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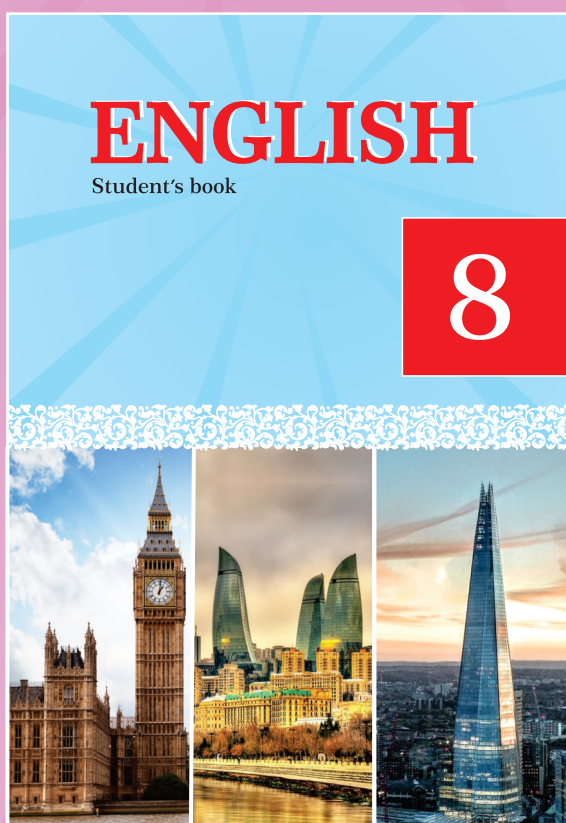
# ENGLISH

Teacher's Book

ENGLISH

8

Teacher's Book



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# ENGLISH

*as a foreign language for the 8<sup>th</sup> grade  
of general education schools*

## TEACHER'S BOOK

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We thank you for your cooperation.



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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 8 with new ideas, methods and approaches in this school year. English 8 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. And try to be flexible and let your students feel free while listening, speaking, reading and writing English.

### **Our role as a developing teacher**

*"I'd like someone to observe my class and give me constructive feedback, so that I can get better"* (Book-Blundell L, Stokes J) Language is not really theoretical; it is a living, practical skill which enables us to communicate. The majority of our students, as you know, will need their English to get a job, a travel, use the internet and communicate in the real world. For this reason, in the modern language classroom, we are concerned with both what the learners can do with the language, as well as what they know about the language. Vocabulary and grammar are important as they contribute to the Ss' ability to do practical things with the language they have.

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

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

Think of the lesson as **a journey**. If you don't know where you want to end up how are you going to get there? Aims concern what you want your students to be able to do at the end of your lesson that they couldn't do at the beginning. Think this Student's Book 8 is A Journey. We hope you and your students can enjoy this journey.

## Classroom management

- Classroom options
- Lesson Planning
- Methods/techniques
- Assessment/testing

### Instructions for managing your classroom and your students.

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

## Lesson Planning

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

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

### *A lesson plan helps to:*

- anticipate possible problems and solutions
- think about timing
- achieve a good balance of activities and interaction patterns
- focus on improvements you want to make to your teaching
- manage the class/classroom management
- make your work easier as it is planned in advance
- plan for a range of abilities
- give a clear idea about what will take place in the lesson
- plan suitable activities
- design tasks for heterogeneous classes concerning the Ss' knowledge levels

### *What goes into lesson plan*

To plan effectively, you need to think about:

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

## RESOURCES

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

### General principles:

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

### 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, clear and involving. Make sure that you have fairly quick changes of activities in the class. Keep up a good pace, so that your students don't get bored. In some activities Ss need high energy and involvement and in others students need to be slower, calmer and quieter. Topic is also really important. Think always of your students' interests, needs and skills.

## These are very important:

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

## Generic Skills

There are some types of generic skills:

- |  |                                   |
|--|-----------------------------------|
| ▪ <b>collaboration skills</b>          | ▪ <b>communication skills</b>     |
| ▪ <b>creativity skills</b>             | ▪ <b>critical thinking skills</b> |
| ▪ <b>information technology skills</b> | ▪ <b>problem-solving skills</b>   |
| ▪ <b>self-management skills</b>        | ▪ <b>study skills</b>             |

## Practical suggestions for teaching

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

## Curriculum links

There should be links in any language course with broader educational aims, such as developing problem solving abilities, autonomy, questioning, cooperative learning, and so on. There are a number of reasons why this is important. Language teaching is a part of education, and needs to take its full educational responsibility and learning , teaching English can become more interesting and memorable for students. Student’s Book 8 has curriculum links with some subjects such as Maths, Native Language,

Music, Art, Biology, Geography, Physics, History, Literature, Chemistry, Science, PT, etc. We should constantly pay attention to the Ss' age, their interests and skills as it is very important for teaching process.

### When we teach students we can:

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

### And Students:

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

### Components of the Program

*English 8 Student's Book is intended for approximately 102 hours of classroom work. It has two components:*

▪ **Student's Book – SB**

▪ **Teacher's Book – TB**

### Student's Book English 8

**Student's Book English 8** includes **9 Units-** 36 Lessons through the school year supported by passages, dialogues, texts, "Interesting to Know!", "Useful Language", "Grammar Box", "Progress Portfolio", "Overall Progress", "Self Assessment", "Assessment" tables/charts, poems, mottos, quotes, proverbs and sayings, and other materials throughout each unit. This book is designed for students of Grade 8 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 8 students contain all above-stated throughout each unit, the story line is both entertaining and closely related to Ss' experience. All tasks, tests, grammar rules/banks, illustrations, texts, passages, fables, stories, poems, dilemmas, dialogues given in the SB are considered of/focused on the Ss' ages, skills, abilities and needs, interests and their outlook/understanding.

### Organization of Student's Book English 8

**The main aims of this book are:**

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

At the centre of the course is the aim of developing the Ss' abilities to use and understand English. The basis for success in teaching and learning English Grade 8 describes:

- the purposes of the course;
- what Ss will be learning about;
- the types of activities included;

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

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

We must use English in class as the main language for communication and talk a lot in English to our Ss. 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 of teaching English. The main principles are:

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

We hope that you will enjoy using this book, and gain satisfaction from experimenting with new ideas.

### Teacher’s Book English 8 contains:

#### **Organization of Student’s Book 8**

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

**Teacher’s Book** offers complete Teaching Suggestions for all units of the Student’s Book. References to corresponding practice exercises and to the supporting materials provided in the Student’s Book are also included. At the same time some summative assessment test samples and Stories, exercises/ activities in “Progress 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, remember the planning of their own way of creating another one. Outline for any lesson of each unit is included to the Teacher’s Book as a sample.

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

Assessment is one of the most important topics for you as a teacher. Assessment gives you the students’ feedback on progress and achievement; it also gives you feedback on whether your teaching has been effective.

REFLEXION	
Fist to Five	
5	I completely understand (I can teach it).
4	I mostly understand(I can show it).
3	I understand pretty well.
2	I need more practice and examples.
1	I need help.

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

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

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



In “**Progress 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. It serves 2 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 evaluating, but also for Diagnostic and Summative Assessment/Evaluating as well.

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

*Level I is the lowest, level IV is the highest rate. Level I and Level II are for poor/low level students, Level III and Level IV are for high level students.* With the help of Rubrics we can assess our Ss more effectively and systematically, reliably and more fairly.

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

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

## How can we carry out assessment?

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

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



## SAMPLES

### Unit 1. Lesson 3. Say No to Violence!

Standards: 2.1.1./2.1.2./3.1.4./4.1.1.

- Criteria:
1. Expressing and sharing ideas
  2. Finding the main idea
  3. Building up sentences/writing a paragraph

*RUBRICS:*

**I-Poor**

**II-Satisfactory**

**III-Good**

**IV-Brilliant**

<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
Answers the questions with some difficulties	Asks and answers the simple questions on Victorianschools and tries to express his/her ideas	Takes part in discussions using the key words and freely expresses his/her thoughts	Takes part in questioning creatively sharing his/her opinions with the classmates and says the main idea in logical order giving his/her own advice creatively
Hardly reads the passages	Reads the passages finding the main idea	Reads the passage on Victorian schools, finds the way how to solve the problems saying the main idea freely, uses appropriate tense form opening the brackets	Finds the main facts/ idea on the topic reading the passage, opens the brackets using the correct tense form
Hardly makes up sentences on the topic	Builds up sentences about Victorian schools with the help of new words	Writes a paragraph and sentences correctly in Passive Voice changing them from Active	Writes a paragraph independently using the new words and word expressions on the violent schools

## Unit 6. Lesson 4

Standards: 2.1.3./3.1.1./3.1.4./4.1.1.

Criteria: Describing  
Differing  
Writing Facts

*RUBRICS:*

I-Poor

II-Satisfactory

III-Good

IV-Brilliant

I	II	III	IV
Expresses his/her ideas on Bridges with difficulty.	Expresses his/her ideas on Bridges / dams using some of the new words / expressions. Makes some mistakes in describing the pictures on dams/ bridges.	Shares his/ her ideas describing the pictures on bridges/dams. Constructs and says ideas on bridges /dams.	Easily describes the pictures giving ideas independently. Makes questions /a questionnaire on dams/ bridges creatively and shares ideas on the topic logically.
Hardly differs words for their semantic features and chooses the facts in the text with difficulty.	Though with difficulty, but can choose some facts on the topic and some of the semantic features.	Chooses the words and expressions for their semantic features and says the facts on the Kariba Dam in logical order.	Creatively expresses his/her ideas on the Kariba Dam and freely retells the passages in the lesson. Defines the age/shape/ quality easily using the simple/derivative and compound words in his/ her speech.
Hardly writes the sentences on the content of the bridges.	Writes little information that he/she listened to on the Bridges.	Writes facts/ information on the bridges he/ she listened to.	Independently writes information/facts on the bridges adding his/ her creative ideas to the facts on them.

## THE MAJOR STANDARDS AND SUB STANDARDS OF ENGLISH LANGUAGE LEARNING GRADE 8.

At the end of Grade 8 Student:

- Separates the content of the text into pieces he listens to and reads, then compiles a plan.
- Expresses his ideas regularly using different sentence constructions.
- Distinguishes the words and word combinations according to their grammatical characteristics.
- Reads the sentences with correct intonation.
- Chooses and groups the facts and events on the text.
- Uses correctly the punctuation marks.
- Fills in application forms
- Compiles the texts dealing with the information

<b>1. Listening</b>	<b>2. Speaking</b>	<b>3. Reading</b>	<b>4. Writing</b>
1.1. Expresses his/ her attitude to the content of the text he/she listened to.	2.1. Demonstrates oral speech abilities.	3.1. Demonstrates his/her learning on the content of the texts he/she reads.	4.1. Demonstrates correct writing skills.
1.1.1. Does the exercises consistently due to the applications.	2.1.1. Expresses his/her ideas with different sentence constructions.	3.1.1. Distinguishes the words and word expressions according to their grammatical and semantical characteristics.	4.1.1. Writes the content of the listened text consistently.
1.1.2. Separates the content of the listened text into pieces.	2.1.2. Expresses his/her ideas (opinions) dealing with the content at discussions.	3.1.2. Reads the sentences correctly due to the purpose and intonation.	4.1.2. Writes (informative) texts on the type of information.
	2.1.3. Expresses his/her opinions on the context in logical order.	3.1.3. Compiles a plan due to the content of the text.	4.1.3. Uses the punctuation marks in simple sentences.
		3.1.4. Chooses the main facts and events in the text and groups them.	4.1.4. Fills in various application forms.

## INTER SUBJECT INTEGRATION GRADE 8

Standards	Integration Standards
<b><i>Listening</i></b>	
1.1.1. Does the exercises consistently due to the applications.	N.L.-1.1.1./1.2.3./1.2.4.
1.1.2. Separates the content of the listened text into pieces.	N.L.-1.1.1./1.1.2./1.2.4. Lit.-1.1.3.
<b><i>Speaking</i></b>	
2.1.1. Expresses his ideas with different sentence constructions.	N.L.-1.2.2./1.2.3./1.2.4. Lit.-1.2.4./2.1.1.
2.1.2. Expresses his ideas (opinions) dealing with the content at discussions.	N.L.-1.1.1./1.2.3./1.2.4. Lit.-2.1.2./2.2.1. Az.His.-1.2.1./1.2.2.
2.1.3. Expresses his opinions on the content in logical order.	N.L.-1.1.2./1.2.2./1.2.3. /2.2.2./2.2.3. L-2.-1.1./2.1.2. Az.His.-1.2.1./1.2.2./5.1.2
<b><i>Reading</i></b>	
3.1.1. Distinguishes the words and expressions according to their grammatical and semantical characteristics.	N.L.-2.1.2. Lit.-1.2.3./1.2.4.
3.1.2. Reads the sentences correctly due to the purpose and intonation.	N.L.-2.2.1. Lit.-1.1.2
3.1.3. Compiles a plan due to the content of the text	N.L.-3.1.1./3.1.4. Lit.-1.1.3.
3.1.4. Chooses the main facts and events in the text and groups them.	N.L.-1.2.4./2.2.1./2.2.3. Lit.-1.2.3./1.2.4./2.1.1./2.1.2.
<b><i>Writing</i></b>	
4.1.1. Writes the content of the listened text consistently.	N.L.-3.1.1./3.1.2./3.1.3. Lit.-3.1.1./3.1.2.
4.1.2. Writes texts on the type of information	N.L.-3.1.1./Lit.-3.1.2./3.1.3.
4.1.3. Uses the punctuation marks in simple sentences	N.L.-3.1.3./4.1.3.
4.1.4. Fills in various application forms	N.L.-3.1.4./Lit.-3.1.3.

Standards	Objectives
<b><i>Listening</i></b>	
1.1.1. Does the exercises consistently due to the applications.	<p>Listens to the questions.</p> <p>Answers the questions on the topic.</p> <p>Asks questions on the topic.</p>
1.1.2. Separates the content of the listened text into pieces.	<p>Listens to the questions and defines the main idea on the listened topic.</p> <p>Expresses ideas on the topic separating the context of the text into pieces.</p> <p>Separates the text into pieces he/she listened to.</p>
<b><i>Speaking</i></b>	
2.1.1. Expresses his ideas with different sentence constructions.	<p>Acts out a dialogue using the key words and expressions.</p> <p>Takes part in discussions using the key words and speech etiquettes/models/different constructions.</p> <p>Expresses ideas on the topic using the expressions and shares his/her ideas with the partner.</p>
2.1.2. Expresses his ideas (opinions) dealing with the content at discussions.	<p>Makes up dialogues using the expressions and expressing his/her ideas.</p> <p>Takes part in discussions performing dialogues and using the key words dealing with the context.</p> <p>Takes part in questioning expressing and sharing his/her ideas dealing with the context.</p> <p>Asks and answers the questions.</p>
2.1.3. Expresses his opinions on the content in logical order.	<p>Shares opinions with the partners comparing the main facts on the topic.</p> <p>Demonstrates the main ideas talking on the importance of the topic.</p> <p>Expresses his/her thoughts describing the pictures on the topic in logical order.</p> <p>Talks on the main features of the topic expressing his/her ideas on the context in logical order.</p>
<b><i>Reading</i></b>	
3.1.1. Distinguishes the words and expressions according to their grammatical and semantical characteristics.	<p>Reads the passages and groups the word and expressions according to their grammatical characteristics.</p> <p>Reads the passages and distinguishes the word/expressions according to their semantical characteristics.</p> <p>Reads the passage and finds the words with the suitable suffixes.</p> <p>Reads the passages filling in the gaps with the suitable words.</p>

3.1.2. Reads the sentences correctly due to the purpose and intonation.	Reads the passage/poem with correct intonation. Reads the passage paying attention to the purpose. Reads the words and sentences in the passages/poems correctly due to the purpose and intonation.
3.1.3. Compiles a plan due to the content of the text.	Asks and answers the questions on the topic Puts the sentences /paragraphs in correct order Matches the pictures with the passages Makes/prepares a plan due to the context of the text.
3.1.4. Chooses the main facts and events in the text and groups them.	Takes part in discussions identifying the main ideas/facts on the topic. Talks on the main features of the text. Expresses and shares ideas on the main facts /problems reading the passages. Solves problems, makes solutions and gives advice reading the passages. Chooses the main facts and events on the text grouping/ sorting them out.
<b>Writing</b>	
4.1.1. Writes the content of the listened text consistently.	Writes passages/essays/compositions on the topic using the key words and expressions. Writes the content of the text he/she listened to regularly.
4.1.2. Writes texts on the type of information.	Searches facts/information and writes passages. Searches materials and writes paragraphs on the information. Writes essays on the information of the topic.
4.1.3. Uses the punctuation marks in simple sentences.	Builds up sentences using the key words or expressions paying attention to punctuation marks writes passages using the punctuation marks in sentences. Puts correct punctuation marks in writing.
4.1.4. Fills in various application forms.	Makes posters/postcards on the places of interest Makes different application forms and fills in them. Makes/designs/prepares a questionnaire on the topic. Designs/prepares letters on the plan.

**TB** – Teacher's Book  
**SB** – Student's Book  
**Ss** – Students  
**N.L.** – Native Language  
**Maths** – Mathematics  
**His.** – History  
**GH** – General History  
**Geog.** – Geography

**C** – Chemistry  
**B** – Biology  
**S** – Science  
**Inf.** – Informatics  
**PT** – Physical Training  
**M** – Music  
**IW** – Individual Work  
**PW** – Pair Work

**GW** – Group Work  
**CW** – Collective Work  
**ITK** – Interesting To Know  
**KWL** – Know/Want to know/Learned  
**Int.** – Interview  
**HAF** – Heydar Aliyev Foundation

Implemented Standards for Units	Unit	Lessons/Themes	Implemented St.for lessons
1.1.1. 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. CHANGES	1. Make Up Your Mind!	2.1.1./3.1.1./3.1.2.
		2. Do you Like Changes?	2.1.2./2.1.3./3.1.2./ 3.1.3./4.1.4.
		3. Say, No to Violence!	2.1.1./2.1.2./3.1.1./ 3.1.2./3.1.4./4.1.2./4.1.3.
		4. Young people and Books	1.1.1./1.1.2./2.1.1./2.1.2./ 2.1.3./3.1.1./3.1.2/3.1.4./ 4.1.2./4.1.3.
		Progress Portfolio	
Sub Summative			

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	2. COMMUNICATION	1. The History of Communication	2.1.1./2.1.2./3.1.1/ 3.1.2./3.1.4./4.1.2./4.1.3
		2. The Greatest Inventions	2.1.1./2.1.2/3.1.1./3.1.2./3.1.4./4.1.1./4.1.2./4.1.3.
		3. Changing Lives With Internet!	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. Use, Benefit, but Don't Steal!	1.1.1./1.1.2./2.1.2./2.1.3./3.1.2./3.1.3./3.1.4./4.1.1./4.1.2./4.1.3.
		Progress Portfolio	
Sub Summative			
Revision			

Integration	Resources	Assess.methods/tools	Hour
N.L.-1.2.3./3.1.1. Lit.-1.1.3./3.1.3.	SB,CD, slides, pictures, handouts, flipcharts, marker	Diagnostic checklists, formative assessment, open questions	2
N.L.-1.2.4./3.1.4. Lit.-1.2.4./2.2.1.	SB,CD, slides, pictures, handouts, video	Self Assessment checklists, formative assessment, multiple choice exercises	3
N.L.-1.2.4./2.2.2./3.1.1. Lit.-3.1.3.	SB/Pictures/ flashcards/CD, catalogue, handouts	Self Assessment, Formative assessment, multiple choice exercises, observation sheet	3
N.L.-2.2.2./2.2.3./1.2.3. Lit.-2.1.1./3.1.3.	SB/Pictures/ flashcards/realia/ songs CD	Rubrics, Self Assessment, Formative Assessment checklists, multiple choice exercises	2
		<b>Self Assessment checklists</b>	2
		<b>Test Exercises, open ended exercises</b>	1

N.L.-2.2.2./2.2.3 Lit.-2.1.1./3.1.3. Maths.-5.1.2. Az. History-1.2.1. Gen.History.-5.1.1./5.1.2.	SB/Pictures/flashcards/ realia/songs, slides, CD	Diagnostic Questionnaire, Self Assess., Formative Assessment	2
N.L.-1.2.4. Lit.-2.2.1./3.1.3. Az.His.-1.2.2. Gen.His.-5.1.2./5.1.3.	SB/Pictures/flashcards, songs CD	Formative Assessment, multiple choice exercises	2
N.L.-2.2.2./2.2.3. Lit.-3.1.2. Inf.-4.1.1./4.1.3.	SB, Pictures, flashcards/realia/songs CD, slides	Formative Assess., Self Assessment, open questions, multiple choice exercises	2
N.L.-2.2.1. Lit.-2.2.1./3.1.2. Inf.-2.2.1./2.2.3./3.3.1.	SB, Pictures, flashcards, slides	Formative Assess., multiple choice exercises, filling chart	2
		<b>Self Assessment, samples for Formative tests</b>	2
		<b>Test Exercises</b>	1
			1



1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.2.	3. COLOURS	1. <i>Colours Influence People</i>	2.1.2./2.1.3./3.1.1./ 3.1.3./3.1.4./4.1.3./4.1.4
		2. <i>Let Flowers Decorate Our Lives!</i>	2.1.1./2.1.3./3.1.1./ 3.1.3./3.1.4./4.1.2./4.1.3.
		3. <i>A Spot of Colour Is Spot of Life!</i>	2.1.2./2.1.3./3.1.1./ 3.1.3./3.1.4/4.1.3./4.1.4.
		4. <i>The Wish of the Land</i>	1.1.1./1.1.2./2.1.2./2.1.3./ 3.1.1/3.1.3./4.1.2./4.1.3.
		<i>Progress Portfolio</i>	
Sub Summative			

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.4.	4. PEOPLE AND NATURE	1. Cures From All Around the World	1.1.1./1.1.2./2.1.1./2.1.3./ 3.1.1/3.1.4.4.1.1./4.1.2./ 4.1.3.
2. Take Care of Yourself!		2.1.1./2.1.3./3.1.1./ 3.1.3./3.1.4./4.1.2./4.1.3.	
3. The Best Home for Animals!		2.1.1./2.1.3./3.1.1./ 3.1.3./3.1.4./4.1.2/4.1.3.	
4. Where are the Trees?		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.	
Progress Portfolio			
Summative			
Revision			
Main/Big Summative-1			

N.L.-1.2.4./3.1.1./2.2.1./ Lit.-1.1.3./3.1.2. Az.His.-1.2.1. Gen.His.-3.1.1.	SB/Pictures/flashcards/ CD, www.teaching english.org.uk	Diagnostic Test, Formative Assess., describing pictures, finding T/F sentences.	3
Lit.-1.2.4./3.1.2. N.L.-1.2.3./2.2.1./2.2.2. Bio.-4.1.1. Geog.-3.2.3.	SB/Pictures/flashcards/ realia/songs CD	Self Assessment, Formative Assess., discussing, open ended questions, matching, etc.	3
N.L.-1.2.4./2.2.1. Lit.-1.2.4./3.1.3. Az.His.-1.2.1. Geog.-3.2.3. Art- 1.1.1./1.2.2.	SB/Pictures/flashcards/ realia/songs/CD	Diagnostic Test, Formative Assess., describing, matching, discussing, etc.	2
N.L.-1.2.4./2.2.2./3.1.1. Lit.-1.2.4./2.1.1. Az. His.-5.1.2. Gen.His.-5.1.1. Art.-1.1.1./2.1.2.	SB/Pictures/flashcards/ realia/songs CD	Self Assessment, Formative Assessment, Questioning, discussing, finding T/F sent., etc.	2
		<b>Self Assessment, Formative Test exercises, Challenge solving</b>	2
		<b>Test exercises, Open ended exercises</b>	1

N.L.-1.2.3./Lit.-1.1.3./ 3.1.2. Chem.-1.1.1./4.2.1./ Biol.-3.2.1./4.1.1./ Geog.-3.2.4./ Scien.-4.1.1.	SB/flashcards/songs/CD, map, globe, cards	Formative Assess., describing, matching, quote writing.	3
N.L.-1.2.4./4.1.3. Lit.- 2.1.1./2.2.1./3.1.2. P.T.-1.1.1./1.1.2./2.1.2. Scien.-4.1.1.	SB/pictures/flashcards/ realia/songs CD	Formative Assessment, Challenge solving, discussing, matching, etc.	2
N.L.- 1.2.4./3.1.4./ Lit.-2.2.1./ Scien.-1.2.1. Biol.-4.2.1./4.2.2. Geog.- 3.2.5.	SB/pictures/flashcards/ songs, CD, handouts, www.learnenglish.com	Diagnostic Checklist, Formative Assess., describing, planning, discussing, etc.	2
N.L.- 1.2.4./2.2.1./ Lit.- 2.2.1./3.1.3./ Geog.-3.2.3./3.2.5./ Scien.-1.2.1./ 4.2.1./ Chem.-4.2.1. Biol.-4.2.1./4.2.2.	SB/pictures/flashcards, realia, handouts	Formative Assessment, Dilemma solving, questioning, describing, reciting a poem, etc.	2
		<b>Self Assessment. Checklists, Dilemma solving, multiple choice exercises</b>	2
		<b>Test exercises, open ended exercises</b>	1
		<b>Test exercises</b>	1

1.1.1.	5. ENVIRONMENT	1. <i>Have A Better Environment!</i>	2.1.1./2.1.2./2.1.3./ 3.1.2./3.1.4./4.1.2./4.1.3.
1.1.2.		2. <i>Don't Waste Your Waste!</i>	2.1.2./2.1.3./3.1.1./ 3.1.3./4.1.2./4.1.3.
2.1.1.		3. <i>Let's Save Our Beaches!</i>	2.1.1./2.1.2./3.1.1./ 3.1.2./3.1.4./4.1.2./4.1.3.
2.1.2.		4. <i>A Real Geography Lesson</i>	1.1.1./1.1.2./2.1.1./2.1.3./ 3.1.1./3.1.4./4.1.1./4.1.2./ 4.1.4
2.1.3.		Progress Portfolio	
3.1.1.			
3.1.2.			
3.1.3.			
3.1.4.			
4.1.1.			
4.1.2.			
4.1.3.			
4.1.4.			
Sub Summative			

1.1.1.	6. WONDERS OF THE WORLD	1. <i>The Seven Wonders of the World</i>	2.1.2./2.1.2./3.1.1./ 3.1.4./3.1.3./4.1.2./4.1.4.
1.1.2.		2. <i>Where Leisure There Pleasure!</i>	2.1.1./2.1.3./3.1.1./ 3.1.4./4.1.2./4.1.3./4.1.4.
2.1.1.		3. <i>Changes in the XXI Century</i>	2.1.1./2.1.3./3.1.1./ 3.1.3./3.1.4./4.1.2./4.1.3.
2.1.2.		4. <i>How to Cross the River?</i>	2.1.1./2.1.3./3.1.1./ 3.1.4./4.1.3./4.1.4.
2.1.3.		Progress Portfolio	
3.1.1.			
3.1.2.			
3.1.3.			
3.1.4.			
4.1.1.			
4.1.2.			
4.1.3.			
4.1.4.			
Sub Summative			

1.1.1.	7. FAME	1. <i>My Favourite Film Star</i>	2.1.2./2.1.3./3.1.1./3.1.2./ 3.1.3./3.1.4./4.1.2./4.1.4.
1.1.2.		2. <i>Cartoons are not Only for Children!</i>	1.1.1./1.1.2./2.1.1./2.1.2./ 3.1.1./3.1.3./4.1.2./4.1.4.
2.1.1.		3. <i>Movies in Our Life</i>	2.1.1./2.1.3./3.1.1./3.1.2./3 .1.3./3.1.4./4.1.2./4.1.3
2.1.2.		4. <i>Give up? Never!</i>	1.1.1./1.1.2./2.1.2./2.1.3./ 3.1.1./3.1.4./4.1.2./4.1.3.
2.1.3.		Progress Portfolio	
3.1.1.			
3.1.2.			
3.1.3.			
3.1.4.			
4.1.1.			
4.1.2.			
4.1.3.			
Sub Summative			

