended level only in very few cases. You are probably the best judge of the appropriacy of an activity for your students. You will find different activities/exercises on the topic that are clearly divided into elementary/simple, intermediate/middle, and advanced/high levels.*

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

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

REMEMBER!

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

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

Brainstorming

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

Tips for the Strategy

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

Teaching Strategies Clarifying

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

Tips for this Strategy:

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

Activities:

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

Check that Ss understand _____ means _____

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

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

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

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

Sample:

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

ANSWER KEY:

▪ Task 3, page 18

- a) the state of being bored -7
- b) practical and sensible -3
- c) become an expert in a practical area of work -2
- d) careful when you make decisions -4
- e) lacking knowledge or awareness in general -5
- f) a lack of knowledge or information about smth -6
- g) not depending on another's authority -1

▪ Task 4, page 19

- A) If you think you can, there is a good chance you will - 2
- B) Goals can be short-term or long-term.-4
- C) The definite plans you have in life are your goals.-1
- D) Goals come out nowhere.-3

▪ Task 6, page 21

- 1. self-confident-a 2. self-interested-c 3. self-disciplined-b
- 4. self-educated-f 5. self-possessed-e 6. selfish-d

▪ Task 7, page 21

- 1. A person- who puts off till tomorrow what he/she can do today___ **lazy**
- 2. A person- who works hard ___ **hard working/diligent**
- 3. A person- who is always happy and makes others be happy ___ **amuzing/funny**
- 4. A person who never lets you down and stays with you ___ **devoted/loyal**
- 5. A person who understands people's problems and helps them ___ **helpful/kind/comprehensive**
- 6. A person who never tells the truth ___ **dishonest**
- 7. A person who always tries to be fair ___ **honest/truthful**
- 8. A person who always respects other people ___ **respectful**

Self-Assessment	Level Reached			
	Excellent	Good	Fair	Poor
Description of Achievement				
Writing				
<i>I can:</i> <ul style="list-style-type: none"> • build up sentences using new words • make a list of goals/aims • create a Public Service Announcement • complete the table explaining my choice • write the outline of the decisions making process • guess the meaning of the words and match them with their definitions • write a paragraph on my future profession • create a paragraph on the given questions 				

Lesson 3. Deeds, not Words!

Aim: *To engage Ss to be aware of some facts about heroism and heroes, whom we call/name a hero, what heroic deeds they demonstrate, what makes a person successful- a real legendary hero even with some disabilities, lacks, etc. through practising the four language skills.*

Objectives

Standards

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

Student:

Listening/Speaking

- expresses the essence of the proverbs he/she listens to
- gives the equivalents of the proverbs after listening to them
- listens to the passages about handicapped people and groups facts about them
- speaks and shares ideas on the success of the disabled people
- listens to the passages about disabled people and comments on the facts and events about them
- speaks about the challenges/ problems that disabled people face/come across
- finds out/agrees how a person raises this quality -self confidence in himself
- takes an active part in questioning/discussion on the topic

Reading

- reads the article with correct intonation (appropriate pronunciation)
- analyses the events giving comments on the statements
- expresses his/her attitude to the statements on how to achieve goals
- realizes the essence/value of advice/help/encouragements reading the article and the legend
- fills in the gaps with appropriate words reading the poem/ ballade

Writing

- writes a description of legendary and real heroes
- completes the expressions with his/her own words
- creates/designs an essay/ a paragraph about heroism, a hero from real life as well as modern heroes following the sample
- writes about the best qualities that a person can develop in himself/herself

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.2./2.2.1. /2.2.3. Lit.-1.1.1./1.1.3./1.2.2/1.2.4./2.1.2./2.2.1./3.1.2./3.1.3. P.T.-1.4.1.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Read Aloud, Feeling in Gaps, Discussion, Role Play, Matching, Clarifying
Resources	SB, flashcards, CD, handouts, slides, video rolls

Motivation (warm-up) Listening-Speaking

Feel free to give an interesting motivation: For the first lesson you can use with the sayings, proverbs and quotes. Have your students express their attitude to the sayings' content. For example:

- *Deeds, not words!*
- *A man of words and not of deeds is like a garden full of weeds”.*
- *You can get it if you really want it!*
- *Never give up, you'll find a way!*
- *Trust your instincts/feelings!*
- *Always hope for a better future!*

You can begin the lesson with directing your Ss' attention to the pictures given on task 3, page 23. No doubt, your Ss know all these personalities from previous classes. So, this must be an inter-subject integration. **For example:** Bethany Hamilton, Stephan Wiltshire, Ilham Zakiyev. Also there are some proverbs and sayings above the pictures on the same page, so reading them Ss should set examples of their own from their memory.

Sample:

Ilham Zakiyev, an Azerbaijani judoka with an impaired eyesight, served on the frontline of the conflict zone. On February 4th of 1999, he was wounded by a bullet on the head by an Armenian sniper and as a result, Ilham completely lost his eyesight. After a long rehabilitation he returned to the sport, but as a Paralympian.*

He won a gold medal in the 2004 Athens Paralympics and the 2008 Beijing Paralympics in the 100 kg division. He is the holder of a black belt. Zakiyev has been a European champion six times, and the World champion twice.

Research Questions:

- *How can a person achieve success, with words or deeds?*
- *Why do you think so?*
- *Is it important to improve a self-confidence in yourself and not to give up? Why?/Why not?*

Discussion

Listening/ Speaking

Ask your Ss to listen to the short passages about Franklin Roosevelt and Natali du Toit and answer the questions on them.

- *Is it important to develop confidence in oneself?*
- *Why is it important to develop confidence in oneself?*
- *How can a person overcome challenges /difficulties he/she faces in life?*

Encourage Ss to comment on the events given in this lesson.

For example: *Franklin Roosevelt-he was a lucky man. His parents were rich and they always helped people who were needy. Franklin's life was successful, but one day he caught a cold, he had polio and never would walk again. But Franklin did stand.*

And ask your students to give explanation after listening to the model and say:

- *How a person can stand such kind of hard situations/challenges and how they can overcome all challenges/hardships.*

Reading

Discussion 1.

Ask Ss to read the article “**Try to be Successful!**” with correct intonation and think of ways how to be successful. You can choose any reading strategy here. Encourage Ss to analyze the following statements giving comments on them:

- *how to name a strong desire to be successful in one word*
- *how to develop your independent thinking and independence of character*
- *how to develop responsibility for your own actions*
- *how to understand the value of help, and encouragement*

Ask them to think of ways of being successful. Encourage your students to explain the ways:

How to be successful and how to achieve one's goals.

Discussion 2. (See page 26)

Get your students to read the information about “**The Ballad of Mulan**” with correct intonation and and fill in the gaps with the appropriate forms of the words from the box. Then ask them to say what they mean when they speak about one's civic duty looking through the model.

After reading have your students answer the questions on the topic.

1. *What's the poem “The Ballad of Mulan” about?*
2. *Who is Mulan in reality?*
3. *Why did the girl decide to join the army?*
4. *How did the soldier discover that the brave soldier was in fact a girl?*

<p>Writing</p>	<p>Direct them to think and write an essay on legendary heroes as Koroghlu, Robin Hood, King Arthur and others who were honourable heroes and the struggle through which they came across to heroism. Get them to look through the model on real heroes as well as modern heroes, their deeds and heroism and write an essay about it. Encourage them to write on how to be successful in life reading the article. (See task 1, page 25. "Try to be Successful!") and write on a character from a book/ a story/a novel/a ballad, etc. he/she has read and whom he/she could call a strong personality.</p>
<p>Summary</p>	<p>For summarizing get them to read the article and write about being successful. You should be positive, change your life for the best, do your best to succeed making a step forward every passing day, as Ilham Zakiyev who is the best sample for it. And Ss realize that it's really hard to find heroes in the modern world too, but they are essential to the improvement of the society.</p>
<p>Word File</p>	<p><i>able-bodied amputate carry on conscience determine disguise essential governor handicapped polio relate run for tender thrilled want will</i></p>

Listening/Speaking

4 **GW.** Listen and answer the questions giving explanation.

- What difficulties did F. Roosevelt and Natalie face in their lives?
- Is it important to develop self-confidence? Why?

Is It Important to Develop Self-Confidence in Oneself?



Franklin Roosevelt was a lucky young boy. He had wealthy parents. He was taught that wealthy people should help those who were not lucky. When Franklin grew up, he decided to **run for** public office. He was elected to the New York State Senate. A few years later, President Wilson asked Franklin to come to Washington and help him. Franklin's life was very successful. One day Franklin went on a vacation with his wife Eleanor. They went sailing and swimming. He caught a cold and some time later Franklin discovered that he couldn't move his legs. He had **polio** and would never walk again. Everyone thought Franklin's career was over. They said he would never be able to stand up and make a speech again. They were wrong. Franklin Roosevelt **did stand!** He worked hard to make his arms strong enough to support his whole body. Soon, he was elected **Governor** of New York. Then only eleven years after he became ill, Roosevelt was elected President of the US. Franklin Delano Roosevelt was the 32nd President of the US.



Natalie du Toit, the South African swimmer, was only seventeen when she lost her leg in a road accident. She was going to a training session on her motorbike when a car hit her. Her leg had to be **amputated** at the knee. But Natalie was **determined to carry on**. She **went back** into the pool only three months after the accident. And just one year later, at the Commonwealth Games in Manchester, she swam 800 metres in 9 minutes 11.38 seconds and qualified for the final, but not for disabled swimmers, for **able-bodied** ones! Although she didn't win a medal, she still made history. "I remember how **thrilled** I was the first time that I swam after recovering from the operation - it felt like my leg was there. It still does," says Natalie. "The water is the gift that **gives me back** my leg. I'm still the same person that I was before the accident. I believe everything happens in life for a reason. You can't go back and change anything. Swimming is my life."

5 **PW.** Explain the meaning of the words in bold and use them in your own sentences.

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Reading

1 **PW.** Read the article with correct intonation and think of ways how to be successful.

Try to be Successful!



It is important to know what you need and want. All human beings have certain **needs and wants**. Needs are things that are essential. They are physical, emotional, mental and social. Your needs affect every decision that you make. You have three basic physical needs: food, clothing and home. Your basic emotional needs include affection, security and safety, independence, belonging or acceptance, and achievement. Your desire to learn and experience the world around you is a mental need. Socially, you need to **relate** to other people including family, friends, and acquaintances. Do you think all people feel the need for social contact?

Wants are things you desire to make life more enjoyable, and they may be related to many of your needs. It is necessary to have self-confidence in order to fulfill both your physical and mental needs. Let's think of decisions that will help you to achieve your goals:

- 1 **Identify the problem** - You need to be able to state the problem-to put it into words. It might be: "I am failing in Maths."
- 2 **Examine your choices** - There are usually several possible ways of dealing with your problem. For instance: "I could get a tutor," "I could study more," or "I could quit my failing in mathematics."
- 3 **Look closely at the good and bad sides of each available choice.**
- 4 **Make a choice** - Define your goals when you make a choice. For example, "I am going to study more so that I can pass my next chemistry test." "For many problems, it helps to make a step-by-step plan. Be as specific as possible."
- 5 **Act on your decision** - Carry it out to the best of your ability. If you plan to study chemistry or mathematics from 7.00 to 7.30 p.m. Sunday through Thursday nights at the kitchen table, then do so.
- 6 **Evaluate your decision** - Did you achieve your goal of passing the science test? Did you follow your plan? Was "studying more" the best choice for solving your problem? Answering such questions as these will help you to make good decisions in the future.

2 **IW/PW.** Find the equivalents of the following phrasal verbs in the article.

carry out	turn into	to put into	carry on
go back	run for	to give up	

3 **GW.** Analyze the statements in the article and give comments.

- how to name "a strong desire to be successful" in one word
- how to develop your independent thinking and independence of character
- how to develop responsibility for your own actions
- how to understand the value of help, advice and encouragement

25

ANSWER KEY:

Task 4 page 26

- a) army-3 b) bravery-5 c) popular -2 d) equally-10 e) legendary-1
 f) finally-6 g) disguise-4 h) thrilled-7 i) brave-8 j) tender-9

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
Listening/Speaking				
<p><i>I can:</i></p> <ul style="list-style-type: none"> • listen and practise new words • express my attitude to the proverbs/quotes • share my ideas with my classmates • explain the meaning of new words • use the new words in my own sentences • take part in questioning on the topic • answer the questions around the topic • talk about how to be optimistic 				

TPS - Think Pair Share

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

Think-Pair-Share:

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

Ways to Use Think-Pair-Share:

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

Tips for the Strategy

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

Sample Activity

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

Lesson 4. Honesty is the Best Policy!

Aim: To direct Ss' attention to the good and bad things in life, how honest we should be to the people/everybody in life around us, how to avoid bad things and try always to do good in everything and towards everybody, to teach short affirmative and negative sentences : So do I/Neither do I

Objectives

Standards

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

Student:

Listening/Speaking

- listens to the story and understands its content
- talks about right/wrong things in life
- exchanges his/her opinions about the situations sharing with a partner
- listens to the quotes on honesty and expresses his/her ideas on them

Reading

- reads the text and understands its content
- reads the text and answers the questions
- finds the topics and matches them with the titles
- finds out the figures what they stand for
- gives comments on the statements reading the paragraphs
- completes the phrases with *make* and *do* looking through the model

Writing

- completes gaps 1-4 in the text with sentences a-e
- completes the sentences with the verbs : make and do
- chooses one of the questions and writes a paragraph on it
- makes up sentences using the given words and expressions
- searches more information about honesty and writes its main idea
- writes an essay on honesty

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./3.1.2./3.1.3./4.1.1. Lit.-1.1.3./1.2.2./1.2.3./1.2.4./2.1.2./2.2.1. Maths.-1.2.1. P.T.-1.4.1.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Questioning, Role Play, Matching, Round Table Discussion, Clarifying, TPS
Resources	SB, flashcards, CD, handouts, video roll, slides

Motivation (warm-up) Listening-Speaking

For motivation get your Ss to listen to the story of a milkman.

Sample: *Once there lived a milkman who used to sell milk in the town. He had to cross the river to reach the city. One day the milkman made up his mind to mix water from the river into the milk. He wanted to earn more money and he tried to do it.*

After they listen to the story, ask your Ss to give comments on the story and talk about wrong/right things that happened to them in their lives.

Research Questions:

- **What do you think on this quote: “Honesty is the best policy!”?**
- **Why is honesty the best policy?**

Listening/Speaking

2 GW/PW. Listen to the story and predict the end.

Sample: *Once there lived a milkman who sold milk in the town. He had to cross the river to reach the city. One day the milkman made his mind to mix water from the river into the milk. He wanted to earn more money and he did so.*

Questions:

- Was the milkman right or wrong? Why?
- What's your advice to him?

Answers:

A: *As the milkman had to earn much money to keep his family, he had to do so. I think he was right.*

B: *So do I.*

C: *But I think the milkman wasn't an honest person.*

D: *Oh, you are right. And I don't think the milkman is honest, either.*

E: *Neither do I. He is a dishonest person.*

3 GW/PW. Debate. Listen to the survey **Right or Wrong?** and exchange opinions about the situations sharing your ideas.

Right or Wrong?

Tom was buying a computer game in a supermarket. The shop assistant made a mistake and gave him too much change. Tom didn't say anything, but later he felt that he had done something wrong and he gave the money to charity.

Mike's mother asked him to tidy his room, but he didn't do it. When she asked him later, he lied and said that he'd done it, because he didn't want to argue with her. Then he decided to tidy his room.

It was Aylin's birthday. As she was a little shy, she didn't want to have a party or make any **fuss**. Aylin told her brother not to say anything about her birthday and he promised to keep quiet about it. But he couldn't keep his promise and told some of his sister's friends about Aylin's birthday.

GRAMMAR POINT

So do I/Neither do I

A: I'm very good at English. B: So am I.	A: I'm not very good at games. B: Neither am I.
A: He always tells the truth. B: So do I.	A: I don't like to tell a lie. B: Neither do I.
A: I can ride a bicycle. B: So can I.	A: She can't keep her promise. B: Neither can he.
A: She gave some money to charity. B: So did I.	A: They didn't go to the party. B: Neither did we.

4 PW. Complete the phrases with **make** or **do** looking through "Compare and Remember" box.

1. _____ a survey	2. _____ your best	3. _____ a difference
4. _____ the right thing	5. _____ excuses	6. _____ homework
7. _____ a list	8. _____ a course	9. _____ a noise
10. _____ a phone call	11. _____ a favour	12. _____ an exam

COMPARE AND REMEMBER!

DO

- shopping gardening
- your hair washing-up
- laundry the dishes
- good damage
- one's best
- exercising a course
- housework
- work/business
- crossword a favour

MAKE

- money fuss
- excuse
- a choice a decision difference
- a promise an effort a mistake
- breakfast lunch dinner
- a plan a cup of tea food
- your bed a mess friends
- a sound/ noise a comment a joke
- a dress a painting a list

Discussion

Listening/ Speaking	<p>Get Ss to listen to the questions and answer them:</p> <ul style="list-style-type: none"> • <i>Was the milkman right or wrong? Why do you think so?</i> • <i>How would you react in this situation?</i> • <i>How do you understand the quote: “Honesty is the best policy!”</i> <p>Direct your Ss to listen to the wrong/right surveys and discuss the happenings in surveys working in three/four groups. Encourage Ss to exchange ideas sharing their points of view on the milkman’s behaviour and say out if the man is right or wrong. Have them use So do I/ Neither do I construction when they agree/disagree to their mates’ opinions. The more they practise this construction the more they’ll get used to it. See page 32.</p> <p>A: I’m very good at English. A: I’m not very good at games. B: So am I. B: Neither am I. A: He always tells the truth. A: I don’t like to tell a lie. B: So do I./So does she. B: Neither do I. A: I can ride a bicycle. A: She can’t keep her promise. B: So can I. B: Neither can he. A: We should help our friends. A: We must not make mistakes. B: So should we. B: Neither must we. A: Jane got a letter yesterday. A: He didn’t write a paraphrase. B: So did I. B: Neither did she.</p>
Reading	<p>You can choose Round Table Discussion here. First ask Ss to read and find/define the style of the text. (<i>See/follow Types of Literary Style on page 56</i>) After reading the text let them discuss the statements given below the text and think of the fact how honest people can be and how honest people/we are really.</p> <ul style="list-style-type: none"> • <i>People make excuses for their dishonesty so that they don’t feel too guilty.</i> • <i>People persuade themselves that it’s OK to lie, and they tell “white lies” when they don’t want to hurt people’s feelings.</i> • <i>Most people can’t tell the truth.</i> • <i>People should all do their best to be honest, but we don’t always do the right thing.</i> • <i>For a lot of people, what’s right or wrong isn’t always black and white.</i> <p>Encourage them to match the titles a-e with the paragraphs 1-4. Ask them to find the extra one.</p>

<p>Writing</p>	<p>Get Ss to brush up their grammar looking through “Compare and Remember” box and consolidate their previous knowledge on Do/Make tasks. Complete the phrases with <i>make and do</i> and complete the sentences with <i>make/do</i>. Have them practise:</p> <table border="1" data-bbox="440 363 1135 601"> <tr> <th colspan="2">to do</th> <th colspan="2">to make</th> </tr> <tr> <td>smb good</td> <td>smb harm</td> <td>fuss</td> <td>a list</td> </tr> <tr> <td>homework</td> <td>housework</td> <td>a choice</td> <td>excuse</td> </tr> <tr> <td>shopping</td> <td>crossword</td> <td>a decision</td> <td>money</td> </tr> <tr> <td>washing</td> <td>gardening</td> <td>a comment</td> <td>a plan</td> </tr> <tr> <td>business</td> <td>a course</td> <td>breakfast</td> <td>lunch</td> </tr> </table> <p>There are some questions given in this section. Ask Ss to choose any questions out of the given questions and write a paragraph on it. You can also ask Ss to find the appropriate sentences on the given number figure which is given in the text “Honesty is the Best Policy” in Reading section. It would be really nice to ask them write an essay on ‘Honesty is the Best Policy!’.</p>	to do		to make		smb good	smb harm	fuss	a list	homework	housework	a choice	excuse	shopping	crossword	a decision	money	washing	gardening	a comment	a plan	business	a course	breakfast	lunch
to do		to make																							
smb good	smb harm	fuss	a list																						
homework	housework	a choice	excuse																						
shopping	crossword	a decision	money																						
washing	gardening	a comment	a plan																						
business	a course	breakfast	lunch																						
<p>Summary</p>	<p>There are a number of good tasks to choose for summarizing. Ask Ss to write solutions on honesty or search for proverbs/sayings about honesty. Doing all these tasks Ss realize once more that a person should be honest because:</p> <p><i>Honesty is the best policy for a successful life! Honesty builds strong relationships! Honesty gives us mental and moral peace!</i></p> <p>Dishonest people can’t get a second chance when they do bad things or when they tell a lie, because people don’t rely on them any more. Truth always comes out. Without honesty the world would be a dreadful place to live. That’s why we should always be honest and truthful. Remind your Ss to remember the use of articles “a” and “the” which they learnt in the previous grades:</p> <p><i>“To tell a lie and to tell the truth.”</i></p> <p>Ss write a paragraph on the proverbs/quotes about honesty looking through the model:</p> <ul style="list-style-type: none"> • <i>Honesty is the Best Policy!</i> • <i>Honesty builds strong Relationships!</i> • <i>Honesty Gives You Mental Peace!</i> 																								
<p>Word File</p>	<p><i>change cheat dreadful fuss get into trouble graceful persuade rely on/upon simplicity interrupt lantern measles mine mix</i></p>																								

Çap

NOTE

As for lack of space the Self Assessment Sheets are given in TB.
Teachers are welcome to make sufficient copies of them and use.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<p>1. Listening and Speaking <i>I can:</i></p> <ul style="list-style-type: none">• listen to the story and understand its content• talk about right/wrong things in life• exchange my opinions about the situations sharing with a partner• listen to the quotes on honesty and express my ideas on them				
<p>2. Reading <i>I can:</i></p> <ul style="list-style-type: none">• read the text and understand its content• read the text and answer the questions• find the topics and match them with paragraphs• find out what the figures stand for• complete gaps 1-4 with sentences a-e and find out an extra sentence• complete the phrases with make/do• complete the sentences with the correct form of make and do				
<p>3. Writing <i>I can:</i></p> <ul style="list-style-type: none">• choose one of the questions and write a paragraph on it• make up sentences using the given words and expressions• complete the sentences with "make" and do"• write a paragraph on the proverbs/quotes looking through the model				

ANSWER KEY:

▪ Task 2, page 35

1. Have you **done** the washing-up yet?
2. I'm going **to make** a sandwich in a minute.
3. What do you want **to do/make**?
4. I haven't **made** any plans for the summer.
5. You should **make** a habit of doing exercise every day.
6. Can you **do** me a favour, please?

▪ Task 3, page 37

1. The city was full of modern offices, large buildings and green parks. **(F)**
2. All of the money was sent to University to pay Andrew's debt. **(T)**
3. Andrew didn't have to work hard as he had a lot of experience in his job. **(F)**
4. Idris and his brother had measles. **(T)**
5. Doctor Manson didn't allow Idris to attend classes. **(T)**
6. The teacher and the students made Doctor Manson leave the classroom. **(T)**
7. Miss Barlow didn't agree to send Idris home. **(F)**
8. All students stood up and said "Good bye" to Doctor Manson. **(T)**

REMEMBER AND COMPARE!

Agreeing with somebody else

<i>Person A</i>	<i>Person B</i>
I am happy.	<i>So am I/So is he/she.</i>
I'm going to Brazil in summer.	<i>So am I.</i>
You look nice today.	<i>So do I/So does he/she.</i>
Simon has a new friend.	<i>So does she.</i>
We went to the cinema yesterday.	<i>So did we.</i>
He will win a prize.	<i>So will she.</i>
They have finished their homework.	<i>So have they.</i>
She has to go to the museum.	<i>So does he/she.</i>
They have lunch at 12.	<i>So do we.</i>
He should study more.	<i>So should I.</i>

Disagreeing with somebody

I am not going to Brazil.	<i>Neither am I.</i>
You don't go to work on Sundays.	<i>Neither do I</i>
She hasn't finished her homework yet.	<i>Neither has he</i>
He won't make mistakes.	<i>Nether will she.</i>
They didn't go to the party yesterday.	<i>Neither did we.</i>
He doesn't have to go to the concert.	<i>Neither does he/she.</i>
He hasn't got a car, either.	<i>Neither has she.</i>
She couldn't help me.	<i>Neither could I.</i>

Lesson 5. Poor or Rich!?

Aim: To direct Ss' attention to the fact how a person can be rich by hard work, and honesty. Speaking on social problems Ss find out the ways of helping people to overcome any obstacle and become successful in life. Ss are directed to realize social problems arising out of circumstances and find out the way how to solve these problems improving all four language skills.

Objectives

Standards

1.1.1./1.1.2./2.1.2./2.1.3./3.1.1./3.1.2./3.1.4./4.1.1./4.1.2.

Student:

Listening/Speaking

- listens to the story and understands its content
- listens to the problems and understands the challenging circumstances
- makes best solutions solving the problem
- shares his/her own ideas on the problems with his/her peers
- gives explanation on the situation and events after listening to the text
- expresses his/her thoughts through generalizing the problematic issues
- fills in the blanks with the given words
- uses correct tense form in his/her speech (while speaking)

Reading

- reads the text with correct intonation
- defines the meaning of new words clearly and understands them all
- finds out the meaning of the new words and expressions
- reads and responds the points of view in the articles
- finds out and analyses the facts in the article
- completes the sentences with the suitable numbers
- defines the correct tense form reading the sentences

Writing

- fills in the chart and completes the table on the facts
- completes the sentences on the newspaper article
- makes corrections reading the text
- completes the story on moral values with his/her own words
- writes answers to the questions doing a test
- writes/designs a composition on the topic "How rich we are!"

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.2.2./1.2.4./2.1.1./2.1.2./2.2.3./3.1.1./3.1.2./3.1.3./4.1.4. Lit. -1.1.3./2.1.2./3.1.2. Maths. -1.2.1. P.T. -4.1.1. Gen.His. -1.1.2./1.1.4./2.1.2./3.1.2./5.1.1./5.1.2./5.1.3.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Questioning, Discussion, Role Play, Matching, Filling in Gaps, Problem Solving, Debate
Resources	SB, flashcards, CD, handouts, video rolls, slides, etc.

Motivation (warm-up) Listening-Speaking

Direct Ss to listen to the quotes and express their opinions on it. There are some pictures of hard-working people on this page, so the pictures may help Ss to express their thoughts about hard work, hard-working people and what we can earn/get in life by hardwork/working hard.

Or you can begin the lesson with the story given in this lesson.

Ask your students to listen to the story and give comments on the boy's words:

It's not about money that makes us rich, it's about simplicity of having God in our lives. One day a rich dad took his son on a trip to the village. He wanted to show him how poor someone can be. They spent time on the farm of a poor family. Dad asked, "Did you see how poor they were? What did you learn?" Son said, "We have one dog, they have four. We have a pool, they have rivers. We have lanterns at night, they have stars. We buy food, they grow it. We have walls to protect us, they have friends." Then he nodded, "Thanks, Dad, for showing me how poor we are!"

Or: Get your students to listen to the statements/quotes and the passage given in Task 2, page 39. Encourage them to express their opinions and give main reasons why people work.

- *Money brings people happiness.*
- *Money makes people rich.*
- *Money is power.*
- *Money isn't the main thing in life.*
- *Money doesn't always bring happiness.*
- *Money is the root of life, etc.*

Encourage your students to share their ideas actively.

Research Questions:

- *What makes people rich?*
- *What do people need to live better?*
- *How can people get rid of poverty?*

Discussion

<p>Listening/ Speaking</p>	<p>Discussion 1. Encourage Ss to listen to the same problems and find out the ways out of them. (<i>Problem Solving</i>) Direct them how to make clear solutions for solving the problems. Possible variants:</p> <ul style="list-style-type: none">• <i>I'd give them money/support financially</i>• <i>I'd feed them</i>• <i>But I'd buy them clothing</i>• <i>I'd show them the ways how to earn leaving</i> <p>Note: Dear Teachers, as we have decided to present Present Perfect Continuous Tense form in this lesson, try to help your Ss use their opinions/points of view in this tense form. In order to direct them how to use this tense form, give some examples as:</p> <ul style="list-style-type: none">• <i>I have been learning English since September.</i>• <i>My mother has been working here for many years.</i>• <i>He has been working in this factory for 3 years.</i>• <i>They have been searching for a job since last month.</i>• <i>A blind beggar has been holding out his hand for money for many years.</i>• <i>Sophia has been selling sandwiches for months, etc.</i> <p>Discussion 2. Have Ss listen to a short text with some facts about the country of Bangladesh. Ask them to fill in the gaps with the words and expressions they hear. Encourage your Ss to give explanation for the situation and events in the text and express their thoughts making generalization.</p>
<p>Reading</p>	<p>Direct your Ss to read the newspaper article: "Banker Helps Bangladesh's Neediest". The article consists of 2 parts, so try to encourage them to read the 1st part in the lesson. Encourage Ss to read and find out the unknown/new words. They will find out that it is a publicistic material - a newspaper material taken from real life, social problems of the needy people, etc. Especially direct your Ss' attention to the quote: "Give a man a fish and you feed him for a day, but only by teaching him how to fish you feed him for lifelong". Encourage them to be active during discussions and give plenty/a number of answers/ points of view/ opinions to clarify the main/essential thought hidden in this quote.</p>

Discussion	
Writing	<p>We think that there are colourful writing exercises here. Please choose the ones that you consider appropriate to the knowledge level of your Ss. But when doing any writing task try to direct your Ss to use The Present Perfect Continuous Tense while expressing their ideas. <i>Sample:</i></p> <ol style="list-style-type: none"> <i>The people have been trying to solve some problems since 1976.</i> <i>Yunis has been doing his best to help people of Bangladesh out of poverty for many years.</i> <i>Sophia has been selling sandwiches in a bakery for five years.</i> <i>Bangali women have been working hard for many years, etc.</i> <p>The rest of the writing tasks are directed on increasing not only simple writing skills, but also the Ss' creativity, national/moral abilities/capabilities. Get them to feel free to complete the chart given there, write an essay/a story/ a paragraph/ a biography independently.</p>
Summary	<p>As you see this is a very wide topic. For summarizing you can use Questioning, Completion tasks. This topic is known to the Ss from previous years/grades, so they will do these tasks without any challenge. Our aim is not to highlight the issue of Poverty, but to seek the ways out of poverty in order to have a better life style/living conditions. Ss come to conclusion that by working hard and living honestly a person can gain everything and live better. Only we all should be supportive and give a helping hand to those who need some push or support to make success and succeed.</p>
Word File	<p><i>collateral deny disburse empowerment expand interest-free loan newsprint set out shack shed shed tears thrive jute</i></p>

Student's Comments	
<i>I can ...</i>	Samples
Find out the meaning of the new words	In hock-in debt Loan-an amount of money that a bank lends and smb borrows A shed- a small simple building for keeping things in, etc
Answer the questions	<i>What's Muhammad Yunis's profession?</i> <i>What's Yunis's initial aim?</i> <i>What is Bangladesh women's motto?</i>
Choose the right tense form	<i>We have been reading a story for two hours.</i> <i>We have read this story lately</i>
Analyze the facts and complete the sentences	<i>Grameen charges 8 percent for house loans.</i>

ANSWER KEY:

Note:

It's clear that in the SB as well as in TB we have given various kinds of Self-Assessment charts, tables which sometimes refer only to Listening/Speaking, Reading or Writing. As for the lack of space we can't give Assessment table on all four content lines in one lesson. Self-Assessment on Writing is given in one lesson, and Speaking or Reading in the other lessons. So, you are free to design or make Assessment charts or Grammar Checklists of your own on any content of line. Just have a look on the Assessment Samples through the Units/lessons in the SB and TB. Self-Assessment charts or Grammar Checklists given in SB or TB are just samples.

