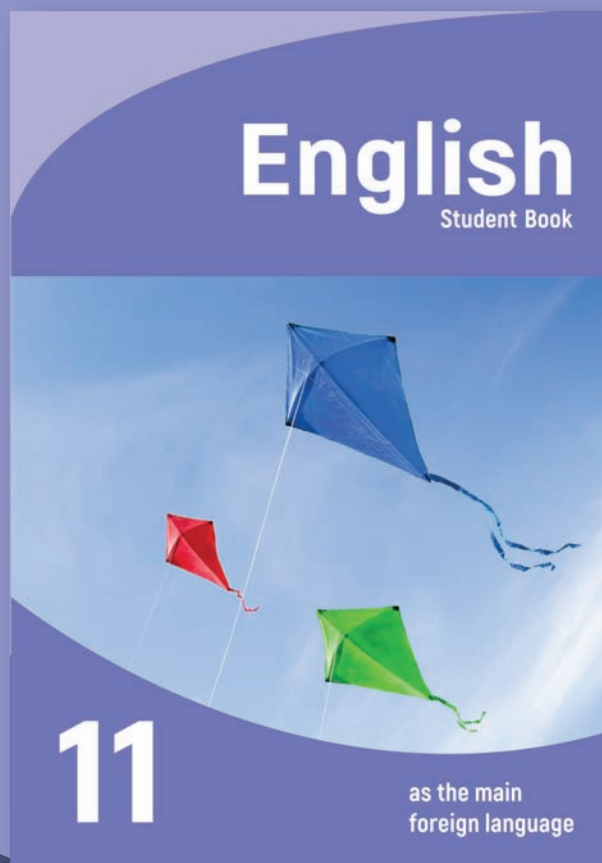


English

Teacher book



11

as the main
foreign language

Konul Heydarova
Gunay Gurbanova
Sevinj Mammadova

English

Teacher Book

as the main foreign language for the **11th** grades
of general secondary schools

© “Şərq-Qərb” Open Joint-Stock Company

Please send your inquiries, comments and suggestions to us
at the following email addresses:

info@eastwest.az and derslik@edu.gov.az

We thank you for the cooperation.



ŞƏRQ-QƏRB

CONTENTS

CONTENTS	PAGES
From Authors	06
Syllabus	07
Content Standards/ Core standards and sub-standards on content lines	10

UNITS	SECTIONS	LESSON FOCUS	PAGES
UNIT 1 THE WHYS AND WHEREFORES	Focus on the topic	A lead-in to the topic: The Whys and Wherefores	11
	Vocabulary	Key words and phrases	12
	Reading	A magazine article "Why Questioning Is Important"	14
	Grammar A	An included yes/no question	16
	Grammar B	An included Wh question	18
	Listening	A talk on types of questions	20
	Speaking	Individual and collaborative speaking tasks	22
	Writing	Paragraph and essay structures	24
	Word Inspector	Language development: Focus on vocabulary	28
	Time to Watch	An episode from a game show "Are you smarter than a fifth grader?"	30
	Use of English	Language development: Focus on vocabulary and grammar	36
	Mistake Detector	Self-assessment through mistake identification	38

UNITS	SECTIONS	LESSON FOCUS	PAGES
UNIT 2 LIFETIME EXPERIENCES	Focus on the topic	A lead-in to the topic: Lifetime Experiences	39
	Vocabulary	Key words and phrases	40
	Reading	A text about an unusual natural phenomenon	42
	Grammar A	Past Perfect Progressive	44
	Grammar B	Narrative tenses	46
	Listening	A talk on the Northern lights	50
	Speaking	Individual and collaborative speaking tasks	54
	Writing	Parts of an essay: Introduction	56
	Word Inspector	Language development: Focus on vocabulary	58
	Time to Watch	A video about a safari trip to Tanzania	60
	Use of English	Language development: Focus on vocabulary and grammar	66
	Mistake Detector	Self-assessment through mistake identification	68
UNIT 3 THE ART OF CONVERSATION	Focus on the topic	A lead-in to the topic: The Art of Conversation	69
	Vocabulary	Key words and phrases	70
	Reading	An article about the danger of losing the art of conversation	72
	Grammar A	Third Conditional	74
	Grammar B	Second and Third Conditionals	77
	Listening	A talk on the differences between ambiverts and omniverts	80
	Speaking	Individual and collaborative speaking tasks	82
	Writing	Parts of an essay: Thesis statement	84
	Word Inspector	Language development: Focus on vocabulary	86
	Time to Watch	A TED talk about verbal and non-verbal behaviour	88
	Use of English	Language development: Focus on vocabulary and grammar	94
	Mistake Detector	Self-assessment through mistake identification	96

UNITS	SECTIONS	LESSON FOCUS	PAGES
UNIT 4 NO REGRETS	Focus on the topic	A lead-in to the topic: No Regrets	97
	Vocabulary	Key words and phrases	98
	Reading	A magazine article "The Biggest Regrets of a University Graduate"	100
	Grammar A	Past Regrets or mistakes should/shouldn't have done	102
	Grammar B	Verbs that change meaning with gerund/infinitive	104
	Listening	People talking about their biggest regrets	106
	Speaking	Individual and collaborative speaking tasks	108
	Writing	Parts of an essay: Body paragraphs	110
	Word Inspector	Language development: Focus on vocabulary	112
	Time to Watch	An animation "Dried-up in meetings" a story written by Mir Jalal	114
	Use of English	Language development: Focus on vocabulary and grammar	118
	Mistake Detector	Self-assessment through mistake identification	120
	UNIT 5 CREATIVITY	Focus on the topic	A lead-in to the topic: Creativity
Vocabulary		Key words and phrases	122
Reading		An article about creativity	124
Grammar A		Passive Voice	126
Grammar B		Passive Causatives	130
Listening		A talk on one way of boosting creativity	132
Speaking		Individual and collaborative speaking tasks	134
Writing		Parts of an essay: Concluding paragraphs	136
Word Inspector		Language development: Focus on vocabulary	138
Time to Watch		News stories about two creative people	140
Use of English		Language development: Focus on vocabulary and grammar	144
Mistake Detector		Self-assessment through mistake identification	146

UNITS	SECTIONS	LESSON FOCUS	PAGES
UNIT 6 IN THE NEWS	Focus on the topic	A lead-in to the topic: In the News	147
	Vocabulary	Key words and phrases	148
	Reading	A magazine article about News Addiction	150
	Grammar A	Verbs with future meaning	152
	Grammar B	Future Perfect	154
	Listening	News reports	156
	Speaking	Individual and collaborative speaking tasks	158
	Writing	Citations	162
	Word Inspector	Language development: Focus on vocabulary	164
	Time to Watch	News stories that went viral	166
	Use of English	Language development: Focus on vocabulary and grammar	170
	Mistake Detector	Self-assessment through mistake identification	172
	AN EXAMPLE OF SUMMATIVE ASSESSMENT TEST		
THE SCRIPT AND KEYS OF THE SUMMATIVE ASSESSMENT TEST			177
REFERENCES			178

From Authors

We are excited to introduce a new English course book for Grade 11, which is compiled according to the English language curriculum confirmed by the Ministry of Science and Education of the Republic of Azerbaijan. The activities included in this course book support eleventh grade students' language learning by boosting their language skills of listening, speaking, reading and writing. Teacher Book will help you plan your lessons effectively and apply different interaction patterns that will contribute significantly to the learning process.

We wish you and your students much success!

Sincerely, authors

UNITS	HOURS	SECTIONS	LESSON FOCUS	STANDARDS	
UNIT 1 THE WHYS AND WHEREFORES	1	Focus on the topic	A lead-in to the topic: The Whys and Wherefores	2.1.1. 2.1.3.	
	2	Vocabulary	Key words and phrases	3.1.1. 3.1.2. 3.1.3. 3.1.4.	
	2	Reading	A magazine article "Why Questioning Is Important"	2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.	
	3	Grammar A	An included yes/no question	2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.3. 4.1.4.	
	2	Grammar B	An included Wh question	2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.2. 4.1.3. 4.1.4.	
	2	Listening	A talk on types of questions	1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1.	
	2	Speaking	Individual and collaborative speaking tasks	2.1.1. 2.1.2. 2.1.3.	
	2	Writing	Paragraph and essay structures	2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3.	
	1	Word Inspector			
	2	Time to Watch	An episode from a game show "Are you smarter than a fifth grader?"	1.1.1 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2	
	1	Use of English			
	1	Mistake Detector			
	1	Small Summative 1			
	UNIT 2 LIFETIME EXPERIENCES	1	Focus on the topic	A lead-in to the topic: Lifetime Experiences	2.1.1. 2.1.3.
		2	Vocabulary	Key words and phrases	2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.
2		Reading	A text about an unusual natural phenomenon	2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.2. 4.1.3. 4.1.4.	
2		Grammar A	Past Perfect Progressive	2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	
3		Grammar B	Narrative tenses	1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.2. 4.1.3.	
2		Listening	A talk on the Northern lights	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 4.1.2. 4.1.3. 4.1.4.	
2		Speaking	Individual and collaborative speaking tasks	2.1.1. 2.1.2. 2.1.3.	
2		Writing	Parts of an essay: Introduction	4.1.1. 4.1.2. 4.1.3.	
1		Word Inspector			
2		Time to Watch	A video about a safari trip to Tanzania	1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 4.1.2. 4.1.3. 4.1.4.	
1		Use of English			
1		Mistake Detector			
1		Small Summative 2			

UNITS	HOURS	SECTIONS	LESSON FOCUS	STANDARDS	
UNIT 3 THE ART OF CONVERSATION	1	Focus on the topic	A lead-in to the topic: The Art of Conversation	2.1.1. 2.1.3.	
	2	Vocabulary	Key words and phrases	2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.	
	2	Reading	An article about the danger of losing the art of conversation	2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	
	3	Grammar A	Third Conditional	2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3.	
	2	Grammar B	Second and Third Conditionals	2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.3. 4.1.2. 4.1.3. 4.1.4.	
	3	Listening	A talk on the differences between ambiverts and omniverts	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.3. 3.1.4. 4.1.2. 4.1.3. 4.1.4.	
	2	Speaking	Individual and collaborative speaking tasks	2.1.1. 2.1.2. 2.1.3.	
	2	Writing	Parts of an essay: Thesis statement	4.1.1. 4.1.2. 4.1.3.	
	1	Word Inspector			
	1	Small Summative 3			
	2	Time to Watch	A TED talk about verbal and non-verbal behaviour	1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.	
	1	Use of English			
	1	Mistake Detector			
	1	Big Summative			
	UNIT 4 NO REGRETS	1	Focus on the topic	A lead-in to the topic: No Regrets	2.1.1. 2.1.3.
2		Vocabulary	Key words and phrases	2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4.	
2		Reading	A magazine article "The Regrets of a University Graduate"	2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 4.1.2. 4.1.3. 4.1.4.	
3		Grammar A	Past Regrets or Mistakes <i>should/ shouldn't have done</i>	1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.3.	
2		Grammar B	Verbs that change meaning with gerund/infinitive	2.1.1. 2.1.3. 3.1.2. 3.1.3.	
2		Listening	People talking about their biggest regrets	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3.	
2		Speaking	Individual and collaborative speaking tasks	2.1.1. 2.1.2. 2.1.3.	
2		Writing	Parts of an essay: Body paragraphs	3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	
1		Word Inspector			
2		Time to Watch	An animation "Dried-up in meetings"	1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.	
1		Use of English			
1		Mistake Detector			
1		Small Summative 4			

UNITS	HOURS	SECTIONS	LESSON FOCUS	STANDARDS	
UNIT 5 CREATIVITY	1	Focus on the topic	A lead-in to the topic: Creativity	2.1.1. 2.1.3.	
	2	Vocabulary	Key words and phrases	3.1.1. 3.1.2. 3.1.3.	
	2	Reading	An article about creativity	2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.	
	3	Grammar A	Passive Voice	1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	
	2	Grammar B	Passive Causatives	2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	
	2	Listening	A talk on one way of boosting creativity	1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	
	2	Speaking	Individual and collaborative speaking tasks	2.1.1. 2.1.2. 2.1.3.	
	2	Writing	Parts of an essay: Concluding paragraphs	3.1.3. 4.1.1. 4.1.2. 4.1.3.	
	1	Word Inspector			
	2	Time to Watch	News stories about two creative people	1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.	
	1	Use of English			
	1	Mistake Detector			
	1	Small Summative 5			
	UNIT 6 IN THE NEWS	1	Focus on the topic	A lead-in to the topic: In the News	2.1.1. 2.1.3.
2		Vocabulary	Key words and phrases	3.1.1. 3.1.2. 3.1.3.	
2		Reading	A magazine article about News Addiction	2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3.	
2		Grammar A	Verbs with future meaning	1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	
2		Grammar B	Future Perfect	2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	
2		Listening	News reports	1.1.1. 1.1.2. 2.1.1. 2.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	
2		Speaking	Individual and collaborative speaking tasks	2.1.1. 2.1.2. 2.1.3.	
2		Writing	Citations	3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.	
1		Word Inspector			
2		Time to Watch	News stories that went viral	1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4.	
1		Use of English			
1		Mistake Detector			
1		Small Summative 6			
1		Preparation for the big summative assessment			
1	Big Summative				

Content Standards

- summarise different ideas and the information from the text he/she listens to and prepares presentations;
- link the facts and events with real life situations and state his/her opinion about them;
- read the texts given in different styles correctly and explain their content;
- explain the meaning of expressions and terms according to provided context;
- make up texts in different styles and improve others' and his/her own writing skills;
- observe the writing rules

Core standards and sub-standards on content lines

1. Listening comprehension

Pupil is able to:

1.1. express his/her attitude to the content of the text he/she listens to

1.1.1. prepare presentations according to content of text he/she listens to

1.1.2. express his/her opinion about the content of the text he/she listens to

2. Speaking

Pupil is able to:

2.1. demonstrate oral speech knowledge and skills

2.1.1. express his/her attitude to the facts and events

2.1.2. summarise different ideas and give presentations

2.1.3. give speeches about different topics

3. Reading

Pupil is able to:

3.1. understand the content of the text he/she reads

3.1.1. explain the meaning of new words and phrases according to context

3.1.2. read the text given in different styles correctly

3.1.3. explain the content of the text given in different styles

3.1.4. explain the facts and events in the text by relating them with real life

4. Writing

Pupil is able to:

4.1. demonstrate accurate writing skills

4.1.1. improve others' and his/her own writing skills

4.1.2. express his/her ideas in different styles

4.1.3. observe the orthographical, grammatical and punctuation rules

4.1.4. prepare projects and presentations

UNIT 1

THE WHYS AND WHEREFORES

Topic: The Whys and Wherefores

Hours: 21

Skills: Reading, Listening, Speaking, Writing

Grammar: An included yes/no question; An included Wh question

Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to come up with questions people might ask in different situations and talk about people's feelings while they ask those questions.

Have students work in pairs. Refer them to the photos and ask them to describe what the people are doing. Then ask them to discuss the questions provided. While they are discussing, monitor and provide assistance if necessary.

- What questions do you think they might be asking?
- How do you think they might be feeling?



VOCABULARY

Aims: By the end of the lesson, students will be able to

- guess the meanings of the words/phrases from the context;
- develop their reading skills for detailed information.

Standards: 3.1.1. 3.1.2. 3.1.3. 3.1.4.

1. Ask students to read the questions in Task 1 without worrying about new vocabulary items. At this stage, they are expected to match the questions (A- G) to the people (1-7) who might be asking them. Set a time limit and when the time is up, ask them to compare their answers with a partner. Provide whole class feedback at the end.

Answers:

People	Questions
1. A student who needs some assistance	G) Could you please explain this problem to me again? It's really hard to understand. I have been trying to figure it out since morning, but I haven't been able to solve it yet
2. A director of a newly established company	C) What do I need to do to foster better relations with my employees? Every time when I see them, I feel that they are self-conscious in my presence.
3. A person who has moved into a neighbourhood recently	B) Why do they keep asking me so many questions? Why are they so curious about a person they have nothing to do with?
4. A person who has decided to stand as a candidate for the local government elections	F) Is the sense of humour the most important trait for a leader? Should I give up my dream if I am not a fun-loving person?
5. A young man who has just graduated from university	D) What should I do to make a good impression in the job interview? I want to get this job very much!
6. A salesperson who is in charge of promoting a new product	A) Why are some people so resistant to change? They don't even want to try out the new series of the shampoo we are offering
7. A teacher who wants to help his students	E) What can I do to broaden their awareness of mental health? They need to be mentally strong so that they can achieve academic success.

2. Have students read the questions in Task 1 again paying attention to the boldfaced words/phrases. Ask them to choose the correct definition that matches the meaning of each boldfaced word/phrase. When they complete the task, get them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

1 resistant (adj.)

- a) ready to accept new ideas and changes
- b) not wanting to accept something, especially changes or new ideas

2 curious (adj.)

- a) interested in learning about people or things around you
- b) uninterested in learning about people or things around you

3 foster (v.)

- a) fail to develop a skill, feeling, idea, etc.
- b) help a skill, feeling, idea, etc. develop over a period of time

4 self-conscious (adj.)

- a) embarrassed or worried about how you look or what other people think of you
- b) feeling sure about your own ability to do things and be successful

5 impression (n.)

- a) the ability to form pictures in the mind
- b) an idea or opinion of what something or someone is like

6 broaden (v.)

- a) increase the range of one's knowledge or understanding
- b) demonstrate one's knowledge or understanding

7 trait (n.)

- a) particular quality in someone's character
- b) the way someone or something looks

8 figure out (phr. v.)

- a) be able to start doing something
- b) understand or solve something

Track 1

1. resistant – not wanting to accept something, especially changes or new ideas
2. curious – interested in learning about people or things around you
3. foster – help a skill, feeling, idea, etc. develop over a period of time
4. self-conscious – embarrassed or worried about how you look or what other people think of you
5. impression – an idea or opinion of what something or someone is like
6. broaden – increase the range of one's knowledge or understanding
7. trait – particular quality in someone's character
8. figure out – understand or solve something

3. Get students to work individually and complete the sentences with the words or phrases from Task 2. Set a time limit and then ask them to compare answers in pairs. Provide whole class feedback at the end.

Answers:

1. The teacher went on talking while I tried to **figure out** what he meant.
2. Arriving late at the meeting doesn't create a very good **impression**.
3. Some people are very **resistant** to the idea of doing morning exercise.
4. A crowd of **curious** people gathered in the park to see what was happening.
5. Most parents want to **foster** an interest in national music in their children.
6. Aziz has been learning English for many years, but he is still **self-conscious** about his accent.
7. Honesty is a **trait** that most parents greatly value in their children.

Aims: By the end of the lesson, students will be able to

- develop their reading skills for gist and detailed information by reading the text about the importance of asking questions;
- guess the meanings of the words/phrases from the context;
- talk about the importance of asking questions.

Standards: 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.

1. Have students work in pairs and discuss the question.
 - Is it important to ask questions? Why or why not?
2. Tell students that they are going to read the magazine article “Why Questioning Is Important” and match the titles (a-h) to the paragraphs (1-6). Set a time limit. Then have them check their answers in pairs. Elicit responses. Encourage students to justify their answers.

Answers:

- | | |
|------|------|
| 1. h | 4. f |
| 2. c | 5. b |
| 3. a | 6. g |

What do TRUE, FALSE and NOT GIVEN mean?

- If the text agrees with or confirms the information in the statement, the answer is TRUE;
- If the text contradicts or is the opposite to the information in the statement, the answer is FALSE;
- If there is no information or it is impossible to know, the answer is NOT GIVEN.

This type of task requires students to locate and identify specific information. This information will be presented in the text as facts. The information in the text follows the order of the questions, so the information they need for the first statement will be found before the information for the second statement.

These tips may help your students do this type of reading tasks well.

The True and False answers are always in the text – you never need to use your own general knowledge.

There is always **at least one True, one False and one Not Given** answer.

If you find the right part of the text, but you can't find the answer, the answer is **Not Given**.

3. Have students read the text and mark the sentences as True, False or Not Given. When they are done, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. **T** (They're aware of the gaps in their knowledge and aren't self-conscious about using questions to analyse different situations.)
2. **NG**
3. **T** (Asking questions – whether it's about yourself, about others, or how things are done in the world – helps you think about new possibilities. That's an important part of personal growth.)
4. **F** (Without questioning, a person's life is unlikely to improve and they are more likely to experience misery and depression.)
5. **F** (A huge number of activists and policymakers are experts at using questions to collect information and develop strategies for improvement.)

4. Tell students to read the definitions of some words/phrases and match them to the boldfaced words/phrases in the text. Have students check their answers in pairs and then provide whole class feedback.

Answers:

1. the act of taking part in an activity- **participation**
2. people with special knowledge, skill or training in something- **experts**
3. to find out information by searching or asking questions- **dig into**
4. extreme suffering- **misery**
5. to give encouragement to someone or something because you want him, her, or it to succeed- **support**
6. different from something- **contrary to**
7. the quality of reacting quickly and positively- **responsiveness**

5. Get students to pay attention to the underlined phrase in the text and choose two situations that are **not a one - way street**. (If you describe an agreement or a relationship as a one-way street, you mean that only one of the sides in the agreement or relationship is offering something or is benefitting from it.)

Answers:

a and d

6. Have students work in pairs or in small groups and discuss the quotations. While they are discussing, monitor and provide assistance if necessary.

“Judge a man by his questions rather than his answers.”
Voltaire

“No man really becomes a fool until he stops asking questions.”
Charles P. Steinmetz

You may assign students to find a quotation about asking questions and prepare a short speech explaining it.

Aims: By the end of the lesson, students will be able to

- ask included yes/no questions;
- talk about quiz programmes;
- develop their reading skills for gist;
- write included yes/no questions.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.3. 4.1.4.

1. Have students work in pairs and discuss the questions.
 - Do you like watching quiz programmes on TV? Why or why not?
 - Would you like to take part in a quiz programme? Why or why not?
2. Tell students that they are going to read the conversation between two friends, one of whom attended a quiz programme on TV. As they read, they should complete the sentence with a, b or c. Set a time limit. Then have them check their answers in pairs. Elicit responses.

Answer:

c

3. Ask students to pay attention to the underlined sentences in the conversation and complete the sentences.

Answers:

1. They asked Asra if/whether Albert Einstein studied well or not.
2. Asra was not sure if/whether her answer was right or not.
3. Amy wondered if/whether Asra became a winner.

Refer students to Grammar Bank on Page 140. Explain to them "An included yes/no question". Provide them with the examples from the conversation in Task 2. You may want your students to ask you some yes/no questions. Write their questions on the board and ask them to change them into included yes/no questions.

4. Tell students that a quiz programme presenter is asking Murad some questions before inviting him to take part in the programme. Students should write the questions as included questions using the phrases provided. Set a time limit. Have them compare answers in pairs and then provide whole class feedback.

Answers:

1. Please tell me if/whether you have permission from your parents.
2. I'd like to know if/whether you always get high grades in all subjects.
3. Please tell me if/whether you have ever failed an exam.

4. Do you know if/whether you will have time to attend the programme next week?
5. I wonder if/whether you are going to have any support groups during the programme.

5. Ask students to work in pairs and write a yes/no question about each sentence. Then complete the included questions. When they are ready, have them compare their answers with another pair. Then provide whole class feedback.

Answers:

1. It is possible that he didn't study Physics and Maths in school.
Question: Did he study Physics and Maths in school?
Included question: I have no idea whether/if he studied Physics and Maths in school.
2. We may or may not figure out the problem.
Question: Will we figure out the problem?
Included question: I am not sure if/whether we will figure out the problem.
3. It is possible that they asked some questions related to Biology.
Question: Did they ask any questions related to Biology?
Included question: I don't remember if/whether they asked any questions related to Biology.
4. They may or may not be able to answer challenging questions.
Question: Will they be able to answer challenging questions?
Included question: I wonder if/whether they will be able to answer challenging questions.
5. They might organise a quiz programme for school children next year.
Question: Are they going to organise a quiz programme for school children next year?
Included question: Please tell me if/whether they are going to organise a quiz programme for school children next year.
6. It is possible that he won first place.
Question: Did he win first place?
Included question: I'd like to know if/whether he won first place.

6. Put students in pairs and ask them to read the instructions. Give them some time to make notes. While they are getting ready for their roles, monitor and help if necessary. When they are ready, have them role-play the situation.

GRAMMAR B

Aims: By the end of the lesson, students will be able to

- ask included Wh questions;
- develop their reading skills for specific information;
- write included Wh questions.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.2. 4.1.3. 4.1.4.

1. A. Have students work in pairs or in small groups and answer the questions.

1. Would it be warmer inside a plane if the plane were painted in black?

2. Do only humans enjoy listening to music?

3. Does a walk at the seaside help sleep better?

4. Does being left-handed mean that the right side of your brain works better?

1. B. Get students to read the text and check if their guesses are right or wrong.

2. Focus students' attention on the boldfaced sentences in the text in Task 1B and have them analyse the word order. Then get them to choose the correct option. When they are ready, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. a

2. b

Refer students to Grammar Bank on Page 141. Explain to them "An included Wh question". Provide them with examples.

3. Ask students to work individually and write the questions as included questions. Set a time limit and then ask them to compare answers in pairs before you discuss them as a class.

Answers:

1. I wonder **who invented weekends.**

2. I want to know **why ants walk in a straight line.**

3. I'd like to know **why little girls like pink.**

4. Can you tell me **how Wi-Fi got its name?**

5. Do you know **what makes most children afraid of clowns?**

6. Nobody knows **when the first selfie was taken.**

4. A. Explain to the students what a trivia quiz means. (Trivia quiz is one where the competitors are asked questions about interesting but unimportant facts in many subjects.) Have students work individually and put the words in the correct order to make included questions. When they are ready, ask them to compare their answers in pairs.

Answers:

1. Can you tell me how much water a camel can store in its hump?
2. Please tell me what colour the sun is.
3. Have you ever wondered how much money you can save if you don't charge your mobile phone at home?
4. Do you know what the five senses of the human body are?
5. Can you say how many colours are in the rainbow?
6. Do you know how long it takes for the sun's light to reach the Earth?
7. Does anyone know how many bones sharks have in their bodies?

B. Get students to work in pairs and test each other.

C. Play the recording and get them to check their answers.

Track 2

1. **Q:** Can you tell me how much water a camel can store in its hump?
A: None. A camel's hump does not hold water at all – it actually stores fat.
2. **Q:** Please tell me what colour the sun is.
A: Most people think of the Sun as yellow, but it only seems yellowish to us because of the Earth's atmosphere. In fact, the colour of the sun is white.
3. **Q:** Have you ever wondered how much money you can save if you don't charge your mobile phone at home?
A: By consistently recharging your cell phone at work instead of at home, you can save less than 50 cents a year.
4. **Q:** Do you know what the five senses of the human body are?
A: The five senses of the body are sight, sound, smell, taste and touch.
5. **Q:** Can you say how many colours are in the rainbow?
A: There are seven colours in the rainbow: red, orange, yellow, green, blue, indigo and violet.
6. **Q:** Do you know how long it takes for the sun's light to reach the Earth?
A: It takes sunlight an average of 8 minutes and 20 seconds to travel from the Sun to the Earth.
7. **Q:** Does anyone know how many bones sharks have in their bodies?
A: Sharks do not have a single bone in their entire body. Instead, sharks have cartilage, which is the same tissue that a human's nose and ears are made of.

5. Divide students into groups and ask them to prepare a Trivia Quiz to check other group's knowledge. Get them to write questions as included questions. As they are writing questions, monitor and help if needed.

It can be the case that some of the weaker students are really good at general knowledge, so tasks using trivia quizzes can help boost their confidence and increase their motivation levels. Quizzes work really well with big groups. So, if you only have a small class, it can be nice to team teach with another teacher and involve his/her class, too.

At the end of the quiz, it would be good for the winning team to get a prize of some sort, even if it's something small, like a certificate, to acknowledge their achievement.

LISTENING

Aims: By the end of the lesson, students will be able to

- develop their listening skills for gist, specific and detailed information by listening to the talk about asking questions;
- talk about different kinds of questions;
- guess the meanings of the words/phrases from the context;
- ask and answer the right questions to keep the conversation going.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1.

1. Get students to discuss the questions in pairs or in small groups.
 - What kind of questions do you usually ask when you meet someone for the first time?
 - What kind of questions do you avoid asking at your first meeting?
2. Tell students that they are going to hear a talk. As they listen, they should answer the question by choosing the correct option.

Answer:

d

3. Tell students that they are going to listen to the same talk again and complete the sentences. Before you play the recording, have students read the sentences. You may decide to play the recording once or twice depending on your students' needs.

Answers:

There is a common belief that in conversations, others expect us to share 1) **(great) stories**.

The first type of questions requires a *yes* or *no* answer or 2) **a short phrase**.

The speaker struggled a lot in social settings before he started to ask a question that required 3) **one word answer**.

The second type of questions starts with 4) **What** or *How*, which requires more 5) **detail**.

The speaker advises against asking *Why* questions since they make the other person feel 6) **defensive**.

The speaker's friend didn't have an effective conversation on the first day because he wasn't asking 7) **the right questions**.

Track 3

The ability to ask good questions is one of the main skills that you can use to keep a conversation going. In conversations, we usually think that we're supposed to tell great stories and show others how amazing we are. The ability to ask good questions in a social situation is one of the main ways to keep the ball rolling.

There are two types of questions that we're going to explore. The first is called an easy question. It is a direct question that you can answer with a yes or no or a short phrase.

I used to have a lot of difficulty in social situations like parties until I realised I'm just going to ask a question with one word answer. So, I asked people questions like this: How many years have you been living in Baku? Then it gets very easy for the other person to start the ball rolling. Then you can follow up with an open-ended question, that's the second type of question. After you learn that the person has lived in Baku for 7 years, you can ask another close question like Where did you live before that? Then you open up the conversation with what brought that person from that place to Baku. What question or how question usually requires a lot more detail. It's going to get them talking and opening up and that's when you really see the conversation. Some people say you can also start with a why question.

I have found however, in my experience that the conversation that starts with why sometimes can make the other person feel a little defensive like they have to justify their explanations.

I was talking to a friend of mine just a couple of days ago. He said that he was at work and his co-worker who was showing him around was asking a lot of questions and he was answering the questions. Then he noticed the conversation just died. And he reflected on it and said, "I know why it died. I wasn't asking him the right questions." So, the next time he went to work, he started with easy questions and then followed up with an open-ended question. It worked well!

So, choose the right questions and you're almost guaranteed to get a nice conversation going.

4. Have students work individually, read the audio script on Page 175 and guess the meaning of the words/phrases. When they are ready, ask them to compare their answers with a partner. Then provide whole class feedback.

Answers:

- | | |
|------|------|
| 1. b | 3. b |
| 2. a | 4. b |

5. Divide students into pairs and ask them to choose one of the situations that they would like to act out. Tell them to ask the right questions in order to keep their conversation going. Set a timer. While students are preparing, walk around to monitor and assist.

Once pairs finish the role play, put students who chose the same situations into new pairs. This will allow them to use what was said in the first conversation and build on that to make the role play longer. Also, if your students used notes while doing the task for the first time, you can ask them not to use them during the second try. In other words, if you decide to do a role play more than once, change some details to make it just a bit more challenging for students.

SPEAKING

Aims: By the end of this lesson, students will be better able to talk about the importance of asking questions.

Standards: 2.1.1. 2.1.2. 2.1.3.

1. Ask students to look at the pictures carefully and take a few moments to think before they start talking. Depending on the level of your students, you might want to teach them some vocabulary related to the pictures.

Adjectives: interactive, engaging, challenging, informative, educational, entertaining, fun, competitive, rewarding

Verbs: test, challenge, demonstrate

Have students work in pairs, compare the photos and say

- why the people might choose to attend these programs.
- what might the advantages and disadvantages of attending such programs be.



2. Get students to work individually and put the tips in order of importance. Then have students work in pairs or in small groups and compare their lists. Encourage them to justify their answers.

The questions should be clear and short.

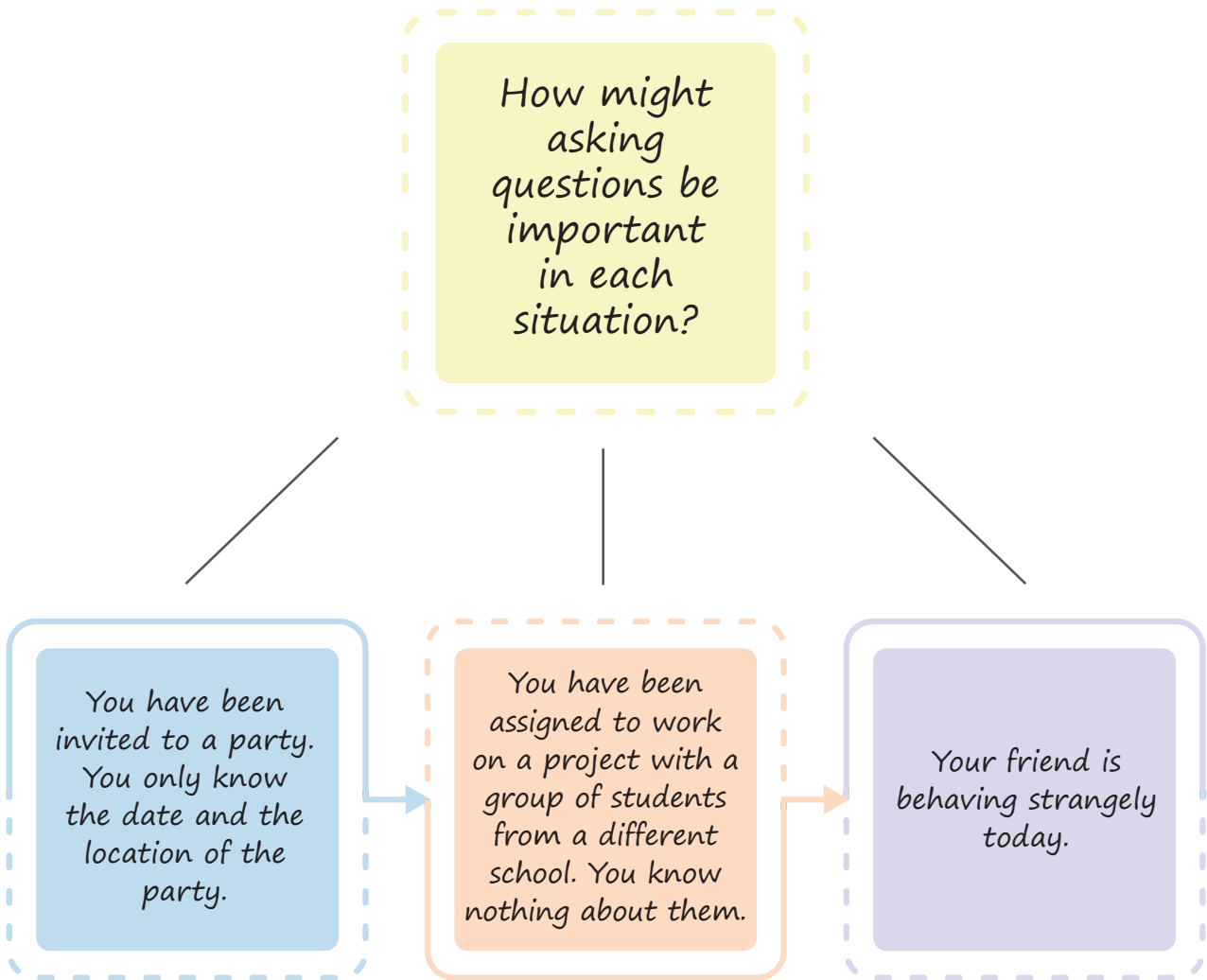
Ask open-ended questions.

Do research about the topic before asking questions.

Ask follow-up questions.

Think about what you want to know.

3. Divide students into small groups. Ask them to read the situations and discuss the question. Encourage them to refer to the Useful Language box. Monitor and take notes of both good language and problems for giving feedback.