N.L.-1.2.3./1.2.4./2.2.2./ 3.1.4. Lit.-1.1.3./ 2.2.1. Geog.-3.2.5./Scien.- 1.2.1. 4.2.1./ Chem.-1.1.1./ 2.1.1. Biol.-2.1.2./4.1.1.	SB/Pictures/ flashcards/handouts, CD.	Diagnostic Checklist, Self Assessment, designing a model, playing a role, discussing, etc.	2
N.L.-1.2.4./2.2.2./3.1.4. Lit.-1.2.4./ 3.1.3. Biol.-2.1.2./3.1.1./4.2.1./Chem.-4.2.1. Geog.-3.2.5. Scien.-1.2.1.	SB/Pictures/ flashcards/realia/ handouts, CD	Formative Assess., Rubrics, filling in questionnaire, discussing	2
N.L.-1.2.3./2.2.3./3.1.4./ Lit.-1.2.4. Chem.- 1.1.1./ Biol.-3.2.1./ 4.1.1. Geog.-3.2.3./3.2.4./ Scien.-1.2.1./4.1.1.	SB/Pictures, postcards, CD, map,	Diagnostic Questionnaire, Dilemma, Questioning, multiple choice exercises	2
N.L.-2.2.1./2.2.2./ Lit.-1.1.3./3.1.3. Geo.-1.2.2./ 2.1.3./3.2.5./ Scien.- 1.2.1./ 4.2.1. Phys.-1.1.1.	SB/Pictures/flashcards/ video roll, handouts/ songs CD, <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a>	Self Assessment, Formative Assessment, multiple choice exercises, Dilemma Solving, Solution making, etc.	2
		<b>Self Assessment Checklists, multiple choice exercises</b>	1
		<b>Test Exercises, open ended exercises</b>	1

N.L.-1.2.3./1.2.4./2.2.2./ Lit.-1.1.3./3.1.2. Az.His.-1.2.2. /5.1.2./ Gen.His.-5.1.1./ 5.1.3. Scien.-4.1.1./P.T.-1.1.2. Geog.-1.2.2./ 2.1.2./ 3.2.4.	SB/Pictures/ flashcards/songs/CD	Formative Assess.Checklists, discussing, matching, describing, etc.	2
N.L.-1.2.3. /1.2.4./2.2.2./ Lit.-1.1.3./2.1.1./ 2.2.1. Az.His.-5.1.1./5.1.3./ Gen.His.- 5.1.1./5.1.3. Geog.-3.2.1./Art.-1.1.1.	SB/Pictures/ flashcards/songs/CD	Describing, discussing, questioning, multiple choice exercises, etc.	2
N.L.-1.2.3./1.2.4./4.1.3./Lit.-1.2.4./3.1.3. Az.His.-1.2.2./1.3.1.5.1.2./ Gen.His.-5.1.1./ 5.1.2./ Geog.-1.1.1./Art.-1.1.1./1.2.2.	SB, flashcards, realia, video roll/CD, handouts	Formative Assessment, multiple choice exercises, etc.	2
N.L.-1.2.4./2.1.2./2.2.2./ Lit.-2.1.1./ 3.1.3./ Az.His.-1.2.2./5.1.2./Gen.His.-5.1.1./5.1.2./ Geog.-3.2.1.	SB/Pictures/ video roll, <a href="http://www.learnenglish.com">www. learnenglish.com</a>	Diagnostic Check., Formative Assessment, matching, filling	2
		<b>Self Assessment Checklist, Formative Test samples, multiple choice exercises</b>	1
		<b>Test exercises</b>	1

N.L.-1.2.3./2.2.1./2.2.3./ Lit.-2.1.1./2.2.1./ 3.1.2./ Az.His.-4.1.1./5.1.2./ P.T.-1.4.1./ Music-1.1.1. Scien.-3.3.1.	SB,handouts, flashcapictures, markers	Self Assessment, Formative Assess., grouping, questioning, discussing, etc.	2
N.L.-1.2.4./2.1.2./2.2.1./ 4.1.3. Lit.-1.1.3./ 1.2.4./ 2.1.1./ Scien.-3.1.1./3.2.1./ 3.3.1./ P.T.-1.4.1.	SB, board, markers, pictures, slides, computer	Formative Assessment, Challenge solving, completing, discussing, making questionnaire, etc.	2
N.L.-1.2.3./2.2.1./3.1.4./ Lit.-1.1.3./2.1.1./ 2.2.1./N.L.-1.2.3./2.2.1.3.1.4./Lit.-1.1.3./ 2.1.1./2.2.1./Az.His.-5.1.2./5.1.3./Scien.-3.2.1.	SB, flashcards, handouts, markers, pictures, slides	Self Assessmen, Checkl. Formative Assessment, multiple choice exercises, etc.	2
N.L.-1.2.4./2.2.1./2.2.3./ 4.1.3./ Lit.-1.2.4./ 2.1.1./Az.His.-4.1.1./Gen.His.-4.1.2. Biol.- 3.1.1./3.2.1./P.T.-1.4.1./1.4.2. Scien.- 3.2.1./ 3.2.2.	SB, flashcards, handouts, markers, picture	Formative Assessment multiple choice exercises	2
		<b>Self Assess. Checklist, multiple</b>	1
		<b>Test exercises</b>	1

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	8. COUNTRIES, HOUSES	1. The Traditional Way of Life	2.1.1./2.1.2./3.1.1./ 3.1.3./4.1.2./4.1.3.
		2. Where to Live?	2.1.1./2.1.2./3.1.1./ 3.1.4./4.1.2./4.1.3.
		3. Live on a Boat or a Plane?	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. Even Animals Need Home!	2.1.2./2.1.3./3.1.1./ 3.1.4./4.1.3./4.1.4.
		Progress Portfolio	
Sub Summative			

1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.4.	9. COUNTRIES, MANNERS	1. Live Long, Stay Strong!	2.1.1./2.1.3./3.1.1./ 3.1.4./4.1.2.
		2. When in Rome, Do as the Romans Do!	2.1.1./2.1.2./3.1.1./ 3.1.3./3.1.4./4.1.2./4.1.4.
		3. Increase Your Good Fortune!	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. Create Your Tomorrow Today!	2.1.1./2.1.3./3.1.1./ 3.1.4./4.1.2./4.1.3
		Progress Portfolio	
Summative			
Main/Big Summative-2			

N.L.-1.2.4./2.2.2./2.2.3. Lit.-1.1.3./2.1.1./3.1.2 Biol.-3.1.1./4.1.1. Gen.His.- 3.1.1. Geog.-3.2.1./3.2.3. Science.-3.1.1./3.2.1./3.3.1.	SB, video roll, CD, flipchart, markers, handouts.	Formative Assessment, designing a plan, questioning, etc.	2
N.L- 1.2.3./2.2.1./ Lit.-1.1.3./1.2.4./ Biol.-4.2.2. Geog.-3.2.1./ Scien.- 3.3.1./ Az.His.-1.3.1.	SB, video roll, CD, flipchart, markers, handouts, www. learningenglish.com	Diagnostic Checklist, discussing, making a plan, Formative Assessment, filling, etc.	2
N.L.-1.2.3./4.1.3. Lit.-1.1.3./2.1.1./3.1.2. Scien.-4.1.1.	SB, video roll, CD, flipchart, markers, handouts, www. teachingenglish.org.uk	Formative Assessment, playing a role, finding T/F sentences, etc.	2
N.L.-1.2.3./2.2.1./ 2.2.2./ 3.1.1./ Lit.-1.1.3./ 3.1.2. Biol.-4.2.2. Tech.-1.4.1.	SB, video roll, CD, computer, flipchart, marker, pictures	Diagnostic Test, discussing, describing, Formative Assessment, questioning, etc.	1
		<b>Self Assessment, Checklists, multiple choice exercises</b>	2
		<b>Test Exercises</b>	1

N.L.-1.2.4./2.1.2./ 2.2.3. Lit.-1.1.3./2.1.1./ 2.2.1./ 3.1.2. Az.His.- 1.3.1. Biol.-2.1.2./ 3.1.1./ 4.1.1. Scien.- 3.1.1./3.3.1. P.T.-1.1.2.	SB, flashcards, slides, video roll, CD, pictures	Formative Assessment, discussing, making an interview, designing questionnaire, describing, etc.	2
N.L.-1.2.3./2.1.2. Lit.-1.1.3./ 2.1.1./ 3.1.3. Az.His.-1.3.1. Gen.His.-5.1.1./ Scien.- 3.1.1./3.2.1./ 3.2.2./ 3.3.1/Tech.-3.1.1./ P.T.- 1.4.1.	SB, flashcards, slides, video roll, CD, pictures	Formative Assessment, grouping, discussing, etc.	2
N.L.-1.2.3./2.2.2./2.2.3./ Lit.-1.2.4./2.1.1./3.1.2./ Az.His.-1.3.1. Scien. - 3.1.1./3.2.1/4.1.1. Biol.- 3.1.1./3.1.2. P.T.-1.4.1.	SB, slides, video roll, CD, pictures	Formative Assessment, making a questionnaire, describing, discussing, etc.	2
N.L.-1.2.3./ 2.2.2./3.1.1. Lit.- 1.2.4./ 2.1.1./3.1.3. Scien. -3.1.1.3.2.1./3.3.1. Biol.-2.1.2./3.1.1. P.T.-1.4.1.	SB, slides, video roll, CD, pictures	Formative Assessment, describing, discussing, grouping, etc.	2
		<b>Self Assessment, multiple choice exercises</b>	1
		<b>Test exercises</b>	1
			1

# UNIT 1

## CHANGES

### Lesson 1. Make Up Your Mind!

**Aims:** To practise students' speaking and reading skills on the topic "Jobs".  
To present vocabulary related to jobs and encourage them to use it in discussions.

#### Standards

2.1.1./3.1.1./3.1.2./4.1.2.

#### Objectives Student:

- expresses his/her opinion on jobs related issues
- talks about skills and personal qualities needed for different jobs using unit vocabulary
- uses functional language while discussing job related questions
- identifies the main idea of the listening passage
- identifies straightforward factual information and details of the listening passage
- identifies the main idea of the text
- uses context clues to approximate meaning of unknown vocabulary
- demonstrates comprehension of the text
- organizes ideas into a paragraph

#### Research questions:

- What qualities should a professional have?
- What/Which qualities do you consider the most relevant and why?

Content Line	Speaking/Reading
<b>Integration</b>	<b>N.L.</b> -1.2.3./3.1.1. <b>Lit.</b> -1.1.3./3.1.3.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Description/Cluster/Discussion/Questioning/Role play
<b>Resources</b>	SB, pictures, handouts, slides, CD, song

### Lead-in

**Exercise 1.** Focus students' attention on the pictures and ask them to say the names of the jobs. Introduce them the vocabulary in Useful Language box and encourage them to use it while they discuss the questions in pairs.

- Which jobs do you see in the pictures?
- Which of the jobs do you think is the most difficult? Why?
- Which of the jobs would you like to do and which would you prefer not to do in the future? Why/Why not?

**Exercise 2.** Focus students' attention on the advertisement and ask them to guess what kind of vacancy it announces.

**Exercise 3.** Have the students read the text quickly to check their predictions. Ask them to choose the best title.

**Answer:** B

**Exercise 4.** Before students read the text in detail, ask them to match the boldfaced words to their definitions. Encourage them to use contextual clues to guess the meaning of the words. Students complete the task individually before comparing answers in pairs.

**Answers:**

- |              |                       |                 |               |
|--------------|-----------------------|-----------------|---------------|
| a. important | b. intend             | c. deal with    | d. competent  |
| e. acquire   | f. make up one's mind | g. in charge of | h. sufficient |

**Exercises 5/6.** Students complete exercises 5 and 6 individually before discussing their answers in pairs.

**Answers:**

**Exercise 5.**

1. C    2. B    3. A

**Exercise 6.**

- A – False    B. False    C. True

**Exercise 7.** Ask students to work in pairs and match the words to the situations. When they finish, have them compare their answers with another pair.

**Answers:**

1. f    2. e    3. d    4. b    5. c    6. g    7. a    8. h



**Exercises 8.** Divide students into small groups. Ask them to discuss the skills and personal qualities given in exercise 8 and agree on the two which they think are the most important for a caretaker of the island. As they discuss the points, ask them to use the functional language given in Useful Language box. Encourage all group members to participate actively and offer their ideas. Then ask the groups to present their ideas.

**Exercises 9.** Put the students into pairs and ask them to discuss the questions. Whenever they have a discussion, remind them to use the functional language in order to express their opinions, agreement, or disagreement. Encourage them to ask more questions related to the topic.

- Which of the skills and personal qualities in **Exercise 8** would you like to have?
- Which of them don't you want to have?
- What skills should students develop during school years?
- Which personal qualities and skills are the key to success?



### USEFUL LANGUAGE

I think...

I agree/disagree with you.

What about...?

I believe...

In my opinion...

**Exercises 10.** Tell students that they are going to hear a conversation between Jack and Fidan. Play the recording and ask them to find out what the conversation is mainly about.

**Answer:**

It's mainly about skills and qualifications needed for a professional designer.

**Exercises 11.** Before students listen for the second time, ask them to read the sentences. Then play the recording. As they listen, they should find if the sentences are true or false. Before you check the answers, ask students to check their answers in pairs.

**Answers:**

1. TRUE    2. FALSE    3. FALSE

## TRACK 1

**Jack:** What job would you like to do in future? Have you already made up your mind?

**Fidan:** I think all professions are good and important. The main thing is to be a real professional – a master of your profession. My intention is to be a competent designer and become famous all over the world.

**Jack:** That sounds interesting! What skills and qualifications will you need to be a good designer?

**Fidan:** Actually, I have read a lot about the lives of successful designers and learnt that in order to be a professional one, you need to study well, be open to innovations, and acquire the appropriate knowledge and qualities.

**Jack:** Sure. I think only knowledge is not sufficient. You must gain theoretical as well as practical skills to be successful.

**Exercise 12.** Ask students to think of a person (one who works) who they know well. Considering that person, they should rank each item from 1 (very important) to 7 (not important at all). Put students in pairs and ask them to tell each other about that person. Encourage them to use the functional language given in Useful Language box.

Items	
a high salary	a good boss
a chance for professional development	interesting tasks
friendly staff	flexible working hours
long holidays	

It can be set for homework. Ask students to write a paragraph about their ideal job.

Before they start, explain the Comma Rules given on page 155 (Grammar, in SB.) Then do the exercise and practice the use of comma. Ask them to apply some of the rules while writing the paragraph "My ideal job".

## Lesson 2. Do you Like Changes?

**Aims:** To encourage and lead Ss to speak about their school, its benefits, activities and future plans. To draw Ss' attention to the change of characters, improvements, point of views through practising the four language skills.

### Standards

**2.1.2./2.1.3./3.1.2./3.1.3./4.1.4.**

### Objectives Student:

- expresses his/her opinion related to the changes in his/her life and school by providing reasons and examples
- talks about challenges a newcomer faces at school
- identifies details of the listening passage
- uses functional language to present his/her opinions, agreement or disagreement
- identifies the main idea of the paragraphs in the text
- uses context clues to approximate meaning of unknown vocabulary
- writes an informal letter to a friend describing the school he/she is studying at
- expresses ideas in clear and grammatically correct English using appropriate punctuation

### Research questions:

- How has your life changed in recent years?
- Do you think you really have changed much recently?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4./3.1.4./ <b>Lit.</b> -1.2.4./2.2.1.
<b>Interaction</b>	CW/GW/IW/PW
<b>Strategy</b>	Description/Cluster/Discussing/Venn Diagram/Role Play
<b>Resources</b>	SB, flashcards, video, CD, pictures, markers

### Lead-in

**Exercise 1.** Put students in pairs and ask them to discuss the questions. Encourage them to use functional language: *I think, I believe, In my opinion, etc.*

- *How has your life changed in recent years?*
- *Have you ever changed your school, home, or city? If yes, what did you do and how did you feel about it? If not, would you like to change your school, home, or city? Why?/Why not?*
- *Do you think you have changed much recently? Why?*
- *What would you like to change in your school?*

**Exercise 2.** Tell students that they are going to read Aydan's letter to her friend. Ask them to read it and match the titles to the parts of the letter. Ask students to check their answers in pairs. Get students to compare their answers before whole class feedback.

**Answers:**

1. e 2. d 3. c 4. a 5. f

**Exercise 3.** Have students focus on the boldfaced words in the text and guess their meaning from the context.

**Answers:**

1. A 2. B 3. B 4. A

**Exercise 4.** Ask students to work individually and write a letter to a friend about their school. When they finish, have them work in pairs and have peer editing.

**Note:** Revise comma rules before they start writing the paragraph. (See page 155, SB)

**Exercise 5.** Ask students to work individually and match the words to their definitions. Get students to check their answers in pairs. Get students to compare their answers before whole class feedback.

**Answers:**

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

**Exercise 6.** Have students read the conversation and complete it with the words/phrases in exercise 5.

When they finish, play the recording and ask them to check their answers.

**Answers:**

1. get used to
2. regulations
3. creatively
4. benefit
5. innovation

## TRACK 2

**Aysel:** Are you a newcomer in the school?

**Amir:** Yeah!

**Aysel:** How do you find it here? I hope you will adapt well to the changes.

**Amir:** Actually, many things are new for me here, but I like changes. I think I'll get used to everything very soon.

**Aysel:** I understand you so well. I came to this school last year and it took me a while to learn all the rules and regulations.

**Amir:** It's good to try new things. In my previous school, we didn't have any computers at all. The best thing here is that you can see new computers in all classrooms. We have internet access and use Web 2 tools, Microsoft, and Publisher programs. At the same time, we have smart boards almost in all classrooms. I think all students can work creatively and make great success in such an environment.

**Aysel:** Yes, you're right. So, welcome to our new world! I believe you'll benefit a lot from this innovation. Good luck to you!

**Exercise 7.** Ask students role-play the situation. Encourage them to use the vocabulary from exercise 5. Allocate 10 minutes for pairs to prepare. Tell them to use the modal verbs: **should, shouldn't, need, needn't, must, have to.**

Then ask them to act out the situation.

Which Step Have You Reached Today?	
	Yes, I did it!
	I will do it!
	I can do it!
	I'll try to do it!
	How do I do it?
	I want to do it!
	I can't do it!

### Lesson 3. Say No to Violence!

**Aims:** To practise students' all four language skills on the topic of changes. To encourage students to use new vocabulary related to the topic "Schools" both in speaking and writing.

#### Standards

1.1.1./2.1.1./2.1.2./3.1.1./3.1.2./3.1.4./4.1.2./4.1.3.

#### Objectives Student:

- expresses his/her opinion related to rules and problems students might have at schools
- talks about schools in the present and past
- uses functional language to present his/her opinions, agreement and disagreement while discussing school related issues
- identifies the main idea of the text
- demonstrates ability to identify relationships between ideas in the text
- uses context clues to approximate meaning of unknown vocabulary
- demonstrates comprehension of the text
- makes up interrogative sentences in present and past passive tense forms

#### Research questions:

- What rules do you have at your school?
- What problems do students face at school today?

Content Line	Listening/ Speaking/ Reading/Writing
Integration	N.L-2.2.2./2.2.3./1.2.3./ Lit.-2.1.1./3.1.3.
Interaction	CW/PW/IW/GW
Strategy	Discussion/Role Play/Description/Silent Reading
Resources	SB, flashcards, pictures, handouts, video roll

### Lead-in

**Exercise 1.** Focus students' attention on the **Useful Language** box and ask them to discuss the questions in pairs. Before they start discussing the questions, introduce the words/phrases in the **Useful Language** box.

- *What is the atmosphere at your school like?*
- *Which rules do you have at your school?*
- *What problems do students at school face today?*

**Exercise 2.** Have students read the letters. Then divide them into groups and ask them to discuss the problems Mike and Gabriella have. Ask students to come up with the solutions to the problems and present them to the class. You can also help them with the language they will need to give advice. (*should, shouldn't, need to, it is important/ necessary that..., If I were him/her, I would....*)

**Exercise 3.** Ask students to describe the picture and guess what problems those students had in the past.

**Exercise 4.** Have students read the text quickly and choose the best title.

**Answer: C**

**Exercise 5.** Get students to read the text again and find where the sentence best fits.

**Answer: C**

**Exercise 6.** Have students match the boldfaced words to their definitions. Ask them not to use a dictionary and encourage them to guess the meaning of the words from the context.

**Answers:**

- |                 |             |           |
|-----------------|-------------|-----------|
| a) intimidating | b) graduate | c) breed  |
| d) podium       | e) dull     | f) a cane |

**Exercise 7.** Ask students to think about a teacher they admire. Give them some time to prepare their speech. Then put them in pairs and ask them to tell their partner about him/her.

**Exercise 8.** Students complete the task individually before comparing answers in pairs.

**Answers:**

1. take    2. make    3. study    4. play

**Exercise 9.** Students discuss the questions in pairs.

- *Which of the above do you do at school? Do you enjoy them?*
- *Do you think that students should learn cooking at school? Why? Why not?*

**Exercise 10.** Before students read the text, ask them the following questions about the picture.

- *Where do you think the children are in the picture?*
- *How do they feel? Why?*

Then ask them to read the text quickly and choose the best title.

**Answer: C**

**Exercise 11.** Students complete the task individually before comparing answers in pairs.

**Answers:**

1. True
2. False
3. False
4. False

**Exercise 12.** This book uses a 'discovery' approach to grammar input because students absorb rules best if they work them out for themselves. Students complete the task individually before comparing answers in pairs.

**Answers:**

1. a) include b) prepare c) cook d) receive
2. a, c
3. b, d – active; a, c – passive

**Exercise 13.** Students complete the task individually before comparing answers in pairs.

**Rule:** *We form the passive with: subject + the verb \_to be (in the present, past, or other tense) + past participle.*

**Exercise 14.** Students complete the exercise individually before open-class feedback.

**Answers:**

1. is done
2. are given
3. are worn
4. was discovered
5. are produced
6. was invented
7. was discovered

**Exercise 15.** Students complete the exercise individually before open-class feedback.

**Answers:**

1. Is new Curriculum implemented in Japan?
2. Are new schools built in Azerbaijan every year?
3. Are modern schools equipped with new technology?
4. Are Student Books given to all students at schools?
5. Were the students often published in Victorian schools?

**Exercise 16.** Ask students to do this task individually. After they write questions, have students peer edit the questions in pairs. Then get students to role-play the following situation.

**Student A:** You are an old man/woman and you love talking about your school years. Answer to your grandchild's questions.

**Student B:** You are a young person who wants to learn about your grandparent's school years. Ask him/her as many questions as possible.



## Lesson 4. Young People and Books

**Aim:** To practise all four language skills on the topic “Free time activities for young people”.

### Standards

1.1.1./1.1.2./2.1.1./2.1.2./2.1.3./3.1.1./3.1.2/3.1.4./4.1.2./4.1.3.

### Objectives Student:

- expresses his/her opinion related to free time activities
- uses functional language to present his/her opinion/agreement and disagreement while discussing free time activities for Azerbaijani youth
- identifies the main idea of the listening passage
- identifies straightforward factual information and details of the listening passage
- demonstrates comprehension of the text
- identifies the main idea of the text
- organizes ideas into a s paragraph about a favourite writer
- expresses ideas in clear and grammatically correct English using appropriate punctuation

### Research questions:

- Which of these quotations would you like to follow and why?
- What qualities do the modern teens have?

<b>Content Line</b>	Listening/Speaking /Reading/Writing
<b>Integration</b>	<b>N.L.</b> -2.2.1./4.1.3./ <b>Lit.</b> -1.2.4./2.1.1./2.2.1.
<b>Interaction</b>	GW/PW/CW/TW
<b>Strategy</b>	Jig Saw Reading/Questioning/Discussion/Debate
<b>Resources</b>	SB, flashcards, video roll, CD, pictures

### Lead-in

**Exercise 1.** Discuss the quotations with the class.

- "You are only young once, and if you work it right, once is enough."  
(Joe E. Lewis)
- "Anyone who stops learning is old, whether at 20 or 80. Anyone who keeps learning stays young." (Henry Ford)

**Exercise 2.** Focus students' attention on the pictures given next to the paragraphs

(A-C). Ask them to predict what the text is going to be about. Then get them to read the instructions carefully. Tell them that the statements are about different parts (A-C) of the text and as they read, they should find which paragraph each statement belongs to. Students complete the task individually. Get students to compare their answers before whole class feedback.

**Answers:**

1. C                      2. B                      3. B                      4. A                      5. C

**Exercise 3.** Ask students to work in groups and describe different activities illustrated in pictures and say which activity would be the most useful for teenagers in Azerbaijan. Encourage students to use functional language given in Useful language box. As they are discussing the options, take notes of their mistakes. Provide them with feedback on both strengths and weaknesses.

**Exercise 4.** You can start a new lesson by asking the question.

- *What kind of books do you like to read?*

**Exercise 5.** Students complete the task individually before comparing answers in pairs.

**Answers:**

*romances, adventure books, thrillers, fantasy, fiction*

**Exercise 6.** Students complete the exercise individually before open-class feedback.

**Answers:**

to make smb+adj	to make smb+v	to make+noun
<i>Example:</i> • <i>make me tired</i> • <i>make me happy</i>	• <i>make me laugh</i> • <i>make you feel</i> • <i>make me laugh</i> • <i>make me cry</i> • <i>make me walk</i>	• <i>make a friend</i> • <i>make success</i>

**Exercise 7.** Students complete the task in pairs. Encourage them to ask more questions using different phrases with **'make'**.

- *What kind of books make you happy?/laugh?/cry?*
- *Which one do you prefer? Making new friends or reading new books?*

**Exercise 8.** Tell students that they are going to listen to a conversation between two friends. At this stage, they just need to listen and write what the conversation is mainly about.

**Exercise 9.** Get students to read the questions carefully before they listen to the recording for the second time. Ask them to answer the questions as they listen to the recording. After they finish the task, get them to compare their answers in pairs.

**Answers:**

1. because he doesn't know any Azerbaijani writers and poets.
2. 5 years
3. a computer engineer
4. talented, brilliant, well-educated, and free-spirited

**TRACK 3**

**Mr. Smith:** Hi, Banu!

**Banu:** Hi, Mr. Smith. Are you ok? You look upset.

**Mr. Smith:** Hmm. You're right! My English friends asked me about classical Azerbaijani writers, but I couldn't remember any names. I have been living in Azerbaijan for five years already and I have almost no information about them.

**Banu:** Azerbaijani literature, especially poetry is popular in the world. Nowadays you can get so many books. I recommend you to read the works of the greatest and well-known writers and poets such as Nizami Ganjavi, Ahmad Javad, Samad Vurghun, Bakhtiyar Vahabzade, and Khalil Rza Uluturk.

**Mr Smith:** You know I am a computer engineer, and I spend most of my time on the Internet. That's why, I don't have much time for going to bookstores. Can I read the books online?

**Banu:** Sure, there are some webpages where you can download and read some of their books. I am sure that you will love them. Believe me most Azerbaijani writers and poets are talented, brilliant, well-educated, and free-spirited. When I feel sad or need some advice, I read the books of famous poets or writers. Good books always make me read more and help me find my way in life. I think poetry is my cup of tea.

**Mr Smith:** Thanks for your useful advice. I'll bring my laptop and see if I can download some books right now.

**Exercise 10.** Ask students to work individually and write a paragraph about their favourite writer. Encourage them to write at least 2 reasons why they admire him/her. *Ask students to peer edit the paragraphs in pairs. Have them check the punctuation.*

## Progress Portfolio

### Welcome to Our Progress Portfolio Section!

Being authors we'd like to mention/stress that these are not the law or special rule for you. In this section we have given materials on Reading and Writing. (Also Speaking) It depends on your choice indeed, because you have to choose the skill to build up your lesson. Here you are given 2 big charts/tables: **1. My Overall Progress** and **2. My Treasure** in which Ss can assess their overall success during the Unit and the second checklist is what they gained, how they gained and how they will implement the gained knowledge in their experience. By the way, you are welcome to use the second table in each 2-3 lessons. We'd love to give them at the end of each lesson, but there is little space in the book, we'd advise you to use them yourselves.

The main purpose of "**Progress Portfolio**" is to revise the vocabulary and grammar of the preceding units and give extra practice in language skills. This should help Ss to gain self confidence. 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 portfolio. It's not necessary to use all of them. You can also choose the exercises according to your students' levels and interests. Have some A4 paper in your class to involve the Ss to work creatively. Take into account the knowledge levels (1-4) of Ss and put the Ss' results into their portfolios.

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

**My Overall Progress:** This Self Assessment checklist is just a sample for you. We've prepared **Self Assessment** lists for each Unit. You can add other descriptions to this list according to Ss' skills, abilities and also activity type.

**Note 2:** You can see different charts/grids in Student's Book. Ask the Ss not to write anything in SB and have them copy all the grids/charts into 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 here. So, you can design more tasks: open-ended, give definitions, True/False, multiple choice exercises, etc yourself. We tried to do our best to cover the taught material to consolidate the key words, word combinations and expressions along the Unit. Sometimes you can use Additional Exercises given in TB at your lessons. You're welcome to approach more creatively and design/write/prepare a number of interesting tasks, tests, exercises as well.