▪ Task 6, page 42

- | | | | |
|------------|-------------------|---------------|--------------|
| a) rice-8 | b) agriculture-7 | c) hot-5 | d) India-1 |
| e) Dhaka-4 | f) dry-6 | g) a third-10 | h) 138,448-2 |
| i) flood-9 | j) countryside-11 | k) high-12 | l) Islam-3 |

▪ Task 4, page 45

- | | |
|-------------|----------------|
| 1. deny-c | 4.collateral-e |
| 2. a shed-f | 5.thrive-b |
| 3. expand-a | 6.breed-d |

▪ Task 5, page 45

- | | | | | | |
|-----------|---------|---------|--------|---------|--------|
| a) 1976-3 | b) 16-6 | c) 20-5 | d) 4-2 | e) 98-4 | f) 8-1 |
|-----------|---------|---------|--------|---------|--------|

▪ Task 5, page 50

- | | | |
|------------------|--------------|--------------|
| 1. permanent-f | 2.heaps of-b | 3. piteous-c |
| 4. life-size - e | 5. faint -d | 6. retired-a |

▪ Task 6, page 51

The country of Bangladesh is situated between India and Myanmar. Bangladesh has a population of around **138,448** and an area of 144,000 square kilometers. The main language is Bangla (also known as Bengali) and the main religion is **Islam**. Dhaka, the capital of Bangladesh, is the **largest** polluted city in Bangladesh. The climate is hot and very **humid** in summer and mild and **dry** in winter. Nearly two thirds of the population is involved in **agricultural** work and rice is the most important crop. Other crops include wheat, sugar cane, tea and tobacco. Every year the rivers flood and about a **third** of Bangladesh is then under water. Bangladesh's exports include cotton textiles, clothes, newsprint, cement and chemical fertilizer. **Most** people still live in the countryside but many have moved to the cities looking for work. The work available in cities often **doesn't offer** high wages. Just under 36% of the population is below the poverty line and around **40%** of the population is unemployed.

Welcome to Our Student Portfolio Section!

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

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

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

Note 1: It's up to you how to divide the hours appropriately and give 2 or 3 hours to Student Portfolio.

Note 2: You can see different charts/grids in **Student's Book 10**. Ask the Ss not to write anything in SB and have them copy all the grids/charts in their copybooks or work on papers, flip-charts only.

Welcome to Sub Summative Section

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

Student Portfolio.

1. Complete the table around Unit 1

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

In the field of...	What I learned	How I'll implement
Listening	<ul style="list-style-type: none"> • I learned a lot of new words • I learned how to build up sentences. • I participated in discussions and tried to solve problems on the topic. 	<ul style="list-style-type: none"> • I'll be able to use the learnt words and expressions in sentences and situations when necessary. • I'll be able to use these words in my speech to build up more effective sentences. <p>(Add more...)</p>
Speaking	<ul style="list-style-type: none"> • I learned some sayings, proverbs quotes about people's characters and appearance, the importance of colours in life. • I got a lot of useful information about colours that influence people's life, and valuable character traits • I could speak about my future plans and goals • I played roles on noble professions and their importance. <p>(Add more ...)</p>	<ul style="list-style-type: none"> • I'll be able to create Public Service Announcement encouraging people to set and achieve goals. <p>I'll be able to set my own goals and find ways how to achieve them and how to be successful.</p> <p>(Add more...)</p>
Reading	<ul style="list-style-type: none"> • I could read paragraphs, passages, poems and stories about colours, characters, bravery and heroism, retell their content, answer the questions. 	<ul style="list-style-type: none"> • I'll be able to read all the passages, stories, paragraphs correctly.
Writing	<ul style="list-style-type: none"> • I wrote paragraphs/essays about my goals and future plans etc. • I grouped the adjectives and built up sentences using them. 	<ul style="list-style-type: none"> • I'll be able to write paragraphs/ essays about my future plans and goals.
Logical/ Critical Thinking	<ul style="list-style-type: none"> • I used the key words, quotes, proverbs and sayings appropriately giving comments on them. • I understood the value of our wise sayings and their good/bad sides/effects on people in life. 	<ul style="list-style-type: none"> • I'll be able to prepare solutions for or against, follow our proverbs in everyday life.

Sub Summative Test

1. Choose the correct word.

People who enjoy spending time with other people are ...

- A) loyal B) decisive C) jealous D) sociable E) mean

2. Find the definitions and match.

- | | |
|--------------|-----------------------------|
| 1. eternal | A) easy to see |
| 2. plain | B) very important |
| 3. essential | C) very excited and pleased |
| 4. thrilled | D) without an end |

3. Give equivalents of the following words.

- | | | |
|----------------|------------|-------------|
| optimistic - | ignorant - | devoted - |
| self-assured - | rude - | potential - |

4. Choose the correct answer.

... is used to show that a person can deal with a situation successfully and is not worried that he/she could do something wrong.

1. self-assured 2. self- love 3. self -confident 4. self respect
A) 2, 4 B) 1, 4 C) 2, 3 D) 1, 2 E) 1, 3

5. Choose the correct question.

- A) How many books Rowling has written?
B) When was *Harry Potter* published?
C) When have you seen this film?
D) How much books have you read this month?
E) Who did study French at school?

6. Choose the correct interrogative word.

___ is the difference between school and university?

- A) Which B) Whom C) Where D) What E) How

7. Complete the sentences.

1. Goals make me successful, ,...
2. Colours can influence our life ...

8. Open the brackets and write them in correct tense forms.

1. Tom's mother ... (to work) in the bank for five years.
2. Halima ... just ... (to buy) a new mobile phone for her son.
3. We ... (to learn) English for ten years.

9. Answer the questions.

1. Is teaching a noble profession? Why/ Why not?
2. What traits should a good teacher have?

10. Write a paragraph on: "*Honesty Builds Strong Relationships!*"

UNIT 2

LITERATURE

Lesson 1. Books Are My Friends!

Aim: To teach Ss the role of books, of the Quran (the Koran)- the Holy book, Stone book, Encyclopedia and any kind of books that we have in life, and also the role of any book in the life of a person in becoming a personality.

Objectives

Standards

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

Student:

Listening/Speaking

- listens to the ideas about books and understands them
- shares opinions about books
- approaches creatively the questioning and asks questions
- finds the definitions of the idioms listening to them
- comments on idioms and sets his/her own sample version
- listens to other Ss' opinions on the importance of books and shares his/her own thoughts with them
- expresses his/her thoughts by generalizing

Reading

- reads and understands various facts or information about valuable books
- reads the facts/information with correct intonation
- differs the read materials according to their style
- reads and defines facts in the given information
- analyzes the facts and matches them to the figures
- reads and answers the questions

Writing

- writes a short description of the book he/she reads
- makes a text editing additions using the sources
- writes his/her point of view looking through the sayings
- writes an essay on books and importance of books
- writes answers to the questions on the topic

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./3.1.1./3.1.4./4.1.1. Lit.-1.1.1./1.1.3./1.2.2./1.2.3./2.1.1./2.1.2./3.1.3. P.T.-1.4.1./4.1.3. Maths-1.2.1. Inf-1.1.3./4.1.1./4.1.2. Az. His-1.2.2./5.1.2.
Interaction	CW/PW/IW/GW
Strategy	Role Play, Cluster, Mind Map, Questioning, Read Aloud, DRTA, DLTA, TPS etc.
Resources	SB, flashcards, pictures, handouts, realia, slides, etc.

Motivation (warm-up) Listening-Speaking
Motivate the Ss with any strategy; Mind Map/Clustering/Pictures/Slides, etc.



Research Questions:

- **What is the role/importance+ of books?**
- **What do books give us?**

Listening/Speaking

1 CW. Listen to the statements, talk about books sharing your ideas.

2 CW/GW. Listen to the "Do You Know?" box and search for more information about kinds of books and discuss.

DO YOU KNOW?

A book is a set of written, printed, illustrated, or blank sheets, made of paper, parchment, or other materials.

Books may refer to works of literature. In the library and information science a book is called a monograph, to distinguish it from serial periodicals such as magazines, journals, or newspapers. The body of all written works including books is literature. Novels and other books can consist of large sections, subdivisions or chapters.

♦ Kinds of Books

<ul style="list-style-type: none"> • fiction • historic • detective • fantasy • biography 	<ul style="list-style-type: none"> • cooking • realistic • non-fiction • adventure 	<ul style="list-style-type: none"> • humour • sport • thriller/horror • special interests/hobbies
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3 CW. Listen to the teens' opinions on Reading and express your attitude to each of them. Pay attention to the words given in *italics*.

What's Reading?

♦ Reading is one of the best hobbies. Reading helps you to learn more, to become smarter and to succeed in life! It improves your spelling and vocabulary, and gives you a chance to learn and explore new things. I love reading fiction. I *adore* adventure, humour, historical novels, and crime fiction. I *have been reading* Conan Doyle's detective stories about Sherlock Holmes for a week. And what *have you been reading*?

Rufat

♦ I'm fond of reading. I've got a very good collection of books and I'm really proud of it. I can't say my collection is *thematic*. I've got different books: novels, fiction, books about animals and plants, books about different countries and lands. I think reading is very *important* for everybody. Whatever you do wherever you go you'll always need a good friend and a good teacher. And this friend and teacher for you can be a book.

Fidan

♦ For me reading is a way of relaxing and using my imagination. Reading makes you someone else! Literature has absolutely no limits. My favourite genre is *fantasy*, because it lets me feel the sense of magic in the world. But I also love realistic teenage fiction, science fiction, mysteries, *thrillers*, and classic novels. I've *been reading* "Pride and Prejudice" by Jane Austen for two weeks. The book is brilliant. I encourage everyone to read it.

Bella

♦ I think reading books is hard work. Books have greatly influenced my life and helped me in school and making friends. They help me to understand different people and culture. Books encourage me to learn more about new subjects and to try new hobbies. I prefer reading *non-fiction* books. They are very educational and *informative*. I also like books about biographies and *reference* books as well. And I *have been reading* autobiographies of world famous people for two days.

Shahin

♦ I think reading is interesting. I enjoy romances, sport books and stories. I've *been reading* an exciting story for two days. If you read this story you will never *put it down*. I would *recommend* this book to those who love novels. It's a real thing.

Gabi

4 CW. Listen to the expressions on books and add more ideas.

Books:

<ul style="list-style-type: none"> • greatly influence our lives • improve our vocabulary and writing skills • help us understand different people 	<ul style="list-style-type: none"> • are very educational and informative • help us to make friends • help us to learn different cultures
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Çap

Discussion

Listening/ Speaking	<p>Discussion 1. Have them listen to the Teens’ attitudes and express their opinions about them:</p> <ul style="list-style-type: none">• <i>Books help us to make friends</i>• <i>Books help different people to understand each other and their language, their culture</i>• <i>Books are a source of knowledge</i>• <i>Books are very educational and informative.</i> <p>Encourage your Ss to find out and say who likes reading, who thinks about poetry, who prefers fiction/non fiction books, who thinks that books are educational, etc. Have them listen to the passage on types/kinds of books and search for more information about them.</p> <p>Discussion 2. Encourage your students to listen to the sentences paying attention to the use of Present Perfect Continuous tense form and Wh/How questions in this tense form. Have them practise and build up their own sentences. In order to practise this Grammar Point draw Ss’ attention to task 6 on page 55 and get them to listen to the model on questions in the Present Perfect Continuous tense form. Then have them listen to the idioms on books and match them with their definitions.</p>
Reading	<p>Discussion 1.</p> <p>Direct Ss to read information with clear intonation about <i>Holy Quran, Stone Book-Gobustan, Dede Gorgud, and Encyclopedia of Azerbaijan</i> in the Reading section. Ask them to discuss the history of these books, when they were written, what their importance is, etc. encourage them to add any extra facts they know about these books. Ask them to share their ideas on the statements:</p> <ul style="list-style-type: none">• <i>the Quran—is a holy book.</i>• <i>Gobustan is a stone book.</i>• <i>Dede Gorgud is the most famous epic story.</i>• <i>The Azerbaijan Encyclopedia plays a tremendous role in our cultural life.</i> <p>Discussion 2.</p> <p>Direct Ss to read “Digital Revolution” with correct intonation and understand the essence of the information. Have them pay attention to the facts and match the facts to the events, as well as analyze all information and facts.</p>

Writing	<p>You can see some colourful and interesting writing tasks here. Ss write/create/design the description of the read book, create/design a text of their own using the resources etc. It is advisable to ask them to choose and write an essay on:</p> <ul style="list-style-type: none"> • <i>Books are our friends.</i> • <i>Books are a source of knowledge, etc.</i>
Summary	<p>At the end of the lesson you just elicit for reflection from the class what they have learnt today. Most probably the answers will be as follows: We learnt/realized once again that books...</p> <ul style="list-style-type: none"> • <i>Help me learn different subjects</i> • <i>Help me learn about our history, culture, customs and traditions, etc.</i> <p>In one word by reading books they discover the world which is full of mysteries, they become knowledgeable and self-confident with all gained knowledge and practical experience. They get different information on scientific facts, proverbs and sayings about books. They realize that books are good teachers, books are good friends, books can help us understand life, etc.</p>
Word File	<p><i>adore expository manuscript narrate parchment periodical persuasive prejudice put down recommend reference relate reveal thematic</i></p>

ANSWER KEY:

▪ Task 4, page 59

1. a) only a few people
2. b) printing presses
3. b) an e-book
4. c) books using computers
5. c) expensive
6. c) tell us everything

▪ Task 5, page 59

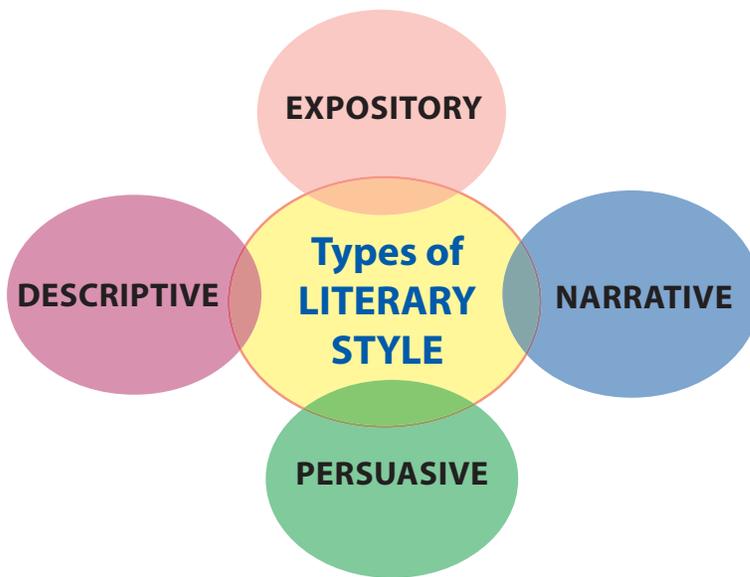
1-f 2-b 3-d 4-e 5-a 6-c

▪ Task 5, page 61

- a) to draw conclusion about the writer's feelings from the manner and tone of the work and not from his actual words -5
- b) to be full of meaning -4
- c) to act in strict accordance with the rules and regulations -2
- d) a subject about which one knows nothing, a mystery -3
- e) to know exactly what someone is thinking, even before he has spoken -1

Types of Literary Style

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



1. Expository

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

Key Points:

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

You Would Use Expository Writing in :

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

2. Descriptive

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

Key Points:

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

When You Would Use Descriptive Writing:

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

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

Key Points:

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

When You Would Use Persuasive Writing:

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

4. Narrative

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

“What happened then?”

Key Points:

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

Examples of When You Would Use Persuasive/Narrative Writing:

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

Reading Strategies

DRTA (*Directed Reading Thinking Activity*)

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

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

Examples:

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

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

Sample Activity:

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

DLTA (*Directed Listening –Thinking Activity*)

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

Ways to use DLTA:

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.

Making Predictions

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

Tips for this Strategy:

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

Activities:

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

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

Rubrics for Unit 2 Lesson 1. Standards: 2.1.2./2.1.3./3.1.4./4.1.2./4.1.3.

- Criteria:**
- *Expressing his/her attitude to the content of the text*
 - *Demonstrating his/her thoughts on various positions*
 - *Expressing his/her ideas with generalization*
 - *Giving comments on the ideas*
 - *Analyzing facts and events in the text*
 - *Writing paragraphs using connectors and linking words*

IV-Excellent

III-Good

II-Weak

I-Poor

IV	III	II	I
<ul style="list-style-type: none"> • Speaks on the topic giving logical comments on the role and importance of books listened to. • speaks enthusiastically and shares opinions on the idioms about books gives logical comments setting bright samples. • Says out his/her opinions on the role and kinds of books. • Gives enough samples and explanation and shares his/her ideas creatively. 	<ul style="list-style-type: none"> • Expresses ideas and gives comments on the importance of books listened to. • Actively says his/her opinions on the idioms about books and tries to find their definitions. • Says out his/her opinions on the importance and role of the books making generalization. • Answers all the questions correctly. 	<ul style="list-style-type: none"> • Very briefly expresses his/her ideas and gives comments on books listened to. • Concisely says his/her opinions on the idioms about books. • Answers some questions about the importance of books. 	<ul style="list-style-type: none"> • Hardly speaks/expresses his/her attitude on the listened topic. • Hardly shares ideas/opinions on kinds of books. • Hardly demonstrates his/her ideas on the importance of books.
<ul style="list-style-type: none"> • Reads the text accurately and fluently. • retells the content of it easily. • Answers all the questions actively and correctly. 	<ul style="list-style-type: none"> • Reads and understands the content of the facts. • Retells the content of the passage and gives comments actively following the ideas • Analyzes facts in the text independently. 	<ul style="list-style-type: none"> • Though very little, but tries to read and understand the content of the text. • Tries to retell the content of the passage with difficulty. • Sometimes tries to give short comments following the given ideas. 	<ul style="list-style-type: none"> • Hardly reads and understands the paragraphs/facts about books. • Hardly defines facts in the given information.
<ul style="list-style-type: none"> • Works enthusiastically and creatively on the tasks. • Uses the connectors and linking words to make a paragraph. • Does his/her best to make/design very logical/wise solutions about books and their role in our lives. 	<ul style="list-style-type: none"> • Often finds the meaning of the words given in the tasks or uses them in his/her own sentences. • Writes the answers to all the questions. • Creates a paragraph using connectors and linking words. 	<ul style="list-style-type: none"> • Very seldom tries to find the equivalents or synonyms of the words given in the tasks or uses them in his/her sentences. • Though very seldom, but tries to make paragraphs using linking words and connectors. 	<ul style="list-style-type: none"> • Almost never tries to find the equivalents or synonyms of the words given in the tasks or uses them in his/her sentences. • Doesn't make enough attempt to make a paragraph using linking words and connectors.

Lesson 2. Do You Like Sagas?

Aim: To teach Ss what Saga is, what the role and importance of Saga is also to teach the Adverb and types of Adverbs, their usage in sentences by practising listening/speaking/reading and writing skills.

Objectives

Standards

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

Student:

Listening/Speaking

- listens to questions about sagas and answers them
- shares ideas/opinions about sagas
- listens to sagas and matches them with the headings
- pays attention to the types of adverbs of time, manner, etc., and appropriately uses them in sentences
- gives clear explanation on each saga
- knows the place and role of adverbs in sentences
- differs adjectives from adverbs

Reading

- reads and understands various facts or information about valuable books
- reads information about sagas and understands its meaning
- defines the literary style of the text
- chooses the correct variant paying attention to the adverbs
- searches more information about sagas reading the passage
- compares adjectives and adverbs reading the samples
- finds out the role of adverbs in sentences and sets samples

Writing

- groups adverbs for their types and fills in the chart
- writes a saga following the given samples
- completes the sentences choosing correct adverbs
- makes up sentences using adverbs appropriately
- corrects mistakes in the statements and rewrites their correct form
- fills in the gaps with correct adverbs correctly

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. 1.2.2./1.2.3./2.1.1./2.2.1./2.2.3./3.1.2./3.1.3./4.1.1. Lit. -1.1.1./1.1.3./1.2.2./ 1.2.4./2.1.1./3.1.3. Inf. -4.1.2.
Interaction	GW/PW/CW/IW
Strategy	Role Play, Questioning, Discussion, Debate, TPS, Problem Solving, Matching, Cluster
Resources	SB, flashcards, handouts, CD, pictures, realia, slides

Motivation (warm-up) Listening-Speaking
 You can use pictures of some fables, stories, cartoons, and novels. Or play a video roll or run a film and ask your students what they know about these films, cartoons or stories. Or you can begin the lesson with Clustering or Mind Map.

Research Questions:

- *What is Saga?*
- *What kind of Sagas do you know?*

Listening/Speaking

2) **GW.** Listen to the mini sagas and match the titles 1-3 with A-C.

1. Generation Gap 2. Good Intentions 3. Written in the Cards

A. _____
 She recognized the writing on the envelope **immediately**. The Gypsy had warned her that she had no future with this man, yet here he was five lonely years after their last meeting, **begging** her to join him in New York. She felt **unbelievably** happy as she stepped on the board of the *Titanic*.

B. _____
 He was worried. **Unfortunately**, since his wife's death his teenage daughter had become **increasingly** difficult. They had agreed 2.00 a.m. as the latest return time from nightclubs. It was now 3.30. He prepared himself for **confrontation** as the door opened. "Dad!" she shouted **angrily**. "I've been **frantic**. You're late again!"

C. _____
 My house looks as if it's been hit by a bomb. Since I'm hopeless at organizing, I bought a new book which can be a key to organizing your life. I felt so proud. I started cleaning the bookcase. Five minutes **later** I couldn't believe my eyes. I'd bought the same book **last year**.

3) **PW.** Explain each story in your own words and answer:
Which story do you like most/least? And Why?

4) **GW.** Look at the highlighted adverbs or adverbial phrases in the stories. Think and notice their position in the sentence and say what they mean. Then write them in correct place in the chart. (See Task 2 above)
Model:

Types of Adverbs	Samples
Time (When things happen)	now immediately
Manner (How you do something)	slowly
Frequency (How often something happens)	always sometimes
Degree (Describing/modifying an adjective)	very unbelievably
Comment (Giving an opinion about a phrase)	luckily

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Reading

1) **GW.** Read the passage and define its style. Search for more information about sagas and give your opinion.

DO YOU KNOW?

Sagas are stories mostly about ancient Nordic and Germanic history, about early Viking voyages, the battles that took place during the voyages, about migration to Iceland and conflicts between Icelandic families. They are sometimes **romanticised** and fantastic, but always **dealing with** human beings that can be understood. The term **saga** **originates** from the Norse **saga** and refers to "what is said, statement" or "story, tale, history". It is connected with the related to the English word "saw" as in old-fashioned. However, most scholars now believe the sagas were conscious artistic creations, based on both oral and written traditions.

A **mini saga** is a story which must be told in exactly 50 words. The original idea came from science fiction writer Brian Aldiss and the British newspaper "The Daily Telegraph" that has run several mini-saga competitions.

COMPARE AND REMEMBER!

Adverb+ adjective	Adverb+adverb
<ul style="list-style-type: none"> • reasonably cheap • extremely good • surprisingly easy • terribly sorry • awfully sorry 	<ul style="list-style-type: none"> • incredibly quickly • surprisingly easily • completely easily • absolutely angrily • really foolishly
Samples: • Her examination was surprisingly easy . • I'm awfully sorry about what happened.	Samples: • My brother learns foreign languages incredibly quickly .

2) **GW.** Read and find out the proper place of adverbs in the following sentences.

1. He speaks three languages.	a) fluently
2. I have breakfast during the week.	b) hardly ever
3. My brother had a car crash, but he wasn't hurt.	c) fortunately
4. It's often hot in Greece in July and August.	d) extremely
5. When I know the date, I'll call you.	e) straight away
6. Her score was high.	f) surprisingly
7. The police took the robber to the police station.	g) immediately
8. Her mother-in-law is friendly.	h) unbelievably

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Discussion

Listening/ Speaking

Discussion. Direct Ss to listen to mini sagas and understand what they are. Ask them to match the titles to the passages. Ask Ss to explain the story in their own words-paraphrasing it/them. At the same time don't forget to involve them actively in learning *adverbs of time, degree, manner, frequency, comment*, etc. Encourage your students to pay a special attention to Grammar Point, to the use of adverbs and adjectives given on page 65-66. And also get them to pay attention to the types of adverbs looking through the sagas. **Note:** Dear teachers, whenever you come across adjectives/adverbs that have explanation neither in SB, nor in TB, try to be creative and give explanation of them.(example: especially-specially). Encourage your Ss to think about what the highlighted words in the sagas mean and notice their position in the sentences. Ask them to write the words in correct columns through the samples. We tried to give some confusing **adjectives** and **adverbs** which have one and the same spelling form, but different functions in sentences. So, try to encourage your Ss to use them in their own sentences setting as more examples as possible. Follow the **sample:**

- *This is **hard** work. (adjective)*
- *Tim works **hard** to enter the University. (adverb)*

Let them comparatively practise using **adverb-adjective** and **adverb-adverb:**

incredibly quickly, surprisingly easy, surprisingly high, reasonably cheap, extremely good, terribly sorry, etc.

Example:

- *Her examination was **surprisingly easy**.*
- *The food in this restaurant was **extremely good**.*
- *Her scores were **surprisingly high**.*
- *Azerbaijani people are **unbelievably hospitable**.*
- *My brother learns foreign languages **incredibly quickly**.*

Reading

Direct Ss to read the passage about sagas and “Do You Know” box and define their style. **(It is an informative style)** Encourage them to analyze/realise what saga is, its origin, when it came to literature, what mini Saga is, etc. Have them share their ideas creatively and express their thoughts on sagas giving explanation:

- *What do sagas deal with?*
- *Where does the word “Saga” come from?*
- *What's its original idea?*

Writing	Don't forget to mention the place of adjectives and adverbs in sentences which is very challenging/problematic issue for Ss. The more Ss practise both adjective/adverb the best result/effect they'll get. Encourage them to write a mini saga consisting of at least 50-60 words.
Summary	Students come to conclusion that Sagas are stories mostly about ancient Nordic and Germanic history, about early Viking voyages, and the battles. Sagas are sometimes romanticised and fantastic, but always dealing with human beings one can understand. Ss learn/ are aware of that the sagas are conscious artistic creations, based on both oral and written traditions. They learn what kind of sagas there are. Ss are now aware of the fact that sagas are a branch of literature, and anybody can have/create a saga.
Word File	<i>beg confrontation deal with smb frantic housekeeper immediately increasingly master originate poodle unbelievably romanticize</i>

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
1. Listening and Speaking I can: <ul style="list-style-type: none"> listen to the questions about sagas and answer them share my ideas/opinions about sagas listen to sagas and match the headings to them pay attention to the types of adverbs of time, manner etc., and use them in sentences appropriately give clear explanation on each saga differ adjectives and adverbs 				
2. Reading I can read and understand: <ul style="list-style-type: none"> various facts or information about sagas and their role 				
3. Writing I can: <ul style="list-style-type: none"> group adverbs for their types and fill in the chart write a saga following the given samples complete the sentences using/choosing correct adverbs make up sentences using adverbs 				

ANSWER KEY:

▪ Task 2, page 64

1. Generation gap - **b** 2. Good Intentions - **c** 3. Written in the Cards - **a**

▪ Task 2 page 65

1. He speaks three languages **fluently**.
2. I **hardly ever** have breakfast during the week.
3. My brother had a car crash, but **fortunately** he wasn't hurt.
4. It's often **extremely** hot in Greece in July and August.
5. When I know the date, I'll call you **immediately**.
6. Her score was **surprisingly** high.
7. The police took the robber to the police station **straight away**.
8. Her mother-in-law is **unbelievably** friendly.

▪ Task 3, page 66

- | | | | |
|-------------|-------------|-------------|-------------|
| 1. d | 2. a | 3. c | 4. a |
| 5. b | 6. b | 7. c | 8. c |

▪ Task 1, page 67

- | | |
|-------------------------|-------------------------|
| 1. a) hardly | b) hard |
| 2. a) late | b) lately |
| 3. a) at the end | b) in the end |
| 4. a) especially | b) specially |
| 5. a) actually | b) at the moment |
| 6. a) nearly | b) near |
| 7. a) yet | b) still |
| 8. a) ever | b) even |

▪ Task 2, page 67

1. **i-fortunately, c-incredibly**
2. **k-definetely, e-ideally**
3. **f-extremely**
4. **h-actually**
5. **d-already, g-apparently**
6. **d-already**
7. **a- absolutely, b-especially**

▪ Task 5, page 68

1. **carefully**
2. **high**
3. **nearly**
4. **heavily**
5. **can hardly**
6. **unbelievably**

Lesson 3. LITERARY WORLD OF AZERBAIJAN

Aim: To encourage Ss to get some information and learn about Azerbaijani Literary World beginning from the 11th century to up today; Nizami. Ganchavi, Khurshudbanu Natavan, Bakhtiyar Vahabzadeh, Chingiz Abdullayev and others, their literary activities and active roles in Azerbaijan Literature through practising the four language skills.

Objectives

Standards

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

Student:

Listening/Speaking

- listens to the questions about famous writers and poets and answers them
- shares ideas/opinions about famous writers and poets
- listens and understands the information about poets and writers
- speaks about the representatives of the Azerbaijani Literary World and adds his/her own ideas
- gives a short information about famous writers and poets
- says the sentences in the Reported Speech

Reading

- reads about the life and literary activity of Azerbaijani poets and writers
- gets useful information about literary personalities of Azerbaijan and speaks about them adding his/her own ideas
- clarifies the meaning of the words in bold and uses them in sentences
- answers the questions on their life and literary activities
- prepares questions on the text/ passages

Writing

- makes a questionnaire about literary life of poets and writers
- builds up sentences using the new words and expressions
- makes a review of any poet/writer and completes the table
- makes up a biography of poets/writers following the steps in writing guide
- writes/designs an essay about his/her favourite poet/writer

Content Line	Listening/Speaking /Reading/Writing
Integration	N.L. -1.2.2./1.2.4./2.1.1./2.2.3./3.1.2./3.1.4./4.1.4. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./3.1.2./3.1.3. Inf. -4.1.2. Az. His. -1.2.2./4.1.1./4.1.2. Gen. His. -4.1.1./4.1.2.
Interaction	GW/PW/CW/IW
Strategy	Cluster, Pre-Reading, Discussion, KWL, Interviewing, Completion, Picture Gallery, Role Play, etc.
Resources	SB, flashcards, video roll, slides, CD, pictures, worksheets

Motivation (warm-up) Listening-Speaking

For motivation you can use a range of strategies; bring pictures of classical and prominent poets/writers and elicit from Ss:

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

Or play a CD/DVD, and then ask a number of questions to find out what your Ss listened to or saw or just know about them. Or you may write **Azerbaijani Literary World** as the key word and elicit ideas from the class.



Mirvarid Dilbazi was the great Azerbaijani poet. She wrote numerous poems and children's books such as *"First Spring"* (1937), *"Love for Motherland"* (1942), *"Memories"* (1945), *"Dream of the Master"* (1948), *"Images of Life"* (1967), *"Algerian Girl"* (1961), *"To My Younger Fellows"* (1956), *"Spring is Coming"* (1968), etc. Dilbazi has also translated works by writers such as Pushkin, Khagani and Nizami. In 1979, she was given the Honourary title **"People's Poet of Azerbaijan"**.

Research questions:

- *What's the role of our classics in our literature?*
- *What do you know about the literary world of Azerbaijan?*
- *Do people still read our classics? Why? Why not?*

Discussion

Listening/ Speaking

Discussion.

Direct Ss' attention to the statements about famous Azerbaijani Literary people such as *Anar*, *Bakhtiyar Vahabzadeh*, *Mirvarid Dilbazi* and others and ask the class to say out any information/facts about them Encourage your Ss to have a look at Grammar Point on page 71 and change from **Quoted to Reported Speech**.

Sample:

- *Ayten says, "Samad Vurghun is a famous Azerbaijani poet".*
- *Ayten says that Samad Vurghun is a famous Azerbaijani poet.*

Reading

Get the Ss to read the passages about life and activity of the most famous Azerbaijan writers and poets as Khurshudbanu Natavan, Muhammad Fizuli, Nizami Ganjavi paying attention to the words in bold. Have them define the meaning of them After they read the passages encourage them to answer the following questions:

- *What works by Nizami Ganjavi are famous?*
- *What language did Fizuli write his works in?*
- *What city was Khurshudbanu Natavan from?*
- *Why were the springs called Natavan's springs?*
- *Do people still read their works? Why? Why not? etc.*

Encourage Ss to take an active part in discussions and help them if there is need.

Listening/Speaking

- 2 PW. Answer the question and speak about them looking through the model.

Model: • Who are the people in the pictures?



A **Shah Ismail the First** was not only a great Shah, a statesman and a military leader, the founder of the Safavids dynasty, but also a talented poet of his time. He was one of the first Azerbaijani poets who wrote the poems in his native language, in Azerbaijani. Writing under the pen-name of Khatayi, he produced a large volume of lyric poetry in Azerbaijani. His well-known "*Dah-name*" (*Ten Letters*), was the first love poem written in Azerbaijani. It preceded Muhammad Fizali's "*Leyli and Mejnun*". Besides, he wrote "*The Book of Morals*".