Useful Language

Giving an opinion	In my opinion, ★★★★★. If you ask me, ★★★★★.
Listing advantages	A good thing about ★★★★★ is that ★★★★★. The best thing about ★★★★★ is that ★★★★★.
Listing disadvantages	The worst thing about ★★★★★ is that ★★★★★. A major disadvantage is ★★★★★.

Aims: By the end of the lesson, students will be able to

- analyse the text and explain the differences between paragraph and essay structures;
- write one more paragraph to extend an essay;
- talk about the importance of studying at university.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3.

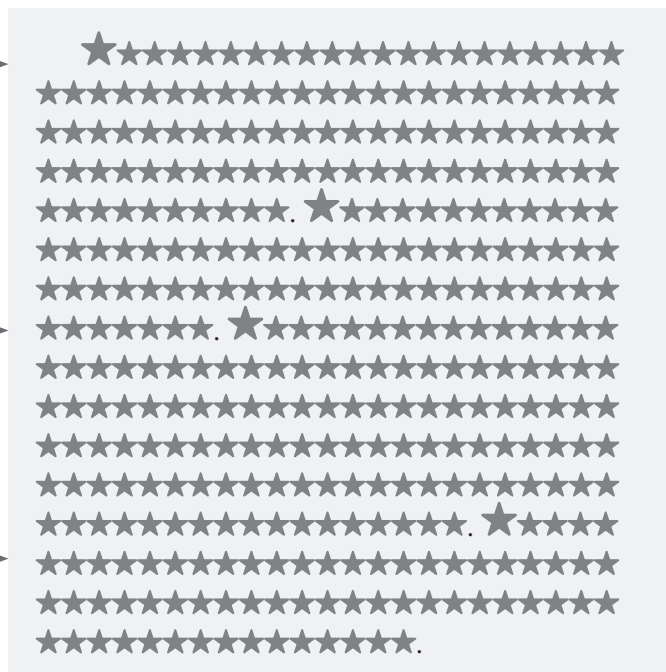
Before students start doing Task 1, it's advisable to revise a paragraph structure. Elicit what the topic sentence, supporting sentences and concluding sentence is. You may ask them to suggest some topic sentences about the topics below. Focus on the topic and the controlling idea in each topic sentence. You can also have them write a concluding sentence for each topic sentence.

- Studying at private schools
- Studying at public schools
- Studying at school
- Being a school student
- Challenges of studying at school
- Benefits of studying at school

The topic sentence is usually the first sentence in a paragraph. It presents the topic and explains what the writer will say about the topic.

The supporting sentences explain the topic sentence. They are more detailed ideas that follow the topic sentence.

The concluding sentence is the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving the final comment about the topic.



1. Have students work in pairs and discuss the question.
 - Is it important to study at university? Why or why not?
Elicit and write their ideas on the board.

Possible ideas:

- 1. Better job opportunities:** A degree from a university can improve your career prospects as many employers prefer to employ university graduates.
 - 2. Personal growth:** Studying at a university provides a great opportunity for personal growth, allowing you to develop new skills, make new friends, and explore new interests.
 - 3. Lifelong learning:** Continuing education is necessary for survival in a rapidly changing world.
 - 4. Financial benefits:** University graduates generally get higher salaries than non-graduates, which can lead to better financial security throughout their lives.
 - 5. Social responsibility:** University education encourages individuals to become responsible and active citizens of society.
 - 6. Personal satisfaction:** Studying at a university can be personally satisfying and fulfilling, helping you to achieve your goals and realise your full potential.
2. Tell students that they are going to read a paragraph written by a university student. As they read the paragraph, they should focus on the paragraph structure and answer the questions.

Answers:

1. What is the topic sentence of this paragraph? **There are several reasons why you should choose to study at university.**
 2. Which sentences support the main idea in the topic sentence?
 - A. The first reason is that you can have better career opportunities.**
 - B. The second reason is that you can study the field that you like most.**
 - C. Another reason is that you can meet new people.**
 3. What is the concluding sentence of this paragraph?
Overall, these are the reasons why it is a good idea for you to choose to study at university.
3. Ask students to read the essay provided on Page 21 and compare it with the paragraph on Page 20. They have to decide whether the sentences are True or False. Have students work in pairs and compare their answers. Then provide whole class feedback.

Answers:

1. An essay is longer and tells more information than a paragraph. **True**
 2. The second paragraph introduces the topic that the author plans to discuss in the rest of the essay. **False**
 3. The paragraph describes the topic briefly. **True**
 4. In the last paragraph of the essay, the author concludes her ideas. **True**
 5. There are more details in the paragraph than in the essay. **False**
4. Ask students to read the essay again and answer the questions. Then have them compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. Label the introduction, body paragraphs and conclusion.

Why You Should Choose University

Every year thousands of secondary school students decide to get higher education as their next step after school. In fact, you don't have to go to university to build a career; however, the opportunities that universities can offer are more than just a career path. University can give you not only knowledge but also experiences that you will not forget throughout your life.

The first reason why you should choose university is better career opportunities. By studying at university, you can learn the secrets of the field you want to work in. Additionally, university education can help you find a highly qualified job. For instance, according to makehappen.org, 66% of university graduates are in high-skilled jobs, and it is more likely that they earn more money than low-skilled employees.

The second reason is that you can study what you enjoy. According to grows.ac.uk, there are 50,000 various courses available at universities all over the world. You can choose the field that you are interested in and want to follow as a career path. Moreover, by studying what you love, you can spend your time pleasantly. Studying will definitely become enjoyable and fun for you if you have chosen the right university and the field.

The last reason is that you can meet new people. While studying at university, you can become friends with people from different countries and cultures and make unforgettable memories. Having new friends can help you to expand your outlook and gain new knowledge. In addition, university can start relationships that will last a lifetime.

To sum up, by going to university, you can have better life opportunities. These opportunities will help you throughout your life. As a university student, I can assure you that choosing university as the next step of your life will be the best decision that you will make.

Introduction

Body Paragraph 1

Body Paragraph 2

Body Paragraph 3

Conclusion

Sources: www.makehappen.org; www.grows.ac.uk

2. What has been added to the essay from the paragraph on Page 20?

Both the paragraph and the essay have the same main idea.

3. Which transition words have been used in this essay?

The first reason/ Additionally/ For instance/ The second reason/ Moreover/ The last reason/ To sum up

4. Why do you think the author included the sources at the end of the paragraph and essay?

Suggested answer

The author includes the sources at the end of the paragraph and essay to give credit to the people or materials he or she used in gathering information. It also helps the readers to verify the information and to find more resources if they are interested in the topic. Moreover, citing sources also adds credibility to the author's work and demonstrates that he or she has done extensive research to support the arguments and claims presented in the text.

- 5. A.** Get students to work individually and brainstorm the reasons why one should choose university. Then ask them to write one paragraph they would add to the sample essay. Set a time limit.
- B.** When students finish writing their paragraphs, have them work in pairs and provide each other with constructive feedback.

Why cite your sources?

Citing your sources is important for a variety of reasons, including:

- It gives credit to the authors of the sources you used;
- It provides your reader with more information about your sources;
- It shows your credibility;
- It prevents plagiarism!

The easiest way to prevent plagiarism is by correctly noting your sources during research and citing your sources in your writing and presentations.

What Is Plagiarism?

Plagiarism is the act of taking someone's work and copying it without crediting the sources. When someone posts content without giving credit to the original creator, they steal that person's work.

Plagiarism applies to using a previously published idea, expression, word, image, or process as one's original creation. It can also be considered to be theft.

Why Is Plagiarism Bad?

Plagiarism is bad because it devalues the work of others. It's like taking someone else's words, ideas and content without giving credit for their effort. It also violates the copyright laws in some countries, which can lead to legal action and fines.

Taken from: <https://greatcontent.com/what-is-plagiarism/>

Answers:

1

	NOUN	VERB	ADJECTIVE	ADVERB
1	resistance	<u>resist</u>	resistant	<u>resistantly</u>
2	curiosity	X	<u>curious</u>	curiously
3	<u>impression</u>	impress	impressive	impressively
4	responsiveness response	<u>respond</u>	responsive	responsively
5	<u>distraction</u>	distract	distracted/ distracting	distractedly
6	defence	<u>defend</u>	defensive	defensively
7	justification	justify	justifiable	<u>justifiably</u>

2

1. Vitamins can build up your resistance to colds and flu.
2. Children have a natural curiosity about the world around them.
3. Her answers to the hard questions were really impressive.
4. Their actions were quite justifiable in the circumstances.
5. Don't be so defensive! I'm just asking why you didn't vote.
6. I kept asking him questions, but he wasn't very responsive.
7. The brothers walked up and down distractedly, waiting for news.

3

1. The little girl was too curious about everything around.
2. The contestant was clearly impressed by the host's question.
3. Avoid criticising his work. He is extremely defensive about it.
4. Male birds defend their territory against other males.
5. The quiz show managed to distract me from these problems for a while.
6. You don't need to justify yourself to me.

4

1. Do not talk to me. You are distracting me.
2. I asked her what the time was, but she didn't respond.
3. Don't ask him about the problem. He'll get defensive.
4. We are curious about why you never called us.
5. The great richness of details in the story really impressed us.

Students' own answers

5

1

What were you curious about as a child? How did the adults in your life respond to your curiosity? How has your curiosity changed as you are getting older?

2

How often do you get distracted from studying? What do you do to avoid distractions?

3

Is there anyone in your life (a parent, teacher, friend) with a fixed mindset – anyone who won't take risks, who can't admit mistakes, and who gets defensive?

4

Can lies ever be justified? How can you tell if someone is lying to you?

TIME TO WATCH

Aims: By the end of the lesson, students will be able to

- develop their listening skills for specific information by watching a game show;
- develop their reading skills for detailed information;
- guess the meanings of the words/phrases from the context;
- write questions for a quiz.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2.

1. Tell the class that they are going to watch a game show called "Are you smarter than a fifth grader?". Before that, have them read the text about the show and decide if the sentences are True or False. If necessary, pre-teach these words:

Possible blocking words:

cast (n) /kɑːst/ all the people who act in a play or film

prior to /'praɪə tə/ before something

superintendent (n) /,su:pəɪn'tendənt/ a person who has a lot of authority and manages and controls an activity, a place, a group of workers, etc.

Answers:

1. **F** (In each game, an adult contestant is asked a series of eleven questions taken from textbooks for first through fifth grade students.)
2. **T** (In each game, an adult contestant is asked a series of eleven questions taken from textbooks for first through fifth grade students.)
3. **F** (... in general, each episode in a season has the same cast of children.)
4. **F** (Prior to the show, the children are provided with textbooks which contain a variety of material, some of which could be used in the questions asked in the game.)
5. **T** (Two people have won the \$1 million prize : Kathy Cox, superintendent of public schools for the U.S. state of Georgia; and George Smoot, winner of the 2006 Nobel Prize in Physics and professor at the University of California.)

2. Tell students to cover the definitions (a-f), read the sentences (1-6) and try to imagine the meaning of the words in bold. Then let them uncover the definitions and match them to the words. Once students have finished doing the task, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

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

3. Before students watch the video, tell them that a contestant of the show "Are You Smarter Than a 5th Grader?" has to answer several questions, some of which are related to the things/ideas illustrated on Page 25. Have them work in small groups and guess what questions the contestant has to answer.

Then play the video and check if their guesses are right or not.

4. Get students to read the sentences before they start watching the video. As they watch, they should complete the sentences. Have students compare their answers in pairs and then provide whole class feedback.

Answers:

1. The contestant's job involves travelling and training people how to **read financial statements/ work as a team in the workplace.**
 2. The host asks him to promise to say "**I am not smarter than a fifth grader.**" if he loses.
 3. Cody suggests that the contestant should choose the topics about **Maths, Grammar** and **US Geography.**
 4. After the contestant reads the question about the woodpecker, he remembers that he used to ask his teacher the question "**When am I going to need to know this?**"
 5. When he has a question about the piano, he is certain that he knows the answer because **he used to play the piano.**
 6. The contestant regrets not **reading The New Colossus** when he was in New York.
5. Divide students into two teams and ask them to prepare questions from the subjects studied in grades 1-5. When they are ready, have students take turns to present their questions to the opposing team. When a student answers the question correctly, his or her team gets a point, but when the answer is wrong, the asking team gets the point instead. The team with the most correct answers becomes the winner of the quiz.

Script

I want to give away one million dollars tonight if somebody can prove that they are smarter than a fifth grader. Alright, you ready to meet your new classmate? Here's a 29-year-old corporate trainer who attended Divine Infant Elementary in Westminster, Illinois. Welcome TK Carline! It says you're a corporate trainer. What does that mean? What that means, you know, I travel the world. I go places all the way from San Juan, Puerto Rico, Anchorage, Alaska, St. Thomas, Virgin Islands. I do seminars for people who work for corporations, teach them how to read financial statements, how to work as a team in the workplace, and a variety of things. Oh, that's awesome, man. Well, we are all about teamwork here. You have five new classmates who are going to be taking the same test you're taking, and you can cheat off them. So pick one of them. Let's get started. Oh, boy. I think I'm going to start off with Cody. Cody, come on up here. All right, a little stick. I love it. All right, let me explain how the game works. On the board, you're going to see 10 subjects, first grade through the fifth grade. Your first correct answer is going to be worth \$1,000. Your tenth correct answer is worth \$500,000. If you get that far, we're going to give you one more question, and it will be worth \$1 million, okay? All right. Now, at any point,

TIME TO WATCH

you can take the money that you've won and you can drop out of school, but before you leave, one little piece of business we have. You have to promise me you will look into that camera and tell millions of people I am not smarter than a fifth grader. Oh, well, that's a big if, because I don't anticipate doing that today, but you got yourself a deal. All right, I like your style. I want you to be the first guy to win a million. All right, let's do it. Let's do it. Let's find out, is TK Coleman smarter than a fifth grader?

All right. All right, all right. Cody, if you had to help TK with a couple of subjects, what would they be? Well, I'm good at math, and I like grammar and U.S. geography, too. Grammar and U.S. geography. First, second, and third grade. What would you like, TK? You know, I'm all about working as a team. I believe Cody has my back, so second grade math. Second grade math, all right. Listen carefully. The \$1,000 question is... This is a classroom club question. How many faces are there on a cube? How many faces are there on a cube? Your classmate Cody has locked in his answer. Okay. How many faces are there on a cube? I want to take my time with this, make sure I'm thinking it through. Playing the game safe. How many faces are there on a cube? Well, we know that we have a cube is based on a square. We know we have four faces on a square. And I'm going to say that, let's see, because a cube, we have a square here, a square there. Let's get that all fixed up. My intuition is telling me that there are eight. That seems right. That there are eight. That seems right and more importantly. I'm confident in Cody I think Cody's the future and if I fail on this one, I'm sure Cody's got my back. So, I'm gonna go with eight. Let's make that cube we started to make all right, you've got two sides. I got two sides. What does that leave left? One up here. One down here. All right, so that leaves us with six. All right. That does leave us with six, but you said eight. I said eight. Therefore, we have a little bit of a problem. First question. Well, you know what? Cody, who is our future, said, 'six', you're going home with nothing, and you become part of our past. Well, you know what? It's a little too early to judge. I'm going to be optimistic, and I'm going to say, let's get excited, because I think Cody has this. I like how positive you are. Let's do it. Let's do it. The question, how many faces are on a cube? We found out the correct answer is six. TK take a look at the board your friend Cody said 'six'. Yes, you are the future. There it is right – there one, two, three, four, five, six. We got that first one out of the way. You got a thousand dollars. Let's double that right now, TK.

Time to pick another subject. Oh, man. All right. Let's go with first grade Animal Science. First grade Animal Science. All right. For \$2,000, the first grade Animal Science question is this. True or false? The primary reason woodpeckers peck at trees is so they can eat the wood. True or false? The primary reason woodpeckers peck at trees is so that they can eat the wood. Cody has locked in his answer. Okay, okay. The primary reason woodpeckers peck at trees is so that they can eat the wood. Huh? You know I was always one of those students who looked at my teachers and said, "You know, when am I ever gonna need to know this?" Haha, and I tell you boy some of those questions you ask come back to haunt you. Woodpeckers peck at trees so that they can eat the wood. I mean I guess that sounds logical. You know they're woodpeckers, they peck wood unless there's something underneath the wood that they're trying to get. And I think there is. There's got to be some food, like insects, I think, that they're going for that's underneath that wood. And I'm thinking their pecking abilities are there to assist them in getting those insects. I do have

a... I can't cheat. You could peek at his paper. Right. You could copy his paper. You could answer the question yourself, or you could drop out with a thousand dollars. Right. Well, I guess at this point, if I cheat, I'm still not going to be certain. So, I'm still going to have to fall back on what seems reasonable to me. So, let's just move forward with this. I'm going to say the primary reason woodpeckers peck at trees is not so that they can eat the wood. So, this statement would be false. Let's lock that in. TK. Yes. Your logic was absolutely right. They pecked through the wood to get to the insects. The right answer is false. You got \$2,000. Hey, hey, thank you, buddy. And he had you back again. Oh. All right. \$2,000. Eight subjects left. Time to pick another classmate, okay, okay? Let's go Sierra.

All right Sierra, which subjects do you like the best? I like world history and grammar. Okay? What do you think, TK? I like reading, so I see no reason to avoid third-grade grammar right now. Third-grade grammar, all right. The third-grade grammar question worth \$5,000 is going to be revealed when we come back.

Welcome back to "Are You Smarter Than a Fifth Grader?". Our contestant TK Coleman got \$2,000. We're about to play for \$5,000. You selected third grade grammar at the recommendation of Sierra. For \$5,000, TK, here's the third grade question. How many proper nouns are in the following sentence? On Saturday, Olivia is going to a birthday party in Phoenix, Arizona. How many proper nouns are in the following sentence? On Saturday, Olivia is going to a birthday party in Phoenix, Arizona. Sierra has locked in her answer. Okay. How many proper nouns are in the following sentence? On Saturday, Olivia is going to a birthday party in Phoenix. It probably would help if I could go beyond the definition of a mere noun and I knew what a proper noun was. You're probably right. Yeah. So what I'll do is I'll start with what I do know, which is nouns, and I'll count those because proper nouns must at least be nouns. Um, so I've got a person, a place, a thing, Olivia, party, and, uh, ooh, with Phoenix, Arizona, it'd be one noun because it's one place or two nouns because it's two words.

That's a good question. Well, and you do have two cheats left. I do have two cheats. So, I think I'm going to use my peek and what I'm thinking with what the brilliant young mind of Sierra is thinking right now. Let's lock that in. All right! You want to peek. If you had to give me an answer right now, what would you say? I would say there are three nouns. Okay, I don't know what a proper noun is. That's why I need Sierra right now. All right, let's see what this ten-year-old girl said. Take a look at the board you wanted to peek at her paper. Sierra said 'four'. Hmm well, let's see here um how many proper nouns are in the following sentence: On Saturday Olivia is going to a birthday party in Phoenix Arizona. You were thinking 'three'. You peeked at Sierra's paper. She said 'four'. Okay, okay. Well, one thing I am intelligent enough to know is what my weaknesses are and if I don't know something I gotta go to the people who I believe do know. So, I'm gonna bake my fate on the authority of a 10 year old. Wow. Never thought that they would come. Jeff, I'm gonna say 'four'. Four.

Sierra, what is a proper noun? A proper noun is a noun that has to start with a capital letter. Has to start with a capital letter. So like Saturday, Olivia, Phoenix, Arizona. Four is the right answer. You got \$5,000. Yes! You are so brilliant. Oh! Good job. You okay, TK? That's it here on the card. Your dad was a pastor, huh? Yeah, I'm a PK. I'm TK the PK. Go

TIME TO WATCH

ahead. I love it. I love it. Well, TK the PK's got \$5,000. We're about to play for 10. That makes a pretty good offering, right? Yeah, man, that's good. That's a good offering. Let's double that 5,000. Pick another subject, TK. Okay, let's double it. Let's double it. You know! You know! You know! Since you just mentioned how my father is a pastor, I think it's time for me to confront my demons and face up to my fear of geography. First grade? First grade U.S. geography. Let's face our fear. Let's face our fear. For \$10,000, the first grade U.S. geography question is... California's northern border is with what other state? I am so ridiculous, man. California's northern border is with what other state? Sierra has locked in her answer. California's northern border is with what other state? Wow. This is such a simple one, too. They're all simple if you know the answer. Okay, you know what, Jeff? I picked my category based on faith. I'm going to do my answer based on faith. You know, I confronted my inner demons, and I'm going to conquer those inner demons by placing faith in a higher knowledge, and so I'm going to go with... Sierra, I'm gonna copy your answer. You're a man of faith. Sierra, young goddess of knowledge. TK, the question California's northern border is with what other state? The correct answer is Oregon. If she said Oregon, you have \$10,000. If she didn't, you're going home with nothing. For \$10,000, little Miss Sierra said... Oregon! Yes! Yes! Woo! Woo-hoo! How about that? Oh, man! You are so, so amazing! You're so amazing! Pay it off, TK! Oh, man, dude! Let's do a pound. Let's do a pound. Boom! There we go. All right, now TK, what would you do with \$10,000? Oh, man. Woo! That money is easily spent on season tickets for the Chicago Bulls, the Chicago Bears, and the Chicago Cubs. We are talking about one fun year. You know what I'm saying? That's a good year. Yeah. Hey, let's turn 10 into 25,000. All right. That would be amazing if we could do that. Because then we got a little money left over. You've used all your cheats, but let's pick another subject and look at the \$25,000 question. I'm gonna go up the crowd here. I'm gonna do a second grade music. Second grade music. Alright. You get this one right, you're leaving here with no less than \$25,000 today. Okay. The second great music question is coming up when we come back. Welcome back to 'Are You Smarter Than a Fifth Grader?'. Our contestant TK Coleman has got \$10,000. Unfortunately, no more help from your classmates because you've used both your cheats and your save. You selected second grade music for \$25,000, TK. Here's the question. True or false? On a standard piano, the farthest key on the left will make a higher pitched sound than the farthest key on the right. True or false? On a standard piano, the farthest key on the left will make a higher pitch sound than the farthest key on the right. You know, I used to play on the piano because I found out how to do the horror movie thing, where you go, doong, ding, ding, ding, ding, ding, ding. And just because of that, I know that the keys on the left give you that doh sound, and the keys on the right give you that ding, ding, ding, ding. So, this statement has to be false. So... I know I got this one. I got this one. If I get this one right, I'm doing my Superman pose. TK. Yes. I don't know how to tell you this. You're the comeback kid. You're right. You got \$25,000. Woo-hoo! How about that? Oh, man. And here's the great thing. A, we're halfway to the million-dollar question. Halfway there. B, this question, there's no reason to be surprised. Hey, we're halfway to the million dollar question. Halfway there. Me, this question, there's no reason not to answer it because you got \$25,000 right now. Even if you miss it, you're leaving here with \$25,000. You're not giving anything back. Okay. To the subject, bud. Let's try fourth grade science. Fourth grade science for \$50,000. TK, here's the fourth-grade question. The alloy bronze is

traditionally made from combining tin with what other metallic element? Wow. The alloy bronze is traditionally made by combining tin with what other metallic element? This is bananas. I would get this question. Wow. Hey, you think you mix tin with bananas? The alloy bronze is traditionally made from combining tin with what other metallic element? Man. Well, I don't even, I don't know. There's just, I'm copper. I told you you had nothing to lose by guessing. Right. But you had \$25,000 to win and you just did it! It is copper! Oh my goodness! Oh my goodness! Oh my goodness! Are you serious? Are you serious? Oh my goodness! Where did copper come from? I have no idea. Out of my inner fifth grader, I channelled him and he was just like copper. Well, that was a \$25,000 guess that paid off. How about that?

Man, you know looking at the kids over there, they are motivating me, they're feeding me with that energy so, you want to play for a hundred thousand dollars. Right four hundred thousand dollars. All right.

You can see the question and still drop out but pick a subject.

Let's go with fifth grade literature. Fifth grade literature!

For one hundred thousand dollars, the fifth grade literature question is:

Who is the author of the poem inscribed on the base of the Statue of Liberty called The New Colossus? Who is the author of the poem inscribed on the base of the Statue of Liberty called The New Colossus?

I made a mistake. Let's do fourth grade History!

Now you took a guess on the last one. You got it right with copper. You guessed this time and if you're wrong, you're giving back twenty five thousand dollars. Okay!

Have you ever been to New York? I've been to New York. Have you ever visited the Statue of Liberty? Yes, but I wish when I was there, I read The New Colossus.

Oh man, right now my I'm I'm having a serious battle with my ego because uh I do not want to make that concession. So, I think I'm going to uh drop out of school and leave the future to these kids.

Let's see for giggles what your classmates had. Your classmates said, "Emma Lazarus, Robert Frost, the Candyman. And Emma Lazarus! The correct answer is Emma Lazarus! How about that? Wow! Way to go girls, but here's the good news you are walking out of here with fifty thousand dollars. TK congratulations! That's a good little day's work. Right now thank you so much! All right TK! There's the camera. Let's hear the magic word. All right.

My name is TK Coleman and a great corporate trainer I am, but smarter than a fifth grader? I ain't. We'll be right back.

USE OF ENGLISH

Answers:

1

1. My friend is an **expert** at finding any kind of information.
2. The children are encouraged to follow their natural **curiosity**.
3. His constant criticism made her life a **misery**.
4. Patience is a very attractive personality **trait**.
5. I must correct a false **impression** that I gave you just now.

2

1. They claim that I am wrong, but I will **prove** to them that I am right.
2. I need a break to **reflect** on what I have done so far.
3. He found it very difficult to **justify** his decision.
4. Everyone was so busy that none of them **noticed** the changes.
5. The police thought that his explanation was perfectly **reasonable**.

3

1. Do you know if/whether the library will be closed during vacation?
2. I have no idea if/whether the teacher is going to show a film today.
3. Could you tell me if/whether we have any assignments for tomorrow?
4. I wonder if/whether you have received your feedback yet.
5. Can you tell me if/whether I missed anything important yesterday?

4

1. a) **Please tell me what you studied at university.**

b) Please tell me what did you study at university.

2. a) **Can you tell me how long you have been working in the banking sector?**

b) Can you tell me how long have you been working in the banking sector?

3. a) **Could you tell me why you want this job?**

b) Could you tell me why do you want this job?

4. a) I'd like to know how long were you with your last company.

b) **I'd like to know how long you were with your last company.**

5. a) I am just wondering why did you leave your previous job.

b) **I am just wondering why you left your previous job.**

6. a) **And finally, can you tell us what salary you expect?**

b) And finally, can you tell us what salary do you expect?



Self-concept is the image or the idea that we have about ourselves. Charles Horton Cooley (1964) **0. b** that our self-concept comes from looking at how others **1. a** to us. This process, which is known as the looking-glass self, involves looking at how others view us and making judgements about **2. b** we are good or bad, strong or weak, beautiful or ugly, and so on. Of course, we do not always interpret their **3. c** correctly, so our self-concept is not a reflection of the views of others. After forming an initial self-concept, we use our existing self-concept to sort out responses that do not fit our ideas of **4. c** we are.



Think of times in your life when you felt more **5. a** and found yourself standing in the corner at a party, waiting for someone to talk to you. In fact, preschool is when we experience the process of the looking-glass self **6. b**. Later in life, we also experience this process when we are in a new school, new job, or are taking on a new role in our personal lives and are trying to **7. c** our own performance. When we **8. a** more self-confidence and feel more sure of who we are, we focus less on how we appear to others.

0.	a. wondered	b. <u>suggested</u>	c. asked
1.	a. <u>respond</u>	b. impress	c. distract
2.	a. that	b. <u>whether</u>	c. what
3.	a. resistance	b. participation	c. <u>responses</u>
4.	a. where	b. that	c. <u>who</u>
5.	a. <u>self-conscious</u>	b. defensive	c. curious
6.	a. little	b. <u>the most</u>	c. few
7.	a. broaden	b. support	c. <u>judge</u>
8.	a. <u>gain</u>	b. resist	c. question



Aims: By the end of the lesson, students will be better able to identify grammar and vocabulary mistakes.



1. Before I moved to Italy, I had a lot of decisions to make. I wasn't sure whether I should sell my furniture or not. I ~~wondered~~ ^{wondered} if it would be cheaper to buy new furniture after I arrived in Italy. However, I was surprised when I found out how much ~~did~~ new furniture cost.
2. Ever since I remember, I've been an extremely ~~curiosity~~ ^{curious} person. Even if I knew my parents would be angry that I was breaking something apart to learn how it works, that never stopped me from feeding my curious mind.
3. I have always wanted to know why ~~was Robert~~ ^{Robert was} so narrow-minded. Well, part of the reason might be that travel broadens the mind, and he's never stepped foot outside of this town.
4. The zoo makes a really good first impression, with wonderful exhibits as you enter the park. But the more you explore, the less ~~impressive~~ ^{impressive} it becomes.
5. Contrary ~~with~~ ^{to} popular belief, wild animals do not often attack humans. When they do, human actions are often responsible, according to a new study. Threatening acts like feeding bears or trying to take a selfie with a bear are clearly bad life choices.
6. Ask follow-up questions to learn more about the situation. However, it's important to be friendly and choose questions that inspire additional conversation rather than causing the person to become ~~defence~~ ^{defensive}.
7. Leaders are typically people-oriented and team players. They're able to foster a team culture, involve others in decision-making, and show concern for each team member. By being people-oriented, leaders are able to energise and ~~motivated~~ ^{motivate} others.
8. People who ask questions have higher emotional intelligence and a greater understanding of the world around them — plus, people like them more.
9. I often wonder ~~that~~ how he was able to win the quiz show as he didn't study well at school.
10. I have no idea ~~that~~ whether my answers were reasonable in the job interview. I hope they will hire me.

UNIT 2

LIFETIME EXPERIENCES

Topic: Lifetime experiences

Hours: 21

Skills: Reading, Listening, Speaking, Writing

Grammar: Past Perfect Progressive; Narrative tenses

Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about unusual activities, the reasons why people prefer doing them, their potential benefits and dangers.

Have students work in pairs. Refer them to the photos and ask them to say what the people are doing. Then ask students to discuss the questions provided. While they are discussing, monitor and provide assistance if necessary.

- Why do you think people choose to do these activities?
- How might they feel while doing these activities?
- What might be the benefits of doing such kinds of activities?
- What might be the dangers of such kinds of activities?



VOCABULARY

Aims: By the end of the lesson, students will be able to

- guess the meanings of the words/phrases from the context;
- develop their reading skills for gist.

Standards: 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.

1. Tell students that they are going to read 2 paragraphs about interesting experiences. Students should read the paragraphs and choose the best title for each of them. Once students finish reading, put them in pairs to share their answers with their partners. Encourage them to explain their choice. At the end, nominate random students and get feedback.

Answers:

1. B
2. A

2. Have students read the paragraphs again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word. When they complete the task, ask them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

1 tempting (adj.)

- a) **If something is tempting, you want to do or have it.**
- b) If something is tempting, you would never try it.

2 vivid (adj.)

- a) pale and not attractive
- b) **brightly coloured**

3 reverse (v.)

- a) continue in the same way
- b) **change something to its opposite**

4 embark on/upon sth (phr. v.)

- a) **start something new or important**
- b) refuse to do an unusual activity

5 fierce (adj.)

- a) **powerful and strong**
- b) mild and weak

6 constant (adj.)

- a) **happening a lot or all the time**
- b) not occurring very often

7 extended (adj.)

- a) short-lived
- b) **long or longer than usual**

8 adjust (v.)

- a) have difficulty doing something
- b) **become more familiar with a new situation**

Track 4

1. tempting – If something is tempting, you want to do or have it.
2. vivid – brightly coloured
3. reverse – change something to its opposite
4. embark on/upon sth – start something new or important
5. fierce – powerful and strong
6. constant – happening a lot or all the time
7. extended – long or longer than usual
8. adjust – become more familiar with a new situation

3. Ask students to complete the sentences with the words from Task 2. Remind them that they might need to change word forms.
Students should do the task individually and then compare their answers in pairs.

Answers:

1. I moved to a new country a month ago. I still cannot **adjust** to living here.
2. With my new team, we have **embarked** on a new project. It is a whole new adventure for us.
3. Spending **extended** periods of time sitting and playing with your phone is bad for your neck and back.
4. Look at this chocolate pie. It looks so **tempting**. I cannot stop myself from eating it.
6. It is boiling today. Look! Even the sand is baked dry by the **fierce** heat of the sun.
7. I hurt my foot yesterday. I was in **constant** pain all day long.
8. In all his drawings, he uses **vivid** colours. He doesn't prefer soft and pale colours.

READING

Aims: By the end of the lesson, students will be able to

- develop their reading skills for detailed information by reading the text about an unusual natural phenomenon;
- talk about sunset and sunrise;
- write and talk about the advantages and disadvantages of living in a place with a lot of sunlight.

Standards: 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.2. 4.1.3. 4.1.4.

1. Ask students to read the excerpt from a novel by Knut Hamsun and discuss the questions with a partner.

"Night was coming on again; the sun just dipped into the sea and rose again, red, refreshed, as if it had been down to drink. I could feel more strangely on those nights than anyone would believe."

Students' own answers

Students are going to read the text and do Tasks 2 and 3. Before they start reading the text, make sure that they know the meaning of these words. You can elicit their meanings. In case they don't know them, you can refer them to the word list on Page 156, in Course Book. (Unit 2, Reading Wordlist)

Possible blocking words:

approximately (adv) /ə'prɒksɪmətli/ - roughly; more or less

destination (n) /,destɪ'neɪʃn/ - the place to which someone or something is going or being sent or taken

favourable (adj) /'feɪvərəbəl/ - giving someone or something an advantage or a benefit

glow (n) /gləʊ/ - brightness of colour

hemisphere (n) /'hemɪsfɪə/ - either the northern or southern half of the earth

inverse (adj) /ɪn'vɜːs/ - opposite in relation to something

meanwhile (adv) /'miːn'waɪl/ - at the same time; in the meantime

midnight (n) /'mɪdnɑːt/ - twelve o'clock at night; the middle of the night

natural phenomenon (n) /'nætʃərəl fə'nɒmɪnən/ - an event or process that occurs naturally and cannot be explained by human actions

occurrence (n) /ə'kʌrəns/ - an event that happens or takes place, especially one that is not planned

perfect (adj) /'pɜːfekt/ - having all the required or desirable elements, qualities, or characteristics; without defect

point (v) /pɔɪnt/ - If something points in a particular direction, it is turned towards that direction.

polar (adj) /'pəʊlə/ - relating to or located at or near a geographical pole

sunrise (n) /'sʌnrʌɪz/ - the time in the morning when the sun appears above the horizon, and the sky changes colour

sunset (n) /'sʌnsɛt/ - the time in the evening when the sun goes down, and the sky changes colour

throughout (prep) /θru:ˈaʊt/ - all the way through; in every part of
tilt (v)/tɪlt/ - If something tilts, it moves so that one side is lower than the other.
visible (adj) /ˈvɪzəbəl/- able to be seen
witness (v) /ˈwɪtnəs/ - to see or observe something happen

2. Ask students to read the text and find the paragraph which contains the given information. Remind them that the paragraphs can be used more than once. Once students have finished doing the task, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. **B** (The midnight sun is a result of the Earth's tilt.)
2. **D** (Locations that are outside the Arctic and Antarctic Circles also experience polar days.)
3. **A** (The popular term for polar day is the midnight sun....)
4. **C** (In Svalbard, a key destination for cruises to the Arctic, the sun does not set for sixty days.)
5. **D** (However, the summit would not be a comfortable place to witness the midnight sun due to its fierce winds and rain.)
6. **E** (The golden glow of the golden hour is what many tourists remember most about their midnight sun experiences. It is a great time to take pictures. Just remember, since colours are more vivid in the midnight sun, keep images simple, concentrating on two or three colours at the most to avoid a messy image.)
7. **D** (Locations that are outside the Arctic and Antarctic Circles also experience polar days. It is due to an optical effect where the light from the Sun is bent by the Earth's atmosphere.)
8. **C** (The people who live in these areas eventually get used to the constant sunlight or darkness for extended periods of time. Newcomers or visitors, though, often find it hard to adjust and may have trouble sleeping.)

