



English Without Borders

Community. Capacity. Connectivity.

IDEA BOOK

A Teacher's Companion
Book to Tajikistan Public
School English Language
Textbooks



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This project is the result of a collaborative professional development series sponsored by **English Without Borders Network** and the U.S. Department of State's **English Language Programs** that brought together teachers from all over the world. We thought together, worked together and laughed together for over four weeks and created this idea book for teachers of English in Tajikistan – a book of ideas **FOR teachers BY teachers!**

English Without Borders Network (EWB), a project supported by the **Ministry of Education and Science of Tajikistan**, funded by the **U.S. Embassy in Tajikistan** and implemented by the **NGO Durakhshi Marifat**, was officially launched on March 1, 2021. The EWB network is committed to empowering the English language teaching **community** by strengthening teaching **capacities**, providing a platform for sharing knowledge and **connecting** professionals in the field, and making teaching resources available through a wide variety of online and in-person channels and events. As one of the first and largest networks for English teachers in Tajikistan, EWB has opened new areas and created new platforms to support English teachers and learners domestically and globally.

More information is available on:

Our website www.ewb.tj

And our social media pages:

Facebook <https://www.facebook.com/ewbtj>

Instagram <https://www.instagram.com/ewbtj>

Foreword

This book of ideas is designed to be used in conjunction with the English language textbooks used in secondary public-school classrooms in Tajikistan. The ideas were developed in spring 2022 over the course of a four-week professional development series for teachers led by virtual English Language Specialist Lisa Mann and coordinated by English Without Borders and the United States Embassy in Tajikistan. Working in action groups, the teachers participating in the workshop series pooled their vast experience, creativity and knowledge of best practices in English language teaching to design activities that complement and expand upon existing topics and activities in the textbooks.

Each lesson includes ideas for beginning the lesson with fun and engaging warm-ups and lead-ins, ideas for pre-teaching vocabulary before delving into the lesson text, ideas to use while reading the text, ideas to use after reading the text including comprehension questions, ideas for integrating listening, speaking and writing into the reading lesson, ideas for adding grammar, and ideas for adding a project. The text around which each lesson is built has been included here for reference.

Although only a few lessons from each grade are included here, we hope that these ideas act as inspiration for other ideas that you can use with other lessons. We also hope that this collaborative project will act as an inspiration for you to work with your colleagues to design and share ideas and materials to make your classes more engaging, participative and meaningful for your learners, and more rewarding for you as a professional.

Please feel free to download this, print it and share it with whomever you wish. These ideas were designed for Tajik secondary school teachers, but they can be adapted for use in a wide variety of situations and with a wide variety of curricula.

Enjoy!

GRADE 5

Lessons 45 and 46: A town and a village

A TOWN

In some cases, town is an **alternative** name for “city” or “village” (especially a larger village). Sometimes, the word town is short **for township**. In general, today towns can be differentiated from townships, villages, **or hamlets** on the basis of their economic character, in that most of a town’s population will tend to **derive** their living from manufacturing industry, commerce, and public services rather than primary sector industries such as agriculture or related activities.

A place’s population size is not a **reliable determinant** of urban character. In many areas of the world, e.g., in India at least until recent times, a large village might contain several times as many people as a small town. In the United Kingdom, there are historical cities that are far smaller than the larger towns.

A VILLAGE

A **village** is a **clustered** human **settlement** or **community**, larger than a hamlet but smaller than a town (**although** the word is often used to describe both **hamlets** and smaller towns), with a population typically ranging from a few hundred to a few thousand. **Though** villages are often located in rural areas, the term urban village is also applied to certain urban neighborhoods, such as the East Village in Manhattan, New York City.

In the past, villages were a usual form of community for societies that practice subsistence agriculture, and also for some non-agricultural societies. In Great Britain, a hamlet earned the right to be called a village when it built a church.^[1] In many cultures, towns and cities were few, with only a small **proportion** of the population living in them. This also **enabled** specialization of **labor** and crafts, and the **development** of many **trades**. The trend of urbanization continues, though not always in connection with industrialization. Villages have been **eclipsed** in importance of units of human society and settlement.

Ideas for beginning the lesson

Created by: Zebo, Nasiba, Munisa, Sabohat

Warm-ups

Idea 1: My name, my town

The teacher asks everyone to stand up in a circle.

Students name a town or village in Tajikistan according to the first letter of their name and clap their hands. For example: Zebo Zafarobod – CLAP – Nasiba Norak – CLAP etc.

The teacher posts a sign with the names of each of the four regions of Tajikistan (Khatlon, Sughd, Badakhshan and Regions of Central Subordination) in each of the four corners of the classroom.

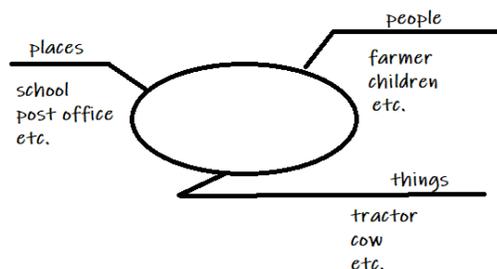
Students go to the corner where their town belongs and stay there.

In their corners, students talk to each other and decide if they're in the right place or not.

Lead-ins

Idea 1: Mindmap

The teacher asks students to name things, places and people they see in the town and writes them on the board in a mindmap, for example, like this:



Idea 2: Teacher-led questioning

The teacher asks different students:

Which towns have you been to in Tajikistan?

Which towns would they like to visit in Tajikistan? Why?

Ideas for pre-teaching vocabulary

Key vocabulary

alternative (n.)
 differentiate (v.)
 derive (v.)
 reliable (adj.)
 determinant (n.)
 distinction (n.)
 denote (v.)

Conveying meaning

Idea 1: Demonstrate

The teacher holds up two similar but different items and demonstrates the meaning of *differentiate* and *distinction*.

The teacher draws some signs or does some gestures (like *shhh*) and says what these things *denote*.

Idea 2: Describe a context

The teacher gives an example of a reliable friend, a reliable car, a reliable family member.

Idea 3: Translate and give examples in English

For abstract vocabulary, translate to L1, but give lots of examples in English.

Checking understanding

Idea 1: Gap fill

alternative (n.)
 differentiate (v.)
 derive (v.)
 reliable (adj.)
 determinant (n.)
 denote (v.)

We can walk to the shop from our village, but it is very far. Riding a bicycle is a good _____ because it is much faster.

The bus is also a good way to travel, but it is not very _____. We never know if it is going to come or not.

In our village, the appearance of red poppies _____ springtime.

Sometimes it is difficult to _____ between a town and a village, because there can be large villages and small towns.

Our English level is an important _____ of whether we leave our village for university or not.

The name of our village _____ from the name of a famous leader who lived near here.

Idea 2: Matching

The teacher gives some students cards with words and some students words with definitions. Students walk around the room and talk to each other to find their partner.

Consolidating meaning

Idea 1: Think-pair-share about my town or village

Students think for a moment about their town or village and then describe it to a partner. They should try to use at least 2 of the new vocabulary words.

Idea 2: Create a town

Students discuss and create their own town in groups of three and then write it down using as many words as they can. They can draw a map of their imaginary town to go with their description.

Ideas to use while reading the text

Read – Pause – Question

1. The teacher puts students in pairs (weaker + stronger pairs work well)
2. Both students read a paragraph in silence.
3. One partner closes his or her book.
4. One partner reads all or some of the same paragraph aloud.
5. Both students pause for a moment to process.
6. The partner who read asks the other student a question about the text.

Read – Pause – Summarize

Same procedure as above up to number 5. Then, both students work together to write or speak a one-sentence summary of the text.

Read – Pause – Visualize

Same procedure, but in this activity, after the students pause and think for a moment, they draw a quick picture of what the text makes them think about. Then they compare their picture with their partner's and talk about similarities and differences.

Group reading: Group members take turns with Read-Pause-Question, Read-Pause-Summarize and Read-Pause-Visualize

Wrong teacher!: Teacher reads aloud as students follow. The teacher changes some information in the text. When the teacher says something wrong, the students knock on their desks or clap their hands and supply the correct information.

Dictogloss: Students have a graphic organizer or a text missing some information. Teacher reads the text, students listen and complete their worksheet, compare with partners, and then listen again.

Underlining key information: Students find key information in the text as they read. Afterwards they compare with a partner.

Margin notes: Students make notes that connect the text to themselves, to the world around them or to something else they've read or seen.

Stop and retell: In pairs, students read some of a text and stop at certain points, close their books, and retell it in their own words.

Ideas to use after reading the text

Created by: Dastagul Mahmadalieva, Taghoeva Farida, Akilova Nigora

Comprehension questions

Right there question (students can find the answer in the text):

1. What is a town?
2. What is the difference between a town and a city?
3. Are there historical cities that are similar to larger towns in the UK?

Think and search (students can find the answer in the text, but the words might be different):

1. What happened when a church was built in the UK?
2. Where were many trades and crafts developed?
3. Why did the population need the manufacturing industry?

Author and me (students have to apply their previous knowledge or experience plus what is in the text to answer):

1. What are the alternative names of towns?
2. What is the population of our town?
3. What are industry and agriculture? Can you give some examples?

On my own (the answer is not in the text, but is related to the topic and makes the student think):

1. What do you prefer? Living in an urban or rural environment?
2. Do you think our town is well-known in the world or not?
3. How could we make our town popular and convenient for tourists?
4. What do you know about the history of our town?

Other post-reading activities

Idea 1: Description!

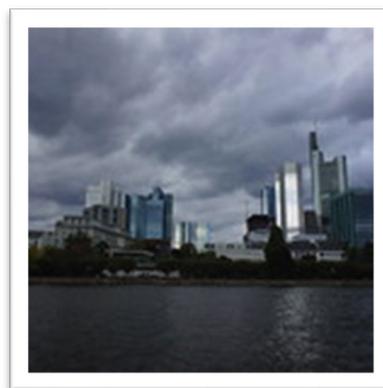
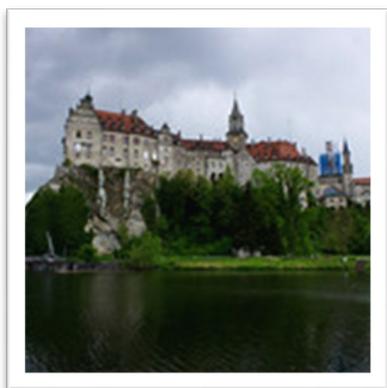
The teacher divides the students into two groups. One group takes a paper and draws whatever the other group says. The story must take place in a town or village. For instance: they read an interesting story aloud, students should listen and describe each action or quality

that is presented in the story. Then, after doing the reading activity both groups come to the board, find each other's mistakes and retell the story.

Idea 2: Picture Telling

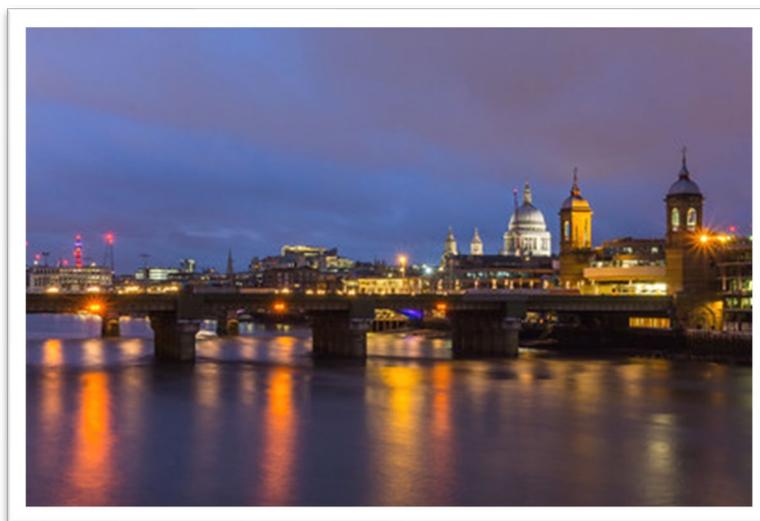
The teacher shows photos of some towns, and ask students to describe them, and tell what is the difference between them. (In our case there are differences between modern and ancient.)