## My Overall Progress

### Exercise 1. Self Assessment:

Think about your progress and tick one of the boxes.

A – No problem at all

B – I don't have any difficulties

C – I sometimes find this difficult

D – I need more practice

Self-Assessment: A-always B-sometimes C-seldom D-rarely

	A	B	C	D
• I can ...				
• express my opinions on job related issues.				
• participate in discussions related to personal qualities needed for different jobs using unit vocabulary.				
• use functional language while discussing job related questions.				
• match the boldfaced words to their definitions.				
• match the statements to the paragraphs.				
• identify the main idea of the text.				
• find True/ False statements according to the given text.				
• write a paragraph about my favourite writer.				
• make passive sentences with the verbs.				
• make presentations on personal qualities.				

Exercise 2. Answers: see page 41

Exercise 3. Answers:

1. produced

2. were exported

3. started

4. were tested

5. was called

6. exported

7. are sold

Exercise 4. Answers:

1. benefit

2. made up his mind

3. lockers

4. dull

5. intend

6. bully

7. relevant

8. graduate

Exercise 5. Answer: B

Exercise 6. Ask students to write a paragraph about a creative person they know. Guide them by asking the following questions which they need to focus on.

• Who is that person?

• What makes him/her creative?

be	was/were	been	keep	kept	kept
become	became	become	lead	led	led
begin	began	begun	learn	learnt	learnt
bend	bent	bent	let	let	let
blow	blew	blown	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
eat	ate	eaten	sell	sold	sold
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	sit	sat	sat
fly	flew	flown	swim	swam	swum
forget	forgot	forgotten	sweep	swept	swept
go	went	gone	teach	taught	taught
grow	grew	grown	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	win	won	won
hold	held	held	write	wrote	written

## Sub Summative Test 1

### 1. Write the definitions of the words.

1. benefit \_\_\_\_\_
2. locker \_\_\_\_\_
3. innovation \_\_\_\_\_
4. bully \_\_\_\_\_

### 2. Complete the sentence with your own ideas.

1. Azerbaijani teenagers always value ... .
2. British teenagers like to improve ... .
3. Most American teens enjoy ... .

### 3. Find and write.

The opposite of the word **dull**      Another adjective for the word **strict**  
The opposite of *the word* **relevant**      Another adjective for *the word* **diligent**

### 4. Choose the correct variant.

If the tourism officials find someone with ... characteristics, they intend to pay a lot of money.

- A) relevant      B) sufficient      C) impatient      D) irresponsible

### 5. Match the words to their definitions.

- |                                    |           |
|------------------------------------|-----------|
| 1. sufficient                      | a) decide |
| 2. having enough skills to do smth | b) enough |
| 3. make up one's mind              | c) locker |
| 4. a small closet with a key       | d) enough |

### 6. Answer the questions.

1. Which rules do you have at your school?
2. What problems do students at school face today?

### 7. Write a passive sentence for each of the following subjects.

1. The Eiffel Tower \_\_\_\_ (to build) in France.
2. The food \_\_\_\_ (to give) at school.
3. The books \_\_\_\_ (to keep) at libraries.

### 8. Ask Yes/No questions.

1. Homemade food is eaten in Japan schools.
2. In some schools lunches are ordered online.

### 9. Find the mistakes and correct them.

1. Fiat is started by a group of Italian businessmen in 1899.
2. Some cars was exported by the company to China

### 10. Write a paragraph: "What is the atmosphere in your school like?"

## GRAMMAR TASKS FOR UNIT 1

### 1. Complete each sentence **b** so that it means the same as sentence **a**.

Use no more than three words. 0) is an example.

0. a) John took Cindy to the cinema.  
b) Cindy was taken to the cinema.
1. a) The cat ate the cheese.  
b) The cheese \_\_\_\_\_ the cat.
2. a) The club was opened by the minister.  
b) \_\_\_\_\_ the club.
3. a) Somebody called the ambulance.  
b) The ambulance \_\_\_\_\_.
4. a) Was it written by him?  
b) \_\_\_\_\_ it?
5. a) The computer did not accept my password.  
b) My password \_\_\_\_\_.

### 2. Rewrite the sentences using the passive. 0) is an example.

0) *We sell tickets for all shows at the Box Office.*

*Tickets for all shows are sold at the Box Office.*

1. Thomas Edison invented the electric light bulb.

\_\_\_\_\_

2. A stranger helped him.

\_\_\_\_\_

3. Someone painted the house last week.

\_\_\_\_\_

4. Some children saw the accident yesterday.

\_\_\_\_\_

5. Where do they make these caps?

\_\_\_\_\_

6. Several countries signed the contract.

\_\_\_\_\_

7. I don't send emails at weekends.

\_\_\_\_\_



# UNIT 2

## COMMUNICATION

### Lesson 1. The History of Communication

**Aims:** To practise students 'all four language skills on the topic of old means of communication  
To encourage them to work autonomously and do research on a means of communication.

#### Standards

1.1.1./2.1.1./2.1.2./3.1.1/3.1.2./3.1.4./4.1.2./4.1.3

#### Objectives Student:

- expresses his/her opinion related to the history of communication using unit vocabulary
- uses functional language to present his/her opinion/agreement and disagreement while presenting his/her findings on old means of communication
- compares and contrast two different means of communication using subject verb agreement accurately in the structures *"not only... but also, both...and, either ... or, neither...nor"*
- demonstrate ability to identify relationships between ideas in the text
- identifies the main idea of the paragraphs in the text
- organizes ideas into a paragraph about a modern means of communication
- expresses ideas in clear and grammatically correct English using appropriate punctuation

#### Research questions:

- How did people communicate in the past when there was no Internet and phones?
- What other means of communication do you know?
- How effective were they in communicating with one another?

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -2.2.2./2.2.3. <b>Lit.</b> -2.1.1./3.1.3. <b>Math</b> -5.1.2. <b>Az.His</b> -1.2.1. <b>Gen.His</b> .- 5.1.1./5.1.2.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Description/Cluster/Discussion/Researching, Venn Diagram
<b>Resources</b>	SB, pictures, handouts, slides, CD

### Lead-in

**Exercise 1.** Get the students to discuss the question.

- How did people communicate in the past when there was no Internet and phones?

**Exercise 2.** Focus students' attention on the pictures and get them to answer the question.

- What kind of messages do you think people sent with these means of communication?

**Exercise 3.** Students complete the task individually before comparing answers in pairs. Encourage them to write the answers in their notebooks.

Answers:

1. D                      2. E                      3. B                      4. A

**Exercise 4.** Students complete the task individually before comparing answers in pairs. Encourage them to write the answers in their notebooks.

Answers:

- |                 |                  |
|-----------------|------------------|
| 1. formed       | 7. thought       |
| 2. ran          | 8. invented      |
| 3. got          | 9. used          |
| 4. gave         | 10. didn't build |
| 5. fell         | 11. used         |
| 6. was invented |                  |

**Exercise 5.** This task might be set for homework. Ask students to work individually and do research on one of the means of communication given in the exercise. Get them to cite sources (Mention the name of the sources where they got the ideas/information) when they give a presentation. Then ask them to sit in groups and share what they have learned about the topic. Get them to use the vocabulary in the **Useful Language** box. Then ask them to give a group presentation.

**Exercise 6.** You can start a new lesson by discussing the questions as a class. As they name advantages and disadvantages, write their ideas on the board.

- *How important do you think mobile phones are?*
- *At what age do you think children should own a mobile phone? Why?*
- *What are the advantages and disadvantages of having a mobile phone?*

**Exercise 7.** Students complete the exercise individually before open-class feedback. As you check their answers, add advantages and disadvantages mentioned in the text to the students' ideas written on the board.

**Answers:**

- a) advantage
- b) disadvantage
- c) advantage
- d) advantage
- e) disadvantage
- f) disadvantage
- g) advantage
- h) advantage
- i) disadvantage
- j) disadvantage
- k) disadvantage
- l) advantage

**Exercise 8.** Students complete the task individually before comparing answers in pairs.

**Answers:**

- 1. true
- 2. false
- 3. true
- 4. true

**Exercise 9.** Students complete the task individually before comparing answers in pairs.

**Answers:**

- 1. were
- 2. have
- 3. is
- 4. affects
- 5. is
- 6. play

**Exercise 10.** Ask students to do this task in pairs. Before they start, give them some time to think about which similarities and differences they can mention. Encourage them to use **Useful Language** box. Remind them to use **Functional Language** as well. (*I believe, in my opinion, I agree/disagree with you*).

**Exercise 11.** This can be set as homework.

# Lesson 2. The Greatest Inventions

**Aim:** To develop students' all four language skills on the topic of inventions.

## Standards

1.1.1./2.1.1./2.1.2/3.1.1./3.1.2./3.1.4./4.1.1./4.1.2./4.1.3.

## Objectives

### Student:

- expresses his/her opinion related to the greatest inventions of the history
- uses functional language to present his/her opinion/agreement and disagreement while discussing usefulness of different inventions
- identifies the main idea of the listening passage
- identifies straightforward factual information and details of the listening passage
- identifies the main idea of the paragraphs in the text
- uses context clues to approximate meaning of unknown vocabulary
- organizes ideas into a paragraph about an invention that changed people's lives
- expresses ideas in clear and grammatically correct English using appropriate punctuation

### Research questions:

- Why do people need inventions and what is their role in our life?
- When do you think each of these things was invented?
- Do you think people have benefited a lot from these inventions?

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4. <b>Lit.</b> -2.2.1./3.1.3. <b>Az.His.</b> -1.2.2. <b>Gen. His.</b> -5.1.2./5.1.3.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	KWL, Description, Discussion, Matching, Questioning, Venn Diag.
<b>Resources</b>	SB, illustrations, video, slide show, flipchart

### Lead-in

**Exercise 1. A)** Students complete the exercise individually before

**Exercise 1. B)** they discuss the questions in groups.

- *Which old/ recent inventions do you know?*
- *What's the greatest discovery in the history?*
- *Would you like to be an inventor and why?*
- *If you could invent something, what would it be?*

**Exercise 2.** Have students focus on the pictures and discuss the questions. Encourage them to use functional language

**(I believe..., I assume..., I have no idea about...)**

- *When do you think each of them was invented?*
- *Do you think people have benefited a lot from these inventions?*

**Exercise 3.** Ask students to read the text quickly and do the task.

**Answers:**

- a) a video game
- b) a dictionary
- c) a chewing gum
- d) a skyscraper
- e) toothpaste

**Exercise 4.** Students complete the task individually before comparing answers in pairs.

**Answers:**

- a) frame      b) flavoring      c) slogan      d) enthusiast      e) paddle

**Exercise 5.** Ask students to work in groups and do the task. Have students discuss all options and agree on the two most important inventions. Encourage them to use functional language given in the box.



### USEFUL LANGUAGE

I think ... because ...

I completely agree/disagree with you.

I don't think so.

It sounds interesting, but ...

**Exercise 6.** Play the recording and ask students to focus on it and say what the conversation is mainly about. Then ask them to compare their answers in pairs.

**Answers:**

recent innovations (mobile phones, computers and the Internet)

**Exercise 7.** Before you play the recording again, ask students to read the statements. Then play the recording. Have students do the task while they are listening to the recording. Students complete the task individually before comparing answers in pairs.

**Answers:**

- 1. False
- 2. True
- 3. False
- 4. False

Names	Statements
■ Semra	1. She can live without a mobile phone if she wants. 2. Computers and mobile phones have affected the communication.
■ Shahin	3. Before the invention of the Internet, there were many developments. 4. He uses the Internet only for listening to music.

**TRACK 4**

**Semra:** There have been a lot of important inventions and discoveries. I think I couldn't live without a telephone, especially a mobile phone. It is not only a phone, it's just an address book, an alarm clock, a calendar, a camera, even a photo album. Like computers, mobile phones have changed the way we communicate.

**Shahin:** I believe that the invention of computers was important because it was followed by many other exciting developments, such as hundreds of computer programmes, emails, and the Internet. I can find everything on Internet sites: send virtual flowers, e-cards and music. I think it's great.

**Exercise 8.** Students complete the task individually before comparing answers in pairs.

**Answers:**

- b) Who was the first crossword compiled by?
- c) How often are the crosswords published in some newspapers?
- d) What wasn't invented by a single inventor?
- e) What was invented in 1852?
- f) When was a modern umbrella invented?
- g) Who was a modern umbrella invented by?

**Exercise 9.** Have students focus on the pictures of inventions and discuss the questions. Ask them to justify their answers by referring to their knowledge of history.

- When do you think they were invented?

*Choose a or b. Justify your answer.*

- How useful do you think they were when they were invented?
- How useful are they now?

**Answers:**

- a dishwasher 1850
- a telephone 1876
- a gas mask 1914
- a typewriter 1867
- a laptop 1981
- a pencil 1564

**Exercise 10.** This exercise can be set as homework. Ask Ss to do research on one of the inventions and prepare a presentation about it. Ask them to cite sources (*mention the name of the sources where they got the ideas/information*) when they give a presentation.

**Exercise 11.** This can be done either at the lesson or at home. Ask Ss to use passive forms of the verbs.

## Lesson 3. Changing Lives With Internet

**Aim:** To develop the Ss' listening, speaking, reading and writing skills through engaging them in discussions, dialogues on different types of communication.

### 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.**

### Objectives

#### Student:

- expresses his/her opinion related to the Internet
- uses functional language to present his/her opinions, agreement and disagreement while discussing different issues related to the Internet
- identifies the main idea of the listening passage
- identifies straightforward factual information and details of the listening passage
- identifies the main idea of the text
- demonstrates comprehension of the text
- organizes ideas into a paragraph about the topics related to modern technology
- expresses ideas in clear and grammatically correct English using appropriate punctuation

#### Research questions:

- What's the importance of the Internet?
- What are advantages/disadvantages of frequent use of computers?

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -2.2.2./2.2.3. <b>Lit.</b> -3.1.2. <b>Inf.</b> -4.1.1./4.1.3.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Discussion/Cluster/Role Play, Description, Matching
<b>Resources</b>	SB, flashcards, video, CD, pictures, slides, handouts



### Lead-in

**Exercise 1.** Announce that the class is going to do a brief interview activity in which students will ask each other questions. The goal is to ask everyone in class until students find someone who does that activity, has that characteristics, or can answer the question. Ask students to copy the questions to their notebooks. Then have them take their pens and notebooks and walk around the classroom asking classmates the questions. Instruct students to find someone who can answer one of the questions and say 'yes' to one of the questions. They should write that student's name next to the question and go on to the next question with another person. A student can write a person's name only once.

### Find someone who...

- *has a laptop*
- *hates playing online video games*
- *thinks that computer games teach violence*
- *often downloads music from the Internet*
- *knows when Internet was invented*

**Answer:** The story of the internet began with email. The first commercial public use of the internet was through emails, and it happened in 1989. When they complete the task, ask them to take their seats and share what they have learned about classmates with a partner.

**Exercise 2.** Get students to discuss the questions in pairs before open-class discussion.

- *Do you use the Internet? If yes, how often do you use it?*
- *What do you use it for?*
- *What are the advantages and disadvantages of using the Internet?*

Draw this table on the board and elicit their ideas on advantages and disadvantages of using the Internet. Put their ideas on the board.

<i>Advantages</i>	<i>Disadvantages</i>

**Exercise 3.** Ask them to scan the text and find what advantages are mentioned. When they finish reading, add the advantages that students found in the text to the list of ideas on the board.

### Answers:

- it helps people to earn money
- people use it for self-improvement/training
- it offers wonderful free resources
- people promote their work on the Internet

**Exercise 4.** Now ask them to read the text in detail and do *Exercise 4*. Students complete the task individually before comparing answers in pairs.

**Answers:**

1. B 2. A 3. A 4. C 5. B 6. C 7. B

As a follow-up activity, you can ask students to write a paragraph about the reasons why they use the Internet.

**Exercise 5.** Play the recording and ask students to focus on what the speakers are mainly speaking about.

**Exercise 6.** Before you play the recording again, ask students to read the statements. Get students to do the task while they are listening to the recording.

### TRACK 5

**Speaker 1.** I've got a lap top. I can use it easily. I have many friends all over the world. I've never seen any of them. But I know them well because we chat and exchange e-mails almost everyday. If you know English a little, the door to the world is open to you. I find all this very exciting.

**Speaker 2.** Computers are great. They are better than TV. On TV you can watch a spaceship, but in a computer game you can fly in a spaceship. Computers are going to be very important in the future. They have helped me improve my writing, designing, and presentation skills.

**Speaker 3.** I've got a webcam, so we can video chat with my friends who live abroad. I also send messages and download a lot of music and videos from the Net. And messages can be sent in a few seconds.

**Speaker 4.** I think many of today's computer games are very harmful for teenagers. There is too much shooting and killing. These games are worse than horror films. When you watch TV, you see bad things, but when you play computer games, you do bad things. I think children should not be allowed to play violent video games as they teach violence.

**Exercise 7.** Ask students to read the sentences and complete the rules. Modals in the **passive affirmative** form: Modals in the **passive negative form**:

**Modals in the passive affirmative form:**

I You He/she/it We They	+	can may must should	+ –	+ past participle
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**Modals in the passive negative form:**

I You He/she/it We They	+	can may must should	not –	+ past participle
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**Modals in the passive Yes/No questions:**

Can May Must Should	I you he/she/it we they	+	+ be	+ _?
------------------------------	-------------------------------------	---	------	------

**Exercise 8.** Students complete the task individually before comparing answers in pairs.

**Answers:**

1. should be sent
2. can be invited
3. can't be found
4. must be replied
5. be joined
6. may be accepted
7. shouldn't be shown

**Exercise 9.** Ask students to discuss the topics and write their opinions using passive forms of modals.

**Exercise 10.** Get students to choose one of the topics in *Exercise 9* and write a paragraph about it. If students have an argument that **"Homework should be sent by email"**, get them to provide some reasons why they think homework should be sent by email. Get them to sketch an outline first before they write a paragraph.

Before they start writing their own outlines, have them work on the one given below and add reasons why they think homework should be sent by email.

**Example outline:**

**Topic sentence:** Homework should be sent by email.

**Reason 1:** First,

**Reason 2:** In addition,

**Reason 3:** Finally,

**Concluding sentence:** These are the reasons why I think teachers should send homework online.

While they are writing a paragraph, encourage them to use linking words: First, In addition, Finally. They are expected to provide examples or explanations after they write each reason.

Tips for Doing Reading Tasks		
TRUE/FALSE Related to factual information	YES/NO Related to the writer's perspective	NOT GIVEN
TRUE	YES	NOT GIVEN
The meaning from the statement clearly matches the meaning in the text	The meaning from the statement clearly matches what the writer is trying to say	When there is not enough information and it is impossi- ble to know the correct answer
FALSE	NO	When the information is simi- lar or nearly the same
The meaning from the statement is similar, opposite or contradicts the meaning from the statement.	The meaning from the statement disagrees with what the writer is trying to say	When it is not True/False or Yes/No

Transition words for Organizing Ideas in Writing Tasks			
Adding	Sequencing	Illustrating	Cause and effect
and also as well as morever too furthermore additionally	first... second... third... finally next meanwhile after then	for example such as for instance in the case of illustrated by	because so therefore thus consequently
Comparing	Qualifying	Contrasting	Emphasising
similarly as with like equally in the same way	but however although unless except apart from as long as	instead of alternatively otherwise unlike on the other hand conversely	above all in particular especially significantly indeed notably

## Lesson 4. Use and Benefit but Don't Steal!

**Aim:** To explain students what plagiarism is and teach them the ways how they can avoid plagiarising.

### Standards

1.1.1./1.1.2./2.1.2./2.1.3./3.1.2./3.1.3./3.1.4./4.1.1./4.1.2./4.1.3.

### Objectives

#### Student:

- expresses his/her opinion related to different sources of information
- uses functional language to present his/her opinions, agreement and disagreement while discussing issues related to plagiarism
- identifies the main idea of the listening passage
- identifies straightforward factual information and details of the listening passage
- identifies the main idea of the text
- demonstrates ability to answer wh-questions about ideas discussed in the text
- demonstrates the understanding of the issue of plagiarism in academic work
- organizes ideas into a paragraph about plagiarism
- expresses ideas in clear and grammatically correct English using appropriate punctuation

### Research questions:

- What can sources of information give us?
- Which of the sources of information is the essential one? Why?

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -2.2.1. <b>Lit.</b> -2.2.1./3.1.2. <b>Inf.</b> -2.2.1./2.2.3./3.3.1.
<b>Interaction</b>	GW/PW/IW/CW
<b>Strategy</b>	Role Play, Questioning, Mind Map, Discussion, Debate
<b>Resources</b>	SB, computer, video, CD, pictures, slides

### Lead-in

**Exercise 1.** Ask students to work in pairs and do the task. Encourage them to use functional language when they express their opinion, agreement, or disagreement.

**Exercise 2.** Ask them to change their partner and discuss the questions with a new partner.

- *Do you like writing? Why? /Why not?*
- *When you write a paragraph or an essay, where do you usually get ideas?*

**Exercise 3** Ask students to read the text quickly and choose the best title.

**Answer:** B

**Exercise 4.** Have students read the text again and answer the questions. Students complete the task individually before comparing answers in pairs.

**Answers:**

1. He/she leaves the school.
2. Internet makes it easy to find and copy articles.
3. by citing sources

**Exercise 5.** Students complete the task individually before comparing answers in pairs.

**Answers:**

<b>You need to cite sources when</b>	<b>You do not to cite sources when</b>
<ul style="list-style-type: none"><li>• <i>you are using somebody else's words or ideas from any source, including magazines, books, newspapers, songs, TV programs, movies, web pages, computer programs, letters, or advertisements.</i></li><li>• <i>you copy exact words from anywhere;</i><ul style="list-style-type: none"><li>• <i>you use someone else's diagrams, illustrations, charts, or pictures;</i></li></ul></li><li>• <i>you use ideas that you got from other people in an interview, a conversation, or an email.</i></li></ul>	<ul style="list-style-type: none"><li>• <i>you are writing about your own experiences, <b>your own observations</b><sup>1</sup>, your own thoughts, or your own ideas about a subject;</i></li><li>• <i>you are using <b>common knowledge</b> <sup>2</sup> – for example, folklore, common sense observations (“the sun rises in the east”), or shared information within your field of study or your culture.</i><ul style="list-style-type: none"><li>• <i>you are writing about generally accepted facts – for example, the laws of science.</i></li></ul></li><li>• <i>you are writing the results of your own experiments.</i></li></ul> <p><b>Observations 1</b>-things that you see or notice</p> <p><b>Common knowledge 2</b>- things that everyone knows</p>

**Exercise 6.** Students complete the task individually before comparing answers in pairs.

**Answers:**

1. YES 2. NO 3. YES 4. NO 5. YES

**Exercise 7.** Play the recording and ask students to focus on the conversation and say what it is mainly about. Then they compare answers in pairs.

### TRACK 6

**Jack:** You look really sad. What's the matter with you?

**Khadija:** I got the result for my report on David Beckham and it's D.

**Jack:** Why did you get such a bad mark?

**Khadija:** I'm not sure. I found the information about him on the Internet.

**Jack:** Oh, I understood. Could I have a look at your report?

**Khadija:** Sure. Here you are!

**Jack:** Yes, that's what I thought: plagiarism!

**Khadija:** What does it mean?

**Jack:** That means you copied the report that somebody else had put on the Internet.

**Khadija:** Yes, I did. But what's wrong with that? I know that David Beckham is a famous football player. Where should I get more information about him?

**Jack:** There are a lot of sources and you can use as many as possible. Don't just copy articles from the Internet. The Internet is usually a good information *source*, but the information there isn't always reliable.

**Khadija:** And what do I have to do?

**Jack:** So you have to be very careful and check it with other sources. If you want to use somebody else's ideas or thoughts in your report, you should always mention the author's name.

**Khadija:** Oh, I understand! Thank you, Jack! Next time I'll be more careful.

**Exercise 8.** Before you play the recording again, ask students to read the statements. Then play the recording. Have students do the task while they are listening to the recording. Ask students to compare their answers in pairs before you check them as a class.

**Answers:**

1. plagiarized 2. reliable 3. mention the author's name

**Exercise 9.** This can be set for homework. Ask students to do research on "Plagiarism" and how this problem is dealt with in many countries. Having done research, they will be able to form their own ideas about the topic.

## Progress Portfolio

Check Your Overall Progress. ✓

### Self-Assessment

A-No problem

B-OK

C-I need more practice

D-I sometimes find this difficult

### Self-Assessment:

A-always B-sometimes C-seldom D-rarely

	A	B	C	D
• I can express my opinions related to different sources of information.				
• I can use functional language to present my opinions, agreement and disagreement while discussing issues related to plagiarism.				
• I can identify the main idea of the listening passage.				
• I can identify the main idea of the text.				
• I can demonstrate the ability to answer <i>Wh</i> questions about ideas discussed in the text.				
• I can match the words to their definitions.				
• I can organize ideas into a paragraph about plagiarism.				
• I can make a presentation about inventions.				
• I can write a paragraph about the old/recent inventions.				
• I can write a paragraph related to the Internet.				

**Progress Portfolio** (Students do the tasks individually to check how much progress they have made).

**Exercise 1.** Students check their overall progress by selecting A-D.

**Exercise 2. Answers:**

1. Sources should be cited when students write essays.
2. Credit can be given.
3. Articles from the Internet must not be copied.
4. Wikipedia cannot be used when students write essays.
5. Plagiarism should be avoided.

**Exercise 3. Answers:**

- |               |            |               |
|---------------|------------|---------------|
| 1. enthusiast | 2. slogans | 3. frame      |
| 4. flavorings | 5. avoid   | 6. accidental |

**Exercise 4. Answers:**

1. B (at the beginning of the paragraph)
2. C (at the end of the paragraph)
3. D (at the end of the paragraph)
4. A (at the end of the paragraph)
5. E (at the end of the paragraph)

**Exercise 5.** Have students write a paragraph providing reasons why they think one of the inventions in exercise 4 is still useful.



## Sub Summative Test 2

### 1. Write the definitions of the words.

- |                    |                     |
|--------------------|---------------------|
| 1. invention _____ | 3. plagiarism _____ |
| 2. discovery _____ | 4. enthusiast _____ |

### 2. Complete the sentence with your own ideas.

1. From ancient times, fire has been ... .
2. A dove has always been ... .
3. Even at Dede Gorgud's time on happy occasions, ... .

### 3. Put the verbs in the correct tense forms in active or passive.

1. People (to use) the high towers of the castles to send or receive messages.
2. Steel frames (to design) by a US engineer William Jenney in 1884.

### 4. Choose the correct option.

1. Violent films shouldn't be shown/shouldn't shown on TV.
2. Messages can be send/can be sent in a few seconds.

### 5. Answer the questions.

1. How important are mobile phones today?
2. What are advantages and disadvantages of having a mobile phone?

### 6. Choose the correct option.

1. Neither Fidan nor her friends was/were at the party.
2. Both the teacher and her students is/are going to the library.

### 7. Find and write.

The opposite for the word **to send**-  
Another verb for the word **to receive**

### 8. Choose the correct variant.

Steel ... are used for constructing a real one.  
A) curtains    B) frames    C) paddles    D) rubber

### 9. Complete the sentence.

1. Plagiarism means ....
2. Citing sources is ... .

### 10. Write a paragraph: "Mobile phones have changed our lives."

## GRAMMAR TASKS FOR UNIT 2

### 1. Complete the following sentences.

1. Neither my sister nor my brother \_\_\_\_\_
2. Either my teacher or my classmates \_\_\_\_\_
3. Both walking and running \_\_\_\_\_
4. Not only the child but also her parents \_\_\_\_\_
5. Neither Baku nor other cities \_\_\_\_\_
6. Both money and luck \_\_\_\_\_
7. Not only Azerbaijan but also other developing countries \_\_\_\_\_
8. Either Omar or his brothers \_\_\_\_\_

### 2. Underline the correct option.

1. Old clothes *should be thrown/should throw* away.
2. Information *must store/must be stored* on a flash drive.
3. You *should send/should be sent* the email as soon as possible.
4. You *must be used/must use* only a pen in this exam.
5. The flight *may cancel/may be cancelled* because of the bad weather.
6. Changes *should make/should be made* to the document.

### 3. What can(not) or should (not) be done with these things? Write two sentences for each item, using modal verbs. 0) is an example.

