

# ENGLISH

TEACHER'S BOOK

# 5





# Azərbaycan Respublikasının Dövlət Himni

*Musiqisi Üzeyir Hacıbəylinin,  
sözləri Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!  
Ey qəhrəman övladın şanlı Vətəni!  
Səndən ötrü can verməyə cümlə hazırız!  
Səndən ötrü qan tökməyə cümlə qadırız!  
Üçrəngli bayrağınla məsud yaşa!  
Minlərlə can qurban oldu!  
Sinən hər bə meydan oldu!  
Hüququndan keçən əsgər,  
Hər bə bir qəhrəman oldu!

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

Namusunu hifz etməyə,  
Bayrağını yüksəltməyə  
Cümlə gənclər müştəqdir!  
Şanlı Vətən! Şanlı Vətən!  
Azərbaycan! Azərbaycan!



Nərinə Əliyeva  
Gülşən Hüseynova  
Rəfiqə Əliyeva

# ENGLISH

# 5

TEACHER'S  
BOOK

Ümumtəhsil məktəblərinin 5-ci sinfi üçün  
“İngilis dili” (əsas xarici dil kimi) fənni üzrə  
**MÜƏLLİM ÜÇÜN METODİK VƏSAİT**

Azərbaycan Respublikası Təhsil Nazirliyinin  
24.05.2016-cı il tarixli 354 nömrəli əmri ilə  
təsdiq edilmişdir.



**ŞƏRQ-QƏRB**  
BAKİ 2016

Nəriminə Əliyeva, Gülşən Hüseynova, Rəfiqə Əliyeva  
Ümumtəhsil məktəblərinin 5-ci sinfi üçün  
"İngilis dili" (əsas xarici dil kimi) fənni üzrə müəllim üçün metodik vəsait  
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Müəllim üçün metodik vəsaitlə bağlı rəy, irad və təkliflərin [info@eastwest.az](mailto:info@eastwest.az) və [derslik@edu.gov.az](mailto:derslik@edu.gov.az) elektron ünvanlara göndərilməsi xahiş olunur. Əməkdaşlığınıza üçün əvvəlcədən təşəkkür edirik!

Müəlliflik hüquqları qorunur. Xüsusi icazə olmadan bu nəşri və yaxud onun hər hansı hissəsini yenidən çap etdirmək, surətini çıxarmaq, elektron informasiya vasitələri ilə yaymaq qanuna ziddir.

## Dear Teacher,

Welcome to the new school year. This year will be very special for your students, and you can help them enjoy learning English in very simple ways.

- Show genuine interest in the topic your students are working on.
- Invite your students to show you their work.
- Ask what activities your students like and don't like.
- Give genuine recognition for effort and completion of tasks verbally or with written messages of congratulations and encouragement. Remember to praise both your students and their work.
- Help your students find materials that they can bring to school.
- Accept your students' invitations to see class projects or school events.
- Make sure your students have a comfortable workspace at home, with good lighting and ventilation and appropriate equipment and materials.
- If anyone in the family speaks English with your students, make sure he or she does not feel this is a test. Be flexible and let your students find the confidence to speak English in his or her own time.

Your help and recognition are very valuable to your students. If you have questions or comments, please feel free to contact us. Thank you for your support.

**Sincerely,  
authors**

## Approach to Language work

The focus in English 5 is on learners' using the language. In order to do this effectively, however, they need to understand and feel confident of the basic structures of English and have a firm grasp of vocabulary relevant to the exercises.

All new structures and functions are presented in context through oral and written texts and passages which contain target items to be learnt. Learners study structures and functions in detail, completing example, building up tables, interviews, discussions, role plays, etc. doing different tasks in the workbook. The grammar reference section at the end of the Student's Book is a sample and clear learning support.

Vocabulary is presented through pictures related to the theme of each unit. Vocabulary learned in Grades 3 and 4 have been put into practice in Grade 5. There is a vocabulary list at the back of the Student's book.

## Make English as the Language of the Classroom

Using English in class increases the opportunity for students to hear and practice English in a genuinely communicative situation. Guidance given in the teacher's book about how to get students using English to ask questions about meaning and pronunciation, how to check and compare answers with their

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classmates. It is also useful for your learners to hear you giving instructions in English. In the early grades particularly in grades 1 and 2 these instructions needed to be reinforced with mimes, gestures, drawings and demonstrations. In a monolingual teaching situation it is unrealistic and unproductive to reject the use of mother tongue as a vehicle of communication. There are times when the most economical alternative is to translate a word students don't understand. The important thing is to be aware of the disadvantages of overusing mother tongue. We are trying to train our students to cope with not understanding every word and to encourage them to develop strategies to communicate when they don't know all the words and structures. The classroom and the activities you set up provide a genuine communicative situations.

### Pair work and group work

English 5 includes exercises where the students work together in pairs. Students need lots of practice in order to increase their confidence with the language. Practicing in pairs provides a non-threatening situation for all students to speak English for more of the time. In large groups it is even more important to integrate regular and frequent opportunities for students to work together. During pair work activities, the focus moves away from the teacher, who should walk around and monitor the students' performance, encouraging, helping, and noting mistakes to work on after the activity has finished. In addition to controlled and to less controlled dialogue work English 5 encourages learners to work together on the formal aspects of grammar and pronunciation, working out rules and discussing the language together.

At other times, students work together in larger groups, sharing ideas on a cross-curricular topic, for example, helping each other with mistakes from a grammar exercise, or playing in one of the language review games in Grade 5.

Pair and group work provide a medium to develop the learners' experience of collaboration, mutual respect and support.

### Classroom management

Some teachers feel that pair and group work is very noisy and difficult to control. To minimise this, always make sure you give clear instructions so that students know exactly what they have to do. In communicative practice activities it is also useful to start with short exchanges and to ensure that the students have had sufficient practice as a class before they start working on their own. It is also very useful for you to demonstrate with a student before the class moves into pairs.

### Student's book

English 5 set has been designed of student's book and teacher's book to teach English in accordance with the national curriculum requirements based on communicative approach to develop oral speech skills in the junior stage to the pupils of the fifth grade. It has been designed to provide the initial

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conversational models of the English language through stimulating and enjoyable practice. The authors have compiled the materials so that to achieve practical language skills. Modern teaching technology and methodology have been considered in the course to achieve effective results.

According to the newly developed curriculum there are four content lines in teaching English: listening, speaking, reading and writing. And the fifth grade SB has been designed on these four content lines.

The new language material is presented in the Student's Book through the pictures and words below them. There is no translation of the words or sentences. The meaning of the words and sentences are explained through the pictures and situational pictures. There was neither reading nor writing in the first and second grades. Because in the first and second grades there were only two content lines: listening and speaking. The authors used the opportunity and developed the fifth grade SB in accordance with the first, the second and especially the third and the fourth grades SB. We thought it would be better for students to read more on the familiar topics. Therefore we mostly followed the content of the fourth grade using 65 per cent the same topics. The Student's Book comprises 12 units. And surely they are all chosen in accordance with the requirements of modern foreign language teaching and pupils' psychological features at this level.

At the end of the academic year pupils will have already learnt and performed everyday dialogues using language material taught and achieve practical oral communicative skills as well as reading and writing skills.

### Teacher's book

There is a lot of necessary information for the teachers:

The integration table consists of subject standards and their integration within the subject intrasubject and with other subjects-intersubject.

The standards of listening integrate to speaking standards and they integrate to reading and writing standards. At the same time they integrate to the standards of different subjects, mostly the native language, Informatics, Music, and Physical Training. There are four content lines for the fifth grade: 1. listening, 2. speaking, 3. reading, 4. writing. The standards related to listening are noted by 1.1, speaking 2.1, reading 3.1, writing 4.1.

At the very beginning of each lesson there is a Warm Up activity which provides suggestions for introducing the topic, activating the children's previous knowledge, and reviewing language. We hope that you and your students will enjoy these activities and that they will promote a happy and stress free atmosphere in your classroom. We also hope that your success will inspire your colleagues, school administrators, and the children's parents to join in your efforts for the benefit of your community. Above all, we trust that you will enjoy this great 'English 5' as you help children discover the value of values!

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The number of the content line	The number of the standard	The number of the benchmark	Grade 5
1	1	1	Demonstrates understanding of a listening passage
1	1	2	Chooses new words and expressions in a listening passage
2	1	1	Uses new words and expressions correctly
2	1	2	Takes part in short dialogues
2	1	3	Can retell the contents of short passages
3	1	1	Can choose and group words and expressions
3	1	2	Reads the words in a reading passage with correct pronunciation
3	1	3	Can identify the parts of a reading passage
3	1	4	Can answer questions on a reading passage content
4	1	1	Can make up logically and grammatically correct sentences using the words
4	1	2	Writes the names of the objects and situations
4	1	3	Can spell words correctly

## The abbreviations mean the following:

SB	student's book
Ex	exercise
PW	pair work
GW	group work
TPR	total physical response
S-S	social studies
T	teacher
S	student
Ss	students
L1 (Language 1)	native language
Ph T	physical training
Math	mathematics
FL	foreign language
A	art
L1	Azerbaijani language
Tech	technology
Mus.	music
Inf.	informatics

## INTRASUBJECT INTEGRATION

### Grade 5

Listening and comprehension	Speaking	Reading	Writing
1.1.1 Demonstrates understanding of a listening passage	2.1.1 Uses new words and expressions correctly	3.1.1 Can choose and group words and expressions	4.1.1 Can make up logically and grammatically correct sentences using the words
1.1.2 Chooses new words and expressions in a listening passage	2.1.2 Takes part in short dialogues	3.1.2 Reads the words in a reading passage with correct pronunciation.	4.1.2 Writes the names of the objects and situations
	2.1.3 Can retell the contents of short passages	3.1.3 Can identify the parts of a reading passage.	4.1.3 Can spell words correctly
		3.1.4 Can answer questions on a reading passage content.	

*(To know more about integration look at the book 'Subject Curricula for 5–11 grades of secondary schools' Baku, 2011)*

## SYLLABUS

### Evaluation

There is a self assessment after each unit. Students check their own development, find out how much they have learned and what should be improved. The teachers also are offered a sample assessments criteria to access their students' language skills. But that is not one or the only way for assessing students' language skills. Teachers can develop assessment criteria according to their own aims and objectives.

### SYLLABUS

Weeks	Standards	Unit	Topic	Hours	Integration	Resources	Evaluation
1	1.1.1; 2.1.1; 3.1.4; 4.1.1.	Unit 1 We learn English	Lesson 1 Welcome back	2	Az-l.: 1.2.1; 1.2.3; 2.1.1.; 2.1.2; 3.1.2 Literature: 2.1.1	SB, flashcards, pictures www. learnenglidhkids. org.uk, realia	Presentation Checklists interview
	1.1.1; 2.1.2; 3.1.4.	Unit 1 We learn English	Lesson 2 We enjoy working in group	1	Az-l.: 1.2.1; 1.2.3;	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists Questionnaires
2	1.1.2; 2.1.3; 3.1.1.	Unit 1 We learn English	Lesson 3 English is fun	2	Az-l.: 1.1.2; 1.2.2, 1.2.3; 2.1.1. Az-history.: 1.1.3	SB, flashcards, pictures, realia, school objects www. learnenglidhkids. org.uk	Presentation checklists
	1.1.2; 2.1.3; 3.1.2; 4.1.1.	Unit 1 We learn English	Lesson 4 My books, my friends	2	Az-l.: 1.1.2; 1.2.2, 1.2.3; 2.1.2; 3.1.2. Az-h.: 1.1.3; 1.2.3; 2.2.1. Literature: 1.1.2.	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists interview
3	1.1.1; 2.1.3; 3.1.4.	Unit 2 My family	Lesson1 Meet my family	2	Az-l.: 1.2.2; 1.2.3,	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists Questionnaires
Summative 1 – 1 h							



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4	1.1.1; 2.1.1; 3.1.4; 4.1.1; 4.1.2.	Unit 2 My family	Lesson 2 My flat	2	Az-l.: 1.2.1; 1.2.3; 2.1.1; 2.1.2; 3.1.2; L.: 2.1.1; 3.1.1; 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists Questionnaires
5	1.1.1; 2.1.1; 3.1.3; 4.1.1; 4.1.3.	Unit 2 My family	Lesson 3 Make the world go round	2	Az-l.: 1.2.1; 1.2.3 L.: 1.1.4; 2.1.1; 2.1.2; 2.2.2; 3.1.2; 4.1.4; Az-h.: 3.2.1; 5.1.1	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	1.1.2; 2.1.2; 3.1.1.	Unit 2 My family	Lesson 4 Cinderella	2	Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.1.1. Az-h.: 1.1.3; 1.2.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
6	1.1.1; 2.1.3; 3.1.1; 4.1.1; 4.1.3.	Unit 3 Countries and nationalities	Lesson 1 A friend in England	2	Az-l.: 1.2.2; 1.2.3; 2.1.2; 3.1.2; 4.1.4	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
7	1.1.2; 2.1.1; 2.1.3; 3.1.4.	Unit 3 Countries and nationalities	Lesson 2 One Small World	2	Az-l.: 1.1.2; 1.2.2; 1.2.3. Az-h.: 1.1.3; 1.2.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
Summative 2 – 1 h							
8	1.1.1; 2.1.1; 2.1.3; 3.1.4; 4.1.1.	Unit 3 Countries and nationalities	Lesson 3 People in the world	2	Az-l.: 1.2.1; 1.2.3; 2.1.1; 2.1.2; 3.1.2. L.: 2.1.1	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	1.1.2; 2.1.1; 3.1.4; 4.1.1.	Unit 3 Countries and nationalities	Lesson 4 Different cultures	2	Az-l.: 1.2.1; 1.2.3; 3.1.4. L.: 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
9	1.1.1; 2.1.3; 3.1.3.	Unit 4 Time and weather	Lesson 1 The days of the week	2	Az-l.: 1.2.2; 1.2.3; 2.2.2; Az-h.: 3.2.1; 5.1.1. L.: 1.1.4	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires

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10	1.1.1; 2.1.1; 3.1.1; 4.1.1.	Unit 4 Time and weather	Lesson 2 The weather I like	2	Az-l.: 1.2.1; 1.2.3; 2.1.1; 2.1.2; 3.1.2; L.: 2.1.1	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	1.1.1; 2.1.3; 3.1.2; 3.1.3; 4.1.1.	Unit 4 Time and weather	Lesson 3 Weather in the world	2	Az-l.: 1.2.3; 2.1.2; 2.2.1; 2.2.2; 3.1.2. L.: 1.1.2; 1.1.4 Az-h.: 3.2.1; 5.1.1	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	Summative 3 – 1 h						
11	1.1.2; 2.1.1; 3.1.1; 4.1.1.	Unit 4 Time and weather	Lesson 4 The Weather Forecast	2	Az-l.: 1.1.2; 1.2.1; 2.1.1; 2.1.2; 2.2.1; 3.1.2 Az-h.: 1.1.3; 1.2.3; L.: 1.1.2; 2.1.1	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
12	2.1.1; 2.1.3; 3.1.3.	Unit 5 Hobbies	Lesson 1 Computer games	1	Az.: 1.2.1; 1.2.2; 1.2.3; 2.1.1; 2.2.2; L.: 1.1.4; 1.1.2; 2.1.1; Az-h.: 3.2.1; 5.1.1	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	2.1.1; 2.1.3; 3.1.2; 4.1.3.	Unit 5 Hobbies	Lesson 2 Collecting stamps	2	Az-l.: 1.2.1; 1.2.2; 1.2.3; 2.1.1; 2.2.1; 4.1.4 L.: 2.1.1	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
13	1.1.1; 2.1.3; 3.1.3; 4.1.1.	Unit 5 Hobbies	Lesson 3 Jalal's photos	2	Az-l.: 1.2.2; 1.2.3; L.: 3.1.1; 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
14	1.1.1; 2.1.3; 3.1.3.	Unit 5 Hobbies	Lesson 4 Pinocchio	2	Az-l.: 1.2.2; 1.2.3; 2.2.2; Az-h.: 3.2.1; 5.1.1. L.: 1.1.4	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	Summative 4 – 1h						
	First Half Year. Big Summative 1						

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15	1.1.1; 2.1.2; 3.1.4; 4.1.2.	Unit 6 Healthy food	Lesson 1 An apple a day keeps a doctor away	2	Az-l.: 1.2.1; 1.2.3; 2.1.1; L.: 3.1.1; 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	1.1.1; 2.1.1; 2.1.2; 3.1.4; 4.1.2	Unit 6 Healthy food	Lesson 2 Azerbaijani food	2	Az-l.: 1.2.1; 2.1.1. L: 2.1.1; 3.1.1; 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
16	1.1.1; 2.1.2; 3.1.4; 4.1.2	Unit 6 Healthy food	Lesson 3 English food	2	Az-l.: 1.2.1; 1.2.3; 2.1.1; L.: 3.1.1; 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
17	1.1.2; 2.1.2; 3.1.2; 4.1.1	Unit 6 Healthy food	Lesson 4 My likes and dislikes	2	Az-l.: 1.2.1; 1.2.3; 2.1.1; L.: 3.1.1; 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	Summative 5 – 1h						
	Revision – 1 h						
	First Half Year Big Summative – 1 h						
18	1.1.2; 2.1.1; 3.1.1; 4.1.2	Unit 7 Around town	Lesson 1 Places in a town	2	Az-l.: 1.1.2; 1.2.1; 2.1.1. Az-h.: 1.1.3; 1.2.3. L.: 2.1.1; 3.1.1; 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
19	1.1.2; 2.1.2; 3.1.2	Unit 7 Around town	Lesson 2 My home town	2	Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.2.1. Az-h.: 1.1.3; 1.2.3. L.: 1.1.2	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
20	1.1.2; 2.1.2; 3.1.2; 4.1.1	Unit 7 Around town	Lesson 3 In the street	2	Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.2.1. Az-h.: 1.1.3; 1.2.3; 2.1.2; 3.1.2 L.: 1.1.2	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires

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	1.1.2; 2.1.2; 3.1.2; 4.1.2	Unit 7 Around town	Lesson 4 At the supermarket	2	Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.1.2; 2.2.1; 3.1.2 Az-h.: 1.1.3; 1.2.3 L.: 1.1.2	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
21	1.1.2; 2.1.3; 3.1.1; 4.1.1.	Unit 8 Holidays	Lesson 1 Mother's Day	2	Az-l.: 1.1.2; 1.2.2; 1.2.3; 2.1.1; 2.1.2; 3.1.2. Az-h.: 1.1.3; 1.2.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	2.1.3; 3.1.2; 4.1.1.	Unit 8 Holidays	Lesson 2 Father's Day	2	Az-l.: 1.2.2, 1.2.3; 2.1.2; 2.2.1; 3.1.2 L.: 1.1.2	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
Summative 6 – 1 h							
22	2.1.1; 3.1.3; 3.1.4.	Unit 8 Holidays	Lesson 3 Children's Day	2	Az-l.: 1.2.1; 1.2.3; 2.1.1 L.: 2.1.1	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
23	1.1.2; 2.1.3; 3.1.3; 4.1.2.	Unit 8 Holidays	Lesson 4 Holiday's in the UK	2	Az-l.: 1.1.2; 1.2.2, 1.2.3; 2.2.2. Az-h.: 1.1.3; 1.2.3; 3.2.1; 5.1.1. L.: 1.1.4; 3.1.1; 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
24	1.1.2; 2.1.2; 3.1.2.	Unit 9 Famous people	Lesson 1 My favourite writer	2	Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.2.1. Az-h.: 1.1.3; 1.2.3; L.: 1.1.2	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	1.1.2; 2.1.2; 3.1.4; 4.1.1.	Unit 9 Famous people	Lesson 2 My home library	2	Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.1.2; 3.1.2 Az-h.: 1.1.3; 1.2.3.	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires

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25	1.1.2; 2.1.2; 3.1.2; 3.1.4; 4.1.1.	Unit 9 Famous people	Lesson 3 Who is David Copperfield?	2	Az-l.: 1.1.2; 1.2.3; 2.1.2; 2.2.1; 3.1.2. Az-h.: 1.1.3; 1.2.3; L.: 1.1.2.	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	Summative 7 – 1h						
26	1.1.2; 2.1.2; 3.1.2; 4.1.1.	Unit 9 Famous people	Lesson 4 I know Oliver.	2	Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.1.2; 2.2.1; 3.1.2. Az-h.: 1.1.3; 1.2.3. L.: 1.1.2.	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
27	1.1.2; 2.1.1; 3.1.1; 4.1.2.	Unit 10 Animals	Lesson 1 Wild Animals	2	Az-l.: 1.1.2; 1.2.1; 2.1.1. Az-h.: 1.1.3; 1.2.3. L.: 2.1.1	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	2.1.1; 3.1.2; 4.1.1.	Unit 10 Animals	Lesson 2 Domestic Animals	1	Az-l.: 1.2.1; 2.1.1. 2.1.2; 2.2.1; 3.1.2. L.: 1.1.2	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
28	1.1.1; 2.1.3; 3.1.3; 4.1.2	Unit 10 Animals	Lesson 3 Animal Habits	2	Az-l.: 1.2.2, 1.2.3; 2.2.2. Az-h.: 3.2.1; 5.1.1. L.: 1.1.4; 3.1.1; 3.1.3.	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	1.1.1; 2.1.3; 3.1.4; 4.1.3	Unit 10 Animals	Lesson 4 My Favourite Animal	2	Az-l.: 1.1.2; 1.2.2, 1.2.3; 2.1.1; 4.1.4 L.: 2.1.1; 3.1.1; 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	Summative 8 – 1h						
29	1.1.1; 2.1.2; 3.1.4; 4.1.2	Unit 11 Travelling	Lesson 1 Transport	2	Az-l.: 1.2.1; 1.2.3. L.: 3.1.1; 3.1.3	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires

## SYLLABUS

30	1.1.2; 2.1.1; 2.1.2; 3.1.2; 3.1.4	Unit 11 Travelling	Lesson 2 From A to B	2	Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.2.1 Az-h.: 1.1.3; 1.2.3; L.: 1.1.2.	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
31	1.1.2; 2.1.3; 3.1.3 4;1;3	Unit 11 Travelling	Lesson3 I Love Travelling	2	Az-l.: 1.1.2; 2.2.2; 4.1.4 Az-h. 1.1.3; 1.2.3; 3.2.1; 5.1.1. L.: 1.1.4	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	1.1.1; 2.1.3; 3.1.1; 4.1.1.	Unit 11 Travelling	Lesson 4 Flying is Fun	2	Az-l.: 1.2.2, 1.2.3.; 2.1.1; 2.1.2; 3.1.2	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
32	1.1.2; 2.1.2; 3.1.4; 4.1.1.	Unit 12 Life is fun.	Lesson 1 Baku European Games 2015	2	Az-l.: 1.1.2; 1.2.1: 2.1.2; 3.1.2 Az-h.: 1.1.3; 1.2.3;	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	Summative 9 – 1h						
33	1.1.2; 2.1.2; 3.1.2; 4.1.1.	Unit 12 Life is fun.	Lesson 2 Azerbaijani sportsmen	2	Az-l.: 1.1.2 ; 1.2.1; 1.2.3; 2.2.1 Az-h.: 1.1.3; 1.2.3; L.: 1.1.2; 2.1.2; 3.1.2	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
34	1.1.2; 2.1.2; 3.1.2	Unit 12 Life is fun.	Lesson 3 Eurovision 2012	2	Az-l.: 1.1.2; 1.2.1; 2.2.1. Az-h.: 1.1.3; 1.2.3; L.: 1.1.2.	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
	1.1.2; 2.1.2; 3.1.2; 4.1.1	Unit 12 Life is fun.	Lesson 4 My favourite film	2	Az-l.: 1.1.1; 2.1.2; 2.2.1; 3.1.2. Az-h.: 1.1.3; 1.2.1; 1.2.3; L.: 1.1.2.	SB, flashcards, pictures, realia www. learnenglidhkids. org.uk	Presentation Checklists questionnaires
35	Revision – 1 h						
	Second Half Year. Big Summative 2						

## UNIT 1. WE LEARN ENGLISH

### LESSON 1. WELCOME BACK

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.1; 2.1.1; 3.1.4; 4.1.1

**The student:**

demonstrates understanding of a listening passage;  
uses words and expressions correctly;  
can answer questions on a reading passage content;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'Back to school';  
make up a dialogue;  
write on the topic 'My school'.

**The type of the lesson:**

speaking, listening, reading skills development

**Integration:**

Az. 1 1.2.1; 1.2.3; 2.1.1, 2.1.2, 3.1.2  
literature: 2.1.1


**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, research, discussion, description

**Resources:** SB, flashcards, pictures, realia,

www.learnenglish.org.uk and www.teachingenglish.org.uk websites

<p><b>UNIT 1. WE LEARN ENGLISH</b></p> <p><b>LESSON 1. Welcome back.</b></p> <p><b>1. Work in pairs. Ask and answer the questions.</b></p> <ol style="list-style-type: none"> <li>1. Why are you happy today? Are you happy to see your friends and teachers?</li> <li>2. How do you meet your friends and teachers? What do you say?</li> <li>3. Are there new students in your class? How do you meet them? What do you say?</li> </ol> <p><b>2. Group work. Describe the photo. Use the words in the box.</b></p> <p>hello, welcome, ask, meet, happy, nice, flowers, children, teachers, schoolyard, school bag</p>  <p><b>3. Pair work. Look at the picture and answer the questions.</b></p> <ul style="list-style-type: none"> <li>• What do you see in the picture?</li> <li>• Where are the children?</li> <li>• What do the children have in their hands?</li> <li>• Why are the children happy?</li> </ul>	<p><b>UNIT 1. WE LEARN ENGLISH</b></p> <p><b>4. Pair work. Read the dialogue and discuss with your partner.</b></p> <ul style="list-style-type: none"> <li>• Why is Afgan sorry?</li> <li>• Is it good or bad to be late?</li> </ul>  <p>Afgan: Hello, is this the English class? Teacher: Yes, it is. Afgan: Oh, good. I'm sorry. I am late! Teacher: No problem. What's your first name? Afgan: Afgan. Teacher: How do you spell that? Afgan: A-F-G-A-N. Teacher: And what's your surname? Afgan: It's Abduqayev. Teacher: How do you spell that? Afgan: A-B-D-U-L-A-Y-E-V. Teacher: Welcome to the class, Afgan. Please, don't be late again!</p> <p><b>5. Pair work. Imagine that you are late for the lesson. What do you say to the teacher?</b></p> <p><b>6. Think of the following situations and write questions in your notebook.</b></p> <ul style="list-style-type: none"> <li>• How can you ask other people's name and surname?</li> <li>• You don't understand other people's name. How do you ask their names?</li> </ul>	<p><b>UNIT 1. WE LEARN ENGLISH</b></p> <p><b>7. Look at the pictures. Use the lines and make up three dialogues.</b></p> <p>Hello. Nice to meet you. What's your name? I am ... What's your surname? Fine. And you? Hi. I am fine. Sorry, I am late. It's ... I am ... please, don't be late again. How are you? It's ...</p>  <p><b>8. Write about your school. The questions below can help you.</b></p> <ul style="list-style-type: none"> <li>• Is your school big?</li> <li>• When do lessons begin at your school?</li> <li>• Do you have a sport hall at your school?</li> <li>• What do you do in the sport hall?</li> <li>• When do lessons finish at school?</li> </ul>
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**Warm up “What’s in the bag?”**

This is a great activity to do at the beginning of your lessons. Fill a large cloth bag with items from your previous lessons (e.g. plastic fruit, animals, etc.). You can also throw in a few other objects (e.g. an eraser, a plastic

## UNIT 1. WE LEARN ENGLISH

bottle, a plastic cup — anything lying around (and safe!). Show the bag to your students and shake it to rattle the objects inside. Pull out different objects, teach/ elicit their names, have students hold and pass the objects around. You can even have students pull objects out of the bag. Pull out 1 or 2 objects per student. Finally, place the objects around the classroom and have each student retrieve each object as you call out its name and put it back in the bag.

**Motivation:** Do you like summer? What do you do in summer?

**Research question:** Why are the children happy after summer holidays? Is it good to be late?

**Research analysis:** Groups discuss the reasons why children are happy after summer holidays. They also say their opinion of being late.

**Information exchange:** Groups present the class the reasons why they feel happy after summer holidays. And why being late is bad.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What do you think about your summer holidays?* 2) *Are you happy to see your friends, teachers?* The teacher summarises the ideas of the students during the discussion.

### Working with the SB

#### REMEMBER!

*There is no single 'BEST WAY' to teach. The question teachers must address is which methods are best employed during the different stages of the teaching and learning process and then design curriculum to meet their final objectives/goals. Use combination of methods depending on your needs. This is just a sample of how the teacher can design the lesson on the topic 'Welcome back'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Draw their attention to the picture of schoolyard on page 6 the first day of school and ask them to describe the picture. For sure this won't be that easy for the students to describe the picture in a very short time. There might be some difficulties. Therefore we, the authors thought to put a word box above the picture. With the help of the words *hello, welcome, ask, meet, happy, nice, flowers, children, teachers, schoolyard, school bag*, the students can describe the picture in groups and also this will lead them to develop their own sentences as well. When the students are describing the picture add some flavour to their description by asking your own questions using *there is/are*. And help them to begin the answers with the construction *There is/ There are* and *Present Simple*. After having practiced the description of the picture of schoolyard you can start the presentation of the dialogue in exercise 3 on page 7. Have your students read the dialogue in pairs and get ready to act it



## UNIT 1. WE LEARN ENGLISH

in pairs. This is a very good chance to practice the language. Later you can ask your students to replace Afgan with their name and Abdullayev with their surname. Depending on the level of your students and the time left, you can revise *There is/are* and *Present Simple Yes/No* and *WH* questions.

Ask the students to work in pairs and do exercise 6 on page 8. The students use the lines make up dialogues and practice them with their partner. Ask your students to look at the photos and describe them. The students are given some lines in the box to make up dialogues. After reading a sample dialogue and practicing it with their partner the students will find this task easy to do.

The students can spell their names and surnames. They can ask other students to spell their own names and surnames. At this stage you can introduce the students exercise 3 on page 7 where the students will look at the pictures and make up dialogues. There might be other activities as well. For example;

You can ask the students to make up their own dialogues. They can do this task as a pair work where one of the pairs asks *Is/Are there* questions and the other answers the questions.

Most of the exercises like, making up dialogues must be done in pairs. The students read the dialogue and act it with their partner.

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about their summer holidays. They can say the reasons why the students feel happy after summer holidays.

**Implementation:** The students write about their school using the questions. The task can be checked in class but as it is time consuming it is better to ask them to do this task as homework. By the next lesson the writing passages will be checked.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can describe the picture on the topic school.				
2. Can spell their own names and surnames.				
3. Can ask other people about their names and surnames.				
4. Can make up dialogues in groups or with partner.				
5. Can write about their school.				
6. Demonstrates understanding when asked.				

# UNIT 1. WE LEARN ENGLISH

## LESSON 2. WE ENJOY WORKING IN GROUP

**Content lines:** speaking, reading, listening, writing

**Content standards:** 1.1.1; 2.1.2; 3.1.4, 4.1.1

**The student:**  
demonstrates understanding of a listening passage;  
uses words and expressions correctly;  
can answer questions on a reading passage content;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**  
speak how they work in groups;  
make up a dialogue;  
write on the topic of 'We enjoy working in group'.

**The type of the lesson:**  
listening, speaking, reading and writing skills development.

**Integration:**  
Az. 1 1.2.1; 1.2.3

**Classroom management:**  
working with the whole class, group work, pair work

**Task type:** interview, discussion

**Resources:** SB, flashcards, pictures, realia  
[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

UNIT 1. WE LEARN ENGLISH

LESSON 2. We enjoy working in group

1 Answer the following questions:


• Do you like to work in groups? Why?

• How often do you work in groups at the English lesson?

2 Put tick (x) under the activities you love/like/don't like/hate

	Work in small groups	Work in pairs	Work in big groups	Work by yourself
I love				
I like				
I don't like				
I hate				

3 Group work. In the picture the students work in groups. Use the questions below and describe it.



• What is there in the picture?

• Who are there in the picture?

• Why are the children happy?

• Is it easy to work together?

• Why is it easy/difficult?

UNIT 1. WE LEARN ENGLISH

4 Read the dialogue. Are sentences below the dialogue True or False?

Brahim: Hello, Omar. Nice to see you again.

Omar: Hi, Brahim. Nice to see you, too.

Brahim: Omar, do you like our new school?

Omar: It is great. It is very big and tall building.

Brahim: Yes, you are right. It is a very beautiful building.

Omar: Brahim, our English study is very different now.

The tables and chairs are very comfortable.

Brahim: And we have a very rich classroom library now. There are many interesting books and CDs.

Omar: Look at this story book. It is one of the interesting stories in this book. I really like it.

Brahim: What is it about?

Omar: It is about the Wind, the Cloud and the Sun. In the story the Sun is very strong.

Brahim: What about the Wind and the Cloud? Are they strong too?

Omar: No, they aren't. The Sun is very strong.

Brahim: Does the book have a CD?

Omar: Yes, it does. Do you want to listen to it?

Brahim: With, pleasure. And I want to read it, too.

True or False

1. Brahim and Omar like their English study.

2. Their English study is the same now.

3. They have got many books in their classroom library.

4. They don't have CDs there.

5 Act the dialogue with your partner.

### Warm up 'Jeopardy'

Make a jeopardy grid on the white board, see page 19. In teams, or individually, let the students randomly pick a category and the points to be attempted.

18

## UNIT 1. WE LEARN ENGLISH

	Fruit	Sports	Animals	Body
10				
20				
30				
40				
50				

The teacher will then ask a question and (a 40 point question should be more difficult than a 10 point question) if the students get the correct answer their team name is written in that box. When all the boxes are filled the team with the most points wins.

**Motivation:** Show the Ss the picture of Ss working in groups and ask them: why is it easy/difficult to work together?

**Research question:** Why do you enjoy working in group?

**Research analysis:** Groups discuss the reasons where they go to picnic and why.

**Information exchange:** Groups present the class the reasons why they like to work in groups.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What do you think about working together?* 2) *What kind of tasks do you do in groups?* 3) *Do you have rules for group work?* The teacher summarises the ideas of the students during the discussion.

### Working with the SB

#### REMEMBER!

*There are many approaches to learning and teaching the language. The question teachers must address is which methods are the best for each stage of the lesson. Only after this you can design curriculum to meet their final objectives/goals. It's better to use combination of methods depending on your needs. This is just a sample of how the teacher can design the lesson on the topic 'We love group work' According to the syllabus this lesson must be taught within 1 hour.*

Ask your students to open their SB on page 9. Draw their attention to the photos of the students doing group work in exercise 2. Ask them to describe it. Tell them to use the questions below the picture. After the students describe it draw their attention to the dialogue on page 10 exercise 3. The Ss read the dialogue and do True/False task. Ask the Ss to correct false sentences. Let the Ss act out the dialogue.

# UNIT 1. WE LEARN ENGLISH

## Summary and Revision

With the teacher’s guidance the students know how to ask and answer the questions in Present Simple. They also get motivated to work in groups.

**Implementation:** The students write about their school using the questions. The task can be checked in class but as it is time consuming, it is better to ask them to do this task as homework. By the next lesson the writing passages will be checked.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can describe the picture with the partner on the topic ‘We enjoy working in group’.				
2. Show the ability to work in groups.				
3. Can answer the questions in the context.				
4. Can use new words in his speech, can answer the questions according to the content of the text.				
5. Can write answers to the questions.				

## UNIT 1. WE LEARN ENGLISH

### LESSON 3. ENGLISH IS FUN

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.2; 2.1.3; 3.1.1, 4.1.1

**The student:**

chooses new words and expressions in a listening passage;  
can retell the contents of short passages;  
can answer questions on a reading passage content;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'English is fun';  
make up a dialogue;  
write sentences on the topic 'How do you learn English?'.