For example:



Idea 3. Knowledge about cities and towns

The teacher shows photos of some famous cities and towns in the world and ask students “What city is this?” and “What do you know about these towns” Students answer, for example, “This is a photo of London. London is in the UK...”





Ideas for integrating skills

Idea 1: Reading, listening, writing: Listen for it!

The teacher writes a list of vocabulary words from the two texts on the board:

TOWN	VILLAGE
township	clustered
hamlet	neighborhood
industry	subsistence agriculture
population	labor and crafts

The teacher plays the audio recording of [A Town](#). Students listen to the recording raise their hands when they hear the words.

Afterwards, the teacher checks the understanding of these words, drills pronunciation and asks students to create meaningful sentences in pairs.

Next, the teacher repeats the process with the audio recording of [A Village](#).

Idea 2: Reading and speaking: Mixed up texts

The teacher prints both of the whole texts and then cuts them into parts, mixes them and gives them to the students. Then students should first discuss among themselves and divide into two groups (one for town and one for village) and then put the parts in order, stand in order, and read the text with the group.

Ideas for adding grammar to the lesson

Created by: Zebo Murodova, Sitora, Mehrangez, Farida

Idea 1: Wh- questions

The teacher divides the students into two groups: Town and Village. The students prepare Wh- questions based on their assigned text. The teacher can give cards or sticky notes with Wh- question starters.

For example: Town group

What.....?	What is the difference between a town and a village?
When.....?	When was your town founded?
Where.....?	Where is your house in your town?
Who.....?	Who is the chairman/mayor of your town?
Why.....?	Why do you choose to live in town?
How.....?	How do people live there? What are their jobs?

Groups then exchange questions and answer them. Students ask each other questions. They can choose whoever they like or they can stand up and mix up.

Idea 2. Present simple and continuous: Dialogue

Students make up a dialogue about a town/ village using present simple or continuous tense and Wh- questions.

Model:

- Hi! Where are you going?
- Hi, I **am going** to visit my grandparents.
- **Where** do they live?
- They live in Varzob village. I usually go there in summer. I love village life. I love to help them.

Idea 3. Adjectives: Describing a town or city

The teacher leads a brainstorm of adjectives to describe a town or city, to generate vocabulary like this:

big – expensive – small – calm – cheap - busy – traditional – horrible – modern – old – new – dirty – clean lovely – packed with tourists – cosmopolitan – lively – boring – noisy – touristy

The teacher leaves the vocabulary on the board and then students think of a town or city to describe to a classmate using as many positive and negative adjectives as possible. The classmate tries to guess which city or town it might be.

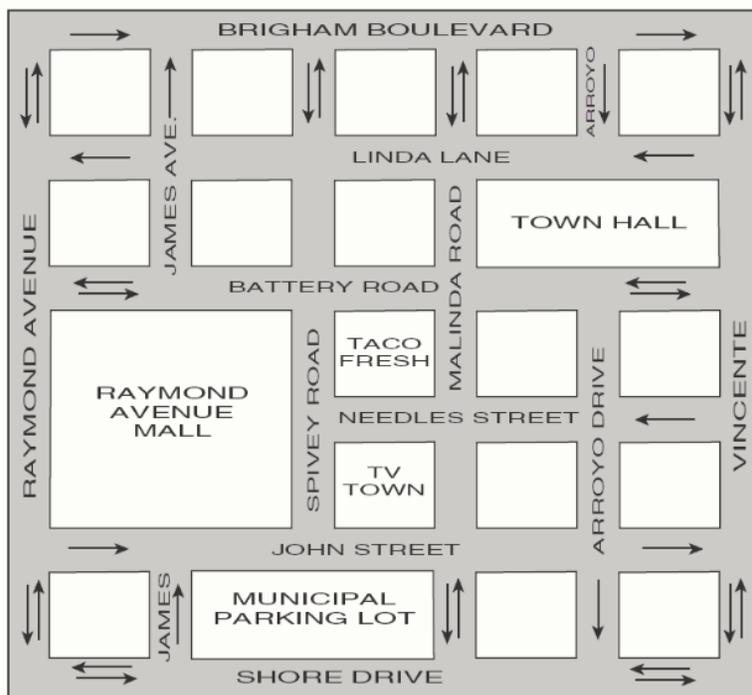
Idea 4: Prepositions of place: Map of a town

The teacher elicits some typical places in a town: bridge – fountain – church – chapel – mosque – river bank – market – statues – castle – palace – cathedral – temple – monuments – museum – art gallery – discos/ night clubs – restaurants – bars – tourist shops – cinema – theatre, etc.

The teacher reviews the prepositions of place by drawing a fictional map on the board with some typical places and asking the class where things are in relation to one another.

The teacher can erase the buildings in the map on the board and students can copy, or he/she can pass out empty maps like the one below. In pairs, students draw places in the empty map.

Then pairs join another pair and one pair describes their map to the other pair without showing it. The other pair has to complete another copy of the empty map with the buildings in the right places. Students will say, for example, “The pharmacy is across from the park and next to the doctor’s office.”



Ideas for adding a project

Idea 1: Town, Pizza – Village, Shakarob

The teacher divides the class into groups of towns and villages. The town group will prepare pizza and the village of course shakarob.

The ingredients will be prepared beforehand. Students will prepare and explain simultaneously. This can be part of an open-school day, for example.

Idea 2: Brochure

In groups, students choose a town or village in Tajikistan or the UK and make a tourist brochure about it. They can draw pictures and make it on paper or they can use a computer and find images from the internet.

GRADE 6

Lesson 40: Animal tracks

Animal Tracks

When snow covers the ground, you have a good chance to look for the **tracks** of animals. The track will show their **gait** and also the speed at which the animal moved.

The rabbit usually moves by **bounds**. The tracks of the **hind feet** are placed in pairs and in front of the **forefeet**. The tracks of the forefeet are smaller and one is placed a little **ahead of** the other. If the distance between two groups of tracks is one or two feet, the rabbit did not hurry; if it is six or seven feet, the rabbit moved very fast.

Squirrels and mice also usually move by bounds. The track of a fox is like a track of a cat. They set one foot in front of the other when they walk, and step with the hind feet in the track of the forefeet. But the **paws** of the fox are bigger. In deep snow the fox's tail also leaves a track.

Ideas for beginning the lesson

Created by: Firuz, Navruza, Bahrom, Idigul, Qobilsho, Gulum

Warm-ups

Idea 1: What animal is it?

The teacher plays [recorded sounds of animals](#) and the students try and guess them.

Idea 2: Simon says

The teacher explains the game: Students should only do what you say if you say “Simon says...” first. If they do the action but you don’t say “Simon says...” they are out.

The class plays Simon says with the teacher (“Simon”) asking students to make the sound of a bear, deer, wild boar, dog, wolf, rabbit, etc.

Idea 3: Touch your...

The teacher tells students to follow his or her instructions. The teacher gives orders like “put your hands on your head, eyes, nose, etc.” The teacher gives the orders faster and faster until students can no longer keep up.

Idea 4: Human tracks

Materials: two sheets of paper per student

The teacher puts students in pairs.

Students trace the left foot of their partner on one sheet of paper and the right foot on another. They should write the person’s name (or a symbol they will recognize) in very small letters on the back of the paper (so nobody can see it).

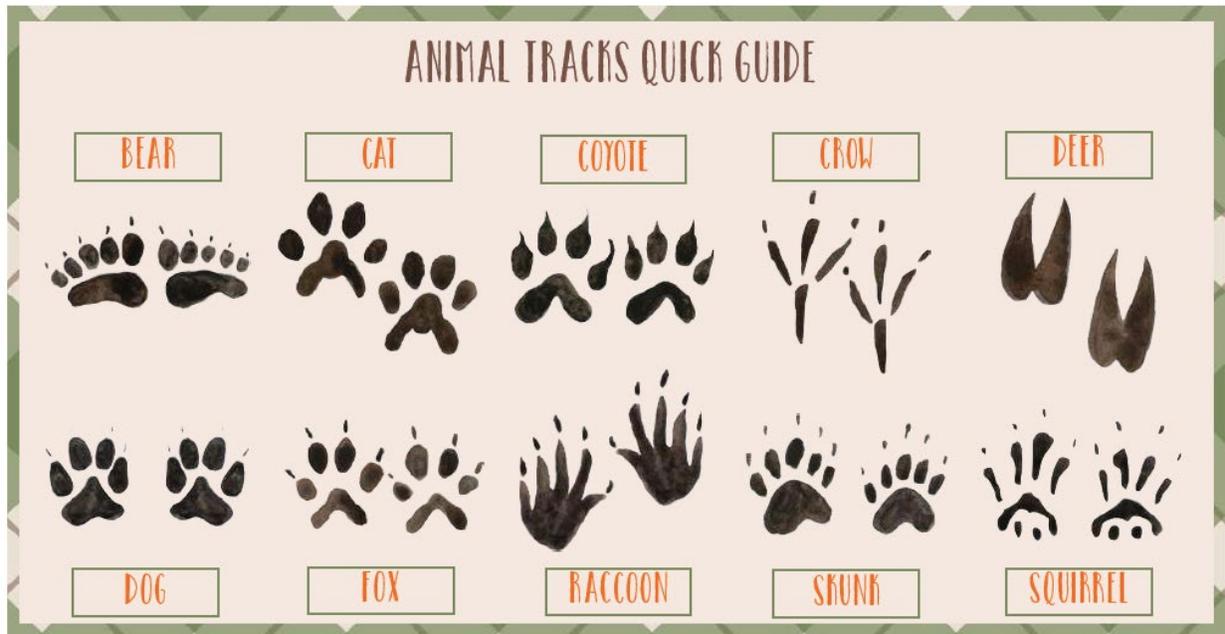
When everybody has their footprints on paper, the teacher mixes up the papers and places them around the room on the floor.

Students look around and try to find a) the left and right foot that go together and b) whose feet they are.

Lead-ins

Idea 1: Track cards

The teacher shows flashcards of animal tracks and students guess what animal they are (in the example below, the teacher can cover the names with a piece of tape).



Idea 2: Teacher-led questioning

What are some sounds of domestic and wild animals?

What are your favorite animals? Why? In general, which animal do you like more, domestic or wild?

What is a track?

Which tracks have you seen recently?

Can you guess what a rabbit, fox, bear, etc. track looks like? Can you draw it?

Idea 2: What would you be?