0) A rusty spoon

*It can be cleaned.*

*It should not be used for eating.*

1. old furniture

2. a plastic fork

3. an old shoe

4. bitter chocolate

5. dry bread

6. an old mobile phone

7. old fashioned clothes

# UNIT 3

## COLOURS

### Lesson 1. Colours Influence People

**Aim:** To develop students' speaking, reading and writing skills on the topic "Colours".

#### Standards

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

#### Objectives

##### Student:

- expresses his/her opinion related to the influence of colours on people's lives
- uses functional language to present his/her opinions, agreement and disagreement while discussing the role of colours in the lives of Azerbaijani people of different ages
- makes a presentation about the flag of the country he/she wants to visit
- identifies the main idea of the text
- uses context clues to approximate meaning of unknown vocabulary
- demonstrate ability to identify relationships between words in the text
- writes a paragraph describing a flag of a country he/she would like to visit.

#### Research questions:

- What do colours symbolize in our culture?
- What colours do the people prefer in Azerbaijan? Why?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4./3.1.1./2.2.1. <b>Lit.</b> -1.1.3./3.1.2. <b>Az.His.</b> -1.2.1. <b>Gen.His.</b> -3.1.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Description, Discussion, Completion, Reading, Filling in gaps, KWL
<b>Resources</b>	SB, pictures, map, flags, globe, cards, CD, crayons, worksheets

### Lead-in

**Exercise 1.** Focus students' attention on the picture of the rainbow and ask them to say which colours they see. Then have them discuss the questions in groups.

- *Do colours influence your mood? How?*
- *Is there any connection between colours and culture?*

**Exercise 2.** Ask students to read the text quickly and choose the best title.

**Answer:** B

**Exercise 3.** Have students match the boldfaced words to their definitions.

a) spiritual   b) passion   c) stand for   d) envy   e) fertility   f) daydreaming

**Exercise 4.** Ask students to discuss the questions in pairs.

- *What's your favourite colour?*
  - *What do these colours symbolize in your culture?*
  - *Which colours do the people (a-d) prefer in Azerbaijan? Why?*
- a) young girls  
b) young boys  
c) middle-aged  
d) elderly

**Exercise 5.** Focus students' attention on the pictures and ask the questions.

- *How do you feel when you see the flag of Azerbaijan? Why?(I feel proud/honored/excited)*
- *How do you think sportsmen/women feel when they raise our flag? Why?*

**Exercise 6.** Ask students to read the text about the flags of four countries and fill in the gaps with the words given in the box. Have them complete the task individually before they compare answers in pairs. Encourage them to write the answers in their notebooks.

**Answers:**

1. unity   2. modernity   3. symbol   4. moon  
5. stars   6. courage   7. crosses

**Exercise 7.** This exercise can be set for homework. Ask students to do research on the flag of one of the countries they would like to visit. Get them to cite sources (mention the name of the sources where they got the ideas/ information) when they give a presentation. Ask them to focus on the following:

- description of the flag
- what each symbol on it represents
- its history

**Note: This task can be set as a writing task. Ask students to write a paragraph describing the flag of the country they would like to visit.**

## Lesson 2. Let Flowers Decorate Our Life!

**Aims:** To develop students' reading, speaking and writing skills on the topic of flowers. To encourage students to use the new vocabulary in informal writing.

### Standards

**2.1.1./2.1.3./3.1.1./3.1.3./3.1.4./4.1.2./4.1.3.**

### Objectives Student:

- expresses his/her opinion related to the roles of flowers in people's lives
- uses functional language to present his/her opinions, agreement and disagreement while comparing and contrasting the pictures
- uses multi-word verbs with **"look"** while answering questions
- identifies the main idea of the text
- demonstrates ability to answer **wh**-questions about ideas discussed in the text
- writes an informal letter to a friend using multi-word verbs with **"look"**
- expresses ideas in clear and grammatically correct English using appropriate punctuation

### Research question:

- What's the role of flowers in our life?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>Lit.</b> -1.2.4./3.1.2./ <b>N.L.</b> -1.2.3./2.2.1./2.2.2./ <b>Bio.</b> -4.1.1./ <b>Geog.</b> -3.2.3.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Discussion, Completion, Description, Role Play
<b>Resources</b>	SB, video roll, CD, handouts, pictures

## Lead-in

**Exercise 1.** Ask students to describe the picture in pairs.

**Exercise 2.** Get students to read the text quickly and choose the best title.

**Answer:** B

**Exercise 3.** Have students read the text again and answer the questions. Students complete the task individually before comparing answers in pairs.

**Answers:**

1. A week
2. parade of silleteros, a ride on horses, orchid competition, music festivals
3. 4<sup>th</sup> of July (Independence Day in the United States)
4. to honour the prosperous flower industry of Colombia
5. it was called The Flower Party/it was held in May/it lasted 5 days/the schedule of events was limited/it included a few activities

**Exercise 4.** Ask students to work in pairs and discuss the questions. Encourage them to use functional language (I assume/think that...)

- Which house would you like to live in? Why?
- What kind of people do you think live in these houses?

**Exercise 5.** Ask students the following questions:

- *Do you like giving or receiving flowers? Why?*
- *On which occasions do you give/receive flowers?*

Ask students to complete the task individually and then check their answers in pairs.

**Answers:**

1. b   2. a   3. c   4. d

**Exercise 6. a)** Have students to read **exercise 5** again and find multi-verb words with “look”.

**1.** I hope you have already forgiven me. I didn't mean to hurt you when I said that I was looking for a new friend. We have been friends since we started the school and without you, my life will look like a hell.

**2.** I am so lucky to have a wife like you. You have always been with me. When I was ill, you looked after me. When I was sad, you looked at me, and I immediately forgot my sadness. I always look forward to celebrating this special day – the day when we got married.

**3.** I wanted to write something special to you on your special day. I looked through all the books we've both read to find some special wishes, but I could not find any that you deserve. On this special day, my

dear friend, I can only say: I will always celebrate this day because you were born on this very day.

4. I don't want to say or write this word because I never thought that I would say it to you. So, I looked it up in a dictionary of a language that both of us do not know. "Adiós", my best friend! Hope to see you one day again.

**Exercise 6. b)** Ask students to focus on the multi- verb words with **"look"** and complete the task.

**Answers:**

1. look **for** (something/someone): attempt to find
2. look **at** (something/someone): direct one's eyes toward someone or something
3. look **like** (something/someone): have the appearance of
4. look **through** (something): examine or read something carefully
5. look **after** (someone): take care of
6. look (something) **up**: search for and find a piece of information in a reference book
7. look **forward to** (something): wait impatiently

**Exercise 7.** Students complete the task individually before comparing answers in pairs.

**Answers:**

1. look
2. look like
3. for
4. like
5. after
6. through

**Exercise 8.** Ask students to discuss the questions in pairs.

1. Which word did you last look up in the dictionary?
2. Who are you looking forward to meeting one day? Why?
3. Is there anything that you are looking for now?
4. Do you think it is easy or difficult to look after babies?
5. Who do you want to look like? Why?
6. Have you ever lost anything? How long did you look for it? What was it?

**Exercise 9.** Students complete the task in pairs. Ask them to follow informal email format.

*Dear Joshua,*

I am specially writing this letter to congratulate you on your birthday. I owe you a gift and you will get it when you come to Baku. I was going to send it to you by post. But then I heard that you were planning to come to Baku, so I decided to give it to you personally.

Convey my respects to your aunt and uncle.

Wishing you the best.

Yours sincerely,

Samir

## Lesson 3. A Spot of Colour is A Spot of Life!

**Aim:** To develop students' speaking, reading and writing skills on the topic "Our national values".

### Standards

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

### Objectives Student:

- expresses his/her opinion related to national values of Azerbaijani people
- presents his/her ideas on how Azerbaijani people can preserve and promote the national values
- identifies the main idea of the text
- uses context clues to approximate meaning of unknown vocabulary
- demonstrates comprehension at the sentence level by identifying pronoun referents
- demonstrates comprehension of the text
- makes up sentences with **it**, **its**, and **it's**

### Research questions:

- What information do national values/ornaments give us?
- What should the people of Azerbaijan do to preserve and promote these national values?

<b>Content line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4./2.2.1./ <b>Lit.</b> -1.2.4./3.1.3./ <b>Az.His.</b> -1.2.1./ <b>Geog.</b> -3.2.3. <b>Art.</b> -1.1.1./1.2.2.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Description, Discussion, Questioning
<b>Resources</b>	SB, realia, flashcards, song, pictures, CD



### Lead-in

**Exercise 1.** Have students look at the pictures and discuss the questions. Help them by providing necessary language.

- *What do you see in the pictures?*
- *What should Azerbaijani people do to preserve and promote these national values?*

**Exercise 2.** Get students to read the text quickly and choose the best title.

**Answer:** B

**Exercise 3.** Have students read the text again and match the boldfaced words to their definitions. Don't let them use dictionaries. Encourage them to guess the meaning of the words from the context.

**Answers:**

a) inscribe    b) dye    c) dowry    d) yarn    e) spin

**Exercise 4.** Get students to read the text in detail. When they complete the task, ask them to check their answers in pairs. Then discuss the answers as a whole class. Ask them to justify their answers by referring to the specific parts of the text.

**Answers:**

1. C    2. C    3. A    4. B    5. B    6. A

**Exercise 5.** Ask students to read paragraphs 4 and 5 and complete the sentences. Once they complete the task, ask them to check their answers in pairs. Then discuss the answers.

**Answers:**

1. *make them tighter*

2. *Answers may vary: Our carpets are popular all over the world/They are highly valued worldwide.*

**Exercise 6.** Provide students with a flipchart and markers (in different colours). Ask them to imagine that they have been involved in designing school uniforms for both boys and girls. Encourage them to draw pictures of the uniforms with some national elements. When they complete the task, have them give a presentation describing the uniforms.

**Exercise 7.** Ask students to work in pairs and choose the correct options. Before they start doing the task, ask them to study the table.

**Answer:** B

1. It's    2. Its    3. Its    4. It's    5. It/it    6. It's

## Lesson 4. The Wish of the Land

**Aims:** To develop students' all four language skills on the topic "Painters and their outstanding works". To encourage students to come up with some ideas about what students/schools/ordinary people can do to help disabled people integrate into the society.

### Standards

**1.1.1./1.1.2./2.1.2./2.1.3./3.1.1/3.1.3./4.1.2./4.1.3.**

### Objectives

#### Student:

- expresses his/her opinion related to the works of different painters
- presents his/her ideas about what schools/ students/ or ordinary people can do to help disabled people integrate into the society
- identifies factual information and details of the listening passage
- identifies the main idea of the text
- demonstrates comprehension of the text
- makes up sentences accurately using or omitting articles with uncountable nouns

#### Research questions:

- What can drawings/paintings tell/give us?
- How can they attract people's attention?

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4./2.2.2./3.1.1./ <b>Lit.</b> -1.2.4./2.1.1./ <b>Az.His.</b> -5.1.2./ <b>Gen. His.</b> -5.1.1. <b>Art.</b> -1.1.1./1.3.1./2.1.2.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Cluster, Discussion, Brainstorming, Description, Venn Diagram
<b>Resources</b>	SB, flashcards, CD/video roll, slides, pictures, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>

### Lead-in

**Exercise 1.** Focus students' attention on the pictures and ask them to choose one which they would like to hang on the classroom wall.

**Exercise 2.** Before students start doing task 2, get them to look at the names of the artists boldfaced in the text: Julian Beever, Sattar Bahlulzade and Pablo Picasso. Ask students what they know about these artists. Then get them to read the instructions. Ask them to scan the text and match the statements to the people (**A-C**). Students complete the task individually before comparing answers in pairs.

**Answers:**

1. A    2. C    3. B    4. C    5. A    6. A    7. B

**Exercise 3.** Tell students that the paintings were painted by the artists who they read about in *Exercise 2*. Ask them the question.

*Whose painting do you think each of them is and why?*

**Exercise 4.** Tell students that they are going to listen to a talk about a young artist, Samira Salmanova. Ask them if they have ever heard about her. If they say '**yes**', ask them to tell the class what they know about her. If '**not**', ask them to read the incomplete statements in task 4 and guess what makes her different from other artists.

Then play the recording and ask students to check their predictions.

Play the recording again and ask students to complete the sentences. Then ask them to check their answers in pairs.

**Answers:**

1. with her feet    2. national heroes    3. Mehriban Aliyeva (First Lady)

### TRACK 7

Samira Salmanova is a young artist who is in a wheelchair and unable to speak. She has a very good memory and expresses herself with the help of her paintings. She paints her works with her feet. On November 17, 1997 our national leader Heydar Aliyev saw Samira and said, *"Although she can not transfer her inner talent to paper with her hands, she delivers it to people by drawing with her toes. Samira is on the same level as national heroes"*.

Like Samira, there are many young people with disabilities in Azerbaijan. As the president of the Heydar Aliyev Foundation, the Vice President and the First Lady of Azerbaijan Mehriban Aliyeva organizes international, large-scale projects and always pays attention to mentally and physically retarded children. She organizes different exhibitions and parties for such children, reconstructs and opens new schools that teach them to work with modern information technologies.

**Exercise 5.** Have students work in pairs and give each painting a name. Then discuss the names as a class and agree on the best ones.

**Exercise 6.** Get students to work in groups and prepare a presentation about what schools/ students/ordinary people should do to help people with disabilities integrate into the society. When they complete the task, ask them to present their ideas.

**Exercise 7.** Ask students to read the text quickly and choose the best title.

**Answer:** B

**Exercise 8.** Focus students' attention on the table and ask them to read the rules and say which rule refers to the nouns that are underlined in the text.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
<ul style="list-style-type: none"> <li>▪ a painting</li> <li>• a milkmaid</li> <li>• a woman</li> <li>• a table</li> <li>• a container</li> <li>• a cap</li> <li>• an apron</li> </ul>	<ul style="list-style-type: none"> <li>• butter</li> <li>• cheese</li> <li>• milk</li> <li>• housework</li> <li>• bread</li> </ul>

#### Non count nouns/Uncountable Nouns

<i>art</i>	<i>grass</i>	<i>luck</i>	<i>music</i>
<i>air</i>	<i>life</i>	<i>chalk</i>	<i>health</i>
<i>advice</i>	<i>stone</i>	<i>wealth</i>	<i>water</i>
<i>tea</i>	<i>coffee</i>	<i>peace</i>	<i>news</i>
<i>fame</i>	<i>weather</i>	<i>gold</i>	<i>furniture</i>
<i>coal</i>	<i>cotton</i>	<i>silver</i>	<i>information</i>
<i>happiness</i>	<i>kindness</i>	<i>progress</i>	<i>success</i>

**Exercise 9.** Ask students to complete the task individually. Get students to compare their answers before whole class feedback.

**Answers:**

Apple, book, pen, cup

**Exercise 10.** Ask students to complete the task individually before comparing answers in pairs.

**Answers:**

1. an 2. x 3. x 4. a 5. a 6. x/x 7. a 8. x/x 9. a 10. a

**Exercise 11.** Ask students to work individually and make up 8-10 sentences with **a,an,** or **0** article. Then ask students to peer edit the sentences.

## Progress Portfolio

Tick Your Overall Progress. ✓

### Self-Assessment

A-No problem

B-OK

C- I need more practice

D-I sometimes find this difficult

### Self-Assessment:

A-always B-sometimes C-seldom D-rarely

	A	B	C	D
• I can talk about different colours and say how they influence people.				
• I can describe the flags of different countries.				
• I can discuss the ways how we can help the disabled people integrate into the society.				
• I can answer the questions about the given text.				
• I can talk about national symbols and ornaments.				
• I can take part in discussions on famous painters/their work.				
• I can talk about the disabled people and their heroism.				
• I can make questions on colours and national symbols/values.				
• I can give feedback on friends' activities during the projects.				
• I can write a paragraph on famous painters and their work.				

**Progress Portfolio** (Students do the tasks individually to check how much progress they have made).

**Exercise 1.** Students check their overall progress by selecting A-D.

**Exercise 2. Answers:**

1. daydreaming
2. look after
3. stands for
4. look forward to
5. courage
6. looking for
7. dowry
8. dye

**Exercise 3. Answers:**

1. Susan has lost her keys. She can't find ~~its~~ it.
2. Your friend has posted the parcel. It's on ~~it's~~ its way to you.
3. The company bought some land, but later it sold it.
4. Janice has hurt her hand, but not ~~its~~ it's ok.
5. It's a nice day. Would you like to go for a walk?
6. My friend has a sports car, but he seldom drives ~~its~~ it.

**Exercise 4. Answers:**

C, A, B

**Exercise 5.** Students write a story which starts with: ***Once I woke up and saw that everything around was in black and white . ...***

### Sub Summative Test 3

**1. Write the definitions of the words.**

- |                   |                    |
|-------------------|--------------------|
| 1. passion _____  | 3. dowry _____     |
| 2. national _____ | 4. fertility _____ |

**2. Complete the sentence with your own ideas.**

1. Colours symbolize ... .
2. Colours can make people happy ... .

**3. Find and write.**

The opposite for the word **rich**  
Another adjective for the word **prosperous**

**4. Find the words.**

1. to enter a name on a list \_\_\_\_\_
2. a natural substance used to add a colour \_\_\_\_\_
3. thread used for knitting \_\_\_\_\_
4. a flower exhibition \_\_\_\_\_

**5. Find mistakes and correct.**

1. A cup is small container used for a liquids.
2. A water is composed of an oxygen and hydrogen.
3. A homework is an important part of a course of study.

**6. Choose the correct option.**

1. My dad is **looking after/at/like** the newspaper now.
2. Why does your sister **look for/at/\_** so tired?

**7. Choose the correct option.**

1. Every country has **it/it's/its** culture and customs.
2. **It/its/it's** is really important to have valuable ornaments.

**8. Choose the uncountable nouns and tick.**

furniture, picture, glass, news, chalk, newspaper,  
information, source, exhibition, stone, sand

**9. Choose the correct variant.**

... is an adornment and a prevalent decorative element of Azerbaijani  
ornamental art.

- A) Rug      B) Khurjun      C ) Buta      D ) Shadda      E) Sumakh

**10. Write your ideas on the saying: A Spot of Colour is a Spot of Life!**

# UNIT 4

## PEOPLE AND NATURE

### Lesson 1. Cures From Around the World

**Aims:** To develop students' all four language skills on the topic "Health and illnesses"  
To encourage students to use the target language in discussions and roleplays.

#### Standards

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

#### Objectives Student:

- expresses his/her opinion related to different types of treatment
- uses the unit vocabulary to express different health problems
- provides some solutions to health problems using unit vocabulary
- uses functional language to present his/her opinions, agreement and disagreement during the discussions on the effectiveness of alternative and traditional types of medicine
- identifies the main idea of the paragraphs in the text
- uses context clues to approximate meaning of unknown vocabulary
- organizes ideas into an informative paragraph about one type of alternative medicine
- expresses ideas in clear and grammatically correct English using appropriate punctuation

#### Research questions:

- What should we do for a cold/a headache/a cough?
- What plants can be useful for curing /healing different diseases?

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.3./ <b>Lit.</b> -1.1.3./3.1.2. <b>Chem.</b> -1.1.1./4.2.1./ <b>Biol.</b> -3.2.1/4.1.1. <b>Geog.</b> -3.2.4./ <b>Scien.</b> -4.1.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Description, Discussion, Grouping, Role Play, Venn Diagram
<b>Resources</b>	SB, pictures, a map, globe, cards, CD, postcards

### Lead-in

**Exercise 1.** Ask students to work in pairs and complete the task before open-class feedback.

**Answers:**

- |                       |                  |                       |
|-----------------------|------------------|-----------------------|
| a) a high temperature | b) a sore throat | c) a pain in the back |
| d) an earache         | e) a stomachache | f) a headache         |
| g) a cough            | h) broke my arm  | i) a toothache        |

**Exercise 2.** Tell students that they are going to listen to some people talking to a doctor. Play the recording and tell them to answer the question:

- *Why are they calling?*

**Exercise 3.** Play the recording again and ask them to focus on what the doctor says when she gives advice. As they listen, they should complete the sentences. When they finish, ask them to check their answers in pairs.

**Answers:**

- a) should take
- b) shouldn't eat / helpful
- c) need to take/ it's useful

### TRACK 8

**A. Doctor:** Hello. Can I help you?

**Woman:** Oh, yes thank you. My daughter fell over in the yard today. Her arm hurts.

**Doctor:** Can she move her fingers?

**Woman:** No, she can't.

**Doctor:** Hmm.. Then, you should take her to the hospital immediately.

**B. Doctor:** Hello. Can I help you?

**Woman:** I'm sorry to bother you, but my son has a terrible stomach ache.

**Doctor:** Does he have a headache?

**Woman:** Yes, he does.

**Doctor:** Has he eaten a lot today?

**Woman:** Well, we are just back from a wedding party. I think he tried almost everything that was on the table.

**Doctor:** Hmm...He shouldn't eat any more food today, but it is helpful to drink a lot of water.

**Woman:** Ok. Thank you.

**C. Doctor:** Hello. Can I help you?

**Man:** (*coughing*) Hello. I have got a cough and a sore throat. I cough all the time (*coughing*), especially at night. I can't sleep.

**Doctor:** Have you got a cold at the moment?

**Man:** No, I haven't. I had it last week, but(*coughing*) it's gone. Now I have a cough only.



**Doctor:** You need to take some medicine before you go to bed and it's useful to sleep with two pillows. You will soon get better.

**Man:** I hope so. Thank you.

**Exercise 4.** Ask students to complete the task individually before comparing answers in pairs.

Answers may vary.

- |      |       |
|------|-------|
| 1. C | 4. G. |
| 2. A | 5. B  |
| 3. E | 6. F  |

**Exercise 5.** Put students into pairs and tell them that they are going to role play a situation. One of them will be a doctor and the other will be a patient. Give them some time to get ready. Ask them to refer to Useful Language box while speaking. Then get the pairs to act out the situation.

**Exercise 6.** You can start a new lesson by asking students to look at the picture and guess what the lesson is going to be about. Then put them in pairs and ask them to discuss the questions.

- Do most people you know prefer alternative or modern medicine?
- Which one do you prefer and why?

**Exercise 7.** Focus students' attention on the pictures of different types of alternative medicine. Ask them to discuss the questions in groups. Encourage students to use functional language: ( ***I believe, I don't think /believe that...*** )

- *Have you tried any them? Do you think they are effective?*

**Exercise 8.** Before students do this activity, ask them what they know about acupuncture and if they have ever tried it. Then have them read the text and match the headings to the paragraphs. Ask students to complete the task individually before comparing answers in pairs.

Answers:

1. C    2. D    3. E    4. A    5. B

**Exercise 9.** Get students to match the boldfaced words in the text to their definitions. Ask them to complete the task individually before comparing answers in pairs.

Answers:

- a) employ    b) relieve    c) injured    d) blockage

**Exercise 10.** This can be set for homework. Get students to do research on another type of alternative medicine. Ask them to cite sources (*Mention the name of the sources where they got the ideas/ information*) when they give a presentation.

## Lesson 2. Take Care of Yourself!

**Aims:** To develop students' speaking, reading, writing skills on the topic of healthy lifestyle. To encourage students to come up with the ideas about what they/schools/parents do to have healthy lifestyle.

### Standards

2.1.1./2.1.3./3.1.1./3.1.3./3.1.4./4.1.2./4.1.3.

### Objectives Student:

- expresses his/her opinion about different activities for staying healthy and fit
- takes an active part in discussions on keeping the body fit and healthy
- suggests some ideas on what he/she, schools, parents can do to encourage healthy lifestyle
- expresses his/her feelings about the future using future passive tense form
- identifies and demonstrates comprehension of the text
- uses context clues to approximate meaning of unknown vocabulary
- makes up future passive sentences using the given words

### Research questions:

- How do you take care of yourself?
- How will diseases be cured in the future?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4./4.1.3./ <b>Lit.</b> -2.1.1./ 2.2.1./3.1.2./ <b>P.T.</b> -1.1.1./ 1.1.2./ 2.1.2. <b>Scien.</b> -4.1.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Cluster, Word Association, Discussion, Matching
<b>Resources</b>	SB, CD, slides, pictures, handouts, cards, flashcards

### Lead-in

**Exercise 1.** Ask students to work in pairs and say how important the activities in the pictures are for staying healthy. Encourage them to use functional language. (*I think, I don't think, I have no idea about...*)

**Exercise 2.** Get students to discuss the statements. Encourage them to use functional language. (*I personally believe that..., In my opinion, I agree/ disagree with you, I see what you mean, but...*)

**Exercise 3.** Focus students' attention on the picture and the title of the text. Ask them to guess what the phrase "**a couch potato**" means.

**Exercise 4.** Ask students to read the first two paragraphs and check their answers.

**Answer:** a person who spends little or no time exercising and a great deal of time watching television.

**Exercise 5.** Get students to read the text again and find if the sentences are true or false. Ask them to complete the task individually before comparing answers in pairs.

**Answers:**

1. False      2. False      3. True      4. True

**Exercise 6.** Have students match the boldfaced words in the text to their definitions. Ask them to complete the task individually before comparing answers in pairs.

**Answer:**

- a) sedentary      c) fault      b) overprotective      d) fit      e) blame

**Exercise 7.** Put students into groups and ask them to discuss what they/ parents/schools can do to encourage healthier lifestyle at home and at school. Have them make a list of ideas and present them.

**Exercise 8.** Focus students' attention on the picture and ask them how they feel about the future. Positive or negative?

**Exercise 9.** Then have them read people's predictions about future and discuss them in pairs.

You can provide them with the following language:

***I am certain that ... , I feel doubtful about it. It will definitely/ probably/ certainly+ a verb***

**Exercise 10.** Focus students’ attention on the underlined sentences. Ask them to complete the rule.

**Answers:**

- a) In a hundred years, diseases that kill people today will be cured.
- b) Air travel will be more affordable and most families will be able to travel abroad even every weekend.
- c) Most of the energy will come from the sun, not oil.
- d) Most families will own a robot. Some robots will have rights, such as the right to own a property.
- e) The earth will be overpopulated and we will have to live under water.
- f) The natural resources on the earth will be exhausted and we will have to abandon the planet.
- g) People will be able to record and replay their memories.
- h) Wars will be fought by remote control through digital way.

**Rule:**

We form the future passive with:  
subject +will \_be + past participle.

**Exercise 11. Ask students to make Future Passive sentences using the words in the table.**

<i>next year, next week, soon, in 30 years, tomorrow, tonight</i>	<i>all the work, English, modern digital libraries, new universities, modern technology</i>	<i>open, give a prize, do, speak, build, use</i>	<i>by the principals, by teachers, by the machines, by people</i>
---	---	--	---

**Suggested Answers:**

- 1. My friend will be given a prize by our principal tomorrow.
- 2. All the work will be done by the machines in 30 years.
- 3. Modern digital libraries will be opened in 20 years.
- 4. New universities will be built soon.
- 4. English will be used by all people soon.

**Additional:** You can ask your students to make predictions about the following topics. Use the Future Passive.

- computers
- schools
- the world cup
- lessons
- food

## Lesson 3. The Best Home For Animals

**Aim:** To develop students' speaking, reading and writing skills on the topic "Best home for animals-Zoos or Safaris".

### Standards

2.1.1./2.1.3./3.1.1./3.1.3./3.1.4./4.1.2/4.1.3.

### Objectives

#### Student:

- expresses his/her opinion related to the role of animals in our lives
- uses functional language to present their opinions/agreement and disagreement during the discussions on the benefits of animals
- demonstrates ability to identify relationships between ideas in the text
- identifies the main idea of the text
- organizes ideas into a narrative paragraph about imaginary past experience using past perfect and past simple tense forms
- organizes ideas into a paragraph about the best place where animals should be kept.
- expresses ideas in clear and grammatically correct English using appropriate punctuation

#### Research questions:

- How do animals help people?
- How should we protect them?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4./4.1.3. <b>Lit.</b> - 2.1.1./2.2.1./3.1.2. <b>P.T.</b> - 1.1.1./1.1.2./2.1.2. <b>Scien.</b> -4.1.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Cluster, Word Association, Discussion, Matching, Debate
<b>Resources</b>	SB, CD, slides, pictures, handouts, cards, flashcards

### Lead-in

**Exercise 1.** Focus students' attention on the pictures and discuss what kind of role each animal plays in our life and how these roles benefit people.

**Exercise 2.** Ask students to describe the picture. Ask them the following questions:

- How do you think people feel?
- Is it safe to be so close to wild animals?

Ask students to read the text quickly and write the words which they don't know in their notebooks. Provide students with the definitions of the unknown words. Then ask students to read the text and complete it with the phrases (a-g). Get them to complete the task individually before comparing answers in pairs.

**Answers:**

1. c    2. f    3. g    4. b    5. e

**Exercise 3.** Ask students to work in groups and write a paragraph about one of the provided topics.

**Exercise 4.** Get students to read the story and choose the best title.

**Answer:** B

**Exercise 5.** Ask students to focus on the underlined words in the text and complete the rules. As there are only affirmative sentences in the text, help students to complete the rules about interrogative and negatives forms.