3. Ask students to read the text again and complete the sentences with the words/phrases in the box. Remind them that there is one extra word/phrase that they don't need to use.

Answers:

If the North Pole is tilted (1) **away** from the Sun, there is a (2) **polar day** in the South Pole. When the North Pole is tilted (3) **toward** the Sun, the South Pole witnesses a (4) **polar night**. (5) **Optical effect** is what causes the midnight sun in places outside the Arctic and Antarctic. The places nearer to the North Pole also have (6) **polar days** of continuous sunlight. The (7) **golden hour** is when travellers create bright memories.

4. In weaker classes, it is advisable to set this task in pairs or in small groups. However, if the class is strong, the first stage could be done individually.

Ask students to make a list of the advantages and disadvantages of living in a place with so much sunlight. As they are doing the task, monitor and provide assistance if necessary. Once students are ready, have them write a short paragraph about whether they could enjoy living in an area where they wouldn't see night for many months.

Note: You could set the last stage as a speaking task as well.

Aims: By the end of the lesson, students will be able to

- make up a story about an extreme activity using Past Perfect Progressive;
- talk about adventurous or extreme activities;
- develop their reading skills for detailed information by reading the text about bungee jumping;
- write sentences using Past Perfect Progressive.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Ask students to discuss the questions in pairs. Encourage them to justify their ideas. Once they are discussing the questions, monitor and help them if necessary. After students have finished their discussions, nominate random students to share their ideas with the whole class.
 - What is the most adventurous thing you have ever done?
 - If you could go on an adventure anywhere in the world, where would you go?
 - If you could try one extreme activity, what would it be? Why?
2. Tell students that they are going to read the text by an adventurer Samuel Moss. Before students start reading the text, explain the meanings of the blocking words given in sticky notes. Ask students to put the given sentences in order as they appear in the text. The task should be done individually. Have students compare their answers in pairs and then check the answers as a class.

Answers:

1. **a.** A.J. Hackett planned to jump from the Eiffel Tower.
2. **c.** A.J. Hackett had problems with the police.
3. **e.** A.J. Hackett opened the first bungee jumping centre.
4. **b.** Samuel Moss read about bungee jumping.
5. **d.** Samuel Moss decided to try bungee jumping.
6. **f.** Samuel Moss realised his dream.

Before you ask students to do Task 3, refer them to Grammar Target on Page 142. Explain to them Past Perfect Progressive.

3. Ask students to look back at the numbered sentences in Task 2 and complete the rule choosing a or b.

Answer:

Past Perfect Progressive is used to describe a past action that already - a) started and continued up to another action or time in the past.

4. Ask students to complete the sentences with the Past Perfect Progressive forms of the verbs in brackets. Have them do the task individually. Check the answers as a class.

Answers:

1. The roads were closed as it **had been snowing** all day long.
2. How long **had** you **been waiting** on the mountain when rescuers arrived?
3. They **had not been sleeping** for 25 hours since they arrived in Svalbard.
4. Ella was completely exhausted as she **had been travelling** continuously for three days.
5. She **had been trying** to realise the first dream on her bucket list for more than 2 years before she finally found the right opportunity.

5. Have students complete the sentences with **since**, **before**, **for** or **when**. Remind them that they can use some words more than once. Tell them that they can refer to the Grammar target on Page 142, if necessary. Get them to compare their sentences once they finish doing the task. Then write the correct answers on the board highlighting the signal words. Encourage students to ask questions if they need clarification on any sentences.

Answers:

1. Martha had been trying all sorts of different extreme activities **before** she broke her leg.
2. We had been waiting for our flight **since** morning **when** they announced it was delayed for two more hours.
3. I had been working as a travel guide **for** seven years when I finally decided to change my profession.
4. I had been watching all travel videos **before** I decided to create my own vlog.
5. I had been surfing for 40 minutes **when** they announced a storm.

6. Ask students to complete the sentences with their own words using Past Perfect Progressive. While students are working on the task, monitor and provide help if necessary. Once they are ready, get them to peer-edit their sentences.

Students' own answers

7. Tell students that they are going to make a story about realising one of their bucket list dreams about an extreme activity. It would be advisable to brainstorm some extreme activities and write their names on the board. The provided questions will help them build their story.
Once students have finished doing the task, put them in pairs and get them to peer-edit each other's stories.

Note: To inject speaking into this activity, you might put students into new pairs and ask them to retell their previous partner's story (the one that they have peer-edited) to a new partner.

Aims: By the end of the lesson, students will be able to

- write about one of their dreams that they realised using narrative tenses;
- talk about memorable activities;
- develop their reading skills for detailed information;
- develop their listening skills for detailed information;

Standards: 1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.2. 4.1.3

1. Put students in pairs and ask them to discuss the questions. Encourage them to justify their ideas.

After students have finished their discussions, nominate random students to share their ideas with the whole class.

- What makes an activity memorable?
- Memories make the man. What do you think this means?
- Which memories would you like to relive?

2. Tell students that they are going to read 2 paragraphs about memorable experiences.

They should read the paragraphs and decide if the sentences are True or False. Have them do the task individually and then compare their answers in pairs.

Answers:

1. **T** (My friends were new in scuba diving, but me and Mike had gained some experience at the Great Barrier Reef back in 2016.)
2. **F** (I was swimming a little ahead of my friends.)
3. **F** (Hundreds of transparent glassfish were swimming around Mike. They had enveloped Mike in a way that he was hardly seen among them. Luckily, I had taken a camera with me. I started recording a video of them.)
4. **T** (It was time for us to try tandem paragliding.)
5. **T** (Lily was the first. I saw her running towards the edge and paragliding away into the air. Then it was my turn.)
6. **T** (When we landed, Lily had been waiting for me with a big smile on her face.)

3. Ask students to look back at the underlined forms in the text and answer the questions. Have them do the task individually. Check the answers once students finish doing the task.

Answers:

- | | |
|---------------|--------------------|
| a) had chosen | c) had been trying |
| b) was doing | d) visited |

Before students start doing the tasks on Page 37, refer them to Grammar Target on Page 143. Students have already been taught all four narrative tenses. However, it is advisable to draw a timeline and review all of them effectively with the help of CCQs.

4. Ask students to look back at the text in Task 2 and find the examples of all four narrative tenses. Once they are ready, check the answers.

Answers:

1. Past Simple - were, turned back, saw, panicked, looked, couldn't, started, was seen, visited, were strapped, found, landed
2. Past Progressive - was swimming, were swimming, were turning around, were getting ready, was doing, was enjoying, was filming
3. Past Perfect - had gained, had been instructed, had enveloped, had taken, had chosen, had gone, had taken
4. Past Perfect Progressive - had been having, had been trying, had been waiting

5. Have students read the beginning of the sentences and choose the correct options to complete them. Tell them that they can refer to the Grammar target on Page 143 if necessary.
The task should be done individually. Get students to compare their answers with a partner once they complete the task. Check the answers and if necessary, provide further explanation.

Answers:

1. I was feeling tired because - **a) I had been flying all night.**
2. When I was about to jump, - **b) my heart was beating faster and faster.**
3. I was taking photos from the glass bridge when - **a) I heard a strange sound under my feet.**
4. I was very happy as - **a) I had realised my greatest dream.**

6. Tell students that they are going to listen to the travel story of an Indian traveller Jiten Bansal. As they listen, they should decide if the statements are True or False.
Give students some time to read the sentences and then play the recording. Students do this task individually and compare their answers in pairs. Check the answers as a class at the end.

Answers:

1. **F** (This was the line I had heard from my friends and relatives who visited Bhutan 3 years ago. So, I decided to visit Paro's tiger nest when I was in Bhutan.)
2. **T** (I had read in some travel blogs that it took almost 4 hours to go up and 2 hours to come down.)
3. **F** (The trek distance is 9 kms.)
4. **T** (As I was travelling solo, I met many people from Taiwan, America, Thailand, India and from many countries.)
5. **F** (One of the most interesting parts of my trip was seeing an old lady, aged 86 climbing up towards the Taktsang monastery with the help of a walking stick.)
6. **F** (They didn't let people take photos inside the monastery.)

Track 5

"If you don't hike up to Paro's tiger nest, your Bhutan trip is incomplete." This was the line I had heard from my friends and relatives who visited Bhutan 3 years ago. So, I decided to visit Paro's tiger nest when I was in Bhutan.

The day before the trip, I slept late. I had been sleeping for 4 hours when the alarm clock went off. I woke up at 6 a.m., had coffee and took a taxi to the base point. It is always important to start treks in the morning. I had read in some travel blogs that it took almost 4 hours to go up and 2 hours to come down. The trek distance is 9 kms. I reached base camp at 8 a.m. I took the ticket from the ticket office. As I was travelling solo, I met many people from Taiwan, America, Thailand, India and from many countries. After 10 minutes of trekking, I could see Tiger's Nest on the cliff. One of the most interesting parts of my trip was seeing an old lady, aged 86 climbing up towards the Taktsang monastery with the help of a walking stick. That was a huge inspiration for all and people were motivated by her a lot.

After a long trek, we could see the beauty of the monastery. There was a spot where people were taking photos. I took photos as well. They didn't let people take photos inside the monastery. The beauty of the place was breathtaking.

7. Ask students to read the text and complete the gaps with the correct forms of the verbs in brackets. Have them do the task individually. Get students to compare their answers with a partner once they have finished doing the task. Provide whole class feedback at the end.

Answers:

Yesterday I **0. realised** one of my dreams. I **1. visited** a glass bridge in China. I **2. had waited** to realise this dream for almost 3 years. I **3. had been watching** a lot of videos of people crossing glass bridges and **4. had always wanted** to experience it myself.

At a point, when I **5. was walking** on the bridge, I got really afraid. A boy in front of me started screaming and holding firmly on the handrails. I thought the glass **6. had cracked**. When I **7. looked** closely, I **8. saw** the special effects on the glass. Probably, the boy **9. had seen** the effects and got afraid. Though I **10. had seen** these special effects on the videos before, it **11. was** still scary.

8. Ask students to write their answers to the questions. Get them to peer-edit their sentences once they finish doing the task.

Note: This task can be set as a home assignment as well.

- When was the last time you realised one of your dreams?
- Was it interesting/boring? Why?
- What preparations had you made to realise that dream?

Students' own answers

OPTIONAL TASKS:

To master narrative tenses, students need lots of practice. Here are some game suggestions that can give your students more opportunities to practise narrative tenses.

1. Made up or Real!

Prepare 2 short stories about yourself and share them with your students. One of the stories is real and the other is made up. When you've finished telling your stories, ask your students to guess which story was real. Give students some time to discuss it in pairs. Get feedback from students and reveal the answer. Then give students some time to prepare follow-up questions using narrative tenses about the real story. As they have finished, nominate random students to ask their questions.

Extend the activity by asking students to think of their own stories. Ask students to think of a story about themselves. The story can be real or made up.

Give each student some time to think up their stories and write some notes. You might want to write these questions on the board to scaffold the process for weaker students: *What happened? When did it happen? Where were you? Who was there? Was anyone watching? How did you feel?*

As students are ready, have them mingle around and find a partner to exchange stories and guess if their partner's story is real or made up.

While students mingle, monitor for error correction at the end.

2. The "Split" Story

Prepare a short story about something that took place in the past and use lots of narrative tense sentences. Then, divide the story into sentences/paragraphs and write them on different cards (slips of paper). Mix the cards up well and give one (or two) card to each student. Have them mingle around and put the story in the correct order.

Note: It is very important to take the number of students into consideration when you divide your story into chunks. The number of cards each student can have shouldn't exceed two. In larger classes, the task could be done in teams instead. In such a case, you need to have a consequent number of sets of cards depending on the number of teams.

LISTENING

Aims: By the end of the lesson, students will be able to

- develop their listening skills for specific and detailed information by listening to the talk about the Northern lights;
- talk about the highly demanded lifetime activities;
- write and talk about their own bucket list;
- write a report about the destinations and activities the class would most like to include in their bucket list.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 4.1.2. 4.1.3. 4.1.4.

1. Before students start doing *Find someone who...* task, it is advisable to explain to students how to do it.

Ask students to copy the sentences to their notebooks and leave some space next to each sentence. (See the table below.)

Note: Print the table and use it as a ready worksheet if you don't want to waste time while students are copying the sentences in their notebooks.

Find someone who knows ...	Names	Extra notes
<ul style="list-style-type: none">• what the Northern lights mean.• what other term is used for the Northern lights.• where the Northern lights can be seen.• about the Orient Express train.• which African countries are the best for safari trips.		

Tell students that they need to ask their classmates questions.

Change the first statement into the question and write it on the board.

Do you know what the Northern lights mean?

If you think that students might have difficulty changing the statements into the question forms, change all of them as a class. Then have them mingle around and ask each other questions and find those who have a "yes" answer to the questions. When they hear a "yes" answer, they should write that person's name next to the question and move on to the next person. The goal is to meet and talk to as many people as possible within the time limit. Encourage them to ask extra questions related to the answers.

Once they have finished asking questions, get some feedback from random students.

2. Have students read the information about the survey done in the UK and guess the right order of the 3 top activities that people want to do most in that country. Once students are ready, play the recording and let them check their answers.



Viewing the Northern Lights



Orient Express Train trip



African safari trip

Track 6

A total of 2,088 British adults were asked about the activity they would most like to do abroad during their lifetime.

Most people said the ultimate experience would be to travel north to see the Northern Lights – also known as Aurora Borealis. Travelling on the Orient Express and going on an African safari were the next most-desired trips.

Possible blocking words:

particle (n) /'pɑ:tɪkəl/ an extremely small piece of matter

phase (n) /feɪz/ a particular period of time in a process of development

propose (v) /prə'pəʊz/ to suggest or recommend something for consideration

spot (v) /spɒt/ to see or notice someone or something, usually because you are looking hard

violent (adj) /'vaɪələnt/ happening with great force and having the risks of causing serious damage and destruction

3. Tell students that they are going to listen to the first part of the recording about the Northern lights. As they listen, they should decide if the sentences are True or False. Give them some time to read the sentences and then play the recording. Have students do the task individually and then compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. **T** (Luckily, our planet's magnetic field protects us from the powerful attack.)
2. **T** (However, the earliest record of the Northern lights is in a 30,000-year-old cave painting in France.)
3. **F** (The science behind the Northern lights wasn't clear until the beginning of the 20th century.)
4. **F** (The theory would eventually prove correct, but not until long after Birkeland's 1917 death.)

LISTENING

Track 7

Part 1

The Northern lights are beautiful dancing waves of light that have got people's attention for years. Despite its beauty, this exciting light show is a rather violent event.

Energised particles from the sun move toward the Earth's upper atmosphere at speeds of up to 72 million kph. Luckily, our planet's magnetic field protects us from the powerful attack.

It was Italian astronomer Galileo Galilei who used the name "Aurora Borealis" for the first time in 1619. However, the earliest record of the Northern lights is in a 30,000-year-old cave painting in France.

The science behind the Northern lights wasn't clear until the beginning of the 20th century. Norwegian scientist Kristian Birkeland proposed that electrons coming from the sun produced the atmospheric lights as the Earth's magnetic field attracted them to the poles. The theory would eventually prove correct, but not until long after Birkeland's 1917 death.

4. Ask students to complete the gaps as they listen to the second part of the talk about the Northern lights. Remind them to use no more than two words. Before playing the recording, give students some time to read the sentences. Check the answers and encourage students to justify their answers.

An **1) atmosphere** and a magnetic field is all that makes auroras occur. Though **2) Venus** and **3) Mars** have weak magnetic fields, auroras have also been discovered on both of them. Magnetic field on Jupiter is **4) 20,000** stronger than that of Earth. Thus, auroras there are **5) brighter** than the ones in our skies.

You need to be in the right place at the right time to spot the Northern lights. The best time is between **6) September** and April. **7) Moon phases** also affects the visibility of the Northern lights. If the sky is filled with bright light, you cannot see the Northern Lights well. As well as that, auroras aren't easily spotted through the **8) clouds**.

Track 8

Part 2

Auroras occur on other planets, too. All that's required to make an aurora is an atmosphere and a magnetic field. More surprisingly, auroras have also been discovered on both Venus and Mars, both of which have very weak magnetic fields.

Jupiter's magnetic field is 20,000 times stronger than that of Earth, so the giant planet's auroras are far brighter than the ones that we see in our skies.

The Northern lights occur frequently. But that doesn't mean they're easy to spot; you need to be at the right place at the right time. The best time of year to see the Northern lights is between September and April, when the sky gets dark enough to see the aurora. Keep the moon phases in mind, as a bright full moon might fill the night sky with light. Check local weather forecasts as well, because you won't be able to spot the aurora through the clouds.

5. Put students in small groups and have them discuss the question.

- Would you like to see the Northern lights? Why or why not?

As they are discussing, monitor and provide assistance if necessary. Once they have finished their discussion, nominate random students to share their partners' answers with the whole class.

6. Tell students that they are going to create their bucket list. Go through the instructions together and then have them do the task. While they are working, monitor and help if necessary.

7. Once students have finished creating their bucket lists, have them mingle around and conduct a class survey about the destinations and activities the class would most like to do abroad during their lifetime. Encourage them to gather as much information as they can.

When they have completed this stage, have them write a report about their class.

Top 3 destinations your classmates would like to see/explore
Top 3 experiences your classmates would like to have

Depending on how many people they have talked to in the mingling stage, the reports might slightly vary. Thus, it would be interesting to get students to compare their reports in small groups. This will also ensure more speaking time.

SPEAKING

Aims: By the end of this lesson, students will be able to talk about lifetime experiences.

Standards: 2.1.1. 2.1.2. 2.1.3.

1. Ask students to look at the pictures carefully and take a few moments to think before they start talking. It is advisable to elicit what kind of holidays pictures describe. (**beach holidays, ski holidays, trekking holidays, cruise ship holidays**)

Depending on the level of your students, you might want to teach them some vocabulary related to the pictures.

Adjectives: loud, busy, boiling, relaxing, exhausting, dangerous

Collocations: to improve your fitness level, to improve your mind, to explore new places, to challenge yourself, to make great memories, special gears, unpredictable weather

Have students work in small groups. They should discuss the following questions:

- How enjoyable do you think these options might be for you?
- Which of them would be the best choice?

Encourage them to refer to the Useful Language box. While they are discussing the questions, monitor and take notes to be discussed in the feedback stage.



Useful Language

Giving your opinion

It would be a good idea ★★★.
I would prefer ★★★.

Words to use when giving reasons

because
since
as

2. Put students in pairs and tell them to compare and contrast 2 photos that show different experiences of a lifetime. Encourage them to come up with as many similarities and differences as they can and also to use expressions provided in the Useful Language box. While they are discussing the questions, monitor and take notes to be discussed in the feedback stage.



Useful Language

Talking about similarities

I believe they both ★★★.
Some similar aspects about these activities are that ★★★.
They both involve ★★★.

Words to use when talking about differences

whereas
 but
 however

3. Divide students into small groups and give them some time to read the statements. Students should say whether they agree with the statements or not. Encourage them to justify their opinions. Monitor and take notes to be discussed in the feedback stage.

- Passive holidays are better than active ones.
- Extreme activities are very dangerous. No one should ever try them.
- Creating a bucket list can make your life more purposeful.
- Adventurous people have more interesting lives.

Aims: By the end of the lesson, students will be able to

- write an introductory paragraph;
- improve a weak introductory paragraph.

Standards: 4.1.1. 4.1.2. 4.1.3.

Refer students to the table with writing tips about writing introduction.

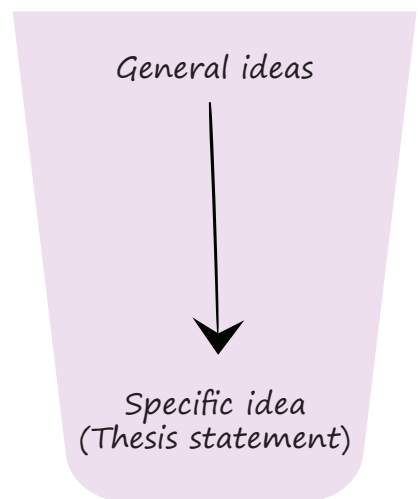
Writing tips

The first paragraph of an essay is called an **introduction**.

The introduction ...

- is usually five to ten sentences.
- catches the reader's interest.
- gives the general topic of the essay.
- gives background information about the topic.
- states the main point (the thesis statement) of the essay.

The introduction is often organised by giving the most general ideas first and then leading to the most specific idea, which is the thesis statement.



1. Draw students' attention to the diagram and ask them to complete it with the sentences from the sample introductory paragraph. The purpose of the task is to show students visually how ideas progress from general to specific. Thus, it is important to analyse all 3 sections of the diagram to ensure that students are aware of the transition.

General ideas:

These days, sport has become an important part of modern life, especially for people who live in urban areas.

More and more people, both children and teenagers, start doing sport at an early age because of its numerous benefits. However, there are some athletes who spend too much time on it, which seems to be excessive.

Specific idea: (Thesis statement)

Athletes should not be obsessed with sports because this obsession might lead to serious health and family problems.

2. Ask students to read the given introductions and decide if they are weak or strong. This task can be done in pairs as well. Once students are ready, encourage them to compare their answers with other students. Check the answers as a class and have students justify their answers for why they consider a particular paragraph weak or strong.

Strong—

a) The popularity of extreme sports has continued to grow steadily over the last few decades. A lot of people all over the world are extremely attracted to these types of sports. Young people should take up these activities because they give them the possibility to express themselves in a new way and experience adrenaline rush.

Weak—

b) People spend their leisure time in different ways. Some people play video games with their family members and friends, while others go for adventures or dangerous sports. People are attracted towards dangerous sports for many reasons. First of all, some people take these adventurous sports as a challenge. For example, they go mountaineering on Mount Everest. Although it is very risky, they take it as a challenge and go for it.

Weak—

c) Extreme sports should be banned as they put people's lives at risk. Extreme sports have become popular in the last two decades. For many people, practising them is the only way of living. For them, adrenaline is the most important thing in their lives and that's why they try to do more and more dangerous things.

3. Ask students to rewrite one of the weak introductory paragraphs. While they are working, monitor and provide assistance if necessary. As students have finished rewriting their paragraphs, have them exchange their paragraphs with a partner and give feedback to each other.

At the end, you might choose a random paragraph and give feedback highlighting important aspects.

4. Have students choose one of the given topics and write an introductory paragraph. Ask students to follow the tips on Page 42.

The task can be set as a home assignment as well.

Note: While it might be time-consuming to provide individual feedback for all works, it is advisable to give students individual feedback from time to time. It will help them improve their writing. You might choose 2-3 students each time to give feedback. In all other cases, peer-editing will give students some insight about their works.

Answers:

1

	NOUN	VERB	ADJECTIVE	ADVERB
1	temptation	tempt	<u>tempting</u>	temptingly
2	fierceness	X	fierce	<u>fiercely</u>
3	vividness	X	<u>vivid</u>	vividly
4	<u>adjustment</u>	adjust	adjustable	X
5	extension	<u>extend</u>	extendable	X
6	<u>occurrence</u>	occur	occurring	X
7	continuation	<u>continue</u>	continuous	<u>continuously</u>
8	visibility	X	<u>visible</u>	visibly

2

1. He is famous for the vividness of his landscape portraits.
2. It is not an easy task to resist the temptation of extreme activities.
3. Strong wind made poor visibility for surfers.
4. The snowboarders had a difficult time due to fierce storms.
5. I got very bored of my job as it was very tiring to travel continuously.
6. I liked this place so much that I want to extend my holiday.
7. From time to time accidents occur while performing extreme activities though they are claimed to be completely safe.

3

1. Three years ago she embarked on a career as a skydiving instructor.
2. This guideline will provide you with the information about the potential dangers and how you can protect yourself from them.
3. Continual exposure to adrenaline might cause serious health issues.

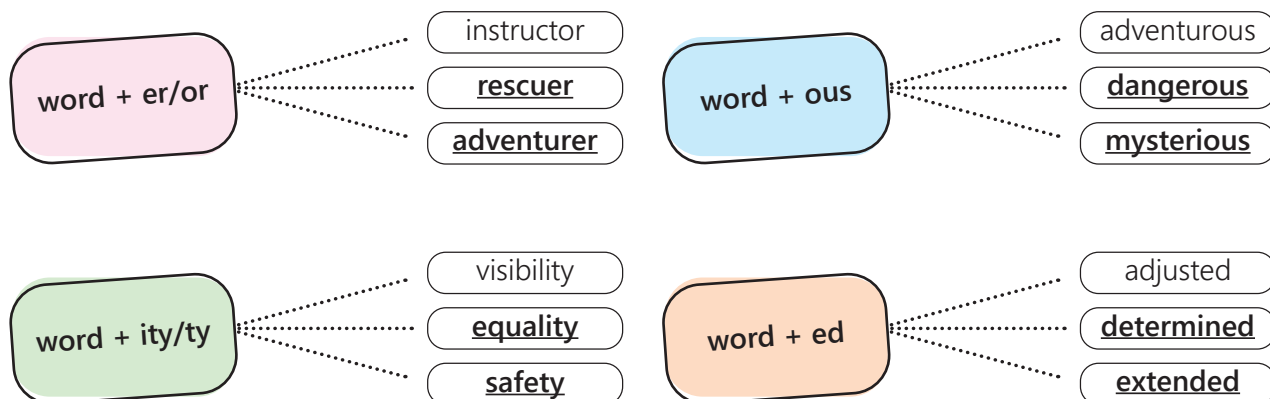
4. Poor training for extreme activities can create the danger **of** serious injuries.
5. If you want to take vivid pictures in the midnight sun, it is advisable to concentrate **on** 3 colours **at** the most.

4

1. ensure - **e.** safety/peace
2. fierce - **b.** fights/storms
3. tempting - **a.** offer/suggestion
4. constant - **c.** desire/trouble

1. Organisers do their best to ensure **safety** of all participants.
2. Due to fierce **storms**, we couldn't go snowboarding.
3. When I looked at the photos of my sister skydiving, I had a constant **desire** to try it myself.
4. I couldn't turn this tempting **offer** of travelling to the Arctic region as a travel guide.

5



6

1. He had been waiting on the mountain for 14 hours before a **rescuer** saved his life.
2. My uncle is a very **adventurous** person. He is fond of skydiving.
3. It was announced that there would be reduced **visibility** because of the heavy fog.
4. With all my heart, I want to realise the first wish in my bucket list. I am very **determined** and nothing can stop me.
5. For your **safety**, we recommend that you keep your seatbelt fastened during the flight.

TIME TO WATCH

Aims: By the end of the lesson, students will be able to

- develop their listening skills for detailed and specific information by watching the video about a safari trip to Tanzania;
- develop their reading skills for detailed information;
- guess the meanings of the words/phrases from the context;
- write and talk about the travel destinations people put on their bucket list and the reasons behind their choices.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 4.1.2. 4.1.3. 4.1.4.

1. Tell students that they are going to watch a video about a safari trip to Tanzania. Before that, they have to read the text about the Tanzania safari and complete the sentences. There are boldfaced words in the text, but those words don't block understanding; thus, tell students not to worry about their meanings for now. Once students are ready, have them first compare their answers with a partner. Provide whole class feedback at the end.

Answers:

To **1. to view wildlife in the wilderness**, people choose Africa as a travel destination. Tanzania is one of the most visited African countries with its **2. (22) national parks**. In the Serengeti National Park, people can witness the **3. Great Migration**. Animals migrate to **4. the Masai Mara** from **5. the Serengeti National Park**.

2. Ask students to look back at the text again and match the underlined boldfaced words to their definitions. When they have finished doing the task, check the answers as a class. If necessary, drill the pronunciation.

Answers:

- | | | |
|-------------|-----------------|----------------|
| a) predator | d) incredible | g) migration |
| b) wildlife | e) paradise | h) wilderness |
| c) iconic | f) mind-blowing | i) spectacular |

3. Before playing the first part of the video, give students some time to read the statements. Play the video and ask them to do the task. As they are watching the video, they have to decide if the given statements are True or False. If necessary, play the video twice. When students are ready, ask them to have a quick pair-check. Provide whole class feedback at the end.

Answers:

- | | | |
|------|------|------|
| 1) F | 3) T | 5) T |
| 2) T | 4) F | |

4. Ask students to look through the sentences before you play the second part of the video. Students should complete the sentences as they are watching the video. After the video has finished, ask students to compare their answers with a partner. Then check the answers as a class.

Answers:

1. The best time to see lions is in the morning because once it gets hotter they migrate to places which are **harder to reach**.
 2. The beginning of the **rainy** season in Tanzania makes the grass beautiful and delicious and that's why a lot of animals migrate there.
 3. Female lions in super pride **hunt**, but males don't.
 4. Ruby wants to see some leopards, elephants, cheetahs, **flamingos** and hippos on the next day of the trip.
 5. Christian believes that the most dangerous animals for human beings in the savannah aren't lions but **hippos**.
 6. Christian's favourite animal in the animal kingdom is **elephants**.
5. Put students in small groups and have them discuss the given questions. As they are discussing the questions, monitor and take notes to be discussed in the feedback stage.
 - Why do you think a lot of people dream about a safari trip?
 - Would you like to travel to the Serengeti National Park? Why or why not?
 - Which animals would you like to see in their natural environment?
 - Are you interested in watching travel vlogs? Why or why not?
 6. Divide students into small groups and explain to them the details of the project. It is advisable to give some time to students to plan the project work. Depending on the level of the students, the given time might vary. Students first need to research and find top 10 travel destinations people put on their bucket list and the reasons behind their choices. Then they need to present the findings of their research.

Script

Part 1

Christian: Ever since I was just a little boy, this trip right here is the one that inspired me to get up and see the world. But today, we get to see it for ourselves.

This is the start of my dream bucket list trip. And it all starts right here in Dar es Salaam, the capital of Tanzania, and our stopover before taking you to the Serengeti.

And welcome to Tanzania!

..and joining us on the trip, welcome to the video buddy. This is Robbie.

Robbie: This is insane. This is Sanity.

Christian: Robbie has just joined us from Singapore. He's going to be helping me shoot all of these videos across Africa.

TIME TO WATCH

Good morning. And now it begins, the real reason why I came all the way here. No coffee needed this morning because we've got Life's Espresso shot. A tiny little plane that may or may not...

Ruby: Stop it, stop it, we're going to have fun.

Oh my god!

Christian: The plane is going like this. We made it!

Ruby: Woo! I've already seen so many animals.

Christian: Did you really?

Ruby: Yes!

Christian: I saw nothing. Okay, I call the window on the way out.

Pilot: Thanks, guys.

Christian: Thank you.

Pilot: Enjoy.

Christian: See you. Nice meeting you. Mother Africa. This is a special moment for me. I've been dreaming of doing this trip since I was a little boy.

Ruby: I am so excited. You have no idea. I'm ready to see some giraffes.

Christian: You stole the window seat.

Christian's friend: You didn't see the zebra? What?

Christian: And it begins right here. We've got an hour to get to the lodge, but the thing is, we are now in the wilderness. There could be zebras on the landing strip, so it might take us a while to get there because I'm sure we're going to stop and shoot.

Christian: Oh, an ostrich! An ostrich! An ostrich!

Ruby: Oh my God, it's a giraffe! Oh my god, it's so cool!

Christian: It's running towards us!

Ruby: I can't believe. I'm actually crying right now. Oh my gosh.

Robbie: Are you liking it?

Ruby: This is so fun. Look, he's eating and I can see it.

Christian's friend: I think aliens are doing the same thing with us right now. They keep visiting us. You know, they stop on top of New York and they're like, look at those guys, what are they doing? They look so weird.

Christian: Can you believe we saw all of that just from the airport here to the resort? It's mind-blowing to me.

Welcome to paradise.

Unknown: How exciting!

Christian: Thank you so much.

Waitress: ...nice tea with ginger.

Christian: Okay.

This is pure luxury all the way in the savannah. It's truly incredible.

Oh my gosh, what is that thing? Terry? Is that you? Hello mate, how you're doing? Wow, wow, wow.

Christian: Alright. Good morning, Mr. Anderson.

Mr. Anderson: Good morning, how are you today?

Christian: How are you feeling?

Mr. Anderson: I'm very well, thank you. Are you guys ready for it?

Christian: We are so ready.

Mr. Anderson: Are you so excited?

Christian: I... this is one of the most exciting days of my life.

Music- and I just can't hide it. I know, I know, I know.

Ruby: I'm so excited, we're going to see a lion today, I feel it. And flamingos, and what other animals?

Christian: Are there flamingos here?

Unknown: Cheetahs.

Ruby: Yes, oh my gosh, yes. Cheetahs are my favourite.

Ruby: Oh, I want to get really close to a cheetah and take a picture with it.

Christian: Do you know why you can't trust a cheetah?

Ruby: Because it's a cheetah.

Christian: Hey Robbie, why can you never trust a lion?

Robbie: Why?

Christian: Because they might be lions.

Robbie: I shouldn't find that funny, but I do.

Christian: Thanks.

Part 2

Christian: We're heading into the areas where we hope to find the king of the savannah, the lions. It's best to get out there sooner than later because once it gets hotter, they tend to migrate to other places which are harder to reach so we want to get there early morning while things are still very brisk. A little bit cool to be honest, I could probably do a sweater, but you don't always pack perfectly.

Christian's friend: Where?

Christian: In front of the car, lion.

Ruby: Oh, my lord! Can I get out of the car and take a picture with it?

Mr. Anderson: You won't survive but you'll be very famous in Guinness books.

Ruby: Yeah, yeah, yeah.

Christian: I don't know how I feel about this, guys, but the window is a crank window, so if I have to open and close this thing... it's going to take me a while to close this window.

Oh, wow. So how old is this one?

TIME TO WATCH

Mr. Anderson: 14, 13 years. They live barely up to 15, 18 years. The female live up to 20 years.

Christian: So, he's coming towards the end of his life.

Mr. Anderson: Yeah.

He can break this thing with just like second like this. This is nothing. Coming one pole like this, just break right away.

Christian's friend: Okay, I think we got it.

Christian: Guys, check this out. You think these lions are scary? Look at what's in the tree. That is from a baboon spider, which is actually... Did you say it was Africa's largest spider?

Mr. Anderson: Yeah.

Christian: Anderson was saying that you can hear a lion roar up to 5 kilometres away. Anderson, you're saying that if it roars, you could faint?

Mr. Anderson: In this distance here, you might faint. It depends on where you are, what you're reacting to.

Christian: So we've come to Tanzania at a wonderful time because it's actually the migration season which is why... Hello? All of these wildebeests and zebras have come down in the thousands from Kenya. Basically, they go through a circular pattern following the greener pastures, finding the water holes and right now it's the beginning of the rainy season here in Tanzania, which leads to beautiful, delicious green grass and more water.

Whoa, whoa, whoa, whoa, whoa, whoa. Are you kidding me, guys?

Mr. Anderson: SSP, Serengeti Super Pride.

Ruby: Oh my God.

Christian: Oh my God. No way. This is a super pride, and it only happens when there's enough food source, which happens during the migration. And as you've seen, there's so many wildebeest, which means there's gonna be these massive prides, and these are all females.

Mr. Anderson: Females are the ones that hunt.

Christian: Males don't hunt.

Mr. Anderson: Yeah, males don't hunt, but unfortunately, when they hunt, the male line come and eat first. That's not fair.

Christian: This is one of the most spectacular things I've ever had the opportunity to witness.

I told you I could be having a better day. I'd be lying.

Ruby: You're not funny.

Robbie: Very funny. Very, very funny. Very funny.

Christian: You'll be joining me on many more trips, man.

How's your day going?

Ruby: Um, incredible. I feel like I'm dreaming. I can't believe we're here. This has been my dream for so long.

Christian's friend: I lost counting up how many animals. It's just insane.

Ruby: Now all we need to do is see some elephants, leopards, cheetahs and flamingos tomorrow.

Christian's friend: Hippos.

Ruby: And hippos.

Christian's friend: Hungry, hungry hippos.

Ruby: And I am one happy girl. That's all we need.

Christian: Believe it or not, the most dangerous animal to human beings in the savannah is actually not the lion. It is the hippo.