B **Mirvarid Dilbazi** was one of the greatest Azerbaijani poets. Mirvarid Dilbazi wrote numerous poems and children's books such as "*First Spring*", "*Love for Motherland*", "*Memories*", "*Dream of the Master*", "*Images of Life*", "*Algerian Girl*", "*To My Younger Fellows*", "*Spring is Coming*", etc. Mirvarid Dilbazi also translated works by such writers as Pushkin, Khagani and Nizami. In 1979, she was given the Honorary title "*People's Poet of Azerbaijan*".



C **Samad Vurghun**, a great poet, a playwright and an academician who truly belonged to his people, marked a new stage in the history of Azerbaijan's poetry and literature. Samad Vurghun's best-known works are his heroic dramas "*Taghi*", "*Farhad and Shirin*", "*Khanlar*", the poems "*Basti*", "*Komsomol*", "*Maghan*" and others.



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GRAMMAR POINT

Reported Speech - refers to reproducing words exactly as they were originally spoken. (*Quoted Speech* is "*Direct Speech*". *Reported Speech* is "*Indirect Speech*".)

- (a) Use a comma after she says/said. Capitalize the first word of the quoted sentence. Put the final quotation marks outside the period at the end of the sentence.
 (b) Use a comma, not a period, at the end of the quoted sentence when it precedes she says/said.
 (c) If the quoted sentence is divided by she says/said, use a comma after the first part of the quote. Don't capitalize the first word after she says/said.
 We usually introduce Reported Speech with the verbs **tell** (when there is a person/a pronoun as an object) and **say** (when there is no person/pronoun as an object.) "**That**" is optional to use.

Note: When the reporting verb is in the Present, Future or Present Perfect tenses, no changes are made.

- | | |
|--|--|
| • She says, "My brother is a student." | • She says (that) her brother is a student. |
| • The teacher says to us, "Samad Vurghun is a great poet of Azerbaijan." | • The teacher tells us (that) Samad Vurghun is a great poet of Azerbaijan. |
| • He says, "I'll be a lawyer when I grow up." | • He says (that) he will be a lawyer when he grows up. |
| • He says, "Shah Ismail the First was a talented poet of his time." | • He says Shah Ismail the First was a talented poet of his time. |

- 3 PW. Listen and practise changing the sentences into Reported Speech.

Semra says, "Samad Vurghun's dramas are very popular."

?

Anar says, "Mirvarid Dilbazi was one of the greatest Azerbaijani poets."

?

The teacher says, "Chingiz Abdullayev is a well-known detective writer."

?

The students say, "We can speak English well."

?

Nuray says, "I like reading modern literature."

?

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Discussion

Writing

Get Ss to define the meanings of new words and use them in sentences of his/her own, write the autobiography of his/her favourite poet/writer following the Writing Guide, practise changing sentences from Direct into Indirect Speech in written form (they have already practised it orally and now let them consolidate in written form). Pay attention to sequence of tenses, word order, connectors, etc.

Summary

Having practised a number of various tasks/exercises Ss practise all four language skills and come to conclusion that these personalities are really the founders of Azerbaijani Literary World and they are real classics who are assets of our Literature. They conclude that though these classics/authors lived in different centuries, they are immortal, their works, their style, their activities are immortal, too, they are even more valuable today than they were in their time. Many of their works have been staged/ performed and are very successful and excellent samples for our youth that we always learn from them.

Word File

breed dedicate derive dynasty inclusiveness notable penname stud sponsor well-versed

Reading

1 **GW.** Read, define the meaning of the words in bold. Explain how the works of these writers/poets are actual and valuable nowadays.

A Nizami Ganjavi is a great Azerbaijani poet. Nizami's heritage is widely appreciated in the literary world. Nizami is the penname of Ilyas-ibn-Yusif and it means "one who strings syllables." Nizami was not a court poet. But he **dedicated** his poems to various rulers (as it was the tradition of that time for great poets) and he avoided court life. Nizami was a master of the Masnavi style (*double-rhymed verses*). He is well-known for his five long narrative poems. The main one is the Five Jewels - "**Quinury**" also known as "**Khamasa**". The first of five "**Treasures**" is called "**The Storehouse of Mysteries**". The other "**Treasures**" were medieval romances "**Khosrow and Shirin**", "**Bahram-e Gur**", and "**Alexander the Great**", appeared again here in the center of three or four of Nizami's narrative poems. He mostly glorified humanism, love, justice and hard work in his works.



(1141-1209)

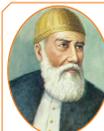


(1832-1897)

B Khurshidbanu Natavan was the daughter of Mehdiqulu Khan, the last ruler of the Garabagh Khanate. Natavan means "**Lady Sun**". Natavan was mostly **notable** for her lyrical ghazals. In 1872 she established a literary circle in Shusha which united all the progressive poets of the time. Natavan's graceful, subtle verses speak of love and the beauty love of nature.

Natavan was closely engaged in **philanthropy** after her father's death, promoting the social and cultural development of Garabagh. "Khurshudbanu's glory passed on from generation to generation. The springs built by Natavan were called "Natavan springs" and they were also considered historical monuments. Natavan also founded and **sponsored** literary societies not only in Shusha but also in the whole country. One of them called "**Majlis-i Uns**" - "**Society of Friends**" became especially popular. Natavan also did a lot for the development of the famous **breed** of Garabagh horses. So, horses from her **stud** were known as the best in Azerbaijan. In an international show in Paris in 1867 a Garabagh horse named **Khan** from Natavan's **stud** received a silver medal.

*quinury / kwɪnəri/ (n) consisting of five



(1494-1556)

C Fizihi was the **penname** of the Azerbaijani poet, writer and **thinker** Muhammad Bin Suleyman. One of the greatest contributors to the Divan tradition of Azerbaijani literature, Fizihi wrote his poems, his thoughts and **points** of view in his native Azerbaijani, Arabic and also in Persian. Although his Turkish works were written in the Azerbaijani dialect of Turkish, he was **well-versed** in both the Ottoman and the Chagatai Turkish literary traditions as well. He also used all the genres and artistic forms known in Medieval Oriental Literature. His ghazals and lyric works are famous all over the world. He was also well-informed in mathematics and astronomy. Fizihi's poetry is also notable for its **inclusiveness**. He was against unjust, illiterate and cruel rulers every time. In his works he called people to literacy and kindness as he was well-educated almost in all sciences.

2 **GW.** Discuss and compare. (See task 1, page 73)

- | | |
|--|---------------------------------|
| 1. Nizami Ganjavi's real name and verses | 1. How Fizihi became well-known |
| 2. Nizami Ganjavi's famous works | 2. Fizihi's famous works |
| 3. Nizami's fame today | 3. Fizihi's literary activity |
| 4. The Summary of Nizami Ganjavi's literary activity | 4. The philosophy in his verses |
| 1. Natavan's birthplace | |
| 2. Natavan's literary and social activity | |
| 3. Natavan's graceful works | |
| 4. Natavan's interest and love to nature and horses | |

3 **GW/PW.** Make a questionnaire about the literary life of these poets/writers.

4 **CW/WW.** Use the new words from the Word File in your own sentences.

5 **PW.** Make a review of any writer/poet and complete the table.

Author:	Works: (novel/poem/story)	What it is about	Personal opinions
Chingiz Abdullayev	title:	setting:	outstanding
	published:	plot:	excitement
	kind of: (detective story)	expresses:	<i>I recommend it to those who are interested in detectives.</i>
		characters:	...
		ending:	very surprising/ exciting.

What I Know	What I Want to Know	What I Learned
<p>Nizami Ganjavi (1141-1209)</p> <ul style="list-style-type: none"> • was born in 1141 • died in 1209 • lived in the XII century • was a great Azerbaijan poet 	<ul style="list-style-type: none"> • <i>What was his formal name?</i> • <i>What is his famous master piece?</i> 	<ul style="list-style-type: none"> • Nizāmi is considered the greatest romantic epic poet in our literature. • He brought a colloquial and realistic style to the Azerbaijan literature. • His formal name was Jamal ad-Dīn Abū Muḥammad Ilyās ibn-Yūsuf ibn-Zakkī, was a 12th-century poet.
<p>Khurshidbanu Natavan (1748–1822),</p> <ul style="list-style-type: none"> • She was the daughter of Mehdi Gulu-khan, the last ruler of the Garabagh khanate. • She is considered to be one of the best lyrical poets of Azerbaijan. 	<ul style="list-style-type: none"> • <i>What poem written by her is considered to be a masterpiece?</i> • <i>What do you know about her personal life?</i> • <i>What was the main theme in her works?</i> 	<ul style="list-style-type: none"> • Humanism, kindness, friendship and love were the main themes of Natavan’s ghasals and rubayats. • Many of Natavan’s poems are used in folk song nowadays.
<p>Samad Vurghun (1906-1956)</p> <ul style="list-style-type: none"> • He was born on March 21, 1906, in Salahly village of Gazakh • He loved hunting 	<ul style="list-style-type: none"> • <i>What was his first work?</i> 	<ul style="list-style-type: none"> • After graduating from school his family moved to Gazakh and Samad entered teacher’s seminary in Gazakh. • He taught literature at village schools of Gazakh, Ganja and Guba. • He studied at Moscow State University for 2 years (1929–1930), and then continued his education at Azerbaijan Pedagogical Institute.

Self-Assessment	Level Reached			
Description of Achievement	Excel- lent	Good	Fair	Poor
<p>1. Listening and Speaking I can:</p> <ul style="list-style-type: none"> • understand the information about poets and writers • listen to questions about famous writers and poets and answer them • share my ideas/opinions about famous writers and poets • speak about the representatives of the Azerbaijani Literary World and add my own ideas • give a short information about writers/poets 				
<p>2. Reading I can:</p> <ul style="list-style-type: none"> • read and understand about the life and literary activity of Azerbaijani poets and writers • get useful information about literary personalities of Azerbaijan • clarify the meaning of the words in bold • use new words in sentences • answer the questions on the life and literary activity of Azerbaijani poets/writers 				
<p>3. Writing I can:</p> <ul style="list-style-type: none"> • group the facts analyzing them and fill in the chart appropriately • change the author's words from Direct into Indirect Speech (into my own) • write the autobiography of writers/poets • create a paragraph/essay of a/writer's life and his/her literary activity • design/write sentences changing them from Direct into Indirect • fill in KWL chart with information about famous writers/poets of Azerbaijan 				

Teaching Strategies

KWL charts/tables

Note: Like all other strategies KWL is a very good/effective strategy. In this lesson KWL will be the best, productive/effective one. Look through the KWL chart. Use KWL to help students activate what they know (**K**), identify what they want (**W**) to know and, after learning the concept, discuss what they have learned (**L**).

Ways to use KWL Charts:

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

Tips for this Strategy:

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

BBK – Building Background Knowledge

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

Tips for this Strategy:

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

Sample Activities:

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

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

Have Ss complete a specific task related to the topic.

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

Lesson 4. Read From Birth To Death!

Aim: To encourage Ss to get some information and learn about Literary World, world famous writers and poets, their literary activities through practising the four language skills.

Objectives

Standards

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

Student:

Listening/Speaking

- pronounces the new words clearly
- takes part in discussions sharing his/her feelings on reading
- listens to other Ss' ideas about personalities and understands the theme
- listens to different ideas and shares his/her ideas with the partners
- talks about the life and creativity of personalities
- listens to the letters and paraphrases the sentences
- fills in the gaps with the words from the box listening to the passages
- listens to the Fact Box and completes the KWL table

Reading

- reads and understands about the life and literary activity of foreign poets and writers
- gets useful information about literary personalities in the world
- reads the passages, understands their content and discusses them
- reads and answers the questions
- reads the information about great writers and poets and expresses his/her ideas/points of view

Writing

- builds up sentences using new words and combinations
- makes a biography about writers/poets following the steps
- makes an interview on writers/poets
- writes a story about famous writers/poets using the outline
- changes sentences from Quoted Speech into Reported
- finds out the definitions of the words and writes them
- corrects the wrong statements and rewrites

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.2.2./1.2.3/1.2.4./2.1.1./2.2.3./4.1.1./4.1.4 Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Inf. -1.1.3./4.1.2. Gen. His. -4.1.1./4.1.2.
Interaction	GW/PW/CW/IW
Strategy	Clustering, Brainstorming, Mind Map, Questioning, DLTA, DRTA, Filling in Gaps, KWL, JigSaw Reading
Resources	SB, flashcards, CD, pictures, handouts, slides, video roll, etc.

Motivation (warm-up) Listening-Speaking

You can begin the lesson with many different strategies such as **Clustering/ Brainstorming/Mind Map**. Or get Ss to look at the photos of the most famous writers and poets and talk about them after listening to the passages. Or draw their attention to the following **Quote**:

Read, Read and Read! (www.stgeorges.co.uk)

Read (in a foreign language) things that you like, not boring stuff!

The more you read, the quicker you progress! It's as simple as that.



Mark Twain is one of the most famous American authors. He wrote many books, including “The Adventures of Tom Sawyer”. Mark Twain’s own life was interesting enough to be a book.

In 1864 he went to California to find gold. Twain did not have much luck as a gold miner. He left California to travel in Europe. Twain wrote a book about his trips around Europe. But the most important influence on Twain and his books especially “Life on the Mississippi” was made by the Mississippi River.

Research Questions:

- Who are the most famous writers, poets and playwrights in the world?
- Why should we read foreign literature?
- What does it give us?

Discussion

Listening/ Speaking

Discussion 1. Have your students listen to the letters written by teenagers and fill in gaps with the words from the box. Encourage them to share their ideas actively about their famous writers and poets. Ask them to speak about famous writers' and poets' works/books/poems. Draw their attention to **Grammar Point "Quoted Speech"** and practise more sentences in italics looking through the letters. **Sample:**

- A says, "My favourite author is Philip Pullman".
- A says *(that) his/her favourite author is Philip Pullman.*
- B says, "Rowling's stories are full of mystery and adventures."
- B says *(that) Rowling's stories are full of mystery and adventures.*

Discussion 2. Get the Ss to listen to **Fact Box** about well known writers and poets and complete the **KWL** chart.

Reading

Get your students to read the passages about famous writers and poets in the world and discuss the following questions.

- *What do you know about W. Shakespeare?*
- *What was Shakespeare's first job?*
- *What plays were performed on the stage of Globe?*
- *How different was Globe from other theatres?*
- *What are Shakespeare's masterpieces?*
- *What age did Charles Dickens have to work and why?*
- *Whose novels seemed more real than the others?*
- *When did Agatha Christie become generally recognized?, etc.*

Have Ss share their ideas and thoughts discussing these questions actively.

Listening/Speaking

GW Listen and talk about these personalities looking through the model.

Read, Read and Read!

- *Read things that you like, not boring stuff!*
- *The more you read, the quicker you progress! It's as simple as that.*
- *"Read and learn from birth to death!"* (www.sageorges.co.uk.)

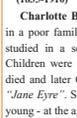


Model:



Mark Twain is one of the most famous American authors. He wrote many books, including "The Adventures of Tom Sawyer". Mark Twain's own life was interesting enough to be a book.

In 1864 he went to California to find gold. Twain did not have much luck as a gold miner. He left California to travel in Europe. Twain wrote a book about his trips around Europe. But the most important influence on Twain and his books especially "Life on the Mississippi" was made by the Mississippi River.



Charlotte Bronte is a famous English writer. She grew up in a poor family and lived in a very hard condition. Charlotte studied in a school for poor children with her two sisters. Children were often hungry and ill in that school. Her sisters died and later Charlotte described the school life in her novel "Jane Eyre". She wrote other poems and novels. She died very young - at the age of 38.



Alexander Pushkin was one of the greatest Russian poets, playwrights, and novelists of the Romantic era. Pushkin is considered to be the founder of modern Russian literature. He published his first poem at the age of fifteen, and was widely recognized by the literary establishment. Pushkin wrote his most famous play, the drama "Boris Godunov". Most of his works are masterpieces. Pushkin is also known for his short stories.



GRAMMAR POINT

Changing from Direct into Indirect/Reported Speech

Direct Speech	Indirect Speech
Present Simple	Past Simple
• She said, "I watch TV."	• She said (that) she <i>watched</i> TV.
Present Continuous	Past Continuous
• "I am watching TV."	• She said (that) she <i>was watching</i> TV.
Present Perfect	Past Perfect
• "I have watched TV."	• She said (that) she <i>had watched</i> TV.
Past Simple	Past Perfect
• "I watched TV."	• She said (that) she <i>had watched</i> TV.
Past Perfect	Past Perfect
• "I had watched TV."	• She said (that) she <i>had watched</i> TV.
can	could
• "I can watch TV."	• She said (that) she <i>could watch</i> TV.

Changing Time Expressions/Pronouns

Direct Speech	Indirect Speech
<i>now</i>	<i>then</i>
<i>today</i>	<i>that day</i>
<i>tonight</i>	<i>that night</i>
<i>yesterday</i>	<i>the day before/the previous day</i>
<i>tomorrow</i>	<i>the next day/the following day</i>
<i>last week/month</i>	<i>the previous week/month</i>
<i>ago</i>	<i>before</i>
<i>this</i>	<i>that</i>
<i>these</i>	<i>those</i>
<i>here</i>	<i>there</i>

Remember: Pronouns change according to the context.

Discussion

Writing	Get Ss to define the meanings of new words and use them in sentences of his/her own, write the autobiography of his/her favourite poet/writer following the Writing Guide, practise changing sentences from Direct into Indirect Speech in written form (<i>they have already practised it orally and now let them consolidate it in written form</i>). Pay attention to sequence of tenses, word order, connectors, etc.
Summary	Having done a number of various tasks/ exercises Ss practise all four language skills and come to conclusion that these personalities are really the most famous classics who are assets of our literature and poetry. They conclude that though these classics lived in different centuries, they are immortal, their works, their style, their activities are immortal, they are even more valuable today as they were in their times. Many of their works have been staged/ performed and are very successful and excellent samples for our youth and we always learn from them.
Word File	<i>amateur, be mad about, fabulous, fictional, honoured, humorous imaginative, inspire, inventive, miner, mislead, novelist, pick, remarkable, suspense, suspenseful, vivid</i>

Reading

1 **GW.** Read the information about famous poets and writers, share your ideas on their literary activities.

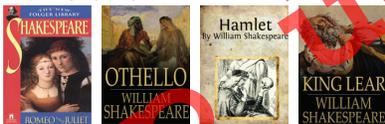
"William Shakespeare was not of an age but for all time"-these words were said by Benjamin Johnson, a playwright, a player and a fellow writer, a good friend of W.Shakespeare.

William Shakespeare, one of the greatest and most famous English writers, and probably the greatest playwright and dramatist was born on the 23rd of April, 1564, in Stratford-upon-Avon. At the age of 6 he was sent to school, but he had to leave it at the age of 13. His father John Shakespeare was a merchant and he was in debt. William had to help him in the trade. At the age of 18 he married and his marriage wasn't a happy one. When Shakespeare was 21 he went to London. He became an actor and a member of a very successful acting company. It's highly probable that *"The Comedy of Errors"*, *"Romeo and Juliet"* and some other plays by Shakespeare were performed for the first time on this stage. The actors were told that they could no longer use the land. Soon their theatre was built and it was called the *"The Globe"*. Shakespeare's Globe was rather different from modern theatres. The plays were performed in the open air and the audience got wet if it rained. There was no scenery, and the only lighting was the daylight that came from the open roof above. Women in those days weren't allowed to act in public and all the parts even Juliet were played by men.



(1564-1616)

William Shakespeare wrote 37 plays: 10 tragedies, (such as *"Hamlet"*, *"King Lear"*, *"Othello"*, *"Macbeth"*) 17 comedies, (such as *"As You Like It"*, *"The Twelfth Night"*, *"Much Ado About Nothing"*) and some historical plays. *"Hamlet"* is one of Shakespeare's greatest masterpieces. He also wrote 7 books of poems. His works were translated into major world languages, and were performed continuously in community theatres, and high school auditoriums. William Shakespeare died, ironically, on the same date as his birthday, the 23rd of April, 1616. He was buried in the church of Stratford. A monument was erected to the memory of the great playwright in the Poet's Corner in Westminster Abbey.



timber /'tɪmbə(r)/ (n) trees that are grown to be used in building or for making things

Reading



(1812-1870)

Charles Dickens is one of the most well-known and best loved of all English novelists. He was very talented and learned to read at an early age. When he was 6, he saw a play by Shakespeare in the theatre. He was so inspired by this play that he wrote a play himself and performed it together with his friends. When Charles was nine years old, the family came to London. Life was hard for poor people in London. Charles' father couldn't get any work there and little Charles, at ten, had to go to work. In 1836 he published his first book, and began writing his humorous novel *"Papers of the Pickwick Club"*, which made him famous. In 1837, it was published and brought him great success. Then his novels *"Oliver Twist"*, *"Nicholas Nickleby"*, *"David Copperfield"*, *"Hard Times"* and many others were published one after another. In these novels he described what he had learned in his hard childhood. Charles Dickens gave the realistic picture of the life of the English people. Charles Dickens was a great master of powerful and honest stories about poor people. He had vivid imagination and developed fabulous plots. To many people the characters of his novels seemed more real than the real characters of history. The great writer was honoured by his contemporaries as a remarkable novelist. His books are still popular today. His novels are valued for their realism, humour, their love and sympathy for ordinary people all over the world.



(1890-1976)

Agatha Christie became generally famous in 1926, after publishing of her novel-detective fiction *"The Murder of Roger Ackroyd"* (*Hercule Poirot's Mystery*). It's still considered to be her masterpiece-the best crime novel. Her last book *"Curtain"*, appeared shortly before her death, and her last stories *"Miss Marple"*, *"Sleeping Murder"*, and her autobiography were published after her death. Agatha Christie's success with millions of readers lies in her ability to combine clever plots with excellent character drawing, and a keen sense of humour with great power of observation. Agatha Christie is known all over the world as the queen of crime. She wrote 78 crime novels, 29 plays, 6 romantic novels and 150 short stories. Her books were translated into 103 foreign languages. She is the third best-selling author in the world after W. Shakespeare and the Bible. Many of her novels and short stories were filmed. *"The Mousetrap"*, her most famous play, is now the longest running play in history.

2 **PW.** Find the definitions of the words in bold and build up sentences using them.

▪ Task 3, page 82.

What I Know	What I Want to Know	What I Learned
<p>William Shakespeare</p> <ul style="list-style-type: none"> • is widely regarded as the greatest writer in the history of the English language. • is considered to be one of the playwrights to have succeeded in writing both comedies and tragedies. 	<ul style="list-style-type: none"> • <i>What about his great works?</i> 	<p>William Shakespeare wrote 37 plays: 10 tragedies, such as “<i>Hamlet</i>”, “<i>King Lear</i>”, “<i>Othello</i>”, “<i>Machbeth</i>”, 17 comedies, such as “<i>As You Like It</i>”, “<i>The Twelfth Night</i>”, “<i>Much Ado About Nothing</i>”, 10 historical plays, such as: “<i>Henry IV</i>”, “<i>Richard III</i>”.</p>
<p>Alexander Pushkin</p> <ul style="list-style-type: none"> • was a Russian poet, playwright, and novelist of the Romantic era. • is considered to be the founder of modern Russian literature. • wrote his most famous play, the drama “<i>Boris Godunov</i>”. 	<ul style="list-style-type: none"> • <i>What about his plays?</i> • <i>What did he glorify?</i> 	<p>Critics consider many of his works to be masterpieces, such as the poem “<i>The Bronze Horseman</i>” and the drama “<i>The Stone Guest</i>”, a tale of the fall of Don Juan. Pushkin himself preferred his verse novel, <i>Eugene Onegin</i>, which he wrote over the course of his life and which, starting a tradition of great Russian novels, follows a few central characters but varies widely in tone and focus.</p>
<p>Ernest Hemingway</p> <ul style="list-style-type: none"> • was an interesting a dventurer, an amateur boxer, a big game hunter, a deep sea fisherman and also a brilliant writer of stories and novels. 	<ul style="list-style-type: none"> • <i>What about his career?</i> 	<p>Ernest Hemingway was one of the 20th century greatest American writers. His incredible career and the legend developed around his impressive personality.</p>
<p>Agatha Christie</p> <ul style="list-style-type: none"> • is known all over the world • She is considered to be the Queen of Crime. 		<p>She wrote 78 crime novels, 19 plays and 6 romantic novels. Her books have been translated into 103 foreign languages. She is the third best selling author in the world after Shakespeare and the Bible. Many of her novels and short stories have been filmed.</p>
<p>Other</p>		

ANSWER KEY:

▪ Task 2, page 80.

- | | |
|---------------------------|---|
| 1. descriptive - f | a) able to think of new and interesting ideas |
| 2. inventive - a | b) producing very clear pictures in your mind |
| 3. fabulous - e | c) a person who writes novels |
| 4. fictional - d | d) not real or true; existing only in stories |
| 5. novelist - c | e) extremely good |
| 6. vivid - b | f) saying what somebody/something is like |
| 7. suspenseful - g | g) thrilling, exciting, gripping |

▪ Task 3, page 80.

A: I am mad about books. My favourite author is Philip Pullman. He is a remarkable contemporary writer. Philip Pullman is a master of many genres. He has written historical fiction, **horror** stories, fairy tales and fantasy fiction. Pullman is very imaginative. He uses his **vivid** imagination to develop **fabulous** plots. Philip Pullman uses very rich, **inventive** language. He creates and explores his own wonderful fantasy world. I particularly enjoy his "Dark Materials." They are really clever because they are based on scientific ideas. Philip Pullman's books have everything: drama, action and they are really fun to read. And characters are great. So his books are so **suspenseful** that you can't stop reading.

B: My favourite authors are J. K. Rowling, C.S. Lewis and some others. I enjoy reading these authors for their interesting view on fantasy and their vivid imagination. They are so creative and **descriptive**. J.K. Rowling is a master of and her stories are full of mystery and adventure. She is an outstanding storyteller. Her books are **thrilling**, exciting, **suspenseful** and emotional. She created a truthful fantasy world. I would recommend these books to everyone who has a very good imagination.

C: Realist novels describe **fictional** people and events in real places during **particular** periods of history. They give the reader a **realistic** picture of society at that time. That's why I love realist writers such as Jane Austen, who was one of the most **famous** English realist novelists. "Pride and Prejudice" is a realist novel set in the south of England in the early 19th century. It describes the relationships of the Bennet sisters.

D: I love Jacqueline Wilson's books. She is a **well-known** British writer of the **present** time. Her books are based on real life. She can make her books funny, but yet sad at the same time. She is good at describing her characters and the places. My favourite book is called "Lola Rose". It's a true story about family life. I think it's brilliant. Jacqueline Wilson creates interesting stories and picks such good topics to write about. She is the best!

▪ **Task 6 page 86**

lousfabu-**fabulous** rousmohu-**humorous** vetivenin-**inventive** listveno-**novelist**
 leabmarkre-**remarkable** naltiofic-**fictional** pensuses-**suspense** teurama-**amateur**
 fulsepensus-**suspenseful** diviv-**vivid** nermi-**miner**

▪ **Task 4, page 88.**

1. career- g	a) journalist
2. reporter- a	b) journey
3. ambulance- f	c) very important, main, principal
4. trip- b	d) competence, proficiency
5. gain- e	e) get
6. amateur- h	f) a special car for carrying sick people
7. experience - d	g) job, profession
8. major- c	h) dilettante (<i>not professional</i>)

Sample for Formative Test

Unit 2 Lesson 4

Make an Interview. What would you tell your partner/ friend about your favourite writer/poet and his/her books?

<i>Ask</i>	<i>Answer</i>
what kind of writer he or she is/was	
what language he/she uses/used	
the ideas his/her books are/were based on	
what types of books he/ she writes/wrote	
what masterpieces he/she has/had	
what he/she glorifies/glorified	
why his/her works are valued	
his/her most popular works	
Your opinions and reasons	

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<p>1. Listening/Speaking I can:</p> <ul style="list-style-type: none"> • pronounce the new words clearly • take part in discussions sharing my feelings on famous writers/poets • listen to the Ss' ideas about personalities and understand the theme • listen to different ideas and share my ideas with my partners • talk about life and creativity of personalities • listen to letters and paraphrase the sentences • fill in the gaps with the words in the box listening to the passages • listen to the Fact Box and complete the KWL chart 				
<p>2. Reading I can:</p> <ul style="list-style-type: none"> • read and understand about the life and literary activity of foreign poets and writers • get useful information about personalities of the literary world • read the passages and understand their content • read and discuss the questions after reading • read the information about great writers and poets and express my ideas/points of view 				
<p>3. Writing I can:</p> <ul style="list-style-type: none"> • build up sentences using new words and combinations • make /write a biography about writers/poets following the steps • make an interview on the writers/poets • write a story about famous writers/poets using the outline • change sentences from Quoted Speech into Reported • find out and write the definitions of the words • correct the wrong statements and rewrite them • fill in the KWL chart with information about famous writers/poets of different countries 				

Lesson 5. READING OR WATCHING?!

Aim: To enlarge Ss' outlook on Reading, because all other abilities /skills pop out from reading, to direct Ss how useful both Reading and Watching are, because Ss can get/learn much through practising both of them. And also to teach Ss Interrogative sentences in Direct and Indirect Speech practically in a communicative way.

Objectives

Standards

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

Student:

Listening/Speaking

- pronounces the new words clearly
- takes part in discussions sharing his/her feelings on films/books
- listens and understands the information about films and books
- looks at the pictures and speaks about them
- listens to the questions and answers them
- makes up a dialogue listening to the model

Reading

- reads about films/books and understands their content
- reads and understands the importance of films and books
- gets useful information about books and films
- reads the Ss' ideas and shares his/her ideas on them
- reads the problems and gives arguments/reasons
- completes the table according to the interview
- reads the dialogue and fills in the gaps with "Which/What"
- analyzes the statements in the dialogue and performs it
- reads some statements in the dialogue and changes them into Indirect Speech

Writing

- asks questions and writes answers
- answers the partner's questions and writes them in Reported Speech
- makes a paragraph about his/her favourite book or film
- makes a poster about his/her favourite film or book
- writes a paragraph on the topic using linking words and connectors

Content Line	Listening/Speaking /Reading/Writing
Integration	N.L. -1.2.2./1.2.3/1.2.4./2.1.1./2.2.3./4.1.1./4.1.4 Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Inf. -1.1.3./4.1.2.
Interaction	GW/PW/CW/IW
Strategy	Cluster, Pre-Reading, Discussion, Debate, Interviewing, Completion, Role Play, Picture Gallery, Extending Vocabulary
Resources	SB, flashcards, slides, CD, pictures, worksheets, etc.

Motivation (*warm-up*) Listening-Speaking

Bring some pictures from different films/movies or demonstrate some slides to class. Get Ss to listen to the dialogue about films, etc. You can also play the game: “Which book is it?” or “Which film is it?” Or get Ss to listen to the dialogue and ask the following questions:

- *Do you like watching films?*
- *What kind of films do you watch?*
- *What does watching films give you?*



Research question:

- *Which is better: Reading or Watching? or*
- *Which one do you prefer: Watching a film or Reading a book? Why?*

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

Discussion	
Listening/ Speaking	<p>Direct your Ss' attention to listen to the dialogue. Have them use responding/recommending phrases and expressions, as well as:</p> <ul style="list-style-type: none"> • <i>I'd only recommend</i> • <i>What about this</i> • <i>I am a big fan of...</i> • <i>I don't fancy that</i> • <i>You might like, etc.</i>
Reading	<p>Get Ss to read the ideas of other Ss and discuss the questions given below:</p> <ul style="list-style-type: none"> • <i>Who prefers reading?</i> • <i>Who likes watching films?</i> • <i>Who enjoys both watching or reading?</i> • <i>Which one is better: reading a book or watching a film based on the book?</i> <p>Encourage your Ss to express their ideas working interactively in groups and pairs, share and learn from each other's points of view and experience. And also ask them to use Reported Speech while paraphrasing the Ss' ideas, which will be a good practice for brushing up Direct /Indirect Speech. The interview gives them an opportunity to get used to general/special question model and properly use them in Reported Speech.</p> <p>Then ask them to complete the table according to the interview.</p> <p>Direct your Ss to read the dialogue and fill in the gaps with Which and What differing them and consolidating the previous knowledge on them. Have them change the question sentences from <i>Direct into Indirect</i>, analyze some statements given in the dialogue.</p>

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
Listening/Speaking				
<p>I can:</p> <ul style="list-style-type: none"> • listen to the new words and understand their meaning • make up a short dialogue through the model • use recommending and responding expressions playing a role • discuss questions on the topic • use Reported structures in my speech • complete the table according to the Interview • fill in gaps using Which/What • analyze the events in the dialogue • change sentences into Indirect Speech 				

Discussion

Writing

There are a few writing tasks in this section. Get your students to follow the model and ask general questions as well as answer the questions. Have Ss answer their partner's questions and then change them into Reported one. There is one more exercise here: Ask Ss to write a short story/paragraph using the conjunctive words.