**Exercise 6.** Ask students to complete the task individually before comparing answers in pairs.

**Answers:**

1. The boy **(2) drew** a picture of the leopard that he **(1) had seen** in safari.
2. The hunter **(2) took** the trees away that **he (1) had cut** down.
3. The children **(2) made** a bracelet with stones that they **(1) had found**.
4. The boy **(2) talked** about the bears that he **(1) had noticed** at the Zoo.
5. The people **(2) sorted** out the litter which they **(1) had gathered** in the zoo.
6. The students **(2) gave** the money which they **(1) had raised** for a Peruvian Zoo.

**Exercise 7.** Ask students to complete the task individually before comparing answers in pairs.

**Answers:**

1. did you decide    2. had always wanted    3. did the tour last    4. did you go
5. had you ever been    6. did you feel bored    7. had made

**Exercise 8.** Put students into groups and ask them to write a story of what happened to them during an adventurous tour. Encourage them to use the vocabulary in the **Useful Language** box.

## Lesson 4. Where are the Trees?

**Aim:** To develop students' all four language skills on the topic "Saving the trees".

### 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.

### Objectives Student:

- expresses his/her opinion related to the importance of trees
- uses functional language to present his/her opinions, agreement and disagreement while discussing issues related to deforestation
- suggests some solutions to the deforestation problem
- identifies the main idea of the listening passage
- identifies words in the listening passage
- identifies the main idea of the text
- demonstrates comprehension at the sentence level by identifying pronoun referents
- demonstrates ability to answer **wh**-questions about ideas discussed in the text
- demonstrates comprehension of the text
- writes sentences using "will" to make promises

### Research questions:

- What will happen if forests are destroyed?
- *How can we personally save forests?*

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.-</b> 1.2.4./3.1.4./ <b>Lit.-</b> 2.2.1./ <b>Scien.-</b> 1.2.1. <b>Biol.-</b> 4.2.1./4.2.2. <b>Geog.-</b> 3.2.5.
<b>Interaction</b>	CW/PW/IW/GW
<b>Strategy</b>	Description, Discussion, Completion, Questioning
<b>Resources</b>	SB, flashcards, pictures, slides, postcards, CD

### Lead-in

**Exercise 1.** Get the students to discuss the questions.

- Why are trees important?
- What will happen if people continue destroying forests?

**Exercise 2.** Ask students to read the text and choose the best option. Have students complete the task individually before comparing answers in pairs.

**Answer:** A

**Exercise 3.** Ask students to read the text and complete the task individually before comparing answers in pairs.

**Answers:**

1. B      2. C      3. B

**Exercise 4.** Ask students to read the text and complete the task individually before comparing answers in pairs.

**Answers:**

1. oxygen/fresh water/ one half of the world's species of animals, plants, and insects live in the rainforests/ Twenty-five percent of the drugs
2. to make fields for cows, to harvest the plants, and to clear land for farms.
3. pollution, less rain, and less oxygen

**Exercise 5.** Ask students to discuss the questions in pairs. Encourage students to use functional language (***Personally, I think that ..., I firmly believe that...***).

- *Would you like to visit a rainforest? Why/Why not?*
- *What can the government do to save forests?*
- *How can we personally save forests?*

**Exercise 6.** Tell students that they are going to listen to a song by Michael Jackson. Before they listen, ask them to look at the pictures taken from the video clip and predict what the song will be about.

**Exercise 7.** Play the recording and ask students to check their predictions.

**Exercise 8.** Before you play the recording again, ask students to read the lyrics of the song. After they read the lyrics, play the recording and ask students to fill in the gaps while listening to the song.

After they complete the task, get students to compare their answers in pairs.

**Answers:**

1. rain      2. fields      3. crying      4. dreams      5. war      6. stars



### TRACK 9A

What about sunrise  
What about rain  
What about all the things  
That you said we were to gain ...  
What about killing fields  
Is there a time  
What about all the things  
That you said was yours and  
mine...  
Did you ever stop to notice  
All the blood we've shed before  
Did you ever stop to notice  
The crying Earth the weeping  
shores?

What have we done to the world  
Look what we've done  
What about all the dreams  
That you pledge your only son...  
Did you ever stop to notice  
All the children dead from war  
Did you ever stop to notice  
The crying Earth the weeping  
shores  
I used to dream  
I used to glance beyond the stars  
Now I don't know where we are  
Although I know we've drifted  
far.



**Exercise 9.** Tell students that they are going to write new lyrics to the music of '**The Earth Song**' promising what they will do to save the earth. Once they write new lyrics, play track **9b** (**The Earth song karaoke version**) and ask them to sing their own song. Guide them to use "**will** and **won't**" when they write their promises.

## Progress Portfolio

Fill in "Your Overall Project" ✓

### Self Assessment:

Think about your progress and tick one of the boxes.

A-No problem

B-I don't have any difficulties

C-I sometimes find this difficult

D-I need more practice

	A	B	C	D
I can ...				
• speak about nature, natural medicine and health with my partner.				
• make presentations on my major goals in teamwork, pairs and individual work.				
• participate in discussions on healthy life and nature				
• make future passive sentences using the words.				
• write a story about a tour.				
• actively do research on new or unknown information.				
• make up sentences using the correct tense form.				
• make plans/promises on nature, rainforests, animals.				
• complete the conversation with the words.				
• write a paragraph about forests.				

**Progress portfolio** (Students do the tasks individually to check how much progress they have made).

**Exercise 1.** Students check their overall progress by selecting A-D.

**Exercise 2. Answers:**

1. saw/had met
2. didn't have/had bought
3. had already started/arrived
4. broke/had forgotten
5. went/had never been

**Exercise 3. Answers:**

- |               |                   |                 |        |
|---------------|-------------------|-----------------|--------|
| 1. fault      | 2. a sore throat  | 3. blame        | 4. fit |
| 5. endangered | 6. overprotective | 7. a painkiller |        |

**Exercise 4. Answer:** A

**Exercise 5. Answers:**

1. B    2. C    3. B    4. A    5. B

**Exercise 6.** Set a time limit of 2 minutes and ask students to describe the pictures and say why the activities carried out by IDEA are important for Azerbaijani people.

## GRAMMAR TASKS FOR UNIT 2

### 1. Make the sentences passive.

0. *Somebody will clean the windows.*

*The windows will be cleaned.*

1. Somebody will meet you at the airport.

2. Somebody will process your application.

3. Somebody will find your glasses.

4. Somebody will bring food.

5. Somebody will help you.

6. Somebody will steal that bicycle.

7. Somebody will take your order.

8. Somebody will write a new book.

9. Somebody will build a stadium.

### 2. Use the SIMPLE PAST or the PAST PERFECT. Are there some blanks where either tense is possible?

1. He (be) ... a newspaper reporter before he (become) ... a businessman.

2. I (feel) ... a little better after I (take) ... the medicine.

3. I was late. The teacher (give, already) ... a quiz when I (get) ... to class.

4. The anthropologist (leave) ... the village when she (collect)... enough data.

5. It was raining hard, but by the time class (be) ... over, the rain (stop) ... .

## Sub Summative Test 4

### 1. Complete the sentence.

What should you do for a headache?

- A) It's helpful to get no medicine    B) It's important to work much  
C) It's good to eat a lot                      D) It's useful to have a cup of tea

### 2. Write the answer to the questions.

What is acupuncture?

Who are acupuncturists?

### 3. Answer the questions.

1. How do you take care of your health?
2. How do you follow daily routine?
3. How would you like to protect your health?

### 4. Find the suitable word.

She couldn't speak because she had ... .

- A) a backache    B) a sore-throat    C) a stomach ache    D) an earache

### 5. Complete the sentence.

\_\_\_\_\_ is a park in which wild animals live and move around freely.

- A) A safari park    B) A zoo    C) A museum    D) A cave

### 6. Choose the correct tense form.

The travellers ... already ... for the trip by that time yesterday.

- A) have prepared    B) are preparing    C) had prepare    D) had prepared

### 7. The students ... a lot of money for a Peruvian Zoo before they ... there.

- A) have raised, went                      C) are raised, had gone  
B) had raised, went                      D) had raised, had gone

### 8. Rewrite the sentences using the passive.

1. You must show the tickets at the door.

2. If you leave your mobile phone there, someone may steal it.

### 9. Choose the correct variant.

In 30 years, many diseases ... by the doctors.

- A) were cured    B) will cure    C) is cured    D) will be cured

### 10. Make Solutions: How to protect Forests and animals?

# UNIT 5

## ENVIRONMENT

### Lesson 1. Have a Better Environment!

**Aims:** To develop students' speaking, reading and writing skills on the topic of environment. To encourage students to become responsible citizens.

#### Standards

2.1.1./2.1.2./2.1.3./3.1.2./3.1.4./4.1.2./4.1.3.

#### Objectives Student:

- expresses his or her opinion related to the pollution problem
- uses functional language to present their opinions/agreement and disagreement while discussing issues related to pollution problem
- uses **would rather, had better** and **would prefer** to give advice on solving environmental problems
- uses context clues to approximate meaning of unknown vocabulary
- demonstrates ability to answer **Wh**-questions about ideas discussed in the text
- demonstrates comprehension of the text
- organizes ideas into a paragraph suggesting solutions to one of the environmental problems discussed in the lesson
- expresses ideas in clear and grammatically correct English using appropriate punctuation

**Research question:** • How can people reduce pollution and save the Earth?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.3./1.2.4./2.2.2./3.1.4. <b>Lit.</b> -1.1.3./2.2.1. <b>Geog.</b> -3.2.5. <b>Scien.</b> -1.2.1./4.2.1./ <b>Chem.</b> -1.1.1./2.1.1. <b>Biol.</b> -2.1.2./4.1.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Description, Discussion, Matching, Role Play, Completion, Debate
<b>Resources</b>	SB, slides, overhead projector, flipcharts, pictures

### Lead-in

**Exercise 1.** Focus students' attention on the pictures and ask them to discuss what danger they cause to the environment. Introduce them the vocabulary related to the pictures and encourage them to use it while they discuss the topic in pairs:

- SPRAYS
- SMOKE FROM FACTORIES
- CHEMICALS IN FARMING
- LOSS OF NATURAL RESOURCES
- CAR FUMES
- RUBBISH

**Exercise 2.** Ask students to read the text "**Environmental problems**" and guess the meaning of the word pollutant.

**Exercise 3.** Have students read the text again and answer the questions.

1. *What are the main pollutants of atmosphere?*
2. *Why are aerosols harmful for the environment?*
3. *What is the function of the ozone layer?*
4. *What pollutes water and soil?*

**Exercise 4.** Ask students to match the boldfaced words to their definitions. Encourage them to use contextual clues to guess the meaning of the words.

**Answers:**

- a) waste   d) soil   b) surroundings   e) toxic   c) precious   f) emissions

**Exercise 5.** Ask students to complete the sentences with the boldfaced words from the text. Have them check their answers in pairs.

**Answers:**

1. Clean water is precious in some African countries.
2. Plants don't grow in this soil.
3. New laws are aimed at reducing car emissions.
4. The fumes from this chemical are very toxic.
5. All animals should live in their natural surroundings.

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

- *Which of the environmental problems mentioned in the text do you have in your city/town?*
- *Why do you think we have these problems in Azerbaijan?*
- *What can we do to protect Azerbaijan from pollution?*

**Exercise 7.** a) Ask students to read the facts about the plastic bag problem and answer the questions:

1. *Why does the problem exist?*
2. *What should we do to solve the problem?*
3. *Do you think we will still have this problem in 50 years?*

b) Ask students to share their opinions with partners and use the phrases in the **Useful Language** box.



### USEFUL LANGUAGE

In fact...

I hope...

I wish

I don't think ...

Actually, ...

In my opinion, ...

**Exercise 8.** Ask students to discuss the situation and answer the question: (What had happened before they came to the forest?)

*"After a long day, the friends got to their favourite campsite. They wanted to stop for the night, but they couldn't".*

As they discuss the points, ask them to use the functional language given in the Useful Language box. Encourage all students to participate actively by offering their ideas. Then ask the pairs to present their ideas. Whenever they have a discussion, remind them to use the functional language in order to show their opinions, agreement, or disagreement.

**Exercise 9.** Ask students to read the conversation and check their predictions.

**Exercise 10.** Ask students to look at the boldfaced phrases in the examples and match them to the sentences.

#### Answers:

1. We'd better look for somewhere else to stay. **(b)**
2. We would rather not drink it! **(a)**
3. I would prefer to stay somewhere safer. **(a)**  
a. to say what you want in a particular situation  
b. it is advisable to do it/not advisable to do it

**Exercise 11.** Ask students to complete the sentences **with prefer, rather** or **better**. Then check the answers.

**Answers:**

1. People would rather not throw litter in the streets.
2. I would prefer to live in the countryside and grow my own vegetables.
3. You'd better turn off the light when you leave the room.
4. We would rather use fewer plastic bags.
5. The farmers had better not use chemicals to kill insects.

**Exercise 12.** Divide students into small groups and ask them to answer the question: "What would you prefer to do and what advice would you give in the following situations?" Ask them to use had better, would prefer or would rather.

**Example:** *If you see someone throwing litter in the street, you say, "You'd better throw it in the rubbish bin".*

- *If you see someone cutting down a tree,...*
- *If someone leaves a tap on while brushing their teeth,...*
- *If you see someone using aerosol,...*

Encourage students to use the **functional language** and share their ideas with the other students.



## USEFUL LANGUAGE

In order to solve this/these problem(s)...

A thing we can do is...

One solution is ...

The second/third/final solution is ...

In order to overcome this/these problem(s)...

**Exercise 13.** Ask students to work individually and write a paragraph about some effective solutions to pollution problems that they found in *Exercise 2*. Encourage students to use the functional language given in the **Useful Language** box.



## Lesson 2. Don't Waste Your Waste!

**Aims:** To introduce students the three Rs of the environment. To develop students' speaking, reading and writing skills on the topic of **recycling, reducing** and **reusing**.

### Standards

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

### Objectives Student:

- expresses his/her opinion related to the three Rs of the environment
- uses functional language to present his/ her opinions, agreement and disagreement while discussing issues related to the three **Rs** of the environment
- identifies the main supporting details of the text
- demonstrates comprehension of the text
- uses context clues to approximate meaning of unknown vocabulary
- organizes ideas into a paragraph about why people should start using alternative sources of energy
- expresses ideas in clear and grammatically correct English using appropriate punctuation

### Research questions:

- Why should we protect our world?
- How can we help the Earth?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4./2.2.2./3.1.4. <b>Lit.</b> -1.2.4./3.1.3./ <b>Biol.</b> -2.1.2./3.1.1./4.2.1./ <b>Chem.</b> -4.2.1./ <b>Geog.</b> -3.2.5. <b>Scien.</b> -1.2.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Description, Discussion, Grouping, Matching, Questioning, Debate
<b>Resources</b>	SB, pictures, handouts, slides, computer, markers, flip-chart

### Lead-in

**Exercise 1.** Get students to work in small groups and ask them to look at the pictures and say what should be done to solve the problems shown in the pictures. Encourage students to share their ideas with one another.

**Exercise 2.** Ask students to match the words to their definitions. Ask students to check their answers in pairs before you check the answers.

Answers:

1. b    2. c    3. a

**Exercise 3.** Ask students to read the text "**The three Rs of the environment**" and to find the tips given in it. Get students to check their answers as a class.

**Exercise 4.** Have students read the text and find out if the sentences are True, False or Not Given. When they finish, ask them to check their answers in pairs.

Answers:

1. FALSE    2. NOT GIVEN    3. FALSE    4. TRUE    5. TRUE

**Exercise 5.** Ask students to match the boldfaced words in the text to their definitions. Then check the answers.

Answers:

a) durable    b) eventually    c) essential    d) landfill    e) fibers    f) packaging

**Exercise 6.** Ask students to find which one of the three Rs it is: *reduce*, *reuse* or *recycle*. Then check the answers.

Answers:

- |  |         |
|--|---------|
| 1. Repair things when they break.      | reduce  |
| 2. Make things from waste.             | recycle |
| 3. Use a water bottle again.           | reuse   |
| 4. Don't buy too many new things.      | reduce  |
| 5. Make new paper from old used paper. | recycle |

**Exercise 7.** Get students to fill in the given chart individually and answer the questions in it. Then divide students into groups and ask them to discuss and compare the answers. Encourage students to share their thoughts actively and use the vocabulary related to environment.

**Exercise 8.** Ask students to read the text about different sources of energy and find out what new sources of energy exist. Then help the students share their opinions about energy sources.

**Exercise 9.** Ask students to read the text again and choose the correct option. Then check the answers.

**Answers:**

1. Energy can change
  - a. climate.
  - b. speed.
  - c. objects.
2. Most energy is produced from
  - a. new sources.
  - b. traditional sources.
  - c. old and new sources.
3. Energy does not come from
  - a. rivers.
  - b. wind.
  - c. mountains.
4. Which source of energy does not damage the environment?
  - a. wind
  - b. natural gas
  - c. oil
5. Hydroelectric power is energy produced from
  - a. wind.
  - b. oil.
  - c. water.

**Exercise 10.** Ask students to focus on the boldfaced words in the text and match them to their definitions.

**Answers:**

1. windmill
2. source
3. heat
4. solar
5. tide
6. cause

**Exercise 11.** Get students to work in pairs and ask them to discuss the questions. Encourage students to use the active vocabulary related to energy.

- *Does Azerbaijan need a lot of energy?*
- *What is the most important source of energy in Azerbaijan? Why?*
- *Does Azerbaijan use any new sources of energy? Which ones?*
- *What will happen if energy finishes?*

**Exercise 12.** Ask students to complete the sentences with the words given in the box.

**Answers:**

1. The local people in Baku get out of the city to escape the summer heat .
2. This bag is made from a very durable material.
3. Windmills work only when the day is windy.
4. All this unnecessary packaging creates so much waste.
5. Oil industry is the main source of income for Azerbaijan.
6. The boat was swept out to sea by the tide.
7. Many tons of waste go into the landfill each month.

**Exercise 13.** Split students into pairs and ask them to make up a conversation using the prompts given below. Encourage students actively to express their thoughts and use the vocabulary they have just learnt.

**Student A**

*You believe in recycling and doing all in your power to help the environment. Your friend is totally against recycling because she/he thinks it's all a lie, that nothing will help the environment and it is just another way to make you pay more for energy and ecologically friendly gadgets. Give some arguments in favour of recycling and reusing.*

**Student B**

*You believe that recycling is a lie and that nothing will help the environment and it is just another way to make you pay more for energy and ecologically friendly gadgets. Your friend is caring a lot about the environment and will try to convince you to look after the environment.*

**Exercise 14. a)** Ask students to form small groups and discuss helpful and harmful effects of people's activity on the environment. Get them to pay their attention to the given pictures. Make sure that every student participates actively in the discussion. Remind them to use the functional language in order to show their opinions, agreement, or disagreement.

**b)** Tell students to present their ideas to the other groups.

**Exercise 15.** Ask Ss to write a paragraph about alternative energy sources.

## Lesson 3. Let's Save Our Beaches!

**Aims:** To develop students' speaking, reading and writing skills on the topic of beaches. To encourage them to take care of beaches.

### Standards

**2.1.1./2.1.2./3.1.1./3.1.2./3.1.4./4.1.2./4.1.3.**

### Objectives

#### Student:

- expresses his/her opinion related to polluted beaches
- uses functional language to express his/her opinion on what people should do to save beaches
- compares/ contrasts two beaches using the unit vocabulary
- identifies the main idea of the paragraphs in the text
- uses context clues to approximate meaning of unknown vocabulary
- demonstrates ability to answer wh-questions about ideas discussed in the text
- organizes ideas into an informal letter narrating what he/she saw in Neft Dashlari
- expresses ideas in clear and grammatically correct English using appropriate punctuation

#### Research questions:

- What will happen if we don't have seas?
- Imagine we are on a very messy beach. What should we do to make it a clean place for us?

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4./2.2.2./3.1.4./ <b>Lit.</b> -1.2.4./3.1.3./ <b>Biol.</b> -2.1.2./3.1.1./4.2.1. <b>Chem.</b> -4.2.1./ <b>Geog.</b> -3.2.5./ <b>Scien.</b> -1.2.1.
<b>Interaction</b>	CW/GW/IW/PW
<b>Strategy</b>	Discussion, Description, Questioning, Carousel, Mind Map, Debate
<b>Resources</b>	SB, postcards, slides, computer, map, pictures

## Lead-in

**Exercise 1.** Focus students' attention on the picture and ask them to discuss the questions in pairs:

- *What do you see in the picture?*
- *Why do you think some beaches are in this condition?*
- *How do you think we can save beaches?*

**Exercise 2.** Have students read the text "**Tips for saving our beaches**". Then ask students to match headlines A-E to paragraphs 1-5. When they complete the task, ask them to compare their answers in pairs.

Answers:

- A. No more plastic bottles - **3**      B. Getting involved - **5**  
C. Reducing energy you use - **1**      D. Picking up your rubbish - **2**  
E. Number one litter - **4**

**Exercise 3.** Ask students to read the text again and to answer the questions. Let all students express their ideas independently.

- *What can we do to save the sea and ocean?*
- *What are the negative effects of plastic bags on the beaches?*
- *What can be used instead of plastic bottles?*
- *What is the most common rubbish found on the beach?*

Answers:

- Reduce the effects of climate change on the sea and ocean by leaving the car at home when you can and being attentive to how much energy you use at home and work.
- Plastic bottles do not only stick around forever in landfills. They also often end up on our beaches and in the sea where they harm birds and sea animals.
- Using a sports bottle or other reusable container will help eliminate this.
- Cigarette ends are the most common piece of rubbish found on the beach.

**Exercise 4.** Have students scan the text quickly and match the boldfaced words to their definitions. Then check the answers as a class.

Answers:

a) volunteer   b) eliminate   c) tip   d) coastline   e) prevent   f) head   g) switch

**Exercise 5.** Ask students to discuss the questions in pairs and share their ideas with another pair. Encourage students to use the vocabulary related to beaches and explain their answers.

- *Do you have beaches in Azerbaijan? Are they clean?*
- *What do you do to save them?*
- *What other tips to save the beaches can you suggest?* Reading and speaking

**Exercise 6.** Have students look at the pictures of the Caspian sea and answer the question in pairs:

What negative effects can oil spills have on the water and beaches?

Ask students to share their opinions giving explanation.

**Exercise 7.** Ask students to think about Neft Dashlari. Then put them in pairs and ask them to discuss the questions.

• *What do you know about Neft Dashlari (Oil Rocks)?* • *What is it famous for?*

**Exercise 8.** Have students work individually and read the text **“The city on the sea”**. Explain why Neft Dashlari is important. Let every student express thoughts independently.

**Exercise 9.** After reading the text, ask students to explain the significance of certain numbers in it. Provide students with the example and ask them to share ideas.

**Answers:**

- 55 km from the nearest shore
- was founded in 1947
- signing of the Contract of the Century in 1994
- in 1949 a unique oil deposit was discovered
- 100 km away from Baku

**Exercise 10.** Get students to read the text again and answer the questions.

1. *What was the first name of Oil Rocks?*
2. *Why was it renamed Oil Rocks later?*
3. *After which event did the oil industry start developing in Azerbaijan?*
4. *Why is the Contract of the Century important for Azerbaijan?*
5. *Was the whole film “The World is Not Enough” made in Neft Dashlari?*

**Exercise 11.** Ask students to work individually and to match the boldfaced words in the text to their definitions. Check the answers as a class.

**Answers:**

- |                   |              |                |
|-------------------|--------------|----------------|
| a) deposit        | b) milestone | c) significant |
| d) implementation | e) unique    | f) artery      |

**Exercise 12.** Have students work in pairs and discuss the questions.

- *Have you ever visited Oil Rocks?*
- *Would you like to visit Oil Rocks? Why?/Why not?*
- *Do you know any other cities on the sea? Which?*

**Exercise 13.** Ask students to imagine the following situation:

*“You visit a friend of yours and in the yard you see that his father with a hose in his hand is about to start washing the family car”.*

Then have students explain their choice to their partners.

**Exercise 14.** Have students work in pairs and compare two pictures of beaches. Let them share their ideas about the beaches and how people might feel if they go there. Encourage students to participate actively in the discussion and use the vocabulary they have just learnt.

**Exercise 15.** Ask Ss to write a letter to an English friend.

# Lesson 4. A Real Geography Lesson

**Aims:** To integrate students’ geography knowledge into English lessons.  
To develop students’ all four language skills on the topic “Natural disasters”.

## Standards

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

## Objectives Student:

- expresses his/her opinion related to natural disasters using the unit vocabulary
- talks about destructions that natural disasters can cause
- uses the unit vocabulary to express feelings in different situations
- identifies the main idea of the listening passage
- identifies the main idea of the text
- demonstrates comprehension of the text
- uses context clues to approximate meaning of unknown vocabulary
- makes up sentences about what people should do during and after an earthquake.

## Research questions:

- What damages can disasters cause?
- What subjects could help us to be aware of such damages and overcome them?

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-2.2.1./2.2.2./Lit.-1.1.3./3.1.3./Geo.-1.2.2./2.1.3./3.2.5. Scien.-1.2.1. /4.2.1/ Phys.-1.1.1.
Interaction	CW/GW/IW/PW
Strategy	Discussion, Reading By Stops, Description, Matching, Role Play, Questioning
Resources	SB, flashcards, video roll, pictures, computer, handouts, flip-chart, marker, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>



### Lead-in

**Exercise 1.** Focus students' attention on the pictures and ask them to describe them.

**Exercise 2.** Ask students to work individually. Have students read the text and choose the best title for it. Check the answers.

Answer:

- A) Tilly's Email To A Friend                      B) Tilly's Physics Lesson  
C) The Importance Of The Classes            D) Tilly's Knowledge of Geography

**Exercise 3.** Get students to read the text and decide if the sentences are True or False. Ask students to check their answers in pairs before providing them with feedback.

Answers:

1. FALSE    2. TRUE    3. FALSE    4. FALSE    5. TRUE    6. FALSE    7. TRUE

**Exercise 4.** Ask students to read the passage again and put the events in the right order.

Answers:

- Everybody began to run to the safety. -3  
Tilly Smith studied tsunamis at school. -1  
The waves destroyed the tourist centre. -4  
The tourists were happy that Tilly liked geography. -5  
Tilly and tourists watched how the big waves formed. -2

**Exercise 5.** Have students work in pairs and discuss the questions. Encourage them to share ideas with another pair.

- How did geography help Tilly?
- In what other situations can geography help people?

**Exercise 6.** Get students individually match definitions **1-7** to adjectives **a-g**. Have them check their answers as a class.

Answers:

*When a person ....*

1. thanks someone for something - g
2. is sad about something - b
3. wants or needs smth very much - a
4. is nervous and not relaxed - e
5. is very interested in something - c
6. is worried - d
7. feels happy about his/her achievement - f

**Exercise 7.** Ask students to work individually and choose the correct word. Check the answers as a class asking for explanation.

**Answers:**

1. Our daughter made us feel **proud**/anxious. She saved a lot of people.
2. After the terrible experience in Thailand, they were upset/**glad** to go home.
3. I'm very **grateful**/tense for your help.
4. I was **ashamed**/proud when I didn't pass any of my exams.
5. After the tsunami, we were desperate/**afraid** to swim again.

**Exercise 8.** Ask students to sort out the adjectives according to their positive or negative meanings. Students choose them from the box and include to the right column explaining their choice.

**Answers:**

Positive		Negative	
helpful	pleased	weak	unhappy
proud	wonderful	desperate	ashamed
grateful	relaxed	upset	tense
glad	lucky	sad	unlucky
satisfied	safe	awful	

**Exercise 9.** Ask students to think of a time they felt *ashamed/grateful/frightened/upset* etc. Focus their attention on the adjectives given in the boxes and ask them to share their ideas with partners.

**Exercise 10.** Get students to work in pairs and discuss what might have caused destruction of the building. Let students guess and express their thoughts.

**Exercise 11.** Ask students to read the text about the earthquake in Shamakhy and answer the questions. Have them discuss the questions in pairs and compare the answers with another pair.

1. How many times did earthquake happen in Shamakhy?
2. Did the city completely disappear as a result of the earthquake?

**Exercise 12.** Students work independently. As they read, they decide if the given sentences are True or False according to the text. Get them to check the answers.

**Answers:**

- 1.TRUE 2.FALSE 3.FALSE 4.TRUE 5.TRUE

**Exercise 13..** Ask students to work individually and match the boldfaced words in the text to their definitions. Encourage them to use contextual clues to guess the meaning of the words.