Good morning guys and welcome to day three here at the safari and we're starting it off with some hungry hungry hippos.

Ruby: There's a lot of hippos.

Christian: And they're hungry.

Hello darling, how are you mate? Who'd you vote for this year? Alright, not a political man, that's fine.

And this is the missing link to an amazing safari trip. My favourite animal in the animal kingdom is right here. Wow! Look at that. This is my first time seeing an African elephant in the wild.

Ruby: They're so cute.

Christian: We're surrounded by them. There's like 15 elephants all around us. But this one is my favourite. To cool down from the summer heat, he'll throw mud all over himself to give himself a coating and it also gets rid of some of the flies, which by the way, are kind of annoying. Bye guys! Thank you for making my day.

So, here we are at the top of the copy and copies are these rock structures rock piles that seemingly feel like they're in the middle of nowhere because everything else is flat. And this gentleman is equipped of course this is never going to be needed, but there are fierce predators out here and you never quite know so that's one of the precautions that have to be taken.

Ruby: Vacation we've got going on here.

Christian: We're celebrating every day.

So, tonight we had an incredible send off our final moments at the hotel with sunset with the masai tribe.

USE OF ENGLISH

Answers:

1

1. a) **It had been snowing all night, so our instructor didn't let us snowboard.**
b) It was snowing all night, so our instructor didn't let us snowboard.
2. a) While they gave me instructions, Leila listened attentively.
b) **While they were giving me instructions, Leila was attentively listening to the instructor.**
3. a) **Mehri had been saving up to travel to Sweden for 6 months when she finally realised that trip.**
b) Mehri was saving up to travel to Sweden for 6 months when she finally realised that trip.
4. a) **When I landed safely, all my friends were happily clapping.**
b) When I landed safely, all my friends had clapped happily.
5. a) I was talking to my brother when someone had shouted.
b) **I was talking to my brother when someone shouted.**

2

1. If you want to **avoid/occur** risks, follow the instructions precisely.
2. People most often include **unusual/visible** wishes in their bucket lists.
3. Norway is my favourite destination to **witness/prove** the midnight sun.
4. Now that you have a good job, your situation can **reverse/protect** and you can easily travel the world.
5. As bucket list experiences, people mostly choose **memorable/continuous** activities.

3

1. It was a very exciting view to look at. (spectacular)
Such a **spectacular view to look at!**
2. It has always been my dream to see African animals and plants in their natural conditions. (wildlife)
I have always wanted **to see African wildlife.**
3. I had always dreamt of seeing elephants. When I travelled to the savannah of Africa, I finally realised my dream. (before)
I had never seen any elephants **before I travelled** to the savannah of Africa.

Having a bucket list is something that can **0. b** us to achieve what is most important to us before it is too late. New experiences and dreams can boost our spirit in ways that nothing else can. Whatever your goals or dreams are, there are benefits of turning them into a bucket list that can **1. a** you to lead your version of an ideal life. Here are some benefits of having a bucket list.



Gets You Excited: Many people's sleepless nights are the effects from having a mind filled with **2. d** tasks for the next day. But, what if what kept you up at night were thoughts of planning your dream vacation or taking up a new course. Then being awake would be because of excitement, a reason to get up early in the morning and stay up late at night. When you are **3. a** in the routine of daily life, it can be difficult to get excited about your life. A bucket list can create an excitement **4. b** in your soul.

Motivates You: Without motivation, your dream will be nothing more than that; it is the necessary energy that helps you to **5. b** your dreams. In order to truly get motivated, you need to know what you really want, and writing a bucket list will help to **6. d** exactly what that is. These goals will then be the **7. c** of your motivation.

Pushes the Boundaries of Your Comfort Zone: It has been said that life begins at the end of your comfort zone, so then why are so many people afraid of **8. d** outside of it? I will tell you why. Being inside your comfort zone minimises stress and risk, keeping you at a low anxiety level.

Unfortunately, if you stay inside of these boundaries you'll be missing out on the incredible benefits of **9. a** a risk. It can lead to personal growth; teaching you valuable lessons, increasing your confidence and limiting regrets. Once you step out of the norm, that's when the world is truly at your feet.

0.	a. bring	b. guide	c. take	d. give
1.	a. <u>push</u>	b. create	c. rescue	d. determine
2.	a. counting	b. countable	c. counted	d. <u>countless</u>
3.	a. <u>stuck</u>	b. keep	c. maintain	d. have
4.	a. end	b. <u>deep</u>	c. bottom	d. top
5.	a. extend	b. <u>realise</u>	c. hope	d. create
6.	a. check	b. reverse	c. avoid	d. <u>determine</u>
7.	a. ground	b. leaf	c. <u>root</u>	d. trunk
8.	a. occurring	b. acting	c. riding	d. <u>stepping</u>
9.	a. <u>taking</u>	b. making	c. putting	d. living



Aims: By the end of the lesson, students will be able to identify grammar and vocabulary mistakes.



1. Life begins at the end of your comfort zone. Leaving your comfort zone will make you more ~~adventure~~ ^{adventurous}. If you continue living inside your comfort zone, it will be very difficult for you to embark ~~with~~ ^{on} any sorts of new projects.
2. When she started to describe her childhood, I was so impressed by the vividness of her description. It was ~~incredibly~~ ^{incredible} how she could remember so many details.
3. The amusement park that ~~had been~~ ^{was} closed last week ~~was~~ ^{had been} working since 1975. The authorities decided that the damages during the earthquake could not be reversed. Thus they decided to close it.
4. When people write their bucket list, they tend to realise their dreams more often. They say having a bucket list encourages them to create ~~memorise~~ ^{memorable} experiences.
5. My first acquaintance with tandem paragliding was in Slovenia. It was a mind-blowing experience. When they fastened the belt, I actually ~~had~~ wanted to stop. Then I remembered that all my friends had been waiting for me with their cameras for at least 30 minutes. That encouraged me and I gave it a go.
6. We had been waiting for our turn ~~before~~ ^{since} morning when they announced that due to fierce storms no one else will be allowed to walk the glass bridge.
7. It was my first time on the plane. I was so excited that when the plane started to set off, I felt that my hands were shaking so badly.
8. When you like adrenaline in your life, you find all extreme sports very ~~visible~~ ^{tempting}. What you do is just dream about them.
9. I had a safari trip last year. It was during the Great Migration. I will never forget that ~~spectacle~~ ^{spectacular} event.
10. When the South Pole enjoys polar days, the inverse effect is seen in the North Pole.

UNIT 3

THE ART OF CONVERSATION

Topic: The art of conversation

Hours: 22

Skills: Reading, Listening, Speaking, Writing

Grammar: Third conditional; Second and Third conditionals

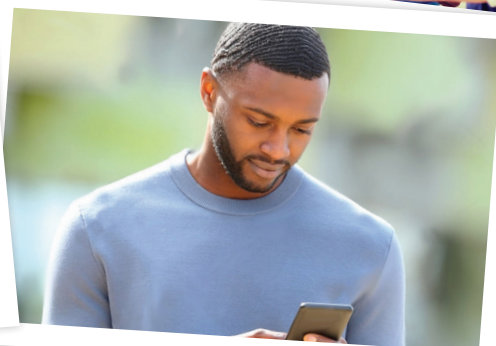
Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about different means of communication, their benefits and drawbacks.

Have students work in small groups. Refer them to the photos and ask them to discuss the questions provided. While they are discussing, monitor and provide assistance if necessary.

- What different means of communication do these people use?
- Why do you think they prefer these particular means of communication?
- What might be the benefits and drawbacks of each means of communication?



VOCABULARY

Aims: By the end of the lesson, students will be able to

- guess the meanings of the words/phrases from the context;
- develop their reading skills for specific information.

Standards: 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.

1. Have students read the paragraphs and answer the question.

- What are the dos and don'ts of effective communication?

Ask students to draw a table with two columns and write dos and don'ts of effective communication in the table. Once students are ready, have them compare their answers with a partner. You might want to find dos or don'ts of effective communication in the first paragraph as a whole class and then ask students to do the same with the other paragraphs.

Suggested answers:

Dos	Don'ts
<ol style="list-style-type: none"> 1. Learn the right skills to communicate clearly and effectively. 2. Help the other person feel heard and understood. 3. Learn to calm down before continuing a conversation when you are stressed. 4. Avoid distractions and stay focused. 5. Focus more on listening rather than talking. 6. Nod or smile at the person and encourage the speaker to continue with small verbal comments like "yes" or "uh huh." 7. Avoid undesired conversations politely. 8. Learn to use body language effectively. 	<ol style="list-style-type: none"> 1. Don't multitask while speaking to people. 2. Don't continue the conversation when you are stressed. 3. Don't check your mobile phone while talking to people. 4. Don't focus more on what you should say. 5. Don't try to listen to someone at the expense of your personal satisfaction.

2. Have students read the paragraphs again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word. When they complete the task, ask them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

1 convey (v.)

- a) understand others' feelings or thoughts during a conversation
- b) **express feelings, thoughts or information to other people**

2 grasp (v.)

- a) **understand something, especially something difficult**
- b) pronounce something, especially something difficult

3 misunderstanding (n.)

- a) **an occasion when someone does not understand something correctly**
- b) an occasion when people get all the messages right

4 converse (v.)

- a) have a joint project with someone
- b) **have a conversation with someone**

5 in-person (adj.)

- a) involving digital communication by phone, email, text, etc.
- b) involving someone's physical presence rather than communication by phone, email, etc.

6 at the expense of something (idiom)

- a) If you do one thing at the expense of another, doing the second thing harms the first.
- b) If you do one thing at the expense of another, doing the first thing harms the second.

7 non-verbal (adj.)

- a) not using words or speech
- b) not using body language

8 facial expressions

- a) expressions made with the help of the movements of the muscles on the face
- b) expressions made with the help of the movements of the hands and fingers

Track 9

1. convey – express feelings, thoughts or information to other people
2. grasp – understand something, especially something difficult
3. misunderstanding – an occasion when someone doesn't understand something correctly
4. converse – have a conversation with someone
5. in-person – involving someone's physical presence rather than communication by phone, email, etc.
6. at the expense of sth – If you do one thing at the expense of another, doing the first thing harms the second.
7. non-verbal – not using words or speech
8. facial expressions – expressions made with the help of the movements of the muscles on the face

3. Have students complete the sentences with the words/phrases from Task 1. As students have finished doing the task individually, ask them to compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. I think I managed to **grasp** the main points of the talk.
2. When I am angry, I cannot **convey** my feelings in words.
3. Though we live in Sweden, my family members **converse** with each other in Azerbaijani at home.
4. Her **facial expressions** made it clear that you had offended her.
5. There must be some **misunderstanding**. I haven't asked you to send me these notes.
6. Your **non-verbal** behaviour should match what you are saying. Otherwise, your message might be unclear.
7. It was incredible to have an **in-person** meeting with my favourite author.

Aims: By the end of the lesson, students will be able to

- develop their reading skills for detailed information by reading the text about the danger of losing an art of conversation;
- talk and write about the art of conversation;
- write a report about their classmates' opinions on the art of conversation using the provided sentence starters.

Standards: 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Put students in pairs and have them read the questions. Draw students' attention to the definition of the word 'unplug' and have them first read the definition and then elicit the meaning. If necessary, provide further assistance with the definition. Tell them that this word has recently started to be used in this meaning. Ask students if there are any other unknown words in the questions, if not, have them discuss the questions. While they are discussing, monitor and provide assistance if necessary. Nominate random students to share their ideas with the whole class once they have finished their discussions in groups.
 - Is conversation a lost art? Why or why not?
 - Can unplugging help people to have more in-person communication? Why or Why not?
 - What benefits can we get from unplugging?

Students are going to read the text and do Tasks 2 and 3. Before they start reading the text, make sure that they know the meanings of these words. You can elicit their meanings. Refer them to the word list on Page 161 in Course Book in case they don't know them. (Unit 3, Reading Wordlist)

Possible blocking words:

be connected /bi kə'nektɪd/ to be linked or associated with something else

face-to-face (adj) /ˌfeɪs tə 'feɪs/ involving or done with people who are physically present and interacting with each other

set aside (phr.v) /set ə'saɪd/ to save or keep something for a particular purpose

software (n) /'sɒftweə/ programs and operating information used by a computer

urge (v) /ɜːdʒ/ to strongly encourage or persuade someone to do something

2. Tell students that they are going to read the text about the danger of losing the art of conversation. 6 sentences have been removed from the text. Students should put those sentences back in the text. Remind them that there is one extra sentence that they don't need to use. Get students to compare their answers with a partner as they have finished doing the task.

Answers:

1. **D.** Advances in technology have changed how people communicate.
2. **G.** Some experts think so.

3. **A.** Most teens spend over seven hours per day using their phones and tablets for entertainment and communication.
4. **B.** People forget how to converse properly.
5. **F.** But face-to-face conversations teach other skills that are important for overall well-being.
6. **C.** Keeping a healthy balance between on-screen and off-screen discussions will make you a better communicator.

3. Ask students to read the text again and answer the questions. Once they are ready, nominate random students to read their answers.

Suggested answers:

1. What are the advantages of having in-person conversations? - **You can read body language and see facial expressions or hear a tone of voice in-person conversations. They can turn a bad day into a good day and make people feel more connected to others.**
2. What are the advantages of digital communication? - **In many ways, we're more connected than ever. It teaches important skills and habits. After all, many people connect through email or chat software at work nowadays.**
3. What are the harmful effects of too much screen time? - **Many people worry that too much screen time can harm social and writing skills. It leads people to use less eye contact and be more distracted during in-person communication. This can make it harder to have healthy relationships at home, school, and work. People forget how to converse properly. They have difficulty being able to clearly convey a message and grasp it during in-person communication.**

4. Have students draw a similar table on their copy books and write their answers to the questions on it. Then have them mingle around and compare their answers with at least 4 students and make notes of their answers. Once they have finished doing the task, have them write a report using the sentence starters provided in the book. Get students to peer-edit their reports. Then nominate random students to read their reports to the whole class.

Most of the students ★★★★★.

Only a few students ★★★★★.

It is easy to ★★★★★.

It is difficult to ★★★★★.

Aims: By the end of the lesson, students will be able to

- speak about the distortion of the Azerbaijani language using Third Conditional;
- develop their reading skills for detailed information;
- develop their listening skills for specific information;
- write sentences using Third Conditional.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3.

1. Before asking students to do Task 1, draw students' attention to the note with the definition of the word 'distort'. Have them read the definition and then elicit the meaning. If necessary, ask them to use the word in their own sentences. Then put students in pairs and ask them to discuss the questions. Encourage them to justify their ideas. After students have finished their discussions, nominate random students to share their ideas with the whole class.
 - How often do you look at posts on social media?
 - Is it important to check spelling and grammar mistakes while sharing posts or writing messages? Why or why not?
 - Do you think that our language has been distorted? Why or why not?
2. Tell students that they are going to read 2 comments on a post on Instagram. First, ask them to look at the post and then read the comments. As they read the comments, they should answer the questions. Once they are ready, get them to compare their answers with a partner. Then provide whole class feedback.

Suggested answers:

1. What are the commenters complaining about? - **They are complaining about the distortion of Azerbaijani language.**
2. What was the reason for the distorted spelling of the vowels of Azerbaijani alphabet according to the first commenter? - **It all started with the wide use of mobile phones in the XX century. At that time, there wasn't Azerbaijani alphabet in the keyboard language of mobile phones.**
3. What was the reason for the distorted language according to the second commenter? - **As illiterate people started publicising their thoughts or opinions widely on social media, all blame should lay on social media.**

3. Have students look back at the numbered sentences in the comments and answer the questions. Check the answers as a whole class once students have finished doing the task.

Answers:

1. In the Third Conditional, the actions in the sentences refer to the **past / present**.
2. The 'if clause' **can come either first or second** / always comes first.
3. We use **would have / past perfect** after 'if'.

Before students start doing the tasks on Page 57, refer them to Grammar Target on Page 144.

4. Have students complete the sentences with the correct forms of the verbs. Tell them that they can refer to the Grammar target on Page 144 if necessary. The task should be done individually. Get students to compare their answers with a partner once they finish doing the task. Check the answers and if necessary, provide further explanation.

Answers:

1. If she **had read** books instead of watching useless TV programs, she **wouldn't have had** such a bad experience.
 2. I **would have understood** her message right if I **had listened** more carefully.
 3. If they **had arranged** an in-person meeting, the company **would have benefitted** more.
 4. They **would not have misread** your message if you **had used** non-verbal language effectively.
 5. If I **had controlled** my emotions before starting my speech, the performance **would have been** more successful.
5. Tell students that they are going to listen to 4 people talking about their regrets. Students should complete the sentences as they listen to the recording. Give students some time to read the sentences before you play the recording. The recording can be played more than once if necessary. Once students are ready, ask them to have a pair-check and then provide whole class feedback.

Answers:

1. If I had taken my **notes** with me, I **would have managed** to convey all the information I had.
2. If I had accepted **an in-person meeting** offer, I wouldn't have **missed** key information.
3. If I hadn't got **discouraging** comments, I wouldn't have **taken courses** and improved my language skills.
4. If I had **attended** birthday parties, I would have had some **friends**.

Track 10

Speaker 1. I got so nervous that I forgot everything and I didn't have my notes with me. It took me some time to pull myself together and deliver my lecture. But I didn't manage to convey all the information I had.

Speaker 2. When they offered me an in-person meeting, I refused and we had an online meeting instead. The internet speed was so weak that I missed a lot of important messages.

Speaker 3. I mostly recorded videos and shared them on my social account. But one day I decided to write a long post. I got so many discouraging comments about my spelling that I was depressed for many days. Then I took courses and improved my language skills.

Speaker 4. I was so shy that I didn't even attend the birthday parties of my classmates. I think I missed a lot of opportunities to build good friendships. I didn't have a single friend at that time.

6. Tell students that they are going to read the sentences and then rewrite them as Third Conditionals. It will be helpful if you write the sentence provided as the example on the board and explain to students how they are going to rewrite the rest of the sentences as Third Conditionals. Have students do the task individually and then compare their answers in pairs. Check the answers at the end.

Answers:

1. As Alina didn't show any emotions, Robert decided not to continue his conversation.
If Alina had shown some emotions, Robert would have continued his conversation.
2. His spelling got worse as he continued reading Instagram posts all day long.
If he hadn't continued reading Instagram posts all day long, his spelling wouldn't have got worse.
3. I couldn't find the right words, so I failed to convey my message clearly.
If I had found the right words, I wouldn't have failed to convey my message clearly.
4. I had a terrible experience there as I didn't know their language.
I wouldn't have had a terrible experience there if I had known their language.
5. As he raised his voice during the discussion, they didn't give him a chance in the next debate.
If he hadn't raised his voice during the discussion, they would have given him a chance in the next debate.

7. **A.** Ask students to work individually and write 3 statements about how the Azerbaijani language was distorted in the media and everyday life. Encourage them to mention the possible reasons as well. While they are working, monitor and help if necessary.
- B.** Divide students into pairs and have them read their roles. Remind students who are going to perform the role B to take notes when students who are going to perform the role A are reading their statements.
As the target language is going to be practised in Student B's role, it is important to change the pairs' roles.
While students are working, monitor and take notes of good language and inaccuracies to be discussed at the feedback stage.

Aims: By the end of the lesson, students will be able to

- communicate using Second and Third Conditionals in spoken and written forms;
- talk about different problems that might occur during conversation;
- develop their reading skills for detailed information.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.3. 4.1.2. 4.1.3. 4.1.4.

1. Before doing *Find someone who...* task, it is advisable to explain to students how to do it. Ask students to copy the sentences to their notebooks and leave some space next to each sentence. (See the table below.)

NOTE: Print the table and use it as a ready worksheet if you don't want to waste time while students are copying the sentences in their notebooks.

Find someone who knows ...	Names	Extra notes
tends to scold people. is often misunderstood. cannot speak when he/she is angry. raises his/her voice during discussions. never believes rumours. prefers communicating by text messages.		

Tell students that they need to ask their classmates questions.

Change the first statement into the question and write it on the board.

Do you tend to scold people?

If you think that students might have difficulty changing the statements into the question forms, change all of them as a class. Then have them mingle around and ask each other questions and find those who have a "yes" answer to the questions. When they hear a "yes" answer, they should write that person's name next to the question and move on to the next person. The goal is to meet and talk to as many people as possible within the time limit. Encourage students to ask extra questions related to the answers.

Once they have finished asking questions, get some feedback from random students.

2. Before students start doing Task 2, have them read the definitions of the words 'rumour' and 'gossip'. Give further explanation if necessary. After that, ask students to read the comments and answer the questions. Once they are ready, have them compare their answers with a partner. Provide whole class feedback at the end.

Answers:

Commenters	Who did they offend?	What was the reason?
Musa	1. <u>his friend</u>	2. <u>He believed the rumours about his friend.</u>
Katrin	3. <u>her cousin</u>	4. <u>She scolded her cousin without even listening to him.</u>
Aera	5. <u>her sister</u>	6. <u>She sounded rude in her message.</u>

3. Ask students to look back at the underlined sentences in Task 2 and choose the correct option.

Answers:

- a) something that is less likely to happen in the present or future? - If people stopped gossiping, the world would be a perfect place to live in.
- b) something that hasn't happened in the past? - If I hadn't believed them, I wouldn't have lost a very good friend.

4. Ask students to look back at Task 2 again and find the examples of Second and Third Conditionals. Once students have completed the task, check the answers as a class.

Answers:

Second Conditional - If I stopped scolding people, I would build lasting relationships with them.

If people didn't share sensitive information by text messages, there would be fewer misunderstandings.

Third Conditional - If I had been patient and listened to him, I might have controlled my negative emotions.

If I had talked to her at an in-person meeting, my words wouldn't have had such an effect and my body language would have helped me to convey my message without hurting her feelings.

5. Ask students to complete the sentences with the correct form of the verbs in brackets. Tell them that they can refer to the Grammar target on Page 145 if necessary.

Answers:

1. She rudely interrupted everyone, so no one wanted her in their teams.
If she **hadn't interrupted** people, people **wouldn't have refused** to include her in their teams.
2. He cannot control his emotions at all. That's why he often offends people around him.
He **wouldn't offend** people if he **learned** to control his emotions.
3. Why didn't she just call Alex and invite him to the party? A text message containing only date and location was rude enough.
If she **had invited** Alex properly, he **would have participated** in the party as well.
4. He spread rumours about everyone. That's why his friends stopped talking to him.
His friends **would have stayed** with him if he **hadn't spread** rumours.
5. People have lost the ability to listen to others.
If everyone **listened** to each other attentively, there **would be** fewer people with mental problems.

6. Have students write their answers to the questions. While they are working on the task, monitor and provide assistance if necessary. As they have finished writing their answers to the given questions, put them in small groups and get them to compare their answers with each other. At the end, nominate random students to share some of their groupmates' answers with the whole class.

OPTIONAL TASK

Print 4 copies of the board game and bring dice with you. Divide students into 4 groups and explain to them how to play the game. They should first choose a small object for themselves. Remind them that they need to have different objects. Once they are ready, give them their dice and ask them to take turns to throw the dice and make their move and change the sentences to second or third conditional. If they can do so, they put their objects on the corresponding slot on the board game. If they can't, they go back to their previous slot.



LISTENING

Aims: By the end of the lesson, students will be able to

- develop their listening skills for specific information by listening to the talk about ambiverts and omniverts;
- develop their reading skills for detailed information by reading the descriptions for extraverts and introverts;
- write and talk about the advantages and disadvantages of being an introvert, extrovert and ambivert.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.3. 3.1.4. 4.1.2. 4.1.3. 4.1.4.

Ask students if they like doing personality tests. Encourage them to justify their answers.

1. Tell students that they are going to do a personality test. First, explain the meaning of the words *reserved*, *drained* and *nerve-wracking*. Then have students do the test on their own. Once they are ready, ask them to go to Page 152 and find out if they are introvert or extrovert.
Note: Make sure that they have understood the information provided on Page 152. It will make the execution of Tasks 2 and 3 easier.
2. Put students into small groups and have them discuss the questions. As they are discussing the questions, monitor and provide assistance if necessary. Once the discussion time is over, signal to students that it's time to conclude their conversations and return to the whole class setting. Nominate random students to share their ideas with the whole class.
3. Tell students that they are going to listen to the audio about ambiverts and omniverts. Give them some time to look through the sentences and then play the recording. Students should complete the sentences while they are listening to the recording. If necessary, play the recording twice. Once students are ready, have them compare their answers with a partner and then provide whole class feedback.

Answers:

1. Ambiverts have **an equal number of traits** of introverted and extraverted traits.

2. Omniverts can be at the **extreme** of being introvert or extrovert.

3. It is not a problem for ambiverts to have quiet moments or be **outgoing** depending on the situation.

4. Because of the mood changes, omniverts either have an excessively active lifestyle or **isolate** themselves completely from the outer world.

5. Ambiverts have a good balance of social hours and time spent **alone**, so they don't drain their energy much.

6. Omniverts drain their energy too much when they are in an extrovert mood, so they need a lot of time **to recharge**.

7. While giving speeches ambiverts' extrovert side makes them confident and thanks to their introvert side, they **plan** their speech effectively.

8. While giving speeches, omniverts can be very good in an extrovert mood, but they can find it hard to stand and **express** themselves in an introvert mood.

Track 11

We often hear that a person can only be one of two personalities – introvert or extrovert. If you are neither an introvert or extrovert, you might be an ambivert or omnivert.

An ambivert is somebody who possesses an equal number of traits of both introverted and extroverted people. Omniverts are either at the extreme of being introverted or extroverted. They constantly switch between these two traits depending on their mood and surroundings. Ambiverts have consistent behaviour. They are comfortable with quiet and active moments but tend to be outgoing and social when the situation demands it. However, omniverts are extremely outgoing at the point when their extroverted mode turns on. You won't find them much at home because they'll be having a very active life and hanging out with friends. But as soon as their social energy gets low, they switch to the extreme of introverted mode and completely isolate themselves. Further, they become reserved and quiet and don't even leave their home, pick up calls, or hang out with anyone.

Ambiverts maintain a good balance between spending time with people and spending time alone. So, their social energy doesn't drain too much and they don't require much time to recharge their social batteries. On the other hand, omniverts drain their social energy excessively before switching between modes. So, they take a lot of time to recharge and cut themselves off from the world and focus on their thoughts and avoid even small chit-chats.

Ambiverts might feel stressed and nervous in meetings, speeches, and presentations, but they never give up. Their extroverted side helps them lift their spirits and gain confidence and the introverted side helps them plan effectively. On the other hand, omniverts either perform exceptionally well in public or completely mess up things. They can be confident against a crowd in extroverted mode. But if they're in the introverted mode, they even find it hard to stand and express themselves in front of a small group.

4. Divide students into groups of 3 or 4. If there are students of varied personality types, you might want to group them together. If not, have a random grouping. Ask students to prepare a presentation about the advantages and disadvantages of being an introvert, extrovert and ambivert.

Suggestion: If you are going to group students according to their personality types, you can label each of the 4 corners in the classroom as one personality type (extrovert, introvert, ambivert, omnivert) and ask students to choose a corner according to their personality type. As students have gathered in the particular corner, divide them accordingly.

Note: The task can be done at the lesson or set as a home assignment.

SPEAKING

Aims: By the end of this lesson, students will be better able to talk about different means of communication.

Standards: 2.1.1. 2.1.2. 2.1.3.

1. Ask students to look at the photo and discuss the questions.

- What means of communication does the photo show?
- What are the advantages and disadvantages of each means of communication?

Encourage them to refer to the Useful Language box. While they are discussing the questions, monitor and take notes to be discussed in the feedback stage.



Useful Language

Talking about the things in the photo

In the picture, I can see ★★★.

Listing advantages

The first advantage of ★★★ is ★★★.
Another advantage is ★★★.

Listing disadvantages

One of the major disadvantages of ★★★ is ★★★.
Another disadvantage is ★★★.

- Put students in pairs and tell them to compare and contrast 2 photos that show people who have difficulties in their communication. Encourage students to say how these difficulties can affect those people's conversation and life. Remind them to use expressions provided in the *Useful Language* box. While they are comparing and contrasting the photos, monitor and take notes to be discussed in the feedback stage.



Useful Language

Comparing and contrasting

Both of these ★★★.
 Neither of these ★★★.
 One of these ★★★, while the other ★★★.
 This picture ★★★, whereas the other ★★★.

- Put students in small groups and have them discuss how helpful non-verbal behaviour could be in each of the given situations. While they are working, monitor and take notes to be discussed in the feedback stage. At the end, nominate random students from different groups to highlight the main points of their discussions.

It is advisable to discuss language aspects that need to be improved. On the board, write the sentences/words/phrases that you noted down while monitoring and ask students to find problems with those sentences/words/phrases. Get ideas from them and give your own feedback at the end.

- Have students work in small groups and share their opinions about the given statements. Encourage them to justify their opinions. While they are working, monitor and take notes to be discussed in the feedback stage.
- Ask students to choose one of the topics from Task 4 and prepare a short speech about it. While students are preparing their speech, monitor and provide assistance if necessary. After they have finished, put them in small groups and have them present their speech to each other.

- Gossiping can ruin relationships.
- People who tend to scold others angrily, cannot build long-lasting relationships.
- Your tone of voice is more important than your words.

Aims: By the end of the lesson, students will be able to

- write thesis statements;
- improve the given ineffective thesis statements;
- complete the given thesis statements by adding appropriate subtopics.

Standards: 4.1.1. 4.1.2. 4.1.3.

Refer students to the table with writing tips about writing thesis statements.

Writing tips

- states the main topic;
- often lists the subtopics;
- is usually the last sentence in the introductory paragraph.

The thesis statement is the most important sentence in the introductory paragraph. It states the specific topic and often lists the major subtopics that will be discussed in the body paragraphs of the essay.

topic

Although **online communication** offers convenience, it leads to the problems such as **misunderstandings** and **social isolation**.

subtopic 1

subtopic 2

A thesis statement clearly states a position on an issue that people have different views on. In the thesis statement provided above the writer's position is that "Online communication leads to problems". He/She lists the major subtopics which are *misunderstanding* and *social isolation*.

- 1. A.** Ask students to read the given statements and decide which of them are effective thesis statements.

Answers:

1. This essay is about effective communication skills. **not effective**
2. Online communication has become essential in today's digital age, with virtual meetings, remote work, and online education becoming the norm. **effective**
3. January 1, 1983 is considered the official birthday of the Internet. **not effective**
4. Social media presents various risks such as misinformation and cyberbullying. **effective**
5. Face-to-face communication is the most efficient way of communication between people. **effective**
6. In this essay, I am going to write about the disadvantages of studying online. **not effective**
7. Teachers in some countries never use online resources. **not effective**
8. Should school children be allowed to use social media sites at school? **not effective**

9. Personality types can influence how people approach decision-making, stress management and social interactions. **effective**
10. Online communication via instant messaging and e-mail is the most effective way of communication. **effective**

B. Have students identify the writer's position on each of the effective thesis statements. Students can work in pairs to fulfil the task.

Students' own answers

C. Have students identify topics and subtopics in each effective thesis statement.

Answers:

1. **Online communication** has become essential in today's digital age, with **virtual meetings**, **remote work**, and **online education** becoming the norm.
4. **Social media** presents various risks such as **misinformation** and **cyberbullying**.
5. **Face-to-face communication** is the most efficient way of communication between people.
9. **Personality types** can influence how people approach **decision-making**, **stress management** and **social interactions**.
10. **Online communication** via **instant messaging** and **e-mail** is the most effective way of communication.

2. Put students in pairs and ask them to improve the ineffective thesis statements in Task 1. As they are working, monitor and help if necessary. Once they are ready, get them to compare their thesis statements with another pair's.

Students' own answers

3. Ask students to complete the given statements by adding suitable subtopics. Monitor and provide assistance if necessary. Have them work in pairs and peer-edit their statements.

Students' own answers

4. A. Ask students to look through the topics and write a thesis statement for an essay on each of the given topics. Monitor and provide assistance if necessary. Have students work in pairs and peer-edit their statements.

Students' own answers

B. Ask students to choose one of the thesis statements they have written and develop it into an introductory paragraph. Monitor and provide assistance if necessary. Have students work in pairs and peer-edit their paragraphs.

Note: This task can be set as a home assignment as well.

WORD INSPECTOR

Answers:

1

	NOUN	VERB	ADJECTIVE	ADVERB
1	<u>entertainment</u>	entertain	entertaining	X
2	communication	<u>communicate</u>	communicative	communicatively
3	distortion	distort	<u>distorted</u>	X
4	understanding	understand	<u>understandable</u>	understandably
5	expense	X	<u>expensive</u>	expensively
6	<u>conversation</u>	converse	conversational	X
7	expression	express	expressive	<u>expressively</u>
8	<u>recharger</u>	recharge	rechargeable	X

2

1. From her expression, I can tell that she didn't like the dessert.
2. The only bad thing is that the battery is not recharging.
3. He always finds the right topic for his audience and makes his speech entertaining.
4. Language can easily distort reality if you don't use it properly.
5. With her lecture, she proved that she had a perfect understanding of how to use body language effectively.
6. Taking this course will help me use non-verbal language effectively. I think it is worth the expense.
7. He is omnivert and on certain days, it seems that he lacks basic communication skills.

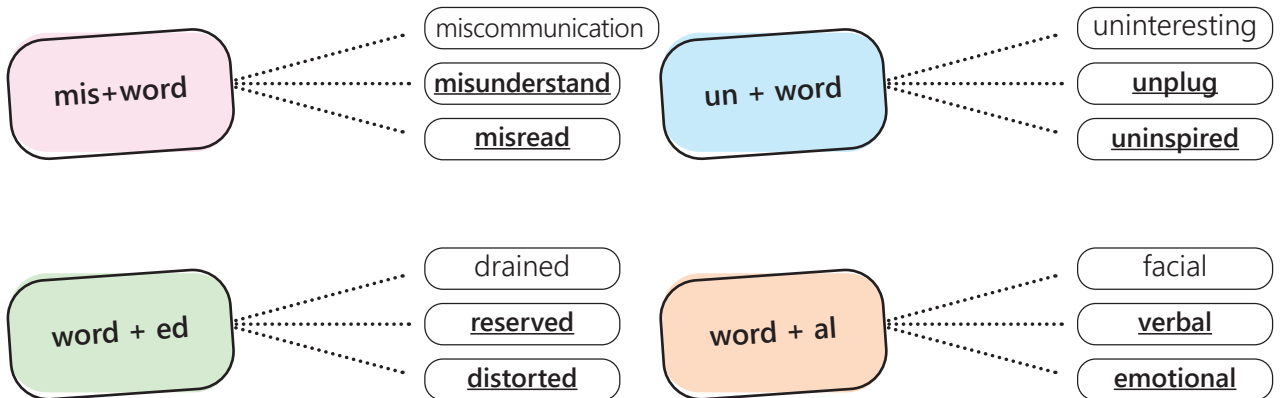
3

1. drain - e. energy
2. improve - f. emotional health
3. recharge - a. batteries
4. feel - c. drained
5. avoid - d. distractions

4

1. Crowded social gatherings **drain the energy** of introverts easily.
2. Having strong connections with people will definitely help **improve emotional health**.
3. Sometimes, I **feel drained** after not talking to anyone for a while and surprising as it might seem, but in such cases, I need a good social gathering to **recharge my batteries**.
4. You need to **avoid distractions** to listen with your full attention.

5



6

1. Babies cannot understand your words, but they can understand you by judging your **facial** expressions.
2. Though his speech was very informative, the students found it **uninteresting**.
3. She is quite open with her close friends, but her family members describe her as a **reserved** person.
4. As you were not listening carefully, it is not surprising that you **misunderstood** the situation.
5. Under the influence of foreign languages, some languages get **distorted**.

TIME TO WATCH

Aims: By the end of the lesson, students will be able to

- develop their listening skills for detailed and specific information by watching a video about verbal and non verbal behaviour;
- develop their reading skills for detailed information;
- guess the meanings of the words/phrases from the context;
- talk about the topics discussed in the video.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.