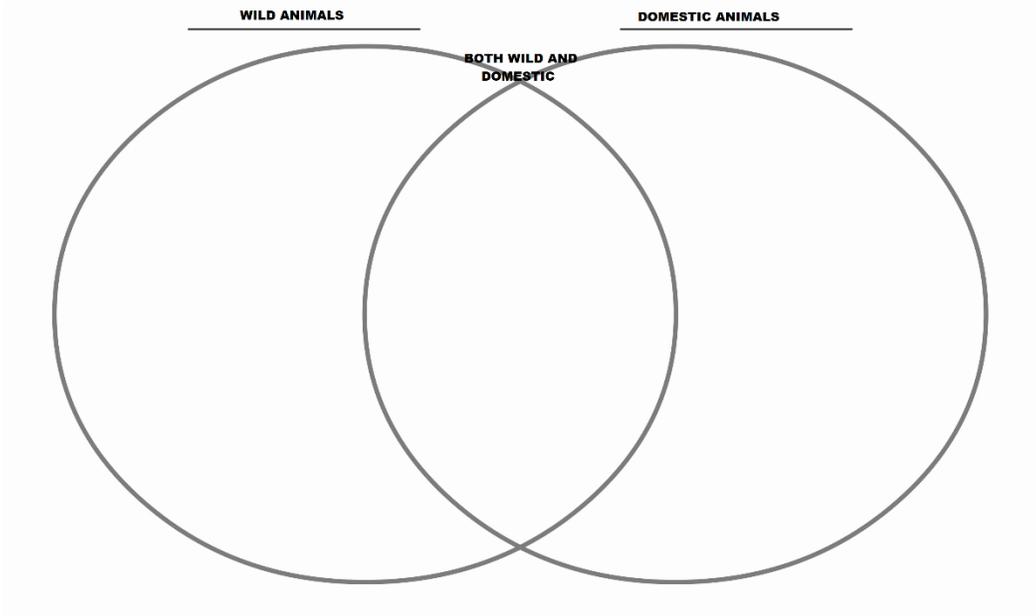
The teacher asks, "If you had a chance to be an animal what would you choose and why?" Students choose an animal and says why they chose it and how they associate themselves with this animal.

Idea 3: Wild and domestic animals

Draw a Venn diagram on the board and tell students to copy it into their notebooks.

Work in pairs to complete the Venn diagram and answer the question: Which animals are domestic and which are wild?

Venn Diagram



Ideas for pre-teaching vocabulary

Key vocabulary

tracks
gait
hind feet
forefeet
bound
ahead of
paws

Conveying meaning

Idea 1: Illustrations

Use the illustrations in the book and/or draw on the board to communicate the meaning of *tracks*, *hind feet*, *forefeet* and *paws*.

Idea 2: Model

Model the meaning of *gait* (by walking in different ways, with short steps (short gait) and long steps (long gait)) and the meaning of *ahead of* (using a student to stand ahead of another).

Checking understanding

Idea 1: Label the illustration

Instruct students to copy the illustration in their book into their notebook and label as many parts as possible, including the tracks, paws, the forefeet and hindfeet.

Idea 1: Student modelling

Ask students to model a *long gait* and a *short gait*, *ahead of* and *bound*.

Consolidating meaning

Idea 1: Create an animal and describe its tracks

Pass out a small slip of paper to each student and instruct them to write an animal on the paper. It can be any animal in the world. Tell them to be imaginative and not to write typical everyday animals.

Put students in pairs. The pairs have to draw an animal that is a cross between the two animals on their papers and give it a name.

The teacher shows an example like the one below. This animal might be called a *Fishkitty*.



Under their drawings, students should write what the animal likes to eat, where it lives, how it moves and the kinds of tracks it leaves. They should use the vocabulary given above.

Ideas to use while reading the text

Read – Pause – Question

1. Put students in pairs (weaker + stronger pairs work well)
2. Both students read a paragraph in silence.
3. One partner closes his or her book.
4. One partner reads all or some of the same paragraph aloud.
5. Both students pause for a moment to process.
6. The partner who read asks the other student a question about the text.

Read – Pause – Summarize

Same procedure as above up to number 5. Then, both students work together to write or speak a one-sentence summary of the text.

Read – Pause – Visualize

Same procedure, but in this activity, after the students pause and think for a moment, they draw a quick picture of what the text makes them think about. Then they compare their picture with their partner's and talk about similarities and differences.

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Underlining key information: Students find key information in the text as they read. Afterwards they compare with a partner.

Margin notes: Students make notes that connect the text to themselves, to the world around them or to something else they've read or seen.

Stop and retell: In pairs. students read some of a text and stop at certain points, close their books, and retell it in their own words.

Ideas to use after reading the text

Comprehension questions

Right here question (students can find the answer in the text):

1. What can we look for when the snow covers the ground?
2. How do squirrels and mice move?
3. Do only rabbits move in bounds?

Think and search (students can find the answer in the text, but the words might be different):

1. How do you know when a rabbit is running away from something?
2. What kind of tracks do animals make when they move by bounds?
3. Do foxes leave tracks in deep snow?

Author and me (students have to apply their previous knowledge or experience plus what is in the text to answer):

1. What are some other ways animals move?
2. What other animals move by bounds?

On my own (the answer is not in the text, but is related to the topic and makes the student think):

1. When do you move fast?
2. Why do you sometimes move slow?
3. When there is no snow, can you still track an animal?
4. Are the tracks of foxes like the tracks of cats?

Other post-reading activities

Idea 1: Student quizzes

The teacher divides the class into an even number of groups (e.g., four or six). Each group should create a quiz with five questions about the text.

When they're finished, groups exchange quizzes with another group and answer the questions. Then they return their quizzes to the group that created it for grading.

Ideas for integrating skills

Idea 1: Reading, writing, speaking: Collaborative writing using cards + retelling

The teacher divides class into groups and gives each group a set of cards like the ones on the following page.

The students use the cards to make up a story and then write it.

The teacher rearranges the students into new groups with one student from each of the previous groups in the new group. Each student retells his or her story to the new group. The teacher circulates, listens and makes notes of errors.

After the story telling, the teacher writes the errors from the student writing on the board. The teacher should not name the students, the errors are anonymous. In pairs, students analyze the errors and try to correct them. The class corrects the errors together as one big group. As one big group students negotiate the correction, discussing, justifying their decisions, etc. The teacher confirms with group.

Ideas for adding a project

Created by: By Farzona, Nazira, Dilafruz, Mehrangez

Objective: To define the differences between the domestic animals and wild animals: lifestyle, habits, routine, tracks of animals on their region or area.

Goal: to organize an animal corner at the school with posters, presentations, etc.

Idea 1: Poster

The teacher asks the students to create a list of the animals and pets of their region or area. In groups, students should choose one of the following ideas and make a poster.

- The behavior of your pets and their favorite food.
- An interesting or funny story related to animals.
- Advice on how to care for and protect animals.
- A game about animals, for example, a crossword, jigsaw puzzle, etc.

Idea 2: Video and audio recording of animals

Instead of a poster, groups can make videos about animals using the same topics as above as well as attitudes towards animals and animal sounds.

Idea 3: Show and tell

The teacher asks students to bring their pets and show how to feed them and how to look after them.

Lesson 68: From the History of a Letter

From the history of a letter

We receive a lot of emails every day. It has become such a usual thing. It's a fact that people have stopped writing letters. It is going out of date. Just **imagine** only a hundred years ago we **looked forward to** an envelope in our postbox. And it came to us in many trains, it flew through air, over the mountains and seas, it passed through the hands of many people. It is so simple to send emails today that people never remember that it was once a very difficult and special **task**. In ancient times "letters" were brought by runners – men who could run fast and far – and the "letters" they carried were not written, but were told to a receiver. Postmen in those days had to have a good memory, and they had to be **honest**. This was especially important: the "letter" often had important secrets in it, it had to reach only ears of the receiver and without any change in it. Post runners were met everywhere with **respect** and **honor**. Nobody was allowed to stop them or to do anything against them. History has many stories about runners and descriptions of what they did. Traditions connected with the postal service were different in different countries. Indian post runners in Mexico, where the postal service was very fast, were sometimes used to send – fish! The capital was four hundred kilometers from the sea.

Ideas for beginning the lesson

Created By: Nazira, Dilafruz, Fernando

Warm-ups

Idea 1: Mystery envelope

Material: a very large envelope or 1 envelope for each student

The teacher asks students to write questions about an exciting event coming up (to introduce the vocabulary word “look forward to” and the idea of excitement of opening an envelope) on a piece of paper and then put them in either the big envelop or small individual envelopes.

If the teacher uses one large envelope, he or she randomly call students to come and pick questions from inside the envelope and answer them.

If the teacher uses individual envelopes, he or she should collect them, mix them up and hand them out to different kids to ask and answer in pairs. Afterwards, the whole class gives feedback about questions and answers.

Idea 2: Find someone who...?

Material: Cue cards with questions

The teacher writes one question on each cue card (use the questions below or verbs from the reading in the past tense if possible).

The teacher instructs students to walk around the class asking each other the question. As soon as they ask each other the question they exchange que cards and ask another student. On the back of the que card students may take notes on the cards of some of the answers.

As one big group one student will read the question out loud and students will share the most surprising information.

Possible questions

How many emails do you send every day?

How many emails do you receive every day?

Have you ever written a letter?

Who would you write a letter to? Why?

How do you communicate with your friends?

How many phone calls do you make every day?

How many text messages do you send every day?

How many text messages do you receive every day?

Have you ever received a postcard?

Have you ever sent a postcard?

Idea 3: Song

The Beatles: *PS: I Love You*

<https://www.youtube.com/watch?v=MA5DkiVKSIM>

Material: Handout with lyrics to song

Students listen to the song, follow the lyrics and sing along.

As I write this letter, send my love to you
Remember that I'll always be in love with you
Treasure these few words 'til we're together
Keep all my love forever
P.S. I love you, you, you, you

I'll be coming home again to you, love
And 'til the day I do, love
P.S. I love you, you, you, you

As I write this letter, send my love to you
Remember that I'll always be in love with you
Treasure these few words 'til we're together
Keep all my love forever
P.S. I love you, you, you, you

As I write this letter (oh)
Send my love to you (you know I want you to)
Remember that I'll always (yeah)
Be in love with you

I'll be coming home again to you, love
And 'til the day I do, love
P.S. I love you, you, you, you
You, you, you
I love you

The teacher writes questions related to the song on the board.

- What kind of letter is the song about?
- Why do you think he/she wrote the letter?
- What are some things the letter has?
- What else would u have written in the letter?

After students sing the song as one big group discuss the questions.

Idea 4: Quotations

Material: Handout with 5 quotations related to letters

In groups of three, students interpret / discuss the quotations.

As one big group, exchange ideas.

Possible quotations:

“To send a letter is a good way to go somewhere, without moving anything but your heart.”

“Letter writing is the only device combining solitude with good company.”

“In an age like ours, which is not given to letter-writing, we forget what an important part it used to play in people’s lives.”

“More than kisses, letters mingle souls.”

“I have made this letter longer than usual, only because I have not had the time to make it shorter.”

Then students complete the following statement with their own ideas.

A letter is

Idea 5: Scrambled questions

Material: Five different paper sets of scrambled questions. Each set is a different question. Each page should have one word of each question. There should be a mix of questions, some more challenging and some more basic.

For example:

WHAT	DID	THE POSTMAN	COME	TIME	?
------	-----	-------------	------	------	---

The teacher divides the class into five groups.

Each group gets a different set of scrambled questions. Students need to rearrange the words to form the question.

When they’re finished, one group of students goes to the front of the class and stand side by side holding their papers in order to form their question. If the question is not well constructed then someone from another group will move the student to the place he or she believes is the correct place to form the question.

Confirm that the question is well formed after students arrive to a consensus and then call on a student from the audience to read the question and answer it.

Repeat the process with all 5 groups.

Lead-ins

Idea 1: KWL chart

The students are divided into three groups. The teacher uses a KWL chart for each group. Before reading, students fill in the K (what they know) and W (what they want to know) columns. After reading the text, students complete the L (what they learned) column (see below).

What do you know about the topic? (K)	What do you want to know about the topic? (W)	What did you learn from the reading about the topic? (L)

Idea 2: Predicting with pictures

The teacher shows the students pictures related to the text to make guesses about what the reading might be about.