**Answers:**

a) perish b) considerable c) ruin d) restore

**Exercise 15** Get the students to answer the questions and explain their answers. Have them work as a class.

- *Have you ever witnessed an earthquake?*
- *Do you know what other cities in Azerbaijan were destroyed by earthquakes?*
- *What destructions do earthquakes cause?*
- *Have you ever been in a disaster?*

**Exercise 15.** Ask students to read the short passages and choose the right words.

**Answers:**

1. hurricane/anxious
2. lightening/ unhappy
3. tornado/ frightened
4. tsunami/terrible
5. drought/ desperate

**Exercise 16.** Ask students to listen to the people speaking about different disasters. Students should find out which disaster each person is talking about. Tell students that they are going to hear the recording only once and they should concentrate on certain types of disasters. Then check the answers.

**Answers:**

1. Tom – drought
2. Ann – volcano eruption
3. Aynur – forest fire

### TRACK 9A

**1. Tom:** The crops are dying in the fields. There has been no rain for five months in this part of the country.

**2. Ann** It all started at 2 p.m. The mountainside exploded and millions of tones of lava flowed into the sea.

**3. Aynur:** The flames swept through the dry forest, destroying hundreds of hectares of trees.

**Exercise 17.** Ask students Ss to discuss the questions.

**Exercise 18.** Ask Ss to write some tips about an earthquake.

## Progress Portfolio

Fill in "Your Overall Project" ✓

Exercise 1. Self-Assessment:

A-always B-sometimes C-seldom D-rarely

A B C D

• I can share my opinions on natural disasters/seas/beaches.				
• I can research facts on natural disasters.				
• I can participate in discussions on the protection of the environment.				
• I can talk about the importance of beaches.				
• I can write a paragraph about the protection of the environment.				
• I can talk about the new sources of energy.				
• I can identify the main idea of the text.				
• I can make questions on the environment.				
• I can talk about the role and importance of different subjects.				
• I can organize ideas into a short paragraph.				

**Exercise 2.** Students match the words in the box to their definitions.

1. a very strong wind that goes quickly round in a circle - **tornado**
2. a storm with very strong winds - **hurricane**
3. a sudden bright light in the sky when there is a storm - **lightening**
4. a long time when there is not enough rain - **drought**
5. a very large wave caused by an earthquake - **tsunami**
6. a large amount of water that covers an area which is usually dry - **flood**
7. a storm in which there is thunder, lightning and a lot of heavy rain - **thunderstorm**
8. an explosion of a volcano - **volcano eruption**

**Exercise 3.** Students unscramble the words.

1. mrots - **storm**
2. terasdis - **disaster**
3. derthun - **thunder**
4. gtelighnin - **lightening**
5. nocaval - **volcano**
6. thgoudr - **drought**
7. donator - **tornado**
8. amitsun - **tsunami**
9. canerihur - **hurricane**

**Exercise 4.** Students write the verbs in correct tense forms.

**Exercise 5.** Students complete the sentences using the passages.

**Exercise 6.** Students make up questions and answer them.

## Sub Summative Test 5

### 1. Complete the sentence with your own ideas.

Energy is very important in modern life. It can change ... .  
People use energy ... .

### 2. Complete the sentences.

Environment means ...                      Pollution means ...

### 3. Choose the correct variant.

... to use something, ... to treat things that they can be used again ... to make something less or smaller in size, quantity and price

- A) Reduce, recycle, reuse    C) Reuse, recycle, reduce  
B) Reduce, reuse, recycle    D) Recycle, reuse, reduce

### 4. Choose the correct variant.

After the Tsunami, many tourists were grateful... Tilly's interest in geography. Tilly's friends thanked her ... help.

- A) to                      B) at                      C) for                      D) with

### 5. Choose the correct variant.

I ... join the Green Company.

- A) had rather                      B) had prefer                      C) had better                      D) would like

### 6. Choose the correct verb.

Don't ... the things you don't want by throwing them away!

- A) find                      B) damage                      C) throw                      D) waste

### 7. Write the definition of these words.

landfill\_\_\_\_\_    durable\_\_\_\_\_    solar\_\_\_\_\_

### 8. Odd one out in each line.

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. tense, desperate, geography | 3. weather, dangerous, attentive |
| 2. fresh, accident, anxious    | 4. deep, danger, tectonic        |

### 9. Find the correct variant.

- A) Recycle means to make something smaller in size.  
B) Compost is a mixture of decayed food.  
C) Pollution means the presence of harmful matter in the environment.  
D) Reuse means to use something again!

### 10. Write your ideas about your favourite lesson/lessons and give reasons why you like them/it.

Beginning	Expressing opinion	Asking for clarification
<p>Shall I start?-Sure, go ahead. Would you like to start?-Yes, of course.</p>	<p>From my point of vies, ... As far as I'm concerned, ... In my opinion, .... To my mind, ... In my view, ... I(strongly) beleive that... I (honestly) think that ... I (really) feel that ...</p>	<p>Pardon, could you repeat that, please? Would you mind repeating that? Sorry, I didn't quite hear you? Sorry, I didn't catch what you said. Do you mean that ...? What do you mean by that? Are you saying that ... ?</p>
Asking for opinion	Partly agreeing	Disagreeing
<p>What do you think/ reckon? Do you agree with me? Would you agree with that? Would you go along with that? Do you see what I'm getting at?</p>	<p>I kind of agree with you. I agree to an extent. I see your point but ...</p>	<p>I disagree with you. I don't agree with you. I'm afraid I disagree. That's not the way I see it.</p>
Showing understanding	Rephrasing	Summarizing
<p>That's a great point. I see your point. I see where you're coming from. I know what you mean. I totally understand. I get what you 're saying</p>	<p>What I mean is ... What I'm trying to say is ... To put it another way,... To put it simply, ... In other words, ...</p>	<p>Basically, ... In a nutshell, ... Taking everything into account, ... All things considered, ... All in all, ...</p>
Convincing someone	Expressions	Concluding
<p>Surely you would agree that... Don't you think that ...? OK, you've twisted my arm. On second-thoughts, you're right.</p>	<p>To be perfectly honest, ... To tell you the truth, ... It's a tough one. At the endof the day, ... It's worth bearing in mind that ...</p>	<p>Let's try to reach an agreement. Shall we decide on one? Do we agree that...? In the end, we both agree that ... We have reached the decision that ... Our final decision is ...</p>

# UNIT 6

## WONDERS OF THE WORLD

### Lesson 1. The Seven Wonders of the World

**Aims:** To develop students' speaking, reading and writing skills on the topic "Wonders of the world". To encourage students to become autonomous learners through doing research on seven wonders of the world.

2.1.2./2.1.2./3.1.1./3.1.4./3.1.3./4.1.2./4.1.4

#### Objectives Student:

- expresses his/her ideas on the Seven Wonders of the World
- shares and compares ideas about Modern and Ancient wonders
- takes part in discussions on the Seven Wonders of the World
- identifies and demonstrates comprehension of the main idea of the text
- uses context clues to approximate meaning of unknown vocabulary
- prepares a poster presentation on a natural wonder

#### Research questions:

- What do you know about the seven World Wonders?
- Which of them is the top Wonder for you and why?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.3./1.2.4./2.2.2./ <b>Lit.</b> -1.1.3./3.1.2./ <b>Az.His.</b> -1.2.2./5.1.2./ <b>Gen.His.</b> -5.1.1./5.1.3. <b>Scien.</b> -4.1.1./PT-1.1.2. <b>Geog.</b> -1.2.2./ 2.1.2./3.2.4.
<b>Interaction</b>	CW/GW/IW/PW
<b>Strategy</b>	Description, Discussion, Word Association, Carousel, Venn Diagram
<b>Resources</b>	SB, flashcards, map, grammar table, computer, film roll, handouts, cards, pictures, CD, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>

### Lead-in

**Exercise 1.** Focus students' attention on the pictures and ask them to discuss the famous places they see. Introduce students the questions:

- *What are these?*
- *Where are they situated?*
- *Why are these places famous?*

**Exercise 2.** Ask students to discuss the following questions in pairs drawing their attention to the pictures of such ancient wonders as the *Statue of Zeus*, the *Hanging Gardens of Babylon* and others.

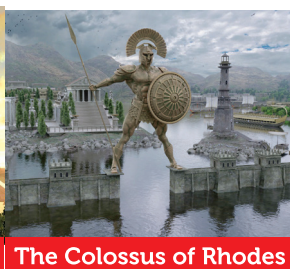
- *What wonders of the ancient world do you know?*
- *Where were/are they located?*



The Great Pyramid of Giza



The Temple of Artemis



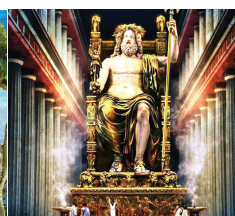
The Colossus of Rhodes



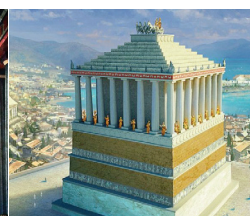
The Lighthouse of Alexandria



The Hanging Gardens of Babylon



The statue of Zeus at Olympia



Tomb of Mausolus at Halicarnassus

**Exercise 3.** Have students read the text about ancient wonders and find out how many of them have survived till present days.

**Exercise 4.** Students choose the correct option according to the passage they have read. Then check the answers.

**Answers:**

1. The list of seven wonders of the world was created by ancient Greeks.
2. Which of the ancient wonders is the oldest? The Pyramid of Giza.
3. Egyptians built the pyramids as tombs for their pharaohs.
4. The Colossus of Rhodes was ruined by a natural disaster.
5. The Hanging Gardens of Babylon were built by a king.
6. The Statue of Zeus was a sitting figure.



**Exercise 5.** Ask students to match the boldfaced words to their definitions. Encourage them to use contextual clues to guess the meaning of the words.

**Answers:**

- |              |             |
|--------------|-------------|
| a) precious  | d) tomb     |
| b) harbour   | e) temple   |
| c) selection | f) gigantic |

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

- Which of the Seven Wonders of the World do you think was the most wonderful? Why?
- What ancient wonders in Azerbaijan do you know?
- What are they famous for?
- What natural wonders in Azerbaijan do you know? Where are they situated?

**Exercise 7.** Ask students to read the facts about the natural wonders in Azerbaijan and match short passages to the correct pictures.

**Answers:**

1. F   2. C   3. D   4. A   5. E   6. B

**Exercise 7.** Ask students to read the text again and decide if the sentences are True or False according to the text.

**Answers:**

1. TRUE   2. FALSE   3. FALSE   4. TRUE

**Exercise 9.** Divide students into small groups and ask them to make a list of the modern world wonders. Make sure that every student is involved in the discussion and creation of the list. Then ask groups to present their ideas to the class and compare them. Whenever they have a discussion, remind them to use the functional language in order to show their opinions, agreement, or disagreement. After this activity give students an individual task to make a poster about one natural wonder answering the questions:

- *Where on the planet is the wonder located?*
- *When was it discovered?*
- *Why is it considered a wonder?*

## Lesson 2. Where Leisure, There Pleasure!

**Aim:** To practise students’ speaking, reading and writing skills on the topic of places of interest in the world.

**Standards**  
**2.1.1./2.1.3./3.1.1./3.1.4./4.1.2./4.1.3./4.1.4.**

**Objectives**  
**Student:**

- talks about different places of interest in the world
- expresses his/her ideas and opinions using the functional language
- talks about a country he/she would like to visit
- identifies the main idea of the paragraphs in the text
- uses context clues to approximate meaning of unknown vocabulary
- demonstrates comprehension of the text
- makes up sentences with **“like”** both as a preposition and a main verb

**Research questions:**

- Why do we call them famous cities?
- What special features have made them famous all over the world?

Content Line	Speaking/Reading/Writing
Integration	N.L.-1.2.3./1.2.4./2.2.2. Lit.-1.1.3./2.1.1./2.2.1. Az.His.-5.1.1./5.1.3./ Gen.His.-5.1.1./5.1.3. Geog.-3.2.1./Art.-1.1.1.
Interaction	CW/GW/PW/IW
Strategy	Description, Completion, Discussion, Questioning, Role Play, Matching
Resources	SB, flashcards, pictures, slides, computer, realia, video roll, handouts

### Lead-in

**Exercise 1.** Ask students to look at the countries/ cities and say why they would like to visit them. Encourage students to share their ideas with the class using the phrases I'd like to/ I'd rather/ I'd better.

**Exercise 2.** Ask students to work in pairs and find the answer to the question: "What do you know about Baku, Vienna and New Orleans?" Tell students to match the pictures to the cities.

**Exercise 3.** Ask students to read the text about three cities and find out which paragraphs contain information about them. Get students to check their answers as a class.

Answers:

- New Orleans
- Baku
- Vienna

**Exercise 4.** Have students read the text and fill in the table according to the information in it.

**Exercise 5.** Ask students to find the significance of certain numbers mentioned in the passage they have read. Then check the answers.

Answers:

- population of about 550,000
- the 57th Eurovision Song Contest in 2012
- the First European Games in 2015
- was inscribed as a UNESCO World Heritage Site in 2000
- is located 28 metres below the sea level
- population of over 1,500,000

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

Answers:

- |             |                 |             |
|-------------|-----------------|-------------|
| a) gateway  | b) cosmopolitan |             |
| c) heritage | d) immigrant    | e) inscribe |

**Exercise 7.** Have students work individually and ask them to choose the odd

word out. Then check the answers.

**Answers:**

1. cultural, industrial, carnival
3. port, cosmopolitan, theatre
2. old, ancient, modern
4. Vienna, Azerbaijan, the USA

**Exercise 8.** Get students to work in pairs and answer the questions.

- *Where is it located?*
- *What is it famous for?*

**Exercise 9.** Ask students to read the jumbled conversation and put the lines in the correct order. Encourage them to find out which roles are likely to be at the beginning/ at the end of the conversation. Help the students share their opinions about the conversation. Then check the answers.

**Answers:**

E, B, A, D, F, C

**Exercise 10.** Ask students to read the sentences and decide if **LIKE** is used as a verb or as a preposition. Then check the answers.

**Answers:**

1. I like flowers. - V
2. There will be beautiful tulip arrangements which are like "tulip seas". - P
3. You will tell me what Holland is like when you come back. - P
4. I like dancing a lot. - V

**Exercise 11.** Ask students to pay their attention to the usage of **LIKE** and its different meanings. Instruct them while they match the sentences to the rules. Then check the answers.

**Answers:**

To enjoy smth: sentences 1, 4

Similar to smth else: sentence 2

To describe smth: sentence 3

**Exercise 12.** Ask students to complete the sentences using **LIKE/ BE LIKE** in the correct tense form. Tell them to explain their choice and check the answers.

**Answers:**

1. I have never been to Baku. What is it like? –It is a beautiful city.
2. I love old buildings like castles and palaces.
3. I am not sure if I recognize Susan. What is she like?
4. I really like history.
5. What is your new teacher like?
6. What do you like doing in your free time?

**Exercise 13.** Ask students to write a paragraph: "The best place for summer holidays".

## Lesson 3. Changes in the XXI Century

**Aims:** To develop students' speaking, reading and writing skills on the topic of changes of the XXI century. To encourage students to use the target language in discussions.

### Standards

**2.1.1./2.1.3./3.1.1./3.1.3./3.1.4./4.1.2./4.1.3.**

### Objectives Student:

- expresses his/her opinion related to the changes in the 21<sup>st</sup> century
- uses functional language to present their opinions/agreement and disagreement while comparing and contrasting present and past
- identifies the main idea of the paragraphs in the text
- demonstrates comprehension of the text
- uses context clues to approximate meaning of unknown vocabulary
- organizes ideas into a paragraph about his/her predictions of what changes related to education will happen next century
- expresses ideas in clear and grammatically correct English using appropriate punctuation

### Research questions:

- What are the specific features of present life?
- How do these innovations/changes affect people?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.-1.2.3./1.2.4./4.1.3./Lit.-1.2.4./3.1.3. Az.His.-1.2.2./1.3.1./5.1.2. Gen.His.-5.1.1./5.1.2./Geog.-1.1.1./Art.-1.1.1./1.2.2.</b>
<b>Interaction</b>	GW/CW/PW/IW
<b>Strategy</b>	Cluster, Venn Diagram, Discussion, Description, Grouping, Completion
<b>Resources</b>	SB, flipcharts, realia, video roll/CD, handouts

### Lead-in

**Exercise 1.** Focus students' attention on the pictures and ask them to discuss and compare the sentences using a Venn diagram (**OLD vs NEW**). Make sure that every student participates actively in the discussion.

### In the past

- People used to wear charigs.
- People used brooms to clean rooms.
- People used to have khurchuns.

### Today

- People wear different types of shoes.
- People use mobile phones, computers, iPhones, etc.
- People use vacuum cleaners to clean rooms.

**Exercise 2.** Split students into pairs.

- Do you think our life will change in the future?
- How will it change?

**Exercise 3.** Ask students to read the text and decide if all of the four children are talking about positive changes.

Answers:

- A) YES      B) YES  
C) YES      D) NO

**Exercise 4.** Split students into pairs and ask them to find out who mentions one (or more) of options 1-6.

Answers:

Who mentions ...

1. *changes in the economy?* - SAM
2. *better medical care?* - MEHRIBAN
3. *negative effect(s) of technology?* - SULEYMAN
4. *healthier food?* - SAM
5. *studying over the Internet?* - FIDAN
6. *the help to the poor?* - SAM

**Exercise 5.** Ask students to work individually and decide if the sentences are True or False according to the text. Then check the answers.

**Answers:**

1. FALSE      2. TRUE
3. TRUE      4. FALSE
5. FALSE

**Exercise 6.** Have students scan the text quickly and match the boldfaced words to their definitions. Then check the answers.

**Answers:**

- a) due to    b) average    c) passive    d) cancer    e) goods    f)online

**Exercise 7.** Ask students to discuss the questions in pairs and share their ideas with another pair. Encourage students to use the vocabulary related to the future..

- *Whose opinion in exercise 3 do you agree with? Why?*
- *What big changes do you think will happen in Azerbaijan?*

**Exercise 8.** Divide students into groups. Ask them to debate on the following ideas. Whenever they have a discussion, remind them to use the functional language in order to show their opinions, agreement, or disagreement.

**Group A** strongly believe that life in 100 years will be better than life today. Give your reasons why you think so.

**Group B** strongly believe the opposite. Give your reasons why you think so.

**Exercise 9.** Ask students to write a paragraph predicting changes in education in the next century. Get them to pay attention to punctuation.

# Lesson 4. How to Cross the River?

**Aim:** To develop students’ speaking, reading and writing skills on the topic of bridges.

**Standards**  
**2.1.1./2.1.3./3.1.1./3.1.4./4.1.3./4.1.4.**

**Objectives**  
**Student:**

- shares and demonstrates his/her thoughts about bridges
- defines/groups the main facts about bridges
- recognizes famous bridges and speaks about their features/roles
- identifies the main idea of the text
- uses context clues to approximate meaning of unknown vocabulary
- organizes ideas into a paragraph describing the country he/she would like to visit
- follows the rules on using definite articles while writing a paragraph
- expresses ideas in clear and grammatically correct English using appropriate punctuation

**Research questions:**

- What’s the role of bridges in our life?
- How can bridges help people?

Content Line	Speaking/Reading/Writing
Integration	N.L.-1.2.4./2.1.2./2.2.2./ Lit.-2.1.1./3.1.3./Az.His.-1.2.2./5.1.2./ Gen.His.-5.1.1./5.1.2./Geog.-3.2.1.
Interaction	GW/CW/PW/IW
Strategy	Discussion/Description/Venn Diagram
Resources	SB, Pictures, slides, computer, handouts, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>



### Lead-in

**Exercise 1.** Focus students' attention on the pictures of bridges. Ask students the following question: Why do you think these bridges are famous?

**Exercise 2.** Divide students into small groups and ask them to discuss the following questions. Then have students compare their ideas with another group.

1. *Where is this bridge situated?*
2. *What are its benefits for the community?*

**Exercise 3.** Ask students to work individually. Have them read the text about famous bridges. Then ask students why these bridges play an important role in the human civilization.

**Exercise 4.** Get students to read the text and decide what the boldfaced words mean. Check the answers as a class.

Answers:

- a) aqueduct    b) valley    c) landmark    d) headland    e) strait

**Exercise 5.** Ask students to read the passage about the Kariba Dam and guess why it was built without paying attention to the gaps. Have them share their opinions.

**Exercise 6.** Have students work in pairs and discuss if the given sentences are True, False or Not Given according to the passage. Encourage them to share ideas and compare them with another pair.

Answers:

- a. FALSE    b. FALSE    c. TRUE    d. FALSE    e. TRUE

**Exercise 7.** Ask students to work individually and do research on one bridge that played an important role in the history of Azerbaijan and then ask them to make a presentation.

**Exercise 8.** Have students work individually and look at the **Grammar** box. Encourage them to share ideas related to the rule and compare them with others. Students should guess when and how to use the article while reading and matching sentences 1-6 to rules a-f. Then check the answers.

Answers:

Use the with names of geographical areas, rivers, mountain ranges, groups of islands, canals and oceans. – 1, 3

Use the with countries that have plural names. – 3

Use the with countries that include the words "republic", "kingdom", or "states" in their names. – 5

Do not use the with names of countries (except for the special cases above). – 2

Do not use the with the names of individual mountains, lakes and islands. – 4

Do not use the with most names of cities, towns, streets, stations and air-ports. – 6

**Exercise 9.** Ask students to complete the sentences with articles paying special attention to the usage of the **definite** or **zero** (no) articles. Tell students to check their answers as class explaining their choice.

**Answers:**

1) The 2) The 3) - 4) The 5) The 6) The 7) The 8) The, the 9) -, -, the 10) The 11) The 12) The 13)- 14)- 15)The, the 16) The 17) The

**Exercise 10.** Ask students to work in pairs and to think of different articles. Focus their attention on the rule how to use the definite and zero articles and fill in the gaps in the given sentences. Have them compare their answers with other pairs.

**Answers:**

1. I went sailing around Lake Geneva.
2. The Danube runs through many European cities.
3. They visited a village in the Andes.
4. They went to the Philippines on their holidays.
5. Have you ever seen Mount Fuji?
6. The Azores are a group of islands in the Atlantic.
7. Greece gets very, very hot in the summer.
8. I've never been to the United States.
9. Mount Everest is the highest mountain in the world.

**Exercise 11.** Tell students that some sentences contain mistakes in the usage of articles. Ask them to read these sentences carefully and concentrate on the rule they have just learnt to find and correct the mistakes. Then check the answers asking for explanation.

**Answers:**

1. She went to the United Kingdom to study English.
2. Australia is a really enormous place.
3. Baffin Island is part of Canada.
4. She comes from the Netherlands.
5. She always loved skiing in the Alps.
6. I often go on holiday to the Canary Islands.

**Exercise 12.** Get students to work in pairs and discuss the questions. Let students think and express their thoughts actively. Then compare all the ideas.

- Which countries do you want to visit?
- Which geographical features in these countries attract your attention?

**Exercise 13.** Get students to write a paragraph describing the country they'd like to visit.

## Progress Portfolio

**Exercise 1.** Think about your progress and Tick Your Overall Progress. ✓

Self Assessment:

A-No problem

B-I don't have any difficulties

C-I sometimes find this difficult

D-I need more practice

	A	B	C	D
• I can share my ideas on the wonders of the XXI century with my partners.				
• I can take part in discussions about bridges and their role.				
• I can participate in discussions on the ancient and recent wonders.				
• I can make up a list of old and new wonders in Azerbaijan.				
• I can write a paragraph about ancient and modern wonders.				
• I can research facts on famous bridges in the world.				
• I can identify the main idea of the text.				
• I can make plans/questions on the changes of the XXI century.				
• I can match the boldfaced words in the texts to their definitions.				
• I can organize ideas into a paragraph on inventions				

**Exercise 2.** Students make a list of seven wonders of the modern world and explain why they should be considered as wonders.

**Exercise 3.** Students choose the correct forms of the verbs.

1. Bosphorus Bridge has connected east and west since 1973.
2. Thousands of animals had lived in the valley by the time.
3. They had built a huge bridge before we came to the village.
4. When the man returned home, his son had gone to bed.
5. The flat was very dirty because nobody had cleaned it for a long time.

**Exercise 4.** Students find mistakes in the sentences and correct them.

1. I've lived in London for six years.
2. I love swimming in the Mediterranean.
3. We spent our holiday on the shore of Lake Windermere.
4. The Nile is a very beautiful river.
5. Golden Gate Bridge is one of the internationally recognized symbols of San Francisco.
6. Bosphorous Bridge is a landmark of the city.

**Exercise 5.** Students group the words according to the parts of speech and complete the chart.

Nouns	Adjectives	Verb	Prepositions	Other
valley sea-gull float cure tomb shrine sanctuary canyon strait span capital cosmopolitan perfection benefit aqueduct valley minaret host dam bank trap	great well-main- tained immense cosmopolitan precious tall picturesque near northern commercial	cure float heal benefit have connect span rescue trap adore host	by to towards over on of with by about for near	the and them- selves

**Exercise 6.** Students complete the sentences matching the halves.

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

**Exercise 7.** Students match the boldfaced words to their definitions.

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

**Exercise 8.** Students insert articles where necessary.

1. New Orleans stands on the bank of the Mississippi River.
2. Tower Bridge is one of the oldest bridges in London.
3. Haven't you heard about the Tulips' Carnival in Holland?
4. France and Britain are separated by the English Channel.
5. Baku is the largest city on the Caspian Sea and in the Caucasus.
6. Golden Gate Bridge connects San Francisco Bay to the Pacific.
7. Vienna is the capital of Austria and it stands on the banks of the Danube.
8. Khudaferin Bridge connects the northern and southern banks of the Araz.

## Sub Summative Test 6

### 1. Choose the correct variant.

**This mountain is famous both for its salt and healing peculiarities in the world. It is ... .**

- A) Khynalig    B) Yanar Dag    C) Salt Mountain    D) Mud of Volcanoes

### 2. Answer the questions.

*What are the wonders of the ancient world?*

*Where are they situated?*

*What are the modern wonders of Azerbaijan?*

### 3. Complete the sentence.

The three Pyramids of Giza ... were built as tombs for Egyptian kings.

- A) in Greece    B) in China    C) in Egypt    D) in Great Britain

### 4. Complete the sentences.

1. The temple of Diana at Ephesus in Asia Minor. Inside the temple there were some of the finest works by .... You can see parts of the columns in ... .

2. The Statue of Zeus at Olympia ... . It was 12 metres ... . The robes of Zeus were of gold and the eyes of .. ... .

### 5. Find the definitions.

- A) a bridge    1) an area of low land between hills and mountains  
B) a valley    2) smth such as a large building that you can see clearly  
C) landmark    3) structure that is built over a road, railway, river

### 6. Choose the correct questions.

1. What your city is like?    2. What is your school like?  
3. What is your city like?    4. What are your school like?

### 7. Find mistakes and correct them.

1. Danube runs through many European cities.  
2. My sister has been to United States this month.

### 8. Find out which city it is.

... is the largest city in Louisiana and stands on the banks of the Mississippi.

... is the largest city on the Caspian Sea and of the Caucasus region.

... is the capital of Austria and stands on the banks of the River Danube.

### 9. Find the words for these definitions.

1. a structure like a bridge that takes water across a valley  
2. a famous building or object that you can see and recognize easily  
3.. a narrow piece of land that sticks out into the sea

### 10. Write a paragraph: "Wonders in Azerbaijan."

Some/Any/No			
<b>"Some", "any" and "no" are commonly used with uncountable nouns and plural countable nouns.</b>			
	Affirmative form	Question form	Negative form
Plural countable	Some	any	not any/no
Uncountable	some	any	not any/ no
	Affirmative form	Question form	Negative form
People	Someone somebody	Anyone Anybody	Not one/not anyone Nobody/ not anybody
Things	Something	Anything	Nothing/not anything
Places	Somewhere	Anywhere	Nowhere/ not anywhere
<p>But "some" and its compounds are also used in question when we make an offer or a request. E.g. - <i>Can I say something?</i></p> <p>When "any" and its compounds are used in affirmative sentences, there is a difference in meaning.</p> <p>E.g.- Anyone/Anybody can enter this competition.</p>			

Some, Any, No, Every compounds				
	+thing	+body	+one	+where
Some	He saw something in the garden.	Somebody's walking in the garden.	Someone is sleeping on the sofa.	I left my glasses somewhere in the house.
Any?	Is there anything to eat?	Is there anybody in the room?	Is there anyone important in this town?	Did you go anywhere yesterday?
Not Any (-)	There isn't anything to eat.	He doesn't know anybody here.	There isn't anyone to support you.	I didn't go anywhere yesterday.
No (-)	There is nothing to eat.	Nobody believes me.	Nobody speaks German in our group.	There is nowhere to sit.
Every	Everything is easy here.	Everybody needs love.	Everyone is happy.	Everywhere you go I'll follow you.