**The type of the lesson:**

listening, speaking, reading and writing skills development

**Integration:**

Az. l: 1.1.2; 1.2.2; 1.2.3; 2.1.1

Az. h: 1.1.3

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, discussion

**Resources:** SB, flashcards, pictures, realia

www.learnenglish.org.uk and www.teachingenglish.org.uk websites

**UNIT 1 WE LEARN ENGLISH**  
**LESSON 3. English is fun**

**1** Look at the pictures and discuss in pairs how these students learn English.



**2** Look at the pictures and answer the questions about you.

- Do you often listen to CDs in English?
- Do you do crosswords in English?
- How often do you read books in English?
- Which English CDs do you have?
- How do you learn English?

**11**

**UNIT 1 WE LEARN ENGLISH**

**3** Listen and decide what activities the students do in class.

**4** Work in pairs. Point to the pictures and ask your partner to describe it.



**12**

**UNIT 1 WE LEARN ENGLISH**

**5** Work in groups. Look at the pictures on page 12 again. Put Tick (✓) or Cross (x) next to the activities in the table.

activities	children in the picture	you and your friends
play games		
learn rap	✓	
do crosswords		
sing songs		
role play		
play the guitar		

**6** Read the text and find the children in the pictures on page 12.

**ENGLISH IS FUN**

We are in the 5<sup>th</sup> grade. We can read, write and speak English now. We can describe pictures and make up dialogues. At the lesson the teacher speaks English to us. We understand our teacher. She asks us questions. We can answer questions. We often play games at the lesson. It is really very interesting to play games in English. We love songs in English. Now we know many songs. We start the lesson with songs or games. We do crosswords, learn poems in English. We love role plays. Our teacher gives us roles and we act. We are real actors. We learn chants and rap in English. My friend is very good at rap. We love group work and pair work. I like to work with my partner. She helps me to speak English. Children in my group are very good. They help me a lot when I don't understand. It is fun to work with them.

**7** Fill in with correct words from the text. See the example.

do	make up	write	ask	play	learn	sing	work
dialogues							

**8** Discuss in groups: "Is it fun to learn English?" and report to the class.

**13**

**Warm up 'Commando'**

The teacher is the commando and gives commands to the class and/or individual students. This is a great energy burner as well as review of actions, colours,

# UNIT 1. WE LEARN ENGLISH

numbers or anything else you can throw in. E.g. ‘Jump 10 times’, ‘Touch your (body part)’, ‘Touch (classroom object)’, ‘Turn around’, ‘Stand up / Sit down’

**Motivation:** What helps you to learn English? Who helps you to learn English?

**Research question:** How do you learn English yourself?

**Research analysis:** Groups discuss the ways how they learn English.

**Information exchange:** Groups present the class the ways they learn English.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *How do you learn English?* 2) *Do you learn English from story books?* 3) *Do you listen to CDs?* 4) *Do you speak to your friends in English or in native language?* 5) *Do you do crosswords in English?* The teacher summarises the ideas of the students during the discussion.

## Working with the SB

### REMEMBER!

*Use combination of methods depending on your needs. This is just a sample of how the teacher can design the lesson on the topic ‘English is fun’. According to the syllabus this lesson must be taught within 2 hours. It mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

The teacher uses the new words in the context and asks the students to listen and put a tick next to the words they hear.

*Example:* I learn English from story books. It is very interesting to listen and sing the song. I learn poems and chants. I like games in English. I learn many words playing games.

crosswords		poems	
story books		chants	
English CDs		role play	
songs		games	

Ask your students to open their SB on page 11. Tell them to work in pairs and look at the 4 photos in their SB in exercise 1. In the pictures the students are learning languages. Some of them are using headphones in learning, some of them read books, some of them do crosswords, some of them listen to CDs. There is another picture on page 12 where the students are going to work in pairs, point to the picture and ask their partner to describe it. In the previous 2 exercises the students had enough speaking practice on how the students can learn English. For exercise 3 on page 12 the teacher can design a listening activity. Students listen to the teacher and write down the activity they hear. In exercise 4 on page 12 the students work in pairs, point to the pictures and ask their partners to describe it. In exercise 5 on page 13 the students are asked to tick (✓) or cross (✗) next to activities in the table:

## UNIT 1. WE LEARN ENGLISH

For sure there will be similarities and differences in learning English among the students. Therefore this exercise will call for more practice in speaking. Tell the students to use Present Simple. Exercise 6 on page 13 demands the students to work individually first. They all read the text 'English is fun' and find the children in the pictures on page 12. Then they work with their partner and compare their answers.

Exercise 7 on page 13 will help students work individually on vocabulary.

The students practice the words which can be used together (collocations). After the Ss do exercise 7 on p.13 individually ask them to check the answers in pairs. Provide an example. Monitor the pairs working and give help whenever needed. There is a very good discussion topic in ex.8 p.13. This exercise is very good for many reasons. It revises the vocabulary learned and practices Present Simple. On the other hand it helps the Ss to practice speaking skills on the topic. "It is fun to learn English".

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about their learning styles.

**Application:** The students write 10 sentences how they learn English. The task can be checked in class but as it is time consuming it is better to ask them to do this task as homework.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can describe the picture with the partner on the topic 'How we learn English'.				
2. Can express ideas using Present Simple.				
3. Can answer the questions according to the context of the text.				
4. Can use new words in his speech, can make up sentences using new words and language structure.				
5. Can write how he/she learns English.				

## UNIT 1. WE LEARN ENGLISH

### LESSON 4. MY BOOK, MY FRIENDS

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.2; 2.1.3; 3.1.2; 4.1.1

**The student:**

chooses new words and expressions in a listening passage;  
can retell the contents of short passages;  
can answer questions on a reading passage content;  
can make up logically and grammatically correct sentences using the words.  
can spell words correctly.

**The students will be able to:**

speak on the topic 'My books, my friends';  
make up a dialogue.

**The type of the lesson:**

speaking, listening, reading, writing skills development

**Integration:**

Az-l.: 1.1.2; 1.2.2, 1.2.3; 2.1.2; 3.1.2.

Az-h.: 1.1.3; 1.2.3; 2.2.1.

literature: 1.1.2.

**Classroom management:**





working with the whole class, group work, pair work

**Task type:**

discussion, interview

**Resources:** SB, flashcards, pictures, realia

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UNIT 1. WE LEARN ENGLISH	UNIT 1. WE LEARN ENGLISH
<p><b>LESSON 4. My books, my friends</b></p> <p><b>1 Work in pairs. Take turns and ask each other the questions.</b></p> <ul style="list-style-type: none"><li>• Why are books your friends?</li><li>• What do you learn from books?</li></ul> <p><b>2 Group work. Look at the pictures. Who are Ibrahim's friends in the photos?</b></p>  <p><b>3 Pair work. "How do your friends learn English?"</b></p>	<p><b>1 Read about students and say how they learn new words in English.</b></p>  <p>I write new words on a card. Then I write a sentence with those words in it. When I have time, I study the cards. I study the cards until I know them by heart.</p>  <p>I write new words in my vocabulary. Then I draw a picture next to it. It helps me much to remember the words.</p>  <p>Stuck</p> <p>It is difficult to learn new words for me. I always forget new words. I write new words on a small paper and stick them on my bedroom wall. I look at them every night before I go to sleep.</p> <p><b>2 Write five sentences about how you learn new words.</b></p>



## UNIT 1. WE LEARN ENGLISH

### Warm up ‘Topic brainstorming’

Find out what your group knows about a topic before you begin a new lesson. Divide them into teams of four and present the topic. Ask them to brainstorm and list as many ideas or questions as they can come up within a given amount of time. Here’s the kicker: they cannot speak. Each student must write his/her ideas on the board or paper you’ve provided.

**Motivation:** Do you often go to the library? How many books do you have in your library? How many books do you have in your home library?

**Research question:** Are your books your friends? Why? What do you learn from books?

**Research analysis:** Groups discuss how they learn English from books. They talk how many stories they have read in English.

**Information exchange:** As a whole class students work in groups and speak about the things they learn from books. They tell each other about the books they like.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What books do you like to read?* 2) *How do you learn English from books?* 3) *Which is your favorite book?* 4) *How do your friends learn English from books?* The teacher summarises the ideas said during the discussion.

### Working with the SB

#### REMEMBER!

*Use combination of methods depending on your needs. This is just a sample of how the teacher can design the lesson on the topic ‘My books, my friends’ According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours mostly depends on the teachers. As the level of students is different you can take the whole lesson in 2 hours and continue with the next hour using supplementary materials.*

Put your students in pairs. Tell them to take turns and ask each other the questions and write the answers in their notebooks.

- a. Are your books your friends? Why?
- b. What do you learn from books?

These questions are very helpful in encouraging the students to work with their classmates.

Ask your students to open their SB on page 14. Tell them to work in groups and look at the pictures in their SB. In the pictures, the students are learning languages. Some of them are using headphones in learning, some of them read books, some of them do crosswords, some of them listen to CDs.

## UNIT 2. MY FAMILY

In practice stage the students are offered photos of Ibrahim and his friends. The students can get confused by the word ‘friends’. Explain them the resources we learn from are all our friends. They work in groups and find Ibrahim’s friends. This task is very good for practicing speaking. For sure there will be similarities and differences in learning English among the students. Therefore this exercise will call for practicing speaking. Tell the students to use Present Simple. Exercise 2 on page14 demands the students to work in groups. They discuss who their friends are. Put the students in pairs. Ask them to discuss how their friends learn English with their partner in exercise 3 on page 14. Exercise 4 on page 15 will help the students read and discuss how they learn new words in English. Ss write about the way of learning new words in exercise 5 on page 15.

### Summary and Revision

With the teacher’s guidance the students know how they can ask and answer the questions about their favourite books.

**Implementation:** The students work in groups and discuss their book friends. Different ways of learning English makes majority of the students get to know what else they can do to learn English well.

**You can use the following sample assessment criteria to assess your students’ language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can do the tasks according to the text.				
2. Can choose the words and expressions in the text.				
3. Can use new words in speaking.				
4. Can make questions according to the content of the text.				
5. Can write the name of the things and can use the words in the context.				
6. Can understand the meaning of the text.				

## LESSON 1. MEET MY FAMILY

**Content lines:** speaking, listening, reading

**Content standards:** 1.1.1; 2.1.3; 3.1.4

**The student:**

demonstrates understanding of a listening passage;  
uses new words and expressions correctly;  
can answer questions on a reading passage content.

## UNIT 2. MY FAMILY

**The students will be able to:**  
speak on the topic 'Family';  
speak about their relatives and their jobs.

### The type of the lesson:

listening, speaking, reading and writing skills development

### Integration:

Az. 1: 1.2.2; 1.2.3

### Classroom management:

working with the whole class, group work, pair work

**Task type:** interview, discussion, describing

**Resources:** SB, flashcards, pictures, realia

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**UNIT 2. MY FAMILY**

**LESSON 1. Meet my family**

1 Pair work. Look at the family pictures album. Talk about the people in the pictures. Who do you think they are? What do they do?

2 Compare the people's job in the pictures and in your family.

3 Speak about your uncle/aunt. The questions below can help you.

- Do you have an uncle/aunt?
- How old is your uncle/aunt?
- Where does your uncle/aunt live?
- Where does your uncle/aunt work?
- How many children does your uncle/aunt have?

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**UNIT 2. MY FAMILY**

4 Pair work. Look at the photos of Mehdi's family. Describe it. Use 'uncle/aunt' and '2' and say who they are. Sample: Tutu is Natig's cousin.

5 True (T) or False (F)? Correct false sentences.

- Sabina is Vilayet's daughter.
- Guln is Ayten's sister.
- Huseyn is Tahsin's brother.
- Hacı is Sevilu's husband.
- Zaminu is Tutu's mother.
- Aytem is Natig's sister.
- Guln is Aminu's cousin.

6 Draw your family tree and be ready to speak about it in class.

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**UNIT 2. MY FAMILY**

7 Group work. Look at the pictures. Describe them using the new words in the pictures.

8 Read the passage. How is Hasan's uncle's family different from his family? Put (✓) or (x) next to the activities.

Hasan's uncle lives in the village. He has a horse. It is a very beautiful. Its name is Bonat. It is from Garabag. Bonat loves people. It is always friendly. It eats apples and hay.

Hasan's uncle and cousin usually ride horses. Horses sleep in a stable. It is not easy to look after a horse but his uncle and cousin enjoy it very much.

He has a big family. They live in a two storeyed big beautiful house. There is a farm not far from there house. They keep many animals there.

activities	Hasan's family	his uncle's family
rides a horse		✓
lives in a house		
lives in a flat		
has a large family		
lives in the village		
lives in the town		

9 Fill in the gaps with the correct word.

	horse	two storeyed	hay	stable	friendly
1. Bonat is very _____ beautiful house.					
2. Hasan's uncle lives in a _____ house.					
3. His uncle's family love _____					
4. They keep animals in the _____					
5. Horses like _____					

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### Warm up 'Family Crossword'

Write family words across or down on the board being sure not to crowd the letters. Students take turns coming to the board, saying family words, and writing it across or down, overlapping one letter that is already on the board. It's usually best if you allow students to volunteer to come up rather than calling on them. You can use the question and commands like

*Can you write down*

*Is there any volunteer?*

*Take turns, please etc.*

**Motivation:** How do you help your family?

**Research question:** Who do you have in your family? What do they do?

**Research analysis:** Students work in groups and speak about their family members and their jobs.

**Information exchange:** Students present the information about their family members and their jobs.

## UNIT 2. MY FAMILY

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *Is your family large?* 2) *How many people do you have in your family?* 3) *What does your father/mother/sister/brother do?* 4) *Where do your grandfather/grandmother/ uncle/aunt/ cousins live?* The teacher summarises the ideas said during the discussion.

### Working with SB

#### REMEMBER!

*It is important to use combination of methods depending on your needs. This is just a sample of how the teacher can design the lesson on the topic 'Meet my family'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers.*

At the previous lesson you can ask your students to bring their family photos. Organise pair work. Tell them to look at the family photo album, ask and answer the questions about their age and work. Ask your students to open their SB on page 18 and discuss the questions like 'Who do you think they are? What do they do?' The pairs start talking about the people in the family album. Then ask your students do the next task in exercise 2 on page 18 in groups. Divide your students into groups and ask them to speak about their relatives. There are some questions which can help your learners to speak about their relatives. But make sure these questions won't confuse your students. Explain to them they can speak about their relatives not depending on the questions. Ask the students to work in pairs and do exercise 4 on page 19, where they have to look at the photos of Mehdi's family. Ask them to describe it using *have/has got* or Possessive's. Ask them to draw their family tree and get ready to speak about it in class. This will be good practice for students. Walk around and help your learners working in pairs. At this stage you can introduce the students new vocabulary in exercise 6 on page 20. The students use new words and describe 2 pictures in the given page. After the groups make their presentations invite your students to read the text in exercise 7 on page 20 and decide 'How is Hasan's uncle 's family different from his family?'. The students have to put ✓ and ✗ next to the activities for Hasan's family and for his uncle's family. In exercise 8 on page 20 the students fill in the gaps with the correct word which is a very good task for revising vocabulary.

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about their family.

**Implementation:** The students can find similarities and differences between the reading passage and the pictures. There is a very good vocabulary practice task on p.20 in ex.7 Ss fill in the blanks with new words.

## SUMMATIVE 1

You can use the following sample assessment criteria to assess your students language skills.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can write the names and surnames of family members.				
6. Can understand the meaning of the text.				

## SUMMATIVE 1

### 1. Write the questions in the dialogue.

Teacher: \_\_\_\_\_

Student: My name is Elmaddin.

Teacher: \_\_\_\_\_

Student: Hamidov.

Teacher: \_\_\_\_\_

Student: H-A-M-I-D-O-V.

Teacher: Welcome to the class, Elmaddin

Student: Thank you.

### 2. Read about Uncle Ben and choose the right answer.

Uncle Ben is a farmer. He gets up at 5 o'clock in the morning. He has breakfast at half past five and then he goes to the farm. He comes home for lunch. He has lunch with his children. On Sundays he stays at home and watches TV.

1) What is Uncle Ben's job?

- a) Uncle Ben is a teacher.
- b) Uncle Ben is a farmer.
- c) Uncle Ben is a doctor.
- d) Uncle Ben is a worker.
- e) Uncle Ben is a student.

2) Uncle Ben doesn't go to the farm on \_\_\_\_\_

- a. Monday
- b. Tuesday

## SUMMATIVE 1

- c. Wednesday
- d. Sunday
- e. Friday

- 3) Uncle Ben meets \_\_\_\_\_ at lunch.
- a. his brother
  - b. his sister
  - c. his friends
  - d. farmers
  - e. children

### 3. Read the invitation card and answer the questions.

*Dear Leyla,*

My birthday is on December,17. Can you come?  
The party is at 7 o'clock in the evening. You can  
come in the morning. Aygun and I can meet you  
in front of the Albali market.

*Your friend Ibrahim*

- 1) Whose birthday is it?
- a. It is Leyla's birthday.
  - b. It is Aygun's birthday
  - c. It is Ibrahim's birthday
  - d. It is my birthday.
  - e. It is your birthday
- 2) Who is Leyla?
- a. She is Ibrahim's sister.
  - b. She is Aygun's sister.
  - c. She is my friend.
  - d. She is your friend.
  - e. She is Ibrahim's friend.
- 3) When is Ibrahim's birthday?
- a. on the seventh of December.
  - b. on the seventeenth of December.
  - c. on the fifth of December.
  - d. on the first of December.
  - e. on the second December.
- 4) Who can meet Leyla?
- a. You and Aygun
  - b. Ibrahim and you.
  - c. Aygun's mother.
  - d. Leyla's mother.
  - e. Ibrahim and Aygun

## UNIT 2. MY FAMILY

### LESSON 2. MY FLAT

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.1; 2.1.1; 3.1.4; 4.1.1; 4.1.2

**The student:**

demonstrates understanding of a listening passage;  
uses new words and expressions correctly;  
can answer questions on a reading passage content;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'Family';  
speak about their relatives and their jobs.

**The type of the lesson:**

Listening, speaking, reading and writing skills development

**Integration:**

Az.1: 1.2.1; 1.2.3; 2.1.1; 2.1.2; 3.1.2

Literature: 2.1.1; 3.1.1; 3.1.3

**Classroom management:**

Working with the whole class, group work, pair work


**Task type:** discussion, presentation, picture description

**Resources:** SB, flashcards, pictures, realia


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UNIT 2. MY FAMILY

LESSON 2. My flat



In the city centre many people live in flats.




In the country people live in houses with gardens.

1 Pre-reading task

- Do you like to live in a flat or in a house? Why?


2 Read the text below. Why does Rahila like her flat? Why does Emil like his house?

Rahila lives in a flat. It is in a tall building. There is a supermarket on the ground floor. It is very big. They do shopping there. They live on the fourth floor. There are four rooms in their flat. They have a living room, a dining room and two bedrooms in it. They have got a kitchen and bathroom in their flat, too. She has her things in her bedroom. It is small but light. She does her lessons and sleeps there. She loves her room.



3 Write about your flat/house: describe it. Write why you like/ don't like it.

UNIT 2. MY FAMILY



Emil lives in a house in the country. It is not very big but it is very comfortable. The weather is clean and there are not many cars in the streets. He enjoys beautiful nature from his bedroom window. There are five rooms and a big hall in their house. They use the hall for holidays. All family sit around a big dinner table. They enjoy the dinner, talk, sing songs and dance. They have a small garden around the house. In the morning you can see many birds in the garden. You can hear their songs in the mornings in the garden. Emil has tea and dinner in the garden in fine weather. He loves his house.

4 What are the advantages and disadvantages to live in a flat/house.

	Advantages	Disadvantages
House	clean weather, ...	
Flat		

5 Write about your flat/house: describe it. Write why you like/ don't like it.

### Warm up 'House and Flat'

Give a topic 'House and Flat' and ask students to think of anything related to it. Write the responses for all to see, or ask a volunteer to do the writing. You can use this to elicit vocabulary related to your lesson.

## UNIT 2. MY FAMILY

**Motivation:** Do you know who your grandfather is? Do you know who your grandmother is? What is your parents' grandparents' house like?

**Research question:** Where does your family live? What is your house/flat like?

**Research analysis:** Students share ideas in groups and present the information to the whole class.

**Information exchange:** Students work in pairs and speak about their family members, their age and jobs.

**Information discussion:** The teacher acts as a facilitator by asking leading questions 1) *Do you live in a house or a flat?* 2) *How many people do you have in your family?* 3) *Where do your grandfather/grandmother/ uncle/aunt/ cousins live?* The teacher summarises the ideas said during the discussion.

### Working with the SB

#### REMEMBER!

*In teaching a foreign language we use combination of methods depending on our students needs. Because there is no single 'BEST WAY' to teach. This is just a sample of how the teacher can design the lesson on the topic 'My flat'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours mostly depends on the teachers.*

Ask your students to open their SB on page 21. Draw their attention to the pictures of a flat and house. Ask them to describe the pictures and say the differences between them. Before asking to read the text ask them the question in the pre- reading task 'Do you like to live in a flat or in a house? Why?' Ask the students to read the text and answer the questions:

Why does Rahila like her flat?

Why does Emil like his house?

These questions will help you to check comprehension.

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about their flat. Revise all that the students learned in this lesson. Then ask them to write about their own house or flat. Remind them to use *there is/are* and *Present Simple*.

**Implementation:** The students can find the advantages and disadvantages of living in a house and flat in ex.3 on p.22. In ex.4 Ss practice to write about their own flat/house. They show the reasons why they like and don't like living in a flat/house.



## UNIT 2. MY FAMILY

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can understand the meaning of the text.				
6. Can write about his/her flat.				

### LESSON 3. MAKE THE WORLD GO ROUND

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.1; 2.1.1; 3.1.3; 4.1.1; 4.1.3

**The student:**

demonstrates understanding of a listening passage;  
uses new words and expressions correctly;  
can answer questions on a reading passage content;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'World, people and job';  
speak about people and their jobs.

**The type of the lesson:**

Listening, speaking, reading skills development

**Integration:**

Az-l.: 1.2.1; 1.2.3

L.: 1.1.4; 2.1.1; 2.1.2; 2.2.2; 3.1.2; 4.1.4;

Az-h.: 3.2.1; 5.1.1

**Classroom management:**

working with the whole class, group work, pair work

**Task type:**

discussion, interview, comparison

**Resources:** SB, flashcards, pictures, realia

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## UNIT 2. MY FAMILY

<p style="text-align: center;"><b>UNIT 2. MY FAMILY</b></p> <p style="text-align: center;"><b>LESSON 3. Make the world go round</b></p> <p><b>1 Pre-reading task</b></p> <ul style="list-style-type: none"> <li>What does your father/mother do?</li> <li>Do your parents like their job? Why?</li> <li>What do you want to be? Why?</li> </ul> <p><b>2 Learn the new words and describe the pictures.</b></p> <p style="text-align: center;"><b>23</b></p>	<p style="text-align: center;"><b>UNIT 2. MY FAMILY</b></p> <p style="text-align: center;"><b>3 Read the poem and find the words in the pictures on page 23.</b></p> <p style="text-align: center;"><b>MAKE THE WORLD GO ROUND</b></p> <p>Nigel Naylor, he's a tailor He makes trousers, suits and shirts</p> <p>Penny Preston, she's a doctor Comes to see when you've a cold</p> <p>Peter Palmer, he's a farmer He's got cows and horses and sheep</p> <p>Wendy Witter, babysitter Looks after the kids when they're asleep</p> <p>People work in the country People work in the town</p> <p>People work day and night To make the world go round</p> <p style="text-align: right;">Andy Henley Tym King</p> <p><b>4 Match A to B.</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>A</b></p> <p>doctor babysitter farmer people tailor</p> </td> <td style="vertical-align: top;"> <p><b>B</b></p> <p>looks after animals work day and night looks after kids makes trousers comes to see you when you have a cold</p> </td> </tr> </table> <p><b>5 Learn the poem and practice it with your partner.</b></p> <p style="text-align: center;"><b>24</b></p>	<p><b>A</b></p> <p>doctor babysitter farmer people tailor</p>	<p><b>B</b></p> <p>looks after animals work day and night looks after kids makes trousers comes to see you when you have a cold</p>	<p style="text-align: center;"><b>UNIT 2. MY FAMILY</b></p> <p style="text-align: center;"><b>6 Group work. Look at some pictures of Natig's family and read about them. Which of them do you like most? Why?</b></p> <p><b>MY BROTHER</b></p> <p>My brother Samad is a student. He studies at the University. He doesn't have a job. He is very bad with money. He has got much money for clothes. But he has got little money for books. My parents don't give him much money. But my grandmother gives him money every time she sees him.</p> <p><b>MY SISTER</b></p> <p>My sister Arzun has a new job. She works as a teacher at an English language course. She never goes out after work. She says she likes to stay with her little son at home. Her son is 4 years old. He is lovely.</p> <p><b>MY FATHER</b></p> <p>My father Ali is a doctor. He is a good doctor. He loves his job. He helps me to do my homework.</p> <p><b>7 Interview your family members and relatives and write a short paragraph.</b></p> <ul style="list-style-type: none"> <li>Who in your family is a teacher/student/ engineer/doctor/ football player/musician?</li> <li>Why do they like their job?</li> </ul> <p style="text-align: center;"><b>25</b></p>
<p><b>A</b></p> <p>doctor babysitter farmer people tailor</p>	<p><b>B</b></p> <p>looks after animals work day and night looks after kids makes trousers comes to see you when you have a cold</p>			

**Warm up: 'Snowball Fight'.** Give students a piece of white paper and ask them to write down their names, country of origin, and some trivial fact of your choice (such as a favorite fruit). Have everyone wrap the pages into 'snowballs' and toss them around for a few minutes. On your signal, everyone should unwrap a snowball, find the person who wrote it, and ask 1-2 more trivial facts. Write the questions on the board so the students can refer to them. Remember that each learner will need to ask one person the questions and be asked questions by a third person, so leave enough time. *Variation for small groups:* students can take turns introducing the person they interviewed.

**Motivation:** Who makes clothes for people? Who builds houses for people? Who builds schools/kindergartens for children?

**Research question:** What do you want to be? Why?

**Research analysis:** Students work in groups and tell each other what they want to be in the future. They also say some reasons for choosing that profession.

**Information exchange:** Students work in groups and speak about their family members and jobs.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What does your father/mother do?* 2) *Do your parents like their job? Why?* 3) *What do you want to be? Why?* The teacher summarises the ideas said during the discussion.

**Working with the SB**

### REMEMBER!

*This is just a sample of how the teacher can design the lesson on the topic 'Make the world go round'. According to the syllabus this lesson must be taught within 2 hours. Start the lesson with revision of the last lesson and then go on with presentation of the photos of different people. Each of them has different jobs. Tell your students read about their jobs. Ask them which of the jobs they like most and why.*

## UNIT 2. MY FAMILY

Students speak about their parents' jobs in exercise 1 on page 23. They discuss if their parents like their jobs. They provide examples of why they like and why they don't like their job. The discussion about their parents' jobs helps them to speak about their own future jobs. They say what they are going to be in the future and why they have chosen those jobs.

They see a picture of *a tailor, a babysitter* and immediately get the meaning of the words. The words *kid, suit* and *asleep* are not related to professions and jobs. But they are introduced by the pictures. So it won't make any problems in presentation of the vocabulary.

There is a poem *Make The World Go Round* on page 24. But before the students start reading the poem ask them to use the new vocabulary in the sentences. This will help the students remember the vocabulary. There is a picture of globe. As the word combination *Go Round* is difficult to explain, we decided to explain it using the picture. Show the picture and pronounce the word *go round*. Ask the students to repeat the word after you. Then ask your students the questions like this one: What can go round? You can remind them: The Sun goes round the Earth. The tire can go round. The merry-go-round can go round.

Ask the students read the poem 'Make the world go round'

After the students read the poem ask them to match A and B and check your answers with their partner in exercise 4 on page 24. After the pairs practice answer to the questions tell your students to learn the poem by heart and practice it with their partner in exercise 5 on page 24. Learning by heart is one of the good ways for remembering words and for using the language. So work in groups and discuss the family members they like most. They have to say the reason why they like someone in the family most. In exercise 6 on page 25 the students are going to work in groups and read about Natig's family. After this ask students to discuss Natig's family members. They will say which member of Natig's family they like and why? For the next lesson you can ask your students interview their family members and relatives and write a short paragraph about them. Make sure to remind your students the questions in exercise 7 on page 25 which can be helpful in writing.

- a. Who in your family is a teacher/student/engineer/doctor/musician?
- b. Why do they like this job?

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about their family members' jobs.

**Implementation:** The students learn the poem by heart and recite it with intonation.

# UNIT 2. MY FAMILY

You can use the following sample assessment criteria to assess your students language skills.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can write the jobs of family members.				
6. Can understand the meaning of the poem.				

## LESSON 4. CINDERELLA

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.2; 2.1.2; 3.1.1, 4.1.3

**The student:**

demonstrates understanding of a listening passage;  
uses new words and expressions correctly;  
can answer questions on a reading passage content;  
can spell words correctly.

**The students will be able to:**

speak on the topic ‘Good and bad’;  
write on the topic ‘Good and bad’.

**The type of the lesson:**

listening, speaking, reading and writing skills development

**Integration:**

Az. l: 1.1.2; 1.2.1; 1.2.3; 2.1.1

Az. h: 1.1.3; 1.2.3

**Classroom management:**

working with the whole class, group work, pair work

**Task type:**

research, discussion, interview

**Resources:** SB, flashcards, pictures, realia


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## UNIT 2. MY FAMILY

**UNIT 2. MY FAMILY**


**LESSON 4. Cinderella**

**1** Work in pairs. Ask your partner the questions and get answers.



• What do you see in the picture?  
• What are they doing?

**2** Look at the pictures of the people. Which story are they from? Who are they?




**3** Group work. Think about Cinderella's family. Are they kind to Cinderella? If not why?

**UNIT 2. MY FAMILY**

**1** Read about Cinderella. Look at "usually" and "at the moment" on the top of the pictures. How are they different?


**CINDERELLA**

**Usually**



Cinderella usually wears old clothes. She cleans the house every day and she cooks for her sisters. At night she usually reads a book. They are angry. The prince has got a shoe in his hand. There's a mouse under the table.

**At the moment**



In the picture Cinderella is wearing a beautiful dress at the moment. She is talking to a prince. Cinderella's sisters are standing at the door. They are looking at her. Cinderella is sitting on a chair. Her sisters are looking at Cinderella and the prince. It's smiling.

Why is the mouse smiling? Can you guess?

**2** Learn the story and act it in your group.

**3** Choose the correct tense form.

- Cinderella usually \_\_\_\_\_ is wearing/wears old clothes.
- At night Cinderella usually \_\_\_\_\_ is reading/reads a book.
- Cinderella's sisters \_\_\_\_\_ stand/are standing at the door now.
- Cinderella \_\_\_\_\_ is sitting/sits on a chair at the moment.
- Cinderella \_\_\_\_\_ is cleaning/cleans the house every day.
- Cinderella \_\_\_\_\_ talks/is talking to a prince, now.

### Warm up 'Charades'

Divide and line up the class into two teams. The first student from each team comes to the front. The teacher whispers a word or shows a flashcard to the two students and they act it out. The first team to call out the correct word gets a point. E.g. sleeping, eating, playing soccer...

**Motivation:** The teacher asks students about the stories they like.

**Research question:** What is your favorite story?

**Research analysis:** Students share information about their favourite books and heroes.

**Information exchange:** Students work in groups and speak about heroes in the stories.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What is your favorite story hero? Why do you like him/her?* The teacher summarises the ideas said during the discussion.

### Working with the SB

#### REMEMBER!

*Use of L1 is not allowed. There is a direct relation between form and meaning. Grammar is taught inductively. Examples and drills are given and students are expected to discover and acquire the rules. Drills like chain drill, yes question, no question, or question are used to help students induce the rule. This is just a sample of how the teacher can design the lesson on the topic 'Cinderella'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within Unit 2 mostly depends on the teachers. As the level of students is different you can take the whole lesson in 2 hours and continue with the next hour using supplementary materials.*

## UNIT 2. MY FAMILY

This part of the lesson is based on an idea from TPR. Although TPR has some obvious limitations, it can facilitate the language learning process by enhancing memory, by providing variety through physical movement, and by the fun it creates (cf. Tomscha 1986). The learners' movements are used as a kind of 'visual aid' (instead of pictures, etc.) for describing actions that are going on at the time. Learners can talk about an action that they are involved with at the very moment of speaking.

When encouraged your students to learn ask them to work in pairs and answer the questions in exercise 1 on page 26.

All the activities done from the very beginning of the lesson calls for presentation of *Present Continuous*. The children were using present continuous without being aware of the rule. For sure there might be lots of errors as they haven't had this grammar before. But they only used it according to your samples. Your students were just following you. Present Continuous structure in the book. Build it on the students' knowledge.

There is a picture of children who are in the playground. They are playing different sport and games. Organise a pair work and tell your students ask and answer questions in turns. Go around the classroom and help the students with *Present Continuous*. Answer your students' questions about the structure.

Exercise 2 on page 26 can be done in the second hour of this lesson. Introduce the personages of the story Cinderella to the students. Ask your students: 'Who they are?' and 'Which story are they from?' Exercise 3 on page 27 must be done in groups. Divide the students into groups and ask them to think about Cinderella's family. Are they kind to Cinderella? If not why? There will be very interesting discussions in the groups. Because this is one of the lovely stories of children.

Exercise 4 on page 27 is a very good sample of differences of *Present Simple* and *Present Continuous*. Ask your students to read the story 'Cinderella' in the SB on page 27 Draw their attention to two different pictures. Ask your students to explain the differences. On the top of each picture there are the adverbs of frequency. Explain to the students that the adverb '**usually**' tells more about *Present Simple* while '**at the moment**' describes the action in the *Present Continuous*. Your students are acquainted with the verb '*to be*' in the Present Simple. Write the forms of *to be* in the Present tense and verb + *ing* on the board. Tell them they are going to do exercise 6 on page 27 using the structure on the board. Ask the students read the story and act in their group.

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about their stories and heroes. They already have very good understanding of adverbs *usually* and *at the moment*.

**Implementation:** The students can take roles in the story.

## UNIT 3. COUNTRIES AND CULTURES

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can write sentences using the Present Continuous Tense.				
6. Can understand the meaning of the text.				

### LESSON 1. A FRIEND IN ENGLAND

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.1; 2.1.3; 3.1.1; 4.1.1; 4.1.3

**The student:**

demonstrates understanding of a listening passage;  
uses new words and expressions correctly;  
can answer questions on a reading passage content;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'Friends';  
write on the topic 'My best friend'.

**The type of the lesson:**

Speaking, listening, reading, writing skills development

**Integration:**

Az. l: 1.2.2; 1.2.3; 2.1.2; 3.1.2; 4.1.4

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, discussion, picture description

**Resources:** SB, flashcards, pictures, realia

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites



## UNIT 3. COUNTRIES AND CULTURES


**UNIT 3. COUNTRIES AND CULTURES**

**LESSON 1. A friend in England**

**1 Pre-reading task.**

- Do you have a friend in other countries?
- How does he/she help you to learn English?
- Can you learn English by computer?

**2 Pair work.** Aser is talking to his friend Tom by computer. Describe the picture. The questions below can help you.



Hi.  
How are you?


Hi. I'm fine.  
And you?

- What nationality are the boys?
- What are they doing?
- How do they know each other?
- Are they happy? Why?
- What do they write to each other?
- Is it easy to talk to a foreign friend? Why?