Envelop with letter



Message runner



Postbox



Email



Postal service



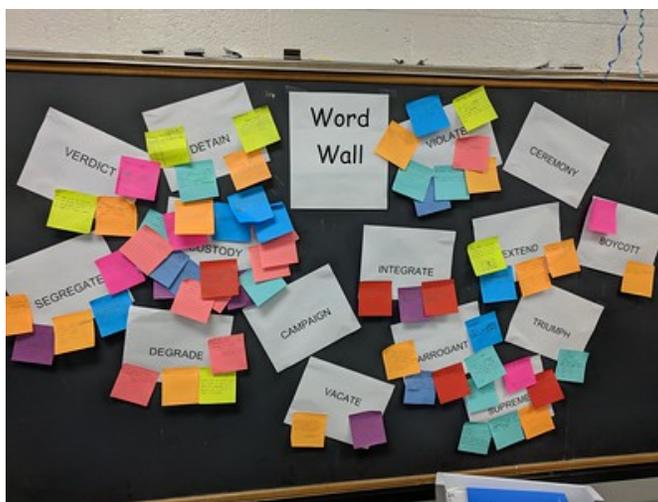
The teacher uses photographs related to the topic to brainstorm as many words as possible. Using sticky notes, the class creates a word web made of words related to the reading.

Each color of sticky note represents a different part of speech (for example, blue notes are for nouns, pink for verbs and yellow for adjectives). The teacher asks students to write as many words as they can on the sticky notes and place them on the board. She or he might need to give clues and help so students get key words.

Nouns: letter, runner, post office, history, etc.,

Verbs: look forward, carry, wait, read, write, receive, to go out of date, etc.,

Adjectives: ancient, old, top secret, important, honest, etc.



Idea 3. Prediction activity

The teacher asks the students what the reading will be about based on the title of the text.

Idea 4. Teacher-led questioning

The teacher asks students to relate the topic to their personal lives and provide examples. For example: “Do you like to receive letters?” “How often do you send or receive letter?” “How do you usually receive or send letters – by email or by post?” Is it more convenient for you to receive or send letters through the post or by email?”

Idea 5: Association

The teacher divides the board in 3 parts: emails // letters // text messages

Students in pairs talk about some words they can associate to each category and why, then they write the on the board. Afterwards, everyone shares ideas as one big group.

Ideas for pre-teaching vocabulary**Key vocabulary**

ancient
service
postmen
imagine
used to
respect

Conveying meaning**Idea 1: Synonyms and examples**

Ancient – very old, antique e.g., ancient buildings, ancient pyramids, ancient places

Imagine – dream, think about something that isn’t real e.g., Imagine you live in Japan, what is your life like?

Idea 2. Definition and examples

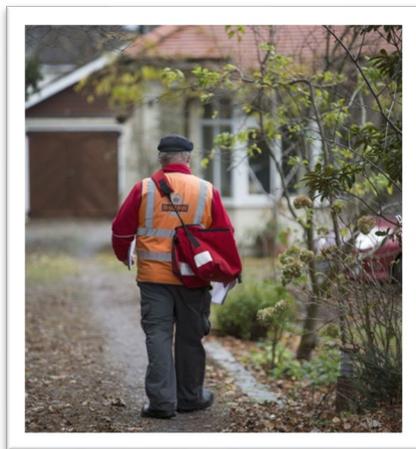
Service – a company or organization that does something for people e.g., the postal service brings people mail

Used to – to describe something you did in the past but don’t anymore. If I say, I used to have long hair, do I have long hair now?

Respect – honor and appreciation. For example, show respect to older people by serving them tea first.

Idea 3. Pictures

Postmen – bring or draw a picture of a postman (mention the related words ‘postwoman’ and ‘postal carrier’ as well).



Checking understanding

Idea 1: Teacher-led T/F questions (Students give a thumbs up for T, thumbs down for F)

- a) Pyramids are ancient.
- c) The computer is an ancient invention.
- d) A postman brings milk to people’s houses
- e) If you respect someone, you treat them well and you are kind to them.
- f) Somoni Square is an ancient structure.
- e) Tajikistan used to be a part of the Soviet Union.

Idea 2: Think-pair-share to personalize vocabulary

Teacher asks a question, gives students a moment to think individually, then students discuss their answers with their partner, then the whole class volunteers answers and talks about them.

- a) Have you ever seen any ancient buildings, tools, etc.?
- b) What is the most ancient thing you have at your house?
- c) Have you known anyone in the military service?
- d) Can you imagine living in ancient Egypt? What was life like?

Consolidating meaning

Ideas to use while reading the text

Read – Pause – Question

1. Put students in pairs (weaker + stronger pairs work well)
2. Both students read a paragraph in silence.
3. One partner closes his or her book.
4. One partner reads all or some of the same paragraph aloud.
5. Both students pause for a moment to process.
6. The partner who read asks the other student a question about the text.

Read – Pause – Summarize

Same procedure as above up to number 5. Then, both students work together to write or speak a one-sentence summary of the text.

Read – Pause – Visualize

Same procedure, but in this activity, after the students pause and think for a moment, they draw a quick picture of what the text makes them think about. Then they compare their picture with their partner's and talk about similarities and differences.

Group reading: Group members take turns with Read-Pause-Question, Read-Pause-Summarize and Read-Pause-Visualize

Wrong teacher!: Teacher reads aloud as students follow. The teacher changes some information in the text. When the teacher says something wrong, the students knock on their desks or clap their hands and supply the correct information.

Dictogloss: Students have a graphic organizer or a text missing some information. Teacher reads the text, students listen and complete their worksheet, compare with partners, and then listen again.

Underlining key information: Students find key information in the text as they read. Afterwards they compare with a partner.

Margin notes: Students make notes that connect the text to themselves, to the world around them or to something else they've read or seen.

Stop and retell: In pairs. students read some of a text and stop at certain points, close their books, and retell it in their own words.

Ideas to use after reading the text

Created by: American Space Dushanbe watch party

Comprehension questions

Right there question (students can find the answer in the text):

1. How did letters use to come to the recipient in the past?
2. How did people send letters in the past?
3. Who were post runners?
4. Why did post runners have to have a good memory?
5. How do people send letters today?

Think and search (students can find the answer in the text, but the words might be different):

1. What were the important qualities for postmen in the past?
2. What were some other duties of post runners?
3. In ancient times, was being a runner a good job to have?

Author and me (students have to apply their previous knowledge or experience plus what is in the text to answer):

1. What physical qualities do you think were important for runners?
2. What are two advantages and two disadvantages of communicating by email?

On my own (the answer is not in the text, but is related to the topic and makes the student think):

1. What would happen if a runner was not honest?
2. Did it take a long time for news to reach different places in the world? How long would it take you to run with a message to the next town?
3. Do you think people in the future will know how to write with pen and paper? Or will everything be digital?

Other post-reading activities

Idea 1: Student quizzes

The teacher divides the class into an even number of groups (e.g., four or six). Each group should create a quiz with five questions about the text.

When they're finished, groups exchange quizzes with another group and answer the questions. Then they return their quizzes to the group that created it for grading.

Idea 2: Storytelling

The teacher reminds students the five components of a good story:

- a. the characters
- b. the setting
- c. the plot
- d. the conflict
- e. the resolution

In small groups, students should write a story about a post runner living in ancient times. The story must have a conflict, for example, maybe the runner hurts his ankle and won't be able to arrive on time or maybe he forgets his message or maybe he accidentally reveals a secret, etc.

Ideas for integrating skills

Created by: Zeboniso Murodova

Idea 1: Reading, listening and speaking: Underline the mistake

The teacher reads the text with her/his own words and mispronounces some key words. Students will listen to the text and find the words and share with others.

Idea 2: Reading, writing, speaking, listening: Writing a letter

Teacher gives some common expressions used in letters:

Greetings:

Dear xxx,

Hello xxx,

Opening:

I hope this letter finds you well.

How are you?

I just want to write and let you know that...

Giving news:

Do you remember that I told you xxx? Well, ...

You will be happy to hear that...

Xxx sends his/her love.

Closing:

Well, that's all for now. Please write back soon.

I hope to see you sometime soon.

Signing off:

Your friend,

Best regards,

Love,

Using the tree graphic organizer, students write each category (greetings, openings, etc.) in each major branch and the expressions in the smaller branches.

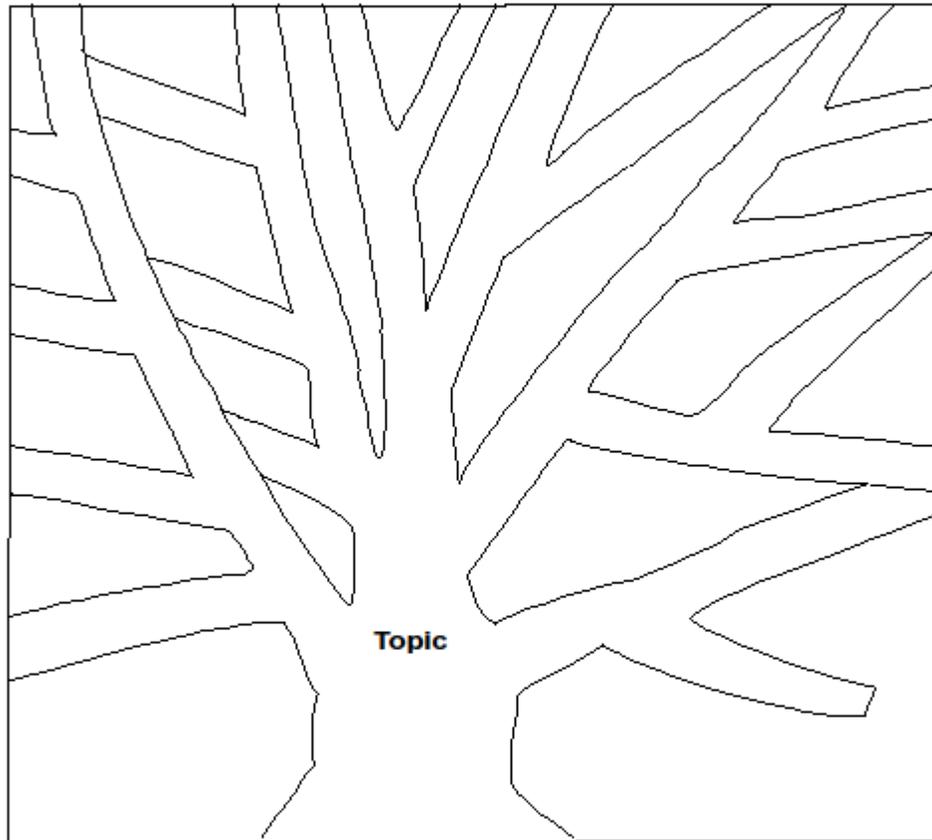
Now using the expressions in the tree graphic organizer on the next page, students write a letter to a student who missed the lesson explaining what they missed.

Students will audio record their written letter, and ask other students to respond to the letter.



Tree Chart

Write the details on the branches.



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Ideas for adding grammar to the lesson

The teacher reviews or teaches the past simple and wh- questions.

Idea 1: Highly controlled practice of past simple tense – gap fill

1. I _____ a letter to my friend.
2. I _____ it at 3 p.m.
3. People _____ letters to connect with each other most of all in ancient times.
4. The postman _____ any letters yesterday.
5. The postman _____ at 1 p.m.
6. In ancient times, people _____ write letters, they _____ messages to runners, who had to remember them.
7. When I was a child, we _____ to receive letters from our grandparents.
8. We _____ their letters the moment they _____.