Summary

For summarizing you can make a choice and use the most appropriate one. Ss come to conclusion that both **reading** a book and **watching** a film are great, they are productive, descriptive, educational, informative. Both teach us life, both have advantages and disadvantages, reading takes more time, but watching takes less time. But both are useful and necessary and have specific peculiarities. So you can ask Ss to make a chart about advantages/disadvantages of reading a book and watching a film and write their points of view in each column as well as share/compare the result at the end.

Word File

alien archery be based blockbuster descriptive fancy miss shooting

Listening/Speaking

- 2 PW. Listen and make up a short dialogue on the given model looking through the pictures. Use the expressions given in "Remember" box.



Sevda: Shaig, have you seen any good films recently?
Shaig: Yes, one or two. And you?
Sevda: Oh, no. I haven't. What about this one? Is it good?
Shaig: I'd only recommend that if you really like bad musicals.
Sevda: No, I don't fancy that.
Shaig: If they had Avatar, I'd recommend that, but I can't see it anywhere.
Sevda: Yeah, well, there is no sense watching it, if it isn't in 3D and I can't do that at home.
Shaig: Yes, you are right. It is a great film to see at the cinema.
 Oh, (handing out a DVD) here you are! You might like this. It's got great special effects.

REMEMBER!

Recommending and Responding

- What about this film?
- I'd only recommend that if...
- If they had (Avatar), I'd recommend that.
- I am a big fan of ...
- I don't fancy that.
- You might like ...
- I am not a big fan of ...

Stating your opinion	Giving arguments	Saying:	Stating opposing opinions	Conclusion
<ul style="list-style-type: none"> • I'm sure... • Definitely... • Certainly... • Actually... • I think... 	<ul style="list-style-type: none"> • ... because... • For example: • The reason is... • Besides... 	<ul style="list-style-type: none"> • I agree... • It's true... • I disagree... • I don't think... • I'm afraid... • I can't agree... 	<ul style="list-style-type: none"> • But... • On the other hand... • Don't forget that... 	<ul style="list-style-type: none"> • In conclusion... • On the whole... • To sum up...

Reading

- 1 PW. Read the students' interviews and discuss the questions below. Use Reported structures.

- Tolkien's "The Lord of the Rings" has been a favourite book of children for years, and the film, based on the book, is popular enough. So which is better: books or films? *Shams*
- I think both books and films teach us a lot. Books are source of knowledge. Books have always been our friends. But some people prefer watching films and I think it's normal. For example, to read "Tom Sawyer" by Mark Twain can take you a few days, but it will take you only two hours to watch it. *Tural*
- Yes, but on the other hand most films miss half of the story while books tell the whole story. You can use your imagination, not like with films where you can only see it! *Gabriella*
- Yes, maybe, but I prefer films, because films are more exciting. In a film you can get involved in all the actions and actually feel like as you are there. Besides, books can be boring, but films are so cool, colorful and wonderful. You can just sit and enjoy them. You can also watch a film with your family or friends, and you can all talk about it after. *Jalal*
- In conclusion I think that books and films are both great. Books are more educational, informative and descriptive. But films are much funnier and they have more pictures. I am not sure which is better: a film or a book? *Turgut*
- Who prefers reading?
- Who likes watching films?
- Who enjoys both reading a book and watching a film?
- Which is better: Reading a book or watching a film based on the book?

- 2 GW. Complete the table with your own ideas and discuss.

Problems	Agree	Disagree	Reasons	Conclusion
<ul style="list-style-type: none"> • Books are good. • Films are good. 	<ul style="list-style-type: none"> • I think films are more educational. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I think films are more interesting and they are more descriptive, too. 	<ul style="list-style-type: none"> •

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Listening and Speaking I can:</p> <ul style="list-style-type: none"> • pronounce the new words clearly • take part in discussions sharing my feelings on films/books • listen and understand the information about films and books • listen to the text and understand the content of it • speak about the pictures looking at them • listen to the questions and answer them • make up a dialogue listening to the model 				
<p>2. Reading I can:</p> <ul style="list-style-type: none"> • read and understand about the importance of films and books • get useful information about books and films • read about films/books and understand their content • read the Ss' ideas and share my ideas on them • read the problems and give arguments/reasons • complete the table according to the interview • read the dialogue and fill in the gaps with "Which/What" • analyze the statements in the dialogue and perform it • read and change some statements in the dialogue into Indirect Speech 				
<p>3. Writing I can:</p> <ul style="list-style-type: none"> • ask questions and write answers to them • answer my partner's questions and write them in Reported Speech • make a paragraph about my favourite book or film • make a poster about my favourite film or book • write a paragraph on the topic using linking words and connectors 				

Extending Vocabulary

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

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

Paraphrasing

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

Tips for the Strategy:

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

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical Thinking</i>		
<i>Critical Thinking</i>		
<i>Grammar Section</i>	I've learned to change sentences from Direct into Indirect Speech and from Indirect into Direct Speech.	
<i>Other things</i>		

ANSWER KEY:

▪ **Task 6, page 95**

Khadija says, "What do you want to do?"

Khadija asks me what I want to do.

Vagif says, "How can I improve my vocabulary?" ∴

Vagif asks how he can improve his vocabulary.

The teacher asked, "What kind of books do you like?"

The teacher asked me what kind of books I liked.

Aydan asks, "Can your brother speak English well?"

Aydan asks me if my brother can speak English well.

Nuray asked me, "Have you ever been to Canada?"

Nuray asked me if I had ever been to Canada.

▪ **Task 6, page 99.**

1. Agil asked me when W. Shakespeare was born.

2. Shahin asks me what Nizami Ganjavi's masterpiece is.

3. The teacher asked us at what age Charles Dickens began to write.

4. Fidan asks her friend what Agatha Christie was.

5. I asked my partner if she had read Samad Vurgun's poems.

6. Tural asks me when I watched "Avatar".

7. My friend asked me which films I liked watching.

8. Aydan asked if he could make a poster on a movie.

Sub Summative Test

1. Find the word which means - a description of event.

- A) argumentative B) narrative C) persuasive D) expository E) informative

2. Match the definitions to the expressions.

- | | |
|-----------------|----------------|
| 1. very great | a) frantic |
| 2. very furious | b) outstanding |
| 3. very popular | c) tremendous |

3. Which one isn't an adverb?

- A) fast B) quick C) early D) near E) hard

4. Find the incorrect sentences.

- | | |
|---------------------------|---|
| 1. The birds flew highly. | 3. Tom drives the car dangerous. |
| 2. My brother runs fast. | 4. It was raining heavily at 2 yesterday. |
- A) 1, 2 B) 2, 3 C) 2, 4 D) 1, 3 E) 3, 4

5. Find the adjectives.

- | | | |
|-------------|-----------|--------------|
| 1. ugly | 2. lonely | 3. carefully |
| 4. friendly | 5. easily | 6. lively |
- A) 1, 2, 4, 6 B) 3, 4, 5, 6 C) 1, 3, 4, 5 D) 1, 2, 4, 5

6. Choose the close meaning of the word - *immediately*.

- A) extremely B) in fact C) really D) by chance E) at once

7. Circle the suitable words.

There was a lot of traffic, and ... we arrived home ... late.

- | | |
|---------------------------|-----------------------------|
| A) actually, fortunately | D) especially, extremely |
| B) fortunately, extremely | E) unfortunately, extremely |
| C) ideally, unfortunately | |

8. Answer the questions.

- 1) What is Nizami Ganjavi's masterpiece?
- 2) What did Samad Vurghun glorify in his works?
- 3) What's the main theme of Natavan's ghazals and rubayats?

9. Change the sentences into Reported Speech.

1. She said, "Nizami Ganjavi was an outstanding poet."
2. He said, "What did Natavan glorify in her works?"
3. She said, "How can books help people in life?"
4. She says, "Charlotte Bronte grew up in a poor family."

10. Write an essay on: "*Books Always Influence People's Life!*"

UNIT 3

PROBLEMS ON THE EARTH

Lesson 1. NATURAL DISASTERS

Aim: To brush up Ss' knowledge on Earthquakes, typhoons, floods, tornadoes in the world, all natural disasters on the Earth and find out their reasons where and why they happen, at the same time how to overcome/prevent them.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.3./3.1.2/3.1.4./4.1.2./4.1.3.

Student:

Listening/Speaking

- pronounces the new words clearly
- expresses his/her opinions on the requests about natural disasters
- listens to the words and matches them with the photos
- listens to and answers the questions
- speaks about natural disasters and their damage
- listens to the article and finds out what natural disaster it is and expresses his/her opinions/thoughts
- listens to the statements and changes them into Direct/Indirect Speech

Reading

- reads the answers on natural disasters and thinks of the questions for them
- reads the statements with correct intonation
- analyzes the facts and events given in the dialogue
- finds out what the given numbers stand for
- matches the questions with the paragraphs

Writing

- finds out the meaning of the words and writes them
- builds up sentences using the new words
- writes the synonyms and antonyms of the words
- completes the sentences with the words “cause, reason and affect, effect”
- changes the sentences using the correct conjunctive words

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.2.2./1.2.3./2.2.1./2.2.3./4.1.1./4.1.4. Lit. -1.1.3./1.2.2./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1./3.1.1./3.1.3. Physics -3.1.2. Biology -4.2.1./4.2.2. Geography -2.1.1./3.2.5. Chemistry - 4.2.1. Inf. -3.3.3./4.1.3. Math. -1.2.1 MST 2.4.1./4.2.2.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Researching, IR, Debate, TPS, Read Aloud, Matching, Picture Gallery, Questioning, Extending Vocabulary
Resources	SB, pictures, handouts, slides, CD, video, flashcards

Motivation (*warm-up*) Listening-Speaking

For motivation ask Ss to listen to the definition of the words belonging disasters/calamities. Then have them find out the words and match/join them to the appropriate pictures. You can also demonstrate a video roll on natural disasters as well.

ANSWER KEY:

1. **tsunami**- an extremely large wave in the sea caused by an earthquake
2. **an avalanche**- a mass of snow, ice and rock that falls down the side of a mountain
3. **volcano**-a large opening at the top of the mountain through which gases and lava are forced out into the air
4. **fire**-the flames, light and heat
5. **typhoon**-a violent tropical storm with very strong wings
6. **earthquake**- a sudden, violent shaking of the earth's surface
7. **tornado** - a violent storm with very strong winds which move in a circle
8. **famine**-lack of food during a long period of time in a region
9. **drought**-when there is little or no rain for a long period of time
10. **flood**-a large amount of water covering an area

Research questions:

- What is a *natural disaster/ calamity*?
- Why do *natural disasters/calamities* happen and what do they cause?

Discussion	
Listening/ Speaking	<p>Direct Ss' attention to listen to the article about Natural Disasters/calamities. Have them realize what natural disaster this article deals with. Ask Ss to answer the following questions.</p> <ul style="list-style-type: none"> • <i>What is a natural disaster/calamity?</i> • <i>What is the earthquake?</i> • <i>What are the scientists' opinions about them?</i> • <i>What are the causes/ results of disasters?</i> <p>And also ask Ss to listen to the sentences in <i>Indirect Speech</i> and change them into Direct Speech. There are answers to questions about earthquakes in <i>Reading Section</i>. As Ss read the answers they understand what the issue is and they think of the questions to these answers. The answers in the interview is about Earthquake and Ss will for sure find how to put questions to the given answers. Ss realize what an Earthquake is and what it can result. Elicit:</p> <ul style="list-style-type: none"> • <i>Can scientists predict about Earthquakes in advance?</i> • <i>What are the results of earthquake for people?, etc.</i>
Reading	<p>You can choose any <i>Reading Strategy</i> here.</p> <p>Get Ss to read and match the given answers to the questions. Encourage them to read the sentences with correct intonation and discuss the given questions actively sharing their thoughts about earthquakes, their causes, reasons and damages:</p> <ul style="list-style-type: none"> • <i>What causes earthquakes?</i> • <i>What can cause a mild earthquake?</i> • <i>What is the epicentre of an earthquake?</i> • <i>How dangerous are waves?</i> • <i>How can animals predict earthquakes?</i> • <i>How can scientists predict earthquakes?</i> • <i>Why do scientists use Richter Scale?</i> • <i>How can people suffer from earthquakes?</i> <p>Have them find out what the given figures/numbers stand for looking through the interview and the “Do You Know?” box.</p>
Writing	<p>Direct Ss to find and use the words about disasters in sentences. Ss group the words and write them in appropriate column, complete the sentences on cause/reason, match the words finding the pieces that fit together and write them in the answer box, etc.</p>

<p>Summary</p>	<p>For summarizing you can use GIST or Summarising strategies. Choose any task you want. We advise to do tests on natural disasters. Doing tests Ss come to conclusion what natural disasters are, what their cause/effect is, what damage they can cause and how to prevent bad results of natural disasters. They also work on project and make presentation: How to protect the Caspian Sea, the rivers Kur and Araz from pollution. Ss conclude that earthquake can destroy everything around and cause lots of lacks: lack of food, medicine, water, etc. People can lose their lives during the earthquakes. The amount of destruction depends on where it happens, what time it happens and how strong it is. At the same time the students learn about seismology: Seismology is the study of earthquakes, and seismologist is a scientist who observes earthquakes. The Ss learn that seismologists give us a valuable knowledge about earthquakes.</p>
<p>Word File</p>	<p><i>condense disaster deforestation destructive disrupt evaporate frequent hazard interrelate occur resistance respond rush scatter threat track vibration whirlwind</i></p>

Listening/Speaking

1 **GW/CW.** Listen to the definitions of the words and match them to the pictures and talk about them.

1. drought	2. typhoon	3. volcano	4. flood	5. tsunami
6. earthquake	7. tornado	8. famine	9. forest fire	10. * avalanche

- an extremely large wave in the sea caused by an earthquake
- a mass of snow, ice and rock that falls down the side of a mountain forced out into the air
- a large opening at the top of the mountain through which gases and lava are forced out into the air
- the flames, light and heat
- a violent tropical storm with very strong winds
- a sudden, violent shaking of the earth's surface
- a violent storm with very strong winds, which move in a circle
- lack of food during a long period of time in a region
- when there is little or no rain for a long period of time
- a large amount of water covering an area

* *avalanche* /əˈvælənʃ/ [avalanche, snowslide, snowdrift, snow mass]

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Listening/Speaking

2 **GW.** Listen to the article and say what natural disasters are mentioned here. And express your thoughts on the following questions.

- What is a natural disaster/ a natural hazard/calamity?
- What is the cause/result of natural disasters?
- What is the scientists' explanation?

Natural disasters have begun to occur in many countries with increasing frequency. And what are the causes of natural disasters which are becoming more frequent? Some people say that this is our fault. During the last 50 years a great deal of forests were cut down in different places. Deforestation has led to changes in local climate. That's why we have so much trouble with floods in many places. The scientists remind us that all elements and systems are interconnected in nature. Irresponsible attitude to it might lead to terrible results. The conducted research work has confirmed the idea about not only natural but man-made causes of these floods. What is a natural disaster? The definition is: it's the effect of a natural hazard that affects the environment and leads to financial, environmental and/or human losses. A natural hazard is a threat of a natural occurring event that will have a negative effect on people or the environment. Many natural hazards are interrelated. For example, earthquake can cause tsunami and drought that can lead directly to famine. The results of natural disasters are lives lost, homes destroyed, economies disrupted. But there is a reason for hope. By understanding how and where these natural events occur, we can build and live safely on the earth and by providing real-time information about floods, earthquakes, and other hazards, we can respond effectively when disaster strikes. We should build stronger, safer communities that are resistant to natural disasters.

3 **GW.** Listen and change the statements into Direct Speech.

Sample: The scientists remind us: "All elements and systems are interconnected in nature."

- The scientists remind us that all elements and systems are interconnected in nature.
- They say that during the last 50 years a lot of forests were cut down in different places.
- The student says that we should build stronger, safer communities that are resistant to natural disasters.
- The teacher asks what a natural hazard is.
- Aydan asks her partner how and where these natural events occur.
- The student asks the teacher what the causes of frequent floods are.

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ANSWER KEY:

▪ Task 4, page 103

1. Carelessness is often the **cause** of fires.
2. The **cause** of the accident is still not known.
3. What is the **cause/result/reason** of lightning?
4. Your attitude will **affect** on how successful you are.
5. The **cause** of earthquakes is the heat inside the earth.
6. Deforestation contributes to the **result** of both air and water pollution.
7. What was the **reason** for your refusal to go there?
8. Scientists attribute changes in the weather to natural **effects/results**.
9. There is no fear the whole **effect** is wonderfully impressive.
10. How can it **affect** your students?

▪ Task 1, page 104

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

- a) What causes earthquakes? **1**
b) When are huge sea waves made? **3**
c) What is the epicentre of an earthquake? And what is a seismic wave? **2**
d) How dangerous are the waves? **4**
e) How can animals predict earthquakes? **10**
f) What can you look for to predict an earthquake? **9**
g) Why do scientists use Richter Scale? **7**
h) How can people suffer from earthquakes? **5**
i) What does the amount of destruction depend on? **6**
j) Where can earthquakes occur? **8**

▪ Task 4, page 105

1. The teacher asks **what** can cause earthquakes.
2. The students asked the teacher **how** dangerous the waves could be.
3. We asked the teacher **why** scientists had to use Richter Scale.
4. Anar asks his partner **how many** people died in northern China during the earthquake.
5. The student asks the geography teacher **when/how** huge sea waves are made.
6. Our teacher says **that** humans can control many things about nature, but they can not control earthquakes.
7. They **ask if/how** scientists can predict earthquakes.
8. We want to know **where** earthquakes often occur.
9. The scientist explained **who** and **how** can measure even the smallest vibrations on the surface of the earth.

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Listening and Speaking</p> <p>I can:</p> <ul style="list-style-type: none"> • pronounce the new words clearly • express my opinions on the requests about natural disasters • listen to the words and match them with the photos/pictures • listen to the questions and answer them • speak about natural disasters and their damage • find out what natural disaster is and express my thoughts • listen to the statements and change them into Direct/Indirect Speech 				
<p>2. Reading</p> <p>I can:</p> <ul style="list-style-type: none"> • read and understand the cause and reasons of natural disasters • read the answer on natural disasters • read the statements with correct intonation • analyze the facts and events given in the dialogue • find out what the given numbers stand for • think of questions about the answers 				
<p>3. Writing</p> <p>I can:</p> <ul style="list-style-type: none"> • find out and write the meaning of the words • build up sentences using the new words • write the synonyms and antonyms of the words • complete the sentences with the words “cause, reason and affect, effect” • change sentences using the correct conjunctive words 				

Lesson 2. Climate Change

Aim: To direct Ss to learn more about climate change, why we have droughts, global warming floods, tsunami, etc. in the world, in Europe and in our country, their bad results through practising the four language skills.

Objectives

Standards

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

Student:

Listening/Speaking

- pronounces the new words clearly
- listens to the questions on weather
- answers the questions on Global Warming
- talks about ecological problems and understands harmful effects of human activities
- talks about climate change looking through the weather map
- acts out the dialogue listening to the model and using the weather words
- listens to the magazine article and chooses the best title
- expresses his/her thoughts generalizing the statements
- listens to the sentences and finds out True/False statements

Reading

- reads and understands the content of the article
- matches the headings with the paragraphs
- differs the passages according to their style
- completes the statement analyzing it
- expresses his/her ideas giving reasons
- finds the definitions of highlighted words

Writing

- builds up sentences using new words
- writes the statements in the correct tense forms
- completes the text comparing the tense forms
- writes a paragraph looking through the points
- expresses his/her points of view on the topic in written form
- completes the scientists' predictions with the given words

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.2.2./1.2.3./1.2.4./2.2.3./4.1.1./4.1.4. Lit. -1.1.3./1.2.2./1.2.3./1.2.4./2.1.1./2.1.2./2.2.1./3.1.1./3.1.3. Physics -3.1.2. Biology -4.2.1./4.2.2. Geography -2.1.1./2.1.3./3.2.5. Chemistry - 4.2.1. Inf. -3.3.3./4.1.3. Math. -1.2.1 MST -2.4.1./4.2.2.
Interaction	CW/GW/PW/IW
Strategy	Description, DLTA, DRTA, GIST, Summarizing, Extending Vocabulary, Questioning, Matching, Completion
Resources	SB, illustrations, pictures slide show, flipchart, CD, map, etc.

Motivation (warm-up) Listening-Speaking

You can stick the weather symbols on the wall, design a weather map or direct your Ss to listen to the dialogue about weather/climate.

Ask the class:

- *What's the weather like in Azerbaijan/ Baku?*
- *What kind of winter/summer do we have?*
- *Are there any weather changes in our country? etc.*

Answering these questions Ss brush up their previous knowledge about weather, seasons, climate and widen/enlarge their speaking, listening, critical and logical thinking skills through practising them and acting out the dialogue.

Model:

A: *What's the weather like in Rome?*

B: *It is stormy. The temperature is __.*

A: *What's the climate like in Italy?*

B: *In summer it's generally hot, with a lot of sunshine. In winter it's mild and wet. The average summer temperature is +24°C. The average winter temperature is +6°C.*

A: *What's the weather like in Baku?*

B: *It is __. The temperature is __.*

A: *What's the climate like in Azerbaijan?*

B: *In summer it's generally hot with a lot of sunshine. In winter it's cold. The average summer temperature is +30-35°C. The average winter temperature is mostly above 0°C.*

Research Questions:

- *What is climate?*
- *What influence does climate have on humans/plants/ people?*
- *What can Global Warming cause?*

Discussion

Listening/ Speaking

Have Ss listen to the dialogues, make up short dialogues on climate working in pairs. Encourage Ss to brush up/memorize the words on weather:

sunny, foggy, rainy, frosty, misty, windy, snowy, etc. as well.

Get Ss to listen to magazine article and choose one of the given titles for the article. Encourage them to generalize/ express their opinions on **Global Warming**. Ask them to discuss:

- *What is Global Warming?*
- *What can Global Warming cause? etc.*

After listening to these questions ask Ss to do **True/False** statements giving explanation.

Reading

There is an article about **The Changing Weather**, so ask your Ss to read and match the titles to the paragraphs.

Also get Ss to read the article and define its style. Ss can search and read more information about reading styles.

Encourage them to complete the table analyzing the statement: "In future the weather will be hotter than today" and think of evidence to support his/her points of view. Have Ss do one more task, finding out the meaning of the given words and odding out one from each line. And also direct your Ss to practise **Future Perfect**, because here we are speaking about **Global Warming** in the future, so Ss should be aware how to use Future Perfect correctly setting more and more examples in this tense form.

▶ **Listening/Speaking** ◀

2 PW. Look at the weather map and speak about the weather. Use the weather words.

Model: Agli: What's the weather like in Rome?
Filano: It is sunny. The temperature is +12°C.
Agli: What's the climate like in Italy?
Filano: In summer it's generally hot, with a lot of sunshine. In winter it's mild and wet. The average summer temperature is +24°C. The average winter temperature is +6°C.



Climate is the weather that a certain place has over a long period of time. Climate has a very important influence on plants, animals and humans. And it is different in different parts of the world.

Country	Summer Temperature	Winter Temperature
America	+ 22.2 °C	+ 0.7 °C
Australia	+ 25.2 °C	+ 8.1 °C
Austria	+ 25 °C	- 6.5 °C
Belgium	+ 25 °C	+ 1 °C
England	+ 21 °C	- 4 °C
France	+ 20 °C	+ 4 °C
Germany	+ 24 °C	0 °C/+1 °C
Holland	+ 17 °C	+ 3 °C
Russia	+25°C	-1°C/-50°C

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▶ **Listening/Speaking** ◀

3 GW. Listen to the magazine article, try to generalize and express your thoughts. Choose the best title.

a) Global Heat
b) Very Hot
c) Global Warming

d) Climate Change in Europe
e) Problems or Benefits?

If you want to know what the weather's going to be like this weekend, ask a weatherman. If you want to know what it'll be like in 100 years, ask a scientist. The most important influence on the weather of the future is likely to be global warming. Global warming may or may not be the great environmental crisis of the next century. Here's what we know about global warming. Since the Industrial Age the concentration of the so-called greenhouse gases-carbon dioxide, methane and others in the atmosphere has risen about 30 percent. One opinion is that these tendencies are connected with industrial and transportation emissions that increased carbon dioxide, trapping more heat in the atmosphere and raising temperatures. Another opinion is that the small temperature rise is a natural climatic variation. Scientists say that the next hundred years the earth will heat up further. In 1995 hundreds of scientists from around the world predicted a rise of anywhere between 1.8 and 6.3 degrees by 2100. But some regions will become warmer and others, especially northern continents will become much warmer. The USA is facing a temperature rise of 5 to 10 degrees. We don't know what the effects of global warming might be. Warmer weather might make some areas more attractive and others less. Because what will happen to the world is still uncertain, what will happen to a particular region is even more uncertain. We don't know how to prevent warming. Stabilizing emissions isn't enough. No one knows how to lower emissions without crushing the world economy.



4 CW/PW. Find True/False statements giving explanation.

	T	F
1. We know more about global warming than we don't.	<input type="checkbox"/>	<input type="checkbox"/>
2. As the concentration of greenhouse gases in the atmosphere has risen, temperatures have increased.	<input type="checkbox"/>	<input type="checkbox"/>
3. The scientists are sure of how much the temperature will rise in the next century.	<input type="checkbox"/>	<input type="checkbox"/>
4. By 2100 northern regions will warm less than other regions.	<input type="checkbox"/>	<input type="checkbox"/>
5. Stabilizing emissions can prevent global warming.	<input type="checkbox"/>	<input type="checkbox"/>
6. Global warming will crush the world economy.	<input type="checkbox"/>	<input type="checkbox"/>

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Writing	Direct your Ss to write the tasks/exercises using the correct tense form, write a paragraph choosing one of the given statements, complete the predictions of the scientists and create/write his/her own prediction following the given sample.
Summary	For summarizing you can use GIST or Summarising strategies. Choose any task you want. Doing different tasks, answering questions on Climate Change Ss come to conclusion that people themselves do cause Climate Change. So we are the ones who make the change in climate with our transport, industry, etc. which increase carbon dioxide trapping more heat in the atmosphere and raising temperatures. Ss realize that: <i>Climate has a great influence on plants, animals and humans. And it is different in different parts of the world.</i> Climate change is one of the biggest problems today. The planet's climate has constantly changed throughout history. And we might slow down changes which would give the planet a chance to adapt such as following species to alter migration and feeding patterns. It would also give us a chance to do something about the problem.
Word File	<i>absorb alter considerably crush decade doubtful emission glacier halt impact intricate methane sceptic spell trap</i>

ANSWER KEY:

▪ Task 5, page 113

- a) the act of finding out the truth about an event-5
- b) an event telling smb beforehand that smth unpleasant may happen in the future-7
- c) the state of suffering and death caused by having no food-10
- d) a large amount of water covering an area that is usually dry-9
- e) a long period of time when there is no rain-8
- f) the condition of the atmosphere at a particular place and time-2
- g) very bad weather with strong winds and rain-4
- h) the regular pattern of weather conditions of a particular place-11
- i) to produce a change in somebody/something-6
- j) having of a great value-1
- k) the total amount of rain that falls in a particular area -3

Lesson 3. World Population Growth

Aim: To teach Ss about the population growth in the world, the densely populated countries, what can overpopulation cause in future, what countries are expected to be overpopulated ones, etc. through practising listening, speaking, reading and writing skills.

Objectives

Standards

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

Student:

Listening/Speaking

- pronounces the new words clearly
- listens to the scientists' ideas on the topic and understands the problems
- listens to the problems and shares ideas on them
- gives explanation on the facts and events
- makes generalization and expresses his/her ideas about world's population
- explains the causes and reasons of overpopulation

Reading

- reads and understands the content of the article/the passages
- completes the table reading passages
- thinks of evidence to support his/her point of view
- expresses his/her ideas giving reasons on the topic
- finds the meaning of the new words
- reads and fills in the gaps with the suitable words

Writing

- builds up sentences using the new words
- rewrites sentences using Indirect Speech
- writes the main idea of/in the passage and expresses his/her points of view
- makes a report about the earth's problems
- writes a paragraph following the plan
- uses suitable verbs in the correct tense form
- fills in the blanks using the words from the box
- chooses the correct tense form of the verbs
- writes his/her predictions in the 50 years' time

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./3.1.3./3.1.4./4.1.1./4.1.4. Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Biology -4.1.1./4.2.1./4.2.2. Geography -2.1.2/3.1.1./3.1.2./3.2.5. Chemistry - 4.2.1.
Interaction	CW/GW/PW/IW
Strategy	Discussion, Cluster, Role Play, Debate, Jigsaw, Round Table Discussion, Summarising
Resources	SB, flashcards, video, CD, pictures, slides, handouts, map, etc.

Motivation (warm-up) Listening-Speaking

You can get your Ss integrate Geography and say out some ideas about densely populated countries in the world looking through the map given here. Or any other option of yours is welcome.

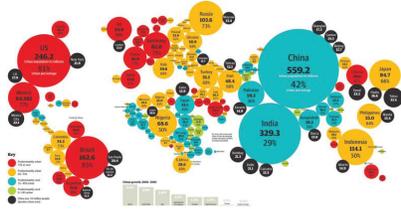
Research Questions:

- What countries are the most densely populated?
- What natural resources does the Earth have to support all people?
- How many people can the Earth support?

Listening/Speaking

Diagnostic Assessment	YES	NO
<i>Activities</i>	<i>I can...</i>	<i>I can't...</i>
• describe pictures and problems on the planet Earth		
• talk about different countries		
• talk about diseases caused by pollution		
• give comments on statements about Earth problems		

1 **GW.** Look at the map of world population and listen to the scientists' ideas. Share your points of view.



(A) India is on track to exceed China as the most populated country by 2035. In India, 48,000 babies are born every day on average. In future, India's resources such as schools and hospitals will be permanently on **trial**^a as they try to keep up with rising demands.

(B) Millions of children are at risk of contracting diseases from dirty water. Only sixty percent of the world's population has easy access to drinking water. In future, it's hoped that at least ninety-five percent of people will have running water at home, but there are no guarantees of this.

(C) As humanity's need for resources and industries has grown, we are nature's extraordinary polluters of the planet. In future everyone will have to monitor their pollution law. While the number of humans has risen, the number of wild animals such as lions and buffaloes has **declined** for decades. We are now preserving the genetic codes of animals that are **in danger** of extinction. In future, we hope to be able to "affect", "recreate" these animals.

*trial /traɪəl/ (n) test, experiment

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Reading

1 **GW.** Read and make generalization expressing your thoughts on the figures below.

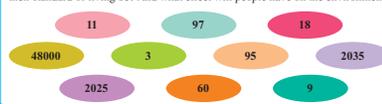
■ Fresh water, for example, is **crucial** for health and food production. As we know more than 97% of the water on Earth is salty, which is poisonous to both people and crops. Only 3% of the water on Earth is fresh. Today, demand for fresh water is greater in 80 countries around the world. By 2025, scientists predict that forty-eight countries will have **chronic shortages** of fresh water. It takes a lot of energy to remove the salt from ocean water, and that makes the **desalination** process very expensive.

■ Clean air is another important natural resource. However, it is too **threatened** by the growing population. The average person today **consumes** about 1.1 **metric tons**^a of carbon into the atmosphere each year. Most of it comes from burning **fossil** fuels-gasoline, coal, oil, wood and natural gas. Scientists say that the amount of carbon dioxide in the air is already 18% higher than it was in 1960. What effect would more than 3 billion people have on the air we breathe?

■ While we have many different sources of **commercial** energy, there is a limited supply of majority of them. Today, most of the world's commercial energy comes from three nonrenewable energy resources: petroleum, natural gas, and coal. Three quarters of this commercial energy is used by **developed** countries. As the standard of living goes up in other countries, so the demand for energy will increase.

■ The amount of land suitable for agricultural production is limited. Nearly 11% of the land on the Earth can be used for crops, while another 20% is available for raising animals. Each year, more of this land is lost as cities grow and roads **stretch** across the land. In addition, **overcultivation**^b has already damaged an amount of farmland. It is possible to increase the amount of farmland, but only a little. Some farmland can be more productive if people start using different farming methods.

■ Clearly, the number of people that the Earth can support in the future will depend on many things. The Earth may be able to support 9 billion people, but what will their standard of living be? And what effect will people have on the environment?