30

**UNIT 3. COUNTRIES AND CULTURES**

**3 Pair work.** Look at the picture of the two boys. Who are they? What are they doing? Describe the picture.



**4 Now read the passage. How is the text different from your description?**

I am Brian. I am from Britain. My father is working in Baku. We are living in Azerbaijan now. There is a school for foreign students in Baku. I study there with other foreign students. I have a friend in Baku. His name is Aser. He can speak English. He is a very good boy. He knows Mathematics well. We do sums together. He teaches me Azerbaijani language. Now I can say some words in Azerbaijani "Salam" – "Hello", "Necəsən?" – "How are you?". I enjoy Azerbaijani language, but it is not easy to learn. Aser always asks me to speak English. He says it helps him to learn English. I am happy I can help.

**5 Are the following sentences True or False? Correct the false sentences.**

- Brian learns Azerbaijani.
- Aser helps Brian to learn Azerbaijani.
- It is easy for Brian to learn Azerbaijani.
- It is easy for Aser to learn English.
- Brian helps Aser to learn English.

**6 Write about your foreign friend.**

31

### Warm up 'Guided tour'

Stick the photos or pictures of places of interest in London and in Baku. Take a role of being a guide in London and ask for a volunteer guide in Baku. After you take your students to a guided tour in London a volunteer student starts to introduce the places of interest in Baku.

**Motivation:** The students speak about their best friends.

**Research question:** Do you have a friend in other countries?

**Research analysis:** Students discuss how their foreign friends help them in learning English.

**Information exchange:** Students work in groups and speak about their friends.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *How do you help your friend?* 2) *How does your friend help you?* The teacher summarises the ideas said during the discussion.

### Working with the SB

#### REMEMBER!

*Think about different methods depending on your needs. This is just a sample of how the teacher can design the lesson on the topic 'A friend in England' According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within Unit 3 mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to open their SB on page 30. Organise pair work and ask your students to do pre-reading task:

Do you have a friend in other countries?  
How does he/she help you to learn English?  
Can you learn English by computer?



### UNIT 3. COUNTRIES AND CULTURES

There is a picture of an Azerbaijani boy and an English boy in exercise 2 on page 30. Draw your students' attention to the picture and tell them that these boys are from different countries but they are friends. They live a long way from each other and they talk via internet. Then ask your students to work with their partner and describe the picture. There are some questions below the picture which can help them to describe the picture.

Ask the students to work in pairs and do exercise 3 on page 31. They practice asking questions: Who are they? What are they doing? Let them describe the picture of the boys learning the Azerbaijani language.

At this stage you can introduce the students exercise 4 on page 31. Ask them to read the text and say the difference from their guess. Divide your students into groups and ask them to discuss the questions .

Have your Ss read the passage on p. 31 and do comprehension check via T/F exercise below the text. Ask the Ss to correct false sentences.

After the groups make their presentations invite your students to write about their foreign friend in exercise 6 on page 31. Encourage them discuss how they help each other to learn. This can be given as a homework as well.

#### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about their friends in other countries.

**Implementation:** The students can write about their friend.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can understand the meaning of the text.				
6. Can write about his/her foreign friend.				

## UNIT 3. COUNTRIES AND CULTURES

### LESSON 2. ONE SMALL WORLD

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.2; 2.1.1; 2.1.3; 3.1.4, 4.1.1

**The student:**

demonstrates understanding of a listening passage;

uses new words and expressions correctly;

can answer questions on a reading passage contents;

can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'Cities and Places of interest in the world';

read the poem 'One small world' and learn the names of countries, cities and places of interest;

write about their home town.

**The type of the lesson:**

speaking, listening, reading, writing skills development

**Integration:**

Az. l: 1.1.2; 1.2.2; 1.2.3

Az. h 1.1.3; 1.2.3




















**Classroom management:**

working with the whole class, group work, pair work

**Task type:** research, discussion

**Resources:** SB, flashcards, pictures, realia

www.learnenglish.org.uk and www.teachingenglish.org.uk websites

UNIT 3. COUNTRIES AND CULTURES LESSON 2. One Small World	UNIT 3. COUNTRIES AND CULTURES	UNIT 3. COUNTRIES AND CULTURES																
<p>1. Pre-reading task.</p> <ul style="list-style-type: none"><li>What countries do you know in the world?</li><li>What cities do you know in the world?</li><li>What capital cities do you know in the world?</li><li>What cities do you know in Azerbaijan?</li><li>What is the capital of Azerbaijan?</li></ul> <p>2. Look at the map. Find as many countries as you can.</p>  <p>32</p>	<p>3. Make up a dialogue using the questions and the information in the map.</p> <ul style="list-style-type: none"><li>What is the capital of England?</li><li>Which country is Paris in?</li><li>Which river can you see in the United States?</li><li>What other cities do you see in the map?</li></ul> <p>4. Read the poem and find the places in the map on page 32.</p> <p>ONE SMALL WORLD</p> <p>Sam lives in New York He works on the banks of the Hudson river Jean Paul lives in Paris In a flat near the Eiffel Tower</p> <p>Sarah lives in London She likes to listen to the chimes of Big Ben</p> <p>Natasha lives in Moscow She walks past the Kremlin in the winter snow Haji lives in Cairo The home of the Sphinx, the land of the Pharaohs</p> <p>So many cities in one small world.</p> <p>5. Learn the poem by heart.</p> <p>6. Match people with the places.</p> <table border="0"><tr><td>Sam</td><td>Paris</td></tr><tr><td>Haji</td><td>Cairo</td></tr><tr><td>Natasha</td><td>New York</td></tr><tr><td>Sarah</td><td>London</td></tr><tr><td>Jean Paul</td><td>Moscow</td></tr></table> <p>33</p>	Sam	Paris	Haji	Cairo	Natasha	New York	Sarah	London	Jean Paul	Moscow	<p>7. Look at the pictures and answer the questions.</p> <table border="0"><tr><td> Eiffel Tower</td><td> Big Ben</td><td> The Pharaoh a king of ancient Egypt</td></tr><tr><td> Moscow</td><td> The Sphinx (Cairo Egypt)</td><td> Hudson river</td></tr></table> <ul style="list-style-type: none"><li>Where is the Eiffel Tower?</li><li>Where is Big Ben?</li><li>Where is the Kremlin?</li><li>Where is the Hudson river?</li><li>What can you see in Cairo?</li><li>Is Cairo in England?</li><li>Who is the Pharaoh?</li><li>Where is the Pharaoh from?</li></ul> <p>34</p>	 Eiffel Tower	 Big Ben	 The Pharaoh a king of ancient Egypt	 Moscow	 The Sphinx (Cairo Egypt)	 Hudson river
Sam	Paris																	
Haji	Cairo																	
Natasha	New York																	
Sarah	London																	
Jean Paul	Moscow																	
 Eiffel Tower	 Big Ben	 The Pharaoh a king of ancient Egypt																
 Moscow	 The Sphinx (Cairo Egypt)	 Hudson river																

**Warm up 'Missing words'**

Students guess the missing words. They already know capital cities.

## UNIT 3. COUNTRIES AND CULTURES

Where's London?  
Yes London, London, London  
Where's London?  
Where's London, London, London?  
It's in ...

Where's Paris?  
Yes Paris, Paris, Paris  
Where's Paris?  
Where's Paris, Paris, Paris?  
It's in ...

Where's New York?  
Yes New York, New York, New York  
Where's New York?  
Where's New York, New York, New York?  
It's in ...

**Motivation:** Can you tell me where London (New York, Paris) is?

**Research question:** What big countries and capital cities do you know in the world?

**Research analysis:** Students work in groups share ideas about the cities they have already found in the map.

**Information exchange:** Students work in groups and speak about the countries in the world and their capital cities.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *How many cities do you know in the world?* 2) *How many countries are there in the world?* 3) *Where do English people live?* 4) *Where do Turkish people live?*

The teacher summarises the ideas said during the discussion.

**Working with SB**

### REMEMBER!

*We use Communicative method during the different stages of the teaching and learning process. But it happens so that in some cases we need other approaches. Therefore design the curriculum to meet your final objectives/goals. Use combination of methods depending on your needs. This is just a sample of how the teacher can design the lesson on the topic 'One small world'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within Unit 3 mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

## UNIT 3. COUNTRIES AND CULTURES

Ask your students to open their SB on page 32. Organise the whole class activity and ask your students to do pre-reading task. Direct your students' attention to the map in exercise 2 on page 32. Ask them to find as many cities and countries as they can in the map. The poem on page 33 is very good practice. They come across the name of continents and make the differentiation of a continent and a country. Ss match People with places in ex. 5 on p. 33. Ask the Ss to learn the poem by heart. Exercise 6 on page 34 is a very good speaking activity. The teacher can use different ways of doing this task. For example it can be done in groups and pairs as well. The questions below the task make the work easy. The students feel confident when they have some help in doing the task. It is a little difficult in the beginning. But providing an example in the beginning really works for developing other stages of the lesson.

### Summary and Revision

With the teacher's guidance the students know how to ask and answer the questions about their friends in other countries.

**Implementation:** The students can write to their friends about their own city.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can understand the meaning of the text.				
6. Can write the names of some cities and places of interest given in the topic.				

SUMMATIVE 2



1. Look at the picture. Choose the correct answer.

- 1) How many cars are there in the picture?
  - a. There are three cars in the picture.
  - b. There are four cars in the picture.
  - c. There are seven cars in the picture.
  - d. There are five cars in the picture.
  - e. There are six cars in the picture.
  
- 2) What is the policeman doing in the picture?
  - a. He is waiting.
  - b. He is standing in front of the bank.
  - c. He is laughing.
  - d. He is helping children
  - e. He is helping an old woman to cross the street.
  
- 3) What are the people doing in the picture?
  - a. They are helping an old woman.
  - b. They are looking at the children.
  - c. They are waiting in front of the bank.
  - d. They are laughing at the policeman
  - e. They are looking at the car.

## SUMMATIVE 2

4) What are the children doing in the picture?

- a. They are waiting in front of the bank.
- b. They are helping an old woman.
- c. They are helping the policeman.
- d. They are sitting in the car.
- e. They are looking at the car and laughing.

### 2. Match the verbs with nouns.

Have	home
Read	lunch
Watch	dinner
Come	TV
Go	newspaper
Eat	to bed late

### 3. Choose the correct preposition.

In/on the morning you can see many birds in/of the garden.

All family sit around/under a big dinner table.

We live in/at a house in the country.

I enjoy beautiful nature at/from my bedroom window.

We use the hall on/for holidays.

We have a small garden at/around the house.

### People in my family

My father's name is Ismayil. He is fifty seven years old. He is a tailor. He can make very good suits. My mother's name is Naila. She is a babysitter. She loves kids very much. My sister Kamala is twenty four years old and she is a teacher. She has got two daughters. Aysel is five and Aynur is two years old. I'm their aunt. My cousins Aytan and Sabina live in Gazakh. They are students. My grandmother is eighty years old. She has got six children. Four sons and two daughters. She has got twenty three grandchildren.

1. \_\_\_\_\_ is your sister's name?

- a. Who
- b. Which
- c. Where
- d. What
- e. Where

2. \_\_\_\_\_ is a babysitter?

- a. What
- b. When
- c. Whose
- d. Why
- e. Who

3. \_\_\_\_\_ has got two daughters?
  - a. Whose
  - b. Why
  - c. When
  - d. Where
  - e. Who
4. \_\_\_\_\_ do your cousins live?
  - a. Who
  - b. Whose
  - c. When
  - d. Where
  - e. How old
5. \_\_\_\_\_ is your grandmother?
  - a. When
  - b. Whose
  - c. How old
  - d. Why
  - e. How

### LESSON 3. PEOPLE IN THE WORLD

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.1; 2.1.1; 2.1.3; 3.1.4; 4.1.1

**The student:**

demonstrates understanding of a listening passage;  
 uses new words and expressions correctly;  
 can answer questions on a reading passage content;  
 can make up logically and grammatically correct sentences using the words.

**The type of the lesson:**

speaking, listening, reading, writing skills development

**Integration:**

Az-1.: 1.2.1; 1.2.3; 2.1.1; 2.1.2; 3.1.2.

L.: 2.1.1

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, discussion, comparison

**Resources:** SB, flashcards, pictures, realia

www.learnenglish.org.uk and www.teachingenglish.org.uk websites.



## UNIT 3. COUNTRIES AND CULTURES

**UNIT 3. COUNTRIES AND CULTURES**

**LESSON 3. People in the world**

**1 Pre-reading task:**

- How are people different in the world?
- What do they like to do?

**2 Pair work. Read and discuss how the people and places are different.**



English people drink tea every day at five o'clock.



People in Japan love sea food.



People in Australia have a lot of barbecues.



We often see camels in Arab countries.



Azerbaijan is a sunny country.



There is a lot of snow in winter in Moscow.



Italian people eat pasta every day.



People in Argentina love football.

**3 Work in groups and discuss the following questions.**

- What is the weather like in your city today?
- What do people do in your country in cold/hot/rainy weather?

**UNIT 3. COUNTRIES AND CULTURES**

**4 Read about the people in different countries. Work with your partner and ask where they are from and what they are doing.**



Ryan lives in London. It's five o'clock in the afternoon. Ryan is watching TV in the living room.



Bruno lives in Brazil. It's two o'clock in the afternoon and Bruno is back from school. He is playing football with his friends in the park.



Elvira lives in Mexico. It's eleven o'clock in the morning, and Elvira is at school. She is having a maths lesson.



Logan lives in the United States. It's eight o'clock in the morning and Logan is having his breakfast.

**UNIT 3. COUNTRIES AND CULTURES**



Sanjiv lives in India. It's half past ten in the evening. Sanjiv is getting ready for bed. He is brushing his teeth.



Franessa lives in France. It's six o'clock in the evening and Franessa is playing basketball with some school friends.



Zeynep lives in Qatar. It's eight o'clock in the evening. Zeynep is doing her homework on the computer. Her mum is helping her.

**5 Match the people with countries.**

Zeynep	Mexico
Franessa	France
Ryan	India
Bruno	United States of America
Elvira	Brazil
Logan	England
Sanjiv	Qatar

**6 Write about different countries and people in the world. Ask your parents, teachers and friends about it.**

### Warm up 'Where's London?'

Stick maps, flags, and pictures of the costumes of different countries on the walls. At the beginning of the lesson ask the students go around the classroom and look at the maps of different countries. After they read the map, ask them to find a flag of a country they found on the map. Ask them to look at the pictures of different national costumes and match them to the country in the map.

**Motivation:** The students speak about different people in the world.

**Research question:** How many countries are there in the world?

**Research analysis:** What's different in your friend's country?

**Information exchange:** There is a whole class discussion. Students work in groups and speak about the countries and their capital cities in the world.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *How many cities do you know?* 2) *Where do your friends live?* The teacher summarises the ideas said during the discussion.

### Working with the SB

#### REMEMBER!

*You can use different techniques in teaching as reading aloud, question and answer exercise, self correction, conversation practice, fill in the blank exercise, dictation, drawing (for listening comprehension), and paragraph writing etc. This is just a sample of how the teacher can design the lesson on the topic 'People in the world'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within The Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to open their SB on page 35. Organise pair work and ask your students to do pre-reading task:



### UNIT 3. COUNTRIES AND CULTURES

How are people different in the world?  
What do they like to do?

Ask your students to look at page 35, work in pairs and do exercise 2. Tell them to read and discuss how the people and places are different with their partner. They will read about different people in the world. This exercise can be done in many ways. After reading, the partners can ask each other questions, or they can show the picture and ask their partner about their people. Here is also exercise 3 on page 35, which is a very good practice exercise. It's better to do it in groups. The teacher divides the students into groups and asks them to discuss the following questions.

- a. What is the weather like in your city today?
- b. What do people do in your country in different weather?

Exercise 4 on page 36, 37 is going to be done in pairs. The teacher asks the students to read about the people and the weather in different countries. Then working with their partner they ask what the weather is like and what people do in different countries. Check Ss understanding by asking questions. Have them match people with countries in exercise 5 on page 37. By the end of the lesson summarize the idea by asking them to write about the places the people are from. Exercise 6 on page 37 is a writing task. Ss have to write about different countries and people in the world. Guide them to ask their parents, teachers and friends about it.

#### Summary and Revision

With the teacher's guidance the students know how to ask and answer the questions about people in the world.

**Implementation:** The students can write to their friends about their own city. They can also interview their parents, neighbours, teachers and other elderly people about different countries, people, their customs and write 10 sentences.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can write about different countries and peoples.				
6. Can understand the meaning of the text.				

## UNIT 3. COUNTRIES AND CULTURES

### LESSON 4. DIFFERENT CUSTOMS

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.2; 2.1.1; 3.1.4; 4.1.1

**The student:**

demonstrates understanding of a listening passage;

uses new words and expressions correctly;

can answer questions on a reading passage content;

can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'How are the customs different in the world?';

read on the topic 'Customs';

listen to the teacher and understand the topic 'Different customs'.

**The type of the lesson:**

listening, speaking, reading, writing skills development

**Integration:**

Az-1.: 1.2.1; 1.2.3; 3.1.4.

L.: 3.1.3

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** discussion, role play

**Resources:** SB, flashcards, pictures, realia

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UNIT 3. COUNTRIES AND CULTURES

LESSON 4. Different customs

1. Pre-reading task.

- What are the Azerbaijani customs?
- What can foreigners do in your country?
- What can't foreigners do in your country?

2. Group work. Read about different customs. Discuss how they are different or same in your country.

THE USA

You can call the teacher by his/her name.

Indonesia

Don't show things with your foot.

Korea

Don't give things to older people with one hand.

UNIT 3. COUNTRIES AND CULTURES

Thailand

Don't touch<sup>1</sup> people on the head.

Asia

People make a noise when they drink soup.

Azerbaijani

Young people stand up and give their seat to old people in the bus.

3. Match the statements to the countries.

Don't show things with feet	Korea
Call's teacher by name	Azerbaijani
Make noise when they drink soup	The USA
Don't touch the people on the head	Asia
Don't give things to elderly people with one hand	Thailand
Stand up and give their seat to elderly people	Indonesia

4. Pair work. Close your books. Ask each other about people and their customs in the exercise 2.

5. Group work. What are the customs in your country?

6. Ask your parents and grandparents about customs and write five sentences in your notebook.

<sup>1</sup>touch [tʌʃ] \*touching, drynd, upstake, rock, sports

**Warm up** 'Different countries'

Stick different messages from different countries on the walls. At the beginning of the lesson ask the students go around the classroom and read the messages.

After they read the messages write two questions on the board.

Where do you come from? Where does he/she come from?

### UNIT 3. COUNTRIES AND CULTURES

**Motivation:** Do you offer your seat to elderly people in the bus? Do you stand up when elderly people enter the room? Do you take your coat and hat/cap off when you enter the room?

**Research question:** Which customs do you know in Azerbaijan?

**Research analysis:** Students work in groups and speak about the customs in different countries.

**Information exchange:** There is a whole class discussion. Groups do presentations on different customs in Azerbaijan.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What can foreigners do in your country?* 2) *What can't foreigners do in your country?* The teacher summarises the ideas said during the discussion.

#### Working with the SB

#### REMEMBER!

*Language learning is not habit formation. It is rule formation. Language learning has a sequence from the known to the unknown. Students induce the rules from examples and the languages they are exposed to, therefore learning is inductive. Use combination of methods depending on your needs. This is just a sample of how the teacher can design the lesson on the topic 'Different customs' According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to open their SB on page 39. Organise pair work and ask your students to do pre reading task.

Ask your students to look at page 38 and do exercise 2 first individually then in groups. Tell them to read and find the nationalities in the pictures. They will read about different people and their customs in the world. This exercise can be done in many ways. After reading the partners can ask each other questions. They can show the picture and ask their partner about their customs. Then they match statements to the countries in exercise three. Here is also exercise 4 on page 39. The students must work in pairs. The teacher asks them to close their books and ask each other about people and their customs in the exercise 2.

Exercise 4 on page 39 is going to be done in pairs. The teacher asks the students to discuss 'What are the customs in your country?' in groups. They are given 5 minutes for the discussion. Later each group makes presentations.

Exercise 6 on page 39 can be done as a homework. They students are going to ask their parents and grandparents about customs in their country and write

## UNIT 3. COUNTRIES AND CULTURES

ten sentences. Have the Ss do the task on p.39 ex.3. Explain the test. Match the statements to the countries.

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about different customs in the world.

**Implementation:** The students can write to their friends about the customs in their own country.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can write about customs in their own country.				
6. Can understand the meaning of the text.				

## UNIT 4. TIME AND WEATHER

### LESSON 1. THE DAYS OF THE WEEK

**Content lines:** speaking, listening, reading

**Content standards:** 1.1.1; 2.1.3; 3.1.3

**The student:**

demonstrates understanding of a listening passage;  
can retell the contents of short passages;  
can identify the parts of a reading passage.

**The students will be able to:**

speak on the topic 'The days of the week';  
listen and understand the names of the week days;  
write about their day regime.

**The type of the lesson:**

listening, speaking, reading, writing skills development

**Integration:**

Az-1.: 1.2.2; 1.2.3; 2.2.2

Az-h.: 3.2.1; 5.1.1

L.: 1.1.4

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, discussion, picture discription

**Resources:** student book, flashcards, pictures, realia

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

UNIT 4. TIME AND WEATHER

LESSON 1. The days of the week

1. Pre-reading task.

- How many days a week do you go to school?
- Which day of the week do you do sport?
- Do you go to school on Saturday?

2. Read the passages and discuss the questions below them.

**Monday**

It's Monday. Tural wakes up at a quarter to eight. He is late for school.

What do you say?

Sample:  
Oh! What time is it? I am late.

**Tuesday**

It's Tuesday. Elvin is having English lesson. He wants to know the word in English. He is asking his teacher the word. His teacher is explaining him the word.

What do you ask the word?

• How do you ask the word?

**Wednesday**

It's Wednesday. It's Neerin's birthday. Her friends come to see her. They say to her: "Happy Birthday". She is happy. Neerin asks her friends to play the violin and sing a song.

• How do you ask your friends to play the guitar?

• What do your friends say to you?

UNIT 4. TIME AND WEATHER

**Thursday**

It's Thursday. Anna is at the cinema. It's warm. She is watching a film. She is having a good time.

What do you do on Thursday?

**Friday**

It's Friday. Ted is in the swimming pool. His trainer is teaching him. The water is warm. He is learning swimming. Ted enjoys it.

How often do you go swimming?

**Saturday**

It's Saturday. Bob is in the stadium. He is playing football. The weather is warm. The sun is shining. He is very happy.

What kind of weather do you like to play basketball?

**Sunday**

It's Sunday. Jane doesn't go to school. She is in bed. Her mother has a lot of work but she doesn't wake her up.

Do you help your mother?

How do you help her?

UNIT 4. TIME AND WEATHER

3. Are the following sentences True (✓) or False (×). Correct the false sentences.

1. Tural is early for school.
2. Elvin is having English on Monday
3. Neerin's friends can sing songs.
4. Anna is in the swimming pool.
5. Ted enjoys swimming.
6. Bob is playing football.
7. It is raining.
8. It's Saturday. Jane goes to school.

4. Pair work. Look at Agor's time table. Ask and answer questions. Use "Which days...?"

	Monday	Tuesday	Wednesday	Thursday
Swimming				
English Club				
Violin class				
Swimming				

	Friday	Saturday	Sunday
Violin class			
Shopping			
New Year			

**Warm up 'Days of the week'**

Ask seven volunteers to help you. Give them each a day of the week card. Instruct them to stand in the correct order, using *behind*. Then ask the class.

## UNIT 4. TIME AND WEATHER

Is Tuesday behind Monday? Where is Wednesday? Ask the children to tell you about different things they do on each day. See if they can tell you in English and write the words on the board.

**Motivation:** What is the best day of the week for you?

**Research question:** How are days of the week different for you?

**Research analysis:** Students speak about the activities they do during a week.

**Information exchange:** There is a whole class discussion. Students work in groups and speak about the activities they do during a week.

**Information discussion:** The teacher acts as a facilitator explaining instructions.

### Working with the SB

#### REMEMBER!

*The teacher is a technician or an engineer who facilitates learning. Only the learner can do learning. The teacher is aware of what the students already know and he/she can decide the next step. The teacher is silent. Silence is a tool because teacher's silence gives the responsibility to the student. Besides teacher's silence helps students monitor themselves and improve their own inner criteria. We teachers must think which methods are best employed during the different stages of the teaching and learning process and then design curriculum to meet their final objectives/goals. But using combination of methods by all means depends on your students needs. This is just a sample of how the teacher can design the lesson on the topic 'The days of the week'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Present new vocabulary: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday* and pronounce them with correct intonation.

Ask your students to open their SB on page 42 and discuss the questions in the pre-reading task with a partner. Set the time to read the passages on page 42, 43 in exercise 2 and answer the questions below them. Exercise 3 on page 44 is a very good comprehension check task where the students find True/False sentences and correct the false ones. Ask your students to work in pairs and look at Ayaz's time table in exercise 4 on page 44. Ask and answer questions using questions beginning with 'Which days ... ?'

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about the activities they do on different days of the week.

## UNIT 4. TIME AND WEATHER

**Implementation:** The students can write to their friends about things they do during a week in the country.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can say the things they do during a week.				
6. Can understand the meaning of the text.				

### LESSON 2. THE WEATHER I LIKE

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.1; 2.1.1; 3.1.1; 4.1.1

**The student:**

demonstrates understanding of a listening passage;  
uses new words and expressions correctly;  
can choose and group words and expressions;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'Weather and time';  
listen and understand weather and time vocabulary;  
write the dates and time correctly.

**The type of the lesson:**

speaking, listening, reading, writing skills development

**Integration:**

Az-l.: 1.2.1; 1.2.3; 2.1.1; 2.1.2; 3.1.2;  
L.: 2.1.1

**Classroom management:**

working with the whole class, group work, pair work



## UNIT 4. TIME AND WEATHER

**Task type:** interview, discussion

**Resources:** student book, flashcards, pictures, realia

www.learnenglish.org.uk and www.teachingenglish.org.uk websites


UNIT 4. TIME AND WEATHER

LESSON 2. The weather I like

1. Pre-reading task.

- What kind of weather do you like?
- What is your favourite season?

2. Read the sentences and guess which seasons they are.



Is the sun shining? No, it isn't. It is raining.

Is it snowing? No, it isn't. It is very cold. It is snowing.

Is it raining? No, it isn't. It is very cold. It is snowing.

Is it sunny? No, it isn't. It is windy.

3. Pair work. What kind of weather do you like? Why?

4. Group work. Discuss the following questions in your group.

- What do you do in rainy weather?
- What do you do in snowy weather?
- What do you do in sunny weather?
- What do you do in windy weather?

UNIT 4. TIME AND WEATHER

3. Read and listen. Write in your notebook what the weather like in different countries.

It's summer. Elah and Natanan decide to go on holiday. They want to know what the weather like in some countries. They watch weather forecast on TV.

TV man: Now it is time for the World weather with Ilah.

Helo Ilah!

Ilah: Hello! The weather is very different around the world today.

TV man: In England it is raining.

Ilah: In Mexico it is windy.

TV man: In Egypt it is cloudy.

Ilah: In India it is raining, too.

TV man: In Australia it is very hot and dry.

Ilah: In Italy it is foggy.

TV man: In France it is windy too.

Ilah: In Switzerland it is snowing.

TV man: Thank you, Ilah!

Ilah: Thank you!

4. Listen to the tape again and answer the questions.

- Is it raining in London?
- Is it windy in Egypt?
- What's the weather like in Australia?
- Is it snowing in India?
- Is it foggy in Italy?
- It's windy in Mexico, isn't it?

5. Group work. Ask and answer the questions about the weather.

- What is the weather like in the mountains?
- What is the weather like in the North?
- What is the weather like in the forest?
- What is the weather like in the desert?

\*weather forecast (f'k'ast) - hava haqqında məlumat, rəqəmsal rəportaj


UNIT 4. TIME AND WEATHER

6. Match the countries with the kind of weather forecast.

England	windy
Mexico	rainy
Australia	foggy
Switzerland	cloudy
France	very hot and dry
Italy	snowy
India	foggy

7. Use the words in Exercise 2 and prepare a dialogue. Then act it with your partner.

8. Look at the pictures and find the seasons. Write 3 sentences about every season in your notebook.



9. Look at the seasons and match the answers.

winter	a) it's hot and sunny
autumn	b) it's cold and foggy
spring	c) it's cold and snowy
summer	d) it's rainy and wet

10. Use the words in the box to describe the seasons.

the weather forecast, rainy, warm, hot, sunny, icy, cold, snowy, dry, windy, foggy, cloudy, wet, clear, fine, pleasant, unpleasant, lovely, bad, nice.

Example: The weatherman is talking about the weather forecast for Azerbaijan in summer on TV now.

### Warm up 'Rainbow'

Before the lesson draw a rainbow on the board. Have the four season poster and the names of the seasons under them: winter, spring, summer, autumn. When the students come, ask them tell the colours in the rainbow. They know rainbow from the 3<sup>rd</sup> grade. Ask them questions 'When is there rainbow in the sky? When can you see it?' They look at the poster of the four seasons and show 'spring'. They know about the weather and clothes. Have a jumper ready and invite a volunteer to the front. Say: *Put the jumper on*. Then say: *Phew! I'm hot!* Get the child to repeat and mime 'wiping his/her forehead'. Say: *Take your jumper off*. Now say to the whole class: *Stand up. Put your jumper on*. (They pretend) *Phew. I'm hot* (They wipe their foreheads and repeat) *Take your jumper off!*

**Motivation:** What are you wearing today? How do you feel in warm/light clothes?

**Research question:** Which places would you like to visit when it is hot? Which places would you like to visit when it is cold?

### Research analysis:

The students speak about the places they visited and they want to visit.

**Information exchange:** There is a whole class discussion. Students work in groups and speak about the activities they did when travelling.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What places do you like to visit? Why?* 2) *Which season do you wear jumper?* 3) *Which season don't you wear jumper?* The teacher summarises the ideas said during the discussion.



## UNIT 4. TIME AND WEATHER

### Working with the SB

#### REMEMBER!

*L1 can be used to give instructions when necessary. Meaning is made clear by focusing the student's perceptions, not by translation. During feedback sessions L1 will be used at beginning levels. L1 can be exploited. For example, similar sounds in L1 and L2 can be used to make students aware of phonological similarities. This is just a sample of how the teacher can design the lesson on the topic. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to open SB page 45. Imagine that you have got a magic carpet. You can visit five places on your carpet. *Where do you go? What do you see when you get there? Who or what do you meet? What's the weather like?* The students go through the questions. It is very interesting to listen to students imaginations. They plan five places to visit which calls for hot discussion. After choosing the destinations the students tell the things they see there. It is also very interesting to hear who and what they met there. Describing the weather must be easy for your learners because they know sufficient vocabulary for describing weather. Tell the students read the sentences in exercise 2 on page 45 and guess which season is given in the description. Record either your own voice or someone's voice. Have your Ss listen and read the dialogue. Ss take a role of TV man and Ilaha and answer the questions below the dialogue. On p.47 ex.8 is a matching activity. Ss match the countries with the kinds of weather, then prepare a dialogue. (ex 9. p.47) Now that your Ss have different vocabulary ask them to write sentences about the weather (ex.11,12,13).

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about the days in the week.

**Implementation:** The students can write the places they want to visit.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can write about seasons.				
6. Can understand the meaning of the text.				

## UNIT 4. TIME AND WEATHER

### LESSON 3. WEATHER IN THE WORLD

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.1; 2.1.3; 3.1.2; 3.1.3, 4.1.1

**The student:**

demonstrates understanding of a listening passage;

can retell the contents of short passages;

reads the words in a reading passage with correct pronunciation;

can identify the parts of a reading passage;

can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'Weather in the world';

listen and understand weather conditions;

write about the weather in their own country.

**The type of the lesson:**

listening, speaking, reading and writing skills development

**Integration:**

Az-l.: 1.2.3; 2.1.2; 2.2.1; 2.2.2; 3.1.2.

L.: 1.1.2; 1.1.4

Az-h.: 3.2.1; 5.1.1

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** research, discussion, matching, ordering

**Resources:** student book, flashcards, pictures, realia

www.learnenglish.org.uk and www.teachingenglish.org.uk websites


UNIT 4. TIME AND WEATHER

LESSON 3. Weather in the world


**1 Pre-reading task.**

- What season is it now?
- What month is it now?
- What is the weather like today?


**2 My friends in different countries always send me photos. Read about my friends and find their country on page 49.**




Hello, I am Mike and I live in Canada. There is a lot of snow in winter and it is very cold. Can you find my photo?



Hello, I am Judy. I live on a farm in Australia. In the summer it is very hot. Sometimes it rains in the winter. Can you find my photo?





Hi, I'm John. I live in Ireland. It rains a lot here. It rains in winter, in spring, in summer and in autumn. It's always green here. Can you find my photo?







Hi, I'm Marianne and I live in Florida. The weather is fine here. But sometimes we have strong winds. Can you find my photo?

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UNIT 4. TIME AND WEATHER







**3 Pair work. Read the poem and ask your partner to show the things in the picture.**

Two frogs are standing by.  
Two butterflies are flying high.  
And to the frogs they are saying goodbye.  
He's singing, she's singing.  
They're running, they're jumping.  
They're playing in the Sun.  
They're having fun.

**4 Answer the questions.**

- What are the butterflies doing?
- What are the children doing?

**5 Learn the poem by heart.**

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### Warm up 'My free time'

Draw a circle on the board and write inside 'In my free time' Ask the students come and write the things they like to do in their free time and put their

## UNIT 4. TIME AND WEATHER

names in the brackets next to it. Or you can ask your students to interview one another and take notes about their hobbies. Allow them five minutes and after five minutes ask the students report back.

**Motivation:** What is the weather like today? What do you do in hot/cold/rainy weather?

**Research question:**

The students look at the weather map of the world and try to find out what the weather is like in different countries. *What is the weather like in London today? What is the weather like in Paris today?*

**Research analysis:** Students work in groups and speak about the weather in different parts of the world.

**Information exchange:** There is a whole class discussion. Students do group presentations and speak about the weather in different parts of the world.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What kind of weather do you like? Why?* 2) *Does good/bad weather influence you?* The teacher summarises the ideas said during the discussion.

**Working with the SB**

**REMEMBER!**

*Inductive learning is essential. There is a direct relation between form and meaning. L2 learning is similar to L1 acquisition. There is a direct exposure to the target language. Exposure of long chunks in the target language. Learning occurs naturally.*

*This is just a sample of how the teacher can design the lesson on the topic 'Weather in the world'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to open their SB on page 48. Organise pair work and ask your students to do pre-reading task: *What season is it now? What month is it now? What is the weather like today?*

Present your students task 2 on page 48. Draw their attention to the photos on the same page. Tell them about friends in different countries who always send photos. Tell your students to read about the people who have sent their photos to their friends. Then tell your students to work in pairs and find their photos in the pictures. In practice stage there is a very good poem. Each line of the poem is in Present Continuous. This is a very good practice for Present Continuous. There are contractions in the poem like *it's, they're* which is quite new for students. Tell your students they can come across contractions

## UNIT 4. TIME AND WEATHER

in poems, songs and everyday conversations. Language acquisition has always been considered to be a natural way of learning the language. Poems help learners to acquire the language easily.

Two frogs are standing by,  
Two butterflies are flying high,  
And to the frogs they are saying goodbye.  
He's singing, she's singing,  
They're running, they're jumping,  
They're playing in the Sun,  
They're having fun.

After the students go through the poem several times tell them work in pairs and show the things and actions in the pictures. At the production stage the students work in groups ask and answer questions in turns. For example: *What are the children doing? What are the butterflies doing?* By the end of the lesson the students will recite the poem by heart.

### Summary and Revision

With the teacher's guidance the students gain the ability of how they can ask and answer the questions about the weather. They also have very good practice of using Present Continuous.

**Implementation:** The students can write to their friends about the weather in Azerbaijan.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can write about the weather conditions in different places of the world.				
6. Can understand the meaning of the text.				