1. Tell students that they are going to watch a TED talk about how verbal and non-verbal behaviour can affect other people. Before that, they have to read the text about the speaker Vanessa Van Edwards and decide if the sentences are True, False or Not Given. Once students are ready, have them first compare their answers with a partner, and then check the answers as a class.

Answers:

1. **NG**
2. **T** (Vanessa's main purpose is to help people acquire necessary skills to improve communication and leadership.)
3. **F** (She thinks that if people try to feel what others feel, they can be kind to each other.)
4. **F** (She also has communication courses on different educational platforms like Udemy, CreativeLive and LinkedIn.)
5. **NG**

2. Tell students that the boldfaced words have been used in the video. Ask students to read the sentences and try to deduce the meaning of those words from the context. Then have students match those words to their definitions. Once they are ready, get them to compare their answers with a partner. Provide whole class feedback at the end.

Answers:

- | | |
|---|--|
| 1. It was very difficult for her to choose the right outfit for the costume party. | c) a set of clothes worn for a particular occasion or activity |
| 2. Her mood was contagious and soon everybody started laughing. | d) such feelings spread quickly among people |
| 3. Her optimism seemed to infect all those around her. | f) to make someone have the same feelings or emotions as you |
| 4. Hand gestures can help you explain your concepts better. | g) a principle or an idea |
| 5. The new discovery sparked the excitement and curiosity of the public. | a) to cause the start of something |

6. Try to **banish** all bad thoughts in your mind.

e) to get rid of something completely

7. Her smile seemed so **inauthentic** that no one believed her honesty.

b) not real or true

3. Give students some time to read the questions and then play the first part of the video. As students watch the video, they need to answer the questions. Have them compare their answers with a partner before you check the answers as a class.

Answers:

1. What things did Vanessa and her lab researchers analyse in TED talks? - **Why do some TED talks go viral and others not?**
2. What pattern did they find in the most successful TED talks? - **hand gestures**
3. In how many ways are people contagious, according to Vanessa? - **3**
4. What experiment did Vanessa do in the street? - **She pretended to look at something and other people joined her.**
5. What is the facial feedback hypothesis? - **Not only do our emotions cause our face, but our face also causes our emotions. It's called the facial feedback hypothesis.**
6. What is the difference between real and fake happiness facial expressions? - **Smile reaches all the way to upper cheek muscles.**
7. In what cases do people become less memorable? - **If they interact with people that they don't really like, they become less memorable.**

4. Tell students that Vanessa is going to talk about different experiments in the second part of the video. Have students look through the sentences and then play the second part of the video. Get them to compare their answers with a partner before checking the answers as a class.

Answers:

Part 2

The experiment for finding how infectious audios can be

How: Participants say **1) hello** in different versions.

Purpose: to find out if people could hear happiness, sadness or **2) anger** by just listening to the audios

Findings: When you infect someone with your confidence, you also become more **3) likable.**

The experiment with speed-networkers

How: - Participants should have conversation with **4) a stranger** using certain conversation starters.
- Participants should **5) rate** each conversation starters they were given.

Purpose: - to find out the effect of different conversation starters

Findings: - The conversation starters that we use the most have no effect, no **6) pleasure.**

TIME TO WATCH

- The question 7) "**been busy** lately?" will remind people all the bad things in their life. However, the question 8) "**working on** anything exciting recently?" will make the person look for all the hits of excitement in his/her life.

Benefits of asking positive questions

- creates pleasure, makes you more 9) **memorable**.

The last way we are contagious is 10) **emotionally**.

Experiments with students

How: - Students 11) **sing the song** to an accuracy software.

Findings: Anxiety and excitement are very similar emotions.

The only difference is 12) **mindset**.

Vanessa's advice

- ask dopamine worthy conversation starters
- use more 13) **hand gestures**, make authentic 14) **smiles**, never pick up the phone 15) **in a bad mood**.

5. Put students into small groups and have them discuss the questions. While they are discussing the questions, monitor and take notes to be discussed in the feedback stage.
 - Do you think that emotions can be contagious? Why or why not?
 - Which conversation starters do you mostly use?
 - How can we make our conversations more pleasurable and memorable?

Script

Part 1

Hello, my name is Vanessa. My lab researchers and I were curious about TED Talks. We wanted to know why some TED Talks go viral and others don't. So, we embarked on a huge experiment. We analysed thousands of hours of TED Talks looking for patterns. Now, I wasn't sure if we would find anything, so we were analysing body language, hand gestures, vocal variety. We even looked at outfit choices, which made today particularly pressure filled. And very quickly, there was a pattern in the data that made me curious. And after we coded more and more TED Talks, we realised there was a pattern. And what we found is when we compared the most-viewed TED Talks side-by-side with the least-viewed TED Talks we found a pattern with hand gestures. Specifically, on average the most successful Ted talkers use an average of 465 hand gestures in 18 minutes. Yes, we painstakingly counted every single one. I have 465 prepared for you today. And the least popular TED Talkers use an average of 272 hand gestures, almost half. What's happening here? Most viral TED Talkers seem to sit in the same way with these hand gestures because what they're doing is they're showing you; I know my content so well that I can speak to you on two different tracks. I can speak to you with my words, but I can also explain my concepts with my hands. And this way, they underline their concepts with their words. For example, if I were to say, today, I have a really big idea. It's huge. You laugh and you're like,

Vanessa, it's so small. It's not very big. And that is because your brain gives 12.5 times more weight to hand gestures. So today, I have a really, really big idea. And I'm going to explain it to you in three different ways. My big idea is that we are contagious. Specifically, as humans, we are constantly sending and decoding body language signals. So I believe that we can be contagious in three different ways. The first one is non-verbally. Now, to test this idea, I did a very simple experiment in the streets of Portland, Oregon. What I did is I stood in the street and I looked up at nothing. And I wanted to see if people would catch or mirror my nonverbal. So, you can see this video. I stand in the streets looking at nothing. And slowly, one by one, I infect people walking by. And slowly, we begin to gather a crowd.

Oh. Oh.

And this experience taught me that we catch emotions and then we create rationales for why we've caught that emotion. Now this is actually a good thing. As humans, this keeps us safe. Dr. Paul Ekman has studied something called the micro-expression. It's a universal facial expression. He's discovered there are seven of them. Across genders and races, we all make the same expression when we feel an intense emotion. This is the fear microexpression. So fear is a really important emotion because we want to catch it from someone else to warn us if something's about to go wrong. And this facial expression also keeps us safe. So, imagine for a second that you're walking and you see a snake. Your eyelids and your eyebrows jump out of the way, so you can take in as much of the environment as possible. Is there another snake? What's my escape route? Then your mouth opens, so you can take in oxygen in case you have to fight, yell for help, or flee. We make this face before we consciously realise we've seen a snake. Now, what's interesting about it is you should be starting to feel a little bit anxious. And that is because when we see other people have fear, if we saw this face in the subway, we would be like, what's wrong? What's going on? Because it keeps us safe. What's interesting about facial expressions is they cause our emotions. So not only do our emotions cause our face, but our face also causes our emotions. It's called the facial feedback hypothesis. So, when we see someone with this face, we catch their emotion, and then we are ready to fight, flee, or yell for help. Luckily, this also works with positive emotions. So, one of the faces behind me is a real happiness micro-expression, and one of them is fake. So, the real happiness micro-expression is when the smile reaches all the way up into these upper crow's feet muscles, those upper cheek muscles. And this is really important because you know when you tell a friend or enemy, good news, and they say they're happy for you, but you know they're not really? It looks like this. Oh yeah, I'm so happy for you. So, try this, try the fake expression for me first. So just try this fake smile, only in the bottom half of the face. You can even go, uh, uh. It doesn't feel so good, right? It feels inauthentic. Now go all the way up into your eyes. Smile all the way up into the upward cheek muscles. Ah, that should feel so much better. So, what's interesting about this facial expression is it causes our own happiness. And we also catch it when we see it. Researchers at the University of Finland looked at these two facial expressions, and they had participants look at photos of people with real happiness and fake happiness. They found that when they showed participants pictures of the real happiness smile, those emotions caught, they caught the positive emotions and they themselves had a positive mood change. But when they looked at the face with the fake happiness smile, they caught nothing. In other words, if we show up to events that we're ambivalent about, interact with people that we don't really like we become less memorable.

Part 2

This doesn't just happen in person; it also happens on the phone. So, I work with a lot of different clients, corporate clients who are on the phone all the time. They said, Vanessa, I get being happy in person, but how about on the phone? So, we decided to do an experiment where we had participants in our lab record different versions of their hello, the first impression on the phone. We wanted to know if people could hear happiness, sadness, or anger. So, we had people record different versions of their hello with happiness, sadness, anger, and while power posing. We wanted to see if they would sound different. So, I want to play you two different versions of hello and see if you can guess which one is the happy hello. Are you ready? All right, same person. Here's A. Hello?

Here's B. Hello?

How many people think A is the happy hello? How many people think B is the happy hello? Very good. We can hear this difference. We can hear this micro-expression. Now, I thought this was interesting, but I wanted to take it a step further. So, we devised a second part of our experiment where we had participants in our lab listen to these recordings and rate that person on likeability. Here's what happened. After we asked people, *I do like this person a lot, I like this person a little, or I do not like this person*, we found that the happiness micro-expressions across all trials for both men and women, they became more likeable. Whereas the same person who made an anger or sadness micro-expression were less likeable. This is the happy side effect of having your confidence be contagious. Not only do you infect someone else with that happiness, you also become more likeable.

We talked about nonverbal and I have to talk about what comes after the hello. How do we infect confidence verbally? So, in this study we did in Portland, Oregon, we took 500 speed networkers and we asked each of these speed networkers to go through a conversation starter round, eight of these rounds. So, we assigned each participant a conversation starter to have with a stranger. Then we set up cameras in all corners of the room and we analysed each of these speed rounds for patterns. And we also asked each of the participants to rate the conversation starters. We wanted to know which ones produced the highest quality of conversation. What we found was is that the conversation starters that worked centred on this little chemical called dopamine. So, dopamine is the neurotransmitter that we produce when we feel pleasure or when we get a reward. And I noticed that most of our chit chat that we have at parties or networking events is the same. It sounds like this. *So, what do you do? Where are you from? Live around here? It's great talking to you.* Those conversations happened over and over again. It was almost as if they were socially scripted. My brain was on autopilot. We found the worst-ranked conversation starters, the ones that got the lowest ratings, the ones that produced the lowest volume, the ones that got the most leans away, worst head nods and worst micro expressions, those are the ones that we use the most. *What do you do? How are you? Where are you from?* from a physiological perspective, have no effect, no pleasure. So, what we tried was to find conversation triggers that could spark or create some kind of excitement. Can you verbally trigger dopamine? And we found that the brain is really interesting. If you ask the brain a question, it tends to look for hits

and not misses. What I mean by this is if you ask someone, been busy lately? Their brain immediately looks for all the hits of been busy. They think about all the negative things that have happened, the stress, the busyness, all the bad things in their life. Whereas if you ask someone, working on anything exciting recently, their brain immediately begins to look for all the hits of excitement. They start thinking of all the good, all the happy things, all the excitement that's going on in their own life. And that does two things. One, it creates pleasure for them. You're literally asking them to borrow excitement from other places in their life and bring it to the situation that you're in. And the other thing that it does is it makes you more memorable. In other words, when you ask someone else to think of what's exciting in their life, the happy side effect is that you become more memorable. Let's banish those conversation starters forever, and let's try ones that ask the brain to look for hits of excitement. Try - *Working on anything exciting these days? Have any vacations coming up? Anything good happen today?* I think this is the greatest gift we can give our fellow human beings. We are asking them to flip into optimism. We're triggering dopamine and excitement and getting them off autopilot.

The last way that we're contagious is emotionally. So, this study is one of my favourites. In this experiment, they asked students to sing the song *Don't Stop Believing* into an accuracy software. But they did three different trials of this experiment. First, they had them just walk into the room and sing into an accuracy software. The second group got into the room and had to say out loud, *I'm nervous*. And the last group had to walk into the room and say, *I'm excited*. They found this simple reframe. *The nervous* group got 53% accuracy, the control group got 69, but the *I'm excited* group got 80% accuracy. Why? Anxiety and excitement are very similar emotions. The only difference is mindset. So, my challenge for you today is to think about how you want to infect people. When you want to harness excitement or trigger excitement, ask dopamine-worthy conversation starters. Use more hand gestures, make authentic smiles, and never pick up the phone in a bad mood.

USE OF ENGLISH

Answers:

1

0. ★★★ energy

- a. misunderstand
- b. convey
- c. gain
- d. drain

3. ★★★ conversation

- a. face to face
- b. in-person
- c. reserved
- d. non-verbal

1. share ★★★

- a. gossip
- b. rumour
- c. emotions
- d. chat-chat

4. build ★★★

- a. friendship
- b. relationship
- c. trust
- d. energy

2. ★★★ social skills

- a. unplug
- b. harm
- c. improve
- d. develop

5. ★★★ information

- a. distort
- b. infect
- c. exchange
- d. misread

2



The human voice is the instrument we all play. It's the **0. most** powerful sound in the world, probably. It's the only one that can start a war or say "I love you." And yet many people have the experience that when they speak, people don't listen to **1. them**.

How can we speak powerfully to make change in the world? There are a number of habits that we need to move away from. They are deadly mistakes of speaking. The first one is gossiping, speaking ill of somebody **2. who** is not present. Everyone is aware that it is not a nice habit, and they know perfectly well that the person gossiping will gossip **3. about** them five minutes later.

The second one is judging. It's very hard to listen to somebody **4. when** you know that they are judging you.

The third one is negativity. I remember one day, I **5. said** to my friend, "It's October 1 today," and she said, "I know, isn't it awful?"

It's difficult to listen when somebody is negative. And **6. one** form of negativity is complaining. Well, this **7. has** become a common thing for all of us. We complain about the weather, sport, politics, about everything. Unfortunately, it's not spreading sunshine or lightness in the world; on the contrary, it spreads unhappiness.

The last mistake is making excuses. Some people always blame others. They just pass it on to everybody else and don't take responsibility **8. of** their actions. And again, of course, it is hard to listen to somebody who tends to bring excuses constantly.

If we avoid gossiping, judging, being negative and bringing excuses, we might **9. have/hold/conduct/make** a better conversation with people.

Adapted from: a TED talk by Julien Treasure, international speaker on sound and communication skill

3

1. I couldn't get up early, so I missed the first lecture. If I had got up early, I wouldn't have missed the first lecture.
2. My Internet connection is weak. I cannot send this file. If my Internet connection wasn't weak, I would send this file.
3. You drain all your energy in social media. That's why you feel tired in real life conversations. If you didn't drain all your energy in social media, you wouldn't feel tired in real life conversations.
4. Her feelings seemed inauthentic, so no one believed her. If her feelings hadn't seemed inauthentic, people would have believed her.
5. You never stay focused during the conversation. That's why, you fail grasping the main message of the talks with your mentor. If you stayed focused during the conversation, you wouldn't fail grasping the main message of the talks with your mentor.

4

Conversation is an important social **0) c** skill, but the art of conversation is about going beyond good **1) a**. Here are some tips if you want to master the art of conversation.

1. **Clean Up Your Talk:** It is not only about **2) b** dirty words but also cleaning up the ideas you communicate. In other words, it is about getting rid of the excessive details. When you **3) d** yourself, share only the important details, especially when you have a limited time. As you probably have noticed, intelligent, successful people can say a lot of things in a shorter amount of time.
2. **At First, Assume That You DON'T Understand The Other Person:** A basic technique of conversation is to always **4) a** to understand the other person. However, when you think that you don't understand, you force your **5) c** to find hidden but fascinating details about stories, ideas or whatever the other person is sharing. They're more interesting than anything else that's being said, but you can easily miss out on them if you quickly assume that you get it.
3. **The Art Of Conversation Can Be Rehearsed:** Some very skilled people in conversation tell stories very well and **6) d** their messages brilliantly. In most cases, they've already rehearsed all those stories, expressions and arguments.

If you'd like to be like them, **7) b** being prepared and even rehearsed. Even better, whenever you like a new idea or story, quickly imagine how you can tell it to others and rehearse it in a way that will allow others to enjoy it as much as you do.

0.	a. talent	b. interest	c. <u>skill</u>	d. interest
1.	a. <u>communication</u>	b. message	c. converse	d. understanding
2.	a. using	b. <u>avoiding</u>	c. grasping	d. misreading
3.	a. infect	b. understand	c. entertain	d. <u>express</u>
4.	a. <u>try</u>	b. fail	c. pretend	d. spark
5.	a. gestures	b. feeling	c. <u>mind</u>	d. emotion
6.	a. understand	b. distort	c. grasp	d. <u>convey</u>
7.	a. learn	b. <u>consider</u>	c. know	d. think



Aims: By the end of the lesson, students will be better able to identify grammar and vocabulary mistakes.



1. She is an introvert and she doesn't have many friends. If she were an extrovert person, she would ~~find~~ ^{found} it easy to build friendships.
2. The ability to understand facial expressions is an important part of non-verbal ~~communicate~~ ^{communication}. If you only listen to what a person says and ignore what his/her face is telling you, then you really won't get the whole story.
3. Improving your social skills is very important, but you shouldn't do it at the ~~expensive~~ ^{expense} of your emotional health.
4. ~~In-people~~ ^{In-person} conversation is always better when you are trying to promote dialogue versus just sharing information. Technology sometimes does a poor job when things need ~~discuss~~ ^{discussion}.
5. If you spend a lot of time on social media and you feel that your ~~energetic~~ ^{energy} has drained, you should definitely consider unplugging ~~your~~ ^{yourself} for a while.
6. If there had been Azerbaijani alphabet on mobile phones, people wouldn't have ~~distort~~ ^{distorted} the spelling.
7. It is a pity that Instagram is full of people who cannot write correctly in their own language. If people refused to follow illiterate bloggers or influencers on Instagram, they would learn how to speak and write properly.
8. Everyone on the ship was ~~conversation~~ ^{conversing} with each other, but she was so reserved that didn't even want to be involved in chat-chit.
9. Feelings are contagious. If you are sad during the conversation, you can infect others as well. Thus, make sure you are infecting people with positive ~~emotional~~ ^{emotions}, rather than negative ones.
10. If you want to explain your concepts better, use your ~~face-gestures~~ ^{facial expressions} and hand ~~expressions~~ ^{gestures} cleverly.

UNIT 4

NO REGRETS

Topic: No regrets

Hours: 21

Skills: Reading, Listening, Speaking, Writing

Grammar: should/shouldn't have done; verbs that change meaning with gerund/infinitive

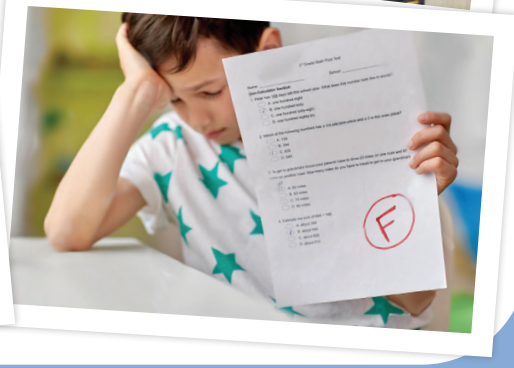
Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about the people's regrets and the things that might make them feel better.

Have students work in pairs or in small groups. Refer them to the photos and ask them to describe them. Then get students to discuss the questions provided. Before they start, teach them to use verb+ ing after the verb 'regret' when expressing regrets about past events. Monitor and provide assistance if necessary.

- What do you think they regret doing?
- What can they do to feel better?



VOCABULARY

Aims: By the end of the lesson, students will be able to

- guess the meanings of the words/phrases from the context;
- develop their reading skills for specific information.

Standards: 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4.

1. Tell students that they are going to read what people wrote on a chalkboard asking passers-by to write down their biggest regrets. At this stage, ask them not to focus on the numbered words/phrases. Have them discuss the question provided.

What important life lesson do you think these people learned from their mistakes?

Students' own answers

2. Have students read the sentences in Task 1 again paying attention to the underlined words/phrases. Ask them to choose the correct definition that matches the meaning of each boldfaced word/phrase. When they complete the task, get them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

1 hesitate (v.)

- a) be certain about doing something, especially because you are sure that it is right and appropriate
- b) **be worried about doing something, especially because you are not sure that it is right or appropriate**

2 carry on (v.)

- a) **continue doing something**
- b) stop doing something

3 do work shadowing

- a) **spend time with someone who is doing a particular job so that you can learn how to do it**
- b) spend time with someone who is inexperienced in doing a particular job so that he/she can learn from you

4 prioritise (v.)

- a) do several tasks at the same time so that you can complete all in a short period
- b) **put tasks, problems, etc. in order of importance, so that you can deal with the most important first**

5 major (n.)

- a) a special place for students to get some training after classes
- b) **a specific area of study in which a student chooses to specialise**

6 employable (adj.)

- a) having the skills and qualifications that will help you employ people
- b) **having the skills and qualifications that will make somebody want to employ you**

7 look into sth (phr.v.)

- a) **examine the facts about a problem or situation**
- b) decide what to do in a difficult situation

8 take sb/sth for granted (phr. v.)

- a) **value someone or something too lightly**
- b) value someone or something too much

Track 12

1. hesitate – be worried about doing something, especially because you are not sure that it is right or appropriate
2. carry on – continue doing something
3. do work shadowing – spend time with someone who is doing a particular job so that you can learn how to do it
4. prioritise – put tasks, problems, etc. in order of importance, so that you can deal with the most important first
5. major – a specific area of study in which a student chooses to specialise
6. employable – having the skills and qualifications that will make somebody want to employ you
7. look into sth – examine the facts about a problem or situation
8. take sb/sth for granted – value someone or something too lightly

3. Have students complete the sentences with the words/phrases from Task 1. Once students have finished doing the task individually, ask them to compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. The company ***is looking into (looked into)*** the possibility of hiring another manager for the sales department.
2. Language and computer skills make university graduates more ***employable***.
3. My brother is in his second year at university and his ***major*** is Economics.
4. She ***hesitated*** a bit before answering the interviewer's question.
5. You need to get quality work experience or ***do work shadowing*** if you want to succeed.
6. You must learn to ***prioritise*** your work, otherwise you will have some problems.
7. While other kids were playing outside, Nick ***carried on*** playing on his computer.

Aims: By the end of the lesson, students will be able to

- develop their reading skills for gist and detailed information by reading the text about the regrets of a university graduate;
- talk and write about the regrets school leavers and university graduates have;
- guess the meanings of the words/phrases from the context.

Standards: 2.1.1. 2.1.3 3.1.1. 3.1.2. 3.1.3. 4.1.2. 4.1.3. 4.1.4.

1. Have students work in pairs or in small groups and discuss the questions.
 - What things do people tend to regret?
 - What is worse, regretting doing something or not doing something? Why?
 - How do you think regrets change with age?
2. Tell students that they are going to read a magazine article "The Biggest Regrets of a University Graduate" and match the titles (a-h) to the paragraphs (1-6). Remind them that there is one extra title. Set a time limit and then ask them to compare the answers in pairs. Provide whole class feedback at the end.

These tips may help your students do this type of reading tasks well.

In order to do this type of task well, you must understand the gist or main ideas of each paragraph. These tips will help you do this task well.

- First read all of the headings.
- Then read the paragraphs carefully and match the ones you are sure about.
- If you are not sure about one, leave it and move on to the next one. You may be able to match up ones you are not sure about by elimination at the end.
- Be careful with extra options, e.g. seven headings to match with six paragraphs. There is one heading you don't need to use.

Answers:

1. h

2. e

3. a

4. b

5. g

6. c

3. Have students read the article again and find where the sentence best fits. Set a time limit and then ask them to compare the answers in pairs. Provide whole class feedback at the end.

Answer:

E

These tips may help your students do this type of reading tasks well.

1. Quickly read the text to get a general idea of its topic, main ideas and structure. Ignore the gaps.
2. Read the sentence. "Also, I regret the fact that I wasn't actively involved in campus events and student activities."
3. Read around the gaps in the text carefully. What comes before each gap? What comes after it?
4. In the paragraphs with gaps and in the sentence, underline the words which connect ideas and information.
5. Look at tenses and time references (words like had gone, will have finished, before, while, after, then, etc.) in the paragraphs with gaps and in the sentence.
6. Find the best gap to put the sentence in.
7. Read the paragraph again quickly to see if it makes sense.

4. Get students to pay attention to the underlined words/phrases in the text and match them to their definitions. Set a time limit and then ask them to compare the answers in pairs. Provide whole class feedback at the end.

Answers:

1. a place that is extremely unpleasant or that causes great suffering- **a living hell**
2. to agree that something is true, especially unwillingly - **admit**
3. a person who gives a less experienced person help and advice especially at work or school - **mentor**
4. expected to become - **prospective**
5. to get something, by a planned effort - **obtain**
6. the possibility of being successful, especially at work - **prospect**

Possible ideas:

Regrets that school leavers might have	Regrets that university graduates might have
<ol style="list-style-type: none"> 1. Not working harder in school 2. Not asking enough questions in class or asking for help 3. Not maintaining friendships or forming relationships with classmates 4. Not pursuing a passion or interest 5. Not taking advantage of opportunities such as study abroad programs 6. Not taking care of one's physical or mental health while in school. 	<ol style="list-style-type: none"> 1. Not networking enough 2. Not exploring different majors or subjects 3. Not studying abroad or taking advantage of other educational opportunities 4. Not building a strong relationship with professors or mentors 5. Not prioritising mental and physical health 6. Not creating a strong balance between academics and personal life

Aims: By the end of the lesson, students will be able to

- speak about regrets using *should/ shouldn't have done*;
- develop their reading skills for specific information;
- develop their listening skills for detailed information;
- write about regrets using *should/ shouldn't have done*.

Standards: 1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.3.

1. Have students work in pairs or in small groups and describe the pictures. Then get them to discuss the question.

In which picture do you think Mr Regretto doesn't regret?

Answer:

Picture 6

2. Focus students' attention on the boldfaced parts of the sentences in Task 1 and choose the correct option.

Answer:

b) past

3. Tell students that they are going to hear four people talking in different situations. As they listen, they should match the speakers to the responses. Remind them that one response is extra. When they complete the task, have students compare their answers in pairs and then provide whole class feedback.

Answers:

Speaker 1 - d

Speaker 2 - e

Speaker 3 - a

Speaker 4 - b

Track 13

Speaker 1: We were only an hour away from Ilisu, but we decided not to go.

Speaker 2: I think I caught a cold over the weekend.

Speaker 3: I couldn't understand a word he was saying.

Speaker 4: The restaurant was busy, and we had to wait over an hour for a table.

4. Get students to work individually and complete the sentences with *should have* or *shouldn't have* and a past participle form of the verbs provided. When they complete the task, have students compare their answers in pairs and then provide whole class feedback.

Answers:

1. The flowers died. I **should have watered** them more often.
2. I **shouldn't have watched** that horror movie. It gave me nightmares.
3. It's getting cold. We **should have brought** our jackets.
4. Robert isn't happy. I **shouldn't have laughed** at him.
5. This hotel is terrible. We **shouldn't have booked** a room here.
6. I fell into the river. I **should have been** more careful.

5. Have students work individually and make sentences with *should have* or *shouldn't have*. Once they are ready, get them to compare their answers with a partner. Provide whole class feedback at the end.

Suggested answers:

1. I didn't take notes of the lecture. I've forgotten most of the details. **I should have taken notes of the lecture.**
2. I climbed the ladder and fell down. Now my leg hurts. **I shouldn't have climbed the ladder. / I should have been more careful.**
3. My mom was angry with me. I didn't do the housework. **I should have done the housework.**
4. I didn't study hard and failed the test. **I should have studied hard.**
5. I broke my brother's toy car. He is crying now. **I shouldn't have broken my brother's toy car. / I should have been more careful.**
6. I didn't let Amy use my computer. She got offended. **I should have let Amy use my computer.**

6. Divide students into pairs and ask them to choose one of the situations. Depending on the level of your students, you may consider giving them some time to practise their roles. Monitor and provide help if necessary.

GRAMMAR B

Aims: By the end of the lesson, students will be able to

- communicate using the verbs that change meaning with gerund/infinitive;
- talk about friendship;
- develop their reading skills for detailed information and inference.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3.

1. Ask students to think about the friendships they have had. Then divide them into pairs and have them discuss the question.

Was there the one which made you say ... ?

- "I shouldn't have lost touch with that friend."
- "I should have lost all contact with that friend."
- "I shouldn't have taken my friend for granted."

2. Have students read the text and answer the questions. When they complete the task, have them compare their answers in pairs. Provide whole class feedback at the end.

- Why do you think their friendship ended years ago?
- Was it a real friendship? Why or why not?

Students' own answers

3. Ask students to pay attention to the highlighted words in the text and match the phrases to their definitions. When they complete the task, have them compare their answers in pairs. Provide whole class feedback at the end.

Answers:

- 1) remember + to infinitive — ~~a)~~ remember after you do an action
2) remember + -ing form — ~~b)~~ remember before you do the action

- 5) forget + to infinitive — a) the action didn't happen
6) forget + -ing form — b) the action happened

- 3) mean + to infinitive — a) intend to
4) mean + -ing form — b) involve

- 7) stop + to infinitive — ~~a)~~ no longer do this
8) stop + -ing form — ~~b)~~ stop in order to...

- 9) regret + to infinitive — ~~a)~~ be sorry about an action in the past
10) regret + -ing form — ~~b)~~ be sorry about what you are going to say

Refer students to Grammar Bank on Page 147. Explain to them that some verbs change their meaning when they are followed by a gerund or an infinitive. Provide students with examples.

4. Ask students to work individually and match the sentences to their explanations. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. I forgot to meet him. ~~×~~ a. I don't have the memory of meeting him before.
2. I forgot meeting him. ~~×~~ b. I didn't meet him because I forgot to do it.

3. I regret telling you that. — a. I'm sorry that I told you about it.
4. I regret to tell you that. — b. I'm telling you now, and I'm sorry.

5. She remembered to visit her grandmother. — a. She didn't forget to visit.
6. She remembered visiting her grandmother. — b. She had memories of her visit.

7. I stopped to call you. ~~×~~ a. I stopped this activity. Maybe we had a fight.
8. I stopped calling you. ~~×~~ b. I interrupted another action in order to call you.

5. Ask students to work individually and complete the sentences with the correct form of the verbs in brackets. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. There's too much noise. Can you all stop **talking**, please?
2. I think Banu didn't mean **to break** that glass. She feels so bad.
3. I'm applying for a visa. It means **filling** in this form.
4. I regret **spending** all that money. Now I have nothing left.
5. We regret **to inform** you that your application has not been successful.
6. I must remember **to post** this letter today. It's important.
7. I remember **posting** the letter. I posted it on Friday morning.
8. The clothes are still dirty because I forgot **to switch** on the washing machine.
9. I'll never forget **flying** over the Caspian Sea. It was wonderful.

6. Have students work in pairs or small groups and talk about the topics provided. Encourage them to use the grammar of the lesson. Monitor and help when needed.

LISTENING

Aims: By the end of the lesson, students will be able to

- develop their listening skills for specific information by listening to different people talking about their regrets;
- guess the meanings of the words/phrases from the context;
- talk about people's regrets.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3.

1. Have students work in small groups and discuss the quotations.
2. Ask students to cover the definitions (a-f), read the sentences (1-6) and try to imagine the meaning of the words in bold. Then let them uncover the definitions and match them to the words. Have them compare their answers in pairs before discussing the answers as a class.

Answers:

1. have a thirst - **f**) to feel a strong desire for something
2. in the course of- **a**) during the specified period or activity
3. existence- **d**) the state or fact of being real or living
4. ashamed- **c**) feeling embarrassed about
5. entirety- **b**) the whole of something
6. devote- **e**) to give all of something, especially your time, effort, or love, or yourself, to something you believe in or to a person

3. Tell students that they are going to listen to five people talking about their biggest regrets. As they listen, they should match the speakers to their regrets. Have them compare their answers in pairs before discussing the answers as a class.

Answers:

Speaker 1	d. not learning certain technical skills
Speaker 2	f. not getting professional support and treatment
Speaker 3	c. offending people close to him/her
Speaker 4	e. giving up a favourite activity
Speaker 5	a. not building strong bonds with others

4. Ask students to read the sentences before you play the recording for the second time. Play the recording and have students listen and complete the gaps. Get them to compare their answers in pairs before discussing the answers as a class.

Answers:

Speaker 1

This person's father is good at **fixing cars and computers**.
This person is very much interested in gaining **knowledge**.

Speaker 2

This person suffered from **depression** when he/she was a freshman at university. He/She visited a **psychologist** last week.

Speaker 3

This person is **25** years old.

He/She regrets not listening to **mother**.

Speaker 4

People who knew him/her believed that he/she would succeed as a **footballer**.

He/She decided to take up **computer programming** instead of doing something he/she enjoyed a lot.

Speaker 5

This person's job means designing **video games**.

He/She has been doing this job for **10 years**.

Track 14

1. I regret not listening to my dad more when I was younger. He's the kind of person who just knows how to fix cars and computers. He used to try to teach me all these things, but I never listened. I'm the type of person who has a real thirst for knowledge now, but I wish I had been like that when I was younger. Having said that, I guess it's still not too late.
2. Honestly, I regret not getting help during my first year at university. I went through depression during the first three or four months. I knew something was wrong with my mental health, but I was too ashamed and scared to ask for help until it was absolutely necessary. But in the end, I'm glad I finally went to a psychologist last week.
3. I regret not studying harder at school and not getting a better life not only for myself, but also for my family as well. My mother kept telling me to focus on my studies and not to waste my time hanging out with my friends. Unfortunately, I didn't listen to her. Most of all, I regret hurting so many people I care a lot in the course of my 25 years of existence on this earth. Nothing hurts more than seeing their faces with sadness, horror and shock. Sometimes I lay in bed thinking about all the wrong things I've done.
4. From the 1st grade all the way through high school, I played as a defender in the team of my school. My classmates and teachers believed that I was going to become a successful footballer one day. I don't know why I decided to give up what I loved doing most of all. Now I think that I should have continued playing football instead of going into computer programming.
5. What I regret most is spending the entirety of my 20s completely devoted to my job. I have been making video games for a living for 10 years and that's really awesome, but along the way I failed to build any really close friendships and failed to add anything else meaningful like hobbies or experiences into my life besides just game design. Now as I am celebrating my 30th birthday on my own, I realise that I've become a boring person who doesn't have any social life.

5. Get students to work in pairs and discuss the questions. Monitor and provide help when needed.
 - Do you think that their regrets have taught them anything?
 - What changes do you think they are going to make in their lives?

SPEAKING

Aims: By the end of this lesson, students will be better able to talk about regrets.

Standards: 2.1.1. 2.1.2. 2.1.3.

1. Ask students to look at the pictures carefully and take a few moments to think before they start talking. Depending on the level of your students, you might want to teach them some vocabulary related to the pictures.

Adjectives: strict, slippery, wet

Collocations: write a ticket, run a red light, reckless driving, caution sign, iron clothes, ironing board, leave the iron on the clothes, fall down



Useful Language

Talking about regrets

This person should have ★★★★★ before starting to ★★★★★.
This person shouldn't have ★★★★★ while he/she was ★★★★★.
This person probably regrets not ★★★★★.

2. Divide students into small groups and ask them to read the situations and discuss the question. Monitor and take notes of both good language and problems for giving feedback.

How can making wrong decisions in these situations affect students' lives in the future?

Not choosing the right university

Not joining volunteering projects

Not building friendships

Not learning technical skills

3. Pre-teach the words below before students read the quotations.

precisely /prɪ'saɪsli/ exactly

look back /lʊk bæk/ to think about something in the past

Then have students read the quotations. Then divide them into small groups and ask them to discuss the questions and justify their answers.

- Which of them do you like most? Why?
- Do you disagree with any of them?

“We need the ability to regret our poor decisions – to feel bad about them – precisely so we can improve those decisions in the future.”

“Make it a rule of life never to regret and never to look back. Regret is a waste of energy.”

“Don't regret knowing the people who came into your life. Good people give you happiness. Bad ones give you experience. The worst ones give you lessons and the best people give you memories.”