^ametric ton [ˈmetrɪk ˌtʌn] a unit of weight equal to 1,000 kilograms (2,205lb) **none**
^bovercultivation /ˌoʊvəˈkʌltɪveɪʃən/ excessive cultivation; cultivating more than necessary or normal

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Discussion	
Listening/ Speaking	<p>Get Ss to listen to the scientists' ideas on overpopulation in the world looking through the map. Encourage them to say out their opinions freely about the densely populated countries sharing with their partners/peers/mates. Ss discuss the statements as:</p> <ul style="list-style-type: none"> • <i>We are extraordinary polluters of the planet/nature.</i> • <i>In future India's resources will be permanently on trial.</i> • <i>Millions of children are at risk as they face dirty water problem and get various illnesses.</i>
Reading	<p>Have them read the passages and complete the table. Encourage them to think of evidence to support their points of view on the statements:</p> <ul style="list-style-type: none"> • <i>The world population started to increase rapidly.</i> • <i>The Earth's natural resources are limited.</i> • <i>Today demand for fresh air, water and food is greater than before.</i> <p>Ask Ss to analyze the facts on the topic answering the questions.</p> <ul style="list-style-type: none"> • <i>Does the Earth have enough natural resources to support all mankind/ people?</i> • <i>How will the standard of living be in the future?</i> • <i>Why are natural resources limited?</i> • <i>What can be done to overcome/reduce problems/various illnesses?</i> <p>You can use Jigsaw Reading, Debate or Round Table Discussion here. The main thing is to encourage Ss to say out their agreement/disagreement after reading the questions and statements. In order to learn the new words thoroughly direct them to read the task and define the meaning of the new words and fill in the gaps with the appropriate ones.</p>

Grammar Checklist	YES/NO		
<i>I can ...</i>			
build up sentences using new words and expressions			
make up sentences using “ a number of/the number of ”			
find out the definitions of the new words			
change sentences from Direct into Indirect speech			
use suitable verbs in the correct tense form			

<p>Writing</p>	<p>In our previous lesson Ss learnt how The Future Tense Forms are formed and used. So, please ask them to do exercises using the given verbs in suitable Future Tense form. There are some tasks here based on differential teaching that are really creative. So get them enthusiastically to brush up grammar review materials and make a report/write an essay/paragraph working creatively.</p> <p>Note: We have given here some clear explanation of “<i>A number of, the number of</i>” in “Compare and Remember!” box, try to encourage Ss to practise these expressions as much as they can, so that they can easily use/know them in future/upcoming lessons.</p>
<p>Summary</p>	<p>Ss prepare/design a paragraph (page 122) following the given plan. Answering this question: “What is your country doing to solve the world population problem?” and designing a paragraph Ss come to conclusion that there are enough resources on the earth to support world people. If people value all we have, and if they don’t pollute the environment they can live a good and healthier life. So, we are really the extraordinary polluters and we destroy nature ourselves. We should do our best to solve all these problems and take good care of our planet, because it is our home.</p>
<p>Word File</p>	<p><i>chronic commercial crucial decline desalination developed exceed fossil gradually natural resources overpopulation recreate renewable threaten urban</i></p>

Assessment

1 Read the paragraphs and answer the questions predicting about future. Match the headings to the paragraphs.

What predictions can you make about future?
Do you think future will be better than today?

1. The Effects of Overpopulation 2. Energy Revolution
3. High Technology 4. Changes on the Earth

A.
The Earth went through a period of catastrophic and intense changes during its earliest beginnings 4 billion years ago. Ice ages have come and gone and volcanoes have erupted. Earthquakes have **shattered** ancient mountains and changed the course of rivers. Nowadays scientists are studying the changes which are likely to take place in 50 years’ time.

B.
A rapidly increasing population is one of the causes of social and environmental problems. The population growth brings the problem of depletion. If we cannot feed 6 billion people today, how will we satisfy the needs of 8 billion people or more by 2030? Global food shortages will become much more serious than today, leading to poverty.

C.
Renewable energy technologies are now ready to be used and will meet the world’s energy demand by 2030. We’ll find new energy sources like wind and solar power that won’t pollute and will never run out. They are also less expensive compared to other sources of energy.

D.
_____ will be everywhere. There will be no wires out and behind your desk. We’ll be able to control people around us with a tiny **microchip** and through the access to the Internet. Here are some more predictions about the future:
There will be no street cars in our large cities. All traffic will be below or high above the ground. People will be able to see the bus coming closer to their stop by means of a web-site.

*microchip [ˌmaɪkrəʊˈtʃɪp] micro/technics, silicon chip, a tiny wafer of semiconducting material used to make an integrated circuit
*shattered [ˈʃetəd] (adj) destroyed, ruined, disrupted

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Assessment

2 Make up a dialogue and answer the questions and act it out. Then discuss your partner’s answers.

Sona: How has the population of the world changed in the past 2000 years?
Elchin: _____
Sona: Why is the standard of living different in different countries?
Elchin: _____
Sona: Can the amount of farmland on the Earth be increased?
Elchin: _____
Sona: Why can’t we use most of the Earth’s water?
Elchin: _____
Sona: What’s a nonrenewable energy resource?
Elchin: _____
Sona: Why is the demand for energy increasing everywhere in the world?
Elchin: _____
Sona: Is it better to have a smaller population with a higher standard of living for everyone or to have a larger population with a lower standard of living?
Elchin: _____
Sona: Which European country is among the world’s largest?
Elchin: _____
Sona: Which urban area of the world has the largest population?
Elchin: _____
Sona: What about the population of Azerbaijan?
Elchin: _____

3 Search and write the key words for these explanations.

1. unprepared to make a profit 2. economically strong 3. long-lasting
4. the overall quality of life that people experience 5. raw materials found in nature, such as trees, oil, and natural gas
6. to say beforehand 7. capable of being renewed 8. extremely important, because it will affect other things

4 Build up sentences using the words and expressions from the box.

renewable to increase	standard of living the largest countries	crucial farmland urban areas
natural resources	overpopulation	

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ANSWER KEY:

▪ Task 3, page 119

1. The population of the world increased ____ (**gradually**)
2. Fresh water is ____ for health and food production. (**crucial**)
3. Wind is a renewable resource, while oil is a ____ resource. (**nonrenewable**)
4. Using more solar and wind energy would have a positive ____ on the environment. (**effect**)
5. If you use hot water slowly, it will ____ longer. (**last**)
6. Overpopulation could be a ____ to the health of the Earth. (**threat**)
7. In some countries the ____ of living is higher than in others. (**standard**)
8. The Internet is a good ____ of information about population growth. (**source**)
9. The ____ population is causing environmental problems. (**growing**)
10. We do know that the Earth's natural ____ are limited. (**resources**)

▪ Task 5, page 120

1. In the eighteenth century, the population of the world increased **gradually-little by little/day by day** However, in the nineteenth century, the world's population grew very **rapidly-** quickly, promptly, swiftly
2. By the year 2050, researchers **predict** that the population of the world will be 9.1 billion. **-to say beforehand**
3. Fresh water is **crucial** for health and food production.
critical/determined/decisive
4. What **effect** will 3 billion more people have on the air we breathe?
trace/sign
5. We don't know how long the world's supply of petroleum will **last/continue**
6. Today, **demand** for fresh water is greater than the supply in roughly eighty countries around the world. **claim/request**
7. **The number of** people that the Earth can support in the future will depend on many things. **quantity**

▪ Task 2, page 122

1. There has been a ... achievement in stopping the overpopulation in China.
tremendous
2. The government is in the ... of finding new energy resources. **process**
3. The environmental ... of increased pollution threatens our planet. **impact**
4. Most of the world's ... is suffering from poverty. **population**
5. Drought causes water ... during summer. **shortages**
6. The government eventually banned the of electricity when they started to use other resources. **import**

ANSWER KEY:

▪ Task 8, page 123

1. A number of journalists *has been/have been* to the party this week.
2. The number of months in a year *is/are* twelve.
3. A number of students *was/were* interviewed in the competition.
4. A number of streets in Baku *is/are* still known by their old names.
5. A number of activities *has been/have been* held by green organizations lately.
6. The number of members of this company *is/are* approximately two thousand.
7. The number of people *depends/depend* on many things on the Earth.
8. A number of wild animals *is/are* in danger of extinction now.
9. A number of children *is/are* at risk of diseases from dirty water.
10. A number of rivers and lakes *were/was* poisoned in this country a few years ago.

▪ Task 1, page 124

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

Formative Test for Lesson 1. Natural Disasters

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

1. What are the causes of frequent floods?

- a) heavy showers
- b) natural and man-made causes
- c) deforestation

2. What is a natural disaster?

- a) It's changeable weather
- b) It's the effect of a natural hazard
- c) It's a weather event

3. What is a natural hazard?

- a) It is a threat of a natural event that causes tsunamis.
- b) It is a natural catastrophe that always causes human losses.
- c) It is a natural disaster

4. What is the relationship between natural hazards?

- a) They all result into terrible floods.
- b) They are interrelated, one can lead to another.
- c) They never influence each other.

5. What does "to respond to natural disasters effectively" mean?

- a) It means we shouldn't pay any attention to difficulties.
- b) It means that we must remember that all elements and systems are interconnected in nature.
- c) It means we should learn more about disasters and build safer communities with real-time information provided.

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

• Pre-Reading Activities

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

• Post Reading Activities

- Paraphrase sections of the text during class discussions.
- Clarify meaning by replacing pronouns with nouns to help Ss understand what they read.
- Provide sentence frames to support Ss in reading and writing such as the following:

I can change ___ about my community, because ___. I already know ___ about ___ topic. This ___ (group of people) did ___ because ___.

- Invite Ss to write reflective paragraphs.
- Have Ss participate in role-playing
- Have Ss answer questions.
- Use **if-then** sentences to teach cause and effect.

An Argumentative Essay

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

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

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

1. Introduction
2. Body Paragraph 1
3. Body Paragraph 2
4. Body paragraph 3
5. Conclusion

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Listening and Speaking</p> <p>I can:</p> <ul style="list-style-type: none"> • pronounce the new words clearly • express my opinions on the requests about overpopulation • listen to the scientists' ideas on the topic and understand the problems • share my ideas on overpopulation • give explanation on the facts and events • make generalization and express my thoughts • talk about world's population and share ideas with my classmates • explain the causes and reasons of overpopulation 				
<p>2. Reading</p> <p>I can:</p> <ul style="list-style-type: none"> • read and understand the content of the article • read the passages and understand their content • complete the table reading passages • think of evidence to support my points of view • express my ideas giving reasons on the topic • find the meaning of the new words • fill in the gaps with the suitable words reading the passage 				
<p>3. Writing</p> <p>I can:</p> <ul style="list-style-type: none"> • build up sentences using the new words • rewrite sentences using Indirect Speech • write the main idea of the passage and express my points of view • make a report about the Earth's problems • write a paragraph following the plan • use suitable verbs in the correct tense form • fill in the blanks using the words in the box • choose the correct tense form of the verbs • write my own predictions in the 50 years' time 				

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

ANSWER KEY:

▪ **Task 3, page 125**

- intended to make a profit- **commercial**
- economically strong-**developed**
- long-lasting-**chronic**
- the overall quality of life that people experience-**the standard of living**
- raw materials found in nature- **resource**
- to say beforehand-**predict**
- capable of being renewed -**renewable**
- extremely important, because it will affect other things-**crucial**

▪ **Task 3, page 126.**

- For thousands of years, the population of the world increased **e-gradually**.
- By the year 2050, researchers predict that the **a-population** of the world will be 9.1 billion.
- We don't know how people will choose to ... **b-live** in the future.
- Today, ... **f-demand** for fresh water is greater than supply.
- It is possible to increase the amount of ... **c-farmland**, but only a little.
- We have many different sources of ... **d-commercial** energy.

▪ **Task 4, page 126.**

- global (d)
- urgent (h)
- various (a)
- efficient (e)
- harmful (g)
- imaginary (b)
- tremendous (c)
- booming (f)

ANSWER KEY:

Task 5, page 127.

1. There is a limited amount of oil on the Earth. **(limited)**
2. When automobiles first became available, very few people could buy them. **(available)**
3. If you have a chronic problem, it never goes away. **(chronic)**
4. Some countries are poor because they have very few natural resources. **(natural resources)**
5. We don't yet have the technology to supply the world with energy without using oil. **(technology)**
6. People are gradually learning that we must take care of the environment. **(gradually)**
7. When there is an increase in the demand for oil, the price usually goes up. **(demand)**
8. The health of the Earth depends on how we use its natural resources. **(depend on)**
9. Researchers predict that the use of coal will increase more than 50 % over the next two decades. **(predict)**
10. It's crucial for everyone to have a supply of clean water. **(crucial)**
11. When there's a shortage of something, the price usually increases. **(increases)**
12. The big old tree in our front yard is dead. We have to cut down it. **(cut down)**
13. The growing population is causing environmental problems. **(population)**

Student Portfolio. Revise and Check Around Unit 3.

1 Complete the table.

In the field of ...	What I learned	How I'll implement
Listening		
Speaking		
Reading		
Writing		
Logical Thinking		
Critical Thinking		
Grammar Section		

2 Match the definitions with the energy kinds.

- | | |
|------------------|---|
| a) hydroelectric | 1. comes from moving turbines or mills |
| b) solar energy | 2. oil, gas, coal which contribute global warming while burning |
| c) nuclear | 3. comes from flowing water in rivers, waterfalls and streams |
| d) wind | 4. comes from the sun and can be saved using panels |
| e) geothermal | 5. comes from splitting atoms, and produces dangerous waste |

3 Fill in the gaps with the words from the box.

- | | | |
|---------------|--------------|-------------|
| a) population | b) live | c) farmland |
| d) sources | e) gradually | f) demand |

1. For thousands of years, the population of the world increased ...
2. By the year 2050, researchers predict that the ... of the world will be 9.1 billion.
3. We don't know how people will choose to ... in the future.
4. Today, ... for fresh water is greater than before.
5. It is very important to increase the amount of ...
6. We have many different ... of energy.

4 Match the adjectives to their synonyms.



- | | |
|---------------|---------------------------|
| 1. global | a. different |
| 2. urgent | b. unreal |
| 3. various | c. enormous/impressive |
| 4. efficient | d. worldwide |
| 5. harmful | e. productive |
| 6. imaginary | f. flourishing/increasing |
| 7. tremendous | g. damaging |
| 8. booming | h. immediate |

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4 Find the unscrambled words and write.

- | | | | | |
|---------|----------------|-----------|------------|---------|
| ciaruel | ltedimi | danemd | enyrg | onchric |
| pictrd | popovertiulaon | nwabelere | mercomalci | |

5 Fill in the gaps with the words from the box.

- | | |
|---|----------------------|
| 1. There is a <u>limited</u> amount of oil on the Earth. | a. gradually |
| 2. When automobiles first became <u>available</u> , very few people could buy them. | b. technology |
| 3. If you have a <u>chronic</u> problem, it never goes away. | c. crucial |
| 4. Some countries are poor because they have very few <u>natural resources</u> . | d. predict |
| 5. We don't yet have the <u>technology</u> to supply the world with energy without using oil. | e. available |
| 6. People are <u>gradually</u> learning that we must take care of the environment. | f. demand |
| 7. When there is an increase in the <u>demand</u> for oil, the price usually goes up. | g. limited |
| 8. The health of the Earth <u>depends on</u> how we use its natural resources. | h. chronic |
| 9. Researchers <u>predict</u> that the use of coal will increase more than 50% over the next two decades. | i. depends on |
| 10. It's <u>crucial</u> for everyone to have a supply of clean water. | j. increases |
| 11. When there's a shortage of something, the price usually <u>increases</u> . | k. natural resources |
| 12. The big old tree in our front yard is dead. We have to <u>cut down</u> it. | l. cut down |
| 13. The growing <u>population</u> is causing environmental problems. | m. population |

6 Complete the sentences with your own ideas.

1. Using more solar and wind energy would have a positive
2. The demand for food and water is already greater than.....
3. Wind is a renewable resource because
4. Overpopulation is a threat to many animals
5. Some people think overpopulation isn't a serious problem, but
6. If we use hot water slowly, it will
7. Some countries are poor because
8. The demand for energy is increasing everywhere

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Sub Summative Test 3

1. Find the definitions of the words.

1. hazard - 2. disaster - 3. flood - 4. earthquake -

2. Choose the correct word.

Pollution has... on the fish.

- A) an effect B) a reason C) a result D) a cause E) affect

3. Find the definitions and match.

- 1) cause a) a fact which is put forward as a motive
2) reason b) that / which makes a thing happen
3) effect c) the result

4. Choose the correct variant.

The teachers asked the students ... dangerous the waves were.

- A) how B) what C) which D) whom E) why

5. Choose the close meaning of the word “crucial”.

1. determined 2. effective 3. critical 4. renewable
A) 1, 2 B) 2, 4 C) 1, 4 D) 1, 3 E) 3, 4

6. Choose the correct variant.

Seismology is the study of

- A) earthquakes B) floods C) typhoons D) tornadoes E) thunders

7. Think and answer the questions.

1. What causes earthquakes?
2. How can animals predict earthquakes?
3. Why is climate change the biggest problem on the Earth?
4. What do you know about global warming?

8. Choose the correct form of the verb.

1. The number of days in a week *is/are* seven.
2. A number of streets in our city *is/are* still known by their old names.
3. The number of workers in our group at the camp *was/were* six.

9. Use the correct tense form.

1. Scientists ...(to find) new ways to measure earthquakes soon.
2. We think that at this rate the fish ... (to die) out completely by 2040.

10. Search for information and write about: “ *Why is the standard of living different in different countries?*”

UNIT 4

OUR PLANET, OUR WORLD

Lesson 1. GO GREEN, WIN GREEN!

Aim: To teach Ss more about our planet, how to save our home Earth, who should protect it, how to change the world in the positive way through practising the four language skills.

Objectives

Standards

1.1.1./1.1.2./2.1.2./2.1.3./3.1.1./3.1.2./3.1.4./4.1.1./4.1.2./4.1.3./4.1.4.

Student:

Listening/Speaking

- listens to the story and answers the questions on the topic
- gives comments sharing his/her ideas
- listens to the passages and expresses his/her opinions on the statements
- gives explanation on the statements
- makes a list of problems on the Earth
- explains the meaning of the verbs: *reuse, reduce, recycle, replace*
- fills in the gaps with the given words listening to the statements

Reading

- reads the poem with correct intonation and answers the questions
- searches more information on recycling looking through the “Remember” box
- finds out the meaning of the words and builds up sentences
- gives his/her comments on the given answers
- reads the UI box with correct intonation
- matches the words with the paragraphs
- finds the meaning of the words and matches them with their definitions

Writing

- fills in the gaps with the words from the box in the correct form
- writes a report on pollution
- completes the passage using the pictures and words given in the box
- completes the key phrases with the words from the box giving suggestions
- writes a paragraph on the questions about the Earth
- completes and creates his/her own solutions looking through the model
- completes the worksheet “Environment” expressing his/her points of view
- finds the pieces that fit together and writes them in the answer area

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.1./3.1.3./3.1.4./4.1.1. Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Biology-3.2.2./4.1.1./4.2.2. Geography-2.1.1/3.2.5. Chemistry- 4.2.1. MST-4.1.1./4.2.2. Inf-1.1.3./4.1.2.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Mind Map, Questioning, IR, BBK, TPS, Picture Gallery, Matching, Completion and others.
Resources	SB, pictures, cards, CD, flashcards, realia, flipcharts, etc.

Motivation (*warm-up*) Listening-Speaking

You can ask Ss to listen to the expressions and find out their meanings or definitions. Then match these expressions to the pictures. At the same time Ss can make a list of problems that the Earth faces today. This is our sample *motivation*, but you are welcome to think of any other motivation for this topic.

Model: 1. *air pollution*

2. *water pollution*

3. *destruction of buildings in towns*

4. *water and air pollution influence on people's health*



Research Questions:

- What problems do people face on the Earth?
- How can people make a difference in nature?
- How would you like to change the world for the better in a positive way?

Discussion

Listening/ Speaking	<p>Discussion 1. Get Ss to listen to Starfish story and answer the questions giving comments:</p> <ul style="list-style-type: none"> • <i>Would you like to change the world? How?</i> • <i>What changes could you do in nature? How?</i> <p>Ss give comments on the girl's attitude to the Starfish and also the man's attitude to the girl's behaviour.</p> <p>Discussion 2. Get them to listen to the short passage "<i>Why Go Green?</i>" and express their opinions on it, and also give comments on the words Reuse, Recycle, Reduce, Replace given in "Compare and Remember!" box. Encourage them to say extra samples on Reuse, Recycle, Reduce and Replace as well.</p>
Reading	<p>Have Ss read the answers of the interview and creatively think and give/set answers to the following questions:</p> <ul style="list-style-type: none"> • <i>How can our future be safe if we continue spoiling our lives?</i> • <i>Is it possible to reduce smoke that come from factories/plants?</i> • <i>What can they do to reduce smoke</i> • <i>How can we purify dirty/polluted water?</i> • <i>Can we do anything with deforestation?</i>

▶ **Listening/Speaking** ◀

1 **GW/PW.** Look at the pictures and make a list of all problems that we face on our planet.

Model: 1. air pollution
2. water pollution
3. destruction of buildings in towns
4. how water and air pollution influence people's health








2 **CW/GW.** Listen to the story and answer the questions giving your comments.

The Starfish Story

An old man was walking on the beach one morning after a storm. In the distance, he could see someone moving like a dancer. As he came closer, he saw that it was a young woman picking up starfish and gently throwing them into the ocean. "Young lady, why are you throwing starfish into the ocean?"

"The sun is up, and the tide is going out, and if I do not throw them in they will die," she said.

"But young lady, don't you realize that there are many miles of beach and thousands of starfish? You cannot possibly make a difference." The young woman listened politely, then bent down, picked up another starfish and threw it into the sea. It made a difference for that one.

(Adapted from the original by Loren Eiseley)

- *What did you understand/ get from the story?*
- *Would you like to make a difference in nature? How?*
- *What would you do with the man?*
- *Do you also think that the woman's action doesn't make a sense?*

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▶ **Listening/Speaking** ◀

3 **CW.** Listen to the "Remember" box and share your ideas on the words: *reuse, reduce, recycle and replace.*

REMEMBER!

<p>REUSE</p> <p>Wear items that can be used multiple times, as much as possible to avoid using disposable* items.</p>	<p>RECYCLE</p> <p>The goods that are no longer useful can be recycled. Not all items can be recycled. There are a lot of industries that utilize domestic waste into other goods.</p>	<p>REDUCE</p> <p>Use goods that are not easily described as naturally plastic, fins, cans, etc.</p>
<p>REPLACE</p> <p>Substitute goods that can only be used once; the goods are more durable. Also examine so that we only use things environmentally friendly, for example, instead of our plastic bag use a basket when shopping.</p>		

4 **CW/GW.** Listen to the passage and express your opinions on the statements giving explanation. Explain the meaning of the words in bold.

Why Go Green?



The world has a fixed amount of natural resources - some of which are already **depleted**. So as population growth greatly **strains** our **finite** resources, there are fewer resources **available**. If we intend to leave our children and grandchildren with the same standard of living we have enjoyed, we must preserve the foundation of that standard of living. What should we do to save clean air, water, fuel sources and soil for future generations?

Some of the greatest threats to future resources come from things we throw away every day. Household batteries and electronics often contain dangerous chemicals that may pollute the **groundwater**. This can **contaminate** everything from the soil in which our food grows, to the water which will eventually come out of **aquifers** and into our tap water. Many of these chemicals cannot be removed from the drinking water supply, not from the crops that are harvested from/on contaminated fields. The risks to human health are tremendous. Throwing away items that could be recycled reduces energy, water and natural resources.

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*disposable [dɪs'pɒzəb(ə)l] (adj) designed to be used only once

<p>Writing</p>	<p>We have various writing tasks. First of all, try to encourage Ss to write a report on pollution in Azerbaijan. Ask them to complete the passage using the picture and the words given in the box about pollution in Hong Kong. There are such exercises here that can help Ss create/design solutions and worksheets on environment.</p> <p>Sample:</p> <ul style="list-style-type: none"> • <i>Let's make a difference!</i> • <i>Let's Care the Earth!</i> • <i>Make the Earth a Better Place!</i> • <i>Go Green, Win Green!</i> • <i>Love Nature and Fear Pollution!</i> • <i>Let's keep our home Earth Clean!</i>
<p>Summary</p>	<p>There is a "Remember" box here with the paragraph "Recycle". Ask Ss to read this paragraph and understand how we can save paper if we recycle paper, copper, tins, iron, glass, etc. And in this way we can have a clean environment, because:</p> <ul style="list-style-type: none"> • <i>There is no doubt that recycling paper is good for the environment!</i> • <i>There is no doubt that recycling glass we can save a lot of energy!</i> • <i>By recycling plastics we create a cleaner environment!</i> • <i>By recycling organics we can produce compost, which is equally good for the garden and for agriculture.</i> • <i>By recycling iron, copper and aluminium we can save a lot of energy.</i> • <i>About 650.000 tons of paper are produced every day world wide and 500,000 tons are thrown away, because they are not reintroduced into the paper cycle.</i> <p>There are some tasks here that can be very helpful and effective in summarizing the lesson. Or Ss can work and write their opinions on "What can we do to save the planet?"</p> <p>Doing all these tasks Ss come to conclusion that they can protect the world, environment by keeping the world clean by <i>Reusing, Recycling, Reducing and Replacing</i>.</p> <p>Let's go green, and win green. We can have a better environment if we do so. Ss also find clues/answers to some obscure moments and also fully understand the title of the lesson/topic after they learn this lesson.</p>
<p>Word File</p>	<p><i>aquifer, available, contaminate, deplete, durable, finite, invest, orthodontia, reforestation, strain, styrofoam, sustainable, utilize, groundwater</i></p>

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

ANSWER KEY:

▪ Task 6, page 131.

1. Take care of the _____. (g)
2. Always throw garbage into a _____, (a)
3. (b) _____ newspapers, (h) _____ and plastic bottles, and metal cans.
Recycling helps to _____ pollution. (k)
4. Don't throw away things if you can _____ them. (l)
5. Don't _____ water. (j) Don't _____ garbage into the pond. (m)
6. Never _____ or paint on trees. (n) It will _____ them. (f)
7. Plant flowers _____ picking them. (i)
8. Don't _____ animals (e) or _____ their homes. (d) Create new and safe places for _____. (c)

▪ Task 1, page 132.

1. Recycle -c
2. Reduce -a
3. Reuse -b

▪ Task 1, page 134.

The pollution in Hong Kong is a (1) **serious** problem. We have (2) **water** pollution which makes the rivers and the sea very dirty. Some seafood is no longer (3) **safe** to eat now. We have (4) **air** pollution because of the (5) **smoke** made by cars and factories. (6) **Land** pollution is also getting worse because of the (7) **roadworks** and traffic in our streets. If we allow this to go on, Hong Kong will become a (8) **dangerous** place to live in. Therefore we must do something before it is too (9) **late**. If we don't stop making a lot of smoke, we won't have (10) **fresh air** to breathe.

▪ Task 5, page 135

1) Let's a difference! (f)

2) Love Nature,.... Pollution! (e)

3) Go Green, Green! (d)

4) Let's the World! (c)

5) Join us and the Earth! (a)

6) Don't water! (b)

a) save

b) pollute

c) change

d) win

e) fear

f) make

▪ Task 3, page 137

A) 7, 5, 3, 8, 4, 2, 1, 6

B) 5, 7, 2, 8, 1, 3, 4, 6

C) 1, 6, 8, 3, 5, 4, 2, 7

D) 3, 4, 5, 1, 8, 2, 7, 6

Assessment Checklist	
I can ...	Samples
• give comments reading the passage	• <i>If we don't do anything about pollution, life will be so dangerous.</i>
• find the meaning of the words and match them with their definitions	• <i>Small pieces of rubbish-litter Likely to last for a long time without getting weaker – durable, etc.</i>
• talk about reusing, reducing and recycling	• <i>Reuse means to use again. Reduce means to use less. Recycle means to make something new from something old.</i>
• answer the questions on the poem	• <i>What's this poem about? It's about a wonderful world.</i>
• search more information on recycling	• <i>Recycling paper, glass, plastic and iron is good for the environment.</i>

Listening/Speaking

5) **GW/PW.** Listen to the "Remember!" box and search for more facts and information on recycling. Add your own ideas.

REMEMBER!

Recycle!

- There is no doubt that recycling paper is good for the environment!
- There is no doubt that recycling glass we can save a lot of energy!
- By recycling plastics we create a cleaner environment!
- By recycling organics we can produce compost, which is equally good for gardening and agriculture.
- By recycling iron, copper and aluminium we can save a lot of energy.

• The paper production process has a negative environmental impact, as it releases harmful substances into the atmosphere.

• Paper production leads to deforestation, followed by the disappearance of rare and endangered species, soil erosion and a decrease in the supply of groundwater.

• About 650.000 tons of paper are produced every day worldwide and 500.000 tons are thrown away because they are not reintroduced into the paper cycle.

RECYCLE it begins with you and me

6) **IV.** Fill in the gaps with the words from the box.

a) recycle bin b) recycle c) wildlife d) destroy e) disturb
 f) damage g) environment h) glass i) instead of j) pollute
 k) reduce l) reuse m) throw

- Take care of the _____.
- Always throw garbage into a _____.
- _____ newspapers, _____ and plastic bottles, and metal cans. Recycling helps to _____ pollution.
- Don't throw away things if you can _____ them.
- Don't _____ water. Don't _____ garbage into the pond.
- Never _____ or paint on trees. It will _____ them.
- Plant flowers _____ picking them.
- Don't _____ animals or _____ their homes. Create new and safe places for _____.



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Reading

1) **GW.** Read the UI box with correct intonation and match the words with the paragraphs. Then complete the table below.

1. Recycle 2. Reduce 3. Reuse

Useful Information

 Earth Day began in 1970. Every year on April 22nd we remember to take care of our planet. On this day people clean the rivers, lakes, parks and beaches. We need clean water for drinking. We can keep the Earth clean by following the rule of "Reduce, Reuse, Recycle".

(a) means to use less. We can use less energy, paper, water. Ride a bike or walk to save less gasoline.

Turn off the lights to use less electricity.

(b) means to use again. We can _____ many things, such as jars, bags, and boxes. _____ plastic water bottles. Give old clothes to other people.

(c) means to make something new from something old. _____ bottles and paper. _____ garbage to reduce land pollution. Make old jeans into a cool bag. Use old newspapers for art projects.

If we take different materials to a recycling center, they can be used again in a different way. On Earth Day, we remind ourselves and everyone on Earth that we must do these things. We must do these things every day, not just on Earth Day.

What I Reduce ...	What I Reuse...	What I Recycle
• _____	• _____	• _____
• _____	• _____	• _____

2) Listen to the passage and express your ideas.

Go Green!
Expensive Gifts for Your Children and Grandchildren!

 We know that families go green for their children. Living with eco awareness protects the planet for future generations. Because it's the right thing to do participate in neighbourhood or community **eco awareness**®. It will be good living a **sustainable** lifestyle and become healthier-investing in your body less toxins and less illness. It's an opportunity to reconnect with local community and go green now, more options and alternatives are available. The most expensive and also the most beautiful gift to our children and grandchildren is healthy environment without pollution. If we ourselves start it, we'll have clean and safe environment.

132 **"eco awareness" / "koku" = "wzrost" = "eco consciousness"**

Sample for Formative Test

1 PW/GW. Read the interview and ask questions. Give your comments to answers.

A: How can people/we help environment?

B: If we don't do anything about the spoiling of the world around us -its air, its water, and its land, life is not going to be so nice.

A: Is it possible to reduce smoke? How?

B: There is much that we can do for t. Factories themselves can do something to clean their smoke. Cars and planes can be made so that their fumes don't make so much pollution.

A: Can we purify dirty water?

B: Oh, yes, of course. The dirty water from factories can be made clean. **Sewage***, too, can be changed so that water is clean enough to use again. Fish can live again and you can swim again in oceans, seas, rivers and lakes. The mountains can still be covered with forests if the cutting of trees is done with care. We must plant again where we have cut. And we can have enough wood for houses and paper for books.

A: What can we do with the used things?

B: There is no need to **throw away** things we don't want or cannot use any more, We can change many things back into what they were made of, and use them again.

A: What can be done/can we do to recycle, reuse the used things?

B: Old newspapers can become new ones. Old glass jars can be turned into new glass. Old iron can help to make new cars and refrigerators. We can also learn not to litter. We all know the sign: Don't litter. But not everyone does what the sign says!

A: What must we do?

B: We must treat our home without thinking of what was happening to it. Now we see that we must treat it better if it is to be a nice home.