# UNIT 7

## FAME

### Lesson 1. My Favourite Film Star

**Aim:** To develop students' speaking, reading, writing skills on the topic "Child actors".

#### Standards

2.1.2./2.1.3./3.1.1./3.1.2./3.1.3./3.1.4./4.1.2./4.1.4.

#### Objectives Student:

- talks about his/her favourite film using the unit vocabulary
- expresses his/her opinions about being a film star at a young age
- identifies the main idea of the paragraphs in the text
- demonstrates comprehension of the text
- uses context clues to approximate meaning of unknown vocabulary
- demonstrates ability to answer wh-questions about ideas discussed in the text
- organizes ideas into a paragraph describing his/her favourite child actor
- expresses ideas in clear and grammatically correct English using appropriate punctuation

#### Research questions:

- What is the role of children's films in our life?
- Why are they created?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.3./2.2.1./2.2.3./ <b>Lit.</b> -2.1.1./2.2.1./3.1.2./ <b>Az.His.</b> -4.1.1./5.1.2. <b>P.T.</b> -1.4.1./ <b>Music</b> -1.1.1./ <b>Scien.</b> -3.3.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Discussion, Description, Matching, Role Play, Interview, Questioning
<b>Resources</b>	SB, handouts, flash cards, pictures, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>

### Lead-in

**Exercise 1.** Focus students' attention on the pictures and ask them to find out which films these pictures are from.

Answers:

- |                   |                           |                 |
|-------------------|---------------------------|-----------------|
| 1. The Gypsy Girl | 2. Home alone             | 3. Shared Bread |
| 4. Spiderman      | 5. The Mystery of a Tower | 6. Magic Gown   |

**Optional: Ask these questions and encourage Ss to share their ideas.**

- *Have you watched any of these films?*
- *Which one did you like most?*

**Exercise 2.** Ask students to work in pairs and match the proverbs to the films. Remind them that they can use each proverb more than once. When they finish, have them compare their answers with another pair.

**Suggested answers:**

1. *The gypsy Girl: A friend in need is a friend indeed;*
2. *Home alone: Knowledge is power;*
3. *Shared Bread: A friend in need is a friend indeed. One man, no man;*
4. *Spiderman: A hero dies, but his fame remains.*
5. *The Mystery of a Tower: Knowledge is power; One man, no man;*
6. *Magic Gown: Knowledge is power;*

**Note: accept all supported ideas.**

**Exercise 3.** Have the students read the text quickly. Get them to match the films to their descriptions. Remind them that there are 2 extra descriptions. Before checking answers have them compare their answers in pairs.

**Answer:** 1C, 2A

**Exercise 4.** Have the students read the text again to find True, False and Not Given statements.

Before whole class feedback have them compare their answers in pairs.

**Answers:**

1. F    2. NG    3. T    4. F

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

**Answers:**

1. awkward    2. get poisoned    3. reveal    4. hardship    5. succeed

**Exercise 6.** Divide students into small groups. Ask them to prepare a short description of a famous film. The groups later read their descriptions to the



other groups and they guess which films have been described. Encourage all group members to participate actively.

**Exercise 7. (Ideally, it is a first activity of a new lesson)** Put the students into pairs and ask them to discuss the questions. Encourage them to ask more questions related to the topic.

- *Which children's film stars do you know?*
- *Do they have positive or negative roles in the movies?*

**Exercise 8.** Have the students read the text quickly to match the headlines to the paragraphs. Remind them that there is an extra headline.

Before checking answers have them compare their answers in pairs.

**Answers:**

1. C    2. A    3. D    4. B    5. Extra

**Exercise 9.** Have the students read the text again answer the questions.

Before checking answers have them compare their answers in pairs.

**Answers:**

1. 7
2. He was nominated for "Outstanding Performance" by a Male Actor in as Supporting role; he won the "Critics Choice Award" for his role in the 'Room'
3. He is humorous, he has big imagination and writes stories.
4. In Canada
5. Star War
6. To challenge his followers to practice kindness throughout their daily lives.

**Exercise 10.** Ask students to find the words/phrases in the text that match the given definitions. When they finish, before checking the answers, have them compare their answers in pairs.

**Answers:**

- |                |               |
|----------------|---------------|
| 1. attend      | 6. hang out   |
| 2. to nominate | 7. enthusiast |
| 3. needy       | 8. sibling    |
| 4. support     | 9. challenge  |
| 5. store       | 10. kindness  |

**Exercise 11.** Students are supposed to write a paragraph about their favorite child actor using the words/phrases from *Exercise 10*. Before having them start writing, ask them questions about their favorite child actors. If they don't remember any actors, encourage them to write about an imaginary child actor.

**Note: this task can also be set as a home-task.**

## Lesson 2. Cartoons Are Not Only for Children!

**Aim:** To develop students' all four language skills on the topic "Cartoons".

### Standards

1.1.1./1.1.2./2.1.1/2.1.2/3.1.1./3.1.3./4.1.2./4.1.4.

### Objectives Student:

- talks about his/her favourite cartoon using the unit vocabulary
- expresses his/her opinions about being a film star at a young age
- identifies the main idea of the listening passage
- identifies straight forward factual information and details of the listening passage
- demonstrates the understanding of the correct usage of adjectives with **-ed/-ing** while discussing questions related to cartoons
- demonstrates comprehension of the text
- prepares a poster for a movie/cartoon using the unit vocabulary

### Research questions:

- What's the hidden moral in cartoons?
- Are cartoons only for children? Why/Why not? Give reasons.

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.-</b> 1.2.4./2.1.2./2.2.1./4.1.3./ <b>Lit.-</b> 1.1.3./1.2.4./2.1.1. <b>Scien.-</b> 3.1.1./3.2.1./3.3.1./ <b>P.T.-</b> 1.4.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Cluster, Description, Discussion, Debate, Unfinished Story
<b>Resources</b>	SB, board, markers, pictures, slides, computer

### Lead-in

**Exercise 1.** Focus student's attention on the pictures and ask them to discuss the question in pairs. Encourage them to use functional language: ***I think, I believe, In my opinion, etc.***

What makes these cartoons so popular?

### TRACK 10

**Presenter:** In the early 20th century a new form of an art was born and has grown ever since. Of course, I am talking about Cartoons. They are now a huge part of creative culture and hold a special place in the world of entertainment. In the studio with me today is Kate Moore, a psychologist.

**P:** Welcome to the program.

**Kate:** Thank you.

**P:** Kate, what makes cartoons so popular?

**K:** Well, Cartoons are essential part of every childhood. They are, certainly, the most popular entertainment for children, but also much more than that. With the help of cartoons kids can learn about the world around us, about new emotions, life issues and other important things.

**K:** Children are interested in watching cartoons as they take them to the world of imagination. They feel excited while watching their favorite characters saving someone or, overcoming hardships. As children grow up, cartoons show them how things function in real life, explain them more about feelings and relationships in a way they can understand. And of course, children find cartoons amusing and entertaining.

**P:** There are many cartoon characters that are loved by millions of kids and adults throughout the globe. However, many more people think that cartoons are boring and can be watched only by kids. What do you think about this belief?

**K:** It is true that some cartoons are meant only for children, especially those which are educational and teach young children shapes, numbers or colors. But there are cartoons that are certainly aimed for adults as well. The research studies show that cartoons help adults to relax especially when they are tired and want to forget their problems.

Moreover, cartoons are full of positive life messages, which proves us that they are very helpful and that no matter how old you are, there are still so many things to learn. They help us learn something quickly from things that are exciting and interesting. Another thing is that you can understand the hidden messages as an adult.

**P:** Kate, thank you for coming. What would you like to tell our adult listeners?

**K:** Cartoons help you to feel as a child. If you want to find and bring out your inner child watch cartoons!

**Exercise 2.** Tell students that they are going to listen to the interview. Before playing the recording ask students to read the questions. Students listen to the interview and answer the questions individually, before discussing them in pairs.

**Answers:**

1. Kate is a psychologist.

2. If you want to find and bring out your inner child watch cartoons!

**Exercise 3.** Before you play the recording again, ask students to read the statements. Have students do the task while they are listening to the recording. Students complete the task individually before comparing the answers in pairs.

**Answers:**

1. False    2. True    3. False    4. True

**Exercise 4.** Focus students' attention on the example sentences and ask them to choose **ing or ed**.

**Answers:**

**-ED** adjectives are used to talk about a person's feelings or opinions. (These are the receivers of feelings)

**-ING** adjectives are used to describe things, people, places, activities. (These are the sources of the feelings)

<b>-ing or -ed</b>	
▪ The film is boring	▪ She felt bored.
▪ My job is tiring.	▪ I am tired.
▪ Chaplin's movies are entertaining.	▪ The people are entertained.

**Exercise 5.** Ask students to choose the correct forms of the adjectives to complete the sentences. Have them do the task individually before comparing the answers in pairs.

**Answers:**

1. excited    2. boring    3. entertained    4. tiring, interesting

**Exercise 6.** Focus students' attention on the sample sentence and how the adjective in that sentence is used differently with the verb "to be" in two new sentences. Ask them to follow the same instructions to do the task.

**Note: For weaker classes, write the sample sentence on the board and explain how the structure is changed.**

*Sample: The game entertains the children.*

To change the sentence into the first version, the subject of the original sentence remains the same.

*a) The game is entertaining.*

To change the sentence into the second version, the object of the original sentence becomes the subject.

*b) The children are entertained.*

**Answers:**

1. The movie is boring (for us); We are bored.
2. The trip is tiring (for the children); The children are tired.
3. The song is exciting (for the people); The people are excited.
4. Chaplin's movies are entertaining (the people); The people are entertained.
5. Today's cartoons are interesting (for children); Children are interested.
6. The work is exhausting (for the students); The students are exhausted

**Exercise 7.** a) Ask students to answer the questions individually and note their answers on their notebooks.

1. Which cartoons do you find interesting?
2. Which cartoons do you find amusing?
3. What do you do when you are bored?
4. Do you watch something when you are tired? Why? / Why not?

b) Have students mingle around and ask the questions to their classmates to find someone who has the same answers as theirs. Encourage them to participate actively.

**Exercise 8.** Ask students to read the text quickly and say when Charlie Chaplin first used his voice in the movie.

Before checking the answer have students compare their answers in pairs.

**Answer:** In 1940

**Exercise 9.** Have students read the text again and find the significance of the given figures in the text. Ask them to compare their answers before giving whole class feedback.

**Answers:**

1. 1940 – For the first time he made a movie with sound; He played comic version of Adolf Hitler.
2. 10,000 – the amount of the money he earned a week, when he moved to America.
3. 1927 – Talkies came out.
4. 1910 – He made his first trip to America.
5. 1952 – He left the USA.
6. 1889 – He was born.
7. 1972 – He was given Oscar.

**Exercise 10.** Put the students into pairs and ask them to choose the words that describe Charlie Chaplin's character. Have them compare their words with another pair before giving whole class feedback.

**Suggested answers:**

Popular, amusing, talented, athletic, hard-working.

**Exercise 11.** Focus students' attention on the sample sentence. Ask them to make compound/phrasal adjectives from the given words.

**NOTE: For weaker classes, it would be better to write the structure on the board. Adverb+Participle II+noun**

**When they finish doing the task, encourage them to use adjectives in their sentences.**

**Answers:**

Highly respected cartoonist      Well-dressed woman      Well-done work  
Widely recognized film star      Well behaved child      Highly respected actress

**Exercise 12.** Ask students to draw a table in their notebook as given in their book and write the words in the right columns.

Simple adjectives	Derivative adjectives	Compound/phrasal adjectives	Nouns
special, silent, great, rich, clever, ugly, stupid, hungry, wise, intelligent, kind	emotional, beautiful, entertaining, lovely, talented political, interesting, boring	well-educated, well-known, well-maintained, hardworking	Lifetime, interest, cartoon, happiness, building, poverty, trip, life

**Exercise 13.** a) Divide students into small groups and ask them to create a poster to a movie or a cartoon. Encourage students to participate actively.

b) Have the groups present their work to the other groups. Encourage other groups to ask questions.

# Lesson 3. Movies in Our Life

**Aim:** To develop students' speaking, reading and writing skills on the topic "Movies/films."

## Standards

2.1.1./2.1.3./3.1.1./3.1.2./3.1.3./3.1.4./4.1.2./4.1.3

## Objectives

### Student:

- describes a movie using the unit vocabulary
- asks and answers questions related to the passages
- talks about films using relative clauses
- demonstrates comprehension of the text
- makes up sentences using relative clauses
- organizes ideas into a paragraph describing his/her favourite film/ cartoon
- expresses ideas in clear and grammatically correct English using appropriate punctuation

## Research questions:

- How do you make a choice on movies/films?
- What film heroes do you know?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.3./2.2.1./3.1.4./ <b>Lit.</b> -1.1.3./2.1.1./2.2.1./ <b>Az.His.</b> -5.1.2./5.1.3 <b>Scien.</b> -3.2.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Description, Discussion, Questioning/Completion/Role Play
<b>Resources</b>	SB, pictures, handouts, flashcards, computer, slides

### Lead-in

**Exercise 1.** Divide students into small groups and focus their attention on the pictures and words in the box. Ask them to discuss and decide which of the mentioned features made these movies blockbusters.

*the plot, leading actors, performance, special effects, costumes, cast, set, music*

**NOTE: Make sure that students know the meanings of the word “blockbuster” and the words given in the box.**

You can elicit the meanings and give the definition of the words which cause difficulty to students.

**Answers:**

Accept all answers if they are supported with logical ideas.

**Exercise 2.** Ask students to match the words to their definitions. Students do the task individually, before comparing them with their pairs.

**Answers:**

1. critic
2. part
3. animated film
4. star
5. genre
6. nominated
7. premiere

**Exercise 3.** Divide students into 3 groups, A, B, C. Ask them to read the text that is assigned to their groups.

When they finish reading, regroup the students in a way that each group has the members from A, B and C groupings. Ask them to interview their partners to fill in the table with necessary information.

Name	Fakhraddin Manafov	Angelina Jolie	Jason Statham
Age	In 2019 – 64 years old	In 2019 – 44 years old	In 2019 – 52 years
Country	Azerbaijan	California	England
Films/roles	Films: ‘Hotel Room’, ‘Another Life’, ‘Forgive me if I die’, ‘Tahmina’, ‘The Fate of the Emperor’ Role: Ibrahim Khalil Khan	Film: George Wallace Role: Gia Carangi	‘Lock, Stock, and Two Smoking Barrels’, ‘The Transporter’, ‘The Expendables’ and ‘Death Race’
Awards	“Zirve” award. The title of People’s Artist of Azerbaijan	Golden Globe award Jean Hersholt Humanitarian Award	Film Critics Circle Award

**Exercise 4.** Have students do task 4 individually.

**Answers:**

1. who or that
2. which or that
3. who or that
4. that or which
5. who
6. whom
7. who or that
8. whose

**Exercise 5.** Ask students to choose a topic and talk about it with his/her partner. Encourage students to ask questions to each-other.

- An interesting movie that you have recently watched.
- An actor/actress who is your favorite.
- An author whose book was turned into a movie.
- A cartoon that you enjoy watching.

**Exercise 6.** Ask students to write a paragraph about their favourite film/cartoon.

**Exercise 7.** Have students discuss the questions in pairs. Encourage them to ask more questions related to the topic.

- Do you know any films that are based on true stories?
- Are such kind of movies successful? Why/why not?

**Exercise 8.** Ask students to read the text quickly and say why the captain of the ship could not prevent the ship from hitting the iceberg. Before checking the answers ask students to compare their answers in pairs.

**Answers:**

The captain of the ship could not prevent the ship from hitting the iceberg because the ship was moving too fast and the iceberg was too big.

**Exercise 9** Ask students to read the text again and find the halves.

**Answers:**

1. c   2. b   3. a   4. e   5. d

**Exercise 10.** Ask students to role-play the situation. Encourage them to use the vocabulary from exercise 8 and 9. Allocate 10 minutes for pairs to prepare. Then ask them to act out the situation.



## Lesson 4. Give up? Never!

**Aim:** To develop students' all four language skills on the topic "Give up?Never!"

### Standards

**1.1.1./1.1.2./2.1.2./2.1.3./3.1.1./3.1.4./4.1.2./4.1.3.**

### Objectives Student:

- discusses motivational statements using the functional language
- identifies the main idea of the listening passage
- identifies words in the listening passage
- talks about a person who never gives up
- identifies the main idea of the paragraphs in the text
- demonstrates comprehension of the text
- uses context clues to approximate meaning of unknown vocabulary
- writes a motivational motto

### Research questions:

- How can people stand the obstacles to overcome?
- How can you characterize a person who never gives up in life?

<b>Content Line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4./2.2.1./2.2.3./4.1.3./ <b>Lit.</b> -1.2.4./2.1.1. <b>Az.His.</b> -4.1.1. <b>Gen.His.</b> -4.1.2./ <b>Biol.</b> -3.1.1./3.2.1./ <b>P.T.</b> -1.4.1./1.4.2./ <b>Scien.</b> -3.2.1./3.2.2.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Discussion, Grouping, Description, Cluster, Venn Diag., Jigsaw Reading
<b>Resources</b>	SB, flashcards, slides, flip chart, markers, pictures, handouts

### Lead-in

**Exercise 1.** Focus student's attention on the pictures and ask them to discuss the question in pairs.

- *What do you know about the film in the poster?*
- *What do you think is the connection of Shakira with this animated film?*

**Answers:**

1. Zootopia (known as Zootropolis in some regions) is a 2016 American 3D computer-animated comedy film produced by Walt Disney Animation Studios and released by Walt Disney Pictures. It is the 55<sup>th</sup> Disney animated feature film. It was directed by Byron Howard and Rich Moore, codirected by Jared Bush, and stars the voices of Ginnifer Goodwin, Jason Bateman, Idris Elba, Jenny Slate, Nate Torrence, Bonnie Hunt, Don Lake, Tommy Chong, J. K. Simmons, Octavia Spencer, Alan Tudyk, and Shakira.
2. "Try Everything" is a song recorded by Colombian singer Shakira for the 2016 Walt Disney Animation Studios film Zootopia and written by Sia Furler, Tor Hermansen and Mikkel Eriksen.

In the film it is featured as a song recorded by a singer named Gazelle (voiced by Shakira). It is first heard when Judy Hopps plays it on her MP3 player on the train to Zootopia and is heard again during the end credits. The song appears on the soundtrack album to Zootopia and was released as a single during February 2016.

**NOTE:** When you give feedback to the exercise 1 do not mention the name of the song.

**Exercise 2.** Tell the students that they are going to listen to the song. (**Track 12**)

Ask them to listen and think of a title for it.

Have students compare their answers in pairs. Encourage the students to share their ideas with all class.

**Exercise 3.** Ask students to listen to the song again and find the missing words. Students do the task individually before comparing the answers in pairs.

**Answers:** 1. lost 2. hitting 3. wrong 4. reach 5. fail 6. love 7. fast 8. best 9. mistakes 10. mistakes

**Exercise 4.** Ask students to match the boldfaced words from the song to their definitions. Students do the task individually before comparing the answers in pairs.

**Answers:**

a) beat yourself up b) mess up c) take a deep breath d) give in e) keep on (doing)

**Exercise 5.** Have students discuss the statements and say if they agree or not. Encourage them to support their ideas.

**Exercise 6.** a) Ask students to prepare a motivational motto as in exercise 5. Encourage them to use new words as well.

b) Have students mingle around and compare their mottos with their classmates' mottos to find someone who has similar mottos as theirs. Encourage them to participate actively. **Optional:** You can ask students to create a poster with all the mottos and demonstrate the poster on the wall.

**Exercise 7.** Ask students to read the passages quickly and say what these people have in common.

**Answer:** Both of them had disabilities but they never gave in.

**Exercise 8.** Have the students read the text again to find True or False statements. Before open-class feedback have them compare their answers in pairs.

**Answers:** 1. F 2. F 3. F 4. T

**Exercise 9.** Ask students to think of a person who never gives up. Give them some time to make notes. Later have them tell about the person to their groupmates. Encourage them to ask questions to get more information about the person.

## Progress Portfolio

**Progress Portfolio** (Students do the tasks individually to check how much progress they have made).

**Exercise 1.** Think about your progress and tick one of the boxes. ✓

**A**-No problem

**B**-I don't have any difficulties

**C**-I sometimes find this difficult

**D**-I need more practice

**Self-Assessment:**

**A-always B-often C-sometimes D-seldom**

	A	B	C	D
• I can share my ideas on children's films, cartoons and movies.				
• I can participate in discussions about films, different movies, our famous actor/actress and disabled people who never give up.				
• I can find T/F statements according to the given text.				
• I can match the headlines to the paragraphs.				
• I can write about film stars and heroes.				
• I can match the boldfaced words to their definitions.				
• I can identify the main idea of the text.				
• I can answer the questions according to the given text.				
• I can research facts about famous film makers and actors.				
• I can prepare/create motivational mottos.				

**Exercise 2. Answers:**

1. whose
2. who
3. who, that
4. which, that
5. which, that

**Exercise 4. Answers:** A little before his death, he shot a final arrow from his famous bow and asked Little John to bury him where the arrow landed.

**Exercise 5. Answers:**

- a) Paragraph 3
- b) Paragraph 4
- c) Paragraph 2
- d) Paragraph 1

**Exercise 6. Answers:**

1. capture
2. rob
3. courageous
4. the wealthy
5. the poor
6. follower
7. injustice

## Sub Summative Test 7

**Choose the correct variant.**

**1. Ch.Chaplin's movies are ...**

- A) entertained      B) bored      C)entertaining      D) interested

**2. Fill in the gaps with who, that, which and whose.**

1. The woman \_\_\_\_ gave him the money was young.
2. The bag \_\_\_\_ contained the money was yellow.
3. I have a friend \_\_\_\_ father speaks 4 languages.

**3. Complete the phrases.**

- to produce--      to entertain--      to compose--  
to make--      to exhaust--      to review--

**4. Chose the correct adjectives to complete the sentences.**

1. My new job is very tiring/tired.
2. I am not very interesting/interested in sport.
3. I don't find this move amusing/amused at all

**5. Find and write.**

- Another adjective for **brave** -      Another word for-a **blockbuster**  
Another noun for **a cartoon maker**      Another noun for **a ruler**

**6. Complete the sentences.**

1. ... was a great editor and the greatest cartoonist in cinema history.
2. ... was the greatest playwright, composer and musician in music history in Azerbaijan.
3. ... the greatest silent movie actor in the world.

**7. Complete the sentences with your own ideas.**

1. Heroes are never forgotten, ... .
2. You can get everything, if ... .

**8. Answer the questions.**

1. Why do children like watching cartoons?
2. How do cartoons affect people?

**9. Make phrasal/compound adjectives from the given words.**

1. High/respect/teacher
2. Good/draw/picture
3. Wide/recognize/cartoonist

**10. Write a paragraph: Who is your favourite actor/actress?**

# UNIT 8

## COUNTRIES, HOUSES

### Lesson 1. The Traditional Ways of Life

**Aim:** To develop students' speaking, reading, writing skills on the topic of the first inhabitants.

#### Standards

**2.1.1./2.1.2./3.1.1./3.1.3./4.1.2./4.1.3.**

#### Objectives Student:

- presents his/her ideas about the first inhabitants of America
- discusses questions related to the first inhabitants using functional language
- identifies the main idea of the text
- demonstrates comprehension of the text
- organizes ideas into a paragraph about native inhabitants of Azerbaijan
- expresses ideas in clear and grammatically correct English using appropriate punctuation

#### Research questions:

- Who were the first inhabitants of America?
- What can you say about their ancestors?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4./2.2.2./2.2.3./ <b>Lit.</b> -1.1.3./2.1.1./3.1.2. <b>Biol.</b> -3.1.1./4.1.1. <b>Gen.His.</b> -3.1.1./ <b>Geog.</b> -3.2.1./3.2.3./ <b>Science</b> -3.1.1./3.2.1./3.3.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Role Play, Interviewing, Discussion, Word Association
<b>Resources</b>	SB, video roll, CD, flipchart, markers, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>

### Lead-in

**Exercise 1.** Divide students into small groups and ask them to brainstorm answers about each heading.

**Exercise 2.** Focus students' attention on the pictures and ask them to discuss the questions in pairs.

- Who can you see in the pictures?
- Have you watched any films about the first inhabitants of America? What do you know about them?

**Exercise 3.** Have the students read the text quickly to find out which different ancestors Americans have.

Before checking answers have them compare their answers in pairs.

**Answers:** Asian, English, German, Irish ancestors

**Exercise 4.** Ask students to scan the text again and find the significance of the given figures in the text.

**Answers:**

**7.5** – There are about 7.5 million Asian Americans.

**30** – There are about 30 million black Americans in the USA today.

**1860** – From 1860 to 1920, more people came from other European countries such as Russia, Greece, Turkey, and Italy.

**1920** – From 1860 to 1920, more people came from other European countries such as Russia, Greece, Turkey, and Italy.

**39** – About 39 million of Americans have Irish ancestors

**40,000** – Native Americans' ancestors came to America over "a land bridge" from Asia 40,000 years before Columbus.

**300** – Today about 32 million Americans have English ancestors from over 300 years ago.

**58** – About 58 million of Americans have German ancestors

**32** – Today about 32 million Americans have English ancestors from over 300 years ago.

**Exercise 5.** Have the students read the text again to find True, False and Not Given statements.

Before checking answers have them compare their answers in pairs.

**Answers:**

1. T    2. NG    3. F    4. F    5. NG    6. F    7. NG

**Exercise 6.** This task might be set as homework. Ask students to work individually and do research about native inhabitants of Azerbaijan and write a paragraph according to the plan.

- *Who the original inhabitants of our country were*
- *Where they lived*
- *How they lived*
- *Where they live now*
- *How they live now*

## Lesson 2. Where to Live?

**Aim:** To develop students' speaking, reading, writing skills on the topic "Different types of accommodation".

### Standards

**2.1.1./2.1.2./3.1.1./3.1.4./4.1.2./4.1.3.**

### Objectives Student:

- describes different accommodation using the unit vocabulary
- talks about his/her favourite room
- identifies and demonstrates comprehension of the text
- organizes ideas into a paragraph about his/her ideal house
- expresses ideas in clear and grammatically correct English using appropriate punctuation

### Research question:

- What kind of houses would you prefer to live in?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.-</b> 1.2.3./2.2.1./ <b>Lit.-</b> 1.1.3./1.2.4./ <b>Biol.-</b> 4.2.2./ <b>Geog.-</b> 3.2.1. <b>Scien.-</b> 3.3.1./ <b>Az.His.-</b> 1.3.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Discussion, Description, Mind Map, Jigsaw Reading
<b>Resources</b>	SB, flashcards, pictures, slides, video roll computer

### Lead-in

**Exercise 1.** Focus students' attention on the topics provided in the book and ask them to discuss these topics in pairs.

- ***Your favourite room***
- ***Views***
- ***Special objects***
- ***Your feelings about home***

**Exercise 2.** Ask students to draw a table in their notebook as given in their book and sort out the words into the right columns. This task can be done in pairs as well. Remind them that some words may go into more than one column. Have a whole class feedback when students finish doing the task.

Answers:

Living room	Kitchen	Bedroom	Bathroom
curtains curtains armchair vase carpet coffee table	cooker cupboard saucepan fridge washing machine kettle	pillow blanket curtains mirror chest of drawers carpet sheet	shower mirror towel washing machine washbasin

**Exercise 3.** Have students scan the table once more and add 2 more words to each category (living room/ kitchen/ bedroom/ bathroom). Students will do the task individually, before comparing the options with their partners. In whole class feedback, encourage students to add the new words suggested by their groupmates to their tables.

**Exercise 4.** Ask students to describe the given pictures of the rooms using the words from exercise 2. They should take turns to describe different rooms in pairs. Get some feedback randomly.

**Exercise 5.** Focus students' attention on the photos of various accommodations. Tell them to discuss the given questions in pairs. Get pairs to share their ideas with other pairs.

- Do you know these types of houses?
- Who lives in these houses?



**Exercise 6.** Ask students to read the text about different types of housing quickly and match the house types to the photos. Students do the task individually before comparing their answers with their partners. Provide a whole-class feedback.

**Answers:**

1. A
2. C
3. D
4. B

**Exercise 7.** Ask students to scan the text again and find the significance of the given figures in the text. Get them to compare their answers with their partners, then check the answers in whole class feedback. Encourage students to give full answers.