Aims: By the end of the lesson, students will be able to

- write body paragraphs;
- analyse body paragraphs.

Standards: 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

Refer students to the table with writing tips about writing Body Paragraphs.

Writing tips

- Body paragraphs talk more about the thesis statement.
- They can explain, describe, give reasons or examples for the thesis.
- The first sentence in each body paragraph is the main point and the following sentences are supporting details.

Transitions to start body paragraphs

Going from point to point:

Firstly,

Secondly,

Thirdly,

Finally,

First of all,

In addition,

Also,

Furthermore,

For example,

First, mistakes provide a chance for us to become better versions of ourselves.

In addition, mistakes are a symbol of courage as they show that one is brave enough to take risks.

Transitions in the body paragraphs

For example, *for example, for instance*

Reasons: *because, since, due to, because of*

Differences: *but, however, In contrast, on the contrary*

Similarities: *similarly, likewise*

Effect: *therefore, so, consequently, as a result*

1. Have students work in pairs and complete the essay outline provided on Page 87. Get them to compare their answers with another pair before discussing the answers as a class.

Answers:

Thesis statement: Regret can be a powerful motivator which helps us learn from our mistakes and push us out of our comfort zone.

Body:

Main point 1: Regret allows us to learn from our mistakes.

★ **Supporting details:** When we feel regret, we are often able to identify what went wrong, and what we shouldn't have done. This allows us to avoid similar mistakes in the future, and to improve our decision-making skills. For example, if someone

regrets not finishing their college degree, they might be motivated to enrol in classes again and finish what they started. By using regret as a teacher, we can transform past failures into future success.

Main point 2: Regret can push us out of our comfort zones.

★ **Supporting details:** When we regret not taking a chance, we are more likely to take risks in the future. Whether it's starting a new business, travelling to a foreign country, or pursuing a new hobby, regret can inspire us to step outside of our usual routines and try something new. By doing so, we may discover new passions or ways of life that will open up new opportunities.

2. A. Refer students to the sample essay on Page 21 and ask them to complete the outline form.

Body:

Main point 1: The first reason why you should choose university is better career opportunities.

Supporting details: By studying at university, you can learn the secrets of the field you want to work in. Additionally, university education can help you find a highly qualified job. For instance, according to makehappen.org, 66% of university graduates are in high-skilled jobs, and it is more likely that they earn more money than low-skilled employees.

Main point 2: The second reason is that you can study what you enjoy.

Supporting details: According to grows.ac.uk, there are 50,000 various courses available at universities all over the world. You can choose the field that you are interested in and want to follow as a career path. Moreover, by studying what you love, you can spend your time pleasantly. Studying will definitely become enjoyable and fun for you if you have chosen the right university and the field.

Main point 3: The last reason is that you can meet new people.

Supporting details: While studying at university, you can become friends with people from different countries and cultures and make unforgettable memories. Having new friends can help you to expand your outlook, gain new knowledge and start lifetime relationships.

2. B. Have students work in pairs and answer the questions by referring to the sample essay on Page 21. Have them compare their answers in pairs before discussing the answers as a class.

a. Which transitions have been used to go from paragraph to paragraph? **The first reason, the second reason, the last reason**

b. Which transitions have been used to provide examples? **For instance**

3. Get students to work in groups. Ask them to complete the thesis statement and write two body paragraphs to support the opinion presented in the thesis statement. Monitor and provide help when needed. Once students have finished writing the body paragraphs, have peer-editing.

Suggested answers:

Holding onto regrets can be harmful to people's **mental** and **emotional well-being**.

WORD INSPECTOR

Answers:

1

	NOUN	VERB	ADJECTIVE	ADVERB
1	hesitation	hesitate	hesitant	<u>hesitantly</u>
2	employment/ employer/employee	<u>employ</u>	employable	X
3	<u>priority</u>	prioritise	X	X
4	admission	admit	<u>admissible</u>	X
5	<u>existence</u>	exist	existent	X
6	<u>entirety</u>	X	entire	entirely
7	devotion	devote	<u>devoted</u>	devotedly

2

1. Her reasons to move to another city were not entirely clear.
2. There are limited employment opportunities in poor countries.
3. The famous footballer had a big number of devoted fans.
4. I have no hesitation in recommending her for the job.
5. Silence is often interpreted as an admission of guilt.
6. The number of employees in the company has doubled over the past two years.
7. Scientists have many theories about how the universe first came into existence.

3

1. It is possible that in the course of time, she will stop regretting her decision.
2. Don't take the generosity of your grandparents for granted.
3. Most young people usually have a thirst for adventure.
4. They will find themselves with no friends at all if they carry on behaving like this.
5. We are looking into the possibilities of applying to university.
6. People living in Azerbaijan have always been devoted to their country.

4

A

look

into sth

after sb

forward to sth
or to doing sth

through sth

like sb

b) to examine the facts about a problem or situation

d) to be responsible for or to take care of somebody

e) to be thinking with pleasure about something
that is going to happen

c) to read something quickly

a) to be similar in appearance to someone

1. The twins look **like** their grandmother.
2. I have looked **through** some catalogues and now I know what to buy.
3. We're really looking forward **to** seeing you again.
4. Don't worry about me. I can look **after** myself. I don't need any help.
5. When we looked **into** buying a car, we decided to hire one.

B

carry

on sth

out sth

sb away

c) to continue doing something

a) to do and complete a task

b) to cause someone to become very excited and
to lose control

1. The study will be carried **out** over a six-month period.
2. His passionate speech carried the audience **away**.
3. Shams decided to carry **on** the family tradition by becoming a teacher.

5

1. What are you looking forward to next year?
2. Which celebrity would you want to look like?
3. What would you like to carry on doing for many years?
4. What have you carried out recently?

Students' own answers

TIME TO WATCH

Aims: By the end of the lesson, students will be able to

- develop their listening skills for detailed and specific information by watching an animation;
- develop their reading skills for specific information;
- guess the meanings of the words/phrases from the context;
- talk about the regrets of the main characters in the story by acting out roles

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.

1. Tell students that they are going to watch an animation based on a story written by the Azerbaijani writer Mir Jalal. Before that, have them read the text about the writer and complete the notes.

Possible blocking words:

eventually (adv) /ɪ'ventʃuəli/ at the end of a period of time or a series of events

significant (adj) /sɪg'nɪfɪkənt/ important enough to have an effect or to be noticed

scholar (n) /'skɒləʃ/ a person who knows a lot about a particular subject because they have studied it in detail

adore (v) /ə'dɔːr/ to love somebody very much

depict (v) /dɪ'pɪkt/ to describe something in words, or give an impression of something in words or with a picture

emphasise (v) /'emfəsaɪz/ to give special importance to something

Answers:

1. The reason why Mir Jalal left his place of birth: **to get an education**
2. Contributed to Azerbaijani literature as **a literary critic and scholar**
3. His most popular work: **Manifesto of a Young Man**
4. The theme of his stories: **the life of the Azerbaijani society**
5. The message of characters: **the importance of values**

2. Tell students to cover the definitions (a-f), read the sentences (1-6) and try to imagine the meaning of the words in bold. Then let them uncover the definitions and match them to the words. Have them compare their answers in pairs before discussing the answers as a class.

Answers:

1. c

2. e

3. d

4. f

5. a

6. b

3. Have students read the notes before they start watching the first part of the video. Play the video until 0:01:50. As they watch, they should complete the notes. Have them compare their answers in pairs before discussing the answers as a class.

Answers:

1. Dried-up's appearance: **a thin man who leans forward**
2. Things that he doesn't enjoy at all: **the sounds of spring, the fragrance of flowers, the songs of birds, or of music and joy**
3. His character: **strict**

4. Get students to read the questions before they start watching the second part of the video. Play the video from 0:01:50 till the end. As they watch, they should answer the questions. Have them compare their answers in pairs before discussing the answers as a class.

Suggested answers:

1. What was Dried-up's reaction when he heard the news that his daughter was born?
His face displayed signs of anger and fear.
2. Why did he decide to name his daughter "Maruza"?
The name 'Maruza' meant 'Written Report'.
3. What didn't Dried-up like about Asgar?
He didn't like Asgar's name.
4. What did Dried-up want Asgar to do?
to send his résumé and photograph
5. What did Maruza inform her father about in the letter?
She was getting married to Asgar the next day.
6. What was Dried-up's reaction to what Maruza wrote in that letter?
He lost his temper./ He became angry.

5. Ask students to read the imaginary ending of the story. Then have them work in pairs and choose one of the situations to act out. First, give them some time to get acquainted with their roles and then have them act out the situation.

Situation 1:

Student A: *You are Dried-up. You regret being wrong to your wife, Mayransa. Talk to her about your regrets.*

Student B: *You are Mayransa. Talk to Dried up. Tell him all the mistakes he had made.*

Situation 2:

Student A: *You are Dried-up. You regret being wrong to your daughter, Maruza. Talk to her about your regrets.*

Student B: *You are Maruza. Talk to Dried-up. Tell him all the wrong he had done to you.*

Situation 3:

Student A: *You are Dried-up. You regret being wrong to your son in law, Asgar. Talk to him about your regrets.*

Student B: *You are Asgar. Talk to Dried-up. Tell him all the wrong he had done to you.*

Script

Mir Jalal Dried-Up in Meetings

A dried-up fig, apricot or wild berry-you often see these things, but a man "dried up" in meetings is rarely identified.

He's the one-dried up, and mummified from meetings-who's lost his zest for life. You know the type even if you don't know his name. You know him well and often pass him in front of his office or on the stairs. He's the thin man, leaning forward, taking long strides.

Where is he rushing off to? Another meeting.

For him, there's no difference between day and night, spring and fall, hot and cold, heaven and earth. None of them have any significance. He is the man who is so distant from the sounds of spring, the fragrance of flowers, the songs of birds, or of music and joy! He doesn't enjoy these things.

Do you think this man will be different in his private family life? Or that when he comes home and takes off his hat and meets his wife and children, his personality changes and he stops being strict? Does his face light up and a smile appear on his lips?

If so, you're mistaken.

Catch a glimpse of Dried-Up conversing with his wife, Mayransa.

"Comrade Mayransa, it has been suggested that you wash my socks and hang them up to dry."

"Answer is requested, Comrade Mayransa."

His not-so-easy-life that was usually spent in meetings, appointments and in giving speeches was disrupted several times by his own family affairs. Let me explain.

One evening, 18 years ago, when Dried-Up returned from a meeting, he was surprised not to find his wife at home. He wondered what meeting she could be attending at such a time of night. A short while later, the neighbour's wife stopped by and congratulated him.

"Brother Dried-Up, Good news! You have a beautiful daughter. Mayransa Khanim is in the hospital waiting for you."

"Was this necessary? Who directed this order? What will they say at work?"

Then they brought the baby home all bundled up. Dried-Up did not leave his world of papers and notes to look at the child. Mayransa asked her husband to decide upon a good name. Dried-Up took the matter to the meeting of his club.

Many names were suggested, but he accepted none of them. Instead, he insisted on his own ideas. He suggested, "Maruza," which means "Written Report." People in the meeting roared with laughter and then they applauded. And that's how his daughter's name came to be "Maruza."

Maruza grew up and Dried-Up's problems multiplied. He would give the same answer to all her would-be suitors.

"Fill out a form. I'll look into it." The suitors, on hearing this, would disappear.

Eventually, Asgar, a taxi driver who was very sincere in his intentions towards Maruza, refused to give up his pursuit.

And Mayransa was happy about the prospect of having Asgar as her son-in-law so, she tried to influence her husband.

"Dear, they're asking for the hand of Maruza."

"Be more specific. Who wants her? And under what conditions?"

"The driver, Asgar."

"Where is his letter of request?"

"There is no letter."

"Don't be ridiculous. If there is no request, no forms and no guarantee, why are you wasting my time?"

"Perhaps, whenever you don't have any meetings, you could meet this man-he could come and talk with you."

"His name is very old fashioned, very old fashioned."

"If you mention it to him, he'll change his name."

"I don't need him. If someone is interested in our daughter, he should send his résumé and photo. I could get familiar with him and then we could start to talk about it."

Asgar was told what Dried-Up had said. He replied, "If he wants my résumé, let him go get it himself from my office, but I know an easier way than this so we won't have to bother him needlessly."

That evening Dried-Up was arranging his minutes and official reports.

"Dear, where are you going?"

"Nowhere. There's just a small meeting."

"Where is Maruza?"

"She's at her own meeting and has sent you a note."

"It seems that the kids have an appointment. Read and find out."

"Dear Father,

We have discussed this extensively. We have thought about it and talked it over. We didn't want to bother you so we've gone to the Notary. Tomorrow is our Wedding Day. It will be in the home of the bridegroom. If you have time after your meetings, please drop by. Your daughter, Maruza."

"What? What? They've issued a resolution without consulting me?"

Who has certified this?"

"You must certify it!"

"But I haven't read his request or investigated his job. Without having some discussion, how can I approve such a decision? What kind of insanity is this?"

"Whether you approve or not is your problem. I will be at Asgar's house for the wedding. Look after the house. Don't leave the doors and windows open!"

For Dried Up, it was as if the entire house had begun to spin around him and a millstone had been tied around his neck.

USE OF ENGLISH

Answers:

1

1. You will need to **obtain** permission from the principal.
2. You need to **admit** that you didn't do anything to help your friend.
3. I didn't **hesitate** for a moment about taking the job.
4. The teacher wanted his students to **devote** their time to reading.
5. We all hope the human race will continue to **exist** for millions of years.

2

1. If you are new at a job, you'd better **do** work shadowing.
2. Regular meetings with their **mentors** guide young engineers through their early years.
3. Lack of confidence made him **feel** trapped and powerless.
4. You would have regretted a lot if you hadn't changed your **major**.
5. As an **employer**, he was firm on discipline but generous to his chefs and waiters.

3

1. a) **Haven't they given you the money back yet? They should have done it last weekend.**
b) Haven't they given you the money back yet? They should do it last weekend.
2. a) You should have lent him so much money when he asked. It will take you a lot of time to get it back.
b) **You shouldn't have lent him so much money when he asked. It will take you a lot of time to get it back.**
3. a) **You should have called him yesterday. Now it's too late.**
b) You shouldn't call him yesterday. Now it's too late.
4. a) We should invite them to our last party. Now it looks as if we don't want to see them.
b) **We should have invited them to our last party. Now it looks as if we don't want to see them.**
5. a) You should have not left any documents on your desk when you left the office. There were a lot of confidential details in them.
b) **You should not have left any documents on your desk when you left the office. There were a lot of confidential details in them.**

4

1. I must remember **to visit** the bank on my way home because I need to take some money from my account.
2. Could you please stop **talking**? I can't concentrate on my project.
3. I regretted **buying** the house because it needs painting and decorating.

4. I regret **to say** that there will not be any meetings.
5. I remember **taking** my purse out when I stopped **to buy** some water.
6. I'll never forget **flying** over the Alps for the first time.

5

"Work hard at school and get a good education. Enjoy life while you are young and just have fun. Dream big and believe **0) c** yourself. Listen to your parents. They truly love you and they want the best for you."



"Lead your life so that when you look at the man in the mirror, you can be proud. Looking back, I don't regret **1) a** a Nobel Prize, but I feel very satisfied **2) c** my accomplishments."

"Years go by quickly. Live your life. Visit places. Do things if you have the means or not. Pack a bag and go wherever you can afford to go. While you have no dependents, don't stop **3) b** any unnecessary stuff. Instead, see the world. Look **4) a** travel magazines and pick a spot. GO!"

"Nobody ever dies saying "I **5) b** more when I was young." Work hard, but don't **6) c** work over family, friends, or even yourself."

"Eat and exercise **7) b** you're a diabetic heart patient. So, you will never actually become one."

"When you meet someone for the first time, keep in mind that you really know nothing about them. You see race, gender, age, clothes. Forget it all. You know **8) a**. Those first impressions are limiting your life and other people's lives."

0.	a. by	b. for	c. <u>in</u>
1.	a. <u>not winning</u>	b. not to win	c. not win
2.	a. from	b. about	c. <u>with</u>
3.	a. buying	b. <u>to buy</u>	c. buy
4.	a. <u>through</u>	b. for	c. after
5.	a. should work	b. <u>should have worked</u>	c. should have not worked
6.	a. admit	b. hesitate	c. <u>prioritise</u>
7.	a. because	b. <u>like</u>	c. so
8.	a. <u>nothing</u>	b. something	c. anything



Aims: By the end of the lesson, students will be better able to identify grammar and vocabulary mistakes.



1. When I was at school, I often ~~felt~~ ^{to ask} ~~trapped~~ ^{asking} when I didn't know what to do. I hesitated ~~to ask~~ ^{to ask} my parents for advice. Now I understand that I should have talked to them then.
2. Mr Mammadov prioritised his job over his family life. When he retired, he regretted not ~~to spend~~ ^{spending} enough time with his family.
3. Jason carried ~~out~~ ^{on} blaming his friend for whatever went wrong. He took his friendship for granted.
4. When I saw my classmate, I stopped ~~to talk~~ ^{to talk} ~~to him~~ ^{talking}. He told me that he had established his own company at the age of 19.
5. When I looked at him, I understood that I had hurt his feelings. I ~~should~~ ^{shouldn't} ~~have said~~ ^{to hurt} those rude words to him. Believe me I didn't mean ~~hurting~~ ^{hurting} him.
6. Robert has devoted all his money and energy to the reconstruction of the library. He says that anyone who has a thirst for knowledge can use the services in this library.
7. My uncle feels sorry for not getting a university degree. He thinks that if he had a diploma, he would be more ~~employ~~ ^{employable} now.
8. He remembered buying a bottle of water, but he couldn't remember where he had put it.
9. I wondered why did ~~he hesitate~~ ^{he hesitated} to call his friend so much. He ~~should have~~ ^{should have} ~~called~~ ^{called} and solved all his problems before it was too late.
10. I hope that you will have a regret-free life: a life full of happiness and good memories.

UNIT 5

CREATIVITY

Topic: Creativity

Hours: 21

Skills: Reading, Listening, Speaking, Writing

Grammar: Passive Voice; Passive Causatives

Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about the importance of being creative in the given jobs.

Have students work in pairs. Refer them to the photos and ask them to describe what the people are doing. Then ask them to discuss the questions provided. Monitor and provide assistance if necessary.

- How important is it to be creative in these jobs?
- Which job requires creativity most of all?

a chef



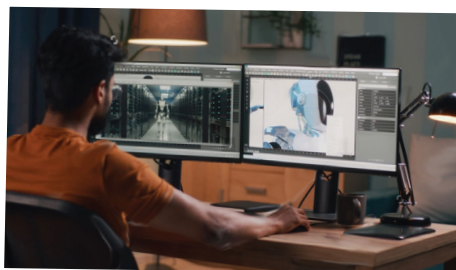
a baby-sitter



a museum guide



a video game designer



VOCABULARY

Aims: By the end of the lesson, students will be able to

- guess the meanings of the words/phrases from the context;
- develop their reading skills for gist.

Standards: 3.1.1. 3.1.2. 3.1.3.

1. Ask students to read the responses to a job interview question. As they read, they should decide what the interview question is by choosing the correct option.

When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Answer:

c) **How creative are you?**

2. Have students read the responses in Task 1 again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word. When they complete the task, get them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

1 essential (adj.)

- a) **necessary or needed**
b) unimportant and not needed

2 gift (n.)

- a) a way of thinking
b) **a special ability to do something**

3 generate (v.)

- a) destroy something completely
b) **produce or create something**

4 capacity (n.)

- a) someone's plans to realise in the future
b) **someone's ability to do a particular thing**

5 stimulate (v.)

- a) make somebody lose interest in something
b) **make somebody interested and excited about something**

6 setback (n.)

- a) an important discovery that helps to solve a problem
b) **a difficulty or problem that delays or prevents something**

7 flexibility (n.)

- a) **the ability to change to suit new conditions or situations**
b) the ability to work under pressure

8 dedicate (v.)

- a) **give all your energy, time, etc.**
b) ignore something

Track 15

1. essential – necessary or needed
2. gift – a special ability to do something
3. generate – produce or create something
4. capacity – someone's ability to do a particular thing
5. stimulate – make somebody interested and excited about something
6. setback – a difficulty or problem that delays or prevents something
7. flexibility – the ability to change to suit new conditions or situations
8. dedicate – give all your energy, time, etc.

3. Get students to work individually and complete the sentences with the words from Task 2. Set a time limit and then ask them to compare answers in pairs. Provide whole class feedback at the end.

Answers:

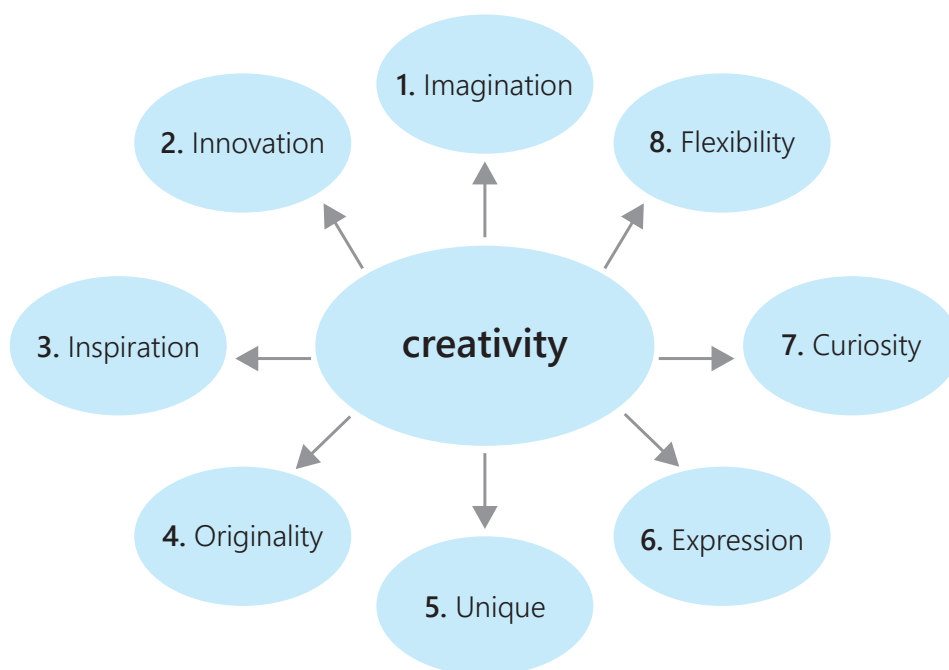
1. The famous designer experienced a serious **setback** during the economic crisis.
2. It is **essential** to have creativity if you want to become a fashion designer.
3. After graduating from university, he **dedicated** himself to his career.
4. The discussion **stimulated** her to pursue a career in the fashion industry.
5. The questions in the job interview were beyond his **capacity**.
6. As an interior designer, she enjoyed the **flexibility** in the schedule.
7. His main **gift** was his ability to come up with innovative solutions.

Aims: By the end of the lesson, students will be able to

- develop their reading skills for gist and specific information by reading the text about creativity;
- talk about creativity.

Standards: 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.

1. Write the word **creativity** on the board and ask students to say all the words they can think of that are related to it. As they say the words, write them on the board. You may also invite students to write the words themselves.



Then have students work in pairs or in small groups and discuss the questions.

- Do you consider yourself a creative person?
- What is something creative that you have done?

2. Tell students that they are going to read an article and choose the best title. Set a time limit and have them read the article quickly. Then get them to check their answer in pairs. Elicit responses. Encourage students to justify their answer.

Answer:

d

3. Ask students to read the article again and complete the gaps with the words/phrases from the text. Set a time limit. Then get them to check their answers in pairs. Elicit responses.

Answers:

1. Everyone has the same potential to **develop his/her creativity**.
2. **The education (we receive as children)/ The freedom (we're given to express how we think and feel)** influences how creatively we think as adults.
3. According to the first tip, since our **routines** restrict us, we usually avoid doing experiments.
4. According to the second tip, performing **little acts** will prepare you for the creative process.
5. According to the third tip, by freewriting, you will start thinking of **creative solutions** to your everyday issues.

4. Have students read the situations. Then get them to work in small groups and decide which tips from the article each person followed. Then get them to compare their answers with a different group. Elicit responses.

Answers:

- a) Robert's most favourite shoes are old-fashioned and he doesn't want to throw them away because they are his grandpa's present. Instead of getting rid of them, he decides to use them as an Ipad stand. **Tip 3: Try some "think outside the box" tactics**
- b) It is 8.a.m. Leyla is on her way to work. She almost always stops at a bakery to buy buns to eat at work. But today she has a different idea. She buys some fruits to eat at work. **Tip 1: Break your daily routine a bit**
- c) Murad has been listening to the same piece of music for 3 weeks. He thinks that he can draw better pictures while he is listening to that Piece. **Tip 2: Make a daily date with your creative side**

As a follow-up activity, write this statement from the article on the board and have students debate it.

"Creativity is a gift that some people are born with."

A **debate** is a discussion about a specific topic during which two teams make arguments for or against an issue. The supporting team (affirmative team) is in favour of the given statement (pro), and the opposing team argues against (con) the statement. Often, there is also a third party, the judges. They award points to determine which side wins at the end. The affirmative and opposing teams usually consist of three members each while the judge can be the teacher, another group of students, or the entire class. The students who are neither part of the debating teams nor serving as judges can be the audience.

Aims: By the end of the lesson, students will be able to

- write a news article about their achievements using Passive Voice.
- develop their reading skills for detailed and specific information;
- develop their listening skills for specific information;
- talk about the importance of thinking creatively in unexpected or life threatening situations.

Standards: 1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Have students work in pairs or in small groups and discuss the question.
 - How important is it to think creatively in unexpected or life threatening situations?
2. Ask students to read the news article quickly and choose the best headline. Set a time limit. Have students check their answers in pairs before you provide whole class feedback.

Answer:

A)

**A Man Offers Creativity
Classes in the
Wilderness**

B)

**A Man Saves Lives in
Snowy Terrain with No
Cell Service**

C)

**A Man Lost the Phone
After Attaching it to the
Drone**

D)

**A Man Stuck in Snowy
Terrain with No Cell
Service Gets Creative**

3. Have students focus on the numbered parts of the sentences in Passive Voice and discuss the question in pairs. Then elicit answers.

Suggested answers:

- | | |
|---|---|
| 1. obvious (by people) | 4. obvious (by the police) |
| 2. obvious (by the driver) | 5. obvious (by the police) |
| 3. unknown (by the police or by others) | 6. obvious (probably by the government) |

Passives without an agent

Passive structures without an agent are very common. We use these structures when an agent is not important, or is unknown or obvious:

*All documents **must be sent** before June 17.*

*The answers **were analysed** and the results **have just been published**.*

*I have to walk to work. My car's **being repaired**.*

Before students start doing the tasks, refer them to Grammar Target on Page 148. Provide examples and ask students to suggest some more.

4. Ask students to match the numbered parts of the sentences to the passive tense forms (a-f). Set a time limit. When they are ready, ask them to compare their answers in pairs. Provide whole class feedback at the end.

Answers:

- a) Present Simple Passive - 1) is never used
- b) Past Simple Passive - 4) were sent
- c) Present Perfect Passive - 3) have been saved
- d) Past Perfect Passive - 2) had been informed
- e) Present Progressive Passive - 6) is being built
- f) Future Simple Passive - 5) will be fined

5. Have students work individually and rewrite the news story in the passive. When they are ready, ask them to compare their answers in pairs. Then play the recording and get them to listen and check their answers.

Answers:

An important decision was made last month. All the graffiti from the old part of the city is going to be removed. The graffiti artists who have turned the area into a colourful, messy place are also being searched. Artists will be allowed to spray graffiti on the walls only in a remote part of the city. So far this week, three graffiti artists have been fined in the old part of the city. They were given the last warning. All the calls and reports on this issue are being investigated. A lot of time, money and effort has been spent on removing graffiti from the streets.

Track 16

An important decision was made last month. All the graffiti from the old part of the city is going to be removed. The graffiti artists who have turned the area into a colourful, messy place are also being searched. Artists will be allowed to spray graffiti on the walls only in a remote part of the city. So far this week, three graffiti artists have been fined in the old part of the city. They were given the last warning. All the calls and reports on this issue are being investigated. A lot of time, money and effort has been spent on removing graffiti from the streets.

6. Have students work individually and put the verbs in brackets into the correct Passive Tense forms. When they are ready, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

The Creativity Award ceremony 0) was first organised in 2001 and 1) has been held (hold) ever since. When it started, it 2) was attended (attend) by 80 people only.

For two days in May every year, a small town on the coast of the Caspian Sea **3) is transferred** (transfer) into a centre full of creative people. The ceremony **4) is attended** (attend) by over 3000 people every year. During the ceremony, more than twenty creative people and teams **5) are recognised** (recognise) for their creativity and positive impact on the world. The most important award **6) is called** (call) King or Queen of Ideas, depending on who wins the award. It **7) is presented** (present) at the closing ceremony. Since it started, a lot of unique ideas **8) have been spread** (spread) all over the country. There is no doubt that many more creative people **9) will be discovered** (discover) in the future.

7. Divide students into small groups. Tell them to imagine that they have become the winner of the *Creativity Award*. Have them write a news article about their achievements. Encourage them to use Passive Voice in different tense forms. Set a time limit. When they are ready, have them present their news article. Take notes of both good language and problems for giving feedback.


Passive Voice Board Game

Answers:

1. This bridge was built in 1787.
2. The windows are cleaned every day.
3. These shoes were made in Italy.
4. A speech will be given by the president tomorrow.
5. Millions of people are killed by smoking every year.
6. She was given the bad news last night. / The bad news was given to her last night.
7. Credit cards weren't used much 50 years ago.
8. Penicillin was discovered by Alexander Fleming.
9. I hope I'll be invited to the conference.
10. Gunpowder was invented by the Chinese.
11. What was being written by him on the desk?
12. His mobile phone has been stolen.
13. The room is being cleaned now.
14. 4 people were killed by a bear last week.
15. An email is being sent now.
16. These photos have been taken by a professional photographer.
17. Another bridge will be built next year.
18. We are going to be presented with awards.
19. Five criminals were arrested at the airport yesterday.
20. I don't think his car will be sold soon.
21. The rainforests are being destroyed by cattle farming.
22. Something will have to be done about that.
23. I think a cure will be found for cancer soon.
24. Thousands of trees are cut down every day.

Passive Voice Board Game

Work in pairs. Take turns to make your move and change the sentences into Passive Voice.

Start 	1. They built this bridge in 1787.	2. Someone cleans the windows every day.	3. Someone made these shoes in Italy.	4. The president will give a speech tomorrow.
9. I hope they'll invite me to the conference.	8. Alexander Fleming discovered penicillin.	7. People didn't use credit cards much 50 years ago.	6. The police gave her the bad news last night.	5. Smoking kills millions of people every year.
10. The Chinese invented gunpowder.	11. What was he writing on the desk?	12. Thieves have stolen his mobile phone.	13. A cleaner is cleaning the room now.	14. A bear killed 6 people last week.
19. The police arrested five criminals at the airport yesterday.	18. The director is going to present us with awards.	17. They'll build another bridge next year.	16. A professional photographer has taken these photos.	15. My boss is sending an email now.
20. I don't think he'll sell his car soon.	21. Cattle farming is destroying the rainforests.	22. We'll have to do something about that.	23. I think they will find a cure for cancer soon.	24. They cut down thousands of trees every day.

Aims: By the end of the lesson, students will be able to

- write a report using Passive Causatives;
- talk about the things they like and dislike about their classrooms;
- develop their reading skills for detailed understanding and inference.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Ask students to work in pairs or in small groups and discuss the questions.
 - What are the five things you like about your classroom?
 - What are the five things you don't like about your classroom?
 - What are the five things you would like to change in your classroom?
2. Tell students that a group of students won the *Redesign Your Classroom* award two weeks ago. Have them look at the sketch of their plan and read their report to the organisers. Then ask them to discuss the questions.
 - Which idea do you find the most creative?
 - Would you like to have these changes in your classroom? Why or why not?

Students' own answers

3. Focus students' attention on the underlined sentences in Task 2 and have them answer the question. When they are ready, discuss the answers as a group.

Answers:

- a) We made some funny emojis and wanted to hang them from the ceiling.
- b) Last week, we had the classroom painted in white. Then we had a motivational quotation written on the wall.

Before students start doing the tasks, refer them to Grammar Target on Page 149. Provide more examples and ask students to suggest their own examples.

4. Ask students to look back at the report in Task 2 and find other examples of passive causatives. Once they are ready, check the answers.

Answers:

Dear Mr Anderson,

We have already done most of the work. Last week, we had the classroom painted in white. Then we had a motivational quotation written on the wall¹. We also had a new smartboard installed. Emil uploaded some useful programmes, which we are planning to use during long breaks. We made some funny emojis and wanted to hang them from the ceiling². Although Parviz is very tall, he couldn't reach the ceiling. So, we had the emojis hung by Ms Funda, our Geography teacher.

This week we have had a piano and sofa placed. Tomorrow, we are going to buy a water dispenser and coffee machine. After the classes, we are going to sit on the cosy sofa, drink tea or coffee and listen to Nigar's piano performance.

We are also planning to have lifting weights in the classroom. Kanan promised to bring his own, so there is no need to buy new ones.

At the moment, we are having the teacher's table placed. The colourful flower patterns on the table will add a special atmosphere to the classroom. We have already bought new movable chairs and desks for students. We will have them placed next to the walls. Special monitors will be installed for each student.

Students will use them to read the electronic versions of textbooks.

Once everything is ready, we are going to organise a big party. We hope you will like the new design of our classroom.



**Best,
Group C4**

5. Ask students to work in pairs and replace the underlined phrase with *have something done*. Tell them that they can refer to the Grammar target on Page 149 if necessary. The task should be done individually. Get students to compare their answers with a partner once they finish. Check the answers and if necessary, provide further explanation.

Answers:

1. Her arm was broken, so **she had her hair combed by her sister.**
 2. He has made a lot of money recently. **He has had a new house designed.**
 3. I have been getting a lot of annoying phone calls, **so I am going to have my phone number changed.**
 4. My study room got too hot when the sun shone, **so I had the blinds fit on the windows.**
 5. The old man had no photographs. **He has just had his portrait painted.**
 6. I can't see well. **I must have my eyes tested.**
6. Get students to work in pairs or in small groups and take turns to ask and answer questions using the prompts and one of the question phrases. Encourage them to ask one or more questions about each prompt to get more information. Monitor and take notes of both good language and problems for giving feedback.
7. Have students work in groups. Tell them to imagine that they have won the *Redesign Your Classroom* award. Ask them to draw a sketch of their plan and write a report to the organisers. Encourage them to use causatives in different tense forms.

LISTENING

Aims: By the end of the lesson, students will be able to

- develop their listening skills for gist and specific information by listening to the talk about creativity;
- guess the meanings of the words/phrases from the context;
- talk about the things that might stimulate creativity;
- write a paragraph about a creative person.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Focus students' attention on the pictures. Get them to work in pairs or in small groups and discuss the question.

Which of them do you think might help stimulate your creativity?

2. Tell students that they are going to hear a talk. Before you play the recording, ask them to read the questions and options. Then play the recording. Check the answers as a class.

Answer:

a

3. Tell students that they are going to listen to the talk again. As they listen, they should complete the sentences. Before you play the recording, have students read the sentences. Depending on your students' level, you might decide to play the recording once or twice. Get students to compare their answers with a partner once they finish. Then discuss the answers as a class.

Answers:

1. According to studies, coffee can lead to health problems such as cancer and **high blood pressure**.
 2. According to a story, **goats** began jumping after they ate coffee berries.
 3. In the 16th century, people in Türkiye visited coffee shops not only for drinking coffee, but also for learning and having **a conversation**.
 4. Coffee shops were the places where many famous people **created (their) masterpieces**.
 5. Studies suggest that the noise level of **70** decibels is great for fostering creativity.
 6. The speaker advises the people who don't want to leave their homes to listen to **coffee shop background sounds** to boost creativity.
4. Have students read the audio script on Page 179 and guess the meaning of the phrases. Get students to compare their answers with a partner once they finish. Then discuss the answers as a class.