## SUMMATIVE 3

1. Look at the flags. Choose the correct answer.



- a. Azerbaijani
- b. Welsh
- c. Scottish
- d. Irish
- e. English



- a. English
- b. Azerbaijani
- c. Irish
- d. American
- e. Scottish



- a. English
- b. Irish
- c. Scottish
- d. American
- e. Welsh



- a. American
- b. Azerbaijani
- c. Welsh
- d. Scottish
- e. Irish



- a. English
- b. Irish
- c. Scottish
- d. American
- e. Welsh



- a. Azerbaijani
- b. Welsh
- c. American
- d. English
- e. Irish

1. Are the sentences true or false? Put (T) for true and (F) for false
- a. You can't call the teacher by his name in the USA.
  - b. Show things with your foot in Indonesia.
  - c. Touch people on the head in Thailand.
  - d. People don't make noise when they drink soup in Asia.
  - e. Don't give things to older people with two hands in Korea.
  - f. Say 'Itadakimasu' after eating or drinking in Japan.

# UNIT 4. TIME AND WEATHER

## LESSON 4. THE WEATHER FORECAST

**Content lines:** speaking, listening, reading

**Content standards:** 1.1.2; 2.1.1; 3.1.1

**The student:**

chooses new words and expressions in a listening passage;  
uses new words and expressions correctly;  
can choose and group words and expressions;

**The students will be able to:**

speak on the topic ‘The weather Forecast’;  
listen and understand weather;  
write about their lovely weather.

**The type of the lesson:**

listening, speaking, reading and writing skills development

**Integration:**

Az-l.: 1.1.2; 1.2.1; 2.1.1; 2.1.2; 2.2.1; 3.1.2

Az-h.: 1.1.3; 1.2.3;

L.: 1.1.2; 2.1.1

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, discussion, picture description.

**Resources:** SB, flashcards, pictures, realia

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UNIT 4. TIME AND WEATHER

LESSON 4. The weather forecast

1 Read a poem and discuss: What kind of weather is it?

*Weather*

I like to watch the wind  
Playing with trees.  
I like to put on my raincoat  
and walk under the rain.  
I like to play with snow  
on cold winter days.  
I like the sun and the sea  
and swim in the sea.  
Wind, rain, snow, and sun  
Every kind of weather  
is wonderful and fun!

2 Which sentences are True (✓) about the weather in the poem?

- Put a raincoat when it rains.
- Put a raincoat when it is hot.
- Play snowballs when it rains.
- Play snowballs in the sunshine.
- Swim in the sea when it is hot.
- Walk in the Sun with a raincoat on.
- Watch the wind.
- Play with trees.
- Walk under the rain.
- Watch the wind under the rain.

3 Look at the symbols and write the kind of weather next to them.

Symbols	Weather

UNIT 4. TIME AND WEATHER

1 Look at the map and draw symbols for each region.

The weather is cold and rainy in Garabagh. The rain is bringing cold weather there. The weather in Guba is very cold. It is snowing and it is cold and wet. It is sunny and bright, clear day with sunshine in Nakhchivan. It is windy and cold in Baku.

Regions	Baku	Guba	Garabagh	Nakhchivan
Symbols				

2 Make up weather forecast for your city/town/village with your partner.

**Warm up ‘Hickory, dickory, dock’**

This is an adaptation of a traditional rhyme said by British children. The language has been adapted here so that the children can say the rhyme using the present tense. It can easily be adapted to practise telling the time. Ask

## UNIT 4. TIME AND WEATHER

the class to be a clock, and to rhythmically make a ticking sound. Say the rhyme to the class with the children making the ticking sound. Write the rhyme on the board. Ask the children to tell you what they think is happening in the rhyme. Then encourage the children to repeat the rhyme one line at a time. Divide the class into two groups. Encourage the first group to chant rhythmically *Tick tock, tick tock*, and the second group to say the rhyme. Swap roles and repeat:

Hickory, 'dickory, 'dock  
The 'mouse runs 'up the 'clock.  
The 'clock says 'one.  
The 'mouse runs 'down.  
'Hickory, 'dickory, 'dock

**Motivation:** What animal/bird/insect pet do you have? Do you take your pet for a walk in bad weather conditions?

**Research question:** Do you like rainy weather? What about animals? Do animals like rainy weather? What happens to animals in rainy weather?

**Research analysis:** The students work first in pairs and then in groups and speak about their lovely animals.

**Information exchange:** There is a whole class discussion. Students discuss different weather conditions and its influence to animals.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What kind of weather do you like? Why?* 2) *Does good/bad weather influence you?* The teacher summarizes the ideas said during the discussion.

### Working with the SB

#### REMEMBER!

*The teacher usually directs the interactions but he/she is not as dominant as in Grammar Translation Method. Sometimes you even can act like a partner of the students. This is just a sample of how the teacher can design the lesson on the topic 'Incy Wincy spider in autumn'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Organise a whole class activity and ask your students the following questions as a pre-reading task: *Do you like rainy weather? What do you do in rainy weather? What do you do in rainy weather? What do you do in snowy weather?*

## UNIT 4. TIME AND WEATHER

Draw the students' attention to the poem "Weather" in the Student's book on page 50. Ask your Ss to read the poem and find out what kind of weather is described in the poem. Check comprehension by doing ex.2 on p.50. Ask your Ss find out which of the sentences T/F. Ask them to correct false sentences. In exercise 3 on page 50 can be done in pairs and in groups. Ss look at the symbols and write the kind of weather next to the symbols. The Ss read about weather and draw weather symbols for each region in the chart. In ex.5 on p.51 Ss make up weather forecast for their own city/village and speak on the topic of "Weather". Go to [www.britishcouncil.az](http://www.britishcouncil.az), [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk), [www.learnenglish.org.uk](http://www.learnenglish.org.uk) and download the songs about the weather for free.

**Summary and Revision:** With the teacher's guidance the students know how to ask and answer the questions about the weather.

**Implementation:** The students can speak about different animals in bad/good weather conditions. They sing a song about the spider in rainy weather.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can differ between true and false sentences				
2. Can answer the questions looking at the pictures.				
3. Can choose the words and expressions in the text.				
4. Can use new words in the given situation.				
5. Can understand the meaning of the text.				



LESSON 1. COMPUTER GAMES

**Content lines:** speaking, reading

**Content standards:** 2.1.1; 2.1.3; 3.1.3

**The student:**

uses new words and expressions correctly;  
retells the contents of short passages;  
identifies the parts of a reading passage.

**The students will be able to:**

speak on the topic;  
use new vocabulary on the topic ‘Computer games’ properly;  
answer questions on ‘Computer games’.

**The type of the lesson:** reading, speaking skills development

**Integration:**

Az.: 1.2.1; 1.2.2; 1.2.3; 2.1.1; 2.2.2;

L.: 1.1.2; 1.1.4; 2.1.1;

Az-h.: 3.2.1; 5.1.1

**Classroom management:**

whole class, pair work, group work

**Task type:** discussion, description

**Resources:** SB, flashcards, realia, [www.busyteacher.org](http://www.busyteacher.org) website


UNIT 5. HOBBIES

LESSON 1. Computer games

1. Pre-reading task.

- Can you play computer games?
- What computer games do you like to play? Why?

2. Look at the picture and say what the family are doing.



3. Read the text. Are the sentences below the text True (✓) or False (✗)?

Many children are fond of playing computer games these days. Peter also likes playing computer games. It is his hobby. He has a good collection of different games. And when he has free time he plays, with great pleasure. Sometimes he spends his whole day on computer games, especially racing and soccer games. Peter's favourite game is "FIFA-15". It is children's popular game. Some of his friends have the same hobby and they like playing together.

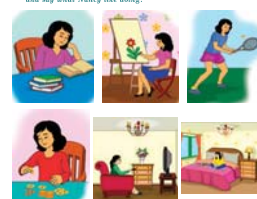
His father likes playing computer games, too. Sometimes Peter plays with him and always wins. But his mother doesn't allow Peter to play computer games very often, because he has problems with his eyes. She lets him play two times a week. His mother likes reading. She always reads books before going to bed.

True or False

- Peter's hobby is dancing.
- Peter's favourite computer game is not "Candy Crush".
- Peter's mother allows him to play computer games every day.
- Peter's mother likes swimming.
- Playing computer games is a popular hobby.
- Peter doesn't like playing computer games.

UNIT 5. HOBBIES

1. Pair work. Look at the pictures. Choose words from A and B and say what Nancy like doing.



A	B
1. She collects	a) TV
2. She draws	b) coins
3. She watches	c) books
4. She listens to	d) pictures
5. She plays	e) music
6. She reads	f) tennis

2. Group work. Does computer help you? How? Discuss it with your friends.

Warm up ‘Picture Fun’

Have students cut out pictures of people in a magazine. Students should describe the people, how old they are, what their jobs are, what their hobbies are, etc. and then present the people to the class. This is good for practicing adjectives.

# UNIT 5. HOBBIES

**Motivation:** What's hobby? What games are popular today? Can you play computer games? What computer games do you like to play?

**Research question:** Why do you like to play computer games?

**Research analyses:** Students are divided into groups and get task to do group work.

**Information exchange:** The groups make presentations.

**Information discussion:** Have discussion with the whole class asking several questions: What do you think about computer games? Are you happy with computer games?

**Working with the SB:**

## REMEMBER!

*There are a lot of methods of teaching languages and each teacher has his/her own way of teaching. You have to combine your experience with the method you are teaching. Use different approaches. This is just one lesson sample for 1 hour.*

Draw students' attention to exercise 2 on page 54. Ask who they see in the picture. Let the students use *Present Continuous* tense: *What is mother doing?* etc. Then ask about hobbies of family members and tell the students to use *Simple Present*. Introduce new vocabulary: *different, whole, racing, especially* and ask the students to read the text in pairs, answer the questions below the text to check understanding of the text. That's — while reading activity. Exercise 3 on page 54 is a comprehension task. Students find T/F sentences and correct false sentences.

Exercise 4 on page 55 is for making up sentences and matching them to the pictures. It gives students one more chance for speaking. Exercise 5 on page 55 is group work which lets the students discuss if computers are helpful.

**Summary and Revision:** With the teacher's guidance and questions the teacher summarises: Playing computer games is interesting but it has both-advantages and disadvantages.

**Implementation:** Ask the students to draw a chart and write who likes or doesn't like to play computer games.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Speaks on the topic 'Computer games'.				
2. Uses new vocabulary in speech.				
3. Identifies True and False sentences.				
4. Describes the picture using Present Continuous tense.				

LESSON 2. COLLECTING STAMPS

**Content lines:** reading, speaking

**Content standards:** 2.1.1; 2.1.3; 3.1.2; 4.1.3;

**The student:**

uses new words and expressions correctly;  
retells the contents of short passages;  
reads the words in a reading passage with correct pronunciation;  
can spell words correctly.

**The students will be able to:**

speak on the topic ‘Collecting Stamps’;  
use new vocabulary on the topic properly;  
make up questions based on the text ‘Collecting Stamps’;  
make up logically correct sentences.

**The type of the lesson:**

reading, speaking skills development

**Integration:**

Az-1.: 1.2.1; 1.2.2; 1.2.3; 2.1.1; 2.2.1; 4.1.4

L.: 2.1.1

**Classroom management:**

whole class, pair work, group work

**Task type:** discussion, brainstorming, picture description


**Resources:** Student book, stamps, string, album, etc

**UNIT 5. HOBBIES**

**LESSON 2. Collecting stamps**

**1. Pre-reading task.**

- What's your hobby?
- Do you like collecting stamps? Why?



**2. Pair work. Read the text and discuss it with your partner.**

My name is Samir. I study in the fifth grade. My favourite hobby is collecting stamps. I have many stamps from many countries. I keep them in my stamp book. I enjoy collecting stamps very much.

My grandfather lives in England. Every week he sends me letters. I like the stamps on the envelopes. Collecting stamps is an interesting hobby.

**3. Find the false sentences and correct them.**

- Samir's hobby is collecting envelopes.
- Samir enjoys visiting countries.
- Samir's grandfather lives in London.
- Samir's grandfather sends him letters seven days a week.

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**UNIT 5. HOBBIES**

**4. Which of them do you need for starting stamp collection? How do you do it?**



**5. Fill in the gaps with the right word - buttons, magnifying glass, paper clip, stamps, globe.**

1. You can find many countries on \_\_\_\_\_.
2. Helen, take the \_\_\_\_\_ and put the papers together.
3. My friend likes collecting \_\_\_\_\_.
4. Hasan's grandmother uses \_\_\_\_\_ when she reads.
5. Will you pass me the \_\_\_\_\_ please.
6. I have got a nice \_\_\_\_\_ for my stamps.

**6. Pair work. Say why/why not you collect the stamps. Discuss it with your partner.**


It is _____	fun _____	to collect stamps _____
It isn't _____	boring _____	interesting _____

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**UNIT 5. HOBBIES**

**7. Group work. Discuss in groups.**


- What can you learn from collections of stamps?



**8. Use the words in sentences.**

hobby, collections, stamps, interesting, country, people

**9. Look at the picture and describe it. Use the Present Continuous Tense.**



**10. Describe the picture in the Present Continuous. The questions below the picture can help you.**

1. Where are the children now?
2. What are they doing in the picture?
3. Who is listening to the tape?
4. Who is writing?
5. Who is eating the picture?
6. Who is looking at the children in the group?

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**Warm up ‘Rhythmic Reading’**

This activity is fast-paced and lively, and improves students’ word recognition, speed, and confidence in reading. Choose a reading passage (one page if using a basic text, maybe one paragraph if using a more advanced one). Start

## UNIT 5. HOBBIES

a rhythm (clapping). Choose one student to start. Each student must read one sentence (or word, if you want), exactly on the beat and pronounced correctly. Immediately after the first student finishes, the next one starts with the next sentence, and so on. If someone misses a beat or stumbles over words, they lose a 'life' or they are 'out'. If you use the 'out' method, it isn't so bad, because the 'out' students help to keep the beat and follow along. All students, whether 'out' or not, have focused intently on the reading - waiting like hawks to hear someone's mistake. Of course you can vary the tempo, making it much easier or much harder. This can also be played as a team game. The team which can make it to the end of the passage, on beat, with no stumbles or mispronunciations is a winner.

**Motivation:** Brainstorm the question 'What's your hobby'. Get the students ideas. Show them some stamps and say: What do you see in the pictures? Does anybody collect stamps in your family?

**Research question:** Why do you like collecting stamps?

**Research analyses:** Groups discuss the ways and reasons of collecting stamps.

**Information exchange:** The groups make presentations.

**Information discussion:** The teacher acts as a facilitator and summarises: Do you enjoy collecting stamps? How can you make stamps album?

**Working with the SB:**

### REMEMBER!

*According to the syllabus this lesson must be taught within 2 hours. This is just a sample of how the teacher can design the lesson on the topic 'Collecting stamps'. Design your lesson according to your students' needs.*

Introduce the new vocabulary. Explain the meanings of words: *envelope, clip, string, button, magnifying glass, globe, keep*. Draw the students attention to the exercise 1 on page 56 in pairs. Have them discuss the stamps in the pictures. Walk around and listen to the discussions. Go to exercise 2 on the same page. Ask the students to read the text. There are false sentences below the passage. Ask the students find false sentences and correct them.

Exercise 4 page 56. Let the students decide what they need for stamp collection. Provide them with all the necessary things for making stamps album. Control and guide the activity. Exercise 5 on page 57 is a very suitable task for vocabulary practise. Have the Ss write the exercise in their notebooks. Draw the students' attention to the spelling of the words. Exercise 6 on page 57 gives students an opportunity to say why they collect or don't collect stamps using the given words. Exercise 7 page 58 is for group work. Ask the students to look attentively at the stamps in the picture and say what they can learn from the stamps. Exercise 5 page 58 is for vocabulary consolidation and correct word order in making up sentences. You can ask strong students to use all the words

UNIT 5. HOBBIES

within one situation. Exercise 9 page 58 is a picture description. The students have to describe picture using the *Present Continuous Tense*. The activity will help the students to practice Present Continuous and develop speaking skills.

**Summary and Revision:** Summarise with the questions: Is collecting stamps really interesting? What do you learn from stamps? Do you share your collection with your friends?

**Implementation:** The teacher can ask the students to design a stamp of our country.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Retells the contents of the topic 'Collecting stamps'.				
2. Chooses new words.				
3. Identifiies different stamps.				
4. Describes the stamps.				
5. Takes part in group discussions.				
6. Describes pictures the Present Continuous tense.				

LESSON 3. JALAL'S PHOTOS

**Content lines:** listening, reading, speaking

**Content standards:** 1,1,1; 2.1.2; 3.1.4: 4.1.1

**The student:**  
demonstrates understanding of a listening passage;  
takes part in short dialogues;  
answers questions on a reading passage content;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**  
understand the text;  
describe the picture using Present Continuous;  
ask and answer the question on the text;  
write the names of the cities.

# UNIT 5. HOBBIES

## The type of the lesson:

listening, reading, speaking skills development

## Integration:

Az-1.: 1.2.2; 1.2.3;

L.: 3.1.1; 3.1.3

## Classroom management:

pair work, group work, whole class activity

## Task type: discussion, role play, description

**Resources:** SB, photos, different family photos etc.

www.busyteacher.org website

**UNIT 5. HOBBIES**

**LESSON 3. Jalal's photos**

1 Pre-reading task.

- What do you see in the photos?
- Can you name the cities?

2 Group work. Look at the photos and describe them. The questions below can help you.



- What country is it?
- What is the capital of ...?
- What is the language of these countries?

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**UNIT 5. HOBBIES**

3 Group work. Read the text and discuss the students' hobbies.

The students of our class have interesting hobbies: painting, dancing, playing football, reading stories, designing, collecting coins, CDs with computer games. Their hobbies help them to study well. My friend Jalal likes collecting photos of different countries. His father often goes to foreign countries and takes many pictures there. Sometimes he looks at these photos and remembers the places. Jalal wishes to visit many countries and take pictures in different cities, too.

4 Are the sentences True (T) or False (F)?

- The students of our form have the same hobbies.
- All the students like playing football.
- Their hobbies help them to study well.
- Jalal's mother often goes to different countries.
- Jalal wishes to visit different places in Azerbaijan.

5 Pair work. Look at the table and make up sentences. See the sample:

Tony doesn't like collecting coins. His hobby is collecting CDs.

Students	⊕	⊖
Tony	CD collections	collecting coins
Kate	dancing	designing
Robert	collecting stamps	collecting books
Lara	reading stories	painting

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**UNIT 5. HOBBIES**

6 Pair work. Look at the pictures. Say what the girls and boys are doing.



7 Read the dialogue and say what David's hobby is.

David: Hello, Ann.

Ann: Hello, David. Where are you going?

David: I'm going to school. Today the students of our class and the students of the other class are playing volleyball.

Ann: Oh, I don't have any idea about it. Can I go with you?

David: Sure, I always go to watch volleyball matches in our school.

Ann: Do you like volleyball?

David: Yes, it's my favourite game. I'm fond of it.

Ann: Let's go then.

8 Write 3-4 sentences about your hobby.

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## Warm up 'Story pass'

Put up a picture or a first sentence as a writing prompt. Divide students into small groups and have them create a story from that prompt. Each student takes a turn writing one sentence to add to the story and passes it on to the next student. Keep it going around in the group until they have finished it (it may be helpful to have a length limit or time limit so the stories don't get too out of control!). Vote on the best story, based on creativity and flow.

**Motivation:** Do you like collecting photos? What kind of photos do you like to take?

**Research question:** What kind of photographs do you like to take?

**Research analyses:** The teacher gives students a certain task to work in groups.

**Information exchange:** Groups make presentations.

**Information discussion:** The results of group presentation are discussed with the help of questions: What do you do with the photographs later? Do you keep them? And why?

Working with the SB:

REMEMBER!

*According to the syllabus the lesson ‘Jalal’s photos’ must be taught within 2 hours. What teachers will teach at each hour depends on them. Combine the methods and don’t forget your students’ needs.*

Draw students’ attention to exercise 1 on page 59. Ask them to answer the questions. Present the new vocabulary: *remember, design*. Have the students divided into groups and describe pictures. Say to the students that they can use the questions below the picture in exercise 2 on page 59. Let the students pronounce the names of the capitals correctly. Exercise 3, 4 on page 60 is for developing students’ reading skills. Ask them to read the text and find out the true and false sentences. It would be helpful to check understanding of the text. Exercise 5 on page 60 is pair work. Ask students to work together and make up sentences looking at the chart as given in the example. Exercise 6 on page 61 is for developing students oral speech skills. Students look at the pictures and say what they do. Exercise 7 on page 61 is for developing students oral speech. Ask the students to read the dialogue in pairs and find out what David’s hobby is and compare their answers. You can also ask them to role-play the dialogue. Exercise 8 on page 61 is for developing students’ writing skills. Ask your students to write about their own hobbies.

**Summary and revision:** Ask class some questions to summarise.

Do your friends like collecting photos?  
Does anybody help you to collect photos?

**Implementation:** Describe your family album.

**You can use the following sample assessment criteria to assess your students’ language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Describes pictures of capital cities.				
2. Makes questions on the text.				
3. Describes the photos.				
4. Cooperates with group members.				
5. Writes the names of capital cities.				
6. Writes about his/her hobby.				



## UNIT 5. HOBBIES

### LESSON 4. PINOCCHIO

**Content lines:** listening, reading, speaking

**Content standards:** 1.1.1; 2.1.3; 3.1.3

**The student:**

demonstrates understanding of a listening passage;

retells the contents;

identifies the parts of a reading passage.

**The students will be able to:**

use new words in sentences correctly;

identify the parts of a reading passage;

put the sentences in a right order according to the story.

**The type of the lesson:**

listening, reading, speaking skills development

**Integration:**

Az-l.: 1.2.2; 1.2.3; 2.2.2;

Az-h.: 3.2.1; 5.1.1.

L.: 1.1.4

**Classroom management:** pair work, group work

**Task type:** brainstorming, discussion, role-play

**Resources:** SB, a story book 'Pinocchio' [www.busyteacher.org](http://www.busyteacher.org) website

UNIT 5. HOBBIES	UNIT 5. HOBBIES
<p align="center"><b>LESSON 4. Pinocchio</b></p> <p><b>1 Pre-reading task.</b></p> <ul style="list-style-type: none"><li>• Do you like reading?</li><li>• What do you usually read?</li></ul> <p>Aymur is my friend. She likes reading story books. Her favourite story is "Pinocchio".</p> <p><b>2 Group work. Read a passage and find the pictures.</b></p> <p>Geppetto is a carpenter. He lives in a small village. Geppetto doesn't have children. One day he decides to make a wooden puppet.</p> <p>He makes two wooden arms, two wooden legs, two hands and two feet, a wooden body, head, two eyes, two ears and a nose. Geppetto is very happy and names the puppet Pinocchio. He paints a big happy mouth on Pinocchio's face.</p> <p>As soon as he finishes it, the puppet jumps up and runs away. Geppetto runs after him but can't catch him. At last a policeman catches Pinocchio by the nose. He goes back to Geppetto's house.</p> <p>He eats some food and sleeps next to the fire and burns his feet. The next day, Geppetto comes home. But Pinocchio can't get up and opens the door. "I can't get up", he cries.</p> <p>Geppetto climbs in through the window. When Geppetto sees Pinocchio's burnt feet he says: "I promise to make you a pair of new feet. Do you promise to go to school then?". Geppetto makes Pinocchio a new pair of feet, and sells his coat to buy him an A-B-C book.</p>	<p><b>3 Say the sentences in the right order.</b></p> <ul style="list-style-type: none"><li>• His burnt feet are hurting him.</li><li>• Carpenter decides to make a puppet.</li><li>• The policeman catches him by his nose.</li><li>• He burns his feet.</li><li>• He sleeps next to the fire.</li><li>• Geppetto runs after him and can't catch the puppet.</li></ul> <p><b>4 Read and say which sentences are about carpenter, policeman and Pinocchio.</b></p> <ol style="list-style-type: none"><li>1. He burns his feet.</li><li>2. He eats some food.</li><li>3. He catches him by nose.</li><li>4. He climbs in through the window.</li><li>5. He promises to make him new feet.</li><li>6. He runs after him and can't catch him.</li></ol> <p><b>5 Pair work. Read the dialogue and role play it.</b></p> <p>A: Hello, Emma. B: Hello, Liz. How are you? A: Fine, thanks. What are you reading? Is it a book about animals? B: No. It is a book of stories and tales. A: What's your favourite tale? B: It's "The princess and the pea". A: What's about the prince and princess. B: It's about the prince and princess. A: I think it's interesting. Where can I get it? B: You can get it from the library. I always take books from our school library. Can I help you? A: Yes, please. Thank you very much.</p>

**Warm up 'Puppet Conversation'**

Cookie monster is a puppet. Hand puppets are really good realia in a classroom, especially for young learners who are shy when talking to the teacher. You'll probably find that some students prefer talking to the puppet than to you! Fun puppet characters (such as Sesame Street's Cookie Monster) that talk to students can produce unexpected results. Use Cookie Monster 1. Cookie Monster is sleeping in a bag. Each student has to shout 'Wake up Cookie Monster!' into the bag. Cookie Monster only wakes up when the whole class shout together into the bag. 2. Cookie Monster says 'hello' to each student and asks them questions (their



UNIT 5. HOBBIES

names, how they are, how old they are, etc.). Students reply and asks Cookie Monster the same questions. 3. Students and Cookie Monster sing the ‘Hello Song’ together. 4. Cookie Monster says goodbye to each student individually and then goes back to sleep in the bag. The actual lesson can now start.

**Motivation:** Do you like reading? What do you usually read? Hang Pinocchio’s portrait on the board and ask: Do you know him? Do you like him?

**Research question:** Why is ‘Pinocchio’ your favorite story?

**Research analyses:** The teacher gives certain task to the students to work in groups.

**Information exchange:** Students make presentations. The groups can ask one another questions.

**Information discussion:** The teacher discusses and summarises the ideas in presentations as a guide asking questions: Is carpenter happy? Why does the carpenter love Pinocchio?

**Working with the TB:**

REMEMBER!

*According to the syllabus this lesson must be taught within 2 hours. The lesson designed by the authors is just a sample. You can add ‘spice’ to your lessons and be creative. The next hour on ‘Pinocchio’ and how you are going to design it is at your disposal. You can work with the whole story. Teach communicatively.*

Exercise 2 on page 62. First introduce new vocabulary: *wooden, puppet, carpenter, catch, pea, burn, promise, fire*. Ask the students to read the story and match the pictures to the passages. It helps students to develop logical thinking. Exercise 3 page 62 The students have to say the sentences in a right order as they are in the story. It helps students to develop their logical thinking. Exercise 4 page 63 is a matching exercise. The students have to read sentences and say which sentence coincides with the pictures of a carpenter, Pinocchio and a policeman. It helps to know the students’ understanding of the text. In exercise 5 page 63 the students have to read the dialogue in pairs and role-play it.

**Summary:** The teacher summarises the lesson by asking questions: *Is Pinocchio a bad boy? Say reasons why he is good or bad. Does he want to go to school? Do you want to look like him?*

**Implementation:** Students speak about Pinocchio?’

**You can use the following sample assessment criteria to assess your students’ language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Chooses new words in the listening passage.				
2. Identifies new words in the story.				
3. Identifies the sentences whom they refer to in the story.				
4. Reads the text correctly.				

## SUMMATIVE 4

### SUMMATIVE 4

#### 1. Read the text and choose the correct answer.

Dan gets up at 7 o'clock in the morning. At 8 o'clock he goes to school. He comes back from school at one o'clock. He has his dinner. After dinner he prepares his lessons. He likes playing computer games. Sometimes Dan plays computer games.

##### 1) Choose the best title.

- a) Dan's day
- b) Dan's time-table
- c) Dan's hobby
- d) Dan's friends

##### 2) Choose the best answer.

He plays computer games:

- a) at school
- b) after school
- c) before school

#### 2. Read the text. What's Samir's hobby?

Samir likes collecting stamps. His father always buys him envelopes with different stamps on them. He has got many stamps. Sometimes he plays computer games and listens to music.

- a) playing computer games
- b) collecting stamps
- c) listening to music

#### 3. Choose the best answer.

It is cold. There is a lot of snow everywhere. Children wish to:

- a) stay at home
- b) sleep
- c) go out
- d) listen to music

#### 4. Choose which is not a hobby?

- a) playing computer games
- b) collecting stamps
- c) reading books
- d) going to school

**BIG SUMMATIVE 1**

**1. Fill in with am/is/ are**

- 1) Sorry, I \_\_\_\_ late.
- 2) What \_\_\_\_ your name?
- 3) There \_\_\_\_ a table in the room.
- 4) There \_\_\_\_ bags on the table.
- 5) I \_\_\_\_ fine.
- 6) No problem. It \_\_\_\_ OK.
- 7) How \_\_\_\_ you?
- 8) \_\_\_\_ your school big?
- 9) Hello, \_\_\_\_ this the English class?
- 10) Where \_\_\_\_ the children?

**2. Put the words in order and make up a sentence.**

1) What/ see/ you/ picture/in/ the/do

---

2) Why / the children/ are/ happy

---

3) How /do/spell/that/you

---

4) You/like/do/in groups/to work

---

5) Is/easy/it/together/to work

---

6) How often/you/do/read/English books

---

**3. Fill in with prepositions.**

- 1) It is hot \_\_\_\_ the city.  
a) On                      b) in                      c) at
- 2) \_\_\_\_ hot days we go out \_\_\_\_ the city.  
a) On, of                      b) in, of                      c) at, of
- 3) My father often takes us \_\_\_\_ the seaside.  
a) In                      b) at                      c) to
- 4) Our teacher speaks English \_\_\_\_ us.  
a) to                      b) of                      c) for
- 5) It is fun to work \_\_\_\_ groups.  
a) at                      b) in                      c) to

## FIRST HALF YEAR

### 4. Choose the correct word.

- 1) We enjoy \_\_\_\_\_ weather.  
a) rainy                      b) cold                      c) sunny
- 2) We \_\_\_\_\_ songs at the English lesson.  
a) speak                      b) read                      c) sing
- 3) My uncle's horse has a long \_\_\_\_\_.  
a) Head                      b) tooth                      c) tail
- 4) My horse sleeps in a \_\_\_\_\_.  
a) dining room    b) stable                      c) kitchen
- 5) My cousin swims \_\_\_\_\_.  
a) in the bathroom                      b) in the stable                      c) in the sea.

### 5. Choose the best answer

- 1) Where is Big Ben?  
a) in Baku                      b) in London                      c) in Russia
- 2) Where is the Eiffel Tower?  
a) in Turkey                      b) in England                      c) France
- 3) Where is the Kremlin?  
a) In Moscow                      b) in Istanbul                      c) in Cairo

### 6. Choose the correct answer.

- 1) How many days are there in a week?  
a) 6                      b) 30                      c) 7
- 2) How many minutes are there in an hour?  
a) 15                      b) 60                      c) 31
- 3) How many days are there in 2 weeks?  
a) 12                      b) 60                      c) 14
- 4) How many weeks are there in a month?  
a) 3                      b) 4                      c) 6

## UNIT 6. HEALTHY FOOD

### LESSON 1. AN APPLE A DAY KEEPS A DOCTOR AWAY

**Content lines:** speaking, listening, reading

**Content standards:** 1.1.1; 2.1.2; 3.1.4; 4.1.2

**The student:**

demonstrates understanding of a listening passage;

takes part in short dialogues;

can answer questions on a reading passage content;

writes the names of the objects and situations.

**The students will be able to:**

speak on the topic ‘An apple a day keeps a doctor away’;

make up a dialogue.

**The type of the lesson:**

speaking, listening, reading skills development

**Integration:**

Az-1.: 1.2.1; 1.2.3; 2.1.1;

L.: 3.1.1; 3.1.3

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, research


**Resources:** SB, flashcards, pictures, realia

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

UNIT 6. HEALTHY FOOD

LESSON 1. An apple a day keeps a doctor away

1 Group work. Describe the picture. Use the words in the box in sentences.



a doctor, to have a cold, sports, an apple, to play football, flowers, a mother

2 Work in pairs and put Ticks (✓) next to the healthy/unhealthy food/drink.

Food	Healthy food	Unhealthy food
fruit		
hot dog		
water		
vegetable		
hamburger		
pizza		
milk		
juice		
snail		

3 Work in pairs and create a dialogue.

Sample:

A. Who do you see in the picture?


B. I see a doctor, a boy and his mother in the picture.

UNIT 6. HEALTHY FOOD

4 Discuss the following questions with your partner.

1. How often do you go to the doctor?
2. Why do you go to the doctor?
3. What do you do to be healthy?
4. What kind of sport do you do?
5. What kind of food do you eat?

5 Read the passage and answer the questions.



Habil is a student. He studies at school 8 and he is 15 years old. He goes to the village on Sundays. His grandfather and grandmother live in the village. The weather is cold. Habil has a cold. His mother takes him to the doctor on Monday. Look at the picture. This is a doctor's room. There is a picture on the wall. The room is big and light. The doctor is examining Habil.

1. What is the weather like in the village?
2. Why does Habil's mother take him to the doctor?
3. Where is Habil now?
4. What is the doctor doing?

6 Match the two halves: A and B.

A	B
1. The doctor	is big and light.
2. Habil goes	is cold.
3. The weather	him to the doctor.
4. His mother takes	is fifteen.
5. The doctor's room	to the village on Sundays.
6. Habil	is examining Habil.

### Warm up 'Line up'

Ask your students to line up according to their favourite sport name. You can also put students into groups and give each student in the group a paper with

## UNIT 6. HEALTHY FOOD

a large letter on it. They have to line up in the correct order to make a word. The word is the topic of the lesson. The group that finishes first is the winner.

**Motivation:** Do you like sports? What is your favourite sport?

**Research question:** Why do you like sports?

**Research analysis:** Groups discuss the kinds of sports they like and the reasons.

**Information exchange:** Groups present the reasons why they like the sports.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What do you think about your favourite sport?* 2) *Why do you go to the doctor?* The teacher summarises the ideas of the students after the discussion.

### Working with the SB

#### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'An apple a day keeps a doctor away'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Draw students' attention to the picture Exercise 1 on page 66 and ask them to describe the picture using the given words. There might be some difficulties for students to describe the picture. Therefore we, the authors thought to put a word box above the picture. With the help of the words *a doctor, to have a cold, sports, an apple, to play football, flowers, a teacher, a mother*, students can describe the picture. When the students are describing the picture, support them by asking your own questions using *There is/are*. And help them to begin the answers with the construction: *There is/ There are* and *Present Simple*. Then you can divide your students into groups and ask them to read the passage and answer the questions. Depending on the level of your students and the time left, you can revise *There is/are* and *Present Simple, Yes/No* and *WH questions*. Ask your Ss to work in pairs and put Tick (✓) next to the right word in the chart in ex.2 page 66.

After having practiced the description of the picture, you can start the presentation of the sample dialogue in exercise 3 on page 66 and ask your students to continue it. Ask the students to work in pairs and do exercise 3 on page 66. The Students work in pairs and create dialogues on the given example. After reading a passage, students will find this task easy to complete. Most of the reading exercises are done individually. The students read the passage and match the two halves of questions first individually then in pairs or in groups. Another variation of the practice task might be choosing the title for the reading passage.

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After reading the short passage ask your Ss match the two halves in ex.5 on p.67. Students can speak about their visit to a doctor and about their favourite sport. There might be other activities as well. For example: You can ask the students to make up their own questions on the reading passage and answer those questions.

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about their favourite sports and can say the reasons why they like that sport, the necessity of doing sports to be healthy.

**Implementation:** Students write about their visit to a doctor using the words in the box and the reading passage. The task can be checked in class but as it is time consuming it is better to ask them to do this task as homework. By the next lesson the written passages can be checked.

The students work in groups and speak about sports they like. They discuss the reasons why they like that sport.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can describe the picture on the topic 'An apple a day keeps a doctor away'.				
2. Can make up a dialogue about visit to a doctor.				
3. Can ask other people about their visit to a doctor and speak about their own visit to a doctor.				
4. Can write about their visit to a doctor.				