**Answers:**

- more than 250,000 Romani people
- about 30% of Mongolians are nomadic
- 1-2 metres long wooden legs
- outside it may be -30 C
- 80% of Greenland is covered with ice

**Exercise 8.** Ask students to read the text quickly and find out why Sarah needs some advice. Explain to students that they should not concentrate on the gaps while reading. Students compare their answers with their partners before whole class feedback.

Answer: She loves her house, but there are some disadvantages of living there. She cannot decide to move or not. That's why she needs some advice.

**Exercise 9.** Ask students to work individually and fill in the gaps with the words in the box. Get them to compare their answers with their partners. Check the answers in whole class feedback.

**Answers:**

- |                  |             |               |             |
|------------------|-------------|---------------|-------------|
| 1. neighbourhood | 2. suburb   | 3. appliances | 4. basement |
| 5. commute       | 6. downtown |               |             |

**Exercise 10.** Students are supposed to write a paragraph about an ideal house

they want to live. Encourage them to use the new words.

Note: this task can also be set as a home-task.

### Lesson 3. Live on a Boat or a Plane?

**Aim:** To develop students' all four language skills on the topic of "Unusual places to live".

#### 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.

#### Objectives Student:

- describes different places to live using the unit vocabulary
- talks about his/her dream house using the unit vocabulary
- demonstrates comprehension of the text
- identifies the main idea of the paragraphs in the text
- uses context clues to approximate meaning of unknown vocabulary
- makes up questions to interview a partner about a house/ a flat

#### Research questions:

- What kind of houses do people live in?
- Why do people prefer living in boathouses/plane houses etc.?

Content Line	Listening/Speaking/Reading/Writing
Integration	N.L.-1.2.3./4.1.3./Lit.-1.1.3./2.1.1./3.1.2./Scien.-4.1.1.
Interaction	CW GW/PW/IW
Strategy	Discussion, Description, Cluster, Matching, Interviewing, Role Play
Resources	SB, flashcards, pictures, slides, CD

### Lead-in

**Exercise 1.** Divide students into small groups and ask them to discuss the question. Encourage students to share their ideas actively using the functional phrases of giving opinions, agreement and disagreement.

What are the most important things to look for in a new home?

Types of homes	Location	Parts of home
a terraced house a detached house a cottage a semi-detached house a two-storey house	in the country in the suburbs	a balcony a garage an en-suite bathroom a basement a study a cellar

### Exercise 2.

Ask students to draw a table in their notebook as given in the book and sort out the words into the right columns. Students do the task individually and then compare their answers with their partners. Remind them that some words may go into more than one column. Have a whole class feedback when students finish doing the task.

**Exercise 3.** Ask students to read the advertisements of places to live in England and to say which of them attracts them most. Encourage students to share their ideas with their partners. Get feedback randomly.

**Exercise 4.** Have students read the advertisements again and decide if the sentences are True, False or Not Given. Students compare their answers with others after doing the task individually. In whole class feedback, encourage students to support their answers.

### Answers:

1. F
2. F
3. T
4. NG
5. T
6. F

**Exercise 5.** Ask students to imagine their dream house and draw a picture of it. When they finish drawing get them to show their pictures to their partners and discuss the similarities and differences of the houses they have drawn.

**Exercise 6.** Split students into small groups, present the video about an unusual house and ask them to discuss the given questions when they finish watching.

- What is the difference between the house in the video and flats where we live?
- Would you prefer living on a floating house? Why? Why not?

**Exercise 7.** Have students work individually and read the text quickly to find out what benefits people get from living in a house on water. Encourage students to share their thoughts with their partners.

**Suggested answers:** They earn money by offering their homes to tourists; Living on water is good for having floating gardens; Some homes on water can be used both as a means of transport and as a home.

**Exercise 8.** Have students read the text again and decide which paragraph includes the information about the given topics. Students do the task individually before comparing the answers in pairs. Give whole class feedback

**Answers:**

- |  |                        |
|--|------------------------|
| A. Floating gardens and floating homes - 3 | B. Living on lakes - 2 |
| C. A man-made waterway - 4                 | D. Useful boats - 1    |

**Exercise 9.** Focus students' attention on the boldfaced words in the text and ask them to match the words to their definitions using contextual clues.

**Answers:**

- |                |                 |             |
|----------------|-----------------|-------------|
| a) canal       | b) stilt        | c) float    |
| d) narrow boat | e) conventional | f) waterway |

**Exercise 10.** Ask students to individually prepare 3-4 questions to get information about a house or a flat where their partners live. Tell students that they should use the vocabulary from the recent lesson. After that, students should ask each other questions and answer them taking turns.

## Lesson 4. Even Animals Need Home!

**Aim:** To develop students' speaking, reading, writing skills on the topic "Animals' homes".

### Standards

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

### Objectives Student:

- compares and contrasts homes for animals and for people based on the information he/she has obtained from the text
- presents his/her ideas about how animals' homes are different from people's
- uses context clues to approximate meaning of unknown vocabulary
- demonstrates comprehension of the text
- organizes ideas into a paragraph about the differences between homes of animal and people
- expresses ideas in clear and grammatically correct English using appropriate punctuation

### Research questions:

- Why do animals need a shelter/home?
- *How different are homes for animals and people?*

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.3./2.2.1./2.2.2./3.1.1./ <b>Lit.</b> -1.1.3./3.1.2./ <b>Biol.</b> -4.2.2. <b>Tech.</b> -1.4.1.
<b>Interaction</b>	GW/PW/IW/CW
<b>Strategy</b>	Discussion, Description, Carousel, Cluster, KWL, Silent Reading
<b>Resources</b>	SB, flashcards, slides, CD, video-roll, computer, pictures

### Lead-in

**Exercise 1.** Focus students' attention on the pictures and ask them to discuss the questions in pairs.

- Which of these animal homes have you ever seen? Where?
- How do you think animals build their homes?

**Exercise 2.** Divide students into 3 groups, A, B, C. Ask them to read the text assigned to their groups and guess the meaning of the word "predator".

**Answer:** an animal that hunts, kills, and eats other animals.

**Exercise 3.** Regroup the students in a way that each group has the members from A, B and C groupings. Ask them to give information about their texts to their partners and decide if statements are True, False or Not Given.

**Answer:**

1. T    2. F    3. T    4. F    5. T    6. T    7. NG    8. F    9. F  
10. F    11. NG    12. T

**Exercise 4. a)** Ask students to draw two diagrams in their notebooks and fill in one diagram with "**Homes for animals**" and the other with "**Homes for people**"

**b)** Have them mingle around and compare their diagrams with the others and add any new homes that they don't have in their diagrams.

**Suggested answers:**

Homes for animals: nests, dens, lodges, webs, hives, burrows, holes, tree hollows etc.

Homes for people: houses, apartments, huts, terraced house, detached house etc.

**Exercise 5.** Divide students into small groups. Focus their attention on the diagrams in their notebooks and ask them to discuss the question.

- *How different are homes for animals and people?*

## Progress Portfolio

**Exercise 1.** Tick "Your Overall Progress" ✓

**Self-Assessment:**

**A-always B-often C-sometimes D-seldom**

	A	B	C	D
• I can share my ideas on traditional ways of life, different houses, buildings, animals' shelters.				
• I can draw and compare diagrams on houses.				
• I can participate in discussions on different types of houses.				
• I can discuss animals' homes with my classmates.				
• I can write a paragraph about different houses/animals' shelters				
• I can talk about benefits of houses.				
• I can describe and make posters of different style houses.				
• I can design questionnaires on different houses/animals' shelters.				
• I can ask questions about houses.				
• I can match the words to their definitions.				

**Exercise 2.** Students do research.

**Exercise 3. Answers:**

1. b    2. d    3. a    4. c    5. e

**Exercise 4.**

A New English Country House It may look like a giant starfish, but in fact it's an artist's impression of Grafton New Hall, the futuristic winner of a royal Institute of British Architects competition for a modern English country house. It was designed by Ushida Findlay Architects, an active architecture studio, better-known for ultra-modern town houses in Tokyo. It's an extraordinary building which is unlike any other in England. The house is designed to look as if it's growing out of the ground, it's very low and will be almost invisible from a distance. The house has four wings and each wing has a different role – sleeping, cooking and eating, relaxing and entertaining friends. The wings are designed to be used at different times of a day according to the position of the sun. The main bedroom faces the sunrise, the open-plan living spaces will be lit by the midday sun and the swimming pool area faces the sunset. But so far, Grafton New Hall only exists as an architectural plan and an artist's impression. The house won't be built until someone offers to buy it. It will cost about \$ 4 million to build and will be very expensive to furnish. How much money is going to be spent depends on who purchases it and whether it ends up as a technology filled James Bond's home or a simple hideaway. The most likely buyers might be wealthy footballers, pop stars, or super-rich business people.

**Exercise 5. Answers:**

1. C    2. B    3. B

**Exercise 6. Answers:**

1. extraordinary    2. distance    3. ultra-modern  
4. invisible    5. giant    6. futuristic    7. furnish

## Sub Summative Test 8

### 1. Complete the expressions.

a place where beavers live - a place where birds live-  
a place where bears live - a place where spiders live-

### 2. Choose the odd one out.

1. chest of drawers, cupboard, blanket
2. carpet, shower, curtains
3. apartment, dam, hive

### 3. Write the definition for the words.

ancestor –                      stilit –                      float –

### 4. Fill in the gaps with the appropriate words. There are some extra words that you don't need.

**appliances    furniture    downtown    neighborhood    suburbs**

1. They live in a poor \_\_\_\_\_.
2. Modern \_\_\_\_\_ such as washing machine, vacuum cleaner make housework easier.
3. Most people who work in the \_\_\_\_\_ work in the city.

### 5. Which is defined?

1. relating to accepted or traditional ways of doing something –
2. a room below ground level –
3. a person that lives in a place –

### 6. Find the words and write.

very unusual \_\_\_\_\_                      to supply with furniture \_\_\_\_\_  
relating to future \_\_\_\_\_                      impossible to see \_\_\_\_\_

### 7. Complete the sentences.

1. Bees and wasps ...
2. Hermit crabs...
3. Animals, like humans, ...

### 8. Correct the sentences.

- A) Most Romani live in huts.
- B) Mongolian nomads live in modern caravans
- C) The igloo is a snow-home for the Thailand people.
- D) Thai huts are made from stone and wood.

### 9. Answer the questions.

1. How do you think animals build their homes?
2. How different are homes for animals and people?

### 10. Write a paragraph: "The Traditional Way of Life of the Azerbaijanis"



# UNIT 9

## COUNTRIES and MANNERS!

### Lesson 1. Live Long, Stay Strong!

**Aim:** To develop students' speaking, reading, writing skills on the topic "Longevity".

#### Standards

2.1.1./2.1.3./3.1.1./3.1.4./4.1.2.

#### Objectives Student:

- expresses his/her opinion related to longevity (long life)
- uses functional language to present his/her opinions, agreement and disagreement while discussing issues related to longevity
- uses would and used to to talk about past/childhood
- demonstrates comprehension of the text
- uses context clues to approximate meaning of unknown vocabulary
- makes up sentences related to past using would and used to

#### Research questions:

- What should people do to live long?
- What can help people to live long?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.4/2.1.2./2.2.3./ <b>Lit.</b> -1.1.3./2.1.1./2.2.1./3.1.2. <b>Az.His.</b> -1.3.1. <b>Biol.</b> -2.1.2./3.1.1./4.1.1. <b>Scien.</b> -3.1.1./3.3.1. <b>P.T.</b> -1.1.2.
<b>Interaction</b>	CW/PW/GW/IW
<b>Strategy</b>	Description, Discussion, Role Play, Completion, Questioning
<b>Resources</b>	SB, flashcards, slides, video rolls, CD, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>

### Lead-in

**Exercise 1.** Focus students' attention on the pictures and ask them to discuss the questions:

- What are the people doing?
- How old are they?

**Exercise 2.** Ask students to talk about the people in the pictures and their ages (a baby/a toddler etc.) matching them in pairs.

**Answers:** 1g, 2d, 3c, 4a, 5f, 6e, 7b

**Exercise 3.** Split students into small groups and discuss the questions. Students will answer the questions and share their opinions before the reading activity.

*Does a human lifespan depend on lifestyle (an exercise, a diet etc.)? How?*

*Is it possible to live long if you have unhealthy habits? Why? Why not?*

*Do personality and attitude play a role in living a long life? How?*

**Exercise 4.** Ask students to read the text about longevity and check their predictions. Then check the answers as a class.

**Exercise 5.** Tell students to find out if the sentences are True, False or Not Given according to the passage they have read. Then check the answers.

**Answers:**

- |              |          |         |
|--------------|----------|---------|
| 1. NOT GIVEN | 2. FALSE | 3. TRUE |
| 4. FALSE     | 5. TRUE  | 6. TRUE |

**Exercise 6.**

Ask students to match the boldfaced words to their definitions. Encourage them to use contextual clues to guess the meaning of the words.

**Answers:**

- |               |              |              |
|---------------|--------------|--------------|
| a) attitude   | d) descend   |              |
| b) inhabitant | e) lifestyle |              |
| c) diet       | f) longevity | g) sensitive |

**Exercise 7.** Ask students to complete sentences 1-5 in the **Grammar box** looking at the underlined sentences in the text. When they finish, have them compare and discuss their answers with other students.

**Exercise 8.** Ask students to read the sentences and find the mistakes. Encourage them to refer to the rules they have just learnt. Then check the answers.

**Answers:**

1. I cycled to school yesterday.
2. My brother always used to listen to rock music.
3. My family would travel a lot when I was a child.
4. Kamal used to be the best student in class.
5. We didn't use to have any pets.
6. We went skiing in the holidays last year.
7. Tess used to be fat. Now she is slim.

8. We used to love sushi.
9. I would get up at 6 to go to school.

**Exercise 9.** Ask students to read the text "Going to school" and decide if one or both of the verbs in italics are correct according to the text. Then check the answers as a class.

**Answers:**

1. use to
2. both
3. both
4. both
5. both

**Exercise 10.** Ask students to complete the given sentences with *used to*, *would* or *both*. Explain that they can use *would* instead of *used to* in some sentences. Then check the answers as a whole class.

**Answers:**

1. Do you remember how your Uncle David *used to/would* sit in that chair and read a book?
2. Your mother *used to* have a Yorkshire Terrier when she was a young girl, didn't she?
3. Years ago, I *used to* write a diary every day but then I got bored with doing it and I stopped.
4. My dad always *used to/ would* read to me before bed.
5. The children often *used to/ would* help me to make a cake. They still do sometimes.
6. My grandfather *used to* swim in this river. Unfortunately, now it's forbidden.

**Exercise 11.** Get students to work in pairs and ask them to tell each other three things about their childhood. One thing should be false and the partner has to guess which thing it is. Then students will take turns and guess the False statements. Encourage students to share memories actively and to use as many words and expressions as possible. They should also use ***used to*** and ***would*** speaking about the past.

**A.** We use *used to* + verb and *would* + verb to talk about repeated actions in the past which don't happen now.

1. I would go swimming when I was at school. **(action)**
2. I used to play football but I don't have time now. **(action)**

**B.** We only use *used to* + verb to talk about states in the past.

3. She used to live in London. **(state)**
4. I used to like her songs. **(state)**

**C.** We use the Past Simple to talk about a single event in the past.  
I went shopping with my friends a week ago.

- D.** We don't use "d" in the spelling of *use to* in negatives and questions.
5. Did you use to like olives?

## Lesson 2. When in Rome Do as the Romans Do!

**Aim:** To develop students' speaking, reading and writing skills on the topic "Greetings in different cultures".

### Standards

2.1.1./2.1.2./3.1.1./3.1.3./3.1.4./4.1.2./4.1.4.

### Objectives

#### Student:

- talks about customs related to greetings in different countries
- uses the vocabulary of feelings while talking about different past experiences
- demonstrates comprehension of the text
- demonstrates ability to answer wh-questions about ideas discussed in the text
- organizes ideas into an informal email to a friend giving some advice related to gift giving and visiting someone's home in Azerbaijan
- expresses ideas in clear and grammatically correct English using appropriate punctuation

### Research questions:

- How do people greet each other and behave in different countries?
- When do people give gifts to other people?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.3./2.1.2./ <b>Lit.</b> -1.1.3./2.1.1./3.1.3. <b>Az.His.</b> -1.3.1. <b>Gen.His.</b> -5.1.1./ <b>Scien.</b> -3.1.1./3.2.1./3.2.2./3.3.1/ <b>Tech.</b> -3.1.1./ <b>P.T.</b> -1.4.1.
<b>Interaction</b>	CW/GW/IW/PW
<b>Strategy</b>	Discussion, Mind Map, Matching, Completion, Venn Diagram
<b>Resources</b>	SB, flipchart, handouts, slides, computer, video rolls/CD

### Lead-in

**Exercise 1.** Get students to work in pairs and ask them to look at the photos of greetings in different countries and match them to the words.

**Exercise 2.** Ask students to discuss the questions in pairs and find the answers to the questions.

- *How do you usually greet your friends/classmates/relatives?*
- *When do you give gifts to people?*

**Exercise 3.** Ask students to read the text about different countries and their customs and say what customs are mentioned in the text. Have students compare their answers with their partners, before whole class feedback. Most answers will be related to gift-giving.

**Exercise 4.** Have students read the text and individually answer the given questions related to the information in it. Ask students to compare their answers in pairs.

#### Answers:

1. When should you give presents in Japan?
2. What kind of gift should you give in Japan?
3. Is it a good idea to give four flowers in Japan? Why? Why not?
4. Should you give clocks as a gift in China? Why? Why not?
5. Why should you be careful with leather products in South America?
6. Is it always acceptable to give red flowers in Europe?

**Exercise 5.** Put students in pairs and ask students to write an email to an English friend who is going to visit Azerbaijan. They should give some advice related to gift-giving and visiting someone's house. Then ask pairs to peer edit other pairs' writing.

**Exercise 6.** Tell students to read about different opinions of people who have recently moved to a foreign country. Focus students' attention on the opinions of the people who have recently moved to a foreign country. Ask students to answer the question individually. Get students to compare their answers with their partners. Get feedback randomly.

- They don't like the food here.
- There are people from different cultures. They have to learn a lot about their customs.
- They don't know the prices of the things etc.

**Exercise 7.** Focus students' attention on the words that describe feelings. Ask students to sort the words into positive and negative feelings.

#### Answers:

Positive: confident/curious/enthusiastic

Negative: insecure/nervous/uncertain/worried/anxious/embarrassed/homesick

**Exercise 8.** Get students to work in groups and answer the questions. Encourage students to share their thoughts actively and use the appropriate words and expressions related to feelings they had in certain situations in the past and now.

### Lesson 3. Increase Your Good Fortune!

**Aim:** To develop students' all four language skills on the topic "Luck".

#### 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.

#### Objectives Student:

- expresses his/her opinion related to luck and successful people
- uses functional language to present his/her opinions, agreement and disagreement during the discussions on the topic "Luck"
- identifies the main idea of the listening passage
- identifies words in the listening passage
- identifies the main idea of the text
- uses context clues to approximate meaning of unknown vocabulary
- organizes ideas into a paragraph about a day he/she felt lucky or unlucky
- expresses ideas in clear and grammatically correct English using appropriate punctuation

#### Research question:

- How can we make our own luck/good fortune?

<b>Content line</b>	Listening/Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.3./2.2.2./2.2.3./ <b>Lit.</b> -1.2.4./2.1.1./3.1.2./ <b>Az.His.</b> -1.3.1. <b>Scien.</b> -3.1.1./3.2.1/4.1.1. <b>Biol.</b> -3.1.1./3.1.2. <b>P.T.</b> -1.4.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Venn Diagram, Description, Discussion, Role Play, Interviewing
<b>Resources</b>	SB, pictures, handouts, slides, computer

### Lead-in

**Exercise 1.** Focus students' attention on the given questions and ask them to discuss the questions in pairs. Make sure that every student participates actively in the discussion.

- Do you believe in luck? Why? Why not?
- Do you think successful people are lucky? Why? Why not?

**Exercise 2.** Ask students to listen to the song and complete the 1<sup>st</sup> part with the present simple forms of the words in the box. Get students to compare their answers, before whole class feedback.

**Exercise 3.** Ask students to listen to the 2<sup>nd</sup> part of the song and write the missing words in their notebooks. Then check the answers.

### Track 13 A

This is a story about a girl named  
Lucky  
Early morning, she wakes up  
Knock, knock, knock on the door  
It's time for makeup, perfect smile  
It's you they're all waiting for  
They go, "Isn't she lovely, this  
Hollywood girl?"  
And they say

#### Chorus:

"She's so lucky, she's a star  
But she cry, cry, cries in her lonely  
heart, thinking  
If there's nothing missing in my life  
Then why do these tears come at  
night?"

### Track 13 B

Lost in an image, in a dream  
But there's no one there to wake her  
up  
And the world is spinning, and she  
keeps on winning  
But tell me, what happens when it  
stops?  
They go, "Isn't she lovely, this  
Hollywood girl?"

And they say

#### [Chorus]

"She's so lucky, she's a star  
But she cry, cry, cries in her lonely  
heart, thinking  
If there's nothing missing in my life  
Then why do these tears come at  
night?"  
Isn't she lovely, this Hollywood girl?  
She is so lucky, but why does she  
cry?  
If there is nothing missing in her life  
Why do tears come at night?  
And they say  
"She's so lucky, she's a star  
But she cry, cry, cries in her lonely  
heart, thinking  
If there's nothing missing in my life  
Then why do these tears come at  
night?"  
She's so lucky, she's a star  
But she cry, cry, cries in her lonely  
heart, thinking  
If there's nothing missing in my life  
Then why do these tears come at  
night?"

**Exercise 4.** Tell students to listen to the song again and answer the questions.

*What does Lucky do?*

*How does she feel?*

*What time does she wake up?*

**Exercise 5.** Ask students to work individually and to write about their lucky/unlucky day. Tell them to explain why that day was lucky or unlucky.

**Exercise 6.** Tell students to read the passage and answer the given question: *"Which people feel luckier than others?"* Check the answers.

**Answer:** People who think they are lucky, feel luckier than other people who don't think so.

**Exercise 7.** Have students read the text quickly and match the boldfaced words to their definitions. Then check the answers.

**Answers:**

- a) conclude      d) success
- b) achieve      e) ambition
- c) fortune

**Exercise 8.** Ask students to match the two parts of the sentences. Encourage students to explain their answers.

**Answers:**

1 f   2 a, 3 e,   4b,   5c,   6d

**Exercise 9.** Ask students to think about a successful and well-known person and to write a paragraph about his/her success using the boldfaced words from exercise 6.

**Remember!**

For Interesting To Know: With surprising "factoids", students can entertain their friends and amaze their parents. You can also ask students to do more research on these facts at home and present it at the next lesson.



## Lesson 4. Create Your Tomorrow Today!

**Aim:** To develop students' speaking, reading, writing skills on the topic "Families".

### Standards

2.1.1./2.1.3./3.1.1./3.1.4./4.1.2./4.1.3

### Objectives Student:

- expresses his/her opinion about what makes families happy
- shares his/her ideas about what he/she enjoys doing with his/her family
- demonstrates comprehension of the text
- makes up sentences using the correct sentence structures
- identifies the main idea of the text
- writes a paragraph on the topic

### Research questions:

- How can a person build up a life without any problems?
- What qualities are important for a model family?

<b>Content Line</b>	Speaking/Reading/Writing
<b>Integration</b>	<b>N.L.</b> -1.2.3./ 2.2.2./3.1.1. <b>Lit.</b> - 1.2.4./ 2.1.1./3.1.3. <b>Scien.</b> -3.1.1./3.2.1./3.3.1. <b>Biol.</b> -2.1.2./3.1.1. <b>P.T.</b> -1.4.1.
<b>Interaction</b>	CW/GW/PW/IW
<b>Strategy</b>	Description, Discussion, Role Play, Venn Diagram
<b>Resources</b>	SB, pictures, handouts, slides/CD, worksheets, <a href="http://www.learningenglish.org.uk">www.learningenglish.org.uk</a>

### Lead-in

**Exercise 1.** Focus students' attention on the questions and discuss them.

- Why are some families unhappier than others?
- What are some common problems that most families have?
- What solutions can you offer to the problems?

**Exercise 2.** Ask students to read the text and say if Dennis's family is happy. Then have students compare their ideas with others.

- Is Dennis's family happy? Why/Why not?

**Exercise 3.** Ask students to work individually. They draw and complete the chart in their notebooks.

**Exercise 4.** Divide students into groups and tell them to discuss what they like doing with their families. Whenever they have a discussion, remind them to use the functional language to express their opinions, agreement, or disagreement.

**Exercise 5.** Put students in pairs and ask them to discuss which verbs to use in the given context. They should complete sentences with **like/ love/ hate**.

**Answers:**

1. (don't) like, 2. hate, 3. like, 4. hate, 5. loves

**Exercise 6.** Ask students to write sentences using the prompts. Students do the task individually, before comparing the answers in pairs.

**Answers:**

1. Martha loves working with children.
2. My daughter hates playing alone.
3. The football players don't like playing at another stadium.
4. Alan's father hates getting up early every day.
5. Susan likes going out with her friends.

### Remember!

**For Reading:** If you see that a student has a problem related to intonation or pronunciation, you can ask him/her to read the text aloud after they complete reading tasks.

**For Writing:** Depending on your students' interest, ask them to prepare some application forms and fill them in. It can be set for homework. And get them to pay attention to punctuation marks while writing a paragraph/an essay.

## Progress Portfolio

### Tick "Your Overall Progress"

#### Exercise 1. Self-Assessment:

**A-always** **B-often** **C-sometimes** **D-seldom**

	A	B	C	D
• I can participate in discussions on solving family problems.				
• I can be critical to myself and my classmates as well.				
• I can use adjectives, nouns and verbs in a sentence.				
• I can actively make searches on new/unknown information.				
• I can share my ideas about longevity and its mystery.				
• I can find mistakes in sentences and correct them.				
• I can ask questions on greetings, gestures and good manners.				
• I can search for facts about different nations' greetings.				
• I can write sentences using the prompts.				

**Exercise 2.** Students complete the chart and sort out the words according to the parts of speech.

<i>Noun</i>	<i>Adjective</i>	<i>Verb</i>	<i>Other</i>
instinct longevity control goal ambition trust ideal folk	Lucky hardworking ideal fresh amazing folk delicate friendly ambitious utmost	control convince trust relax	such

**Exercise 3.** Students make sentences with the verbs **used to/ would**.

- I used to have short hair when I was a teenager.
- We used to/ would go to the same little café for lunch every day when I was a student.
- She used to love playing badminton before she hurt her shoulder.
- He would walk along the beach every evening before bed.
- I would always lose when I played chess with my father.
- She would be able to dance very well.
- My grandfather would drink a cup of coffee after dinner every night.

**Exercise 4.** Students put the paragraphs in the correct logical order.

**Exercise 5.** Students answer the questions on the text.

**Exercise 6.** Students answer the questions.

## Sub Summative Test 9

### 1. Complete the sentences.

In Japan it is a good idea to give \_\_\_\_\_.  
People in China don't give clocks, \_\_\_\_\_.

### 2. Answer the questions.

1. What can people do to live long?
2. What can help you to stay healthy?
3. What's the secret of a happy life for you?

### 3. Complete the sentence.

*People can live about 110 years, if they ... .*

### 4. Find and write.

The opposite of **honest** -                      Another adjective for **outgoing**  
The opposite of **insensitive** -                      Another noun for **luck**

### 5. Complete the sentences.

1. Bowing the head is a mark of... .
2. Raising a hat is a symbol of... .
3. Raising a thumb means... .

### 6. Find the wrong sentences.

1. Crossing fingers means bad luck in England.
2. Bowing the head means that everything is OK in Japan.

### 7. Find the synonyms.

to increase - to signify - to relax - to bow - to convince -

### 8. Write the words for these definitions.

1. to end a speech, meeting, or piece of writing \_\_\_\_\_
2. luck, especially good luck \_\_\_\_\_
3. a strong wish to get something \_\_\_\_\_

### 9. Write the close meanings of these words.

curious \_\_\_\_\_  
embarrassed \_\_\_\_\_  
worried \_\_\_\_\_

### 10. Write a paragraph: "Always increase your fortune!"

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- <https://www.youtube.com/watch?v=HXLnnsY0s84>

*Note: You can download the recordings from [www.trims.edu.az](http://www.trims.edu.az)*

*BURAXILIŞ MƏLUMATI*

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Ümumtəhsil məktəblərinin 8-ci sinfi üçün  
İngilis dili (əsas xarici dil)  
fənni üzrə metodik vəsait

**Tərtibçi heyət:**

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