(tell, send, not write, write, arrive, use, not deliver, love, come, read)

Idea 2: Moderately controlled practice - Wh- questions

Now students write Wh- questions for each of the completed sentences above.

Ideas for adding a project

Idea 1: Poster

A Letter to Santa Claus

The teacher asks students about the Western traditions of Santa Claus – Who is Santa Claus? What does he do? Where does he live? When does he come?

The teacher tells students that in some countries, children write letters to Santa Claus to tell him all the wonderful things they've done that year and ask for special presents.

Individually students write a one-page letter to Santa Claus explaining all the good things they've done during the year.

Students exchange papers with a partner, who gives them feedback. Students write their final version. They can decorate it if they want.

All students glue their letters to a large paper to make a poster.

GRADE 7

Lessons 4 and 5: History of Tajik culture

The History of Tajik Culture (part 1)

People have **inhabited** the area now known as Tajikistan since around 4000 BC, when different **tribes**, distinguished by language, settled the region. The various kingdoms were **absorbed** into the Persian Achaemenid **Empire** around the 5th or 6th century BC, which began a long process of Tajikistan being ruled by different empires and cultures. Alexander the Great next **conquered** the region and incorporated it into the Hellenistic Greco-Bactrian **Kingdom**. From the late 4th century BC until the early 2nd century BC, the land formed part of the Bactrian **Empire**. Arabs brought Islam to the area around the 5th century, only to be **supplanted** by the Samanid Empire. They **established** Tadjik cultural centers in cities that are now in Uzbekistan before the region became part of the Emirate of Bukhara.

The History of Tajik Culture (part 2)

The Russian Empire **spread** across Central Asia in the 19th century, capturing Tajikistan between 1864 and 1885. The area between modern Kazakhstan, Afghanistan, and the Caspian Sea had a large Tajik population and became known as Russian Turkestan.

Central Asian **guerrillas** fought a four-year war against Bolshevik control following the fall of Imperial Russia in 1917, during which time mosques and villages were **destroyed** and the people **persecuted**. Bolshevik religious **persecution** of Muslim, Jewish, and Christian Tajiks, including the systematic forced closure of religious institutions, continued after the war.

Ideas for beginning the lesson

Created by: Nigora Nurmatova, Zebokhon Nabijanova, Mehrangez Abdulloeva

Warm-ups

Idea 1: Take as many as you need

The teacher places many small pieces of paper on the table and instructs students to take as many pieces as they want without saying what they need them for. Then they need to say facts about Tajik culture, the number of facts depends on how many pieces of paper they took.

Lead-ins

Idea 1: Tajik culture map

The teacher shows a map of Tajikistan and ask students:

What do you think the map used to be?

Do all people in Tajikistan have the same culture? What are some differences in the way people dress, the foods they eat, the language or accents they have in the different areas of our country?

Where besides Tajikistan can we see Tajik culture?

Then ask them to paint their ideas on their own map with their opinion about history of Tajik culture.

Idea 2: Draw a map of Tajikistan

Materials: A3 paper and colored pencils or markers (if possible)

The teacher puts students in groups of three and instructs them to work together to draw a map of Tajikistan from memory (if there is a map in the room, the teacher may want to cover it for this activity).

Students should label all major cities, rivers, mountain ranges, etc. as well as neighboring countries.

When everyone is finished, hang the maps on the board and encourage students to compare and discuss them.

Ideas for pre-teaching vocabulary

Key vocabulary

culture
Achaemenid
bought
century
around
different
tribe
distinguish
inhabited
empires
conquer
Persian

Conveying meaning

Idea 1: Images

The teacher can make a PowerPoint presentation with images of some of the words labeled with the vocabulary word next to them. For example:

Conqueror

For example, the teacher can show the picture of a conqueror like Alexander the Great, Ismoili Somony and Queen Elizabeth II and ask who they were.

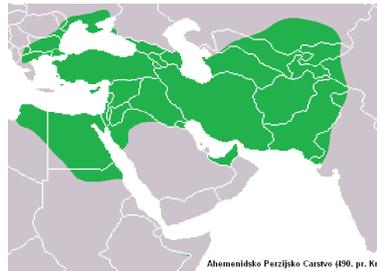


Century

The teacher shows the picture of the number 100 and explains that a century is a period of 100 years.

Empire

The teacher shows a map of the Persian Empire and discusses it.



Different

Teacher draws two shapes that are the same and one that is different and two letters that are the same and one that is different and asks which ones are different in each set.

Idea 2: Focus on family words

inhabit (v) → inhabitant (n - person) → inhabitation (n)

conquer (v) → conqueror (n - person) → conquest (n)

empire (n) → emperor (n - male person) → empress (female person) → empirical (adj)

Idea 3: Translation of words in L1

culture

around

tribe

distinguish

inhabited

Checking understanding

Idea 1: Guess who?

Students answer questions by holding up 1 or 2 fingers. Nobody should speak. The teacher can look around the class and see who understands the words.

1. Show picture male/female emperor. Ask if it is an emperor (1 finger up) or empress (2 fingers up).
2. Was Ismoili Somony a Persian emperor (1 finger up) or Greek (2 fingers up)?
3. Is the present of bought: bring (1 finger up) or buy (2 fingers up)?
4. Is the translation of tribe племя (1 finger up) or армия (2 fingers up)?

Idea 2: Teacher-led questioning

“What other empires do you know about?”

“How many years are in a century? How many years are in 9 centuries?”

Idea 3: Hear One, Teach One

This can be done in pairs or small groups.

1. Student A teaches a word (chosen from key vocabulary list) to a classmate.
2. Student B tries to use it in a sentence (or they can take sentence from the text with this word and make their own sentence)
3. Student B teaches it to Student C.
4. Student C now takes a turn to give a sample and then teach it to Student D.

Consolidating meaning

Idea 1: Frayer Model

Students are given Frayer model cards (see below). Students take a word and work. Afterwards they will display their cards in the room for others to look at and discuss.

My definition	Picture
Word	My word in a sentence
Similar Words	Opposite Words

Ideas to use while reading the text

Read – Pause – Question

1. Put students in pairs (weaker + stronger pairs work well)

2. Both students read a paragraph in silence.
3. One partner closes his or her book.
4. One partner reads all or some of the same paragraph aloud.
5. Both students pause for a moment to process.
6. The partner who read asks the other student a question about the text.

Read – Pause – Summarize

Same procedure as above up to number 5. Then, both students work together to write or speak a one-sentence summary of the text.

Read – Pause – Visualize

Same procedure, but in this activity, after the students pause and think for a moment, they draw a quick picture of what the text makes them think about. Then they compare their picture with their partner's and talk about similarities and differences.

Group reading: Group members take turns with Read-Pause-Question, Read-Pause-Summarize and Read-Pause-Visualize

Wrong teacher!: Teacher reads aloud as students follow. The teacher changes some information in the text. When the teacher says something wrong, the students knock on their desks or clap their hands and supply the correct information.

Dictogloss: Students have a graphic organizer or a text missing some information. Teacher reads the text, students listen and complete their worksheet, compare with partners, and then listen again.

Underlining key information: Students find key information in the text as they read. Afterwards they compare with a partner.

Margin notes: Students make notes that connect the text to themselves, to the world around them or to something else they've read or seen.

Stop and retell: In pairs. students read some of a text and stop at certain points, close their books, and retell it in their own words.

Ideas to use after reading the text

Comprehension questions

Right there question (students can find the answer in the text):

1. In what century did the Russian Empire spread in the Central Asia?
2. When did Islam begin being practiced in the area that is now Tajikistan?

Think and search (students can find the answer in the text, but the words might be different):

1. What were destroyed in 1917?
2. How many years have people been living in the area now known as Tajikistan?

Author and me (students have to apply their previous knowledge or experience plus what is in the text to answer):

1. Have your parents or history teacher ever told you about the Civil War in Tajikistan?
2. When did Tajikistan become independent from Russia?

On my own (the answer is not in the text, but is related to the topic and makes the student think):

1. Have you been to Uzbekistan or any other Central Asian countries? What differences and similarities did you notice?

Other post-reading activities

Idea 1: Geographic/ historical quiz

The teacher puts students in small groups and gives the following quiz. Each group gets one point for every correct answer. Afterwards, groups write three additional questions to ask the class.

- 1) The Russian Empire spread in...
 - a. 1988
 - b. 1917
 - c. 1864
- 2) The area of the Russian Turkestan includes Kazakhstan, Afghanistan, and Tajikistan and Caspian Sea.
True /False
- 3) What does the word persecuted mean in “the people were persecuted”?
 - a. Killed
 - b. Burned
 - c. Hanged
 - d. Treated unfairly

Idea 2: Drawing

After a conversation about the Civil War in Tajikistan. Students will be encouraged to draw the war in pictures.

“How do you imagine the Civil War after reading the text?”

“Have you heard any stories about the Civil War that took place here where we live, in our town?”

Idea 3: Family stories

In groups, students will interview their grandparents or veterans of the war. Students will create questions and record the interview. The interviews will be played for others to hear, key parts will be translated and put on posters and the lessons learned discussed.

Ideas for integrating skills

Idea 1: Reading and speaking: Map stories

Students stick the name of the countries on the map of Central Asia based on the text and orally share a brief summary or some details of the text.

Idea 2: Reading, writing and speaking: Role play

Students write a role play based on the text or your understanding of the text, the students play the major political characters mentioned in the text.

Idea 3: Reading, writing and speaking: Class survey

Students complete a brief survey chart and ask 3-5 of their classmates and write about some significant historical/cultural events related to this period. They then report their findings to class.

Alternatively, in groups, students complete a chart by discussing in their group and then write about some significant historical/cultural events related to this period. They then report their findings to class.

Name of the student	Name of the historical/cultural event	Approximate date/month/year	What country	What was the impact of the historic/cultural event

Ideas for adding grammar to the lesson

The teacher teaches how to use will to talk about future predictions.

Idea 1: Highly controlled practice – will for future

- A. In the future, mining _____ very important for Tajikistan. [be]
- B. Technology _____ better and better. [get]
- C. Tajikistan _____ its culture. [not lose]
- D. Tajik food _____ famous all over the world. [become]

Idea 2: Moderately controlled practice – word bricks

The teacher passes out word bricks to small groups, who must work together to form logical sentences in three columns: past, present and future. The team that makes the most sentences in 10 minutes is the winner.

Idea 3: Freer practice – time machine

The teacher says to the class:

Imagine that you have a time machine and you visit Tajikistan in 2122 for a day and upon your return you briefly share about your impressions and visit. Briefly write about your impressions about the future of Tajikistan that you were able to see and share with your classmates. Draw a picture to show what Tajikistan looks like in the future.

Afterwards, students mingle and share stories, pictures and ideas.

Ideas for adding a project

Idea 1: Tajik history and culture fair

The teacher divides students into four groups: food, traditional clothing, festivals, music and poetry.

Groups choose the subtopics they would like to focus on for their project (i.e., what types of Tajik food, what types of clothing, which festivals, etc.).

How to choose. Everyone writes his topic on a paper and at the count of 3 show their choice.

A fair will be held for people at school and/or parents and community. Groups can decide how they want to present their aspect of Tajik culture, but here are some ideas.

Group 1: Food

- Make a short video about the dish chosen, the ingredients, how it is made, etc.
- Language focus: imperative, cooking verbs, time markers

Group 2: Clothing

- Create and hold a model fashion show with traditional clothing, including presenters who describe the models as they show their clothes.
- Language focus: adjectives to describe clothes, present continuous

Group 3: Festival

- Act out a Navruz celebration with all the traditions.
- Language focus: 3rd person present simple

Group 4: Music and Poetry

- Create a video showing different Tajik musical instruments and music. Read poems by Tajik poets translated into English.