## LESSON 2. AZERBAIJANI FOOD

**Content lines:** listening, speaking, reading, writing

**Content standards:** 1.1.1; 2.1.1; 2.1.2; 3.1.4; 4.1.2

### The student:

demonstrates understanding of a listening passage;  
uses new words and expressions correctly;  
can answer questions on a reading passage content;  
takes part in short dialogues;  
writes the names of the objects and situations.

### The students will be able to:

speak on the topic 'Azerbaijani food';  
make up a dialogue;  
write on the topic 'My birthday party'.

# UNIT 6. HEALTHY FOOD

**The type of the lesson:**

speaking, reading, writing, listening skills development

**Integration:**

Az-1.: 1.2.1; 2.1.1.

L: 2.1.1; 3.1.1; 3.1.3

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, project

**Resources:** SB, flashcards, pictures

www.learnenglish.org.uk and www.teachingenglish.org.uk websites


UNIT 6. HEALTHY FOOD

LESSON 2. Azerbaijani food

1. Pre-reading task.

- Which Azerbaijani food do you like?
- Why do you like it?

2. Pair work. Look at the photos. What do you see on the photos? Use "there is, there are".



3. There is one mistake in each sentence. Find and correct them.

- There are four chickens in picture 3.
- There is kebab in picture 2.
- There is plov in picture 4.
- There is potato kebab in picture 6.

4. Discuss the following questions with your partner.

- Do you think fast food is healthy? Why/Why not?
- What kind of food do you eat at school/at home?
- What kind of food do you like to eat on your birthday?

UNIT 6. HEALTHY FOOD

5. Pair work. Ask your friend about his/her birthday party.

A. When is your birthday?

B. It is on .....


A. Do you invite your friends to your birthday party?

B. Yes. What about you?

A. .... What kind of food do you have on your birthday?

B. ....

6. Read the passage and write food vocabulary in your notebook.



AYLIN'S BIRTHDAY PARTY

Today is my sister's birthday. My sister's name is Aylin. She is 12 today, and she is having a party. There is dolma, plov, dushka and kebab on the table. We like Azerbaijani food. It's delicious. Aylin usually invites her friends to her birthday party. In the picture Aylin's friends are at her birthday party. They enjoy the food on the table. They are having fun today.

7. Put the words in the correct order. Write them in your notebook.

yene, ovip, uchike, rapt, odf, ydritha, oledictis

8. Pair work. Ask your friend about his/her birthday party.

9. Write about your birthday party. Use food and drinks you have on your birthday.

**Warm up 'True/False'**

Ask the class to write two sentences about their favourite food on a sheet of paper. One sentence must be true and one must be false. When they have finished writing their sentences, ask the class to stand up and mingle in the classroom. Each student must find a partner, greet them and introduce themselves, say what country they are from and listen to the partner's two sentences. They must then guess which is the false statement. Once both students have attempted a guess, they move on to another student in the class and repeat this process. This warmer also works really well to break the ice in a group of students that don't know each other. It gives them opportunity to introduce themselves, say what country they are from and share some interesting information about their favourite food items. Teacher can also participate in this warmer so that the students feel that they know something about the teacher too. You can follow this activity by discussing which sentences were the most original and which was the most interesting food item that was brought up.

**Motivation:** Do you like Azerbaijani food?

**Research question:** Why do you like Azerbaijani food?

**Research analysis:** Groups discuss Azerbaijani food they like.



## UNIT 6. HEALTHY FOOD

**Information exchange:** Group presentations. The students exchange information about their favourite food.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What do you think about Azerbaijani food?* 2) *Which food do you like? Why?* Teacher summarises the answers given during the discussion.

### Working with the SB

#### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'Azerbaijani food'. According to the syllabus this lesson must be taught within 3 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 2 hours and continue with the next hour using supplementary materials.*

The students work in groups and speak about their favourite Azerbaijani food. They discuss what food they eat at their own birthday party. Ask your students to open their SB on page 68. Brainstorm your students' ideas about the Azerbaijani food they know in exercise 1. Draw their attention to the photos of different Azerbaijani food. Ask them to describe them using 'There is/are' in exercise 2 on page 68. The students read the sentences on page 68 in exercise 3 and find one mistake in each sentence. Ask them to correct the mistakes. Then students do the exercise 4 on page 69. In this exercise students read the passage and write food vocabulary in their notebooks. The students can work in groups and choose a person to write down vocabulary or can work individually. You can start the presentation of the reading passage 'Aylin's birthday party' on page 69. Exercise 5 on p. 69 is good for vocabulary revision. Students put the letters in correct order and write the words in their notebooks. Have your students read the text and get ready to ask and answer questions about their own birthday party in pairs in exercise 6, page 69. After describing the picture with their partner the students will find this task easy to do. Because they already know sufficient vocabulary to understand the reading passage. There might be some difficulties in terms of using language and vocabulary. Therefore teacher should monitor the discussions and support them in using Present Simple. Let the students ask and answer questions and give them sufficient time to write down food vocabulary. If time allows, as a follow up activity the teacher can ask pairs to write down their findings and present to the class. You can practice 'There is/are' as well. Exercise 7 on page 69 supports students' creativity. The students are wanted to write about their own birthday parties. Lead them to plan their writing. The food vocabulary in exercise 3 can help them. You can also ask students to write a birthday party menu in groups and present to the class.

### Summary and Revision:

With the teacher's guidance the students should know how to talk about Azerbaijani food and celebrating birthdays. They can also write about their own birthday party.

## UNIT 6. HEALTHY FOOD

**Implementation:** Students write about their birthday party using the food vocabulary. The task can be checked in class but as it is time consuming it is better to ask them to do peer checking in at the class or to give this task as a homework. By the next lesson written passages can be checked.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can talk on the topic 'Azerbaijani food'.				
2. Show the ability to work in groups.				
3. Can answer the questions in the context.				
4. Can use words in their speech, can answer the questions using 'There is/are'.				
5. Can write about their birthday party.				

### LESSON 3. ENGLISH FOOD

**Content lines:** listening, speaking, reading, writing

**Content standards:** 1.1.1; 2.1.2; 3.1.4; 4.1.2

**The student:**

demonstrates understanding of a listening passage;  
takes part in short dialogues;  
can answer questions on a reading passage content;  
writes the names of the objects and situations.

**The students will be able to:**

speak on the topic 'English food';  
make up a dialogue;  
write sentences on the topic 'English breakfast'.

**The type of the lesson:**

speaking, listening, reading, writing skills development

**Integration:**

Az-l.: 1.2.1; 1.2.3; 2.1.1;  
L.: 3.1.1; 3.1.3

**Classroom management:**

working with the whole class, group work, pair work

## UNIT 6. HEALTHY FOOD


**Task type:** interview, research

**Resources:** SB, flashcards, pictures

www.learnenglish.org.uk and www.teachingenglish.org.uk websites

**UNIT 6. HEALTHY FOOD**

**LESSON 3. English food**



**1** Pre-reading task. Read the words in the box and find them in the picture.

Eggs, sausage, mushrooms, beans, half a tomato, bread

**2** Use these words in sentences: mushroom, beans, egg, sausage, half a tomato, half an egg, English breakfast.


**3** Read the dialogue and practice it with your partner.

A: What are you eating?  
 B: English breakfast. Do you want some?  
 A: Just a little.  
 B: All right.  
 A: But not too much. Mmm... Very good.  
 B: Enjoy it.  
 A: Thanks.


**UNIT 6. HEALTHY FOOD**

**4** Pair work. Tell your partner what you like for breakfast.

Sample:  
 Asad: I like tea with sugar, cheese and bread for breakfast. What does your mother have for breakfast?



Sample:  
 Richard: I like to have beans and mushroom, but she doesn't like to have tea with sugar for breakfast.



**5** Group work. What is the difference between Azerbaijani and English breakfast?

### Warm up 'Lip-reading'

This warmer is good for repeating words of the previous lessons. Divide the class into two teams. The teams have to watch teacher's lips saying the given words: *a doctor, examine, have a cold, flowers, an apple*. Students should guess what teacher is saying. The team with the majority of right guesses wins. You can change words for the next lesson.

**Motivation:** *Do you like English breakfast?*

**Research question:** *Why do you like English breakfast?*

**Research analysis:** The students look at the picture and describe it.

**Information exchange:** As a whole class students work in groups and speak about the English breakfast.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What do English people have for breakfast?* 2) *What do Azerbaijani people have for breakfast?* 3) *What's the difference between Azerbaijani and English breakfast?* The teacher summarises students' ideas after the discussion.

### Working with the SB

#### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'English food'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

## UNIT 6. HEALTHY FOOD

Ask your students to open their SB on page 70. Tell them to work in pairs on exercise 1 and match the words with the picture of the traditional English breakfast. The first student reads out the words in exercise 1 and the second student finds them on the photo. After reading out three words each, they change roles. Then they do exercise 2 and use the words in sentences. This activity is good for visual and auditory learners.

In exercise 3 on page 70 students read the dialogue individually and practice it in pairs. Then in pairs they look at two pictures in task 4 and tell their partner what their mothers like to have for breakfast. Then they swap pairs and compare their findings with a new partner.

Exercise 5 on page 71 will help the students to work in groups and to discuss 'The difference between Azerbaijani and English breakfast'. Students give the group presentations. Later you can ask them to write six-eight sentences on the topic 'What are the main differences between Azerbaijani and English breakfasts?'

### Summary and Revision:

With the teacher's guidance the students know how they can ask and answer the questions about the Azerbaijani and English breakfast.

**Implementation:** Students write about the Azerbaijani and English breakfast using the pictures in exercise 4 on page 71. The task can be checked in class but as it is time consuming it is better to ask them to do this task as homework. By the next lesson the written passages can be checked.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can describe the picture with the partner on the topic 'English food'.				
2. Can express ideas using Present Simple.				
3. Can answer the questions according to the context of the text.				
4. Can use new words in his speech, can make up sentences using new words and language structure.				
5. Can write about the Azerbaijani and English breakfast.				

## UNIT 6. HEALTHY FOOD

### LESSON 4. MY LIKES AND DISLIKES

**Content line:** speaking, listening, reading, writing

**Content standards:** 1.1.2; 2.1.2; 3.1.2; 4.1.1

**The student:**

chooses new words and expressions in a listening passage;  
takes part in short dialogues;  
reads the words in a reading passage with correct pronunciation;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'My likes and dislikes';  
make up a dialogue;  
write a short passage about your likes and dislikes.

**The type of the lesson:**

speaking, listening, reading, writing skills development

**Integration:**

Az-1.: 1.2.1; 1.2.3; 2.1.1;

L.: 3.1.1; 3.1.3


**Classroom management:**

working with the whole class, group work, pair work

**Task type:** discussion

**Resources:** SB, flashcards, pictures, realia

www.learnenglish.org.uk and www.teachingenglish.org.uk websites

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<p><b>LESSON 4. My likes and dislikes</b></p> <p>1. <b>Pre-reading task.</b></p> <ul style="list-style-type: none"><li>What kind of food do you like?</li><li>What kind of food don't you like?</li></ul> <p>2. <b>Look at the picture and say what people like to eat for lunch.</b> The questions below can help you.</p>  <ul style="list-style-type: none"><li>What do you see on the table?</li><li>What time is it now?</li><li>Is it breakfast time?</li><li>What is the grandfather eating?</li><li>What is the girl eating?</li><li>What are other people eating?</li></ul> <p>3. <b>Odd one out.</b></p> <ol style="list-style-type: none"><li>ice-cream, honey, sandwich, supermarket, rice</li><li>tomato, cucumber, bread, carrot, melon</li><li>apple, pear, banana, candy, grape</li><li>drink, restaurant, sports hall, waiter, meal</li></ol> <p>22</p>	<p>1. <b>Now look at the picture on page 72 again. Read about Turana's family. Answer the questions.</b></p> <p>My name is Turana. This is my family. It's big. I have a father, a mother, a grandmother, a grandfather, and a brother. It's one o'clock. My family is having lunch. This is my grandfather. His name is Khabib. My grandmother Telli has dogs and vegetables for lunch. They like to eat dogs. My brother usually has dolma or chicken for his lunch. His name is Habi, and he is a student. He studies at school. We study at school number 10. My father's name is Amir. He likes to eat plov. My grandmother often cooks plov for my father. My mother usually has vegetables and chicken for lunch. I don't like to have plov for lunch. I like to have chicken and vegetables for lunch.</p> <ul style="list-style-type: none"><li>Who do you see in the picture?</li><li>Is Turana a school girl?</li><li>What time is it now? Is it lunch time?</li><li>What do grandfather and grandmother have for lunch?</li><li>What do you see on the table?</li><li>What does Telli like for lunch?</li><li>What does Habi usually have for lunch?</li><li>Who cooks plov for my father?</li></ul> <p>2. <b>Make up a dialogue. Use the words: lunch, family, likes, dislikes, chicken, vegetables.</b></p> <p>3. <b>Discover your family likes and dislikes. The following questions can help you.</b></p> <ul style="list-style-type: none"><li>What does your family like/dislike to have for breakfast?</li><li>What does your family like/dislike to have for lunch?</li></ul> <p>4. <b>Write an e-mail about your likes and dislikes to your pen friend. Ask your pen friend about his likes and dislikes.</b></p> <p>5. <b>Go to the <a href="http://learnenglish.org.uk">learnenglish.org.uk</a> website and listen to songs "Greedy Hippo" and "Pizza and chips".</b></p> <p>23</p>

**Warm up 'Spelling match'**

Divide the class into 2 teams (A and B). First read out word one to team A and between them, they have to spell it verbally and slowly. If they spell the whole word without having to correct themselves, they score one point, but if at any point they call out an incorrect letter, then the unfinished 'part-word' is

## UNIT 6. HEALTHY FOOD

handed over to team B to complete and back again if they make an error. This proceeds until one team finishes off the word. You keep on going in the game until all the words have been presented. E.g. word 1- team A, word 2-team B etc. This is a fun, competitive way of revising vocabulary and practicing spelling.

Please note that you should present not more than six words per a warmer. For this lesson you can revise these words: *beans, sausage, delicious, chicken, cheese, mushroom.*

**Motivation:** What food do your family members like?

**Research question:** Which food do you like? Why?

**Research analysis:** As a whole class students work in groups and speak about food they like. They tell each other about the food they like.

**Information exchange:** Students do presentation on the topic “Healthy food”

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What do you like to eat?* 2) *What does your father like to eat?* 3) *What is your mother’s favourite food?* 4) *What do your sisters and brothers like to have for lunch?* The teacher summarises the students’ comments at the end of the discussion.

### Working with the SB

#### REMEMBER!

*Use combination of methods depending on your students’ needs. This is just a sample of how the teacher can design the lesson on the topic ‘My likes and dislikes’. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Put your students in pairs. Tell them to take turns and ask each other the questions and write the answers in their notebooks. *Which food do you like? Why? What does your sister/brother like for lunch?*

These questions are very helpful in encouraging the students to work with their classmates.

Ask your students to open their SB on page 72 and look at the photo in exercise 2. The family members family members are having lunch. Ask students to say people’s likes and dislikes. Exercise 3 on page 72 is a vocabulary exercise. Students odd one word out which doesn’t go with the word in the line.

Then students are asked to read the text individually and answer the given questions in exercise 4 on page 73 in groups. This exercise is very good to practice speaking. Then students are asked to read the text about ‘Turana’s

## UNIT 6. HEALTHY FOOD

family’ and answer the questions in exercise 4 on page 73. In exercise 5 on page 73 the students are making a dialogue using the given words. The next activity is the family likes and dislikes. The exercise 6 should be first done individually and then shared with a partner using the support questions given in exercise 6. This activity is good for improving students’ speaking skills as well.

Exercise 7 on page 73 will help students to improve their writing skills. Students are asked to write an e-mail about their likes and dislikes to their pen-friend. This exercise can be completed at home and presented to the teacher at the next lesson. Go to website [www.learnenglish.org.uk](http://www.learnenglish.org.uk) website and download songs ‘Greedy Hippo’ and ‘Pizza and Chips’ and teach students to sing the songs in Exercise 8 on page 73. Exercise 9 on page 74 will improve students’ speaking skills. Students should say people’s likes and dislikes using the pictures. In exercise 10 on page 73 the students first work individually and put tick and cross for food preferences about their family members. Then they discuss it a group with other students.

### Summary and Revision

With the teacher’s guidance the students know how they can ask and answer the questions about their favorite meals.

**Implementation:** Students work in groups and discuss their likes and dislikes. Different ways of learning English makes majority of the students get to know the likes and dislikes of everyone in the class.

**You can use the following sample assessment criteria to assess your students’ language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can do the tasks according to the text.				
2. Can choose the words and expressions in the text.				
3. Can use new words of the text in his/her speech.				
4. Can make questions according to the content of the text.				
5. Can write about his/her likes/dislikes.				
6. Can understand the meaning of the text.				



# UNIT 7. AROUND TOWN

## LESSON 1. PLACES IN A TOWN

**Content line:** listening, speaking, reading, writing

**Content standards:** 1.1.2; 2.1.1; 3.1.1; 4.1.2

**The student:**

chooses new words and expressions in a listening passage;  
uses new words and expressions correctly;  
can choose and group words and expressions;  
writes the names of objects and situations.

**The students will be able to:**

speak on the topic 'Places in a town';  
write about their home town

**The type of the lesson:**

listening, speaking, reading, writing skills development

**Integration:**

Az-l.: 1.1.2; 1.2.1; 2.1.1.

Az-h.: 1.1.3; 1.2.3.

L.: 2.1.1; 3.1.1; 3.1.3

**Classroom management:**

working with the whole class, group work, pair work





**Task type:** interview, project

**Resources:** SB, flashcards, pictures

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

**UNIT 7  
AROUND TOWN**

Lesson 1. Places in a town  
Lesson 2. My home town  
Lesson 3. In the street  
Lesson 4. At the supermarket




**UNIT 7. AROUND TOWN**

**LESSON 1. Places in a town**

**Pre-reading. Pair work. Look at the pictures and answer the questions.**

- What do you see in the pictures?
- Which of these places do you have in your country?
- Is there any different place in your town? What is it?



museum	
beach	
market	
building	
river	
garden	
house	
shopping center	
lake	
places for picnic	


**UNIT 7. AROUND TOWN**

**Use the following words in sentences.**

Shopping centres, rivers, beaches, lakes, mountains, historical places, houses, markets, gardens, modern flats

**Sample: There are shopping centres in my town.**

**Describe the picture.**



**Pair work. Read the dialogue and practice it with your partner.**

**Eddie:** Excuse me. Is this Neftchiler avenue?  
**Turana:** Yes, it is.  
**Eddie:** Is there a museum near here?  
**Turana:** Which museum?  
**Eddie:** The Arts museum.  
**Turana:** Oh, yes. Turn right. It's on the left.  
**Eddie:** Thank you very much.  
**Turana:** You're welcome. Have fun!

**Write a passage with three interesting facts about your home town/village. Use: There is / are.**

**Warm up 'Where in the world'**

Before students enter the classroom, place a piece of paper with the names of places from different towns and countries on each table. E.g. a museum in Nakhchivan, a restaurant in Baku, a library in Ganja, a school in Badamli



## UNIT 7. AROUND TOWN

village, supermarket in Turkey, garden in village, flat in Lankaran, river in Salyan, beach in Novkhani, lake in Ganja, shopping center in Baku, sport hall in Bilesuvar etc. (You can change words depending on the lesson topic and use in other lessons). When the students arrive let them wonder about the words. Then put the following headings up on the board: My town, my friend's town, my grandmother's and grandfather's town, my neighbour's village and any others you may want to add). Give students some time to brainstorm items to put under each heading for their towns and countries. This warmer also leads to some good discussion about countries and towns within them.

**Motivation:** What are your favourite places to go?

**Research question:** What interesting places are there in your country/town?

**Research analysis:** The students check their country/town information and select the main places in the country/town.

**Information exchange:** Students work in pairs and speak about their findings.

**Information discussion:** Teacher acts as a facilitator by asking leading questions. 1) *Is your country/town large?* 2) *Which interesting places do you have in your country/town?* The teacher summarises the ideas said during the discussion.

### Working with the SB

#### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'Places in a town'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to open their SB on page 76 and 77. Tell them to look at pictures and answer the questions: 'Do you have similar places in your country/town? Is there anything different in your place?' Students should use the words in exercise 2 on page 78 in sentences and present to the class. The sample sentence is given in the SB page 78. Then they have to choose one picture on page 76 and 77 and make up a story using new vocabulary in the exercise 2. In exercise 3 the students are asked to describe the picture on page 78. Students can describe the picture using the words in exercise 2. In exercise 4 ask students to read the dialogue on page 78 and practice it with a partner.

Exercise 5 on page 78 will help students to improve their writing skills. The students should write a passage up to eight-ten sentences and state three

interesting facts about their home town/city/country using ‘There is/are’. Then pairs can make a peer evaluation at the lesson.

**Summary and Revision:**

With the teacher’s guidance the students know how they can ask and answer the questions about the places in a town/city/country.

**Implementation:** The students work in groups and discuss the places of interest in their home places.

**You can use the following sample assessment criteria to assess your students’ language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can do the tasks using new words.				
2. Can choose the words and expressions in the dialogue.				
3. Can use new words in speaking.				
4. Can make up a story using the new words.				
5. Can write a passage about his/her home/town/city/village.				

## SUMMATIVE 5

**1. Which is not food?**

- a. chicken
- b. apple
- c. mushroom
- d. kitchen

**2. Which of them is not food?**

- a. salad
- b. place
- c. sandwich
- d. sausages

**3. Which of them is a place?**

- a. sugar
- b. tomato
- c. party
- d. shopping center

**4. Continue the dialogue about your birthday party.**

A: Hello, Turana. Are you having your birthday party?

B: Hello, Habil. Yes, I am having it today.

A:

B:

A:

B:

**5. Write the missing words.**

My \_\_\_\_\_ is from Britain. His \_\_\_\_\_ is Brian. His mother likes English \_\_\_\_\_. She usually has breakfast at 8 o'clock in the \_\_\_\_\_. She likes to have \_\_\_\_\_, eggs, beans, half a \_\_\_\_\_ and bread for breakfast.

**6. Write a passage (5-7 sentences) about your visit to a doctor.**

# UNIT 7. AROUND TOWN

## LESSON 2. MY HOME TOWN

**Content line:** speaking, listening, reading

**Content standards:** 1.1.2; 2.1.2; 3.1.2

**The student:**

chooses new words and expressions in a listening passage;

takes part in short dialogues;

reads the words in a reading passage with correct pronunciation.

**The students will be able to:**

speak on the topic ‘My home town’;

speak about different places in home town.

**The type of the lesson:**

speaking, listening, reading, writing skills development

**Integration:**

Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.2.1.

Az-h.: 1.1.3; 1.2.3.

L.: 1.1.2

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, project

**Resources:** SB, flashcards, pictures

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites


UNIT 7. AROUND TOWN

LESSON 2. My home town


1 Pre-reading task.

- What towns are there in Azerbaijan?
- What places of interest are there?

2 Look at the pictures and describe them.






Mamini Khatun Museum      Bottle House



Lankaran city Library


3 Group work. There are places of interest in Ganja. Discuss and find out which of them is Nizami Ganjavi's monument, Heydar Aliyev Museum and Bottle House.



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UNIT 7. AROUND TOWN

1 Look at the picture and describe it using the words: Bottle House, tourist, camera, museum, interesting.



2 Look at the picture of Bottle House and answer the questions:

- What kind of house do you see in the picture?
- Which town is it?
- Do tourists like Bottle House? Why?

3 Read the passage and answer the questions.

My name is Telli. I am from Ganja. Ganja is a big town in Azerbaijan. I like my town. It's beautiful. There is Bottle House in Ganja. It's in Huseynli street. Tourists come to see the house. It's an interesting place. I live near Ganja museum. There are a lot of interesting places in Ganja. I study at school 2. Students and teachers of my school often go to the museum. My father knows interesting stories about Ganja. The great poet Nizami Ganjavi is from Ganja. I love my town.

- Where is Telli from?
- Who is Nizami Ganjavi?
- Where is the Bottle House?
- Do tourists come to Ganja? Why?

4 Make up a dialogue with your partner and act it out.

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### Warm up ‘Wheels’

This warm up activity is good for the class dynamics, getting talking in English and previewing the lesson. Get students to form two circles, one inside the other one. Each circle should have the same number of students. The inner circle walks in one way, the outer one walk the other way. When you clap your hands, students on the inside turn outwards to talk to students

## UNIT 7. AROUND TOWN

on the outside in pairs. Do it for 5 minutes, each time giving them a topic. The topic can be like these: ‘What is your home town?’, ‘What place do you like in your home town?’, ‘What do you like to eat for breakfast?’, ‘What toys do you like?’ etc. Start with easy topics and move onto the topic of the lesson as students warm up. A good variation is to play music as the students walk, then stop it.

**Motivation:** What’s your home town?

**Research question:** Why do you like to live in the city?

**Research analysis:** Students describe their home town/city/village in groups.

**Information exchange:** Students work in pairs and speak about their findings.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What towns are there in Azerbaijan?* 2) *Which interesting places are in your home town?* The teacher summarises the ideas said during the discussion.

**Working with the SB**

### REMEMBER!

*Use combination of methods depending on your students’ needs. This is just a sample of how the teacher can design the lesson on the topic ‘My home town’. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers.*

Ask your students to open their SB on page 79 and tell them to describe pictures in exercise 2. Then in groups students should look at the three pictures in exercise 3 and discuss them. Students should come up with the right names for the three places in Ganja.

Ask students to work in groups and do exercise 4 on page 80. They practice describing the Bottle house in Ganja and get ready to speak about it in class. Teacher should monitor and help learners working in groups. This task is going to be continued by pair work in exercise 5. Students should work in pairs and answer the questions on page 80. There is a reading passage in task 6, which can help your learners to speak about the places of interest.

This is pair work. Divide your students into pairs and ask them to answer the questions. Those questions can help your learners to tell a short story about their home town later. But make sure these questions won’t confuse

# UNIT 7. AROUND TOWN

your students. Explain to them they can speak about their home towns not depending on the questions. The given questions are just hints.

Divide your students into groups and ask them to describe the pictures using the given words.

After groups make their presentations about their home towns, invite your students to look at pictures of Ganja on page 79 again, read the text on page 80 and decide ‘What is the most interesting place for you in Ganja?’. Share your decision with your classmates.

## Summary and Revision:

With the teacher’s guidance the students know how they can ask and answer the questions about the places in their home town/city/country.

**Implementation:** The students work in groups and discuss the places of interest in their home towns.

**You can use the following sample assessment criteria to assess your students’ language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can take part in discussions.				
2. Can answer the questions on the text.				
3. Can use new words in speaking.				

# LESSON 3. IN THE STREET

**Content line:** speaking, listening, reading

**Content standards:** 1.1.1; 2.1.2; 3.1.2; 4.1.1

## The student:

demonstrates understanding of a listening passage;  
takes part in short dialogues;  
reads the words in a reading passage with correct pronunciation;  
can make up logically and grammatically correct sentences using the words.

## The students will be able to:

speak on the topic ‘In the street’;  
speak about the buildings in the street.

## The type of the lesson:

speaking, listening, reading skills development

## UNIT 7. AROUND TOWN

### Integration:

Az-1.: 1.1.2; 1.2.1; 1.2.3; 2.2.1.

Az-h.: 1.1.3; 1.2.3; 2.1.2; 3.1.2

L.: 1.1.2

### Classroom management:

working with the whole class, group work, pair work

**Task type:** discussion, presentation

**Resources:** SB, flashcards, pictures, realia

www.learnenglish.org.uk and www.teachingenglish.org.uk websites

**UNIT 7 AROUND TOWN**

**LESSON 3. In the street**

**1 Pre-reading task.**

- Which street do you live in?
- What are there in your street?

**2 Look at the pictures and answer the questions.**

- Is there a department store in the street?
- Where is the shopping centre? Is it next to the restaurant?
- Is it big or small?
- What do you see next to the Sports Hall?
- Which store do you see in the pictures?

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**UNIT 7 AROUND TOWN**

**3 Use the words in the box in sentences.**

**Sample:**  
There is a chemist's next to the library.

Bakery, department store, post office, school, theatre, museum, cinema, bookstore, sports hall, restaurant, chemist's

**4 Group work. Look at the pictures and discuss the following questions:**

- Where are the people?
- What are they doing?

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**UNIT 7 AROUND TOWN**

**5 Choose the words from the box and write in the correct place.**

Film, watch, book, letter, hall, send, short stories, ticket, maps, tennis, stamp, jump, read, post card, actor, run

Book store	Post office	Cinema	Sports hall

**6 Read the text and answer the questions.**

My name is Natavan, and I live in Nizami street. This is my street. It is long. There are many stores and houses in my street. I am going to the post office. My brother Elshan is a schoolboy. Today is Sunday. He usually goes to the Sports Hall to play tennis with his friends. He is meeting his friends in front of the Sports Hall. My friends Parida and Haniyya are at the bookstore. They like books. Yalsh is a student. He goes to the Cinema. The Cinema is next to the Museum. There are many people in the department store at weekends. It is big and nice. There is a chemist's and a restaurant in my street. I sometimes go to the restaurant with my parents.

- Where does Natavan live?
- Does Natavan go to the chemist's?
- Who is going to the Sports Hall?
- Where are Parida and Haniyya now?
- What do they like?
- When does Natavan go to restaurant?
- Who does Natavan go to the restaurant with?

**7 Write 8-10 sentences about the street you live.**

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### Warm up 'Letter mix'

Put the letters of the words below, all mixed up: Give students a few minutes to work it out. An easy one would be something they had at the previous lesson, like: SEMUMU (Museum), MARECA (Camera), TRSTOIU (Tourist). A more difficult one would be from even the earlier lessons than the previous one. Teacher supports students by giving them a clue, e.g. The first word is a place where you go to see interesting historical items, the second word is the item you use when you take photos.

**Motivation:** Which street do you live in?

**Research question:** What are there in your street?

**Research analysis:** The students give the names of their street and share the information about buildings in their street with their partner.

**Information exchange:** Students work in pairs and speak about their streets.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *Is your street long or not?* 2) *Is there any bakery, department store or supermarket in your street?* 3) *Do you have a post office or cinema in your street?* The teacher summarises ideas said during the discussion.

# UNIT 7. AROUND TOWN

## Working with the SB

### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'In the street'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to open their SB on page 81. Then let them to look at the picture of the street and answer the questions in exercise 2. Ask the students to use the words in sentences in exercise 3, on page 82. The given sample sentence will help students. Students then should work in groups and discuss the questions given in exercise 4. The pictures on page 82 and 83 will help students to answer the questions.

Later revise all that the students learned in this lesson. Then ask them to do exercise 6 on page 83 and write 8-10 sentences about their street. Remind them to use there is/are and Present Simple. Students also can give a title to the reading passage on page 83 as an additional task.

**Summary and revision:** Students can describe the street and speak about buildings in their street.

**Implementation:** With the teacher's guidance the students know how they can speak about their streets. Students can describe their street using pictures and speak about the buildings and places in their street.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can use new words in the given situation.				
3. Can describe pictures using the support questions.				
4. Can understand the meaning of the text.				
5. Can write about their street.				



## UNIT 7. AROUND TOWN

### LESSON 4. AT THE SUPERMARKET

**Content line:** speaking, listening, reading, writing

**Content standards:** 1.1.2; 2.1.2; 3.1.2; 4.1.2

**The student:**

chooses new words and expressions in a listening passage;  
takes part in short dialogues;  
reads the words in a reading passage with correct pronunciation;  
writes the names of objects and situations.

**The students will be able to:**

speak on the topic 'At the Supermarket';  
write on the topic 'At the Supermarket'.

**The type of the lesson:**

speaking, listening, reading, writing skills development

**Integration:**

Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.1.2; 2.2.1; 3.1.2

Az-h.: 1.1.3; 1.2.3

L.: 1.1.2

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** discussion

**Resources:** SB, flashcards, pictures, realia

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachenglish.org.uk](http://www.teachenglish.org.uk) websites

**UNIT 7. AROUND TOWN**

**LESSON 4. At the supermarket**


1. Pre-reading task.

- Is there a supermarket in your street?
- How often do you go to the supermarket?
- What do you buy there?

2. Pair work. Use the words in sentences.

cookies, candy, ice-cream, bananas, tomatoes, cucumbers, chocolate, honey, juice, sandwich, rice, bread

3. Look at the pictures and make up a dialogue.




Sample:

A: Do you like eating apples?  
B: Yes, I like eating apples.  
A: Do you like eating chicken?  
B: No, I don't like eating chicken. I like eating fish.

**UNIT 7. AROUND TOWN**

4. Look at the picture and role play the dialogue with your partner.




**AT THE FOOD SHOP**

A: Hello! Can I help you?  
B: Yes. Can I have a chicken, please.  
A: Here you are. Would you like to buy fish, too?  
B: Yes, please. Can I have a kilo of fish?  
A: Here you are.  
B: Thanks. Can I have two kilos of potatoes, please?  
A: You can buy them downstairs, please.  
B: How much is it?  
A: It's 20 manats.  
B: Here it is.  
A: Thank you. Have a nice day!  
B: Thanks. Bye-bye.

**UNIT 7. AROUND TOWN**

5. Look at the picture and make up a dialogue using the words: bananas, apple, pear, delicious, fruit, sweet, grape.



Example:

A: Can I have bananas, please?  
B: Here you are.  
A: How much ... ?  
B: ...

6. Look at the picture and write about your visit to the supermarket. Share your passage with a partner.

7. Put the words into the right column.

Cake, hot dog, pear, cucumber, apple, banana, grapes, cola, juice, tomato, chicken, fish, chips, lemonade.

food	drink	fruit	vegetables

**Warm up: 'Brainstorm'**

Brainstorming on the topic of the lesson is a good warmer. Sometimes teachers make brainstorming too stressful by leading it from the front of the class. Put topic 'Food' on the board and let groups work for 5 minutes. Just monitor. This will allow students to relax into the lesson.

## UNIT 7. AROUND TOWN

**Motivation:** Why do you go to the supermarket?

**Research question:** What can you buy at supermarket?

**Research analysis:** The students speak about food items and shops they go.

**Information exchange:** Students work in groups and speak about supermarket and food.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *Are there any supermarkets in your street?* 2) *What do you buy at supermarket?* 3) *Do your parents/sister/brother usually go to the supermarket?* The teacher summarises the ideas said during the discussion.

### Working with the SB

#### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'At the supermarket'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Start the lesson with pre-reading task:

- a. Is there a supermarket in your street?
- b. How often do you go to the supermarket?
- c. What do you buy there?

Students speak about the supermarket in their street. There are some pictures on page 84. The teacher has to review the words before the students start making up a dialogue. There are the words *ice-cream, tomato, cucumber, honey, juice, cookies* which are familiar to the students from the 3<sup>rd</sup> and the 4<sup>th</sup> grades. The teacher can introduce other food vocabulary within the topic.

Students are asked to use the words given in the box in sentences in activity 2. Then students do exercise 3. on page 84. They make up dialogues using the pictures on page 84. The sample dialogue is given on that page, too.

Exercise 4 is a good chance to produce the outcome of the lesson 4. After the students share ideas ask them to look at the pictures on page 85 and 86 and work with their partner. Ask them to role play as a shop assistant and a customer at the supermarket. Ex.7 on p.86 is a very good task to revise food vocabulary. Ask the Ss put food vocabulary into the correct column and check it with their partner.

## UNIT 7. AROUND TOWN

### Summary and Revision:

With the teacher's guidance the students know how they can ask and answer the questions at the supermarket.

**Implementation:** The students can speak about supermarket and food items.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can understand the meaning of the dialogue.				
3. Can use new words in the given situation.				
4. Can make questions according to the topic.				
5. Can write about his/her visit to the supermarket.				