2 Match the verbs with their definitions and build up sentences.

- | | |
|--|-----------------------|
| 1. to make a substance or place dirty or no longer pure by adding a substance that is dangerous or carries disease- e | a. diminish |
| 2. reduce something by a large amount so that there is not enough left- f | b. litter |
| 3. make or become smaller in size, amount or importance- a | c. pollution |
| 4. likely to last for a long time without getting weaker- g | d. throw away |
| 5. involving the use of natural products and energy in a way that does not harm the environment- j | e. contaminate |
| 6. make use of- i | f. deplete |
| 7. the process of making air, water, soil, etc. dirty- c | g. durable |
| 8. small pieces of rubbish- b | h. finite |
| 9. to get rid of smth that you no longer want- d | i. utilize |
| 10. having a definite limit or fixed size- h | j. sustainable |

Reading Strategies

Summarising

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

Tips for:

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

Activities:

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

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

Think of some ideas you want to include and write an outline.

Your introduction should be interesting so that it encourages the reader to continue reading your essay. Include points in favour of and against the statement in the title. Divide your essay into four paragraphs, including a strong conclusion. Use linkers to connect your points: **First of all, In addition..., On the other hand..., However..., In conclusion, ... etc.**

Lesson 2. Love Environment, fear Pollution!

Aim: To teach Ss to get enough information about the auctions/actions of environmental organizations in the world, and the main goals of these organizations through practising the four language skills.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.3./3.1.1./3.1.2./3.1.4./
4.1.1./4.1.2./4.1.3./4.1.4.

Student:

Listening/Speaking

- speaks about environment looking at the photos
- listens to the questions and answers them
- listens to the information and understands its content
- expresses his/her thoughts making generalization
- speaks about environmental organizations
- shares ideas on the main goal of these organizations
- talks about the activities organized by international green organizations

Reading

- reads the passages and understands their content
- reads the passages with correct intonation and answers the questions
- analyses the events and finds out the given facts
- makes an interview on the given questions
- reads Useful Information on Environmental Groups and understands its content
- completes the interview acting it out

Writing

- searches information on Green Organizations and makes presentation about them
- completes the plan for the essay by writing down his/her ideas
- makes a list of vocabulary connected with the environment
- completes the sample essay with the words or phrases from the box
- checks the meaning of the words in blue and chooses the correct words
- makes a plan of an event for *Clean Up the World Weekend* in his/her area

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.1./3.1.3./3.1.4./4.1.1. Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Biology-3.2.2./4.1.1./4.2.2. Geography-2.1.1./3.2.5. Chemistry- 4.2.1. MST-4.1.1./4.2.2. Inf-1.1.3./4.1.2.
Interaction	CW/GW/PW/IW
Strategy	Discussion, Clustering, BBK, Picture Gallery, Gap Filling, Completion, Interview
Resources	SB, CD, slides, pictures, handouts, worksheets, flashcards

Motivation (*warm-up*) Listening-Speaking

You can begin the lesson with “**Clustering**”. There are some pictures here. Direct your Ss to listen to the questions and answer them looking through the pictures at the same time.

- *Who are these people?*
- *What are they doing?*
- *What environmental organizations are there in our country?*
- *What is the main goal of these organizations?*



Research Questions

- *What is the role of international environmental organizations?*
- *How can these organizations help in protecting the environment/ nature?*

Discussion

Listening/ Speaking

Get Ss to listen to the information on Environment and express their thoughts generalizing them.

Sample:

- One ton recycled paper can save seventeen trees
- Every person produces about 650 tons of garbage during his/her lifetime.
- We are running out of space in which we can get rid of garbage.
- One solution to this problem is recycling.
- Forests cover 30% of the Earth's land. They produce oxygen. Protecting of the forests is the key to our survival.
- Eight million tons of oil are spilled into the Earth's oceans every year.

Encourage your Ss to work in pairs sharing and exchanging ideas on the given statements, and speaking about the importance of recycling paper, etc.

Reading

Discussion 1.

Direct Ss to read the passage with correct intonation and have them answer these questions:

- What did an Australian sailor do a few years ago?
- What did the sailor organize in Sydney?
- When was the CUW project made?
- What does the CUW project do to protect the Earth?

Get them to participate actively in questioning and to find out the given facts giving comments.

Discussion 2.



Direct Ss to read UI box about International Organizations, their role and function. Ask them to share their ideas on the role of these organizations. Also encourage them to search for more information in the internet to increase their knowledge about these international green organizations.

Writing	Have Ss search information on the Green Organizations in the world and World Environment Day activities and write a paragraph about them. Encourage Ss to write an essay on the statement by <i>Ernest Hemingway</i> “ <i>The world is a fine place and it is worth fighting for it</i> ”. You can find more creative/interesting tasks here, please choose the ones that are suitable to the level of your class/ Ss to be more effective. Or think of any other creative tasks of your own on the topic.
Summary	At the end Ss realize that we have to save the world, for this we should seek ways to protect it. We should increase the number of green organizations not only in our country, but also in the world in order to really Love Environment and Fear Pollution , this is our Logo. And that’s why we should protect our Earth - our home.
Word File	<i>annual, conservation, clear, destruction, fear, forthcoming, extinction, pave, rehabilitation, relevance, run out, spill</i>

Listening/Speaking

1 CW. Listen and answer the questions looking through the photos.

- What are these people doing?
- Why do you think they are doing it?
- What environmental organizations are there in our country?
- What is the main goal of these organizations?
- Do you support such organizations? Why/Why not? If yes, how?



2 PW. Listen and analyze the facts in the information.

17	1	70	30	650	20
----	---	----	----	-----	----

- Every person produces about 650 tons of garbage during his/her lifetime.
- One ton of recycled paper can save 17 trees.
- We are running out of space in which we can get rid of garbage. One solution to this problem is recycling.
- Some scientists say that one species of plant, animal or insect becomes extinct every day. In the next 20 years, one fifth of all species could become extinct.
- Eight million tons of oil are spilled into the earth and oceans every year.
- Forests cover 30% of the Earth's land. They produce oxygen. Protecting all the forests is the key to our survival.
- Oceans cover more than 70% of the Earth's surface. Life began in the oceans. Today, coastal waters have become very polluted, and it kills many whales and dolphins.

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Reading

1 GW. Read the passages with correct intonation and correct the sentences below.

Love Nature, Fear Pollution!

An Australian sailor, Ian Kiernan, competed in a round-the-world sailing race a few years ago. He was so shocked and angry about the huge amount of rubbish that was polluting the world's oceans that he decided to do something about it. Back home in Sydney, he organized Clean Up Sydney Harbour Day. Over 40,000 volunteers cleared away old cars, bottles and all kinds of plastic. It was so successful that he started Clean Up Australia and then, in 1993, the Clean Up the World (CUW) project was born.

The organization's main annual event is Clean Up the World Weekend in September. During the weekend, over 600 groups from every continent clear waste from streets, beaches, river banks and parks.

A lot of people in about 120 countries now participate in the project and many volunteers continue their actions all year round doing things like collecting and recycling waste, planting trees and organizing exhibitions, competitions and education events. If you want to organize a CUW project in your community, go to “Join” on the website and also read about other people's actions.

1. American sailors organized Clean Up Day a few years ago.
2. Clean Up Sydney Harbour Day was spread all over the world in 1993.
3. During the year, over 400 groups from every continent clear waste from streets, beaches, river banks and parks.
4. Around 4000 people in 120 countries participate in project.
5. If people want to organize a CUW project in the community they do it themselves.

2 GW. Find out the given facts and give comments. (See task 1 above)

1993	600	40,000	120
------	-----	--------	-----

3 PW. Make an interview on these questions. Play a role.

Nurana: What do charity organizations do to protect the environment?
Muhammad: _____

Nurana: What actions do you think they should take part in?
Muhammad: _____

Nurana: What animals are in danger of extinction?
Muhammad: _____

Nurana: What does your school or company do to save the Earth?
Muhammad: _____

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ANSWER KEY:

▪ Task 3, page 142

Environmentalists have been warning us for many years about the effects of human activity on the environment. **b (1)** being aware of the dangers, we continue to harm it, and for **c (2)** I believe that our children will live in a worse world than we do. I think there are two aspects of human activity, which are especially dangerous. **f (3)** is atmospheric pollution, which is caused by fumes and industry. This will lead to changes in the climate and make sea levels rise. As a **e (4)**, our children will live in a warmer world and people living near the coast may have to leave their homes. **g (5)** is the destruction of our natural environment such as rainforests and countryside. **d (6)**, we are damaging the habitats of many animals and plants that live there and these will become extinct. **a (7)**, urgent action is needed to protect the environment by reducing pollution and creating nature reserves. **h (8)**, the world that our children live in will be a less pleasant place than ours.

Student's Comments		Reasons
Problems	<i>I found most important/interesting/difficult for discussion</i> _____	
Exercises	<i>I found most interesting/enjoyable/difficult/boring</i> _____	
Grammar	<i>I found most important/productive/difficult/easy</i> _____	

Grammar Checklist	YES/NO		
<i>I can ...</i>			
build up sentences using new words			
make up an interview answering the questions			
make a paragraph on Green Organizations			
plan an event for CUW weekend in our area			
make a list of vocabulary connected with the environment			

Multiple Choice Tests Additional

1. One of the main causes of pollution, is _____ from cars.
A) clouds B) mess C) smoke D) exhaust
2. Scientists are increasingly worried about the hole in the ozone _____.
A) layer B) cover C) blanket D) level
3. The weather around the world is changing because of _____ warming.
A) world B) international C) global D) worldwide
4. Recycling is good, so don't throw _____ bottles and newspapers with your regular rubbish.
A) away B) back C) of D) past
5. Many animals are dying out because we are destroying their natural _____.
A) habits B) habitats C) habitations D) inhabitants
6. A lot of supermarkets are starting to offer _____ foods that were not grown using pesticides or chemical fertilizers .
A) natural B) organic C) free range D) nutritious
7. _____ rain has destroyed many of the trees in our nearby woods. They say it's because of factories in the USA.
A) Unnatural B) Poisonous C) Polluted D) Acid
8. One of the best ways of protecting the world's resources is to avoid _____ water and electricity.
A) missing B) wasting C) using D) losing
9. We've got to stop _____ down tropical rainforests, which are so important to the global climate.
A) logging B) cutting C) mowing D) thinning
10. All environmental groups campaign against global warming, the of the rainforests and the hole in the ozone layer.
A) destruction B) direction C) conservation D) protection

Lesson 3. Visions of the Future “Fifty Years On”

Aim: To direct Ss’ attention to the Future Visions, to be aware of the predictions of Scientists and different scholars, as well as Ss’ own ideas using Future Tenses, Direct and Indirect Speech communicatively.

Objectives

Standards

1.1.1./2.1.1./2.1.3./3.1.1./3.1.4./4.1.2./4.1.3./4.1.4.

Student:

Listening/Speaking

- listens to the expressions dealing with the future and expresses his /her ideas
- speaks about the pictures showing visions of the future fifty years from now
- brainstorms the ideas and compares them
- gives comments on geneticist’s ideas about each person’s genetic code
- thinks about fifty years’ time and finds out the answer for the most important questions of our society

Reading

- reads and understands the content of the passages
- reads, thinks and answers the questions
- gives comments on the questions
- reads some predictions of futurologists about the world in fifty years’ time and tries to solve these problems
- matches the opinions of the experts reading the passages
- thinks of evidence supporting his/her points of view
- changes sentences into Indirect Speech paying attention to conjunctive words
- matches the verbs and nouns to make phrases from the texts

Writing

- analyses the expert’s predictions and expresses his/her ideas in written form
- matches the verbs and nouns to make phrases from the texts.
- completes the sentences with his/her own ideas about the future using suitable words
- reads the statements and completes the table
- thinks of evidence and makes notes to support his/her view
- matches each word to the correct meaning and builds up sentences
- makes predictions about the world in fifty years’ time using the ideas in the box
- changes the sentences into Indirect Speech paying attention to the conjunctive words

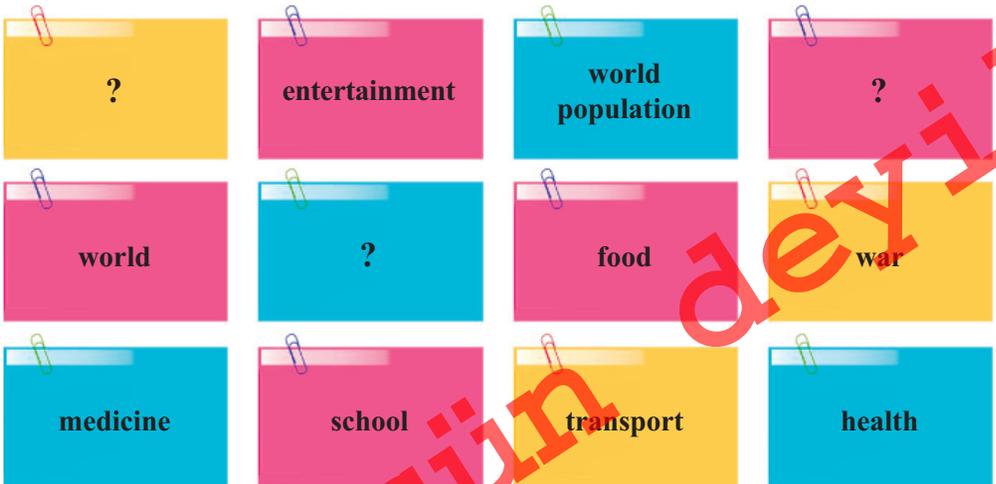
Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.1./3.1.3./3.1.4./4.1.1. Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./2.2.1./3.1.3. Biology-3.2.2./4.1.1./4.2.2. Geography-2.1.1/3.2.5. Chemistry- 4.2.1. Gen. His.-3.1.1./3.1.2./5.1.1. MST-4.1.1./4.2.2. Inf-1.1.3./4.1.2.
Interaction	CW/GW/PW/IW
Strategy	Cluster, Word Association, Discussion, Debate, Picture Walks, Grouping, Prediction, Matching
Resources	SB, CD, slides, pictures, handouts, cards, flashcards

Motivation (*warm-up*) Listening-Speaking

You can begin the lesson with the *Picture Walks* or *Cluster, Mind Map* can be good for motivation. And the pictures that are given here may suit your expectations for motivating your students. You know better what to choose. But we advise you to write in a circle and elicit Ss' opinions on it:

- **How will life be in 2050?**

There is a model in which a genetist shares his opinions. You can ask your students to look it through and speak/give their comments on it.



Research Questions:

- What can you predict of/about the Future 50 years' on?
- What can we do to make good things happen?

Discussion

Listening/ Speaking	<p>Ask Ss to listen to the expressions on the vision of the 2050 year, then discuss these expressions in their groups. Encourage Ss to listen to the scientists'/ futurologists' predictions/ opinions about 2050-in 50 years' time and try to solve the problems and get them to express their ideas on the statements below the passages. Ask them to give explanation.</p> <ul style="list-style-type: none"> • <i>Demand for water will increase ten times.</i> • <i>Cars will have computers to control speed and they won't speed up and there won't be any accidents.</i> • <i>By 2050, music, films, programmes, and books will come to us by the Internet.</i> • <i>Robots will replace people everywhere.</i> <p>Have them read the predictions of futurologists/scientists about the 50 years' time. Encourage them to solve these problems:</p> <ul style="list-style-type: none"> • <i>Which of them is good/bad?</i> • <i>Which one could be better/worse?</i> • <i>What should we do to make only good things happen?</i>
Reading	<p>Get Ss to read the ideas of four futurologists/scientists about future and give comments on their predictions, answer the questions and discuss various points of view.</p> <ul style="list-style-type: none"> • <i>What does the first sentence in each paragraph tell you?</i> • <i>Which one do you think is the most likely to come true? Why do you think so?</i> <p>Then have Ss match the experts' opinions 1-4.</p>

Things I learned	a lot more	some more	only a little
the expressions dealing with the future			
advantages of some predictions of futurologists about the world in fifty years' time			
to change the sentences into Indirect Speech paying attention to the conjunctive words			
meanings of the new words dealing with the future			

Writing	Ask Ss to fill in the chart Agree/Disagree , find the correct meaning of the words and match them with their definitions, make predictions about the world in 50 years time using the ideas in the box. You can also ask Ss to write an essay on “How do I see my life and career in 25 years’ time/later?”
Summary	For conclusion you can use reflection asking your Ss what they have learnt today. As you elicit, you’ll be aware of what they could acquire from today’s topic. In this way all Ss will go back to the beginning of the lesson and have a brief look at all the procedure of the whole lesson. Repeat/Review/Brush up the major facts/ideas in an interesting way if they are reluctant in the end.
Word File	<i>access, carbon footprints, compensate, demand, destination, emission, fuel, household, moderate, prevent, standby, vision</i>

Listening/Speaking

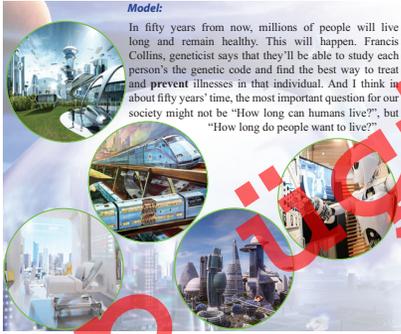
2 CW/PW. Listen to the teen’s ideas looking through the expressions which show visions of the future in fifty years from now. Brainstorm more ideas comparing them.

LIFE IN 2050

?	entertainment	world population	?
world	?	food	war
medicine	school	transport	health

Model:

In fifty years from now, millions of people will live long and remain healthy. This will happen. Francis Collins, geneticist says that they’ll be able to study each person’s genetic code and find the best way to treat and prevent illnesses in that individual. And I think in about fifty years’ time, the most important question for our society might not be “How long can humans live?”, but “How long do people want to live?”



◀ 145

Reading

1 GW. Read and give your comments on the questions.

• What does the first sentence in each paragraph tell you?
• Which one do you think is the most likely to come true?

1 Sir David King, scientific adviser
If we don’t reduce carbon emissions, the earth will become warmer, polar ice will melt and the oceans will rise. Cities like London and New York will disappear under water. By 2100, Antarctica could be the only continent that is suitable for human life—the rest of the world will be too hot.



2 Richard Gott, physicist
During the next fifty years, our earth might suffer from a catastrophic. Humans could disappear, just like the dinosaurs and hundreds of other species. The best way to keep humans safe from extinction is to start a colony on Mars. This is not a prediction, but actually a plan.



3 Ellen Heber-Katz, biologist
I believe that soon we’ll be able to repair the human body in the same way that we can replace damaged parts of a car or a washing machine. In five years from now on, we’ll be able to grow new fingers, and a few years after that, new arms and legs.



4 Peter Norvig, director of research at Google
Today, people all over the world have access to billions of pages of texts on the Internet. The computer will make suggestions and provide usable information, not just a list of links. In fifty years’ time, computers will be much more intelligent than today, and this will change people’s lives. Computers will help people work, learn, plan and decide. Intelligent computers will work as scientists, and start to make important discoveries on their own.



2 CW/PW. Match the opinions a-f with the experts’ ideas 1-4 above. There are some opinions you don’t need.

- ___ hopes that people will go and live on another planet, in case there’s a terrible disaster on the Earth.
- ___ thinks that computers will find things out without the humans’ help.
- ___ predicts that the human race will become extinct.
- ___ thinks that we’ll be able to communicate directly with search engines and they tell us what we need to know.
- ___ thinks that the coldest place on the Earth might one day have the best climate for humans.
- ___ predicts that medical advances will allow us to grow new limbs.

◀ 147

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<p>1. Listening and Speaking</p> <p>I can:</p> <ul style="list-style-type: none"> listen to the expressions dealing with the future and express my ideas speak about the pictures showing visions of the future in fifty years from now brainstorm ideas and compare them give comments on geneticist's ideas about each person's genetic code think about fifty years' time and find out the answer the most important question of our society 				
<p>2. Reading</p> <p>I can:</p> <ul style="list-style-type: none"> read and understand the content of the text think and answer the questions give my comments on the questions read some predictions of futurologists about the world in fifty years' time and try to solve these problems 				
<p>3. Writing</p> <p>I can:</p> <ul style="list-style-type: none"> analyse the expert's predictions and express my ideas in written form match the verbs and nouns to make phrases from the texts complete the sentences with my own ideas about future using suitable words read the statements and complete the table think of evidence to support my view taking notes match each word to the correct meaning and build up sentences change the sentences into Indirect Speech paying attention to the conjunctive words 				

ANSWER KEY:

Note: We highlighted the Key Answers of some complicated tasks, such as Matching, Logical order, Open the brackets, Find the definitions, etc. in TB. As there is no extra space in the book and we consider some tasks /exercises very simple, or easy. We haven't given their key answers. Ss can easily do/write them or you can help them giving extra explanation. As you know, creative tasks should be done by students, we-teachers are just facilitators to direct our Ss to work and investigate as researchers.

Task 2 page 147

- a) 2 hopes that people will go and live on another planet, in case there's a terrible disaster on the Earth.
- b) 4 thinks that computers will find things out without the humans' help.
- c) 2 predicts that the human race will become extinct.
- d) thinks that we'll be able to communicate directly with search engines and they tell us what we need to know. (you don't need)
- e) 1 thinks that the coldest place on the Earth might one day have the best climate for humans.
- f) 3 predicts that medical advances will allow us to grow new limbs.

▪ Task 2, page 149.

Short Term: *By the year 2050*

- More than a third of the world's plant and animal species will have (1) **become** extinct.
- The ice in the Arctic Sea will melt every summer, causing the extinction of polar bears, and many glaciers, for example on Mount Kilimanjaro, will have (2) **melted** completely.
- 50 % of the world's ski resorts will have (3) **closed down** due to lack of snow.

Mid Term: *By the year 2100*

- Sea levels will have (4) **risen** by between 16cm and 69 cm. This means that low-lying islands like the Maldives will no longer be habitable.
- The number of serious coastal storms and tsunamis will have (5) **doubled**.
- Northern European cities, e.g. Paris and London will be (6) **having** 50 days a year of heatwaves when temperatures are over 30° C (there are currently 6-9 days).

Long Term: *By the year 3000*

- Temperatures will have (7) **risen** by about 15° C.
- Sea levels will have (8) **risen** by more than 11 metres, flooding large areas of Bangladesh, and many low-lying cities, such as London. Hundreds of millions of people will be displaced.
- One third of the world will be (9) **suffering** from extreme droughts, and half the world will be (10) **having - moderate** droughts. Tens of millions of Africans will have to emigrate.

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

▪ **Task 3, page 150.**

- a) smth that gives heat or power -3
- b) reason -6
- c) like one thing more than another -4
- d) say or estimate what will happen in the future -1
- e) link or join, combine -5
- f) check or inspect, examine -2

▪ **Task 6, page 151**

- A: How can I ...**(1)** water? (**save**)
- B: Well, you can't ... **(2)** long showers and you can ... **(3)** the water when you're not using it. (**take/turn off**)
- A: How can we ... **(4)** green? (**go**)
- B: You can not ... **(5)** bottles and cans. (**throw away**)
You can ... **(6)** them and make beautiful flower vases! (**reuse**)
- A: What can we ... **(7)** to save energy? (**do**)
- B: We can not ... **(8)** energy at all, so we can ... **(9)** the TV when we're not watching it! (**waste/unplug**)

Sub Summative Test

1. Complete the sentence.

1. ... means to use less. 2. ... means to use again 3. ... means to make something new from something old.
- A) 1. recycle 2. reduce 3. reuse B) 1. reuse 2. reduce 3. recycle
C) 1. reduce 2. recycle 3. reuse D) 1. reduce 2. recycle 3. reuse

2. Change sentences into the Reported Speech.

1. She says, "IDEA started the eco environmental scenario competition named "My Eco Storr jointly with Heydar Aliyev Center."
2. She said, "There are many green groups to protect the Earth".

3. Write the suitable tense form.

1. TV channels ... (to disappear) by 2030.
2. Robots ... (to replace) people in factories and plants by 2050.

4. Odd one out.

- A) link B) join C) main D) combine E) connect

5. Answer the questions.

1. What green organizations do you know?
2. How do green groups help the Earth?
3. What does the CUW project do to protect the Earth?

Read the text and answer the questions.

UNESCO is saving the world's beautiful places.

All over the Earth, there are buildings, mountains, mosques and churches that are very special, because they are one of a kind. These places (sites) could never be rebuilt or replaced, since they exist nowhere else on the Earth. UNESCO is a group that works to save these beautiful sites from any sort of harm.

Every country in the world should join UNESCO to help remarkable places in the world. Some sites are man-made such as, the Pyramids of Egypt and Angkor Wat in Combodia. The old city of Baku, Ichari Shahar is unique and is on the list of protected places on the Earth. Natural Wonders include Mount Kenya, Natural Forest and Austraila's Great Barrier Reef, Machu Picchu in Peru is an amazing place that combines both manmade and natural wonders. There are any UNESCO sites all over the world. One of the things that UNESCO does is to teach people about how important it is to protect these special places. Students all over the world should speak with their friends, family and teachers about what they can do to help in keeping these places perfect, if you are lucky enough to live near one of the beautiful sites. You should visit it, and help to take care of it by keeping it clean, and following the rules about where you can walk, and what you can touch. It is everyone's responsibility to take care of our beautiful Earth.

1. Which of the following is most closely synonymous to the phrase “natural wonders?”

- A) Places which should be forbidden to visit
- B) Very beautiful man-made places
- C) Places which are difficult to visit
- D) Things that do not exist on the Earth
- E) Geographical features on/of the Earth which men did not create

2. Which of the following is not given as a suggestion of how individuals can protect UNESCO sites?

- A) No one should visit any of the UNESCO sites
- B) Be careful about what you touch at/in UNESCO sites
- C) Help to keep these wonders clean
- D) Students should speak about protection of these beautiful places with their friends
- E) Follow the rules about where you should walk at/in a UNESCO site

3. The main point of the above text is to

- A) say that governments take care of UNESCO sites and individuals can't help
- B) list all of the places that are UNESCO sites
- C) provide information on protecting unique places in the world
- D) give advice on where you should go as a tourist
- E) inform us that there is nothing we can do to save ancient places

4. Which of the following is not listed among the above examples of UNESCO sites?

- A) Ichari Shahar
- B) Epcot Center
- C) Machu Picchu
- D) Australia's Great Barrier Reef
- E) Angkor Wat

5. According to the above text, which of the following statements is not true about UNESCO sites?

- A) all countries in the world should work together to protect the Earth's wonders.
- B) Once a site is destroyed, it can never be rebuilt.
- C) Ancient natural and man-made wonders are easily preserved and need no special care.
- D) It is a lucky thing to live close to a UNESCO site.
- E) Students and teachers can help to protect these sites by telling citizens about them.

ADDITIONAL

IV. Listen and give your reasons to speak on one of the subjects below.

- *Environment yesterday and today*
- *Environmental problems nowadays*
- *Water Pollution*
- *Air Pollution*
- *Ecology and people's health*
- *Destruction of wildlife and countryside beauty*
- *Food, water and natural resources*
- *Shortage of natural resources(metal, different kinds of fuel)*
- *The growth of population*

IV. Complete the sentences using the words and give comments.

a shortage -2 pollution - 6 production-1 poison - 4/7
population -3 destruction -5 nuclear weapons - 8

1. Fresh water is crucial for health and food
2. The weathermen are speaking about the ... of water again this summer.
3. The country is not able to feed its
4. Factories pour a lot of ... into seas.
5. What caused the ... of wildlife in this area?
6. Smoke from factories is making ... quite bad.
7. Industrial waste can be ... for fish living in the seas.
8. For the first time ... were used by the USA in 1945.



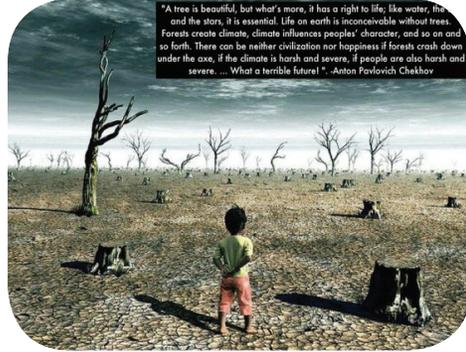
IV. Complete the sentences with the words from the box.

1. Some families buy a lot of food and don't eat it. They **waste** it.
2. Rubbish in rivers can **poison** fish.
3. People must **save** tigers in India.
4. To **burn** plastic bags is bad for the environment.
5. We sometimes **reuse** plastic cartons . We put small plants in them.
6. Using cars **pollutes** the atmosphere.
7. It's wrong to **destroy** trees. We need them.
8. It is important to **recycle** more paper and glass.

- a) **poison**
- b) **pollutes**
- c) **destroy**
- d) **waste**
- e) **burn**
- f) **save**
- g) **reuse**
- h) **recycle**

ADDITIONAL

Natural Resources, Natural Disasters...



IV. Read and give comments on these statements.

1. Our planet is running out of time. T
2. Modern man has abused it so much that by 2050 we'll have used up all of its resources. T
3. We have less water today than 1000 years ago. T
4. The Earth's population will need to find and colonise two planets as our forests and fresh water supplies vanish. T
5. The world doesn't get enough rain for its needs. T
6. Some large cities are sinking, because there is too much water. F
7. Some animals are disappearing nowadays. T
8. There is no water shortage in the world. F

Fresh water is crucial for health and food production. However, more than 97% of the water on the Earth is salty water, which is poisonous to both people and crops/plants. Only 3 % of the water on Earth is fresh water, and three quarters of that fresh water is frozen at the North and South Poles. Today the demand for fresh water is greater than the supply in roughly eighty countries around the world. By 2025, scientists predict that forty-eight countries will have chronic shortages of water. At present, desalination, or the removal of salt from salt water, is not a solution to the shortage of fresh water. It takes a lot of energy to remove the salt from ocean water, and that makes the desalinization process very expensive.

ADDITIONAL

Reading

1 **GW.** Read through the newspaper article quickly to see how many of your ideas it mentions.

“Our planet is running out of time. Modern man has *abused* it so much that by 2050 we’ll have used up all of its resources. The Earth’s population will need to find and colonise two planets as our forests and fresh water supplies vanish.”(WWF)

This is the conclusion of a frightening report from the World Wide Fund (WWF). But will we really all be living in outer space fifty years from now? The answer is no. This is clearly unrealistic. The WWF are using this dramatic image in the hope that it will draw attention to the fact that now, more than ever, we need to take seriously the subject of how we treat our planet. The report, based on scientific data from across the world, reveals that more than one third of the natural world has been destroyed by humans over the past three decades. Some of the frightening statistics it presents include:

Between 1970 and 2002 the planet’s already heavily **diminished** forests were reduced by a further 12 per cent. In places such as South East Brazil, less than 7 per cent of the original forest remains.

Since 1970 the cod population of the world’s oceans has fallen from 264.000 tons to less than 60.000 tons. At this rate, the fish will have died out completely by 2030.

Black rhinoceros numbers have fallen from 65.000 in 1970 to around 3.100 now. The numbers of African elephants have fallen from around 1.2 million in 1980 to just over half a million while the population of tigers has fallen by 95 per cent during the past century.

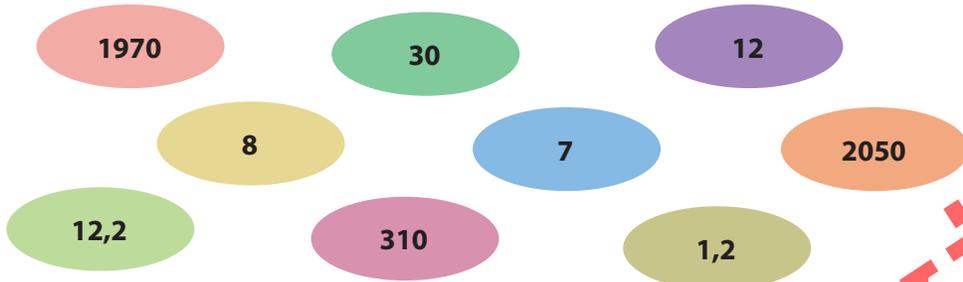
As a way of measuring how much each country is responsible for the *destruction* of the planet, the report uses a system which it refers to as “ecological footprints”. Each country’s “footprint” is calculated by looking at how much it pollutes the atmosphere in a year. From these figures experts can calculate how much land is needed to support one inhabitant of each country. The more land is needed, the higher the “footprint” is. Unsurprisingly, the report is particularly hard on the developed countries of North America, Europe and Asia. At the top of the list is America with a footprint of 12.2 hectares (that’s about 18 football pitches), almost twice the average for Western European countries which is 6.28 hectares. At the bottom of the list are the African countries. In Ethiopia, for example, “**the footprint**” is two hectares and in Burundi, the country that consumes least resources, it’s just half a hectare. The message is simple and clear.