Lesson 64: Science and technology

Science and Technology

We live in the **fascinating** and **challenging** world of science. It is a world that more and more over the ages, and especially in the 20th century has come to affect so much of our lives. It is involved with the way we travel, the homes we live in and the clothes we wear, how we become ill and how medicine can make us better, and has given us fantastic **means** of communicating and exploring.

The list of the pressure is rather long. We are **on-lookers** of great scientific **achievements** such as television and a computer. We can't imagine our life without a notebook or a radio. I'd like to speak in details about computers. What is a computer? A computer is an electronic **device** that **stores** information and allows changes in it through the use of instructions. A modern computer is **capable** of doing various tasks, like word processing and **accounting**.

Ideas for beginning the lesson

Warm-ups

Idea 1: 5 questions + 1

Materials: flashcards with pictures of electronics (see next pages) or slips of papers with the names of electronics on them.

The teacher models the activity by saying that he or she has a type of electronic in his or her hand and the students can ask 10 yes/no questions until they find out what it is.

If the students need help with this, the teacher can write example question types on the board:

Can you carry it in your... (hand/pocket/backpack, etc.)?

Is it for... (listening to music, making calls, watching videos, storing information, etc.)?

Does it work... (with batteries, with a plug, with a charger, etc.)?

IMPORTANT: Don't allow students to guess what it is until they have asked 5 yes/no questions. Model the first one. Stop after 5 questions.

The teacher puts students in small groups and passes out cards to each student. Students take turns in their groups to play the game.

Lead-ins

Idea 1: 4 corners

The teacher hangs one sign in each corner of the room: ALWAYS, OFTEN, SOMETIMES, NEVER.

The teacher reads these questions and tells students to move to the corner that reflects their answer.

- How often do you watch TV in the evening?
- How often do you use a computer for schoolwork?
- How often do you use a computer for entertainment?
- How often do you play video games with friend?
- How often do you play video games alone?
- How often do you look for information online when you have a question or are curious about something?

After each question, the teacher asks ; a few follow-up questions to groups that contain fewer people (e.g., Muhammad, you never watch TV? What do you do in the evenings?)

Ideas for pre-teaching vocabulary

Key vocabulary

fascinating
 challenging
 over the ages
 pressure
 achievements
 device
 accounting

Conveying meaning

Idea 1: Synonyms, antonyms and examples

For most of these words, the teacher can give synonyms and antonyms and examples and elicit the meaning. For example, “Another word for fascinating is interesting.” “The opposite of challenging is easy. So, something is challenging if it is difficult for you.” “An achievement is something difficult that you did, like winning a contest or getting a good grade in English.”

Checking understanding

Idea 1: Teacher-led questions to personalize vocabulary

“Which subject is most challenging for you?”

“Tell me about an achievement of yours.”

“What is something you think is fascinating?”

“Do you have any devices in your school bag? What devices do you use every day?”

Consolidating meaning

Idea 1: Quick write

The teacher tells students to write for 10 minutes about the topic he or she is going to write on the board. They should try to use some of the vocabulary they’ve been learning, but they shouldn’t worry too much about their grammar. The objective is to get their ideas flowing.

Possible topics

- Mobile phones are making us lonely
- The internet has connected the world
- Life before electricity

Ideas to use while reading the text

Read – Pause – Question

1. Put students in pairs (weaker + stronger pairs work well)
2. Both students read a paragraph in silence.
3. One partner closes his or her book.
4. One partner reads all or some of the same paragraph aloud.
5. Both students pause for a moment to process.
6. The partner who read asks the other student a question about the text.

Read – Pause – Summarize

Same procedure as above up to number 5. Then, both students work together to write or speak a one-sentence summary of the text.

Read – Pause – Visualize

Same procedure, but in this activity, after the students pause and think for a moment, they draw a quick picture of what the text makes them think about. Then they compare their picture with their partner's and talk about similarities and differences.

Group reading: Group members take turns with Read-Pause-Question, Read-Pause-Summarize and Read-Pause-Visualize

Wrong teacher!: Teacher reads aloud as students follow. The teacher changes some information in the text. When the teacher says something wrong, the students knock on their desks or clap their hands and supply the correct information.

Dictogloss: Students have a graphic organizer or a text missing some information. Teacher reads the text, students listen and complete their worksheet, compare with partners, and then listen again.

Underlining key information: Students find key information in the text as they read. Afterwards they compare with a partner.

Margin notes: Students make notes that connect the text to themselves, to the world around them or to something else they've read or seen.

Stop and retell: In pairs. students read some of a text and stop at certain points, close their books, and retell it in their own words.

Ideas to use after reading the text

Comprehension questions

Right there questions (students can find the answer in the text):

1. What aspects of our lives have been affected by technology?
2. What is a computer?

Think and search (students can find the answer in the text, but the words might be different):

1. How can technology help you if you are ill?
2. How has technology influenced our lives since the 20th century?
3. What are some of the scientific and technological accomplishments mentioned in the text?

Author and me (students have to apply their previous knowledge or experience plus what is in the text to answer):

1. Talk in pairs how technology has affected the healthcare system and means of communication? Share some personal experiences.

On my own (the answer is not in the text, but is related to the topic and makes the student think):

1. What are the negative effects of technology on our lives?
2. What are the advantages and disadvantages of having classes online?

Other post-reading activities

Idea 1: Discussion/Presentation

The teacher puts students in groups of four to answer the following question:

How will technology change our lives in 20 years from now?

Groups are given 10 min to generate ideas. Students in groups prepare a poster using diagrams, drawing pictures, writing their predictions in bullet points etc. They get 3 to 4 minutes to present per group.

Idea 2: Debate

The class is divided into two groups. Group 1 will talk about the advantages of technology, and group 2 will talk about the disadvantages. Each group will be given 5 minutes to list the advantages/disadvantages, and then they will provide arguments and counterarguments to defend their positions.

Ideas for integrating skills

Idea 1: Reading, listening, speaking: Video

The teacher leads a brainstorm about words related to technology. The class watches a video (<https://www.youtube.com/watch?v=UXsomnDkntI>), and students write comprehension questions, ask and answer them and continue with a discussion based on the questions.

Idea 2: Reading, writing and speaking: Technology of the future

In small groups students think of tasks and jobs that nobody likes doing. They invent a technology to do that task or job instead of humans, draw that technology of the future and write a short description. Next, they explain what it is and how it works to the class.

Idea 3: Reading and writing: Reordering the text

The teacher cuts out the text and shares it with students. The students have to put the text in the right order and write their conclusion about that text.

Ideas for adding a project

Created by: Nigora Akilova, Farida Taghoeva, Rakhat Akylova

Idea 1: Design a robot

The teacher leads a discussion about robots. What are they? What can they do? Do you think we will have more in the future?

The teacher divides the students into groups of 4. Each group is given colored pencils, markers, and sheets of paper, glue, scissors. The groups should think of tasks or work that they think can be done by a robot and come up with any robots they would like to have. They should design the robot, name it and be able to describe its capabilities.

The groups give a presentation about their robot to the rest of the class. Students vote for the best robot that they think is the most original.

The group/s with the most original robots are given rewards/prizes

Idea 2: Past and future technology

The teacher divides the class into two groups and gives them flipcharts and colored markers.

Group 1 speaks about the technology in the past/ Group 2 speaks about technology in the future (as a prediction, using their imagination).

They should draw these devices and comment on the functions, features, and other settings.

The groups demonstrate their project to the class, and the audience votes on the best project/s.

The group winners are identified and given praise for their creativity and performance.

Project 3: What technology is used where?

The students (in groups of 4) are assigned to go to different organizations in their city and find out about the technology they are using for their work. They study their features and note down what they are used for and how the staff benefits from it. They also interview the staff members on what other technology they would want to have there.

After all the information is collected and written, groups present the information to the class.

They discuss about the newest technology in their city and how it is being used.

The teacher praises them for their good work and encourages them to remain updated on the newest technology.

GRADE 8

Lesson 35: What causes waves?

What causes waves?

Waves are beautiful to look at but they can **destroy** ships at sea **as well as** houses and buildings near the **shore**. What **causes** waves? Most waves are caused by winds **blowing** over the surface of the water. The sun heats the earth, causing the air to rise and the winds to blow. The winds blow across the sea, pushing little waves into bigger and bigger ones.

The size of a wave **depends on** how strong the wind is, how long it blows, and how large the body of water is. In a small bay big waves will never build up, but at sea the wind can build up giant, powerful waves.

A rule says that the height of a wave (in meters) will usually be no more than one-tenth of the winds speed (in kilometers). In other words, when the wind is blowing at 120 kilometers per hour, most waves will be about twelve meters, and some waves may **combine** to form giant waves that are much higher. In 1933 the United States Navy reported the largest measured wave in history. It rose in the Pacific Ocean to a **height** of thirty-four meters.

Ideas for beginning the lesson

Warm-ups

Idea 1: Charades vocabulary review

The teacher divides students into 4 groups. The teacher writes some words on pieces of paper and puts them on the table. Each group comes to the board, takes one word and acts it out to explain its meaning to other groups and they should find that specific word.

Possible words (all somehow related to the text):

water, sea, salt, meter, high, wind, Pacific Ocean

Lead-ins

Idea 1: Teacher-led questioning – waves and their consequences

The teacher asks the whole class the following questions and gets several answers for each.

“What is a wave and how do you imagine it?”

“What causes waves and where?”

“Do we have waves in our country?”

With a partner, students think of the consequences of waves. The teacher hangs a poster on the board and each pair comes to draw and describe possible consequences of waves (for instance, how waves might destroy houses, buildings near the shore, ships at sea, etc.).

Idea 2: Structure of the metric system – circle story

The teacher demonstrates the structure of the metric system and clarifies lengths and surfaces. Then, the teacher divides the students into groups and, one by one, students make up sentences about waves, which should be appropriate with the last sentence to form a logical story.

The teacher can give the first line of the story on the board. “A sailor looked out at the sea and saw a four-meter wave coming for his ship...”

At the end, groups share their stories with other groups.

Idea 3: The sound of waves

Teacher plays part of this [audio recording](#) and instructs students just to listen for a moment.

Then the teacher asks students what they hear, where they think this was recorded, whether they have ever been to a beach or seen the sea or ocean, would they like to, etc.

Ideas for pre-teaching vocabulary

Key vocabulary

destroy
 surface
 blow
 strong
 wind
 cause

Conveying meaning

Idea 1: Describing and demonstrating

Surface: the top of something (teacher shows the surface of the table, floor, etc.)

Destroy: put an end to the existence of (something) by damaging it (teacher crushes a piece of paper or something else to demonstrate)

Blow: Of wind, creating an air current (teacher blows to demonstrate)

Strong: Having power (teacher flexes his or her muscles to demonstrate)

Wind: the perceptible natural movement of the air (teacher can draw a picture or point to the trees outside)

Cause: person or thing that gives rise to an action (teacher can knock something over to demonstrate cause and effect)

Idea 2: Drawing



The teacher draws a picture of a wave on the board or brings in a picture like the one above and asks students to tell you the word and what they know about waves.

Checking understanding

Idea 1: True or false (thumbs up or thumbs down)

The teacher instructs students to put a thumb up if they think the sentence is true and a thumb down if they think it is false, then he or she reads out the following sentences.

Today the weather is *windy*. (answer depends on the day)

A dog is *stronger* than a lion. *F*

If you sit in the shade, the cool air *blows*. *T*

Too much rain can *cause* a flood. *T*

A flood doesn't *destroy* houses. *F*

Consolidating meaning

Idea 1. Synonyms and antonyms

The teacher asks for synonyms and antonyms of a new word. She asks students to tell her which are synonyms and which antonyms and marks the synonyms in one color and the antonyms in another.