# UNIT 8. HOLIDAYS

## LESSON 1. MOTHER' S DAY

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.2; 2.1.3; 3.1.1; 4.1.1

**The student:**

chooses new words and expressions in a listening passage;  
retells the contents of short passages;  
chooses and groups words and expressions;  
makes up logically and grammatically correct sentences using the words.

**Students will be able to:**

speak on the topic 'Mother's Day';  
use new vocabulary on the topic 'Mother's Day' properly when speaking;  
answer questions on 'Mother's Day';  
make up questions on the text.

**The type of the lesson:**

speaking, listening, reading skills development

**Integration:**

Az-l.: 1.1.2; 1.2.2; 1.2.3; 2.1.1; 2.1.2; 3.1.2.

Az-h.: 1.1.3; 1.2.3

**Classroom management:** working with the whole class, pair work group work

**Task type:** interview, research, role play

**Resources:** student book, flashcards, pictures, realia, [www.learnenglish.org.uk](http://www.learnenglish.org.uk),  
[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) [www.busyteacher.org](http://www.busyteacher.org) websites

**UNIT 8. HOLIDAYS**

**LESSON 1. Mother's Day**



**1 Pre-reading task.**

- What holidays do you have in your country?
- Is there a holiday for women?
- Why do you love your mother?

**2 Look at the pictures and read the text. Choose the words and write them in the correct column.**

People celebrate Mother's Day with joy in many countries. It is on the second Sunday of May. Children love their mothers. They give mothers gifts – flowers and cards. Many children prepare cards a day before Mother's Day. Some make handmade gifts. They show their love for their mother. Children thank their grandmothers, too. Grandmothers love them.



Holidays	People	Gifts

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**UNIT 8. HOLIDAYS**

**3 Pair work. What kind of gifts does your mother like? Share your answers.**



**4 Group work. Discuss in groups. What flowers do you like to present to your mother? And why?**

Sample: I like to present my mother a tulip, because it is her favourite flower.



**5 Fill in the gaps with the correct word.**

Sunday, cards, handmade, celebrate, respect, gifts, flowers, show, thank

People \_\_\_\_\_ Mother's Day with joy. It is on the second \_\_\_\_\_ of May. Children \_\_\_\_\_ love to their mothers. They give mothers \_\_\_\_\_ and cards. Many children prepare \_\_\_\_\_ a day before Mother's Day. Some make \_\_\_\_\_ gifts. They show their \_\_\_\_\_ for their mother. Children \_\_\_\_\_ their grandmothers, too.

**6 Write a holiday card for your mother.**

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**UNIT 8. HOLIDAYS**

**7 Pair work. Read the dialogue and act it out.**

Nancy: What do you prepare on Mother's Day?  
Carly: I prepare cakes, cookies and pies together with my dad.  
Nancy: Where do you have dinner on Mother's Day?  
Carly: We have dinner at home. But some families eat out.  
Nancy: Yes, my friend's family goes on picnic every year and have fun.  
Carly: We celebrate Mother's Day at school, too. We present songs and plays to our mothers.

**8 Group work. What can children do on Mother's Day? Discuss the following statements in groups.**

- Give mothers a day's rest.
- Spend the day with mothers and grandmothers.
- Help mothers feel happy.
- Prepare games for them.



**9 Learn the poem by heart.**

I love you mommy  
My dearest mommy  
You make me happy  
When I am sad  
I want to tell you  
I really love you!  
When I'm with you I am so glad!

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### Warm up 'Interview'

Divide your learners into pairs. Ask them to take three minutes to interview each other. Each interviewer has to find 3 interesting facts about their partner. Bring everyone back together and ask everyone to present the 3 facts

## UNIT 8. HOLIDAYS

about their partner to the rest of the group. Watch the time on this one, keep it moving along.

**Motivation:** How many people are there in your family? Who do you love most of all? Is there any holidays for mothers?

**Research question:** How do people celebrate Mother's Day?

**Research analyses:** The teacher splits the students into groups, explains the groups tasks to be done.

**Information exchange:** Groups present the ways how 'Mothers' Day' is celebrated.

**Information discussion:** Have a whole class activity and as a facilitator ask leading questions: What do you do for your mothers? How do you help your mother?

**Working on the SB:**

### REMEMBER!

*The success of your teaching mostly depends on the method chosen. But there is no only one way of doing it. You can combine different methods. This is just a sample lesson on the topic 'Mother's Day'. 2 hours are given for teaching this lesson. You can design the next lesson with supplementary materials as well.*

Present a new vocabulary: *celebrate, handmade, respect, care, treat, gift, card*. Pronounce them with correct pronunciation. Go over the family vocabulary words. Discuss what each one means and make up definitions of words that are not on the list. Exercise 2 on page 89. students read the text in groups silently and put the words related to holiday, people and gifts into right column. Discuss the answers to the questions with the students. Exercise 3 on page 90 Have the students work in pairs and look at the objects in front of the girl in the picture and discuss what kind of gifts your mothers like. Exercise 4. page 90. Divide the class into small groups. Distribute a set of pictures of flowers to each group. Have them discuss what flowers they like to present to their mother and why? The example given will be helpful for students. Have groups prepare a report and present to the class. Summarise the students' ideas. Exercise 5 on page 90 helps the students to practice the use of words in sentences. In exercise 6 on page 90 have the Ss make and write a holiday card for their mothers. Check the writing rules. Exercise 7 on page 91. Working in pairs have students read the dialogue about Mother's Day and act it out. Exercise 8 on page 91 Have the students work in groups and discuss the statements. Working in groups have the students write essay on what children can do on Mother's Day and present to class. Exercise 9 on page 91. Ask the students learn the poem by heart.

## UNIT 8. HOLIDAYS

### Summary and Revision:

The students know how Mother's Day is celebrated, how to congratulate mothers on Mother's Day.

**Implementation:** The students are going to create a Mother's Day card or posters with the theme 'Make Every Day Mother's Day.'

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Makes up dialogues.				
2. Makes up questions based on short dialogues.				
3. Can prepare a greeting card.				
4. Answers the questions based on the short passage content.				
5. Can describe pictures.				
6. Can write a short essay about Mother's Day.				

## LESSON 2. FATHER'S DAY

**Content lines:** reading, speaking, writing

**Content standards:** 2.1.3; 3.1.2; 4.1.1

### The student:

retells the contents of short passages;

reads the words in a reading passage with correct pronunciation;

makes up logically and grammatically correct sentences using the words;

### The students will be able to:

speak on the topic 'Father's Day';

use new vocabulary on the topic 'Father's Day' properly when speaking;

answer questions on 'Father's Day'.

### The type of the lesson:

Reading, speaking, writing skills development

### Integration:

Az-1.: 1.2.2, 1.2.3; 2.1.2; 2.2.1; 3.1.2

L.: 1.1.2

### Classroom management:

working with the whole class, pair work, group work

**Task type:** discussion, presentations

**Resources:** SB, flashcards, [www.busyteacher.org](http://www.busyteacher.org) website


# UNIT 8. HOLIDAYS

UNIT 8. HOLIDAYS

LESSON 2. Father's Day

1. Pre-reading task.

- What holiday do you celebrate for your father?
- Do we celebrate Father's Day in Azerbaijan?




2. Group work. Match the sentences to the pictures on page 93.

- You are a good model for me!
- You are a very good cook in the world, Dad!
- I'm happy when you spend time reading with me!
- The family is happy. They say "We are together!"
- You are a very good basketball player, Dad!
- You are great at golfing!

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UNIT 8. HOLIDAYS



3. Fill in the gaps with correct preposition.

- You are great \_\_\_\_\_ golfing!
- You are having a very good time \_\_\_\_\_ your special day!
- You are always \_\_\_\_\_ the top in my family!
- I'm happy when you spend time reading \_\_\_\_\_ me!
- You are a good model \_\_\_\_\_ me!
- You are the best cook \_\_\_\_\_ the world!

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UNIT 8. HOLIDAYS

4. Read the text. Choose the best title for the passage.

Father's Day is a special day to thank fathers and grandfathers. The British celebrate Father's Day in June. It is on the third Sunday of June. Fathers receive cards and gifts on Father's Day. Children thank their fathers and grandfathers and say "Happy Father's Day". Fathers are special because they take care of their families.

My father and my uncle like to spend Father's Day together. Father takes me with them, too. We go to our country house and stay there the whole day. It's a small house with three rooms. It has a very beautiful garden. Every spring my uncle goes there and takes care of the house. They say that the house and the garden remind them of their childhood.

- A small house and a beautiful garden.
- Fathers and grandfathers.
- Father's holiday.
- My children.

5. Are the following sentences True (✓) or False (✗)?

- The 3rd of June is special for fathers.
- My uncle takes care of my father.
- We stay in our country house.
- There are three rooms in our country house.

6. Group work. Read and find out what Maria wants to buy for her father. Discuss your answers in groups.

Sunday is Father's Day. She wants to buy a special gift for her father. Maria can spend 20 pounds for her father's gift.

7. Pair work. Ask and answer the questions.

- What do you give to your father on Father's Day?
- Does your father like to receive gifts?
- Do you like to give gifts?
- Do you like to receive gifts?
- What's your favourite gift?

8. Write how you spend time with your father.

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## Warm up 'Good morning'

Prepare a set of cards before the lesson. Write each question or task on a separate strip of paper and put them all into a basket. Ask your students to sit in a circle. Give them a basket with your questions/tasks, play music (it should be a fast piece of music). While the music is playing, they should be passing the basket to a person sitting on their right (so the basket is 'wandering' around the circle). Stop the music — the person who is holding the basket should take one strip of paper and answer the question or do the task. For example: *smile at a person sitting opposite you; shake hands with your neighbors; say a nice word to a third person sitting on your right; ask a question a second person sitting on your left. What is your friend like? What do you do in your free time? What is your favourite story?*

**Motivation:** How many people are there in your family? What does your father do?

**Research question:** Why is your father special for you?

**Research analyses:** The teacher sets tasks for each group and as a facilitator guides the process.

**Information exchange:** Groups present the reasons why and how they celebrate 'Father's Day'.

**Information discussion:** Discuss the reasons why fathers are special with the whole class. Why children love their fathers and how they can show their respect to father's.

**Working with the SB:**

## REMEMBER!

According to the syllabus this lesson must be taught within 1 hour. The way of teaching is from the known to the unknown. That's why be clear with your aims before the lesson. Decide what you are going to do at this lesson. As subdivision of the lesson depends on teachers. You can design the next lesson on the topic 'Father's Day' freely. 1hour sample lesson you have already got.



# UNIT 8. HOLIDAYS

The students answer the questions in exercise 1 on page 92. In exercise 2 on page 92 the students match the pictures to the sentences. They speak about how they spend time with their fathers, what gifts they like to give to their fathers on Father's Day. Divide the class into small groups. Distribute set of cards to each group. Have them match the pictures to the sentences and discuss what card they would send to their dad and why. Exercise 3 on page 93 is a very good task for practising prepositions.

Present the new vocabulary on page 94: *special, receive, remind, golfing, take care, childhood*. Pronounce them with correct pronunciation. Then have the students work in groups, read the text and choose the best title for text in exercise 4 on page 94. Summarise the students' ideas. In exercise 5 page 94 Ss read the sentences and put True and False next to the sentences. Exercise 6 on page 94. Ask students to work in pairs and discuss what Maria can buy for her father. Have the pairs share their ideas. Exercise 7 on page 94. Tell the students the students to ask and answer questions working in pairs and taking turns. In exercise 8 page 94 students write about the time they spend with their father. Note: At the beginning of the lesson the teacher should name the countries where Father's Day is celebrated.

## Summary and Revision:

The teacher summarises carrying out a discussion on 'Father's Day' with questions: *Are your fathers happy on that day? What do you do for your father on 'Father's' Day?*

**Implementation:** Each student must write five questions on his/her own paper about Father's Day in the table. They should interview other students and write down their answers.

	Student 1	Student 2	Student 3
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

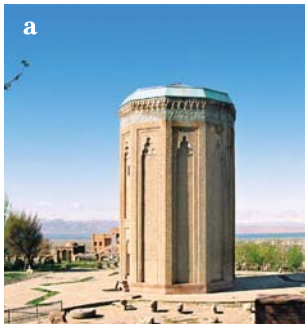
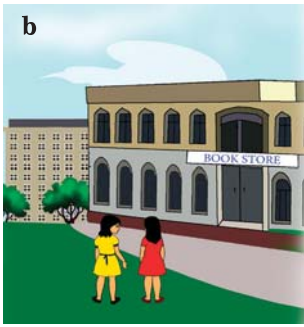



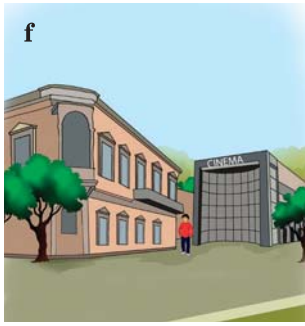
**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Makes up sentences using Present Simple.				
2. Answers the questions based on the text 'Father's Day'.				
3. Reads the sentences correctly.				
4. Writes how he/she spends time with his/her father.				



SUMMATIVE 6

1. Match the words with the pictures.

					
					
Bookstore	Lake	Bottle house	Beach	Mominakhatun	Cinema
		c			

2 .Which word is it?

bnaana \_\_\_\_\_, cberucum \_\_\_\_\_, latcochoe \_\_\_\_\_,  
hynoe \_\_\_\_\_, shanwdic \_\_\_\_\_, cydan \_\_\_\_\_.

3. Complete the dialogue with the following: *How much, can, please.*

Shop assistant: \_\_\_\_\_ I help you?  
Customer: Yes please. Can I have two kilos of cucumber and a kilo of tomato?  
Shop assistant: Sure.  
Customer: \_\_\_\_\_ is it?  
Shop assistant: 3 manats. \_\_\_\_\_  
Costumer: Thank you.

4. Answer the following questions

- 1.When is Mother’s Day?
2. How do people celebrate Mother’s Day?
3. What do children buy for their mothers?
4. Do you celebrate Father’s Day in Azerbaijan?
- 5 What holiday is on the third Sunday of June?
6. How do you spend time with your father?

## UNIT 8. HOLIDAYS

### LESSON 3. CHILDREN'S DAY

**Content lines:** listening, reading, speaking, writing

**Content standards:** 2.1.1; 3.1.3; 3.1.4

**The student:**

uses new words and expressions correctly;

identifies the parts of a reading passage;

answers questions on a reading passage content.

**The students will be able to:**

speak on the topic 'Children's Day';

use new vocabulary on the topic 'Children's Day' properly;

answer questions on 'Children's Day.'

**The type of the lesson:**

reading, speaking, writing skills development

**Integration:**

Az-1.: 1.2.1; 1.2.3; 2.1.1

L.: 2.1.1

**Classroom management:**

working with the whole class, pair work, group work

**Task type:** discussion, presentation

**Resources:** SB, flashcards, [www.busyteacher.org](http://www.busyteacher.org) website


UNIT 8. HOLIDAYS

LESSON 3. Children's Day

1 Pre-reading task.

- When do we celebrate Children's Day?
- Do you know your rights?

2 Work in groups and speak about children's rights.



3 Read the text and discuss Children's Day in groups.

June the 1st is Children's Day in many countries. We celebrate Children's Day in our country, too. Children present their dances and songs to parents and teachers. There are special TV programmes for kids on June 1. On that day children often visit poor families. They spend time with children there and give them presents, candies and cookies. But in some countries children are not happy. They don't go to school. They don't have houses or food. They are poor.

4 Match the questions to the answers below them.


1. When do we celebrate Children's Day?
2. Where do children go?
3. What do they give to the children of poor families?
4. Why are children happy in our country?
5. Why aren't children happy in some countries?

- A. To poor families.
- B. Candies and cookies.
- C. On the first of June.
- D. They are poor and hungry.
- E. Go to school, have a house, and food.


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UNIT 8. HOLIDAYS

5 Pair work. You want to help poor children. What would you send them?



6 Work in groups and discuss. "Can you make friends?" Use the ways how to make friends below the picture.



The ways how to make friends

- Give smile to your friends.
- Don't make an angry face.
- Say nice words about your friends.
- Ask your new friends questions about them. For example: Who's their favorite singer? Where do they live? What do they do after school? What are their hobbies?
- Don't forget to say "Thank you".
- Be a good friend.

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### Warm up 'Apple Pass'

Have all students sit in a circle. Use a fake apple and toss it to one student. But you must say one English word as you pass. The student then throws to another student and says a different English word. If the student you threw it drops it, he/she is out. And the game keeps going until you have one winner.

**Motivation:** What holidays do you know? When do we celebrate them? Is there any holiday for you?

UNIT 8. HOLIDAYS

**Research question:** Why do we celebrate Children’s Day?

**Research analyses:** Divide the class into groups and let each group select a card with one right on and prepare role-play and act out assigned situation to class.

**Information exchange:** Groups present the reasons how they celebrate ‘Children’s Day’ and make mini presentations on the given card.

**Information discussion:** The teacher carries out a discussion with the questions: *How do we celebrate Children’s Day?*

**Working on the SB:**

REMEMBER!

*This lesson is designed for 2 hours. This is a sample lesson for you. There is not only one way of doing lesson. Apply different methods. Design the lesson according to your students’ needs.*

Present a new vocabulary: *kindergarten, native, happiness, concert, angry*. Pronounce them with correct pronunciation. Ask the students to write the words in their note books. Have the students answer the questions in exercise 1 on page 95. In exercise 2 on page 95 split the students into groups and ask them to speak about their rights. In exercise 3 on page 95 have the students work in groups, read the text and match the questions to the answers below the reading passage. Have them check the answers with their partners. Draw students attention to the last sentence of the text. And talk about it a little. In exercise 5 on page 96 let the students work in groups and choose what poor children need more and what they would like to send them. In exercise 6 on page 96 let the students work in groups and discuss the ways of how to make friends. Ask what way they usually use.

**Summary and Revision:**

As a class, list reasons for celebrating children’s day after completing, tell the children why people celebrate Children’s Day. Tell them that they are happy because they go to school, they rest and so on.

**Implementation.** Have the children create a poem about or picture of something that they can celebrate about themselves. Display creations on the board labeled ‘Celebrating Me!’

**You can use the following sample assessment criteria to assess your students’ language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Uses new words in speech.				
2. Uses new words when talking about Children’s Day.				
3. Can read the text correctly.				
4. Can answer questions on a reading passage.				
5. Can answer the questions about Children’s rights.				

## UNIT 8. HOLIDAYS

### LESSON 4. HOLIDAYS IN THE UK

**Content lines:** listening, reading, speaking, writing

**Content standards:** 1.1.2; 2.1.3; 3.1.3; 4.1.2

**The student:**

chooses new words and expressions in a listening passage;  
retells the contents of short passages;  
identifies the parts of a reading passage;  
writes the names of the objects and situations.

**The students will be able to:**

speak on the topic 'Holidays in the UK';  
ask and answer the question;  
use new vocabulary of the topic 'Holidays in the UK' correctly;  
answer questions on the topic.

**The type of the lesson:**

listening, reading, speaking, writing skills development

**Integration:**

Az-l.: 1.1.2; 1.2.2, 1.2.3; 2.2.2.

Az-h.: 1.1.3; 1.2.3; 3.2.1; 5.1.1.

L.: 1.1.4; 3.1.1; 3.1.3

**Classroom management:**

working with the whole class, pair work, group work

**Task type:** discussion, description

**Resources:** SB, flashcards, [www.busyteacher.org](http://www.busyteacher.org) website

UNIT 8. HOLIDAYS

LESSON 4. Holidays in the UK


**1 Pre-reading task.**

- What holidays do you know?
- What's your favourite holiday? And why?

**2 Read the text about holidays and compare them with the holidays in our country.**


**Christmas**

People celebrate Christmas on December 25 in the UK. People decorate their houses with Christmas trees and pictures of "Santa". Children don't go to school for 2-3 weeks. People have a turkey for Christmas dinner. People also send each other Christmas cards. Christmas is full of traditions!



**April Fool's Day**

April 1 is April Fool's Day. On this day people play tricks on each other. Children love April 1. They also play tricks on each other and laugh a lot. Children and their families tack paper fish on each other's back. They play trick and shout "April fish!"



**3 Match the two halves.**

People send Christmas cards They decorate their houses People have a turkey Children don't go to school People play tricks Children and their families	for 2-3 weeks. for Christmas dinner. tack paper fish on each other's hand. on each other on April 1. to each other. with pictures of Santa.
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UNIT 8. HOLIDAYS

**4 Pair work. Match the dates to the holidays. Share your ideas with your partner.**

1. Father's Day 2. Mother's Day 3. New Year's day 4. April Fool's Day 5. Children's Day 6. Women's day 7. Novruz 8. Christmas	a) second Sunday in May b) April 1 c) March 8 d) January 1 e) March 20 f) June 1 g) the third Sunday of June h) December 25
--	--

**5 Group work. Match the pictures to the holidays above. Discuss the reasons of your choice.**



**6 Write 8-10 sentences about holidays in the UK.**

**Warm up 'Letters'**

Prepare a set of letters of all the UK holidays before the lesson. Give one set per group and ask them to spread the letters on the desk. Ask the students to put the letters in the correct order on the desk or write the letters in order to have the full name of all the UK holidays.

UNIT 8. HOLIDAYS

**Motivation:** Begin lesson with discussion about holidays. Discuss how the different people celebrate holidays. What holidays do you know? What’s your favorite holiday? And Why? What holiday do you like more and why?

**Research question:** How do British people celebrate Christmas and April Fool’s Day?

**Research analyses:** The teacher distributes tasks among the groups.

**Information exchange:** groups present how the British celebrate ‘Holidays in the UK’ to the class.

**Information discussion:** The teacher acts as a facilitator by asking leading questions: *What do people have for Chrismas dinner? When is April Fool’s Day How are they celebrated?*

**Working on the SB:**

REMEMBER!

*According to the syllabus this lesson must be taught within 2 hours. You can take the whole lesson in 1 hour and continue with next hour using supplementary materials. This is just a sample of how the teacher can develop the lesson on the topic ‘Holidays in the UK’.*

Have the students answer the questions in exercise 1 on page 97. Present a new vocabulary *trick, tack, fool, turkey* and pronounce them with correct pronunciation. Exercise 2 on page 97. Have the students work in groups, read the text and say whether the sentences below the text are true or false. Have your students match the two halves in exercise 3 on page 97. Discuss their answers. Exercise 4 on page 98 working in pairs have the students match the dates with the holidays and share their ideas with their partners. Exercise 5 on page 98 Divide the class into small groups. Working in groups have the students match the pictures to the holidays and discuss the reasons of their choice. Have them discuss what holiday they like. Ask why? Have groups prepare a report and present to the class. In exercise 6 page 98 Ss are asked to write 8-10 sentences about holidays in the UK.

**Summary and revision:** The teacher summarises how English people prepare for Christmas and April Fool’s Day and celebrate them.

**Implementation:** Using Venn diagram the students compare the holidays in the UK and Azerbaijan.

**You can use the following sample assessment criteria to assess your students’ language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Thinks about the situation and answers the questions about holidays.				
2. Can make up sentences using Present Simple.				
3. Answers the questions based on the ‘Holidays in the UK’.				
4. Can write 10-12 sentences about holidays in the UK.				

# UNIT 9. FAMOUS PEOPLE

## LESSON 1. MY FAVOURITE WRITER

**Content line:** speaking, listening, reading

**Content standards:** 1.1.2; 2.1.2; 3.1.2

**The student:**

- chooses new words and expressions in a listening passage;
- takes part in short dialogues;
- reads the words in a reading passage with correct pronunciation.

**The students will be able to:**

- speak on the topic ‘Famous people’;
- write on the topic ‘My favourite book friend’.

**The type of the lesson:**

speaking, listening, reading skills development

**Integration:**

Az-1.: 1.1.2; 1.2.1; 1.2.3; 2.2.1.

Az-h.: 1.1.3; 1.2.3;

L.: 1.1.2

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** research, discussion

**Resources:** student book, flashcards, pictures, realia

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

UNIT 9. FAMOUS PEOPLE

LESSON 1. My favourite writer

1 Pre-reading task.

- Who is your favourite Azerbaijani writer? Why?
- Who is your favourite foreign writer? Why?

2 Look at the picture of famous people on page 100 and say.

- Who are they?
- Why are they famous?

3 Pair work. Read and act the dialogue with your partner.

Nerrie: Hello, Nerrie.

Elnise: Hello, Nerrie.

Nerrie: Nice to see you.

Elnise: Nice to see you, too.

Nerrie: Look at the picture. This is my favourite writer.

Elnise: What's his name?

Nerrie: His name is Suleyman Sani Akhundov.

Elnise: I see. Which is your favourite book?

Nerrie: My favourite book is "Almond and Meleyke". Who is your favourite writer?

Elnise: My favourite writer is Charles Dickens.

Nerrie: Which is your favourite book?

Elnise: My favourite book is "Oliver Twist".

Nerrie: Oh, I see. Let's go and take our favourite books.

Elnise: Great.

4 Pair work. Create a dialogue about your own favourite writer and book.

UNIT 9. FAMOUS PEOPLE

1 Ask your partner about the type of the book. Put tick (✓). Ask him/her why. Report the class.

Type of a book	like	dislike
Novel		
Short stories	✓	
Plays and dramas		
Comics		
Places of interest		
Children's life		✓
Cartoons		
Short stories		
Plays		
Others		

Example: My partner likes to read about animals' life. Because he/she loves animals and has some pets. But he/she doesn't like to read about computers. Because he/she thinks they are not interesting.

2 Pair work. Look at the picture and describe it. These questions can help you.

- Who do you see in the picture?
- Where is the family sitting?
- Are they happy or sad?
- Are their clothes new or old?

3 What play by S.S.Akhundov is this picture from?

- The Gypsy Girl.
- Almond and Meleyke.
- Fahim's suit.
- Herow's tales.

UNIT 9. FAMOUS PEOPLE

1 Read the passage. Are your guesses right?

My name is Nerrie. I study at school. I am 13 and I like reading books. My favourite writer is Suleyman Sani Akhundov. I often go to the school library and take books from the library. My favourite book is "Almond and Meleyke". Meleyke is Almond's sister. Almond is 10 and Meleyke is 6. Almond goes to school. They do not have a father. They have a mother. Their mother's name is Khadija. They have a house.

2 Are the sentences True (✓) or False (✗)?

- Nerrie likes reading books.
- Nerrie is Almond's friend.
- Meleyke and Almond are Khadija's cousins.
- S.S.Akhundov is Nerrie's father.
- Khadija works at school library.

UNIT 9. FAMOUS PEOPLE

1 Do you know the writers in the following photos? What are their names? Match the portraits with the writer's names.

1. Elchin Huseynbeyli  
2. Muzaffar Huseynzade  
3. Suleyman Sani Akhundov  
4. Abdulla Shukh  
5. Suleyman Rahmanov

2 Fill in the table.

Writer	Book	Character
S.Rahimov	"Black soil and yellow gold"	
	Almond and Meleyke	
	Story about Fakir	
Abdulla Shukh	The value of word	
	A clever boy	

3 Use the information in exercise 10 and make up a dialogue. Role play your dialogue with your partner.

**Warm up 'Five-minute writing storms'**

Tell students they have exactly 5 minutes to write about a given topic. Example topics are: Favourite writer. Favourite book. Favourite book friend. Tell them you are not going to mark them for language mistakes. Take the



## UNIT 9. FAMOUS PEOPLE

writings and give them general feedback. This activity is adapted from 'Five-minute activities' by Penny Ur.

**Motivation:** Do you like reading books?

**Research question:** Who is your favorite writer? Why?

**Research analysis:** The students speak about writers they like.

**Information exchange:** Students work in groups and speak about their heroes in the books.

**Information discussion:** The teacher acts as a facilitator by asking leading questions: 1) *Who is your favorite story hero?* 2) *Why do you like him/her?* 3) *Who is your favourite writer?* The teacher summarises the ideas said during the discussion.

### Working with SB

#### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'My favourite writer'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to work in pairs and answer the questions in exercise 1 on page 101. Exercise 2 on page 101. Have your students look at the picture on page use and say who they are and why they are famous? Students do exercise 3 on page 101 in pairs. Ask the students to role play the dialogue. Exercise 4 on page 101. Have your students work in pairs and create a dialogue about their own favourite writer. Ask your students to look at the picture of a family in exercise 5 on page 102 and describe it. In ex 6 on p.102 there are other questions in which you can guess the title of the book or writer of the book. The questions given will help students to describe the picture. In exercise 6 on page 102 there are other question in which you can guess the title of the book or writer of the book. Introduce the reading passage in exercise 7 on page 103 to your students. Let your students read the passage and do exercise 8 on page 103. This exercise is very good for checking comprehension. Students put True/False marks next to the statements and correct false sentences. In exercise 9 on page 104 students look at the photos of the writers and match them with their names. In exercise 10 on page 104 the teacher asks the students about the writers they learned in the fifth grade in literature class. It is a great activity for integration literature and English subjects. The students find the authors', their books' and characthers' names and fill in the blanks. In exercise 11 on page 104 the students use the information in exercise 10 and make up a dialogue. They role play their dialogue with their

## UNIT 9. FAMOUS PEOPLE

partner. Role playing the dialogue is the next step of this stage. Students are confident after practicing the topic in different ways.

Writer	Book	Character
Suleyman Rahimov	“Black soil and yellow gold”	Balmamed, Shahmamed, Khanmamed, Qurban
Suleyman Sani Akhundov	Ahmed and Meleyke	Mother, Ahmed, Meleyke
Jack London	Story about Kish	Klosh, Kvan, Bok, Kish, Aykiqaya
Abdulla Shaiq	The value of word	Father, 3 sons
Mark Twain	A clever boy	Tom, Aunt Polly, Fid

### Summary and Revision:

With the teacher’s guidance students know how they can ask and answer the questions about their favourite writers and book heroes.

**Implementation:** The students can take roles in the story.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the reading passage.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can understand the meaning of the reading passage.				

## LESSON 2. AT THE LIBRARY

**Content line:** speaking, listening, reading

**Content standards:** 1.1.2; 2.1.2; 3.1.4; 4.1.1

### The student:

chooses new words and expressions in a listening passage;

takes part in short dialogues;

can answer questions on a reading passage content;

can make up logically and grammatically correct sentences using the words.

### The students will be able to:

speak on the topic ‘My home library’;

write on the topic ‘My favourite books’.



## UNIT 9. FAMOUS PEOPLE

**The type of the lesson:**

speaking, listening, reading skills development

**Integration:**

Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.1.2; 3.1.2

Az-h.: 1.1.3; 1.2.3.

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, discussion**Resources:** SB, flashcards, pictures, realia

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachenglish.org.uk](http://www.teachenglish.org.uk) websites.

**Warm up 'Passing'**

This warmer includes the advantages of personal questions and personal attention. It can also be a good way of moving onto students' asking the questions rather than just answering them and getting them ready to play team games. As you ask a question or say *Hello* to one of the children, pass them an object such as a soft toy, a puppet or a piece of plastic fruit. They should then ask the same question and pass it onto the next person or any other student of their choice. Once they are used to this, in future classes you can get them to race (passing and asking questions along rows as quickly as they can) or you can pass out more and more objects so that they are going in all directions at the same time.

**Motivation:** Do you have a library at home?**Research question:** Why do you like reading books?**Research analysis:** The students speak about the home library.**Information exchange:** Students work in groups and speak about their libraries.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *Do you like reading books?* 2) *Which books do you like?* 3) *Do you go to the library?* 4) *How often do you go to the library?* 5) *Do you have a home library?* The teacher summarises the ideas.

**Working with the SB****REMEMBER!**

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'My home library'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

# UNIT 9. FAMOUS PEOPLE

Ask your students to open their SB on page 105. Organise a whole class activity with your students to do pre reading task:

- Do you have a library in your home/at school?
- How many books do you have in your home/school library?

There is a picture of a boy at home library on page 105. Draw your students' attention to the picture and tell them that books are our friends. Then ask your students to work with their partner and answer the questions in exercise 2. Those questions can help them to describe the picture.

Ask the students to work in pairs and do exercise 3 on page 106. Students should choose a title and share the titles with the class.

Then they practice asking and answering questions in exercise 4, on page 106 in pairs.

Get your students work in groups. Ask them to describe the picture on page 106 and write a short passage of 8-10 sentences. After completing the writing task, students should make peer checking and can choose a title as well. This can be given as a home task, too.

## Summary and Revision:

With the teacher's guidance the students know how they can ask and answer the questions about home and school libraries.

**Implementation:** The students can write a short passage about library and favourite books.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the text.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can write about his/her favourite books.				
6. Can understand the meaning of the reading passage and dialogue.				

## UNIT 9. FAMOUS PEOPLE

### LESSON 3. WHO IS DAVID COPPERFIELD?

**Content line:** speaking, listening, reading, writing

**Content standards:** 1.1.2; 2.1.2; 3.1.2; 3.1.4; 4.1.1

**The student:**

demonstrates understanding of a listening passage;  
takes part a short dialogues;  
can answer questions on a reading passage content;  
reads the words in a reading passage with correct pronunciation;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'Book friends';  
read dialogue and short passage on the topic 'David Copperfield'.

**The type of the lesson:**

speaking, listening, reading skills development

**Integration:**

Az-l.: 1.1.2; 1.2.3; 2.1.2; 2.2.1; 3.1.2.

Az-h.: 1.1.3; 1.2.3;

L.: 1.1.2.

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** research, discussion

**Resources:** student book, flashcards, pictures, realia

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

UNIT 9. FAMOUS PEOPLE


LESSON 3. Who is David Copperfield?

**1 Pre-reading task.**

- Do you have book friends?
- Who are they?
- Why do you like your book friends?

**2 Look at the picture and describe it. Use the words in the box.**

blue, clothes, eyes, ears, nose, lips, hair, mouth



**3 Read the passage and answer the questions.**

Look at the picture. This is my book friend. His name is David. His surname is Copperfield. He is my favourite book friend. He has blue eyes, a little nose and a mouth. His arms are strong. David has long legs. His dress is clean. I like his hair. He is my hero. I like reading the book about David Copperfield.

- Who is David Copperfield?
- What colour are his eyes?
- Are his arms strong?
- Do you like his hair? Why?
- Do you like reading books?
- What are your favourite books?

**4 Describe your favourite book friend in groups. Use words in the text and in the box.**

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**Warm up 'Puppet'**

Using a puppet from the very start of the class can achieve many of the things mentioned in authors' suggestions about using warmers above. It creates

## UNIT 9. FAMOUS PEOPLE

something familiar, an obvious content for personal questions, someone to model the answers to questions and actions, and even something you can throw to the students in place of small ball. Use 2 puppets, name them as Elizabeth and Tom. Students ask questions about Elizabeth and Tom. Teacher answers the questions. Sample:

S- Who is a puppet boy?

T- This is Tom

S- How old is Tom?

T- He is 9 years old.

**Motivation:** Do you know Charles Dickens?

**Research question:** Who are your book friends? Why?

**Research analysis:** The students speak about book friends.

**Information exchange:** Students work in groups and speak about their favourite book friends.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What are your favourite books?* 2) *Can you describe your book friend?* The teacher summarises the ideas said during the discussion.

**Working with the SB**

### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'Who is David Copperfield?'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to open their SB on page 107. Organise a whole class activity and ask your students to do pre-reading task:

- Do you have book friends?
- Who are they?
- Why do you like your book friends?

There is a picture of an English boy on page 107. Draw your students' attention to the picture and tell them that this is a picture of David Copperfield. He is from England. Then ask your students to work with their partner and describe the picture. There are some words in exercise 2, which can help them to describe the picture.

Ask the students to read the passage and answer the questions in exercise 3 on page 107. Get students read the passage individually and then get your

## UNIT 9. FAMOUS PEOPLE

students into groups and answer the questions. Groups then present their answers to the whole class.