Answers:

1. to perk sb up

a) **to make somebody become more cheerful or lively**

b) to make somebody become sadder or angrier

2. to make its way

a) to build new roads to a place

b) **to walk, move or go towards a destination**

3. there is more to it

- a) it is less interesting than it seems
- b) it is more interesting than it seems

4. not one's cup of tea

- a) not what one likes or is interested in
- b) not what one likes to drink

Track 17

Coffee is one of the world's most popular drinks. The scientific opinion about whether it is healthy or not is always changing. Some researchers say that coffee can lower your risk for some types of cancer. Other researchers claim that it can cause high blood pressure as well as other health problems.

This may be true, but we don't drink coffee because it's good for us. We drink it because it tastes good and for the mental boost that it gives us. Coffee has been famous for perking us up for over a thousand years. According to one story, a 9th-century goat herder in Ethiopia discovered the effects of coffee when he saw that his goats started jumping around after eating some coffee berries.

In the 16th century, the first coffee shop was opened in Istanbul, Türkiye. Coffee shops were not just places for drinking but also for learning and having a conversation. These coffee shops were called 'Schools of the Wise'. Coffee and – more importantly – coffee shop culture made its way to Europe in the 17th century. Under the influence of coffee, businessmen, artists, writers, and philosophers created some of their masterpieces. Beethoven, Bach, Bob Dylan, Jean-Paul Sartre and JK Rowling all created most of their work in coffee shops.

While many people say that coffee helps them feel more awake, think more clearly, and speak more clearly, too, perhaps there's more to it. Maybe these effects are not all caused by coffee itself. Many say that coffee shops help them stimulate their creativity. According to research from the University of Illinois, the background noise of a coffee shop can make you think more creatively. They tested people using different levels of background noise and found that 70 decibels, which is the average level of noise in a busy coffee shop, is ideal for improving creativity. Background noise below this level is so quiet that our focus becomes too narrow. And background noise above this level is too distracting. The mid-level of background noise in a coffee shop allows us to think in a more creative way.

But what if going to coffee shops isn't your cup of tea? Without leaving your home, you can download and listen to coffee shop background sounds with the hope that it will make you more creative.

- 5. Ask students to work individually and write a paragraph about a creative person they know. Before they start writing the paragraph, it is advisable to revise the paragraph structure. Set a time limit. When they are ready, have them exchange their paragraphs with a partner. Encourage students to provide constructive feedback.

SPEAKING

Aims: By the end of this lesson, students will be better able to talk about *creativity*.

Standards: 2.1.1. 2.1.2. 2.1.3.

1. Get students to work in small groups and discuss the questions. Monitor and take notes of both good language and problems for giving feedback.
2. Ask students to look at the pictures carefully and take a few moments to think before they start talking. Depending on the level of your students, you might want to teach them some vocabulary related to the pictures.

Adjectives: illegal, unique, vibrant, impressive, thought-provoking

Nouns: vandalism, inspiration

Collocations: street art, creative expression, graffiti culture, spray paint, graffiti artist

Encourage students to refer to the Useful Language box. Monitor and take notes of both good language and problems for giving feedback.



Useful Language

Giving an opinion

I believe that ★★★.
If you ask me, ★★★.

Expressing an agreement

I totally agree with you.
I think so.

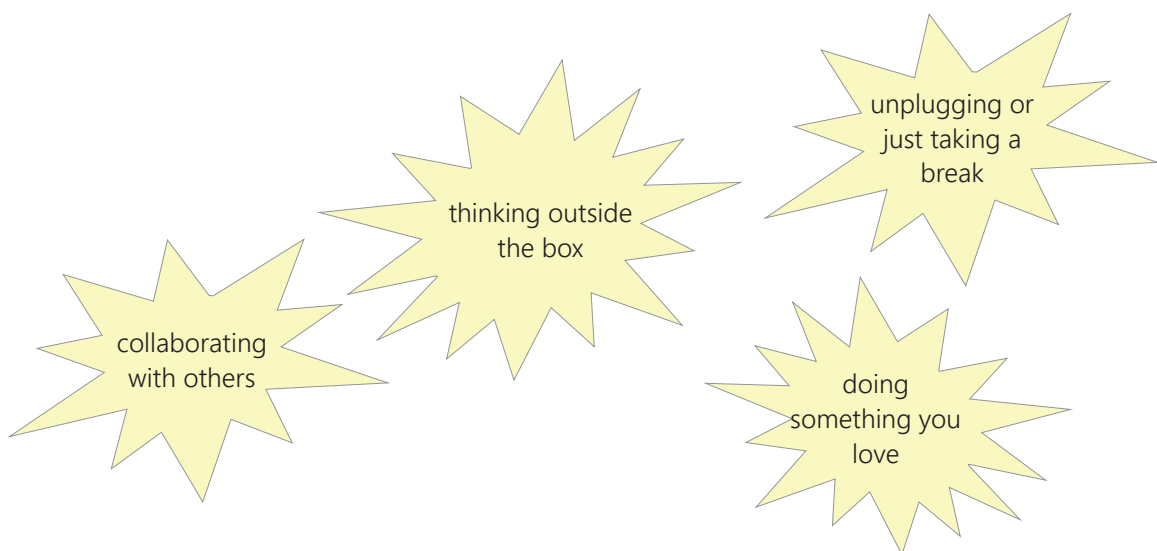
Expressing a disagreement

I see what you mean, but ★★★.
But don't you think it's ★★★?

3. Tell students that the illustration shows how critical thinking can be helpful. Get them to work in small groups and brainstorm and find 2 more skills that critical thinking can improve. Encourage them to justify their answers.

Suggested answers:

1. **Creative thinking skills:** Critical thinking allows individuals to approach problems from different perspectives and think outside the box to come up with innovative solutions.
 2. **Analytical skills:** Critical thinking helps individuals to systematically analyse and evaluate information to identify patterns, connections and relationships.
 3. **Communication skills:** Critical thinking enhances communication skills by helping individuals to articulate their thoughts clearly, express their views logically and listen to others' opinions.
 4. **Collaboration skills:** Critical thinking encourages collaboration by facilitating constructive dialogue, encouraging diverse perspectives and promoting team problem-solving.
 5. **Logical reasoning:** Critical thinking helps individuals to reason logically, identify flaws in arguments and assess the validity of claims.
 6. **Self-reflection:** Critical thinking fosters self-reflection by encouraging individuals to reflect on their assumptions, biases and values, and consider how they might affect their judgments and decisions.
4. Have students work in small groups and discuss how the techniques provided might stimulate creativity. Monitor and take notes of both good language and problems for giving feedback.



Aims: By the end of the lesson, students will be able to

- write concluding paragraphs to the given introductions;
- analyse paragraphs.

Standards: 3.1.3. 4.1.1. 4.1.2. 4.1.3.

Refer students to the table with the tips about writing concluding paragraphs.

Writing tips

A concluding paragraph ends the essay. It

- is usually two to four sentences in length;
- summarises the main points;
- restates the thesis statement in the introduction in different words;
- may give a final thought or feeling;
- may make a prediction;
- may suggest something;
- may share a hope.

Transition words to start a concluding paragraph:

In conclusion

In short

In brief

To sum up

To conclude

1. Get students to read the introductory and concluding paragraphs. As they read, they should answer the questions. When they are ready, have them compare their answers with a partner. Then discuss the answers as a class.

Answers:

1. How many sentences are there in the concluding paragraph?

2

2. Which sentence in the concluding paragraph restates the thesis of the introductory paragraph?

1

3. What does the last sentence in the concluding paragraph present?

It makes a prediction.

2. Get students to work in pairs. Have them read the introductions and write concluding paragraphs. Set a time limit. When they are done, ask students to exchange their paragraphs with another pair. Encourage them to provide constructive feedback.

You may also want to provide students with a checklist.

Concluding paragraph peer-editing checklist

____ restates the thesis from the introduction in new words

____ summarises the main reasons for your position

Choose ONE.

- gives a final thought or feeling
- makes a prediction
- suggests something
- shares a hope

Grammar/ Structure/ Mechanics

____ The paragraph begins with an indentation;

____ Each sentence ends with punctuation and begin with capital letters;

____ Most words are spelled correctly;

____ The sentences make sense;

____ Proper nouns are capitalised.

Before students start doing Task 2, it is advisable that they do this task.

Complete the gaps with the words from the box. Use each word only once.

action	summarise	new	stance	body
restate	prediction	concluding	call	

The **1)** _____ paragraph is the last thing the reader will read. It should **2)** _____ your **3)** _____ on the specific topic and **4)** _____ the main supporting topics that you covered in your **5)** _____ paragraphs. It should end with a strong final statement: a general comment about the topic, a **6)** _____ about the future of the topic, or a **7)** _____ to **8)** _____. It should never contain **9)** _____ information, evidence or ideas.

Answers:

The **1) concluding** paragraph is the last thing the reader will read. It should **2) restate** your **3) stance** on the specific topic and **4) summarise** the main supporting topics that you covered in your **5) body** paragraphs. It should end with a strong final statement: a general comment about the topic, a **6) prediction** about the future of the topic, or a **7) call** to **8) action**. It should never contain **9) new** information, evidence or ideas.

WORD INSPECTOR

Answers:

1

	NOUN	VERB	ADJECTIVE	ADVERB
1	<u>generation</u>	generate	generational	X
2	dedication	dedicate	<u>dedicated</u>	X
3	flexibility	X	<u>flexible</u>	flexibly
4	<u>stimulation</u>	stimulate	stimulating	X
5	<u>association</u>	associate	X	X
6	expectation	<u>expect</u>	expected	X
7	<u>permission</u>	permit	permitted / permissive	<u>permissively</u>

2

1. This painting has been in the family for generations.
2. The party still has its dedicated followers.
3. Designers must respond flexibly to new developments in fashion.
4. The programme contains some creative and visually stimulating materials.
5. She became famous through her association with the group of poets.
6. His parents were permissive and allowed him to do whatever he wanted.

3

1. He came up with a great idea for a new campaign.
2. We were stuck in traffic for over an hour.
3. He dedicated his life to helping the poor.
4. Most people associate this brand with good quality.
5. The artist's style belongs only to himself.
6. Wendy has never been interested in Japanese festivals.
7. She took creativity classes with the hope that it will make her more creative.

4

0. ★★★ ideas

- a. come up with
- b. generate
- c. be open to
- d. **dedicate**

1. ★★★ creativity

- a. **launch**
- b. boost
- c. stimulate
- d. develop

2. ★★★ expectations

- a. high
- b. low
- c. unrealistic
- d. **small**

3. ★★★ capacity

- a. within
- b. **beyond**
- c. date
- d. maximum

4. think ★★★

- a. outside the box
- b. to oneself
- c. **loud**
- d. carefully

5. ★★★ a setback

- a. experience
- b. **invent**
- c. receive
- d. suffer

5

Creativity is all about coming up with ideas that push beyond our **0) expectations**. It requires one to think outside the box and push beyond his capacity. However, **1) setbacks** are unavoidable in the process of boosting creativity. But rather than letting them discourage us, we can **2) dedicate** ourselves to exploring the wilderness of our imagination.

The wilderness of our imagination is the place where we can **3) develop** our creativity. It is where we can discover new ideas and take them to the next level. But, to truly tap into our creative side, we need to be willing to break free from the boundaries that **4) limit** our thinking. We need to be open to new perspectives and possibilities.

Creativity can be strengthened by challenging ourselves to do things differently. We can take up new hobbies or activities, learn new skills or try a different approach to solve our problems.

The more we expose ourselves to new **5) experiences**, the more we can push our brains to think creatively.

In conclusion, creativity is not something we are born with, but it is a skill that can be developed with time and **6) dedication**. We need to think beyond our limits, push our boundaries, and explore the wilderness of our imagination. Only then we can truly unlock our creative potential and come up with ideas that are truly innovative and **7) unique**.



TIME TO WATCH

Aims: By the end of the lesson, students will be able to

- develop their listening skills for detailed and specific information by watching news stories about creative people;
- develop their reading skills for specific information;
- guess the meanings of the words/phrases from the context;
- talk about artistic talents.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3.

1. Tell students that they are going to watch news stories about two creative people. Before they start watching the video, have them read the text about two forms of art. As they read, they should find where the sentence provided best fits. Set a time limit. When students are ready, have them compare their answer with a partner. Then discuss the answer as a class.

Answer:

C

2. Tell students to cover the definitions (a-f), read the sentences with the boldfaced words in the text and try to imagine the meaning of these words. Then let them uncover the definitions and match them to the words. Have them compare their answers in pairs before discussing the answers as a class.

Answers:

sidewalk

a. a flat part at the side of a road for people to walk on

sweat

b. hard work

crack

c. a line on the surface of something where it has broken but not split into separate parts

prodigies

d. young people whose intelligence or skills are unusually good for their age

wash away

e. to remove or carry something away

realistic

f. representing things as they are in real life

3. Get students to read the sentences before they start watching the first part of the video. As they watch, they should complete the sentences. Have them compare their answers in pairs before discussing the answers as a class.



Answers:

1. Isabella feels **happy/proud of herself/unique** when she draws. (Accept any two)
2. She wants people to protect and love **wildlife**.
3. She claims that drawing realistic paintings isn't **as hard as it looks**.
4. In order to prove that she drew the paintings herself, **she got on Tiktok and Instagram**.
5. Her paintings were about **sea wildlife** when she just started drawing.
6. It takes Isabella about **20 hours** to complete one drawing.

4. Ask students to read the sentences before they start watching the second part of the video. As they watch, they should decide whether the sentences are True or False. Have them compare their answers in pairs before discussing the answers as a class.



Answers:

1. **F** (His work has appeared worldwide, from a village square in Germany to the streets of Laguna Beach, California)
2. **F** (For more than 20 years, the Michigan native worked as a freelance commercial artist until a box of colourful sidewalk chalk convinced him to leave his day job.)
3. **T** (Why did you decide to start doing art with chalk of all things? The honest answer is that I was looking for an excuse to be outside on a nice day.)
4. **T** (If Zinn isn't striking up conversations with real people, he could often be seen talking to the characters he's bringing to life.)
5. **T** (Famous works of art hanging at museums get seen by thousands of people every day, but this, you could be in among the dozens of people who get to see this while it exists. That's pretty special.)

5. Have students work in pairs and discuss the question. Encourage them to justify their opinion. Monitor and provide help when needed.
 - If you had artistic talents, would you take up hyperrealistic or street chalk drawing? Explain why.

Script

Part 1

Now when it comes to drawing, most four year olds are mastering the art of stick figures and shapes, but Isabella Brosnakova was already sketching deep sea wildlife. Now at the age of 12, her art is so realistic people question whether she did it. Nina Burton went along to meet her.

As far as art prodigies go, Isabella Brosnakova, or Isabella Clever as she's known in the art world, is right up there. So much so, you'd be forgiven for thinking her drawings are photos. Drawing always makes me feel happy and proud of myself and I feel unique. Inspired by wildlife, Isabella's passion is drawing animals. I want to show people how beautiful the wildlife is, and that it's really unique and we have to protect and love it. And I love drawing wild cats too. The style is called hyperrealism. Hyperrealism is when you make the drawing look better than a photo, make it look as live as it could be. This girl, she just looks so realistic. So it's just all blending and different colours and actually, it's not that hard as it looks. I feel like that I would find it quite hard but... Isabella's artwork is so realistic people didn't believe she created them. So, to prove it she got on TikTok and Instagram and prove it she did, picking up over 350,000 followers and millions of views. Isabella started doing commissions but had to stop when she got too busy. After all, she's got school to consider. Her passion for drawing started young, doing sea wildlife. So, this one was when I was four years old. Even that was special to me because I could see that this is something different. Because you're an artist yourself, right? Yeah. So, obviously it runs in the genes. Yeah, it runs in the genes, but it comes out differently. Elena taught Isabella the basics, but her work went to the next level when Isabella got her hands on professional paints. I was teaching her some of the basic drawing skills, and she was able to do that quite brilliantly with what we had, with normal materials. Why don't you try? I've got a pack of these expensive, professional, waxy pencils. I've never used them. And so I started doing these. And as with all good things, it takes time, each piece taking around 20 hours of love, sweat and inspiration. But at just age 12, time is definitely on her side. And I cannot believe she's 12. Well, did you see what she was doing with her four? What a talent.

Part 2

Imagine walking down a sidewalk and coming across this creature. It's a gerbil in a robot suit, and it's a 3D sketch created by David Zinn. He's a popular street artist known for drawings like these, all made from chalk and charcoal. His mission? To show you that you do not need fancy art supplies to make art. His work has appeared worldwide, from a village square in Germany to the streets of Laguna Beach, California. And our Jamie Yukas looks at how Zinn brings his sketches to life.

What do you look for? What's a canvas on the street? Oh, anything. To most people, this might look like an ordinary street. But to David Zinn, it offers endless possibilities. There's strange little posts in the ground. Sometimes no one can tell me why they're there, so they might be there for this person. Just waiting for me. Just for you to start drawing.

Maybe. Who knows? For more than 20 years, the Michigan native worked as a freelance commercial artist until a box of colourful sidewalk chalk convinced him to leave his day job. That is the squirrel's tail. The 52-year-old now creates whimsical 3D drawings right on the spot, using everything from manhole covers to weaves and street cracks as his inspiration. A few minutes ago, this was just a patch, and it wanted to be a hole in the ground. Yeah, I said a hole in the ground. So, is it working? That's it. Why did you decide to start doing art with chalk of all things? The honest answer is that I was looking for an excuse to be outside on a nice day. That was how it started. That's it? Yeah. We all seem to have chalk in our house. It's just very easy to come by, which is one of the things that I think makes it a good thing to make art with, because it's not precious.

Philomena, the flying pig, is just one of the characters that often pops up. There was and is one perfectly flat small brick right here that is perfect for a pig head. So that's where the pig had to go and this is where the window ledge had to go because it couldn't go anywhere else. What kind of chalk do you use? Anything I can get my hands on. It doesn't take long for Zinn to attract a crowd. From longtime fans... Look at me. I always get tears in my eyes when I see it. I just love it. It just makes me so happy. To first-time onlookers. He was like checking out the concrete over there, the concrete over here. It's like, what's going on? I've never seen anyone doing this before. The ground was perfectly dry. If Zinn isn't striking up conversations with real people, he could often be seen talking to the characters he's bringing to life. Where are your arms? I loved how he kind of explained his personal thought and his personal connection to it, which made me really feel like this really comes from his heart. This stuff isn't pre-planned. It's definitely from the heart. And I think he might be done. Still, even the most heartfelt piece of art can get washed away with just a few raindrops. But Zinn says that's all, well, part of the draw. Famous works of art hanging at museums get seen by thousands of people every day, but this, you could be in among the dozens of people who get to see this while it exists. That's pretty special. Is there a lesson in all this for people? I hope so. I think that's part of what this is meant to do. To celebrate the fact that we walk through spaces on our way to somewhere else all the time and don't really take the time to notice where we are. And it's helped me a lot to actually appreciate every single place that I am for what it can do. Yeah, that'll do, at least until it rains. For CBS Mornings, Jamie Ucas, Laguna Beach, California.

I love that kind of creativity. See, we see a crack in the sidewalk, it's a crack. He sees it as a piece of art that you can build on. I know, but so transient. Like, here it is until it rains. I wonder how he makes a living. Now I know he has support because his art is beautiful, but I wonder how he makes a living. I don't know.

USE OF ENGLISH

Answers:

1

1. Creativity is one of the **essential** skills that can set you apart from the competition.
2. The two models are absolutely **identical** in appearance.
3. The painter used to go to a **remote** village to get new ideas for his paintings.
4. The fashion designer was offered **flexible** working hours.
5. Only a truly **dedicated** scientist would want to read such a long and detailed report.

2

1. I recommend you **leave aside** one manat as a rainy-day fund for the future.
2. We need a big victory to **boost** our confidence.
3. Teachers should ask questions that **stimulate** students to think.
4. One of his **gifts** was his ability to come up with innovative solutions.
5. Her latest film has **generated** a lot of interest and excitement.

3

1.



- a) Aytaj is having her house painted.
- b) Aytaj is painting her house.

2.



- a) Maryam is going to have her car fixed.
- b) Maryam is fixing her car.

3.



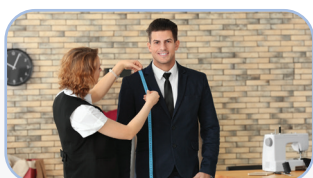
- a) Aida has just had her blood pressure taken.
- b) Aida has just taken her blood pressure.

4.



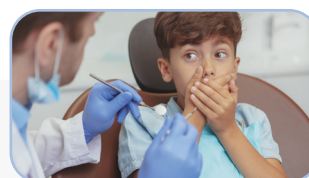
- a) Eda and her mother are washing the dishes.
- b) Eda and her mother are having the dishes washed.

5.



- a) Alex had a new suit made yesterday.
- b) Alex made a new suit yesterday.

6.



- a) Yusif is going to have his tooth taken out.
- b) Yusif is going to take his tooth out.

7.



- a) Orkhan is cleaning the windows.
 b) Orkhan is having the windows cleaned.

8.



- a) Aylin has her hair done every week.
 b) Aylin does her hair every week.

4

Mason is a creative person who is 0) b to his work. He has faced several 1) a in his career as an artist. Despite the obstacles, he kept on finding new ways of making art. 2) b his creativity, Mason often spends time in nature, which helps him generate new ideas for his paintings. This process has helped him 3) c some of his best pieces, where he captures the beauty and power of the natural world.

Mason's 4) a to painting has also developed his understanding of materials and techniques, giving him a unique perspective on the art he creates. This ability 5) c outside the box and experiment with new approaches has set him apart from other artists.

Mason's work 6) c by critics and collectors. Many famous people have had 7) b by him. His creativity will certainly inspire future 8) a of creative people.



0.	a. flexible	b. <u>dedicated</u>	c. limited
1.	a. <u>setbacks</u>	b. gifts	c. chances
2.	a. To dedicate	b. <u>To stimulate</u>	c. To produce
3.	a. remove	b. leave aside	c. <u>create</u>
4.	a. <u>dedication</u>	b. generation	c. stimulation
5.	a. to solve	b. to consider	c. <u>to think</u>
6.	a. has recognised	b. has been recognising	c. <u>has been recognised</u>
7.	a. their portraits paint	b. <u>their portraits painted</u>	c. painted their portraits
8.	a. <u>generations</u>	b. definitions	c. expressions



Aims: By the end of the lesson, students will be better able to identify grammar and vocabulary mistakes.



1. The food at the party was great. My mother made most of the main dishes herself, but she had the rest of the food ~~prepare~~ ^{prepared} by her friend.
2. You need to be creative and ~~flexibility~~ ^{flexible} in your approach if you want to succeed. If you don't make any changes, you will ~~be~~ ^{being} fired soon.
3. My living room has been painted twice, but I still don't like its colour. I am going to have it painted again.
4. The woman who was visiting the Museum of Art in New York fell on a Picasso's painting called "The Actor" and tore it. Luckily, the tear will be repaired by the museum and ~~will show~~ ^{will be shown} in the exhibition in summer.
5. When Lee Hadwin was 16 years old, he woke up to find that the floors and walls in his house were covered with amazing drawings. He realised that he ~~had been drawn~~ ^{had drawn} them in his sleep.
6. Although some people consider graffiti an act of vandalism, it is a fundamental part of our cultural history. It dates back thousands of years and can be found in paintings of ancient civilizations.
7. There's a common ~~believe~~ ^{belief} that creativity is a gift that some people are born with.
8. John Myatt is a British artist. He makes copies of famous works of art, but they are not ~~sell~~ ^{sold} as originals. They are painted with ordinary paint and the word "fake" ~~writes~~ ^{is written} on the back.
9. I have bought a new computer and I am going to have some programmes ~~install~~ ^{installed}. So, I am taking it to the computer programmer now.
10. I ~~have had~~ ^{had} my car repaired yesterday, and now it isn't working. I need to find a better mechanic.

UNIT 6

IN THE NEWS

Topic: In the news

Hours: 21

Skills: Reading, Listening, Speaking, Writing

Grammar: Verbs with future meaning; Future Perfect

Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about the ways of getting information and the importance of keeping up with current events.

Have students work in pairs. Refer them to the photos and ask them to describe what the people are doing. Then ask them to discuss the questions provided. Monitor and provide assistance if necessary.

- What is the best way to get information about what is happening in the world?
- Is it important to keep up with current events? Why or why not?



VOCABULARY

Aims: By the end of the lesson, students will be able to

- guess the meanings of the words/phrases from the context;
- develop their reading skills for detailed and specific information.

Standards: 3.1.1. 3.1.2. 3.1.3.

1. Tell students that they are going to read three comments. As they read, they should answer the question. Remind them that they can choose more than one option. Set a time limit. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answers:

- a) The best source to follow international news (**not mentioned**)
- b) The six categories of news (**mentioned in Passage 3**)
- c) The main risk of not following sports news (**not mentioned**)
- d) The importance of keeping up with news (**mentioned in Passage 1**)
- e) A field of interest (**mentioned in Passage 2**)

2. Have students read the comments in Task 1 again paying attention to the boldfaced words/phrases. Ask them to choose the correct definition that matches the meaning of each boldfaced word/phrase. When they complete the task, get them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

1 bombard with sth (v.)

- a) attack somebody by firing guns or dropping bombs
- b) **attack somebody by giving them too much information**

2 up-to-date (adj.)

- a) **having or including the most recent information**
- b) not being aware of the most recent news

3 intake (n.)

- a) **the amount or quantity of something being received**
- b) the price of something being received

4 keep an eye on sth (phr.v.)

- a) give no attention to something
- b) **watch something carefully to make sure that they are safe or not causing trouble**

5 constantly (adv.)

- a) all the time; repeatedly
 b) not often or regularly

6 addiction (n.)

- a) medical care given to a patient for an illness or injury
 b) the condition of being unable to stop using or doing something as a habit, especially something harmful

7 consume (v.)

- a) watch or read forms of media or take in information from them
 b) keep away from all forms of media and the information from them

8 engaging (adj.)

- a) pleasant and attracting your interest
 b) not attracting or interesting

Track 1

1. bombard with sth – attack somebody by giving them too much information
2. up-to-date – having or including the most recent information
3. intake – the amount or quantity of something being received
4. keep an eye on sth – watch something carefully to make sure that they are safe or not causing trouble
5. constantly – all the time; repeatedly
6. addiction – the condition of being unable to stop using or doing something as a habit, especially something harmful
7. consume – watch or read forms of media or take in information from them
8. engaging – pleasant and attracting your interest

3. Get students to work individually and complete the sentences with the words or phrases from Task 2. Set a time limit and then ask them to compare answers in pairs. Provide whole class feedback at the end.

Answers:

1. My nephew successfully overcame his Internet **addiction**.
2. You'd better **keep an eye on** the notice boards for forthcoming events.
3. They kept me fully **up-to-date** with the current news 24/7.
4. My friend has reduced her news **intake** because she finds news stressful.
5. The mass media allow us to **consume** news that we like and avoid news that we don't.
6. The news about a man who turned his backyard garden into a community vegetable garden was quite **engaging**.
7. He often complained that he was **constantly** followed by the press.

READING

Aims: By the end of the lesson, students will be able to

- develop their reading skills for gist and specific information by reading the text about news addiction;
- talk about consuming news.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3.

1. Have students work in pairs or in small groups and discuss the questions.
 - Do you think the news influences people too much? Why or why not?
 - What are the advantages and disadvantages of consuming too much news?
2. Tell students that they are going to read the magazine article about news addiction and match the titles (a-g) to the paragraphs (1-5). Set a time limit. Then have them check their answers in pairs. Elicit responses. Encourage students to justify their answers.

Answers:

- | | | |
|------|------|------|
| 1. d | 3. g | 5. a |
| 2. e | 4. c | |

3. Have students read the article again and find where the sentences best fit. Set a time limit and then ask them to compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. A
2. E

4. Tell students to read the definitions of some words/phrases and match them to the underlined words/phrases in the text. Have them check their answers in pairs and then provide whole class feedback.

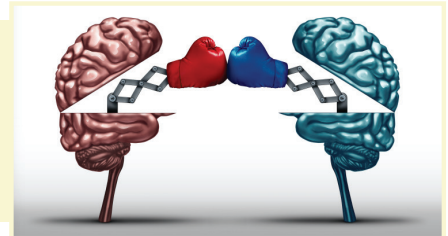
Answers:

1. a digital audio file that can be taken from the internet and played on a computer or a device that you can carry with you – **podcast**
2. to improve someone – **enrich**
3. to want something – **desire**
4. the state of being addicted to something – **dependency**
5. the way that something is done or happens – **manner**
6. a web page or screen that updates often to show the latest news or information – **newsfeed**

5. Divide students into two teams. Get them to choose one of the two topics to debate as a class (Voting could be an option). Decide which team will be debating for and which team will be debating against the idea. Give them 10 minutes to prepare their arguments.

Topic 1: Teenagers should follow the news about what is going on in the world regularly.

Topic 2: Following the news accounts on social media is the best way to get the news.



A **debate** is a competition in which two opposing teams make speeches on a particular topic and motion to support their arguments and contradict the members of the other team.

A debate in English language classes can be based on a specific topic that has recently been taught. It will help strengthen language skills, vocabulary and critical thinking.

There should also be a judges' table made up of 3-4 students who will be evaluating the whole process and assessing each team based on certain criteria. The judges—not the teacher—are the ones who will grade both teams and finally decide on the winner. In other words, the teacher should play the role of the coordinator, thus allowing students to feel independent, comfortable with the process and responsible for following the rules and guidelines.

Steps to follow:

1. Teacher introduces the debate topic
2. 'For' team - turn 1
3. 'Against' team - turn 1
4. 'For' team - turn 2
5. 'Against' team - turn 2
6. 'For' team - turn 3
7. 'Against' team - turn 3
8. For' team - final remarks, closing arguments
9. 'Against' team - final remarks, closing arguments
10. Voting by the judges

Aims: By the end of the lesson, students will be able to

- write news stories about possible future headlines using verbs with future meaning;
- develop their reading skills for specific information;
- talk about the future of receiving news;
- develop their listening skills for specific information.

Standards: 1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Have students work in pairs or in small groups and discuss the questions.

- How do you think news reporting will change in the future?
- What do you think a career in journalism will be like?

2. Before students start reading the text, teach them these words:

integrity (n) /ɪn'teɡrəti/ the quality of being honest and having strong moral principles

accurate (adj) /'ækjərət/ correct or exact in every detail; free from error or mistake

anticipate (v) /æn'tɪsɪpeɪt/ to think ahead or predict something that is likely to happen in the future

defective (adj) /dɪ'fektɪv/ not working properly or having a fault or flaw

observe (v) /əb'zɜ:v/ to watch, see, or notice something carefully or attentively

Then get students to read the conversation and answer the question. Discuss the answer as a class.

What changes will we observe in the way we receive news?

Answer:

There will be a greater focus on digital platforms and social media.

3. Focus students' attention on the boldfaced verbs in the conversation and ask them to complete the table. When they are ready, have them compare their answers with a partner. Then discuss the answers as a class.

Answers:

Verbs	Structure
decide, intend, hope, promise	verb+to+infinitive
predict, anticipate	verb+noun/-ing form
expect, plan, arrange, guarantee	verb+noun/+to+infinitive

Before students start doing the tasks, refer them to Grammar Target on Page 150.

Provide examples and ask students to suggest their own examples.

4. Tell students that they are going to listen to a weather forecast and as they listen, they should complete the sentences. Before you play the recording, ask students to read the sentences. After they finish the task, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. The weather forecast team intends **to keep a close eye** on changes in weather patterns.
2. They promise **to provide** the listeners with accurate and up-to-date information so that they can plan **outdoor activities** in advance.
3. Referring to the data they have, they anticipate **clear skies** and **moderate temperatures** for the next few days.
4. Some meteorologists predict **a cold from the north** by the end of the week.
5. As the weather forecast team expects **a mild and pleasant** weekend, the listeners can start arranging **a picnic**.
6. They cannot guarantee **100% accuracy** in their predictions, but they plan **to monitor** the weather patterns closely.

Track 19

Good morning! Here's your weather forecast for the upcoming week.

We hope to have bright and sunny days. However, there is a possibility of thunderstorms arriving mid-week.

Our team intends to keep a close eye on any potential changes in the weather patterns, so we can adapt our forecasts accordingly.

We promise to provide you with accurate and up-to-date information as soon as it becomes available. This way, you can plan your outdoor activities in advance.

Based on current data, we anticipate clear skies and moderate temperatures for the next few days. But as always, things can change quickly, so keep checking our updates.

Some meteorologists predict a cold from the north by the end of the week, which will bring with it cooler temperatures and some rainfall. Since we expect to have a mild and pleasant weekend, do not hesitate to arrange a picnic outside with your friends and family.

While we cannot guarantee 100% accuracy in our predictions, we plan to monitor the weather patterns closely and adjust our forecasts accordingly.

Stay safe and stay tuned for our latest updates.

5. Ask students to work individually and rewrite the sentences using the verbs in brackets. When they are done, have a quick pair-check before you check the answers as a class.

Answers:

1. The designer anticipates finishing the sketch by tomorrow.
 2. I don't intend to attend the ceremony because I have a lot to do.
 3. The business guarantees to return your money if the product is defective.
 4. At the end of the following week, they predict a lot of snow.
 5. The teacher hopes to learn that her students have become successful.
 6. I promise to realise my dreams one day.
6. Divide students into groups and get them to write news stories about possible future headlines. Encourage them to use the lesson grammar. When they are done, have them present their news stories.

Aims: By the end of the lesson, students will be able to

- write a news story about their predictions using Future Perfect;
- develop their reading skills for detailed and specific information;
- talk about the Artificial Intelligence;
- write future predictions using Future Perfect.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Have students work in pairs or in small groups and discuss the questions.
 - What is artificial intelligence (AI)?
 - Can robots one day replace humans? In what areas?
 - In what tasks will humans always be better than robots?
 - How might AI solve humanity's problems?
2. Get students to read the news article and answer the question. When they are ready, have them compare their answers in pairs. Then provide whole class feedback.

Answers:

- Healthcare - **AI -powered diagnostic tools will have improved early detection rates for diseases such as cancer, stroke and heart disease, which will lead to increased chances of survival.**
- Finance - **AI will have made decision-making faster and more accurate, which will allow banks and financial institutions to achieve higher profits.**
- Transportation - **There will be self-driving cars and unmanned aerial vehicles. These developments will have ended traffic problems, especially in big cities by 2040.**
- Education - **AI will have transformed the learning experience. New personalised learning systems will help students learn at their own pace and teachers will deliver personalised support to students. AI-powered grading systems will have made assessments more objective by that time**

3. Focus students' attention on the boldfaced parts of sentences and complete the rule.

Answer:

a

Before students start doing the tasks, refer them to Grammar Target on Page 151. Provide examples and ask students to suggest their own examples.

4. Ask students to work individually and complete the sentences with the correct positive or negative forms of the verbs in brackets. Tell them to use Future Perfect. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

1. I have enough time. I **will have planned** all the activities by the end of the week.
2. The project group is expected to finish the project at the end of the month. Unfortunately, they **will not have finished** it on time if they don't start organising the activities today.
3. The team **will have organised** the event by the time guests arrive in the country.
4. I **will not have completed** all the work by tomorrow if I don't stop checking my social media accounts every second.
5. By the end of this month, I hope my friend **will have solved** his financial problems on his own.
6. I am short of time. I know I **will not have prepared** a detailed report by the end of the day. It seems unrealistic.

5. Get students to work individually and complete the sentences with the Future Perfect form of the verbs in the box. Remind them that they need to use passive forms in some sentences.

Answers:

Perhaps by the year 2040, people 0) **will have settled** on the moon. By that time, ordinary citizens 1) **will have travelled** to space as space tourists. Scientists 2) **will have solved** the world's main problems by using the latest technologies. Perhaps they 3) **will have learned** how to make drinkable water. The world's food supply 4) **will have been increased** and the poverty 5) **will have been eradicated**. Perhaps scientists 6) **will have invented** a giant space mirror to send heat and light around the world.