Students work with a partner or small group to make charts for other words.

For example:

durable	powerful	muscular
weak	STRONG	healthy
delicate	soft	unhealthy

Ideas to use while reading the text

Read – Pause – Question

1. Put students in pairs (weaker + stronger pairs work well)
2. Both students read a paragraph in silence.
3. One partner closes his or her book.
4. One partner reads all or some of the same paragraph aloud.
5. Both students pause for a moment to process.
6. The partner who read asks the other student a question about the text.

Read – Pause – Summarize

Same procedure as above up to number 5. Then, both students work together to write or speak a one-sentence summary of the text.

Read – Pause – Visualize

Same procedure, but in this activity, after the students pause and think for a moment, they draw a quick picture of what the text makes them think about. Then they compare their picture with their partner's and talk about similarities and differences.

Group reading: Group members take turns with Read-Pause-Question, Read-Pause-Summarize and Read-Pause-Visualize

Wrong teacher!: Teacher reads aloud as students follow. The teacher changes some information in the text. When the teacher says something wrong, the students knock on their desks or clap their hands and supply the correct information.

Dictogloss: Students have a graphic organizer or a text missing some information. Teacher reads the text, students listen and complete their worksheet, compare with partners, and then listen again.

Underlining key information: Students find key information in the text as they read. Afterwards they compare with a partner.

Margin notes: Students make notes that connect the text to themselves, to the world around them or to something else they've read or seen.

Stop and retell: In pairs. students read some of a text and stop at certain points, close their books, and retell it in their own words.

Ideas to use after reading the text

Comprehension questions

Right there question (students can find the answer in the text):

1. What causes most waves?
2. How high was the highest wave recorded in history?

Think and search (students can find the answer in the text, but the words might be different):

1. How are waves in large bodies of water like oceans different from waves in small bodies of water like lakes?

Author and me (students have to apply their previous knowledge or experience plus what is in the text to answer):

1. If the wind is blowing at 75 kilometers per hour, how high will the largest waves be?

On my own (the answer is not in the text, but is related to the topic and makes the student think):

1. Why aren't there waves in small ponds?
2. What is the windiest time of year where you live? Can the wind be dangerous just like waves?

Other post-reading activities

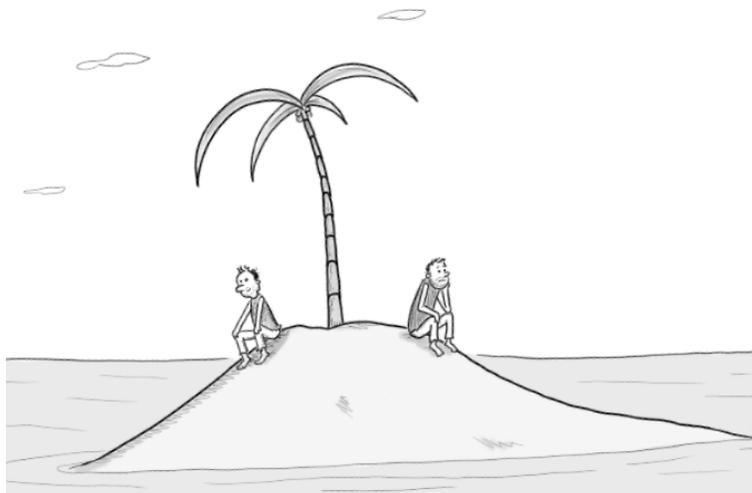
Idea 1: Making waves

The teacher brings in a large bowl or bucket and fills it with water. She or he places the bowl on the table and asks students to create waves without touching either the bowl or the table. Students can be guided to concentrate their blowing by using a rolled-up piece of paper to blow across the top of the water and make waves. Afterwards, the class talks about the best ways to make waves, how the experiment would be different with a larger or smaller bowl, etc.

Ideas for integrating skills

Idea 1: Reading, writing and speaking: A shipwreck story

The teacher draws a picture like this one on the board and elicits what is happening.



In pairs, students think of five things they would want to have with them if they were shipwrecked together on a desert island. Then they write a story about being shipwrecked together, using the vocabulary words from the lesson. They should draw a picture to accompany their story.

Ideas for adding a project

Idea 1: Presentation – Oceans of the world

The teacher divides students into four groups and assigns each group an ocean: Atlantic, Pacific, Indian, and Arctic. Groups divide up the work of collecting information, finding images, deciding which information to include, writing and editing, etc. and give a presentation about their assigned ocean.

During the presentations, the audience makes notes in a chart about the other oceans.

	size	location	wave height	Interesting info
Atlantic				
Pacific				
Indian				
Arctic				

Lesson 47 and 48: Sound

Sound

Sound travels through the air in the form of waves. Sound waves are **sent out** from any object that **vibrates** or swings **to and fro**. If there are 20 to 20,000 swings each second, we can hear a sound.

The faster a thing vibrates, the higher the **pitch of the tone** it produces. The pitch of the tone also depends on the size and shape of the vibrating object.

If you strike the side of an empty glass, it vibrates and gives off a musical tone. If water is poured into the glass, it gives a different tone because the amount of air that can vibrate freely has been **reduced**.

Sound **propagates** not only in the air but also in other bodies. Different bodies **conduct** sound in different ways. Most metals, wood, gases and also liquids are good sound conductors, soft and **porous** bodies are poor conductors. **Thus**, sound propagates in all **resilient** bodies, solid, liquid and gaseous; but it cannot propagate in a **vacuum**.

Ideas for beginning the lesson

Warm-ups

Idea 1: Where am I?

Ask, “Where am I? I can hear forks and knives on dishes. I hear people laughing and talking. I hear people chewing...”

Students are given cards with typical places on them like those on the next page.

In small groups students take turns describing what they can hear in that place and the others have to guess where it is.

Lead-ins

Idea 1: Teacher-led questioning

“Do you know anyone who is can’t hear, who is deaf?”

“What would it be like not to be able to hear?”

“How much do we depend on our sense of hearing?”

“We know if someone is calling or sending us a message because we hear our phones. What are other ways that sound helps us?”

“If I go into the next room and talk, will you hear me? How does sound travel?”

Ideas for pre-teaching vocabulary

Key vocabulary

vibrate
swing to and fro
pitch
tone
porous
resilient

Conveying meaning

Idea 1: Demonstrating

For *vibrate*, the teacher can show a cell phone vibrating (if possible) or vibrate a table and tell students that the table is vibrating. Elicit what it means and what part of speech it is (it's an action, so a verb).

For *swing to and fro*, he or she can hold up a necklace, key chain or something similar and allow it to swing back and forth and tell the students that the object is swinging to and fro. The teacher should elicit what it means and what part of speech it is (it's an action, so a verb). He or she should also point out that "to and fro" is quite old fashioned and people usually say "back and forth".

For *pitch*, the teacher can use a very high pitch of voice and say "I'm speaking in a high pitch" then use a low pitch and say "I'm speaking in a low pitch". The teacher should elicit what it means and what part of speech it is (it's a noun). He or she can ask students if they know anyone with a very high-pitched voice.

For *porous*, the teacher can show how if you put your hand behind a piece of cloth you can see it and ask what would happen if you poured water on the cloth. Would your hand get wet? Then the teacher can tell them that's because it is porous and ask what's the opposite of porous (watertight, solid).

Idea 2: Translating or defining

The teacher might want to translate *tone* and *resilient* because they are quite difficult to demonstrate, draw or define in English.

Checking understanding

Idea 1: Find your group

On small slips of paper, the teacher writes the vocabulary words on some and the definitions on others and examples on others (with the key word replaced by xxx), like this:

VIBRATE	TO SHAKE VERY QUICKLY	My cell phone is set to xxxx so it doesn't ring and wake up my grandmother.
---------	-----------------------	---

The teacher gives a card to each student. Students stand up walk around talk to each other and show each other their cards until they find their group of three: word, definition and example.

Idea 2: Thumbs up or down

Now that the students are in small groups, the teacher reads the following statements. Students should consult each other, and then put their thumb up if it is true and their thumb down if it is false. They should not speak.

“This is a high pitch” (said in a low pitch) F

To and fro means back and forth. T

In an earthquake, the ground vibrates. T

Plastic is porous. F

Clay is resilient. F

Tone means the quality of a sound. T

Consolidating meaning

Idea 1: Flash story

Instruct students to work with a partner and invent an INTERESTING short story that contains at least 4 of the 6 words above. Stress the word interesting or creative so the students don't just write a list of sentences that don't form a story. The story should be accompanied by a drawing. Give them no more than 10 minutes.

When time is up, students exchange stories and give positive feedback. Call on students and ask, “What's something you liked about the story you read?”

Ideas to use while reading the text

Read – Pause – Question

1. Put students in pairs (weaker + stronger pairs work well)
2. Both students read a paragraph in silence.
3. One partner closes his or her book.
4. One partner reads all or some of the same paragraph aloud.
5. Both students pause for a moment to process.
6. The partner who read asks the other student a question about the text.

Read – Pause – Summarize

Same procedure as above up to number 5. Then, both students work together to write or speak a one-sentence summary of the text.

Read – Pause – Visualize

Same procedure, but in this activity, after the students pause and think for a moment, they draw a quick picture of what the text makes them think about. Then they compare their picture with their partner's and talk about similarities and differences.

Group reading: Group members take turns with Read-Pause-Question, Read-Pause-Summarize and Read-Pause-Visualize

Wrong teacher!: Teacher reads aloud as students follow. The teacher changes some information in the text. When the teacher says something wrong, the students knock on their desks or clap their hands and supply the correct information.

Dictogloss: Students have a graphic organizer or a text missing some information. Teacher reads the text, students listen and complete their worksheet, compare with partners, and then listen again.

Underlining key information: Students find key information in the text as they read. Afterwards they compare with a partner.

Margin notes: Students make notes that connect the text to themselves, to the world around them or to something else they've read or seen.

Stop and retell: In pairs. students read some of a text and stop at certain points, close their books, and retell it in their own words.

Ideas to use after reading the text

Comprehension questions

Right there question (students can find the answer in the text):

1. How does sound travel through the air?
2. What happens if you strike the side of an empty glass?
3. Does sound only propagate in the air?

Think and search (students can find the answer in the text, but the words might be different):

1. What can change the pitch of a sound?
2. What are some materials that sound travels through easily?

Author and me (students have to apply their previous knowledge or experience plus what is in the text to answer):

1. Does sound travel easily through a sponge? Why?
2. If you hit 3 glasses with different amounts of water in them, would the sound be the same? Why?
3. Do most women's vocal cords vibrate more quickly than men's?

On my own (the answer is not in the text, but is related to the topic and makes the student think):

1. If you wanted to make music from the things in your classroom, which items would you choose?

Do you think you have a high-pitched voice or a low-pitched voice? Why might that be so?

Other post-reading activities

Idea 1: Design an experiment

The teacher asks for 2 volunteers. They stand a few meters apart at the front of the classroom (or in a hallway or outside, if possible). One volunteer claps and the other says how well he or she can hear the sound – Clearly – Not clearly – Not at all. The listening student moves away from the clapping student meter by meter. How long does it take until he or she can no longer hear? Measure the meters approximately.

The teacher puts students in groups of 3 and tells them they should design an experiment. It can be anything they want, but it should be about sound and hearing. The students are given 15 min. to plan and then they perform the experiment for the rest of the class. If students can't think of anything, the teacher might suggest things like testing whether putting a glass

to a wall helps to hear someone speaking on the other side, testing whether high-pitched voices are easier to hear through a wall than low-pitched voices, testing whether two cans connected by a string improve the transmission of a message, etc.