At this stage you can introduce the students exercise 4 on page 107. Ask them to share with their favourite book friends and find the people with the same book friend. Group students with the same book friend and ask them to describe their book friend and write a short passage (8-10 sentences) about their book friend. The words in the box in exercise 2 and the reading passage can help students in completing the task. This can be given as a homework as well.

We suggest the rest of this unit to be taught at the second hour. Start the lesson with revision of the last lesson and then go on with presentation of the new words in exercise 2. Divide your students into groups and ask them to describe the pictures using the new words.

### Summary and Revision:

With the teacher's guidance the students know how they can ask and answer the questions about their book friends.

**Implementation:** The students can write about their friends.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can choose the words and expressions in the reading passage.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can understand the meaning of the text.				
6. Can write about his/her book friend.				

## SUMMATIVE 7

### SUMMATIVE 7

#### 1. Choose the correct answer.

What programme is on TV on June 1?

- a. Doctor's programme
- b. Teacher's programme
- c. Children's programme

When do the British celebrate Easter?

- a. between September and October.
- b. between March and April.
- c. between June and July.

#### 2. Answer the questions.

- a. When is the Father's day?
- b. When is the New Year's day?
- c. When is the Women's day?
- d. When is Novruz holiday?

#### 3. Find the correct answer.

What is Emir's favourite book?

- a. Ahmed and Maryam by S.S Akhundov
- b. 'David Copperfield' by Charles Dickens
- c. 'Good friend' by Gilman Ilkin.

#### 4. Write a passage (5-7 sentences) about your favourite writer. The questions below can help you.

- a. Who is your favourite writer?
- b. Which of his/her books do you like? Why?
- c. Where is he/she from?

## UNIT 9. FAMOUS PEOPLE

### LESSON 4. I KNOW OLIVER!

**Content line:** speaking, listening, reading, writing

**Content standards:** 1.1.2; 2.1.2; 3.1.2; 4.1.1

**The student:**

chooses new words and expressions in a listening passage;

takes part a short dialogues;

reads the words in a reading passage with correct pronunciation;

can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'I know Oliver';

make up a short story on the topic 'Nancy and Oliver'.

**The type of the lesson:**

speaking, listening, reading skills development

**Integration:**

Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.1.2; 2.2.1; 3.1.2.

Az-h.: 1.1.3; 1.2.3.

L: 1.1.2.



**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, discussion, role play

**Resources:** SB, flashcards, pictures,realia

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) and [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) websites

UNIT 9 FAMOUS PEOPLE	UNIT 9 FAMOUS PEOPLE
<p><b>LESSON 4. I know Oliver</b></p> <p><b>1 Pre-reading task.</b></p> <ul style="list-style-type: none"><li>• Have you got a T-shirt?</li><li>• Is it new or old?</li><li>• Is your cap red?</li><li>• Have you got trousers?</li><li>• What colour are they?</li><li>• Is your scarf green?</li><li>• Which colour do you like?</li></ul> <p><b>2 Use the words and colours in sentences.</b></p> <p><b>Sample:</b> I have got an orange scarf.</p> <p>Orange, red, yellow, green, black, blue</p> <p><b>3 Pair work.</b> Look at Oliver's picture and describe him.</p> 	<p><b>4 Pair work.</b> Look at Nancy's picture and describe her.</p> <p><b>5 Read the passage.</b> Look at the picture and circle the correct word.</p> <p>Oliver is a little boy. His eyes are small/big. He has got a friend. His friend's name is Nancy. Nancy is a nice girl. She has long/short hair and a little nose. Her eyes are big and beautiful. Oliver doesn't have a mother and a father. He wants to read books. Oliver and Nancy don't go to school. Oliver has got black/blue trousers, a green/black cap, yellow/brown socks and red/grey gloves. His scarf is orange/white. Oliver has got a blue/pink coat. His clothes are old/new.</p> <p><b>6 Look at the picture and make up a short story about Nancy and Oliver.</b></p> <p>Use the words in the box:</p> <p>Orange, red, yellow, green, black, blue, hair, eyes, nose, mouth, arms, legs, shoes, scarf, big, small, beautiful, school, cap, old, long, socks</p> <p><b>Sample:</b> Oliver has got small blue eyes. Nancy has got big blue eyes. Oliver has black trousers. They are not new. Nancy has got a red dress. It is old.</p> <p><b>7 Act out a role play for Oliver and Nancy.</b></p> 

**Warm up 'Picture card'**

Prepare pictures of 'nose, eyes, ears, lips, hair, mouth, arms'. Gradually take a picture from behind a book. Your students should guess what's in the picture. You can also try this warmer with word card.

## UNIT 9. FAMOUS PEOPLE

**Motivation:** What are Oliver and Nancy?

**Research question:** Do you like Oliver and Nancy? Why?

**Research analysis:** The students speak about book friends.

**Information exchange:** There is a whole class discussion. Students work in groups and speak about their favourite book friends.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *Do you know Oliver? Can you describe him?* 2) *Who is Nancy?* 3) *How many book friends do you have?* The teacher summarises the ideas said during the discussion.

### Working with the SB

#### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'I know Oliver'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours within the Unit mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to open their SB on page 108. Organise a pair work and ask your students to do exercise 1. Introduce the answers to the whole class. Ask your students to do exercise 2. Tell them to look at the sample sentence and use the given colours in sentences. The next exercise is on page 108. Draw your students' attention to Oliver's picture and ask them to describe him. This exercise can be done in many ways. Students can ask each other questions about the picture or they can show the picture and ask their partner about Oliver. Here is also exercise 4 on page 109. It must be done in pairs. The teacher divides the students into pairs and asks them to describe Nancy. Nancy and Oliver are the main characters of the book 'Oliver Twist' by Charles Dickens. Introduce the reading passage in Exercise 5 on page 109 to your students and ask the students circle the correct word in the passage.

Draw your students attention to the words in the box on page 109 and ask your students to write a short story about Nancy and Oliver. The sample sentences are given to help your students to continue the story. You can also ask your students to choose a title for their story.

Students then should act out role play using the story they created.

### Summary and Revision

With the teacher's guidance the students know how they can ask and answer the questions about book friends.



## UNIT 9. FAMOUS PEOPLE

**implementation:** The students can write a short story about Nancy and Oliver.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can describe pictures using the words.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the text.				
5. Can understand the meaning of the reading passage.				
6. Can write a short passage about Nancy and Oliver.				

## UNIT 10. ANIMALS

### LESSON 1. WILD ANIMALS

**Content lines:** listening, reading, speaking, writing

**Content standards:** 1.1.2; 2.1.1; 3.1.1; 4.1.2;

**The student:**

can choose new words and expressions in a listening passage;  
can use new words and expressions correctly;  
can choose and group words and expressions;  
can write the names of the objects and situations.

**The students will be able to:**

describe the animals on the pictures;  
speak about wild animals;  
ask and answer questions on 'Wild Animals'.

**The type of the lesson:**

listening, reading, speaking, writing skills development

**Integration:**

Az-l.: 1.1.2; 1.2.1; 2.1.1.

Az-h.: 1.1.3; 1.2.3.

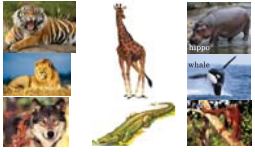


L.: 2.1.1

**Classroom management:**

working with the whole class, pair work, group work

**Task type:** discussion, description

**Resources:** SB, slides, [www.busyteacher.org](http://www.busyteacher.org) website

UNIT 10. ANIMALS	UNIT 10. ANIMALS	UNIT 10. ANIMALS																	
<p><b>LESSON 1. Wild animals</b></p> <p>1. Pre-reading task.</p> <ul style="list-style-type: none"><li>What animals do you know?</li><li>What do you know about animals?</li><li>Look at these pictures. Do you know them?</li></ul>  <p>2. Read the text and share what you know about wild animals with your partner.</p> <p>Tigers, lions, monkeys, wolves, hippos, giraffes, crocodiles, whales are wild animals. They live in the forests and oceans. Some of them are very big in size and their food is meat. They eat small animals.</p> <p>Wild animals are dangerous. People call lion "The king of the forests". You can see these animals in the Zoo.</p> <p>3. Find the false sentences and correct them.</p> <ol style="list-style-type: none"><li>Tigers, lions, wolves, hippos, crocodiles are wild animals.</li><li>They live in the yards.</li><li>Their food is grass.</li><li>Wild animals are friendly.</li><li>They are not small in size.</li><li>Wild animals are not dangerous.</li></ol>	<p>1. Group work. Animals live in the forests and water. Say where the following animals live. Look at the example.</p> <p>Sample: Wolves live in a forest.</p> <table border="1"><tr><td>Hippos</td><td rowspan="7">live</td><td>forest</td></tr><tr><td>Elephants</td><td></td></tr><tr><td>Monkeys</td><td></td></tr><tr><td>Tigers</td><td></td></tr><tr><td>Whales</td><td>water</td></tr><tr><td>Lions</td><td></td></tr><tr><td>Wolves</td><td></td></tr><tr><td>Giraffes</td><td></td></tr></table> <p>2. Pair work. Say what animal can/can't swim, run, fly, climb.</p> <p>Sample: Hippos can't climb, but it can swim.</p> 	Hippos	live	forest	Elephants		Monkeys		Tigers		Whales	water	Lions		Wolves		Giraffes		<p>1. Fill in with the following words.</p> <p>size, kill, wild, meat, dangerous, oceans</p> <p>Tigers, lions, monkeys, wolves, snakes, hippos, crocodiles, whales and so on are _____ animals. They live in the forests and _____. Some of them are very big in _____ and their food is _____. They _____ small animals and eat them. Wild animals are _____ and they can kill people, too.</p>  <p>2. Pair work. Read the dialogue and act it out.</p> <p>Jack: Hi, Kate.</p> <p>Kate: Hi, Jack. Nice to meet you. Look at the picture. What bird is it? Is it an eagle?</p> <p>Jack: Yes, it is an eagle. My father says that eagles live in the mountains. They have large wings, sharp beak. Eagles are very strong.</p> <p>Kate: And I know that eagles have very good eyes.</p> <p>Jack: But I don't know what they eat.</p> <p>Kate: I can tell you. I like to read about them. Their food is small animals.</p> <p>3. Write the names of wild animals in your notebooks.</p>
Hippos	live	forest																	
Elephants																			
Monkeys																			
Tigers																			
Whales		water																	
Lions																			
Wolves																			
Giraffes																			

**Warm up 'Spelling Bee'**

Have all your students stand at the front of the class. Give student a word to spell. The student orally spells the word and the teacher writes it on the board as it is being spelt. If the spelling is wrong the student is knocked out

## UNIT 10. ANIMALS

of the game. The last student standing is the winner. This also works well as a team game.

**Motivation:** The teacher draws a circle and puts the pictures of the wild animals around it. And in the middle of the circle write an interrogation mark. The students have to guess the topic of the lesson.

**Research question:** Why do people call those animals wild?

**Research analyses:** The teacher divides the class into the groups and gives them activity for making research.

**Information exchange:** Groups make presentations. Then they ask one another questions.

**Information discussion:** The teacher organises a discussion and summarises all the ideas said by the students by asking questions: Why are those animals wild? Where do they live?

**Working on the SB:**

### REMEMBER!

*This lesson should be taught within 2 hours. This is just a sample lesson. The teachers are free in developing the next lesson. The teachers can use other methods or the combination of them as well.*

Present a new vocabulary: *beak, wing, wolf, eagle, hippo, whale, ocean, size, dangerous* pronounce them with correct pronunciation pointing to the animal pictures on page 112 and page 114. Exercise 2 on page 112. Tell the students read the text and work in pairs sharing ideas about the wild animals. After they share the ideas let them do exercise 3 on p. 112 and correct false sentences below the text. Let the groups compare their answers. Exercise 4 on page 113. Give groups of students pictures from each animal class to sort and categorise animals into different groups, such as animals that swim, animals that climb, animals that can fly, etc, or let children come up with their own ways of categorising animals. Students should discuss their choices with each other. You can also give each student a worksheet with different types of animals to cut and glue onto a chart. Matching animal pictures with word descriptions (Cut and glue). Exercise 5 on page 113 Ask children to work in pairs and define kinds of animals that can live in the forest and the kinds that live in water. Exercise 6 on page 114 is very good task for vocabulary practice. Exercise 7 on page 114. Have the students work in pairs, read the dialogue about eagles and act it out. Exercise 8 on page 114 have the students write the names of wild animals in their notebooks for better memorizing.

**Summary and revision:** The teacher summarises why the named animals are wild, where they live and how they behave.

**Implementation:**

Using Venn diagram ask the students describe similarities and differences in the appearance of animals (e.g. size, shape, the place they live, etc.)

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You can use the following sample assessment criteria to assess your students' language skills.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer simple questions according to the context.				
2. Answers questions where the wild animals live.				
3. Uses new vocabulary expressions properly while speaking.				
4. Can do logical exercises.				
5. Can understand content of reading passages.				
6. Can write the names of wild animals correctly.				

## LESSON 2. DOMESTIC ANIMALS

**Content lines:** speaking, reading, writing

**Content standards:** 2.1.1; 3.1.2; 4.1.1

**The student:**

can use new words and expressions correctly;  
can read the words in a reading passage with correct pronunciation;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak about domestic animals making up logically and grammatically correct sentences;  
compare wild and domestic animals;  
read the words and expressions about domestic animals;  
write correctly about domestic animals.

**The type of the lesson:**

speaking, reading, writing skills development

**Integration:**

Az-1.: 1.2.1; 2.1.1. 2.1.2; 2.2.1; 3.1.2.

L.: 1.1.2

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** discussion, brainstorming

**Resources:** SB, flashcards, [www.busyteacher.org](http://www.busyteacher.org) website

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LESSON 2. Domestic animals

1. Pre-reading task

- Do you know these animals?
- Can you tell their names?

2. Work in groups. Look at the picture and say:  
Which animals live a) in the country; b) in the forest?  
Sample: a cow; in the forest: a fox




3. Pair work. a) How do people care animals and birds?  
Sample: A boy gives milk to a cat.



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3. Group work. How animals are useful to people? Look at the pictures and say.  
Use the words help, carry people and things, enjoy playing, give  
Sample: A cow gives us milk.



3. Odd one out.

1. horse, goat, hippo, sheep
2. cow, lion, zebra, giraffe
3. goose, hen, duck, monkey
4. tiger, lion, crocodile, dog

4. Put ✓ for True and ✗ for False statements.

animal	eat grass	eat meat	run	jump	fly	climb	swim
lion	✗	✓	✓		✗		
tiger							
lion							
monkey							
parrot							
eagle							
giraffe							
dog							
cow							

Example: A lion doesn't eat grass, but it eats meat. A lion can run, but it can't fly.

5. Write 6-8 sentences how you take care of your pet animal.

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3. Read and compare the planets with your partner.

OUR COLOURFUL WORLD

This is Billy and Spidege. Billy and Spidege are in a spaceship. They are looking for animals in space. Spidege sees a planet.



Everything on this planet is red. Look at this house. The trees are red, and the flowers are red. But there aren't any animals here. Spidege sees another planet.



Everything on this planet is yellow. Look at the yellow sky, and the yellow clouds. There is a yellow volcano too. Look at the yellow smelter. There aren't any animals here. Now Spidege sees another planet.



Everything on this planet is green. This planet is very cold. The clouds are green, and the snow is green. There aren't any animals.



Spidege sees another planet. It's planet Earth. The sky is blue, and the sun is yellow. The grass is green, and the flowers are red and pink. What colours can you see?

4. Ask questions for the following sentences.

- Billy and Spidege are in the spaceship.
- They are looking for animals in space.
- The trees, the leaves on a red planet are red.
- Volcano is yellow.
- The snow and the clouds are green on a green planet.
- The Earth is colourful.

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Warmer ‘Fish’

Before this game you need to have the students in pairs draw and cut out a picture of a fish for each pair. While they are doing that put two parallel lines of tape on the floor a few meters apart. Have students play in twos — each student behind a different line. The teacher asks student 1 a question. If the student answers it correctly she/he can blow once to propel the fish forward. Next, the teacher asks student 2. The student who blows the fish over the tapped line is the winner.

**Motivation:** The teacher draws a circle and puts the pictures of the domestic animals around it. And in the middle of the circle writes an interrogation mark. The students have to guess the topic.

**Research question:** Why do people call them domestic animals?

**Research analyses:** The teacher divides the class into the groups and gives them activity for making research.

**Information exchange:** The groups make presentations and exchange the ideas.

**Information discussion:** The teacher have discussion on presentations and summarises ideas by asking questions: How do you protect animals? How do animals help you.

Working with the SB:

REMEMBER!

According to the syllabus this lesson must be taught within 1 hour. This is just a sample of how the teacher can design the lesson on the topic ‘Domestic animals. Use different techniques in teaching. This is a sample lesson.

In exercise 2 on page 115 ask the students in groups to look at the picture and say which animals live a) in the country b) in the forest.

# UNIT 10. ANIMALS

For example, cows, sheep can be kept on a farm, while tigers and other wild animals cannot live on a farm. Exercise 3 on page 115. Ask the students to look at the picture and discuss how people care for animals and birds, what the animals eat, where they live, how they survive in winter, how they care for their babies and how people help them for surviving. Explain that people must protect and take care of animals. Don't forget to present the words: *feed, carry, brush, corn*. Working in groups have children discuss how animals are useful for people. Exercise 4 on page 116. Using the verbs *help, feed, carry people and things, enjoy playing* the students have to say how the domestic animals are useful for people: *Horses help farmers do work, cows give milk, hens lay eggs, etc.* Exercise 5 on page 116. Distribute set of pictures of animals to each group. Then they will categorise animals into two groups, domestic animals and wild animals. They have to find the odd animal in the list and discuss the reasons or just the students read each line and find the different animal. In exercise 6 on page 116 have the Ss look at the table and say what animals eat, if they run, jump, fly, etc. putting True or False accordingly. Exercise 7 on page 116. Ask your students to write how they take care of their pet animals. Exercise 8 on page 117. Present a new vocabulary: *Spaceship, space, volcano, smoke* and pronounce them with correct pronunciation. Tell the students to work in small groups, read the text 'Our Colourful World' and compare the planets. In exercise 9 the students ask questions for the given sentences.

**Summary and revision:** The teacher summarises all said by the students and mentions that the nature needs animals and we need them.

**Implementation.** Write what can you do for your favourite animal.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Uses new words and expressions properly while speaking about domestic animals.				
2. Reads the names of domestic animals with correct pronunciation.				
3. Reads the words in a reading passage correctly.				
4. Cooperates while working in group.				
5. Can write how they take care of pets.				
6. Differentiates between wild and domestic animals.				

LESSON 3. ANIMAL HABITS

**Content lines:** speaking, listening, reading, writing

**Content standards:** 1.1.1; 2.1.3; 3.1.3; 4.1.1

**The student:**

- can demonstrate understanding of a listening passage;
- can retell the contents of short passages;
- can identify the parts of a reading passage;
- can write the names of the objects and situations.

**The students will be able to:**

- speak about animal habits;
- identify animals' different eating habits;
- answer the questions about animal habits.

**The type of the lesson:**

speaking, listening, reading, writing, skills development

**Integration:**

Az-l.: 1.2.2, 1.2.3; 2.2.2.

Az-h.: 3.2.1; 5.1.1.

L.: 1.1.4; 3.1.1; 3.1.3.

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** discussion, presentation

**Resources:** SB, slides, [www.busteacher.org](http://www.busteacher.org) website

UNIT 10. ANIMALS

LESSON 3. Animal Habits


1 Pre-reading task.

- What habits do you have?
- Why do you like/don't like these habits?

2 Read the text in groups. Discuss animals' food.

Animals eat food to live. Different animals eat different food.

Some animals eat plants and plant material: leaves and roots. They usually eat during the day. These animals are: hens, chimpanzees, bears and others.



Some animals have good teeth. They help animals to eat easily. They are sheep, rabbits, cows, horses, elephants, giraffes.

Some animals eat meat. These animals are usually large and they eat big animals: horses, zebras and others.

Some animals eat insects. Some eat small animals: rats, fish and others. There are animals that can eat both plant materials and meat.

3 Are the sentences True (✓) or False (X). Correct the false sentences.


- Chickens eat plants.
- Bears eat grass.
- Hens eat meat.
- Eagles eat plants.
- Large animals eat horses and zebras.
- Some animals eat insects.

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UNIT 10. ANIMALS

1 Pair work. Read the story and decide dog's and donkey's habits.

THE DONKEY AND THE LITTLE DOG



A man has a little dog, and he likes it very much. He always pets its head, and takes it on his knee, and talks to it. Then he gives it food from his plate.

A donkey looks at the window and sees the man and the dog.

"I want to be a pet, too," says the donkey.

"I work hard, and the dog barks, and jumps on its master's knee." Then the donkey says to himself, "If I do what the dog does, I can be a pet, too."

The donkey runs into the room. It tries to jump on its master's knee.

The master thinks the donkey is fool, and he shouts "Halt! Halt!" The people beat the donkey. The donkey runs out of the house, and it goes back to the field again.

"I only did what the dog does," says the donkey. It is not right.

2 Fill the activities or adjectives for the dog and the donkey.

Activities and adjectives	the dog	the donkey
works hard		
bark		
pet		
jumps on master's knee		
little		
big		
fool		

3 Write about your habits.

113

## UNIT 10. ANIMALS

### Warmer ‘Zoo Game’

This is a fun activity for young learners on the topic of animal noises. After teaching the animals and their noises sit each student in a different part of the classroom and assign them as different animals (to make it clearer you can give each student a flashcard of the animal they are representing). Walk around the room and talk to each student, who can only reply as an animal. e.g. T: ‘Hello Yumi’, student 1: ‘Moo! (cow)’. T: ‘What’s your name?’ student 2: ‘Roar!’ (lion). T: ‘How are you, Kenta?’ student 3: ‘Bow-wow!’ (dog).

**Motivation:** *Do you have habits? What habits do you have? Do animals have habits?*

**Research question:** What are animals habits?

**Research analyses :** The students work in groups on the given task offered by the teacher.

**Information exchange:** Students make their presentation.

**Information discussion:** Teacher summarises the thoughts by eliciting. What do bears eat? What do lions eat?

**Working on the SB:**

### REMEMBER!

*This lesson should be taught within 2 hours. This is just a sample lesson. The teachers are free in developing the next lesson. The teachers can use other methods or the combination of them as well.*

Exercise 1 on page 118. Have the students answer the questions given in the exercise. Present a new vocabulary: *plant, chimpanzee, rat, pat, a habit, a root*. Pronounce them with correct pronunciation. Exercise 2 on page 118. Tell the students to work in small groups, read the text and discuss animals’ food. If new vocabulary is still unknown for them explain the word using the picture in the book or any best way you can do. You can also ask students to match animals in the pictures with food they eat. In exercise 3 on page 118 Ss have to say whether the sentences below the text are true or false. Exercise 4 on page 119. Have the students read the story: *The Donkey and the Little Dog* and discuss dog’s and donkey’s habits. Exercise 5 on page 119 is pair work. Ask the students to work in pairs, ask and tick the activities and adjectives for the dog and the donkey. In exercise 6 on page 119 have the Ss write about their habits and reported to the class.

Focus on the riddle: *I am an animal that can live in water and on land.* What am I?



UNIT 10. ANIMALS

**Summary and revision:** The teacher summarises the lesson by questions: Do people have habits? What habits do animals have?

**Implementation.** Write about your habits.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can create a short passage on 'Animal Habits' and speak.				
2. Can ask and answer questions on a reading passage.				
3. Can write about his/her habit.				

LESSON 4. MY FAVOURITE ANIMAL

**Content lines:** reading, speaking, writing

**Content standards:** 1.1.1; 2.1.3; 3.1.4; 4.1.3

**The student:**

- can demonstrate understanding of a listening passage;
- can retell the contents of short passages;
- can answer questions on a reading passage content;
- can spell words correctly.

**The students will be able to:**

- speak about dolphins;
- ask and answer the question about dolphins;
- write words and sentences about dolphins correctly.

**The type of the lesson:**

reading, speaking, writing skills development

**Integration:**

- Az-l.: 1.1.2; 1.2.2, 1.2.3; 2.1.1; 4.1.4
- L.: 2.1.1; 3.1.1; 3.1.3

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** discussion, picture description

## UNIT 10. ANIMALS

Resources: SB, flashcards, [www.busyteacher.org](http://www.busyteacher.org) website


UNIT 10. ANIMALS

LESSON 4. My favourite animal

1. Pre-reading task.

- Who is your mother's pet in your family?
- Is there a pet animal in your family?
- What is your favourite animal?

2. Read the text and answer the questions on page 121.



smooth [smu:ʊ]

My name is Jamila. Our family lives in Guba. My favourite animal is a dolphin. I like dolphins. When we come to Baku we always visit the dolphinarium and enjoy dolphins. I like to take pictures with them.

They live in fresh water, a sea, an ocean. They breathe the air. There are different kinds of dolphins. Dolphins do not have hands or paws, feet or hair. The skin of a dolphin is very smooth.


Their food is fish. Dolphins are very intelligent and nice. They like playing. They are not afraid of people.

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UNIT 10. ANIMALS

- Where does the family live?
- What does Jamila like?
- Where do dolphins live?
- What's their food?
- Why do people like dolphins?

3. Pair work. Jamil's favourite animal is a dog. Look at the picture and describe it.




4. Group work. Make up a story. Use the words below.

A bird, a parrot, colourful, to fly, to speak

Begin the story with "Kate has got a pet"...

5. Pair work. Your friend wants to go to the pet shop. Tell him/her how to go there.



121

### Warm up 'What time is it, Mr. Wolf'

This variation is easier to play in a classroom setting. Have students stand in a circle around Mr. Wolf (either T or S), who is blind-folded and facing one direction. The students ask 'What time is it Mr. Wolf?'. If Mr. Wolf says 'It's 4 o'clock,' then the students march in a circle 4 steps. If Mr. Wolf says, 'It's dinnertime,' then he or she grabs the S who is in front of them. And that student becomes Mr. Wolf. As another variation, and to teach students times of meals, 6 o'clock could be breakfast, 12 o'clock could be lunch and 7 o'clock could be dinner. So when Mr. Wolf said, 'It's 12 o'clock,' Mr. Wolf would eat a S.

**Motivation:** Do you like animals? Where do they live? What's your favourite animal? Guess what animal it is? 'It lives in the water, plays tricks, jumps, plays with children and clever.'

**Research question:** What do you know about dolphins?

**Research analyses :** Class is divided into groups and works in groups.

**Information exchange:** Groups make presentations.

**Information discussion:** After groups' presentations the teacher leads the discussion and asks questions: Why do you like to play with dolphins? Are dolphins wild? Why do you think so?

**Working on the SB:**

### REMEMBER!

*According to the syllabus this lesson must be taught within 2 hours. This is just a sample of how the teacher can design the lesson on the topic 'My favourite animal'. Use different techniques in teaching. This is a sample lesson. Develop your lesson plan for the next lesson.*

UNIT 10. ANIMALS

Exercise 2 page 120 Present a new vocabulary: *smooth, air, paw, intelligent*. Say them with correct pronunciation. Have the students read the text about dolphins and answer the questions below the text. Then the students can ask and answer the questions on the text. Exercise 3 page 121 Have the children work in groups, look at the picture and describe it. Ask the students working in groups use the newly taught words in the text. Exercise 4 page 121 The students have to work together and make up a story. Have them compare their stories. Exercise 5 page 121 Have the students work in pairs. Make up a dialogue about how to go to the Pet’s shop and act it out. Invite a few students to the front to tell the class about their favorite animals. Have students choose an animal and write about it. Set a time limit. Walk around the class and help students with new words they may need. Have the students write each sentence according to the writing rules.

**Summary and Revision:** The teacher summarises the ideas about dolphins: they are clever, social, friendly.

**Implementation:** Have the students draw their favourite animal’s picture. What your animal looks like, where it lives, what it eats.





**You can use the following sample assessment criteria to assess your students’ language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Speaks about dolphins.				
2. Can ask and answer simple questions using dolphin’s picture.				
3. Can answer questions on the text.				
4. Uses the capital and small letters accordingly.				

SUMMATIVE 8

SUMMATIVE 8

1. Look at the sample and complete the table.

Animal	Description	Place they live
	<i>Big, dangerous, brown, wild</i>	<i>in the forest</i>
		
		
		

2. Choose wild and domestic animals and write in the right column.

*Lion, rabbit, cat, dog, bear, sheep, hippo, crocodile, cow, elephant, parrot*

Wild	Domestic
tiger,	cat,

3. Match the animals to the eating habits. Look at the sample.

Animals	Eating habits
lion	carrot
elephant	meat
bear	grass
giraffe	honey
rabbit	berry

## UNIT 11. TRAVELLING

### LESSON 1. TRANSPORT

**Content lines:** listening, speaking, reading, writing

**Content standards:** 1.1.1; 2.1.2; 3.1.4; 4.1.2

**The student:**

can demonstrate understanding of a listening passage;  
can take part in short dialogues;  
can answer questions on a reading passage;  
writes the names of the objects and situations.

**The students will be able to:**

speak on the topic 'Transport';  
use new vocabulary on the topic 'Transport' properly;  
answer questions on the 'Transport';  
make up a dialogue.

**The type of the lesson:**

speaking, listening, reading, writing skills development

**Integration:**

Az-1.: 1.2.1; 1.2.3.

L.: 3.1.1; 3.1.3

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** discussion, matching, role play, description

**Resources:** SB, flashcards, pictures, [www.busyteacher.org](http://www.busyteacher.org) website









UNIT 11. TRAVELLING

LESSON 1. Transport

1. Pre-reading task.

- Do you like travelling? Why?
- What kinds of transport do you know?

2. Pair work. Read the sentences and find the correct picture. Share your answers with your partners.



- This transport has got four wheels. It carries people around towns and cities.
- This transport has got two wheels. It can carry one or two people.
- This transport has got wings. It can fly. It is fast and comfortable.
- This transport is comfortable. It carries a lot of people from town to town. It is very fast.
- This transport has got four wheels. It can carry 4 or 5 people. It is very comfortable to have it.
- This transport can sail. It is slow.
- This transport carries a lot of people around a town. It is very fast.






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UNIT 11. TRAVELLING

A) Work in pairs: make up dialogues. Use prompts below.

Sample:

A: How does Steve go to school?  
B: By bicycle.

Steve	
Ann	
Kate	
Paul	
Mike	

B) Pair work. Ask and answer the questions.

- What is your favourite transport?
- How do you go to school?
- How do your parents go to work?

Use the words in sentences.

ferry, train, transport, to get, bicycle

121

UNIT 11. TRAVELLING

C) Group work. Use the verb "go" and make up sentences about you and your family.

Sample: Jack usually goes to school on foot.

		Place	Transport
I	usually	school	on foot
	sometimes		by bus
My father	never	work	by train
	always		on foot
My mother	usually	home	by train
	sometimes		by plane
My sister	usually	university	on foot
	sometimes		by bus or by taxi
My brother	always	home	on foot
	sometimes		by car
My grandfather	usually	university	on foot
	sometimes		by car

D) Pair work. Ask and answer the questions.

- Does your sister go to university by car or on foot?
- How does your father go to work?
- How do you go to school?
- Do you often return home by bus or by train?
- How often does your father go to work by car?
- Does your father always go home by taxi?
- How does your brother come from school?

E) Write the names of transports in your notebooks.

122

**Warm up 'Bumper cars'**

Give each student a hula hoop and have them hold it at waist level. Explain that this is personal space car and they should not touch any other student's car. Give them word directions e.g.: stop & go, stand up & sit down.

## UNIT 11. TRAVELLING

Have the students run from one end of the classroom to the other. Then, give them some directions while they are running, let them run freely around the classroom. You can also make it an elimination game e.g.: the last one to stop or sit down has to sit out until there is only one. You can use different movements with the hula hoop like skipping or jumping and spinning.

**Motivation:** Show the pictures of different kinds of transport and say. 'What is it?' Hang all of them on the wall and say that they are kinds of transport.

**Research question:** *What kinds of transport do you like? And why?*

**Research analyses:** Students are divided into groups and are given task.

**Information exchange:** Groups make presentations.

**Information discussion:** The teacher discusses the ideas said by the groups and asks questions. *Why do you like going by car (by underground etc.)?*

**Working with SB:**

### REMEMBER!

*There are a lot of methods of teaching languages and each teacher has his/her own way of teaching. You have to combine your experience with the method you are teaching. Use different approaches. This lesson has to be taught within 2 hours. This is just one lesson sample for 1 hour. You can teach the next 2 hours with supplementary materials. Take into account your students' level.*

Introduce vocabulary first: *transport, ferry, underground, get*. Draw students' attention to the pictures on exercise 2 on page 124. Show each picture and say the name of the transport. Ask students to read the descriptions and guess what transport it is. The exercise is intended for pair work. That's why ask the students to work in pairs. Then you can also ask the students which kind of transport he/she likes or if he/she likes to go somewhere by sea/ferry. In order to have much practice in language the students can ask each other the questions like: How many people can a bicycle or some other kind of transport carry? Exercise 3 on page 125 is for making a dialogue. Ask the students to look at the chart and make up dialogues following the example given. Show the picture and ask 'What is it?'. Ask the students to work in pairs, ask and answer questions. It is a very useful speaking activity. In exercise 4 on page 125 the students are asked to make up sentences using the given words. But you can ask bright students to make up a short story as well. In exercise 5 ask the students to look at the chart and make up sentences using the adverbs and names of transport. In exercise 6 on page 126 the students have to ask and answer the questions in turns. The students should remember *Present Simple* tense and correct use of it. In exercise 7 on page 126 have the Ss write the names of transport in their notebooks.

**Summary and revision:** The teacher summarises the lesson with the questions: What kinds of transport do you know? What kinds of transport do you like? Why do you like it?

## UNIT 11. TRAVELLING

**Implementation.** Make a poster for your favourite kind of transport.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer simple questions using pictures of different kinds of transport.				
2. Can answer the questions based on short dialogues using the names of transport.				
3. Can make up sentences in Simple Present.				
4. Can answer the questions about kinds of transport dialogues.				
5. Can answer questions on a reading passage.				
6. Can write the names of transport correctly.				

### LESSON 2. FROM A TO B

**Content lines:** listening, speaking, reading

**Content standards:** 1.1.2; 2.1.1; 2.1.2; 3.1.2; 3.1.4

**The student:**

can demonstrate understanding of a listening passage;  
can use new words and expressions correctly;  
can take part in short dialogues;  
can read the words in a reading passage with correct pronunciation;  
can answer questions on a reading passage content.

**The students will be able to :**

use prepositions correctly;  
use new vocabulary on the topic 'From A to B' properly;  
describe the picture using prepositions.

**The type of the lesson:**

speaking, reading skills development

**Integration:**

Az-l.: 1.1.2; 1.2.1; 1.2.3; 2.2.1

Az-h.: 1.1.3; 1.2.3;

L.: 1.1.2.

**Classroom management:**

pair work

**Task type:** interview, description

## UNIT 11. TRAVELLING

Resources: SB, flashcards, pictures, [www.busteacher.org](http://www.busteacher.org) website

UNIT 11. TRAVELLING

LESSON 2. From A to B

1 Look at the pictures and remember the prepositions.

behind

opposite

between

at the corner

next to

2 Read the text on page 136 and copy out prepositions to your notebooks.

136

UNIT 11. TRAVELLING

We live in a wonderful place. There is a nice garden in front of the houses. There are many colourful flowers in the garden. The flowers are very lovely. The school is at the corner of the street. Next to the school there is a chemist's shop. The school is opposite the supermarket. The supermarket is big. We buy food from this supermarket. There is a fountain in the middle of the park. Children like to play in the garden.

3 There is one mistake in each sentence. Find the mistakes and correct them.

1. The school is behind the supermarket.
2. The supermarket is in the middle of the park.
3. The flowers are red and white.
4. The fountain is in the corner.
5. Chemist's is in front of supermarket.