ADDITIONAL

2 PW. Mark the statements True or False. Correct the false ones.

1. The WWF think we'll all be living on two new planets in fifty years from now.
2. The report was written by scientists.
3. In the last thirty years we have used nearly 30 per cent of the Earth's natural resources.
4. Cod numbers have fallen by about 50 percent since 1970.
5. There is none of the original forest left in South East Brazil.
6. The report blames countries like Japan and Canada for using too many resources.
7. America uses around eight times more of the Earth's resources than Ethiopia.
8. The report says that we must look hard at the way we live if we want to save our planet.

3 IW/GW. Analyze the numbers and give comments.



4 IW. Look at the schedule and write sentences using the future perfect or future continuous tenses.

1. We'll have used up/be using up all the Earth's fresh water by the year 2050.
2. Animals like tigers will probably have died out/ will be dying out completely thirty years from now.
3. I think people will have lived / will be living much more environmentally friendly lives in the future.
4. Scientists will have looked / will be looking hard for a solution to this problem over the next few decades.
5. At the current rate we'll have cut down / be cutting down all the forests by 2050.
6. Politicians will have discussed / will be discussing this issue at a conference by March.

UNIT 5

COUNTRIES, COUNTRIES...

Lesson 1. America- a Friendly Country!

Aim: To enlarge Ss' knowledge on the USA with more information on its being a friendly country, people, customs and traditions, territory, the president, states, etc. through practising listening, speaking, reading, and writing skills.

Objectives

Standards

1.1.1./1.1.2./ 2.1.1/2.1.2./3.1.1/3.1.2./3.1.3./3.1.4./4.1.2./4.1.3/4.1.4.

Student:

Listening/Speaking

- pronounces the new words clearly
- listens to the statements about America and understands their content
- takes part in questioning
- listens to the students' ideas and talks about/on the pictures
- shares ideas on the national symbols of America
- speaks about customs and traditions in the USA

Reading

- reads and understands the content of the paragraphs
- reads the paragraphs and answers the questions
- gives titles to the paragraphs
- says the sentences in the Reported Speech
- finds out the given numbers and matches them with the events
- reads and defines the style of the text

Writing

- builds up sentences using the new words
- fills in the gaps with suitable articles
- reads and fills in the gaps with suitable words from the box
- reads the model and writes a paragraph about customs and traditions in the USA
- writes a paragraph about states/cities of the USA
- finds the meaning of the words in bold and writes them
- completes the table on the topic

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./3.1.2./3.1.3./3.1.4./4.1.1. Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3. Az. His.-1.3.1. Gen. His.1.1.2./2.1.1./2.1.2./3.1.1./3.1.2./ 5.1.1./5.1.2 Geography-2.1.1./2.1.2. MST- 1.1.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Questioning, Interviewing, Picture Gallery, BBK, DLTA, KWL
Resources	SB, pictures, CD, handouts, cards, worksheets, map,globe, symbols,etc.

Motivation (warm-up) Listening-Speaking

You can begin the lesson with a song. As Ss have a lot of information about America you can bring pictures with some views of America: Statue of Liberty, Niagara Falls, the White House, etc. and ask what associations come to their mind when they see these pictures. Or run/ play a video roll about the presidents of the US, or any other historical places in the US. You know even better what to choose to motivate your Ss.

You just show the picture and elicit:

- *How can you describe these pictures?*
- *What does this picture tell us?*

Model:

A: This is one of the most famous symbols of the USA, the Statue of Liberty. France gave the statue to America in 1884 as a symbol of friendship and it was brought to the USA by ship. The statue is on Liberty Island in New York. It's one of the first things people see when they arrive in New York by sea.



Research Questions:

- *What kind of country is America?*
- *What specific features does the country have?*
- *Why do we call this country a Friendly Country?*

Discussion	
Listening/ Speaking	<p>Have Ss listen to the short fragments about national symbols, flag, traditions, holidays in the USA and retell the listened passage adding more information and sharing with their peers/ pairs. Direct Ss to listen to different models and understand their content. Encourage them to discuss the following questions sharing in their groups:</p> <ul style="list-style-type: none"> • <i>What symbols of America do you know?</i> • <i>Since when has an eagle become a national symbol?</i> • <i>What do you know about the flag of the USA ?</i> • <i>How do Americans celebrate their national holidays?</i>
Reading	<p>Have Ss read the paragraphs and answer the questions. Get them to discuss how big America is, what kind of country it is, which countries it borders on, its population, territory, its states, constitution and the first president. Ask Ss to match the paragraphs with the titles working in four groups. After reading the paragraphs ask them to choose and do reading tasks. By the way, we have a chance here to brush up Grammar material about the definite article “The” and its use as we have lots of geographical names here. It will be intersubject integration, because we have given an article the with proper names and geographical names in the previous grades . Now it will be better to review/ brush up and consolidate the definite article “the” once more. Ask Ss to work in three groups to read and fill in the gaps in the passages with the words from the box. Have them share ideas about states, climate, rivers, parks, etc. of America. As they read the passages they are aware that it’s worth visiting America for its tremendous 50 states, rivers, climate, beautiful nature and places of interest, friendly people, etc.</p>

Assessment	
Criteria	Activities
<i>I remember everything about</i>	<i>the word-stock and the meanings of the words on the topic</i>
<i>I have no problems with</i>	<i>the use of the definite article “the”</i>
<i>I think I need some more practice with</i>	<i>writing an essay about the USA</i>
<i>I think I need a lot more practice on</i>	<i>completing information on the USA</i>
<i>I can't remember anything about</i>	<i>making presentation about places of interest in the USA</i>

<p>Writing</p>	<p>There are enough creative and interesting writing tasks here. Following the given models Ss can easily write about the cities, customs and traditions of the USA. Ss can complete the table/ chart on various information about America.</p>
<p>Summary</p>	<p>For summarizing the lesson there are a number of tasks here you can choose Quiz, Questionnaire, Essay: Come to or Visit America to witness how grandiose the USA is! With all these Ss realize how grandiose America is, what a friendly country it is, what nice customs and traditions it has got, etc. They learn that the eagle is the official symbol, the Statue of Liberty is the most famous symbol which France gave to America as the symbol of friendship. They also learn that each state in the USA has its own government and the seat of the central government is Washington DC, etc.</p>
<p>Word File</p>	<p><i>capacity, descendant, distinction, dub, executive, firework, frontiersman, province, reward, subtropical, tribe</i></p>

Listening/Speaking

1 CW. Listen and match the pictures to the passages. Search for more information about the USA and discuss it.

Model:

1 The Statue of Liberty is one of the most famous symbols of the USA. France gave the statue to America in 1884 as a symbol of friendship and it was brought to the USA by sea. The statue is in New York on Liberty Island. New York is one of the biggest and the most important cities in the country. Situated at the mouth of the deep Hudson River, it has always been the window and gateway to the USA.

2 This is the American flag, often called "The Stars and Stripes". There are three colours, thirteen stripes and fifty stars on the flag. The three colours, red signifies **hardiness** and **valour**^{*}, white signifies purity and innocence and blue signifies **vigilance**^{**} and justice. The red and white stripes signify the number of colonies, the 50 stars signify the number of states. You can see American flag in schools, shops, offices, in the streets and squares. Americans are very proud of their flag. The eagle became the official national symbol of the country in 1782.

3 One of the most popular holidays in the USA is Independence Day, July 4. It's the birthday of the USA. On this day, in 1776 America signed the Declaration of Independence. Today the country's birthday is widely celebrated with parades, public meetings, patriotic music and political speeches. There are picnics and barbecues, and in the evening there are big **firework** shows.

4 Thanksgiving Day is a tremendous holiday in the USA. It is celebrated on the fourth Thursday in November. This holiday is a harvest festival and it is very popular. This is a family holiday when all the members get together to have a meal. Most people go to church in the morning and then they have Thanksgiving dinner.

***valour** [ˈvælə] (n) great courage, the face of danger or battle
****vigilance** [ˈvɪdʒəns] (n) sharp-sightness, alertness, guard

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Reading

1 GW. Read the paragraphs and give them the following titles. Share your ideas on them working in groups.

- The total area of the country and the states of the country
- The population of the United States
- The main industry
- The ruler of the country
- The national symbols and the traditional customs and holidays in the US
- The places of interest in the country



1 The United States of America (the USA) is the fourth largest country in the world after Russia, Canada and China. It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The total area of the country is about nine and a half billion square kilometres. The USA borders on Canada in the north and Mexico in the south. It also has a sea-border with Russia. The USA is made up of 50 states and the District of Columbia, a special federal area where the capital of the country, Washington is situated. The population of the country is more than 325 million. We can see lowlands and mountains if we look at the map of the USA. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak is Mount McKinley which is located in Alaska.

2 The USA is a highly developed industrial country. It's the world's leading producer of copper and oil and the world's second producer of iron ore and coal. Some of the most important manufacturing industries are aircraft, cars, textiles, radio and television sets, ornaments, furniture and paper. Though mainly European and African in origin, Americans are made up from nearly all races and nations, including Chinese and native Americans.

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ANSWER KEY:

▪ Task 4 page 156

1. **The** Statue of ... Liberty is one of the most famous symbols of **the** USA.
2. France gave the statue to America in 1884 as a symbol of friendship.
3. **The** highest mountains are the Rocky mountains, the Cordillera and the Sierra Nevada.
4. Mount McKinley located in Alaska is **the** highest peak.
5. **The** USA is the fourth largest country in the world after Russia, Canada and China.
6. It occupies the southern part of North America and stretches from the Pacific to **the** Atlantic Ocean.
7. **The** Great Smoky Mountains, **the** Grand Canyon and Yellowstone Park are the most popular places in America.

Task 5, page 157

- a) typhoons - 3 b) temperature - 6 c) subtropical - 2 d) alligators - 12
e) tropical - 11 f) tribes - 7 g) continental - 1 h) density - 4
i) border - 9 j) distinction - 5 k) territory - 10 l) provinces - 8

▪ Task 5, page 159.

1. - Why does American flag have 50 stars?
- Because the USA has ...
a) 50 towns b) 50 cities c) 50 states d) districts
2. How many people live in the USA?
a) 180 million b) 280 million c) 325 million d) 300 million
3. What is the capital of the USA?
a) Boston b) Philadelphia c) Washington D.C d) New York
4. The White House was originally called:
a) the home of kings b) Home of Americans
c) Presidential Palace d) George Washington's house
5. Which is the largest state in the USA?
a) Washington b) Alaska c) California d) Arizona
6. The USA is:
a) a constitutional monarchy b) a federal monarchy
c) a federal republic d) the President's home
7. In law the head of State in the USA is ...
a) the president b) the queen c) the Prime Minister d) the king
8. The stripes on the flag of the USA show:
a) states b) colonies c) democracy d) independence

ANSWER KEY:

▪ Task 6 page 159

1. Americans celebrate Independence Day on **July 4** every year.
2. The climate of Alaska is **arctic**
3. George Washington, **the first** President of the USA, was born in **Virginia**.
4. The coldest regions are in the **north**.
5. America's **largest** rivers are the Mississippi and the Missouri.
6. The Mississippi River in the United States is called "**the father of waters**".
7. At a "Pot Luck" dinner all the guests bring something to eat and **usually** ask the host or hostess what they would like.
8. **Montana** was once called the "*icebox of the nation*".
9. The climate along the Pacific coast is much **warmer** than the Atlantic coast.
10. Tourists and naturalists come to **Everglades to see alligators**.

▪ Task 2 page 160

1. descendant- **a member of a tribe**
2. Frontiersmen-**migrants**
3. reward-**prize**
4. capacity- **the number of something**
5. hospitality-**friendly or generous reception and entertainment of guests**
6. suspect- **have an idea of the existence**
7. barrier-**obstacle that keeps people or things apart**
8. dub-**duplicate**

▪ Task 5, page 161

You can get them to practise: **Sample:**

1. If a person has **patience**-the ability to wait for somebody or something calmly for a long time he/she is patient.
 8. If a person has **self-confidence**-the feeling that he/she can do things successfully he/she is self-confident.
- a) the ability to live through difficult conditions **-5**
 - b) the ability to move quickly and easily from place to place **-4**
 - c) the ability to use one's own power of action and judgement without depending on others **-2**
 - d) great care **-7**
 - e) a feeling that you can do things successfully, that people like you, that you are attractive, etc **-8**
 - f) a willingness to do what someone tells you to do even if it is unpleasant **-3**
 - g) the ability to wait for something calmly for a long time **-1**
 - h) the ability to see or to describe a future event in advance as a result of knowledge, experience, reason **-6**

▪ Task 1 page 162

- a) Queen's English **-1**
- b) vocabulary **-5**
- c) terms **-11**
- d) British English **-7**
- e) borrowed **-10**
- f) language **-6**
- g) movie **-3**
- h) Americans **-9**
- i) grammar **-2**
- j) similar **-4**

Lesson 2. My Hearth-Azerbaijan!

Aim: To teach Ss about Azerbaijani music/art, literature, national values, nature, history in a wider range, so that they could represent our motherland in other countries well.

Objectives

Standards

1.1.1./1.1.2./2.1.2./2.1.3./3.1.1./3.1.2./3.1.4./4.1.1./4.1.2./4.1.3./4.1.4.

Student:

Listening/Speaking

- pronounces the new words clearly
- listens to the statements about America and understands their content
- takes part in questioning
- listens to the students' ideas and talks about the pictures
- expresses his/her own ideas on the history of Azerbaijan
- shares ideas on the symbols, customs and traditions of Azerbaijan
- listens to the newspaper interview and groups the foreigner's ideas
- asks questions for the foreigner's answers

Reading

- reads and understands the content of the article
- reads the passages paying attention to the correct intonation
- analyses the events in the text
- answers the questions and acts it out
- discusses the statements and expresses his/her thoughts on them
- finds out the given numbers and matches them with the events
- reads the statements and analyses the events

Writing

- builds up sentences using the new words
- corrects the mistakes and makes additions using the sources
- writes a paragraph and makes an interview according to the given task
- makes a presentation on the famous people of Azerbaijan
- writes a descriptive essay through the model
- completes the table using sources

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.3./3.1.2./3.1.3./3.1.4./4.1.1. Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3. Az. His.-1.1.1./1.1.2./1.3.1./3.1.3./4.1.1./4.1.2./5.1.1. Gen. His.1.1.4./2.1.1./3.1.2./5.1.3. Geography-2.1.1./2.1.2. MST- 1.1.1. P.T.-1.4.1.
Interaction	CW/GW/PW/IW
Strategy	Discussion, Read Aloud, Interviewing, Completion, Description, Matching, GIST, DRTA, DLTA, Picture Walks/Gallery
Resources	SB, video roll, CD, handouts, pictures, realia, globe, map, etc.

Motivation (warm-up) Listening-Speaking

Bring a realia to class; such as our national kalaghayi, tar, kaman, buta, lavash, the Azerbaijani manat, etc.

Or for prediction try to use **Picture Walks** to motivate your Ss. We think you don't need any other predictions here: you can motivate your Ss with songs about Azerbaijan films or fragments from films, a video roll, just pictures of places of interest, anything belonging to our hearth.



You can start the lesson looking through the Fact Box. Model: Azerbaijan is the motherland of the first opera in the East. Uzeyir Hajibeyov the great Azerbaijani composer is the father of Azerbaijan classical music and opera. He laid the foundation of Azerbaijani written music, created the first opera in the East.

Research question:

- Why do we call Azerbaijan our hearth?
- What is Azerbaijan mostly famous for?
- What changes have influenced the economy and industry of our country?

Discussion

Listening/ Speaking

Direct Ss to listen to some children's ideas and at the same time to look through the pictures given at the beginning of the lesson/page. As Ss listen to audio material they renew their previous knowledge about Gara Garayev, about our national music, dances, etc. Get them to listen to a newspaper interview and prepare questions to the given answers there. After it ask them to discuss the statements:

- *Democratic changes have influenced the economy and industry of the country.*
- *Azerbaijanis are proud of their motherland.*
- *Azerbaijan is a multinational and cosmopolitan country.*

Reading

Discussion 1.

Direct Ss to work in pairs and read the passages about symbols, natural riches, history, religion, customs and traditions, national holidays of Azerbaijan with correct intonation and analyze events in the text.

Discussion 2

Get your students to read the “Do You Know? and “Remember” boxes and search for more facts about the riches of Azerbaijan and share. Then ask them to find out the given numbers according to the passage and match them with the events.

Listening/Speaking

2 CW/GW. Listen to the Fact Box and talk about the pictures.



FACT BOX



Gara Garayev wrote nearly 110 musical pieces, including ballets, operas, symphonic and chamber pieces, solos for piano, cantatas, songs, and marches, and became famous worldwide. Gara Garayev first studied at junior music school at the Azerbaijan State Conservatoire, currently known as the Baku Music Academy. The prominent Azerbaijani composer Uzeyir Hajibeyli was his teacher. In 1938, when he was 20, Gara Garayev composed his first musical piece, a cantata “*The Song of the Heart*” to the poem by Rasul Rza. In 1945, together with Jovdat Hajiyev he wrote the opera “*Motherland*”, for which they were awarded a Stalin Prize. In 1948, at the age of 30, Gara Garayev was again awarded this prize for his symphonic poem “*Leyli and Majnun*”. He continued Uzeyir Hajibeyli's traditional emphasis on Azerbaijani folk music in teaching, and also promoted contemporary genres, such as jazz in Azerbaijani music. Gara Garayev's ballet “*Seven Beauties*” opened a new chapter in the history of classical music of Azerbaijan. His other ballet, “*Path of Thunder*” was staged in 1958.

Not only literature and music, but also Azerbaijani dances, are well known all over the world and help to express cultural richness of the country. The history of folk dances of Azerbaijan is very old. Azerbaijani dances symbolize different characters, such as courage, bravery, labour. “Yalli” expresses unity and collectiveness. A group of people perform it with handkerchiefs in their hands.



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Reading

1 CW. Read the passage and the “Fact Box” with correct intonation and analyze the events.



Azerbaijan is the largest country in the Caucasus region of Eurasia. It is bounded by Russia on the north, on the east by the Caspian Sea, on the south and west by Iran, on the west by Armenia, on the northwest by Georgia and Turkey. About thirty million people live in Azerbaijan. As a result of wars between Russia and Iran, Azerbaijan was divided into two parts as per Tiumanchar Treaty in 1828. Southern Azerbaijan and Northern Azerbaijan. In some books the parts of Azerbaijan are called Russian Azerbaijan and Iranian Azerbaijan.

Northern Azerbaijan is now called the Republic of Azerbaijan. More than nine million people of different nationalities live in the Republic of Azerbaijan. Most of them are the Azerbaijani people. It has its own tricolor flag and national emblem, anthem, money and army.

The colours used in composing the emblem are taken from the national flag. Green indicates the fact that Azerbaijan is an Islamic country. Red indicates/means the development and democracy of Azerbaijan. Blue indicates that the Azerbaijanis are one of the Turkic peoples. The star itself stands for the eight branches of the Turkic peoples, and between each point of the star, there is a smaller eight pointed star.

The state emblem of Azerbaijan mixes traditional and modern symbols. The local point of the emblem is the symbol of fire. This symbol comes from the fact that Azerbaijan is “the land of eternal fire”.

FACT BOX

♦ The name of the country comes from the name of Atropatena ruler Atropat. Later it became Azerbaijan.

♦ 28 May, 1918 is the day of establishing the Independent Azerbaijan Republic. It lived for only 23 months. The troops of the 11th Red Army came to Baku and in December, 1922 Azerbaijan became a part of the former Soviet State. In 1991 Azerbaijan regained its independence which opened a new stage in the history of Azerbaijan.

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Writing	We have given a few interesting writing tasks here. Have them write/prepare/ design a paragraph on the interview given there. Get Ss to prepare a presentation about the famous people in Azerbaijan or prepare a report on the given plan, etc.
Summary	For summarizing Ss can do an exercise where the sentences are wrong. Get them to read this task and write the correct statements thinking logically. At the end of the lesson Ss conclude that: Azerbaijan is the largest country in the Caucasus region of Eurasia. More than nine million people of different nationalities live in the Azerbaijan Republic. Most of them are the Azerbaijanis. Azerbaijan has its own tricolor flag and national emblem, state anthem, money and army, valuable customs and traditions, national holidays, etc.
Word File	<i>anthem, border (on), be bounded, classify, everlasting, hornbeam, lime, maple, multinational, represent, treaty</i>

You may start the lesson with the discussion by giving your own opinion, not necessarily referring to the statements in the book. Try to develop Ss' thinking skills, encourage them to share and cooperate. Ss always need your help, so try to praise and support them. This outline is also a sample. You can choose other standards for this topic.

Task 3 page 165

1. Why have you chosen Azerbaijan for travelling?
2. How did you find this article? And what did this newspaper give you?
3. What can you say about Baku? Did you like modern Baku? What positive changes are there in modern Baku?
4. What else have you learnt about the Azerbaijanis and their traditions?
5. How helpful/interesting is the information you got from this newspaper?
6. What else could you say about the article published in the newspaper?

Assessment	
Criteria	Activities
I remember everything about	the word-stock and the meanings of the words ...
I have no problems with	the new words and their meanings ...
I think I need some more practice with	writing an essay about Azerbaijan
I think I need a lot more practice on	making an interview about famous people and famous places in Azerbaijan

REMEMBER!

As you know, sounds are really essential in teaching/learning a foreign language, especially English. We should teach our Ss the sounds and sound combinations and also how to pronounce them correctly. For this reason we've prepared some phonetic tasks in SB. To avoid confusion while pronouncing some words you should regularly practise phonetic exercises with your Ss. But please, bare in mind that the ones we've given in SB are just some samples to encourage Ss to get used to correct pronunciation with the help of such kind of practical exercises. Feel free to design/ create/prepare more phonetic tasks to get good results. Because by teaching correct pronunciation you can build up your Ss' spelling habits very well. At the same time it'll help them to distinguish similar words from each other and master the word groups that are pronounced in the same way (*homophones*), but have different spelling and meaning. These words are a very common source of confusion when writing as well. Be sure, all your Ss will enjoy such exercises and have fun! And by doing this kind of exercises your Ss will be able to enrich their vocabulary/word stock as well. Good luck to you with phonetic exercises/pronunciation.

Reading Strategies

GIST(*Generating Interactions between Schemata and Text*)

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

Ways to use GIST:

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

Sample Activity:

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

Lesson 3. PROFITABLE COOPERATION OF AZERBAIJAN

Aim: *To enlarge Ss' outlook on progressive and rapid growth of Azerbaijan, its relations with other countries, international organizations and other ties of our country in various fields. And also to direct them to learn why Azerbaijan widens relations with many countries and what benefits we get from cooperating with them.*

Objectives

Standards

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

Student:

Listening/Speaking

- pronounces the new words clearly
- looks at the pictures and talks about them listening to the model
- listens to the information and fills in the gaps with the words from the box
- answers the questions and plays a role
- makes solutions listening to the model

Reading

- reads and understands the content of the text
- reads the text and finds out its style
- analyses the statements and gives comments on them
- finds out the definitions of the words and builds up sentences
- searches more information reading the Fact Box

Writing

- builds up sentences using new words
- corrects the statements according to the information and rewrites them
- finds the synonyms /antonyms of the given words and uses them in sentences
- searches for more information on the topic and writes
- designs a questionnaire about cooperation of Azerbaijan with different countries

Content line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.1./3.1.4./4.1.1./4.1.4. Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3. Az. His.-1.1.1./1.2.2./3.1.1./3.1.2../3.1.3. Gen. His.1.1.2./1.1.4./2.1.1./2.1.2./3.1.2./5.1.2./5.1.3. Geography-2.1.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Discussion, Picture Walks, Role Play, Questioning, TPS, EV, KWL
Resources	SB, flashcards, songs, video, pictures, map, CD

Motivation (warm-up) Listening-Speaking

For motivation you can use Picture Gallery strategy here. You can stick some pictures showing diplomatic relations of Azerbaijan with other countries, let's say Ilham Aliyev with B. Obama, V. Putin or any other president. Ask your Ss to make a short tour round the class as in the picture. Give a short information about each of the pictures on the wall.

Model:

We see our President Ilham Aliyev and the president of the USA B. Obama. This picture shows our close relationship with the US Government, etc. Ask them to give as much information as they can. Other students can add their opinions as well.



Research question:

- What is the foreign policy of Azerbaijan?
- What countries does Azerbaijan have relations with?
- What is the role of these relations in Azerbaijan's progress?

Discussion

Listening/ Speaking

Get your Ss to listen to the information about Azerbaijan's relationships with foreign countries and fill in the gaps with the appropriate words from the box as they listen to the passage/ paragraph. Direct them to listen to the paragraphs working in three groups. Get them to answer the questions on the paragraphs. Have them answer the following questions:
How many countries has Azerbaijan got relationships?
What countries does Azerbaijan have democratic relationship?

Reading

Ask Ss to read the text and define its style. Sample:

- *Azerbaijan-A Unitary Republic!*
- *Visit Azerbaijan and see everything with your own eyes!*
- *Azerbaijan -The Land of Fire!, etc.*

After reading the text get the Ss to find the meaning of the words in bold and build up sentences using them. Then encourage them to read and discuss the statements:

- *Azerbaijan has close relations with a number of foreign countries.*
- *Cooperating with Azerbaijan some countries become beneficiaries in many fields.*
- *Azerbaijan is the member of a number of international relations.*
- *Azerbaijan has cross-cultural relations with different countries.*

Listening/Speaking

Diagnostic Assessment

	YES	NO
<i>Activities</i>	<i>I can...</i>	<i>I can't.</i>
Speak about different countries		
Talk about relationships among countries		
Describe pictures on the topic		
Talk about the future of our country		
Ask questions on the foreign policy of Azerbaijan		

1 CW/WW. Look at the pictures and talk about them listening to the model.



Model: We see our President İlham Aliyev and the Ex-President of the USA B.Obama. They are having negotiations on It shows our close relationship with the US government.

2 PW. Answer the questions and play a role.

Aygul: What can you say about the foreign policy of Azerbaijan?

Ismayil: _____

Aygul: What countries does Azerbaijan have relations with?

Ismayil: _____

Aygul: What's the role of these relations in Azerbaijan's progress?

Ismayil: _____

Aygul: In what fields does Azerbaijan have cooperation with America and Russia?

Ismayil: _____

Aygul: What are the most profitable projects?

Ismayil: _____

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Listening/Speaking

3 GW. Listen to the information and fill in the gaps with the words from the box.

- | | | |
|------------------|----------------|---------------|
| a) international | b) significant | c) economic |
| d) major | e) political | f) global |
| g) foreign | h) unitary | i) profitable |

Azerbaijan is a secular* and a ... (1) republic. It is one of the six independent Turkic states as well as an active member of the Turkic Council and the TURKSOY community. Azerbaijan currently holds membership in 38 ... (2) organizations, and has diplomatic relationship with nearly 160 countries such as Afghanistan, Bahrain, Canada, China, Denmark, Egypt, France, Georgia, Germany, Hungary, Greece, Iran, Iraq, Italy, Japan, Kazakhstan, Kyrgyzstan, Kuwait, Mexico, Mongolia, Netherlands, Norway, Poland, Qatar, Serbia, Russia, Saudi Arabia, Spain, Sweden, Switzerland, Turkey, the Ukraine, the United Arab Emirates, the United Kingdom, the United States and others. Azerbaijan also maintains good relationships with the European Union in the framework of its Eastern European Neighbourhood Policy.

Azerbaijan is the ... (3) export market for the countries of Western Europe. The necessity of the development of mutually ... (4) cooperation between the leading states of the Far East-China and Japan caused Azerbaijan to be more active in the project of the Great Silk Road.

Azerbaijan also attaches ... (5) importance or value to the relationships with the developed countries of the West in its ... (6) policy, especially to the contacts with the United States of America. As the development of these relations promotes the ... (7) and ... (8) progress of Azerbaijan, the implementation of Caspian oil and gas projects, the establishment of the trans-regional corridors, communicating Europe and Asia, the cooperation between Azerbaijan and the USA is the major element in the integration of our country to the ... (9) economic system.

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*secular [sɛkjələ] (adj) age old and worldly, eternal, civil

Discussion	
Writing	Ask Ss to give abbreviated names of organizations and learn them. Ss are already aware of such abbreviations from previous classes, so let them add these names to their list now. Have them write the synonyms/antonyms of the given words and use them in sentences of their own. And also encourage them to prepare/design a presentation on Relations of Azerbaijan looking through the model and write a descriptive essay about Azerbaijan. Have them correct the statements according to the information and rewrite them.
Summary	To summarize the lesson ask your Ss to search for more information about the countries that Azerbaijan has formal relations with. and design a questionnaire about cooperation of Azerbaijan in different fields. Doing such kind of tasks Ss come to conclusion that Azerbaijan has economic, cross cultural, political and other relations with many countries which is built on mutual cooperation and understanding. They also realize that our relations/ cooperation with a number of organizations lead us to have close ties and gain international prestige in the world.
Word File	<i>admission, embassy, ensure, framework, influential, maintain, multilateral, mutual, profitable, relationship</i>

Reading for Pleasure

When you read a longer text, e.g. a short story, you normally don't read once quickly for gist and then re-read. You read, perhaps at a slightly slower speed, and keep going, focusing on following the story. It is also especially important to try to guess words from context. Only look up a word while you are reading if it's holding you up or you really want to know what it means. Frequently looking up words may get in the way of your enjoyment. However, it can help to pause from time to time and look back, just to check you are clear about what is happening.

Student's Comments		Reasons
Problems	<i>I found most important/interesting/ difficult for discussion _____</i>	
Exercises	<i>I found most interesting/enjoyable/difficult/ boring _____</i>	
Grammar	<i>I found most important/productive/difficult/easy _____</i>	

FACT BOX

Information on some of the countries with which Azerbaijan maintains formal relations.

Countries	Formal Relations Began
<i>the USA</i>	<ul style="list-style-type: none">◆ Azerbaijan has an embassy in Washington, DC and has a consulate-general in Los Angeles.◆ United States has an embassy in Baku.
<i>the UK</i>	<ul style="list-style-type: none">◆ Azerbaijan has an embassy in London.◆ The United Kingdom has an embassy in Baku.◆ Both countries are full members of the Council of Europe and the Organization for Security and Co-operation in Europe (OSCE).
<i>Bulgaria</i>	<ul style="list-style-type: none">◆ Azerbaijan has an embassy in Sofia.◆ Bulgaria has an embassy in Baku.◆ Both countries are full members of the Council of Europe, the OSCE and the BSEC.◆ Bulgaria recognized the independence of Azerbaijan on 14 January 1992.
<i>Hungary</i>	<ul style="list-style-type: none">◆ Hungary recognized Azerbaijan's Independence on December 26, 1991.◆ Diplomatic relations were established on November 27, 1992.
<i>Germany</i>	<ul style="list-style-type: none">◆ Azerbaijan has an embassy in Berlin.◆ Germany has an embassy in Baku.◆ Both countries are full members of the Council of Europe and the Organization for Security and Co-operation in Europe (OSCE).
<i>Czech Republic</i>	<ul style="list-style-type: none">◆ Azerbaijan has an embassy in Prague, opened on 15 August 2007.◆ The Czech Republic has an embassy in Baku.◆ Both countries are full members of the Council of Europe and the OSCE. The Czech Republic recognized the independence of Azerbaijan on 8 January 1992.

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

Answer Key:

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- | | | |
|--------------------|------------------|-----------------|
| a) international-2 | b) significant-5 | c) economic-7 |
| d) major-3 | e) political-8 | f) global-9 |
| g) foreign-6 | h) unitary-1 | i) profitable-4 |

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- a) the house or area where a person was born- **(2) birthland**
- b) a tall, long-legged and long-necked bird noted for its elaborate courtship dances-neck-**(2) crane**
- c) a person's feelings or state of mind- **(8) spirit**
- d) a country or an area to share a border with another country or area -**(6) border**
- e) the home, thought of as the safe place where parents bring up their children -**(3) nest**
- f) a collection of poems -**(5) poetry**
- g) living or lasting for ever -**(10) immortal**
- h) a series of images, events and feelings that happen in your mind while you are asleep or wishes -**(8) dreams**
- i) dark red in colour -**(13) crimson**
- j) very famous and talked about a lot by people in a way with admiration -**(7) legendary**
- k) home,land, the birthplace where one was born-**(1) hearth**
- l) hidden,covered or kept from being seen-11-obscure
- m) suffer patiently, tolerate,bear-12-endure

Sub Summative Test

1. The White House was originally called:

- a) the home of kings
- b) Home of Americans
- c) Presidential Palace
- d) George Washington's house

2. Correct mistakes and rewrite sentences.

1. In law the head of State in the USA is the queen.
2. The USA is the second largest country in the world after Canada.
3. The highest valley in the USA is the Cordillera.