Idea 2: Complete the story

The teacher puts students into groups of three or four and gives each group one of the following story starters:

When I was walking home from school yesterday, I heard the strangest sound...

A farmer was pleased her cow gave birth to a healthy calf, but when the calf opened its mouth to make a sound, she couldn't believe her ears!!

The big day had finally come. I was going to present my science project in front of the whole school. When my mother said 'good morning', I tried to answer and... my voice was gone!

We could hear the sirens from kilometers away. Something was happening. Something important!

Ideas for integrating skills

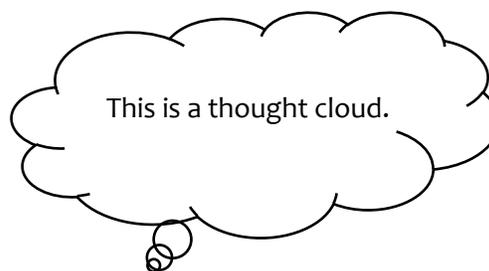
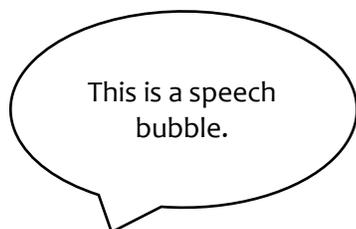
Idea 1: Reading, speaking and writing: Onomatopoeia story

The teacher gives a few examples of onomatopoeia – words that imitate or suggest the sound that they make like hiss – the sound a cat makes when it’s angry or buzz – the sound a bee makes. The teacher gives students a moment to think of any onomatopoeia they might know in English or any other language and writes them on the board. Possible answers: honk or beep (a car horn), boom (the sound of an explosion), rustle (the sound of dry leaves on the ground).

In groups of 5 or 6, students place all the onomatopoeia cards on the next page face down on the table. One by one, they choose two cards and turn them over. If they turn over the word and the picture it goes with, they keep the pair. The person with the most pairs at the end of the game is the winner.

The larger groups now split into two smaller groups of about 3 students. Students should use at least 4 of the onomatopoeia words from the matching game to make a six-panel comic story. The story should have a clear, logical story written under the drawings with dialogue in speech bubbles or thought clouds.

When they’ve finished their stories, they can share them with the rest of the class.



Ideas for adding grammar to the lesson

Idea 1: Reviewing wh- questions in the past

The teacher writes the wh- words and their usage in two columns and tells students to copy them into their notebooks. The teacher elicits the first match and then, in pairs, students match the other question words with their uses.

You use...	To ask about a...
Who	THING
What	TIME
When	PERSON
Where	WAY
How	REASON
Why	PLACE

Next the teacher writes several sentences in the present on the board and elicits the questions.

I learn a lot in English class.

Where do you learn a lot?

His alarm clock rings every morning at 5:00.

When does his alarm clock ring?

I listen to the radio.

What do you listen to?

The teacher elicits the past of the same sentences, adding a past time marker to make them more clearly the past.

I learned a lot in English class yesterday.

Where did you learn a lot?

His alarm clock rang yesterday at 5:00.

When did his alarm clock ring?

I listened to the radio this morning.

What did you listen to?

Next the teacher elicits/teaches how to form wh- questions in the past, pointing out that it is easier than the present because it is always with *did* and the verb.

Idea 2: Highly controlled practice

The teacher gives students individually or in pairs the following exercise to check their understanding of the structure.

1. The boy left his guitar in the classroom.

_____ did the boy _____ his guitar?

_____ _____ the boy leave in the classroom?

2. The sound travelled very quickly.

_____ did the sound travel?

3. We learned about sound last year.

_____ did you _____ about sound?

4. We gave a concert for our teacher.

_____ did you _____ a concert for?

Idea 3: Moderately controlled practice

After checking the previous exercise, students work in pairs to write questions to several sentences written on the board, for example:

We wrote a letter to the principal.

The principal said we were very clever.

We started school in October.

We started school late because of the pandemic.

Idea 4: Freer practice

The teacher instructs students to write five sentences about the sounds, sights and smells and tastes they experienced that morning. She might give the verbs see, hear, smell, feel, touch, taste.

When they've finished, they exchange papers with a partner, and make wh- questions about their partner's experiences.

Then they take turns asking and answering your questions using ASK ANSWER ADD. For example:

ASK: What did you see on the way to school?

ANSWER: I saw a donkey.

ADD: Do you see him every day?

Ideas for adding a project

Idea 1: A crazy band

The teacher engages students in a conversation about musical instruments and encourages students to think of everyday items that could be used to make interesting sounds (including our hands and feet). If possible, students watch a video of music made with random things.

Small groups have to make instruments from everyday items and try to make music from them. Every person has to play a different “instrument”.

Groups should create a piece of music with a rhythm, not just make a lot of senseless sounds.

Groups should think of a name for their band, give their piece of music a title and perform it for the rest of the class.

Lastly, groups can choose to either a) prepare an instrument report or b) prepare a presentation which describes their instruments and the music they made.

GRADE 9

Lesson 61-62: Economics

Economics

What is economics? Economics is the study of how society **allocates scarce** resources and goods. Resources are the **inputs** that society uses to produce output, called goods. Resources include inputs such as labor, **capital**, and land. Goods include products such as food, clothing, and housing as well as services such as those provided by barbers, doctors, and police officers. These resources and goods are considered scarce because of society's tendency to demand more resources and goods than are available.

Most resources are scarce, but some are not—for example, the air that we breathe. Its price is zero. It is called a free resource or good. Economics, however, is mainly concerned with scarce resources and goods. It is the presence of scarcity that motivates the study of how society allocates resources and goods.

The term market refers to any **arrangement** that allows people to trade with one another. The market system refers to the collection of all markets and also refers to the relationships among these markets. The study of the market system, which is the subject of economics, is divided into two main branches or theories; they are macroeconomics and microeconomics.

The prefix *macro* means large, indicating that **macroeconomics** is concerned with the study of the market system on a large scale. Macroeconomics considers the **aggregate** performance of *all* markets in the market system and is concerned with the choices made by the large subsectors of the economy—the household sector, which includes all consumers; the business sector, which includes all firms; and the government sector, which includes all government agencies.

The prefix *micro* means small, indicating that **microeconomics** is concerned with the study of the market system on a small scale. Microeconomics looks at the **individual markets** that make up the market system and is concerned with the choices made by small economic units such as individual consumers, individual firms, or individual government agencies.

Ideas for beginning the lesson

Warm-ups

Idea 1: Auction

Materials: several pictures of party items: snack foods, party decorations, a cake, etc.

Put students in groups of three or four.

The teacher sticks the pictures of different cakes, foods, decorations, etc. to the board. Each item should have a starting price; this is the lowest price a group can buy the item for.

Tell students that each group has 250 somoni to buy things for a class party. If possible, groups can make pretend somoni bills from slips of paper. This makes the game more engaging.

One by one, the teacher goes through the items and ask if any group wants to buy it. If more than one group wants the same item, they should offer more for it. The group that offers the most wins the item (give them the picture and take their “money”).

When all the items have been “sold”, see which group is best prepared for the party.

Lead-ins

Idea 1: Teacher-led questioning

Ask the students three questions (expensive and cheap):

“What is an expensive car?” “What is a cheap car?” “Why are some cars more expensive than others?”

“What is more expensive? A kilo of rice or a kilo of potatoes? Why?”

“What is cheaper? A new laptop or a new refrigerator? Why?”

And then tell students: “Today we’re going to read about economics. What is economics?”

Ideas for pre-teaching vocabulary

Key vocabulary

allocate
scarce
input
arrangement
large scale

Conveying meaning

Idea 1: Context clues and matching

The teacher writes synonyms of the key vocabulary on the board. In pairs, students find the words in the text and, using the context, match the vocabulary words to the synonyms. They should try replacing the vocabulary word with a synonym and see if it still makes sense.

Synonyms: distribute, uncommon / hard to find, intake, agreement, overall / in the big picture

Checking understanding

Idea 1: Does it make sense?

The teacher writes sentences on the board with the key vocabulary. Some of the sentences are well written and correct, but some don't make sense because the vocabulary word has been used incorrectly. For example, "The government allocated a lot of money for the dam project" (correct) or "The vendor at the market allocated a new car" (incorrect). Students have to consult with each other and decide which ones are good and which ones are bad and explain why.

Consolidating meaning

Idea 1: Explain it to a child

The teacher instructs students to explain economics to a small child using references that a small child would understand. For example, they might talk about candies instead of money and the whole neighborhood as an analogy for macroeconomics.

Ideas to use while reading the text

Read – Pause – Question

1. Put students in pairs (weaker + stronger pairs work well)
2. Both students read a paragraph in silence.
3. One partner closes his or her book.
4. One partner reads all or some of the same paragraph aloud.
5. Both students pause for a moment to process.
6. The partner who read asks the other student a question about the text.

Read – Pause – Summarize

Same procedure as above up to number 5. Then, both students work together to write or speak a one-sentence summary of the text.

Read – Pause – Visualize

Same procedure, but in this activity, after the students pause and think for a moment, they draw a quick picture of what the text makes them think about. Then they compare their picture with their partner's and talk about similarities and differences.

Group reading: Group members take turns with Read-Pause-Question, Read-Pause-Summarize and Read-Pause-Visualize

Wrong teacher!: Teacher reads aloud as students follow. The teacher changes some information in the text. When the teacher says something wrong, the students knock on their desks or clap their hands and supply the correct information.

Dictogloss: Students have a graphic organizer or a text missing some information. Teacher reads the text, students listen and complete their worksheet, compare with partners, and then listen again.

Underlining key information: Students find key information in the text as they read. Afterwards they compare with a partner.

Margin notes: Students make notes that connect the text to themselves, to the world around them or to something else they've read or seen.

Stop and retell: In pairs. students read some of a text and stop at certain points, close their books, and retell it in their own words.

Ideas to use after reading the text

Comprehension questions

Right there question (students can find the answer in the text):

1. What are some examples of goods?
2. What is the difference between microeconomics and macroeconomics?

Think and search (students can find the answer in the text, but the words might be different):

1. What are some products that are not easy to find and why?
2. What good does the author say has no cost?

Author and me (students have to apply their previous knowledge or experience plus what is in the text to answer):

1. How is the economy in Tajikistan affected by the scarcity of goods?
2. What are some other free resources or goods?

On my own (the answer is not in the text, but is related to the topic and makes the student think):

1. Which goods and services does Tajikistan produce? Are they mainly used in the country or are they exported? How do you think this might change in the future?
2. Is the economy of Tajikistan on an upswing (improving), a downswing (worsening) or staying unchanged? What factors affect the strength of a country's economy?

Ideas for integrating skills

Idea 1: Writing and speaking – Economic report

The teacher instructs pairs of students to do research and write a report on the economies of three Central Asian countries. They should write about GDP, imports and exports and make comparisons among the countries. They should also make predictions for the future.

If possible, the report should include statistics, graphs and tables.

When they've finished, they should prepare a very short PowerPoint presentation about their findings.

Ideas for adding a project

Idea 1: Price comparison

Students talk to parents and write up a list of items their family purchases every week. They go to several shops and markets and note down the different prices for several items. Considering other factors, like the distance to each shop, etc., students create a more price-effective purchasing agenda for their family and present it to the class.

Idea 2: Price determination

Students each find the price for the same item in several different places (shops, online, etc.). Working backward, they consider every step involved in bringing that item to Tajikistan and making it available. Where do they think the most money is made? How much does it cost to produce such an item? How do they know?

Students present their findings in small groups.

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