4 Pair work. Ask your partner: "Where is ...?". Take turns.

5 Practice the dialogue with your partner.

A: Excuse me.  
B: Yes!  
A: Can you tell me where the chemist's is?  
B: The chemist's is down this street and turn left. There is a post office on the left.  
A: Yes, I know the post office over there.  
B: Good. The chemist's is opposite it. It is under a new building.  
A: Thank you very much for help.  
B: You are welcome.

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### Warm up 'Preposition Treasure Hunt'

This warmer practices prepositions of place and yes/no questions. You need something sticky, like 'Blue Tack' (used for sticking posters to the wall) that you can roll into a ball and stick on anything. Model first: give the Blue Tack to a student and indicate that they should put it in a difficult-to-find place. Leave the room and give them a few moments to hide the Blue Tack (e.g. on the underside of a desk, on the wall behind a curtain, etc.). Then come back in and ask yes/no questions to locate it (Is it on the desk?, Is it near the desk? Is it in the front half of the classroom? Is it under the chair? etc.) When you finally find it have a student take the questioner's role. In a large class try having students play in pairs.

**Motivation:** Where do you go every day? Whom do you go to school with? Is your school far from your house?

**Research question:** Where is your school and how can you get there?

**Research analyses:** The teacher gives tasks to the groups. Students are divided into groups.

**Information exchange:** Groups make presentations.

**Information discussion:** After the presentations the teacher summarises the ideas by asking some questions:

Where do you go by underground?

How do you usually go to school? and so on

**Working on the SB:**

### REMEMBER!

*According to the syllabus this lesson must be taught within 2 hours This is just a sample of how the teacher can design the lesson on the topic 'From A to B'. Develop your lesson plan according to your students' needs.*



## UNIT 11. TRAVELLING

Exercise 1 on page 127 Show the pictures and say: The boy is behind the tree. Introduce the vocabulary: *lovely, fountain, wonderful, between, opposite at the corner, next to*. Have the students look at the picture and use newly learnt vocabulary. For example: *The school is opposite the park. There is a way between the buildings. There is a house at the corner of the street. The building is next to school*. Have the students practice the use of prepositions with classroom objects in pairs. Exercise 2 on page 127. Ask students to read the text and copy out prepositions to their notebooks. Stress that the students should pay attention to the usage of prepositions. You can ask the students to draw a picture of their street and say what is where. In exercise 3 on page 128. There is one mistake at each sentence. Students find and correct them. Ask the students to look at the picture on page 128, exercise 4 and describe it. If there is confusion give an example yourself: Turn to the right, the supermarket is opposite the park. Have the students working pairs, ask each other questions on the picture beginning with "Where is...?"

**Summary and Revision:** Under the teacher's guidance the students are able to say where the places are and how to go there.

**Implementation.** The student describes the location of the places using the prepositions.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Reads the text with correct pronunciation.				
2. Can answer the questions based on prepositions.				
3. Can make up correct interrogative sentences.				
4. Can find incorrect sentences in the reading passage.				

# UNIT 11. TRAVELLING

## LESSON 3. I LOVE TRAVELLING

**Content lines:** listening, reading, speaking, writing

**Content standards:** 1.1.2; 2.1.3; 3.1.3; 4.1.3

**The student:**

can choose new words and expressions in a listening passage;  
can retell the contents of short passages;  
can identify the parts of a reading passage.  
can spell words correctly

**The students will be able to:**

speak on the topic 'I love Travelling';  
use new vocabulary on the topic properly;  
answer questions on 'I love Travelling'.

**The type of the lesson:**

speaking, listening, reading, skills development

**Integration:**

Az-1.: 1.1.2; 2.2.2; 4.1.4

Az-h. 1.1.3; 1.2.3; 3.2.1; 5.1.1.

L.: 1.1.4

**Classroom management:**

pair work, group work

**Task type:** discussion, description

**Resources:** SB, flashcards, [www.busyteacher.org](http://www.busyteacher.org) website


UNIT 11. TRAVELLING

LESSON 3. I love travelling

1 Pre-reading task.

- Do you travel very often?
- What do you like to travel by?
- When do you usually travel with?

2 Read the text and say what hikers need/don't need for hiking.



hikers hikers  
backpack ticket

My name is Mike. I like to travel. My family also likes to travel. The members of our family usually have long walks-hikes in the country. They like hiking. We spend our summer holidays on hikes. It is useful for all members of our family. We take our backpacks and begin our travel. We don't think about tickets, we don't hurry up and we walk a lot. During hikes we see interesting places. Sometimes we meet interesting people.

But I like to travel in our own car. It is interesting too. You can see many things out of the window. We put all things in a car. We don't carry them.

What do you need? What don't you need?

hiking

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3 Work in pairs and make up sentences using A and B.

A	B
It is comfortable	by car
My family	interesting places
I like to travel	our summer holidays on hikes
We spend	to travel by train
During hikes we see	likes to travel


4 Group work. Read the dialogue and discuss it.

A: I like travelling by train. It is more comfortable, you can sleep, read books and eat there. You can enjoy beautiful cities and towns through the window. Do you like to travel by train?

B: No, I don't. I like travelling by car. It is not an expensive kind of transport. You can stop where you want, have a rest-walk around. You can go to foreign countries by car, too. And what about you?

C: I like to travel by bus. It is very cheap. My father also likes to travel by bus.

5 Group work. Describe the picture.



6 Use the following words in sentences and write them in your notebooks: hiking, expensive, cheap, backpack.

120

### Warm up 'My favorite hobby'

Have students stand in a circle. Say, My favorite hobby's travelling. Toss the ball to student 1 and ask, what's your hobby? student 1 answers the question in the same way and tosses the ball to student 2. student 1 asks the same

## UNIT 11. TRAVELLING

question and student 2 answers in the same way. Continue the game until all the students have had a turn. Challenge students to speak clearly and quickly.

**Motivation:** Whom do you like to travel with? Do you like travelling?

**Research question:** Why do you love travelling?

**Research analyses :** The students are divided into groups and delivered task for working in groups.

**Information exchange:** Groups make presentations.

**Information discussion:** The teacher organizes discussion on the ideas said by the groups: Why do you like to travel? Do you like to travel with your parents? What places do you like to see?

**Working with TB:**

### REMEMBER!

*The success of your teaching mostly depends on the method chosen. But there is no only one way of doing it. You can combine different methods. This is just a sample lesson on the topic 'I love travelling'. 2 hours are given for teaching this lesson. You can design the next lesson with supplementary materials as well.*

Introduce new vocabulary: *hike, ticket, backpack, travel*. Exercise 2 page 129. Ask the students to read the text and say *what hikers need/don't need for hiking* below the text. Pay attention to the questions with 'why'. Because it gives the students chance to practice English and say their opinion. Tell the students to look at the picture and describe it in groups. Ask them to use *Simple Present*. Exercise 3 page 130. Tell the students to match the two halves and make a sentence. The exercise is for checking up vocabulary and logical thinking. Exercises 4 page 130. Have the students work in groups and read the dialogue and discuss it in groups. Work in groups helps students to improve speaking skills. Exercise 5 page 130. Tell the students to describe picture and say if children are happy or not and why. In exercise 6 on page 130 the Ss to use the words in sentences and write them in their notebooks. Let the Ss check spelling and the writing rules.

**Summary and Revision** The teacher summarises: it is always pleasure to travel. Do you feel happy? Why are you happy?

**Implementation:** The students are told to interview their family members about how they like to travel.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can take part in dialogues.				
2. Can identify and write the vocabulary on travelling.				
3. Answers the questions based on a short passage content.				
4. Can read the words concerning travel.				

## UNIT 11. TRAVELLING

### LESSON 4. FLYING IS FUN!

**Content lines:** listening, reading, speaking, writing

**Content standards:** 1.1.1; 2.1.3; 3.1.1; 4.1.1

**The student:**

can demonstrate understanding of a listening passage;

can retell the contents of short passages;

can choose and group words and expressions;

can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

understand the text 'Flying is fun';

speak about the topic using new vocabulary;

write the words correctly.

**The type of the lesson:**

listening, reading, speaking, writing skills development

**Integration:**

Az-1.: 1.2.2, 1.2.3.; 2.1.1; 2.1.2; 3.1.2

**Classroom management:**

pair work, group work

**Task type:** discussion, research, picture description, role-play

**Resources:** SB, flashcards, [www.busyteacher.org](http://www.busyteacher.org) website


UNIT 11. TRAVELLING

LESSON 4. Flying is fun

1 Pre-reading task.

- Do you like travelling by plane?
- Is travelling fun?

2 Read the dialogue and pay attention to the flight rules.



Tofiq is flying to London. He doesn't know the flying rules. Tofiq's uncle is a businessman. He often flies to foreign countries and knows flying rules. He asks his uncle for help.

T: Hi, uncle!

U: Hi, Tofiq. How are you?

T: I'm fine. Thanks. Our school sends us to London for Olympics.

U: But I don't know what I can or can't do in a plane.

T: Listed! You cannot run in the plane when it is flying. But you can listen to music, sleep, speak to the person next to you.

U: But what can I do when I have some problems?

T: You can ask stewardesses for help. They can help you with pleasure. They can also help you with mask.

T: What is mask for?

U: It is for your safety when something is wrong. And remember! You cannot take liquid to the plane, too. Because it is a rule.

T: When can I unfasten the seat belt?


U: When the flight is over.

T: Thank you very much, uncle.


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UNIT 11. TRAVELLING


3 Look and remember.




Fasten the seat belts




Unfasten the seat belts




Don't take liquid to a plane



Don't run



Call a stewardess



Take a mask

4 Match A to B.

A	B
6. Fasten the seat belts.	When the plane starts.
7. Unfasten the seat belts.	It is for your safety.
8. Don't take liquid to a plane.	When the flight is over.
9. Don't run.	It is a rule.
10. Call a stewardess.	It is dangerous.
11. Take a mask.	When you need help.

5 Fill in the gaps with the correct word.

stewardess, travel, clouds, plane, fun, see.

- \_\_\_\_\_ is a very fast way of transport.
- You can \_\_\_\_\_ a lot of people in the airport.
- Sometimes there are \_\_\_\_\_ around the plane.
- I usually \_\_\_\_\_ with my family.
- It is really \_\_\_\_\_ to travel by plane.
- \_\_\_\_\_ is a person who you can ask for help in the plane.

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**Warm up 'Airplanes'** Give each child a piece of paper and then show them how to fold a paper airplane.

Help the students if they need. Let the children play for a short time with their airplanes. Divide the children into teams. Now decide with the children which parts of the classroom are going to be 'targets'. Assign a number to each target. Easy targets will have a low number, for example the table could

## UNIT 11. TRAVELLING

be worth 5 points. Difficult targets will have a high number, for example the trash can might be worth 20 points. The most difficult target should be worth a good lot, for example, 50 points for the clock. The children stand in lines in their teams at the front of the class with their airplanes. Ask the first question to the front row of children. The first child raising his/her hand has to answer. If the answer is right, they get the chance to throw the airplane at a target of choice. If the airplane hits the target, the child gets the points. If the answer is wrong, another child can try to answer. All the first row must then go to the back of their lines so the next set of children can have a turn. The team that scores the most points is the winner!

**Motivation:** What kinds of transport do you know? What is a very fast transport?

**Research question:** Why is flying fun? Do you want to be a pilot? Why?

**Research analyses :** The students are divided into groups and given certain tasks. Set time limit for the group work.

**Information exchange:** The groups make presentations and share ideas. While presenting the groups may have questions to each other. If there is any they can ask.

**Information discussion:** The teacher summarises the ideas by leading questions: Why is plane fun? Do you want to be a pilot and why?

**Working with TB :**

### REMEMBER!

*The success of your teaching mostly depends on the method chosen. But there is no only one way of doing it. You can combine different methods. This is just a sample lesson on the topic 'Travelling is fun'. 2 hours are given for teaching this lesson. You can design the next lesson with supplementary materials as well.*

Ask the students to look at the picture and say what is written on the plane. Ask if the students know that the Azerbaijan planes belong to Azerbaijan airways.

Exercise 2 on page 131. Have the students read the dialogue in pairs and ask each other the questions about flight rules. Introduce new vocabulary: *flight, take off, fasten, unfasten, a stewardess, mask, belt, liquid.*

Exercise 3 on page 131 ask students to read flight rules and remember them. In exercise 4 on page 132 the students have to match the two halves A and B. Make a copy of pictures in exercise 4 on page 132. Then cut the pictures out separately. Make copy of the sentences below the picture, too and cut them out. Reorder the pictures. Have the students work in groups, match the

## UNIT 11. TRAVELLING

sentences to the pictures and read them again. In exercise 5 on page 132 have the students fill in the gaps with correct word. In exercise 6 on page 132 the students write the new vocabulary according to the writing rules.

**Summary and revision:** Under the teacher's guidance the students know some flight rules and how to behave in the plane.

**Implementation:** Use new vocabulary and create a short paggage about your travel.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer simple questions on the context.				
2. Can answer the questions on the flight rules.				
3. Can write vocabulary on the topic.				

## LESSON 1. BAKU EUROPEAN GAMES 2015

**Content line:** listening, speaking, reading, writing

**Content standards:** 1.1.2; 2.1.2; 3.1.4; 4.1.1

**The student:**

chooses new words and expressions in a listening passage;

takes part in short dialogues;

can answer questions on a reading passage content;

can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'Baku European Games 2015';

read on the topic 'Baku European Games 2015';

write a passage on the topic 'Baku European Games 2015'.

**The type of the lesson:**

speaking, listening, reading, writing skills development

**Integration:**

Az-l.: 1.1.2; 1.2.1: 2.1.2; 3.1.2

Az-h.: 1.1.3; 1.2.3;

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** discussion

**Resources:** SB, flashcards, pictures, realia

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UNIT 12. LIFE IS FUN		UNIT 12. LIFE IS FUN		UNIT 12. LIFE IS FUN		UNIT 12. LIFE IS FUN	
<p><b>LESSON 1. Baku European Games 2015</b></p> <p>1 Pair work. Discuss the following questions with your partner.</p> <ul style="list-style-type: none"> <li>Which Olympic sports do you know?</li> <li>What is your favourite Olympic sport?</li> </ul> <p>2 Look at the pictures and say the place and year of the Olympic games.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Baku 2015 European Games</p> </div> <div style="text-align: center;">  <p>London 2012 Olympics</p> </div> <div style="text-align: center;">  <p>Sydney 2000 Olympics</p> </div> </div> <p>3 Describe the pictures using the words:</p> <p>sportsman, run, Olympic flame, red, yellow, green, home of Olympics, symbol, important</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>flame</p> <p>sportsman</p> </div> </div>		<p>1 Look at the Olympic flag and describe it.</p>  <p>Olympic flag</p> <p>2 Pair work. Read the dialogue and role play it with your partner.</p> <p>A. Look at the picture. What is it? B. This is an Olympic flag. A. What colour is the Olympic flag? B. It's white. A. How many rings are there on the flag? B. There are five rings on it. A. Are they continents or continents? B. They are continents. A. What continents are they? B. Africa, America, Asia, Oceania and Europe. 3 Make up your own dialogue and role play it with your partner.</p>		<p>1 Look at the pictures and answer the questions.</p> <div style="display: flex; justify-content: space-around;">    </div> <p>Turkey      China      Azerbaijan</p> <ul style="list-style-type: none"> <li>Where is the rider from?</li> <li>Which sport is he doing?</li> <li>Where is the gymnast from?</li> <li>Which sport is she doing?</li> <li>Where is the third sportsman from?</li> <li>What sport is he doing?</li> <li>Which sport do you like?</li> </ul> <p>2 Read the text and answer the questions.</p> <p>I like Olympic Games. The Olympic flame is an important symbol of the Olympic Games. It comes from Greece. Greece is the home of the Olympics. Baku is the home for European Games 2015. The Olympic flag is white with 5 rings: blue, yellow, black, green and red. The rings represent 5 continents: Africa, America, Asia, Oceania and Europe. The Olympic sports are: basketball, badminton, gymnastics, boxing, judo, tennis, football.</p> <ul style="list-style-type: none"> <li>What is the home for Olympics?</li> <li>What is the home for European Games 2015?</li> <li>What's the symbol of Olympics?</li> <li>Where does the Olympic flame come from?</li> <li>What colours are the 5 rings? What do they represent?</li> <li>Which Olympic sports do you know?</li> </ul>		<p>1 Look at the picture and write a passage. These words can help you: Olympic flag, colours, rings, reactions, continents, Germany, Azerbaijan, Spain, France, represent.</p> 	

## UNIT 12. LIFE IS FUN

### Warm up 'Commands'

Start with a few simple commands, which students must obey: Stand up! Sit down! Jump! Turn around! Sleep! Watch TV!

Once students are happy with these commands (maybe after a couple of lessons) then move on: Boys, stand up! Girls, sleep! Everyone, here!

The more acrobatic it gets the more fun, so try also: Touch your back with your hand! Touch your knee with your nose! Everyone, shake! Boys, turn to the right! Girls, turn to the left! Everyone, bake a cake!

**Motivation:** What are your favourite Olympic games?

**Research question:** What do you know about Baku 2015 1st European Games?

**Research analysis:** The students speak about Baku 2015 1st European Games.

**Information exchange:** There is a whole class discussion. Students work in groups and speak about Olympic games in different countries.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What is the home country for Olympics?* 2) *How many countries participate at Olympic games?* 3) *What Olympic sports do you know?* The teacher summarises the ideas said during the discussion.

### Working on the SB:

#### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'Baku European Games 2015'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Ask your students to open their SB on page 135. Organise a pair work and ask your students to do exercise 1:

Which Olympic sports do you know?

What is your favourite Olympic sport?

Ask your students to look at page 135 and do exercise 2. They will learn about different Olympic symbols, cities and years of Olympic games. This exercise can be done in many ways. After describing symbols, partners can ask each other questions, or they can share with other Olympic Games symbols. Here is also exercise 3 on page 135. Students must work in pairs again and describe the sportsman using the words in the box. In exercise 4 on page 136 draw students' attention to the picture of Olympic flag and ask them to describe it.



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This is an easy task for them as they know the colours. The next exercise 5 is reading the dialogue and role playing it with the partner. Students usually enjoy doing role play. Ask your students to make up their own dialogues about Olympic games in exercise 6 on page 136. Exercise 7 on page 137 needs to be done in groups. Students should answer the questions using the photos of sportsmen. Introduce the text and ask your students to answer the questions on the text in exercise 8 on page 137.

Exercise 9 on page 138 on page could be done in groups and individually. The teacher asks the students to look at the picture and write a small passage about the opening ceremony of Olympic games. They are given 5-8 minutes for the discussion and preparation. Later each group makes presentation.

Exercise 5 on page 136 can be done as a homework. Students are going to ask their parents and grandparents about Olympic games and write ten sentences.

### Summary and Revision:

With the teacher's guidance the students know how they can ask and answer the questions about Olympic games and symbols.

**Implementation:** The students can write about an opening ceremony of Olympic Games.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can describe pictures using the words.				
2. Can read and role play the dialogue.				
3. Can use new words in the given situation.				
4. Can make questions according to the content of the short text.				
5. Can write a passage about Olympic games.				

## SUMMATIVE 9

### 1. Fill in the gaps with the words: *plane, ferry, on foot, car, bus, train*

- 1) My name is Andy. I'm 12 years old. I'm in the V grade. We have a new school. It's near our house. I always go to school by \_\_\_\_\_.
- 2) Mike's my friend. He lives in the city centre. His father works on the island. He goes there by \_\_\_\_\_.
- 3) My mother is a doctor. She works at the hospital. It takes her 20 minutes to go there by \_\_\_\_\_.
- 4) My aunt lives in the country. We often visit her. We go there by \_\_\_\_\_.
- 5) Ben always flies to London by \_\_\_\_\_.
- 6) You can go from Ganja to Baku by car, bus, plane or \_\_\_\_\_.

### 2. Make up sentences.

- 1) friend / I / travelling / my / love/ and.
- 2) places / likes / Liz / interesting/ see /to.
- 3) family / to see / interesting / our /like /places.
- 4) fast / plane / a / is / transport / very /a.
- 5) travelling /who /train /in /your / likes/family /by?

### 3. Answer the questions.

- 1) What is your favourite sport?
- 2) What Olympic sports do you know?
- 3) What Azerbaijani sportsmen do you know?
- 4) What is the symbol of Baku 2015 1st European Games?
- 5) What colour is the Olympic Flag?
- 6) How many rings are there in the flag?

## LESSON 2. AZERBAIJANI SPORTSMEN

**Content line:** speaking, listening, reading

**Content standards:** 1.1.2; 2.1.2; 3.1.2; 4.1.1

**The student:**

chooses new words and expressions in a listening passage;  
takes part in short dialogues;  
reads the words in a reading passage with correct pronunciation;  
makes up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'Sports in Azerbaijan';  
understand the names of the sports.

**The type of the lesson:**

speaking, listening, reading skills development

**Integration:**

Az-l.: 1.1.2 ; 1.2.1; 1.2.3; 2.2.1

Az-h.: 1.1.3; 1.2.3;

L.: 1.1.2; 2.1.2; 3.1.2.

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, discussion

**Resources:** SB, flashcards, pictures, realia

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LESSON 2. Azerbaijani sportmen


**1 Group work.** Read the questions and discuss them in your group.

- Who is your favourite Azerbaijani sportman?
- Why do you like him/her?


**2 Pair work.** Look at the pictures. Ask and answer the questions.



This is Ayslan Bayramova. Her favourite sport is gymnastics.



This is Togrul Asgerov. His favourite sport is wrestling.



This is Ilaha Qasimova. Her favourite sport is karate.

- Who do you see in the pictures?
- Which sport are they doing?
- Which of them is your favourite sportman?
- What sport is Togrul doing?
- What sport is Ayslan doing?
- Why is Ilaha famous in Azerbaijan?
- Do you like karate, wrestling or gymnastics?

**3 Group work.** Prepare interview questions for Togrul Asgerov. Ayslan Bayramova and Ilaha Qasimova using the words in the box.

Azerbaijan, represent, wrestling, sports, famous, karate, hero, football, gymnastics, sportmen, country, happy

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**Warm up 'Command'**

Have a set of commands on cards on the table. One student at a time picks a command and shouts it to the rest of the class. The class should obey

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the commands. Another variation of this warmer is when the student has to perform that command and the rest of the class has to say what is it. Students can also make up their own commands to add to the list.

**Motivation:** Do you know any Azerbaijani sportsmen?

**Research question:** What is your favourite sport and why?

**Research analysis:** The students speak about different sports.

**Information exchange:** There is a whole class discussion. Students work in groups and speak about their favourite sports.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What sport do you like? Who is your favourite sportsman/sportswoman?* The teacher summarises the ideas said during the discussion.

**Working on with SB:**

### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'At the supermarket'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Present names of Azerbaijani sportsmen and give information about the sports they are engaged in. Ask your students to open their SB on page 139 and do pre-reading task in exercise 1.

Who is your favourite Azerbaijani sportsman?

Why do you like him/her?

Ask your students to work in pairs and choose a photo of sportsman per a pair. Get your students answer the questions in exercise 2, on page 139. You can extend this stage by asking groups to write a short biography including their likes and dislikes and present to the class at the end of every lesson.

Ask your students to design interview questions for Azerbaijani sportsmen in exercise 3, on page 139. You can also ask the Ss to write about their favourite sportsman and his/her likes and dislikes.

**Summary and Revision:**

With the teacher's guidance the students know how they can ask and answer the questions about Azerbaijani sportsmen.

**Implementation:** The students can write to their friends about their favourite sportmen's likes and dislikes.

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You can use the following sample assessment criteria to assess your students language skills.

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can present a short information about their favourite sportsman.				
3. Can use new words in the given situation.				
4. Can make interview questions on the topic.				
5. Can write to their friends about their favourite sportmen's likes and dislikes.				

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### LESSON 3. EUROVISION IN AZERBAIJAN

**Content line:** speaking, listening, reading

**Content standards:** 1.1.2; 2.1.2; 3.1.2

**The student:**

chooses new words and expressions in a listening passage;  
takes part in short dialogues;  
reads the words in a reading passage with correct pronunciation.

**The students will be able to:**

speak on the topic 'Music';  
listen and understand music genres and music vocabulary;  
create a dialogue.

**The type of the lesson:**

reading, listening, speaking skills development

**Integration:**

Az-l.: 1.1.2; 1.2.1; 2.2.1.

Az-h.: 1.1.3; 1.2.3;

L.: 1.1.2.

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, discussion

**Resources:** SB, flashcards, pictures, realia,

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LESSON 3. Eurovision in Azerbaijan

1. Pre-reading.

- Do you like music?
- What kind of music do you like?

2. Who do you see in the pictures? Why are they famous?

Classical music Uzeyir Hajibeyov	National music Aysel Bayramova
Pop music Hande Yener	Jazz music Yegor Montazadeh
Rock-and-roll Elvis Presli	Song contest Winner Loreen


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3. Use the words in the box in sentences.

Song contest, winner, national music, pop music, rock-and-roll, jazz, classic music, congratulate, flowers


4. Look at the picture and answer the questions.

- Who are in the picture?
- Are they winners?
- What contest are they at?
- Is there a flag in their hand?
- Are they happy? Why?



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5. Describe pictures.



He is running. He is scared.

6. Read the passage and make up a dialogue for Nigar and Eldar.

These are Nigar and Eldar. They are happy. They are winners of Eurovision Song Contest. Nigar and Eldar are from Azerbaijan at Eurovision Song Contest. Their song is "Running scared".

I'm running.  
I'm scared tonight  
I'm running.  
I'm scared of life  
I'm running.  
I'm scared of breathing

7. Work in pairs and continue the dialogue.

A. Do you know the song "Running scared"?  
B. Yes, I know this song.

**Warm up** 'Guess a famous person'

Put photos of well-known singers on the board and ask students to put under each heading names of songs and any other facts about those singers.

**Motivation:** Do you know any winner of Eurovision song contest from Azerbaijan? Who are they? Do you know their song?

**Research question:** 1) What kind of music do you like? 2) Who is your favourite singer? 3) Do you know any song contest? 4) Do you like to watch Eurovision song contest? Why?

**Research analysis:** The students work in groups and speak about music genres and their favourite singers.

**Information exchange:** There is a whole class discussion. Students discuss different music genres and Eurovision song contest.

**Information discussion:** The teacher acts as a facilitator by asking leading question: *What kind of music do you like? Why?* The teacher summarises the ideas said during the discussion.

**Working on the SB:**

### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'Eurovision in Azerbaijan'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours mostly depends on the teachers.*

Ask your students to open their SB on page 140. Organise pair work and ask your students to do pre-reading task in exercise 1:

- a. Do you like music?
- b. What kind of music do you like?

The teacher presents new words: *pop-music, jazz music, rock-and-roll, classic music, national music, song contest, scared, running, and winner* showing the pictures in the Student's book .

Draw students' attention to the pictures in the SB on page 140. Tell them to look at photos and discuss in groups who they are. Get your students use the words in the box in sentences in exercise 3, page 141. Then have your students look at the photo in exercise 4 on page 141 and answer the questions. Students can then start describing pictures of running and scared boys in exercise 5 on page 142. They will need those new words to sing the song 'Running scared'. Exercise 6 on page 142 is another good practice for your students. Students should read a short text with an extract from the song performed by Nigar and Eldar, Eurovision winners in 2011. Play the song 'Running scared' on CD or listen to it on You tube. The song can be found in different sources. You can download the song at Eurovision website for

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free. Exercise 7 on page 142 is going to be done in pairs, but you can also give this as an individual task. Students should make up a dialogue about the Eurovision winner.

Summary and Revision:

With the teacher’s guidance the students know how they can ask and answer the questions about Eurovision song contest and kinds of music.

**Implementation:** The students can sing a song of the winners of Eurovision song contest.

**You can use the following sample assessment criteria to assess your students language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can answer the questions looking at the pictures.				
2. Can use new words in sentences.				
3. Can describe the pictures and make up a dialogue.				
4. Can understand the meaning of the passage and continue the dialogue.				



## LESSON 4. MY FAVOURITE FILM

**Content line:** listening, speaking, reading, writing

**Content standards:** 1.1.2; 2.1.2; 3.1.2; 4.1.1

**The student:**

chooses new words and expressions in a listening passage;  
takes part in short dialogues;  
reads the words in a reading passage with correct pronunciation;  
can make up logically and grammatically correct sentences using the words.

**The students will be able to:**

speak on the topic 'Films';  
make up a dialogue and continue the dialogue about a favourite film.

**The type of the lesson:**

speaking, listening, reading skills development

**Integration:**

Az-l.: 1.1.1; 2.1.2; 2.2.1; 3.1.2.

Az-h.: 1.1.3; 1.2.1; 1.2.3;

L.: 1.1.2.

**Classroom management:**

working with the whole class, group work, pair work

**Task type:** interview, research

**Resources:** SB, flashcards, pictures, realia

www.learnenglish.org.uk and www.teachingenglish.org.uk websites

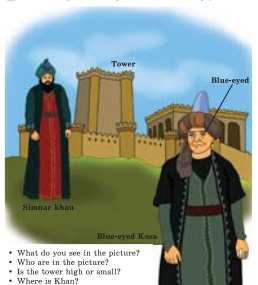
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**LESSON 4. My favourite film**

**1 Discuss in your groups.**

- What is your favourite film?
- Why do you like that film?

**2 Describe the picture. The questions below can help you.**




• What do you see in the picture?  
• Who are in the picture?  
• Is the tower high or small?  
• Where is Khan?  
• Where is blue-eyed Kosa?

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**3 Describe the picture in groups. The questions below can help you.**

- Where is Doctor?
- Is he writing or reading?
- What is he writing?
- Who is at the window?
- What is his name?
- Do you like Hadi or Bidi? Why?
- Is Hadi tall or short?
- Is Hadi brave?
- Which film is it?



**4 Write 5-6 sentences about your favourite film.**

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**Warm up 'Guess the famous person'**

The following warmer works well to lead into a topic on famous and recognisable films/actors. Make students stand in a line with their backs to you and stick

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a picture on their backs with some sticky tape. The aim of this warmer is to ask students questions about famous films/actors and help others find out about theirs. The students will need to keep circling around, looking at the pictures on each others back and helping out until everyone has found out who their mystery film/actor is. This works as particularly good practice for forming Yes/No questions or as a follow on from a lesson learning how to describe people.

**Motivation:** Do you like watching films? What is your favourite film?

**Research question:** Who is your film hero and why?

**Research analysis:** The students work in groups and speak about their favorite films. They discuss the reasons why they like those films.

**Information exchange:** Groups present the reasons why they like some films.

**Information discussion:** The teacher acts as a facilitator by asking leading questions. 1) *What do you think about Azerbaijani films?* 2) *Do you like them? What is your favourite Azerbaijani film?*

The teacher summarises the ideas of the students during the discussion.

### Working with SB

#### REMEMBER!

*Use combination of methods depending on your students' needs. This is just a sample of how the teacher can design the lesson on the topic 'My favourite film'. According to the syllabus this lesson must be taught within 2 hours. The subdivision of hours mostly depends on the teachers. As the level of students is different you can take the whole lesson in 1 hour and continue with the next hour using supplementary materials.*

Start the lesson with the pre-reading task in exercise 1 on page 143. Students should discuss the below questions in the groups:

- What is your favourite film?
- Why do you like that film?

Depending on your students' level and the time left, you can revise 'There is/are' and 'Present Simple Yes/No' and 'WH' questions.

Ask the students to work in pairs and do exercise 2 on page 143. They practice describing the picture. Questions given in exercise 2 can help students to describe it effectively.

Ask your students to look at the pictures on page 144 and describe them. The students are given some questions in exercise 3 to describe the pictures. After describing the picture on page 143 and practicing it with their partner

## UNIT 12. LIFE IS FUN

students will find this task easy to do. In exercise 4 on page 144 ask the Ss to write 5-6 sentences about their favourite film.

At this stage you can ask the students to make up their own dialogues. E.g. Hadi and Bidi, Doctor and Khan, Blue eyed Kosa and Bidi etc. They can do this task as pair work where one of the pairs asks is/are there questions and the other answers his/her question. Most of the exercises like making up dialogues must be done in pairs. The students read the dialogue and act it with their partner.

Another production task can be presentation about another Azerbaijani film at the end of the lesson or this exercise can also be given as home assignment.

### Summary and Revision:

With the teacher's guidance the students know how they can ask and answer the questions about their favourite films and say the reasons why the students like those films.

**Implementation:** The students write about their favourite films using the questions. The task can be checked in class but as it is time consuming it is better to ask them to do this task as homework. By the next lesson the writing passages will be checked.

**You can use the following sample assessment criteria to assess your students' language skills.**

Assessment criteria	Satisfactory (3)	Good (4)	Excellent (5)	Total
1. Can describe the picture on the topic.				
2. Can ask other people about their favourite films.				
3. Can make up dialogues in groups or with partner.				
4. Can write about their favourite films using the questions.				

## SECOND HALF YEAR

### BIG SUMMATIVE 2

#### 1. Choose the correct answer.

- 1) Where do wild animals live?
  - a. houses
  - b. forests
  - c. streets
- 2) How many planets do Billy and Splodge see?
  - a. nine
  - b. four
  - c. three
- 3) Which animals eat plants?
  - a. horses
  - b. wolves
  - c. lions

#### 2. Choose the correct answer.

- 1) What is the home for Baku 2015 1st European Games?
  - a. Baku
  - b. London
  - c. Moscow
- 2) How many rings are there on Olympic flag?
  - a. three
  - b. nine
  - c. five

#### 3. Answer the questions:

- a. Do Olympic rings represent five countries or five continents?
- b. Which colours are the Olympic rings?
- c. What Olympic sports do you know?
- d. What is Ilaha Qasimova's favourite sport?

#### 4. Choose the correct answer.

- 1) What kind of music does Mensum Ibrahimov like?
  - a. pop
  - b. jazz
  - c. national music
- 2) Is Blue eyed Kosa:
  - a. black eyed?
  - b. blue eyed?
  - c. brown eyed?
- 3) Who is brave?
  - a. Hadi
  - b. Khan
  - c. Bidi

5. Write 5-8 sentences about the holiday you like.

6. Choose the correct variant.

- 1) Cinderella has a beautiful \_\_\_\_\_.  
a) car                                      b) dress                                      c) house
- 2) Cinderella's sisters are \_\_\_\_\_.  
a) happy                                      b) kind                                      c) angry
- 3) My aunt looks after kids. She is \_\_\_\_\_.  
a) an engineer                                      b) a tailor                                      c) a babysitter
- 4) My cousin makes trousers. He is \_\_\_\_\_.  
a) a doctor                                      b) a farmer                                      c) tailor
- 5) This horse is very dangerous. It always \_\_\_\_\_.  
a) smiles                                      b) bites                                      c) cries
- 6) There is a \_\_\_\_\_ house in Ganja.  
a) paper                                      b) wooden                                      c) bottle
- 7) He can make a wooden puppet. He is \_\_\_\_\_.  
a) a tailor                                      b) a babysitter                                      c) a carpenter
- 8) It is hot and wet in the \_\_\_\_\_.  
a) mountains                                      b) desert                                      c) jungle
- 9) It is very hot and dry in the \_\_\_\_\_.  
a) desert                                      b) jungle                                      c) sky
- 10) \_\_\_\_\_  
\_\_\_\_\_
- 11) They live in the North. There is lots of \_\_\_\_\_ there.  
a) ice and snow                                      b) rain                                      c) sun
- 12) Don't take \_\_\_\_\_ to the plane.  
a) a bag                                      b) liquid                                      c) books
- 13) The English eat \_\_\_\_\_ for breakfast.  
a) Mushrooms and beans                                      b) meat and chicken                                      c) ice-cream and cake
- 14) I always put a red \_\_\_\_\_ on my head.  
a) scarf                                      b) mask                                      c) hat

7. Write about your birthday party. Use food and drinks you like on your birthday.

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# ENGLISH

# 5

TEACHER'S  
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