3. Find and match the synonymous words.

- 1. treaty a) hymn
- 2. anthem b) freedom, sovereignty, liberty
- 3. independence c) agreement, contract

4. Complete the sentences.

1. Azerbaijan borders on
2. In old times merchants from different countries came to Azerbaijan

5. Answer the questions.

1. What's the foreign policy of Azerbaijan?
2. What's the role of these relations in Azerbaijan's progress?

6. Find the suitable word.

___ is celebrated on July 4th in the USA.

- a) Solidarity day
- b) Independence day
- c) Thanksgiving day
- d) Republic day

7. Choose the correct word.

a group of people of the same race and with the same customs, language and religion

- a) merchant
- b) nation
- c) treaty
- d) tribe

8. Choose the suitable articles.

... America's largest rivers are ... Mississippi, ... Missouri, ... Rio Graude and ... Columbia.

- a) the, the, the, the, the
- b) -, the the, the, the
- c) -, -, -, the, the
- d) -, the, -, -, the

9. Choose the correct word.

___ became the official national symbol of the USA in 1782.

- a) eagle
- b) dove
- c) nightingale
- d) swallow

10. Search for information and write a paragraph:

"Democratic changes have influenced the economy and industry of our country-Azerbaijan."

Read the passage and answer questions 1-5.

The Statue of Liberty” was given from France to the United States as a gift. The model for the statue was sculpted and designed by French sculptor Frédéric Auguste Bartholdi. But when F.A. Bartholdi finished the statue he didn’t know how to make the heavy statue stand. So he called on Alexandre Gustave Eiffel, who was the designer of Eiffel Tower in Paris. Being the structural engineer of the statue A.G. Eiffel built a skeleton out of iron pylon and steel. 300 different types of hammers were used to create the copper structure. The statue was erected in 1886 and it was the tallest iron structure ever built. The seven spikes on the crown represent the seven oceans and the seven continents of the world. The statue has an iron infrastructure and copper exterior which has turned green due to oxidation. Approximately 4 million people visit the statue each year. In comparison, over 6 million people visit The Eiffel Tower, and 3.5 million visit The London Eye. In 1984, the statue was listed as a UNESCO World Heritage Site.



1. Which question has no answer in the passage?

- A) Who designed the Statue of Liberty?
- B) Who helped to make the heavy statue stand?
- C) What was presented to the USA by France?
- D) Where is the Eiffel Tower situated?

2. Choose the correct variant.

- A) A. G. Eiffel thought how to make the heavy statue stand
- B) F. A. Bartholdi designed the skeleton of the statue and made it stand
- C) A. G. Eiffel thought how to help the American colonies
- D) F.A. Bartholdi thought how to build the Eiffel Tower

3. The passage is mainly about ...

- A) The Eiffel Tower
- B) The American’s struggle for independence
- C) The independence of the USA
- D) The Statue of Liberty and its history

4. Choose the wrong statement.

- A) An American engineer designed the Statue of Liberty
- B) France gave the Statue of Liberty to the Americans as a gift
- C) The Statue of liberty is in the USA
- D) The Statue of Liberty was designed by F. Bartholdi.

5. “An area that is governed by a more powerful country” is ____ .

- A) a statue
- B) independence
- C) liberty
- D) a colony

UNIT 6

SPORTS AND GAMES

Lesson 1. Love Sports!

Aim: To develop Ss' listening/speaking/reading writing skills and abilities through teaching them a range of useful information and facts about Sport, what sport gives us, how we benefit from going in for sports.

Objectives

Standards

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

Student:

Listening/Speaking

- speaks about the importance of sport listening to the model
- listens to the questions and answers them looking through the pictures
- listens to the statements and classifies them
- shares ideas with his/her partners
- expresses his/her points of view on sports agreeing/disagreeing

Reading

- reads young people's answers and opinions about sports and games
- uses the construction "So do I/Neither do I" in his/her speech
- fills in the chart according to the passages
- reads and finds true/false statements
- speaks about sport looking through the language box
- creates a paragraph on the topic using the useful phrases and expressing opinions about sport
- reads the letter about lifestyles and gives comments

Writing

- completes the sentences using the construction "So do I/Neither do I"
- expresses his/her personal experience about sports and games and writes a paragraph
- makes a list of doing sports
- compares his/her results with other pairs
- makes/writes a paragraph about sports and games
- uses the new words and expressions given in the box
- follows the steps in the writing guide and makes a sport profile
- writes a letter about his/her lifestyle and hobbies

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.3./3.1.4./4.1.1./4.1.4. Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3. Az. His.-5.1.1. P.T.-1.4.1./1.4.2./4.1.1 MST-4.1.1.
Interaction	CW/GW/PW/IW
Strategy	Mind Map, Description, Discussion, Matching, Role Play, Interviewing, BBK, GIST, Filling in the Gaps, Classifying, Picture Gallery
Resources	SB, overhead projector, flipcharts, realia, a map, songs, CD

Motivation (warm-up) Listening-Speaking
 Use a **Guess Game** for motivation. (*Or any other idea is welcome*)
 • **What is it? Possible answer: It is a**
 Or use Mind Map with pictures around, and ask the class:
 • **What do these pictures tell you?**
 For sure the answer will come as the followings are around the key word/cluster.



Research Questions:
 • *What does sport give us/people?*
 • *Why is going in for sports important for us?*

Discussion	
Listening/ Speaking	<p>Ask the class to listen to the statements and classify them according to the chart:</p> <p>Agree/Why? Disagree/Why?</p> <p>Model:</p> <ul style="list-style-type: none"> • <i>I think sports is very important because it's the key to a healthy life.</i> • <i>I don't think that sport is a must because it can give you some injures, physical damages.</i>
Reading	<p>If you have a look, you'll see children's answers to the questions about Sports here. So, please lead your Ss to read and give comments on the given answers using grammar construction So do I./ Neither Do I.</p> <p>Model:</p> <ul style="list-style-type: none"> • <i>I enjoy sports, because I become strong doing it.</i> • <i>So do I.</i> • <i>I don't like going in for sports as it takes much time.</i> • <i>Neither Do I.</i>

Agree	Why?	Disagree	Why?
<ul style="list-style-type: none"> • <i>I think doing sport is very important</i> • <i>Sport teaches you to be disciplined</i> • <i>Sport is necessary</i> • <i>Sport helps to keep fit and stay active</i> • <i>Sport builds a character</i> • <i>Sport teaches you to win and to lose</i> • <i>Sport helps people to become good friends</i> 	<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • <i>I don't think that sport is very important.</i> • <i>Sport makes you unhappy when you lose</i> • <i>Sport makes you feel unhappy when you lose</i> • <i>Sport is not necessary</i> • <i>Sport can't teach you to win</i> 	<ul style="list-style-type: none"> • • • •

<p>Writing</p>	<p>Ask Ss to fill in the chart according to the passages in task ... They can also complete sentences using "So do I/Neither do I" construction.</p> <p>Direct them to write a paragraph looking through the given expressions/phrases:</p> <ul style="list-style-type: none"> • <i>I think sport is..</i> • <i>I am interested in...</i> • <i>In my opinion</i>
<p>Summary</p>	<p>Ask Ss to express their personal experiences about sports and write completing the given unfinished sentences there.</p> <p><i>I think sports ... (necessary)</i></p> <p><i>It gives us an opportunity to become healthy, fit, strong, and become famous.</i></p> <p>And students summarize that:</p> <ul style="list-style-type: none"> • <i>Sport builds a character.</i> • <i>Sport makes us happy when we win.</i> • <i>Sport is very important.</i> • <i>Sport teaches us to be disciplined.</i> • <i>Sport helps people to become good friends.</i> • <i>Sport helps to keep fit and stay active.</i>
<p>Word File</p>	<p><i>coach, fix, injure, instructor, jogging, judge, lead, thoroughly, train</i></p>

Listening/Speaking

2 CW. Answer the question looking through the pictures.
• What do these pictures tell you?

3 GW. Listen to the statements and classify them. You can add your own ideas. Which statements do you agree/disagree to/with? Why?

Sport builds a character Sport takes a lot of energy from you
 Sport helps people to become good friends Sport is health
 Sport makes you unhappy when you lose Sport is health
 Sport causes a lot of injuries Sport makes you happy when you win
 Sport is very important Sport makes you happy when you win
 Sport teaches you to win and to lose Sport helps to keep fit and stay active
 Sport teaches you to be disciplined Sport is not necessary
 Sport teaches you to be disciplined Sport prolongs your life

Agree	Why?	Disagree	Why?
• I think doing sport is very important.	•	• I don't think that sport is very important.	•
•	•	•	•
•	•	•	•
•	•	•	•

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Reading

1 GW. Read the young people's answers/opinions about sports and games. Use the construction "So do I/Neither do I" below.

Bill Stuart, 22 1. Well, I consider myself an armchair sportsman. I enjoy sports most when I'm at home watching sport programmes on TV. It's cricket that I like in particular. I could watch it for hours. I even stopped **fixing** my motorbike last week to watch England playing with Jamaica. You see, it's not that, I'm interested in sports. I'd rather meet my mates and discuss the weekend's football results with them. And do you enjoy sports and games?

Liz Wilson, 17 2. So do I. I can't imagine life without sport! I love sailing. It's wonderful to be in the open air and to **lie in the sun!** But, it's tennis that I'm really **interested in**. My sport teacher told me that I had a skill for playing tennis and that I should practice **thoroughly**, that was why I stopped sailing, and tennis takes up all my free time now. It would be fantastic to be a big tennis professional and travel around the world, to meet people and be interviewed by TV reporters.

Mark Taylor, 20 3. Oh, I'm very active in sports and I love it! I remember spending my days **running** through the woods and climbing up trees when I was a little boy. Now I go **jogging** every week, and besides that, I play tennis. My favourite sport, however, is volleyball. My life would be boring without it. I love it because it's a team game and you need all kinds of skills. You must be fit, you must **keep an eye on** what your team-mates do, and you need a quick brain. I think you can make new friends while doing sports.

Suzie Rubinstein, 21 4. I don't like sports. What is an endless boring tennis match compared to a good film? Nothing! It's just a waste of time! Some people think that the most famous stars in the business **lead** a wonderful life. How can the sportsmen who go to the competitions to foreign countries have any social life? They are always away from home. I don't believe that these professionals are really interested in their sports. Nobody ever mentions the dangers of sports. I just think of the **injuries**.

Statements	So do I	Neither do I
• Bill enjoys sport very much.	•	•
• Liz can't imagine life without sport.	•	•
• Mark is a member of local volleyball team	•	•
• Suzie doesn't go jogging.	•	•
• Mark goes jogging every week.	•	•
• Suzie doesn't like sports.	•	•
• Mark can make new friends while doing sports.	•	•

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Çap

Lesson 2. NATIONAL GAMES

Aim: To develop Ss listening/speaking/reading/writing skills through teaching Sports and Games that are popular in Azerbaijan and in other countries (cricket, football, rugby, tennis, volleyball, etc) What sport and games can give us, how valuable to stay healthy and strong going in for sports, etc.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.3/3.1.1./3.1.2./3.1.4./4.1.1./4.1.2.

Student:

Listening/Speaking

- listens and expresses his/her ideas following the model
- completes the paragraphs with the words from the box
- plays a role answering questions
- groups the statements classifying them according to the kinds of sport
- listens and finds out True/False statements
- matches the words with their definitions
- listens to the student's ideas and speaks about his/her own favourite sports and games

Reading

- reads the text with correct intonation
- pays attention to the meaning of the words in bold
- reads the text and share ideas on national games
- finds the main idea in the text
- finds out the meaning of the words and expressions
- reads the new words and builds up sentences

Writing

- writes the names of the sports and games in the right categories
- completes the sentences with the correct form of **play, do** or **go**.
- finds out the meaning of the words and uses them in sentences
- finds mistakes and corrects them
- chooses one of the kinds of sports and describes it according to the plan
- writes a paragraph around the topic sentence
- thinks and writes the ways of being a good sportsman

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L. -1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.3./3.1.4./4.1.1./4.1.4. Lit. -1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3. Az. His. -5.1.1. P.T. -1.4.1./1.4.2./4.1.1 MST -4.1.1.
Interaction	CW/GW/PW/IW
Strategy	Brainstorming, Description, Discussion, Completion, Role Play, Picture Walks, Jigsaw Reading, BBK
Resources	SB, pictures, handouts, slides, song, flipcharts, etc.

Motivation (warm-up) Listening-Speaking

You can bring realia to your class. Bring different balls into your class football/volleyball/tennis/ etc and ask what kind of games/ matches these remind your students.

Or run a slide about sports or ask Ss just to look at the SB and follow the sample saying out such sentences:

- This is a wrestler. He goes in for wrestling.
- This is a tennis court. A tennis court is a place where you play tennis.
- This is a football player. He is playing football.
- This is a boxer. He goes in for boxing.
- This is a gymnast. She is doing gymnastic exercises.

Note: Picture Gallery is the right choice for this topic.



Research question:

- What sports are the most popular? Why?
- What is the purpose of national games?

Discussion	
Listening/ Speaking	<p>Get your Ss to listen and fill in the gaps with sport words while listening. Then ask them to group the ideas or statements classifying them under the kinds of sports:</p> <p style="text-align: center;">Cricket Rugby Football</p> <p>And also ask Ss to work in pairs and play a role answering the questions given in this lesson.</p>
Reading	<p>In reading section Ss have to read a passage about Azerbaijani national game “Chovgan” with correct intonation. As they read the passage ask them to answer the questions:</p> <ul style="list-style-type: none"> • <i>What other national sports and games do you know?</i> • <i>How old is Chovgan?</i> • <i>What does Chovgan mean?</i> • <i>Do you know any poet/writer who spoke/ mentioned about Chovgan in his verses/ poems?</i> <p>Remind them about “Khosrov and Shirin” by Nizami Ganjavi.</p>

Discussion	
Writing	<p>Have Ss complete expressions with do, go, play. Encourage your Ss to match the words with their definitions thinking logically, group the words on sports and games in the given chart and also ask them to find/guess the kind of sport doing tasks on this page. Model:</p> <ul style="list-style-type: none"> • <i>A sport in which two people fight with long slender swords.</i> • <i>A game played by two teams in which there are five players and they try to throw a large ball into a ring with a net.</i> <p>Ask Ss to search more information about national sports and games and write a paragraph around the topic sentence.</p>
Summary	<p>Correct the sentences and rewrite them using sources. Doing all the above mentioned tasks Ss conclude what national games there exist, find out the difference between sports and games, get information about the most popular sports and games in the world and their importance for our health and these games have no boundaries in gender issues. Sports and Games bring popularity to each nation/ country, create good relationship and friendship among people and countries.</p>
Word File	<p><i>amateur, cheater, cool down, cyclist, gymnast, horseback, league, pitch, ransacking, score, spectator, wrestler</i></p>

RUBRICS FOR: Unit 6 Lesson 2.

Standards: 1.1.1./2.1.1./2.1.3./3.1.1./4.1.1./4.1.2.

Criteria:

- *Expressing his/her attitude to the content of the listened text*
- *Explaining facts and events demonstrating his/her ideas*
- *Demonstrating his/her thoughts with generalization*
- *Defining new words and expressions from the text*
- *Making amendments in his/her writing*
- *Writing his/her observations on the text*

IV-Excellent

III-Good

II-Sufficient

I-Poor

IV	III	II	I
<ul style="list-style-type: none"> • Promptly expresses his/her attitude to the content of the listened text and actively answers all questions. • Fluently shares his/her ideas using new words and expressions taking an active part in questioning and Role Play. • Explains facts and events demonstrating his/her ideas creatively and making generalization. 	<ul style="list-style-type: none"> • Often expresses his/her attitude to the content of the text he/she listened and responds to some of the questions on the topic "National Games" • Expresses his/her ideas with generalization taking part in questioning and Role Play. 	<ul style="list-style-type: none"> • Briefly expresses his/her ideas and responds to the questions on national games. • Very seldom demonstrates his/her ideas about national sport and games. • Rarely takes part in questioning and Role Play. 	<ul style="list-style-type: none"> • Hardly expresses his/her ideas and responds to the questions on national games and almost never shares his/her ideas. • Hardly finds out True/False statements on the topic.
<ul style="list-style-type: none"> • Willingly reads and demonstrates his/her attitude to the text. • Creatively finds out the meaning of the new words and expressions and builds up sentences using them. 	<ul style="list-style-type: none"> • Reads and demonstrates his/her attitude to the text giving comments. • Reads the passages and actively finds the definition of the new words and expressions. 	<ul style="list-style-type: none"> • Demonstrates very little willingness to read the text. • Reads the passages with some difficulty, but hardly finds out the meaning/definition of the new words and expressions. 	<ul style="list-style-type: none"> • Reads the text with difficulty. • Hardly finds out the meaning of the new words.
<ul style="list-style-type: none"> • Creatively makes additions to his/her writing and easily gives the explanation of the words and completes the chart by using suitable verbs. • Designs a creative paragraph about national games and writes the ways of being a good sportsman. 	<ul style="list-style-type: none"> • Makes amendments to his/her writing using sources and writes the meaning of the sport words. • Completes the chart using the words correctly. • Writes his/her observations on the text without mistakes. • Finds out the ways of being a good sportsman and writes 	<ul style="list-style-type: none"> • Though not very well, but tries to make amendments to his/her writing with an effort to explain the meaning of the words. • Completes only some of the table according to the given words. 	<ul style="list-style-type: none"> • Makes amendments to his/her writing with great difficulty. • Hardly explains the meaning of the words. • Completes the table according to the given words with errors.

Lesson 3. OLYMPIC GAMES

Aim: To draw Ss' attention to International Sport Games: World Olympic Games, European Games played in International Arenas, to teach them more facts on the history, terms and conditions, symbols of sports and other interesting factors of/on Olympic Games.

Objectives

Standards

1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./3.1.1./3.1.2/3.1.3./3.1.4./
4.1.1./4.1.2./4.1.3./4.1.4.

Student:

Listening/Speaking

- listens to the interview and gives comments on it
- speaks about the winners of the Olympic Games
- speaks about the symbols of the Olympic games
- speaks about the importance of the Olympic Games following the model
- expresses his/her ideas about the national sport winners
- plays a role answering the questions
- completes the paragraphs with the words from the box

Reading

- reads the text about the Olympic Games with correct intonation
- answers the questions on the Olympic Games giving explanation
- reads the Remember box and makes an interview on the questions about the 2015 European Games
- defines the style in the text
- says what the figures in red stand for
- makes an interview with the winners

Writing

- searches more information about sports and games looking through the model
- searches information and completes the chart on the games
- briefly describes any kind of sport and writes an essay
- uses the following phrases and connectors to link sentences
- reads the interview and writes his/her comments on the given questions
- writes about sport and games looking through the language box
- writes a paragraph on sports and games

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.2./1.2.3./1.2.4./2.1.1./2.2.1./2.2.3./3.1.3./3.1.4./4.1.1./4.1.4. Lit.-1.1.1./1.1.3./1.2.2./1.2.4./2.1.1./2.1.2./3.1.1./3.1.2./3.1.3. Az. His.-5.1.1. P.T.-1.4.1./1.4.2./4.1.1. MST-4.1.1.
Interaction	CW/GW/IW/PW
Strategy	Discussion, Description, Questioning, Carousel, Mind Map, Matching, Role Play, Gallery Picture
Resources	SB, postcards, slides, a map, grammar table, handouts, etc.

Motivation (warm-up) Listening-Speaking

Picture Gallery is advisable for this lesson. For motivation you can demonstrate or stick different pictures of sportsmen on the walls or board. You can also play a DVD. Or just direct your Ss' attention to the pictures given in this lesson. Ask them to give as much information about each picture as they can.



Research question:

- Why are Olympic games held?
- What do they give/bring countries/sportsmen?

Discussion

Listening/ Speaking

In this section Ss will listen to three different passages. Then ask them to define the kind of sport that is spoken about in each passage. Encourage them to share their ideas through the model.

Model: *This is Jeyran Aliyeva, one of the most successful volleyball players in the Azerbaijani national team. The best competitions that she ever attended are World Cup games. She says that while playing volleyball, falling over when trying to reach shots is one of the most challenging parts of her sport.*

Reading

Direct them to read the text and the “Do You Know” box on Olympic Games, its history and its first creator paying attention to the intonation. Encourage them to define the style of the passage and say what the figures in red stand for.

Sample:

- 393 - In **393** AD the Games were abolished and were not renewed until many centuries later.
- 150 - Over **one hundred and fifty** countries are represented in the International Olympic Committee now.
- **776**- The Olympic Games have a very long history. They began in **776** BC in Greece, etc.

Listening/Speaking

2 PW. Listen to the model and define the kind of sport. Speak about them giving comments.



Model: This is Jeyran Aliyeva, one of the most successful volleyball players in the Azerbaijani national team. The best competitions that she ever attended are World Cup games. While playing volleyball, falling over when trying to reach shots is one of the most challenging parts of her sport. “For me the most challenging part of my sport is to fall over trying to reach shots while playing volleyball”, Jeyran says.



This is Rovshan Bayramov, a European and world champion in Greco-Roman wrestling. Moreover, he is a two-time Olympic silver medalist. He has been a world champion in the previous world championships. In addition, Bayramov holds two European titles. Silver medal in Beijing 2008 and London 2012 Olympic Games, World Champion in Istanbul 2012 and two-time European Champion.

This is Marina Durand, the two-time Azerbaijani Rhythmic Gymnast Champion. She has also competed in several World Cups confidently and is very happy with her performance in the competition. She feels proud that the first European Games was held in her own country.



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Reading

1 GW. Read the text and “Do You Know?” box paying attention to the correct intonation. Define the style of the passage.

DO YOU KNOW?

The Olympic Games have a very long history. They began in **776** BC in Greece and took place every **four** years for nearly twelve centuries. In Olympia, they included many different kinds of sports: running, boxing, wrestling, etc. All the cities in Greece sent their best athletes to Olympia to compete in the Games. For the period of the Games all the wars stopped. So the Olympic Games became the symbol of peace and friendship. In **393** AD the Games were **abolished** and were not **renewed** until many centuries later. Pierre de Coubertin, a young French **nobelman**, had an idea to bring the Olympic Games back to life. With the help of the people who supported him he organized the first modern Olympic Games in **1896**. And the competitions were held in Greece to **symbolize** the continuation of the centuries-old tradition.

2 PW. Read the “Remember” box and make an interview.

REMEMBER!

Baku was awarded the right to host the first European Games at the 41st IOC General Assembly in Rome, on 8 December 2012.



The Organising Committee responsible for the inaugural European Games in Baku was established by decree of the President of the Republic of Azerbaijan. The Committee is chaired by the First Lady of Azerbaijan the first vice-president Mehriban Aliyeva, member of the Executive Committee of the National Olympic Committee of the Republic of Azerbaijan and UNESCO Goodwill Ambassador.

The 2015 European Games, also known as Baku 2015 or Baku 2015 European Games, were the inaugural edition of the European Games, an international multi-sport event for athletes representing the National Olympic Committees (NOCs) of the European Olympic Committees. It took place in Baku, Azerbaijan, from 12 to 28 June 2015, and featured almost 6,000 athletes from 50 countries competing in 20 sports.

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Discussion	
Writing	Have them read “Ways to be a good sportsman” in the “ Remember ” box. And get them to seek and write other possible ways of becoming a good sportsman. Then ask them to make a presentation on Olympic Games searching more information about popular sports and sportsmen.
Summary	<p>Ss get sufficient information about Olympic Games, its history, what they give countries/sportsmen, etc. Ss realise that: The Olympic Games have a very long history. They began in 777 BC in Greece and took place every four year for nearly twelve centuries at Olimpia. They included many different kinds of sports: running, boxing, wrestling, etc.</p> <p>As representatives of an independent state Azerbaijani sportsmen have been performing at the Olympics since 1996. Our sportsmen always achieve successful results and bring a lot of gold, silver and bronze medals to our country.</p> <p>Baku was awarded the right to host the first European Games at the 41st EOC General Assembly in Rome, on 8 December 2012. The 2015 European Games, also known as Baku 2015 or Baku 2015 European Games, were the inaugural edition of the European Games, an international multi-sport event for athletes representing the National Olympic Committees (NOCs) of the European Olympic Committees.</p>
Word File	<i>abolish, arrange, compete, competitor, inaugural, massive, nobleman, polish, renew, representative, shot, spectator, symbolize</i>

<i>I can ...</i>	Samples
understand the definition of the new words	<p>compete-to try hard to get smth wanted by others</p> <p>competitor-an organization or a person that competes against others</p>
build up sentences using “ <i>So am I/ So do I/ Neither am I</i> ”	<p>A: I love basketball.</p> <p>B: So do I.</p>
build up sentences using new vocabulary	<i>Different competitions are held in Olympic Games to symbolize the old tradition of centuries.</i>
say real facts about Olympic Games	<i>Olympic Games began in 776 BC in Greece and took place every four years for nearly twelve centuries at Olimpia.</i>

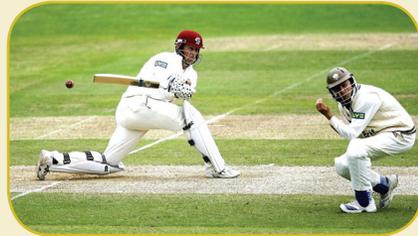
ANSWER KEY:

▪ Task 5, page 185.

1. Do you ... morning exercises every day? **(do)**
2. I ... rugby for a local team. **(play)**
3. How often do you ... swimming? **(go)**
4. My father ... golf every weekend. **(plays)**
5. We often ... cycling at the weekend. **(go)**
6. My sister ... yogo twice a week. **(does)**
7. I can't ... basketball because I'm too short. **(play)**
8. It's a nice day. Let's ... swimming. **(go)**
9. My grandmother ... a lot of knitting. **(does)**

▪ Task 6, page 186

1. The game **(1) cricket** is associated with England. Many other games are also English in origin, but are accepted with **(2) enthusiasm** in other countries. Cricket was seriously accepted only in the Commonwealth, particularly in Australia, India and Pakistan. Cricket is a slow game.



2. Association football or soccer is very popular. Nearly 40 million **(3) spectators** each year attend matches between the great professional teams organized by the Football **(4) league**. The biggest **(5) championship** in England is the Final Cup played at the Empire Stadium, Wembley, in a London suburb. Rugby football has existed in Britain since the beginning of the 19th century. Rugby football is played with an egg-shaped ball which may be carried and thrown (but not forward).

3. The games of golf and tennis are played by great numbers of people. Golf is played in the **(6) countryside**. It consists of driving a small ball towards and into **(7) holes** separated by considerable distances, by means of special golf clubs. The aim is to "go round" using as few strokes as possible. There are many tennis clubs, but every town provides tennis **(8) courts** in public parks. The world tennis matches are held at Wimbledon in London, during June and July.

4. **(9) baseball** is a national game of the USA. There are two teams of nine players. The ball is semisoft and covered in leather. The ball is thrown, or **pitched** by the **(10) pitcher** from about the centre of the diamond to the batter on the home base. There are two main professional baseball **leagues** and about 40 minor ones in the USA, and the game has spread to many countries.



ANSWER KEY:

▪ Task 5, page 188

1. handball - e
2. hockey - a
3. boxing - c
4. surfing - b
5. rowing - d
6. fencing - f

▪ Task 2, page 189.

- a) the place where they play tennis-8
- b) the person who is the leader of a team -1
- c) the people who watch a game -5
- d) a person who rides a bicycle -7
- e) the official who controls the game in some sports -3
- f) the person who takes part in the wrestling - 6
- g) to teach smb the skills for a particular activity -4
- h) the person who trains a person or team in sport -2
- i) a player whose job is to stop the ball from going into the team's goal -9

▪ Task 5 page 195

- a) receive money as payment for your work-4
- b) a contest based on rules-3
- c) a person who trains a person or a team in sport-7
- d) the gradual growth of something-6
- e) achieving your aims or what was intended-8
- f) lack of success in achieving something-2
- g) causing great interest or excitement-1
- h) the equality of being physically strong-5

▪ Task 3, page 196

<i>Host city</i>	Baku, Azerbaijan
<i>Nations participating</i>	50
<i>Athletes participating</i>	5,898
<i>Events</i>	253 in 20 sports
<i>Opening ceremony</i>	June 12, 2015
<i>Closing ceremony</i>	June 28, 2015
<i>Officially opened by</i>	President Ilham Aliyev
<i>Torch lighter</i>	Ilham Zakiyev, Said Guliyev, Aydemir Aydemirov and Nargiz Nasirzade
<i>Main venue</i>	Baku National Stadium
<i>Website</i>	baku2015.com

♦ *The 2015 European Games, also known as Baku 2015 or Baku 2015 European Games*

ANSWER KEY:

▪ Task 1, page 197.

- a) **race** - competition between people, vehicles, etc to see which one is faster or the fastest
- b) **maintain** - keep/keep up/carry on/support/declare to be true
- c) **determine** - to decide definitely to do smth
- d) **gear** - the equipment or clothing needed for a particular activity. Sample sport gear
- e) **relieve** - remove or reduce an unpleasant feeling or pain
- f) **temptation** - the desire to do or have smth that you know is bad or wrong
- g) **sip** - to drink smth, taking a very small amount each time
- h) **chunk** - a thick solid piece that has been cut or broken off smth
- i) **supplement** - a thing that is added to smth else to improve or complete it.
(*Vitamin /dietary supplements*)

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
• pronounce the new words clearly				
• ask/answer the questions on				
• take part in discussions on the topic				
• act out a dialogue on the topic				
• read the passages and understand				
• build up sentences using the word file				
• write a paragraph around the topic				

Student's Comments		Reasons
Problems	<i>I found most important/interesting/difficult for discussion</i> _____	
Exercises	<i>I found most interesting/enjoyable/difficult/boring</i> _____	
Grammar	<i>I found most important/productive/difficult/easy</i> _____	

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

▪ **Sample for Formative Assessment**

- Rugby football has existed in Britain since the beginning of the 20th century. **T**
- The game of golf and tennis are never played by a great number of people. **F**
- There are many tennis clubs, but every town provides tennis **courts** in public parks. **T**
- Golf is played in the playground. **F**
- There are two teams of eleven players in the game of baseball. **T**
- Rugby football is played with an egg-shaped ball which may be carried and thrown. **T**
- Baseball was seriously accepted only in the Commonwealth, but not in Australia, India and Pakistan. **F**
- Tennis has existed in Britain since the beginning of the 19th century. **F**
- Baseball a national game of the USA. **T**
- The world football matches are held at Wimbledon in London, during June. **F**

▪ **Find unscrambled words and build up sentences using them.**

- | | | |
|--------------------|------------------------------|-------------------------|
| 1. judge-geduj | 2. football-bafollot | 3. player-reyapl |
| 4. cyclist-licycst | 5. swimming-mingiwsm | 6. spectator-toratceps |
| 7. pitcher-rehepit | 8. championship-pionmachpish | 9. league-eugael |
| 10. tennis-netsin | 11. hockey-keycoh | 12. badminton-notminbad |

SUB SUMMATIVE TEST

1. Odd one out in each line.

1. wrestler thinker player surfer
2. swimmer boxer sailor summer
3. jogging cycling meeting skating

2. Make up a sentence.

1. people/have/games/different/do/national/countries/in/what?
2. sport/does/healthy/fit/and/how/people/help/to keep?

3. Find out and match the words with their definitions.

1. a person who is a leader of a team a) spectators
2. people who are watching a game b) judge
3. a person that competes against others c) competitor

4. Find unscrambled words.

1. rejoin-
2. torinstruc-
3. lerstwre-
4. guelea-
5. tionpecomti-
6. nasgymtics-

5. Write a paragraph: "Sport teaches people to win and to lose!"

Read the passage and answer the questions 6-10.

Sport plays a very important role in the life of people in the UK. The British enthusiasm for competitive sport has given the world soccer and many other sports terms such as "corner", "penalty" "goal" etc. Many idioms in the English language have come from the world of sport, for example "*to play the game*" means "*to be fair*" and "that's not cricket" means "*that's not fair*".

6. Choose the best title.

- A) Watching a competition
- B) Going in for sports
- C) Playing a game of soccer
- D) The role of Sport in Our Life
- E) Learning Idioms

7. Choose the correct statements.

1. "**To play the game**" means "to be fair".
 2. "That's not cricket" means "that's not fair".
 3. The words "corner" "penalty" "goal" have come from French.
 4. Sport hardly plays an important role in the life of people in the UK.
- A) 1, 4 B) 1, 3 C) 3, 4 D) 2, 3 E) 1, 2

8. Choose the synonym to the word "important".

- A) necessary B) competitive C) fair D) useless E) unimportant

9. Choose the antonym to the word "fair".

- A) important B) honest C) true D) unreal E) unjust

10. Many.... in English such as "to play the game" have come from the world of sport.

- A) idioms B) games C) sports D) roles E) people