6. Have students work individually and complete the sentences with their own ideas. Then get students to work in pairs and share their sentences.

Students' own answers

7. Divide students into small groups and instruct them to imagine that they are experts tasked with writing news stories about their predictions in the provided fields. Set a time limit. Monitor and help when needed. Encourage them to use the lesson grammar. When they are ready, have them present their news story. Take notes of both good language and problems for giving feedback.

LISTENING

Aims: By the end of the lesson, students will be able to

- develop their listening skills for gist and detailed information by listening to news reports;
- talk about different news stories;
- write a 5-minute TV news story.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Focus students' attention on the news headlines and photos. Have them discuss the questions in pairs or in small groups.
 - What do you think each news story is about?
 - Would you read these stories or just skip them?
2. Tell students that they are going to listen to six news reports. As they listen, they should decide if the headlines in Task 1 are correct or not. Play the recording. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

1.

**Woman Reunited
with Long Lost
Pet After 6 Years
Thanks to a
Social Media Post**

2.

**A FAMOUS OLD
CAR FULL OF
GENEROSITY IS
UNDER REPAIR**

3.

**Human Experts
Perform Much
Better than Artificial
Intelligence at
Identifying Mushrooms**

4.

**A Rare Albino Panda
Photographed in a
crowded city in China**

5.

**Faster Than the
Olympic Gold
Medallist**

6.

**84 Years of
Letter Writing**

Answers:

- | | | |
|--------------|--------------|------------|
| 1. Incorrect | 3. Incorrect | 5. Correct |
| 2. Incorrect | 4. Incorrect | 6. Correct |

3. Tell students that they are going to listen to the same news reports and as they listen, they have to decide if the statements are True or False. Before you play the recording, have them read the statements. Play the recording. When they are done, get students to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. **F** (The months Lily was missing turned into years, and Kinsey moved across town.)
2. **T** (In the photo, he was rushing to help the earthquake victims in his 1981 model car with a Turkish flag on top.)

3. **F** (The team trained an AI system to recognise over 2,000 species using more than 120,000 images.)
4. **F** (... this is the first time a completely white albino panda has been documented.)
5. **F** (... Baka didn't even get a medal in Rio.)
6. **T** (The pair even met twice over the years when Geoff visited the US.)

Track 20

1. Jessica Kinsey was reunited with her long lost pet Lily on Saturday. Kinsey said everyone in her family was in disbelief that the cat, now 13 years old, made it home after 6 years. The months Lily was missing turned into years, and Kinsey moved across town. She checked local shelters and social media posts of lost animals over the years. On Friday, a cat was found in an animal shelter. The cat turned out to be Lily, the discovery made thanks to the cat's microchip. Kinsey had her contact information on Lily's microchip and updated it every time it changed. That's what helped bring Lily home. And the best news? Lily recognised her owner straight away.
 2. An Azerbaijani citizen named Sarvar Bashirli won millions of hearts with his heart-touching photograph that went viral on social media. In the photo, he was rushing to help the earthquake victims in his 1981 model car with a Turkish flag on top. His actions say a lot about his love for the Turkish nation. Bashirli loaded all he got into his car and drove to deliver the aid to a special centre for the aid collection in Baku.
 3. Researchers at the Technical University of Munich have used artificial intelligence (AI) to identify mushrooms thousands of times faster than humans. The team trained an AI system to recognise over 2,000 species using more than 120,000 images. The AI was able to identify species more accurately than human experts. The team believes the technology could be applied to other fields such as medical diagnosis.
 4. An albino panda was photographed last month in the Wolong National Nature Reserve. Although albinism has appeared in the giant panda species before in the form of brown and white fur, this is the first time a completely white albino panda has been documented.
 5. Algerian runner Fouad Baka finished the Rio Paralympic Games 1500m final in 3:49.59 on Sunday. The Olympic gold medalist Matthew Centrowitz Jr. had a time of 3:50.00. But Baka didn't even get a medal in Rio. Three other visually impaired runners placed ahead of him, meaning they were faster than any of the Olympic runners. Baka's brother Abdellatif Baka was the gold medalist with a time of 3:48.29. Ethiopia's Tamiru Demisse won silver with 3:48.59 and Kenya's Henry Kirwa won bronze with 3:49.59.
 6. Pen pals, Celesta Byrne and Geoff Banks celebrated their 100th birthdays with their first video call. They were also celebrating 84 years of letter writing. Celesta in the US and Geoff in the UK began exchanging letters as part of an educational program in 1938 – both at the age of 16. The pair even met twice over the years when Geoff visited the US. Today, both centenarians take advantage of technology to send emails instead of paper and pen letters through the mail. They also make video calls with the help of their family.
4. Divide students into small groups and ask them to prepare a 5-minute television news broadcast. Tell them that they are free to decide which news story they want to include in their program. Get them to write a script. When they are ready, ask them to present their news program. Monitor discreetly during this stage and take notes of both good language and problems for feedback.

SPEAKING

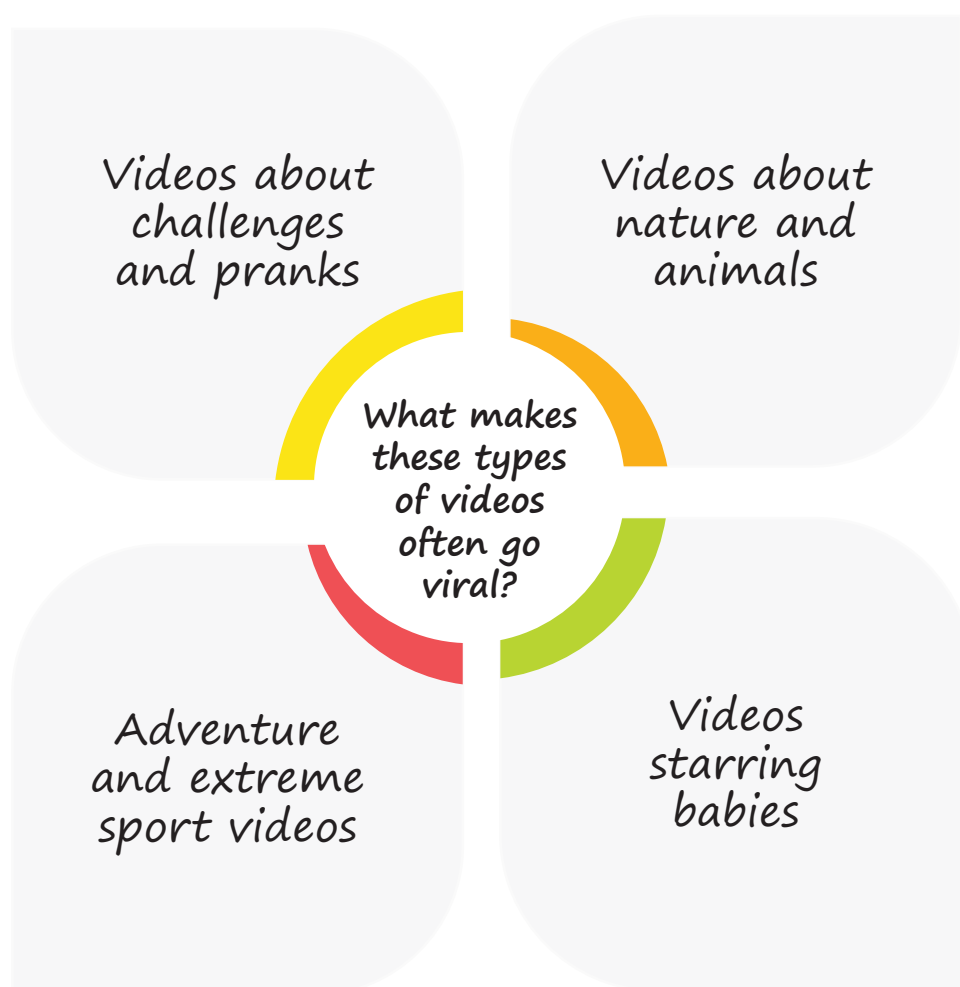
Aims: By the end of this lesson, students will be better able to talk about news.

Standards: 2.1.1. 2.1.2. 2.1.3.

1. **A.** Tell students that they are going to work individually and put the sources of information in the order they use most.
B. Get them to work in pairs and compare their list with a partner. Then have them discuss the questions.
 - What are the advantages and disadvantages of each way of consuming news?
 - What influences people's choice of different ways of consuming news?
2. Ask students to work in groups and discuss the question. Depending on the level of your students, you might want to teach them some vocabulary related to the pictures.

Adjectives: trending, must-watch

Collocations: a huge hit, an Internet sensation, a memorable moment, record-breaking views, a social media sensation, go viral overnight, spread like wildfire



3. Before students start discussing the questions, ask them to look at the headlines and write down words/ phrases they associate with each news story. When they are done, divide the board into 6 parts and number each part. Have students come to the board and write the words/ phrases about each headline. You may want to add some new vocabulary to their list.

Woman accidentally joins search party looking for herself

- to organise a search party
- a photo on a missing person poster
- to realise one's mistake
- to raise concerns over someone's mental state

Zoo Separates 5 Parrots After the Birds Were Caught Encouraging Each Other to Swear At Guests

- to be forced to do something
- to express one's shock and disappointment
- to interact with the swearing birds
- filthy language

Couple arrested for selling tickets to heaven

- to claim
- to gain entry into heaven
- requirement of good deeds
- fake tickets
- to get caught by the police
- to fall prey to someone

Bear Falls into Party, Then Eats All The Cupcakes

- party-goers
- to manage to take photos
- to be hurt
- to get shocked

Terrified neighbours call police to ‘domestic dispute’ - but find man alone screaming at SPIDER

- to cause panic
- domestic dispute
- to express one’s embarrassment
- to get over fear of spiders

Wedding ceremony stops when owl fails to deliver rings

- to train an owl
- to fly into the tree
- to refuse to come down
- to leave everyone in good spirits
- the star of the wedding

Now that they have a board full of vocabulary about each news headline, have students work in pairs or in small groups and discuss the questions.

- What do you think the story behind each news headline is?
- Which news headline is the most engaging and why?

Monitor discreetly during this stage and take notes of both good language and problems for feedback.

Aims: By the end of the lesson, students will be able to

- write an essay and cite the sources;
- develop their reading skills for gist;
- analyse the text in terms of citing sources.

Standards: 3.1.2. 3.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

Refer students to the table with some tips about citing sources.

Writing tips

When you write an essay, you should use your own words for the most part. Sometimes, however, you might want to use the ideas that you have read in a book, in an article or on a Web site. For instance, if you are writing an essay about food, you may want to use a quotation from a famous dietician. In this case, you must cite the author - mention that the words are not your words and you took them from someone else. So, citations will make your essay more engaging, more factual and interesting to the reader.

Writers who do not cite the sources of information are plagiarising or stealing someone else's ideas. To avoid plagiarism, it is crucial to use quotes or a paraphrase and add a reference at the end of your writing.

Use quotations when you want to keep the source's exact words.

The following verbs are used to introduce quotes.

describes
argues
claims

points out
finds
insists

states
predicts
reports

1. Ask students to read the sample essay and choose the best title. When they are done, have them compare their answers in pairs. Then discuss the answer as a class.

Answer:

c

2. Have students read the essay again and answer the questions. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. How many sources has the writer used?
2
2. In which paragraphs has the writer referred to the sources?

Television has become an integral part of modern life, but it is not without its harmful effects, particularly when it comes to its impact on children. It has been widely debated whether watching TV is bad for children or not. Children who spend more than two hours a day in front of TV are more likely to have brain-related problems and behavioural changes.

To begin with, spending too much time in front of TV has negative effects on children's developing brains. Since a lot of TV programs contain violent language and scenes, it may have a harmful effect on young minds. **Manisha Parulekar points out, "Moderate to high television viewing is associated with increased memory loss."**

Additionally, sitting in front of a screen for an extended period disrupts sleep and body clock.

Apart from the brain-related problems, watching TV excessively can lead to behavioural changes in children. Exposure to excessive advertising can encourage children to want more and more. **As Kelly Hayes reports, "Children who view shows in which violence is very realistic, frequently repeated or unpunished, are more likely to imitate what they see."**

In conclusion, while some studies suggest that moderate television viewing may not be harmful to children, there is sufficient research to indicate that excessive screen time is harmful. So, it's important for parents to limit how much TV their kids watch and what they watch.



3. Has the writer made any changes to what was said in the original document?

No

4. Do you think the sources were used successfully? Why or why not?

Answers may vary. (Have students justify their answers.)

3. Get students to work individually and choose one of the topics. Provide students with some articles which they can refer to in order to support their arguments. Set a time limit. Monitor and provide help when needed.

4. A. When students finish writing the essays, get them to exchange their essays. Encourage them to refer to the Peer Editing questions provided.

B. Ask students to provide each other with constructive feedback.

WORD INSPECTOR

Answers:

1

	NOUN	VERB	ADJECTIVE	ADVERB
1	constancy	X	constant	<u>constantly</u>
2	<u>addiction</u>	addict	addicted	X
3	consumption	<u>consume</u>	consumable	X
4	engagement	engage	<u>engaging</u>	engagingly
5	<u>dependence/dependency</u>	depend	dependent	X
6	<u>prediction</u>	predict	predictable	X
7	<u>intention</u>	intend	intended	X

2

1. Jack became addicted to video games at quite an early age.
2. I began reading with the intention of finishing the book, but I never did.
3. Some people can develop a dependency on social media.
4. I prefer consuming news that is both informative and engaging.
5. The ending of the film was so predictable that I decided not to watch it.
6. Doctors say that children need to increase their consumption of fruit and vegetables.
7. It is really hard to make predictions about the future of news reporting.

3

1. Today we are bombarded with advice on what to eat and what to avoid.
2. To be successful, you need to keep an eye on what you want to achieve and not on what you already have.
3. Interior designers spend their working lives keeping up-to-date with the latest trends.
4. Many smokers who are chemically addicted to nicotine cannot cut down easily.
5. Thousands of children in the world today suffer from video game addiction.
6. If you are constantly plugged into digital media, it will be hard to get unplugged.

4

0. consume ★★★

- a. health
- b. information
- c. food
- d. news

1. ★★★ news

- a. spread
- b. catch up on
- c. addict
- d. follow

2. ★★★ information

- a. valuable
- b. up-to-date
- c. engaging
- d. addicted

3. ★★★ addiction

- a. cause
- b. intend
- c. overcome
- d. lead to

4. ★★★ manner

- a. facial
- b. relaxed
- c. positive
- d. professional

5. constant ★★★

- a. fears
- b. doubts
- c. pain
- d. life

5

Information overload is the state of being **0) constantly** bombarded with an excessive amount of data and content. With the rise of digital media, this phenomenon has become an **1) addiction** that many of us find hard to control.

Most of us want to **2) consume** more and more content that enriches our knowledge and understanding of the world around us. However, our **3) consumption/intake** of information has become unmanageable. We often engage in getting information without any consideration for its value.

This dependency on information may have harmful side effects, as we are often unable to **4) predict** the negative consequences it may have on our mental and physical health. Studies have shown that excessive **5) intake/consumption** of information can lead to stress, anxiety, and exhaustion. Moreover, it can become a serious barrier to productivity, as it distracts us from our work and daily routines.

To cope with this new problem, it is essential that we learn to **6) keep an eye on** the information that we are presented with. We need to develop skills that help us evaluate the quality of information.

In conclusion, we need to be mindful of the amount of information we receive and to ensure that while we are trying to stay **7) up-to-date**, we preserve our mental and physical well-being.



TIME TO WATCH

Aims: By the end of the lesson, students will be able to

- develop their listening skills for specific information by watching news stories;
- develop their reading skills for gist;
- guess the meanings of the words/phrases from the context;
- talk about news stories that went viral.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4.

1. Tell students that they are going to watch some news stories that went viral. Before that, get students to read the comments about them and guess what each news story is about.

Students' own answers

2. Tell students to cover the definitions (a-f), read the sentences with the boldfaced words in Task 1 and try to imagine the meaning of these words. Then let them uncover the definitions and match them to the words. Have them compare their answers in pairs before discussing the answers as a class.

Answers:

1. adorable

e. very attractive and easy to feel love for

2. sentence

b. the punishment given by a court

3. jail

c. a prison

4. break down the house

f. to get a big applause from an audience; be highly successful

5. capture

d. to record accurately in words or pictures

6. banger

a. a song with a loud, energetic beat that is good for dancing to

3. Before you play the video, have students read the sentences. Then play the video and get students to complete the sentences. When they are done, have them compare their answers in pairs. Discuss the answers as a class at the end.

Answers:

The kids haven't seen each other for **1) two days**.
For these kids, **2) friendship** is very important.



The news about the judge went viral because of his **3) unique method of sentencing**.
Instead of sending the teen to jail, the judge decided to **4) make her walk 30 miles**.

Jayden danced because he wanted to **5) make the audience happy**.
He started dancing when he was **6) 2** years old.
Jayden's video got **7) 20 million** views.
His favourite football team invited him to **8) perform at the stadium**.



Kristi Buckley and her husband called the alligator **9) Godzilla**.
The other woman in the video thinks that the alligator has a **10) prehistoric** look.

A BBC weatherman got **11) 1.5 million** views on Twitter, and that was what he hadn't expected to happen.



4. Have students discuss the questions in pairs. Monitor and provide help when needed.
- Why do you think these news stories went viral?
 - What kind of news usually goes viral in our country?

Script

News story 1

Precious two year old New Yorkers Maxwell and Finnegan racing for the giant hug, acting like they hadn't seen each other for years. But it's actually only been two days.

My friend, you are just adorable.

It's the image that pulls you in and glues you to the screen. When Maxwell's dad posted the video on Facebook, it went viral. These two just melt my heart. We need more of this unconditional love. To them, colour doesn't matter. Friendship is all about the other stuff they share.

News story 2

Judge Chicanetti of Paynesville, Ohio or Judge Chick, as he goes by, sees 30 to 40 cases a day. But it's his unique method of sentencing that has turned him into a viral sensation. And now to this story, an Ohio judge is defending an unusual punishment.

He gave one teen a punishment she definitely will never forget.

18 year old Victoria Bascom takes a cab ride.

The teenager who skipped out on a cab fair to a long walk of shame.

Just a few months ago, one of the judge's latest sentences got international media attention. When 18 year old Victoria Bascom was given a choice, spend 30 days in jail or walk 30 miles.

I've never been to jail and I don't want to go to jail. I'm upset about this sentence because I'm thinking I was going to go on and have to just pay a fine. It's only \$100.

When did that idea pop into your head? You know what I'm going to do with this girl? I'm going to make her walk.

It just came to me. I even asked her. I think this is where it came in. When I said, If you didn't have a cab, then what would you do? She'd go: Walk. Then I said, Let's make her walk 30 miles. I gave her the choice of 30 days in jail or 30 miles.

News story 3

This is Beechwood Elementary School's second grade winter show. See the boy on the right in the 49er's sweatshirt? That's Jayden Williams, and sometimes he gets an irresistible urge.

I feel it coming into my body. I just want to dance and all that stuff.

His father, Kirk, sitting in the audience, saw him start to move and he knew what was coming.

As he was moving around, I was like, oh, he's about to start dancing. I know how he starts to get... As soon as he hears the music, he just takes over.

And take over he did. Eight year old Jaden brought down the house. You can hear the cheering in the last. That's all Jaden wanted.

I want to make them happy and wonderful for them so they can see something.

Williams is telling our Bay Area station KNTV. He's been dancing since he was two and taking dance lessons for about a year.

I love dancing. It's in my blood.

He jumped at the chance to show off his moves.

My teacher didn't ask if I can dance, but I wanted to dance. I want to make the audience happy. But that's not all. A classmate's mom posted the video and it racked up a mind blowing 20 million views. It then caught the attention of actress Viola Davis and Jayden's favourite football team, the San Francisco 49ers. While Jayden's dancing brought a smile to many faces this holiday season. The biggest one of all belonged to Jayden himself.

A thousand out of a thousand. I'm a huge Niner fan.

When the Niners invited him to perform those moves in front of thousands at Levi's Stadium during the fourth quarter of a home game on Saturday. Jayden, take it away. Here we go.

The chance of a lifetime. All because Jayden could not help but spread a little joy.

I just want them to have a beautiful day, beautiful weekend for everyone.

News story 4

It's the video that lit up the Internet today. An alligator nearly as long as an SUV saun turning from one marsh to another and stunning onlookers nearby. It was just awe inspiring. Christy Buckley was just wrapping up a morning hike with her husband, Sean, when the gator started to move. That's them right there, lying on the ground, capturing these still pictures from the other angle. And yes, he's just as big from that side too.

My husband and I are calling him Godziller because that's what he looked like going across the path.

Yes. Crossing so slowly, his feet flopping with every step, and that tail dragging long behind.

He's so prehistoric looking. He's amazing.

News story 5

That's the forecast. Stay safe and I'll see you soon.

I've got to be honest, it's such a banger, isn't it? No, it's a great song. Why not put some live drums over it? The response has been fabulous. It had over 1.5 million views. Is now, I think, on Twitter, and I absolutely was not expecting that to happen.

USE OF ENGLISH

Answers:

1

1. The news headline was **engaging**, but the story itself wasn't.
2. The match will be played on **artificial** grass.
3. This video cannot go **viral**, even if it features a celebrity.
4. I have to combat this **constant** desire to eat chocolate.
5. If I start watching a soap opera, I immediately become **addicted**.

2

1. The businessman had gone bankrupt three times before his company achieved high **profits**.
2. Learning how to **make** faster decisions can help improve your time-management skills.
3. The university decided to deliver **personalised** support to students who failed the exams.
4. In order to **make** assessment more objective, international experts were invited to assess students' language skills.
5. Staying near your car during a storm usually leads to increased chances of **survival**.

3

1. a) **I think we will win the championship this year.**

b) I think we will have won the championship this year.

2. a) **By 10 pm tonight, she will have finished writing the report.**

b) By 10 pm tonight, she will finish writing the report.

3. a) **Will the weather be fine tomorrow?**

b) Will the weather have been fine tomorrow?

4. a) They will arrive by 11 pm tomorrow.

b) **They will have arrived by 11 pm tomorrow.**

4

1. When people hear tragic news, their first reaction is usually **disbelief**.
2. The **generosity** of the foundation made the project possible.
3. Children from low-income families do not have the same **educational** opportunities as children from wealthier families.
4. The press were slow to understand the **significance** of what had happened.
5. By flying low, the plane avoided **detection** by enemy radar.
6. I was so lonely that I felt **disconnected** from the world around me.



A New Zealand couple are having **0) b** problems registering their new baby's name.

1) a were told that "4real" can't be used on a birth certificate because numerals are not **2) a**. The government office **3) b** the issue with the parents for a couple of weeks. This is because of a law that says that all unusual names must be given case-by-case consideration. A government official said, "The name **4) b** at this stage yet". We are currently in discussions with the parents to clarify the situation. Under New Zealand law, all children must be registered **5) a** two months of birth. The baby

will be registered as "Real" if no compromise is reached.

The Cheeka family intends **6) c** the discussions, hoping to register their baby as "4real". They predict that if a compromise is not reached, the story will go **7) c** and attract global attention. By next month, the couple **8) a** their baby as "4real" or accepted the alternative name of "Real". Paul and Sally Cheeka wanted to name their baby son "4real".

0.	a. little	b. <u>some</u>	c. any
1.	a. <u>They</u>	b. It	c. He
2.	a. <u>allowed</u>	b. depended	c. predicted
3.	a. has been discussed	b. <u>has been discussing</u>	c. is discussing
4.	a. had not been rejected	b. <u>has not been rejected</u>	c. is not rejected
5.	a. <u>within</u>	b. for	c. since
6.	a. continuing	b. that they will continue	c. <u>to continue</u>
7.	a. up-to-date	b. engaging	c. <u>viral</u>
8.	a. <u>will have either successfully registered</u>	b. will either successfully register	c. will have either successfully been registered



Aims: By the end of the lesson, students will be better able to identify grammar and vocabulary mistakes.



1. After the news went viral, the construction company ~~guaranteed giving~~ ^{guaranteed to give} back the money within a short period of time.
2. The news reporters have to provide up-to-date information. So, by this time tomorrow, they ~~will have been left~~ ^{will have left} for the accident scene.
3. Young people who are addicted to nicotine are at special risk of getting lung cancer, and special attention should be paid to these groups.
4. The elderly man intends ~~that he asks~~ ^{to ask} his grandson to teach him how to use social media websites. He believes that he will be able to keep himself informed if he has his own accounts.
5. My friend never follows the news. He thinks it is a waste of time. Instead he enjoys consuming books, which he believes helps him become more ~~informative~~ ^{informed}.
6. The news about an ~~elderly women~~ ^{elderly woman} who saved three lives was ~~engagement~~ ^{engaging}. Almost all news programmes from all over the world shared a news story about her.
7. If you come with me, I ~~will have read~~ ^{will read} to you the best stories of mine. I am going to have them ~~publishing~~ ^{published} next week.
8. Doctors recommend that I reduce my ~~news-consuming~~ ^{news consumption} if I constantly feel tired. This is what I think I ~~should have started~~ ^{should start} doing now.
9. These days young people are bombarded with advice on what to do. I believe that they should be given freedom to choose their own way.
10. This is the last sentence in the Mistake Detector Section of this book. Remember that the only real mistake is the one from which we learn nothing.

An Example of Summative Assessment Test

Name: _____ Class: _____ Date: _____

Listening Comprehension (20 points)

Task 1

You will hear the recording twice.

Listen and match the speakers to the questions they were asked at a job interview.

One question is extra.

You have 1 minute to read the questions.

Speaker 1 ____	a. What is your greatest accomplishment?
Speaker 2 ____	b. What didn't you like in your previous company?
Speaker 3 ____	c. What are some of your hobbies or interests outside of work?
Speaker 4 ____	d. What inspired you to apply here?
	e. How would you describe yourself?

You have 30 seconds to check your answers.

(___/20)

Reading Comprehension (40 points)

Task 2

Read the magazine article. Match common job interview questions (a-g) to the pieces of advice (0-5) on how to answer them. One question is extra.

- a. When you're balancing multiple projects, how do you keep yourself organised?
- b. Do you prefer working independently or on a team?
- c. How did you hear about this position?
- d. What are your salary expectations?
- e. What did you do in the last year to improve your knowledge?
- f. Could you tell me about yourself and describe your background in brief?
- g. Are you applying for other jobs?

0. **f** Interviewers like to hear stories about candidates. Make sure your story has a great beginning, an engaging middle, and an end that makes the interviewer **root for** you to win the job. Talk about a relevant incident that made you keen on the profession you are pursuing and follow up by discussing your education. If you've managed a complex project or worked on an exciting design, mention it.

1. ____ This question may come up as a result of the pandemic. Employers want to know how people used their time differently. Know that you don't have to feel scared about answering this question if you didn't spend your time **brushing up on skills** or taking courses. We learn from any experience we have.

2. ____ Employers want to understand how you use your time and energy to stay productive and efficient. They're also looking to understand if you have your own system for staying on track with the work beyond the company's schedules and workflow plans. Be sure to emphasise that you **adhere to** deadlines and take them seriously. Discuss a specific instance when you stayed on track. Talk about the importance of the tasks you were working on and how you allocated your time accordingly. Explain how you remain focused on the job in front of you.

3. ____ You should expect that most work environments will have some team aspect. Many positions require you to work collaboratively with other people on a daily basis, while some roles require you to work on your own. When you answer this question, highlight the best traits of your personality and how they fit the job requirements. It could also be in your interest to answer this question by highlighting the advantages and disadvantages of both situations.

4. ____ Interviewers want to know if you're really interested in this position or if it's just one of your many options. Simply, they want to know if you're their top choice. Honesty is the best policy. If you're considering other jobs, say so. They might want to know where in the hiring process you are with other companies.

5. ____ Employers want to know whether you are actively seeking out their company, heard of the role from a recruiter, or were recommended to the position by a current employee. In short, they want to know how you got to them. If someone recommended you for the position, be sure to say their name. You'll probably want to also follow up with how you know the person who referred you.

(___/25)

Task 3

Look at the boldfaced words/phrases and circle the correct option.

1. If you **root for** someone, you express or show
 - a) dissatisfaction with that person.
 - b) support for that person.
 - c) fear of that person's failure
2. If you **brush up on your skills**, you
 - a) lack skills.
 - b) possess skills.
 - c) refresh your skills.
3. If you **adhere to** deadlines, it means that you
 - a) never miss the deadlines
 - b) often have deadlines
 - c) always extend deadlines

(___/15)

Grammar (20 points)

Task 4

Circle the correct option.

1

- a. Can you tell me if where you were born?
- b. Can you tell me where were you born?
- c. Can you tell me where you were born?
- d. Can you tell me where whether you were born?

2

- a. Do you know if have they bought the car?
- b. I want to know when is he going to get a job.
- c. I wonder that we've got any bread.
- d. I would like to know why you came so late last night.

3

- a. I wonder if they have moved to a new house?
- b. I wonder whether they have moved to a new house.
- c. I wonder that they have moved to a new house.
- d. I wonder who they have moved to a new house.

4

- a. I've no idea they will come or not.
- b. I've no idea whether they will come or not.
- c. I've no idea whether will they come or not.
- d. I've no idea if or not they will come.

5

- a. Can you tell me when the deadline is?
- b. Can you tell me when is the deadline?
- c. Can you tell me whether the deadline is?
- d. Can you tell me when the deadline?

(___/20)

Vocabulary (20 points)

Task 5

Complete the sentences with the words/phrases from the box. Use each word/phrase only once. Not all of the words/phrases will be used.

resist	curious	curiosity	impression
self-conscious	broaden	trait	figure out

1. I have always been a _____ person who always sought new knowledge and experiences.
2. One _____ of her personality is her determination to achieve her goals.
3. His unusual manners left a lasting _____ on everyone he met.
4. Travelling has the power to _____ our horizons and open our minds to different cultures.
5. She felt _____ when she was walking into the crowded room, aware of all eyes on her.

(___/20)

This is the end of the test.

The Script and Keys of the Summative Assessment Test

Script

Speaker 1: I really enjoy playing the piano. I have been doing so since I was 10 years old, and I have become quite good at it. Another one is volunteering within the community. I coach my child's youth soccer team every Saturday morning with a few other parents. We work together to create game plays and offer individual instruction.

Speaker 2: First, I would say I am organised. I am constantly updating my calendar and reassessing my priorities. Also, I can anticipate the needs, when I am working on a project. Thus, I can easily prevent problems from occurring. I am always ready to accept additional responsibilities to ensure that the company stays on track to meet its goals.

Speaker 3: I won an advertising award five years ago. It was so special knowing that the top professionals in the industry appreciated my work. The committee invited me to an event where I could thank my team for their help in this work.

Speaker 4: The primary reason is that you have exceptional company culture. I was reading a news article that mentioned your company and how well it treats its employees. Another reason is that you have interesting clients. I have experience working with advertising companies, and I know my experience would help the marketing team here.

The Keys of the Summative Assessment Test

Listening:

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

Reading:

Task 1

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

Task 2

1. b
2. c
3. a

Grammar

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

Vocabulary

1. curious
2. trait
3. impression
4. broaden
5. self-conscious

References

1. "Azərbaycan Respublikasının ümumtəhsil məktəbləri üçün xarici dil fənləri üzrə təhsil proqramı (kurikulumu) (I-XI siniflər) – Bakı, 2013".
2. Celce-Murcia, M., Brinton, D. and Snow, M. Teaching English as a second or foreign language. National Geographic Learning, 2009.
3. Council of Europe, Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion Volume with new descriptors. Cambridge University Press, 2018.
4. Folse, K. The art of teaching speaking. University of Michigan Press, 2014.
5. Goh, Christine C.M. and Anne Burns. Teaching Speaking: A Holistic Approach. New York: Cambridge University Press, 2012.
6. I.S.P. Nation. Teaching vocabulary. Heinle, Cengage Learning, 2008.
7. Jeremy Harmer. How to teach English: An introduction to the practice of English language teaching. Pearson Longman, 2007.
8. Jeremy Harmer. The practice of English Language Teaching. Pearson Longman, 1997.
9. Jim Scrivener. Learning Teaching: A guidebook for English language teachers. Macmillan, 2011.
10. Jim Scrivener. The Essential Guide to English Language Teaching. Macmillan Education, 2011.
11. Mary S., Alan P., Melanie T. The TKT Course. Cambridge University Press, 2011.
12. McGrath, I. Teaching materials and the roles of EFL/ESL teachers. London: Continuum, 2013.
13. Penny Ur. Discussions that work. Cambridge University Press, 2007.
14. Peter Watkins. Learning to Teach English. Delta Publishing, 2005.
15. Pridham, Francesca. The Language of Conversation. London: Routledge, 2001.
16. Thornbury, Scott. How to Teach Speaking. Harlow: Longman, 2005.

Links

<http://adalilarmagazine.com>

<https://bestlifeonline.com>

<https://blog.genial.ly>

<https://bucketlistjourney.net>

<https://deepenglish.com/>

<https://ecampusontario.pressbooks.pub>

<https://eslbrains.com>

<https://explorescandinavia.org>

<https://introvertdear.com>

<https://leisuregrouptravel.com>

<https://oceanwide-expeditions.com>

<https://uprisehigh.com>

<https://www.ecoceanmalta.com>

<https://www.fluentu.com>

<https://www.independent.co>

<https://www.scienceofpeople.com>

<https://www.space.com>

<https://www.stuff.co.nz/>

<https://www.timeanddate.com>

<https://www.verywellmind.com>

<https://www.visitnorway.com>

<https://www.wonderopolis.org>

Video links

<https://www.youtube.com/watch?v=AJ2U4YKHOTE&t=1303s>

<https://www.youtube.com/watch?v=cef35Fk7YD8>

<https://www.youtube.com/watch?v=fOC5EHNkJ4I>

<https://www.youtube.com/watch?v=FWS5xflaoeA&t=34s>

<https://www.youtube.com/watch?v=jbPhTGu5BDw>

<https://www.youtube.com/watch?v=jdNS70aneVA>

https://www.youtube.com/watch?v=kzr_dodDuzw&t=89s

<https://www.youtube.com/watch?v=Pg1oTBALFuk>

<https://www.youtube.com/watch?v=-P-NxRnW8sU&t=1s>

<https://www.youtube.com/watch?v=pZSTu98-Cus&t=110s>

Buraxılış məlumatı

İNGİLİS DİLİ 11

Ümumi təhsil müəssisələrinin 11-ci sinifləri üçün
İngilis dili (əsas xarici dil) fənni üzrə dərsliyin (qrif nömrəsi: 2023-054)

METODİK VƏSAİTİ

Tərtibçi heyət:

Müəlliflər: **Könül Heydərova**
Günay Qurbanova
Sevinc Məmmədova

İxtisas redaktoru **İradə Vahabova**

Buraxılışa məsul **Rafiq Kazımov**
Dizayner və səhifələyici **Gülınar Ələkbərova**
Üz qabığının dizayneri **Ayaz Abdulzadə**
Texniki redaktor **Sevinc Yusifova**
Baş redaktor **Samirə Bektaş**
Texniki direktor **Allahverdi Kərimov**
Nəşriyyat direktoru **Sevil İsmayılova**

Rəqəmsal mobil texnologiyaların (animasiyalar, multimedia və QR kodlar)
dərslik və dərs vəsaitlərində istifadəsinin ideya müəllifi **Rafiq Kazımov**

© “Şərq-Qərb” Açıq Səhmdar Cəmiyyəti

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

Hesab-nəşriyyat həcmi 19,2. Fiziki çap vərəqi 27. Formatı 57x82^{1/8}.
Kəsimdən sonra ölçüsü: 195x275. Səhifə sayı 180.
Şriftin adı və ölçüsü: məktəb qarnituru 10-12. Ofset kağızı. Ofset çapı.
Sifariş . Tiraj . Pulsuz. Bakı – 2023

Əlyazmanın yığıma verildiyi və çapa imzalandığı tarix:

Çap məhsulunu nəşr edən:
“Şərq-Qərb” ASC
(Bakı, AZ1143, Hüseyn Cavid pr., 111)

Pulsuz