



**HEYDAR ALIYEV**

**THE NATIONAL LEADER OF THE AZERBAIJANI NATION**

Levinø

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# English

## Teacher Book

as a second foreign language for the 10<sup>th</sup> grades  
of general secondary schools

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We thank you for the cooperation.



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# Contents

CONTENTS .....	6
FROM AUTHORS .....	6
SYLLABUS .....	6
CONTENT STANDARDS/CORE STANDARDS AND SUBSTANDARDS ON CONTENT LINES .....	6

## Lesson 1 Bittersweet Memories

A. Vocabulary, listening and speaking .....	6
B. Reading and presentation of grammar: <i>Adjectives vs. Adverbs</i> .....	8
C. Grammar practice of <i>Adjectives vs. Adverbs</i> .....	10
D. Listening and speaking .....	12
E. Speaking and writing .....	14
Test Answers .....	88

## Lesson 2 Inspiring Women

A. Vocabulary, listening and speaking .....	18
B. Reading and presentation of grammar: <i>Indefinite Pronouns</i> .....	20
C. Grammar practice of <i>Indefinite Pronouns</i> .....	22
D. Listening and speaking .....	24
E. Speaking and writing .....	26
Test Answers .....	88

## Lesson 3 Distractions in Our Life

A. Vocabulary, listening and speaking .....	30
B. Reading and presentation of grammar: <i>So and Neither</i> .....	32
C. Grammar practice of <i>So and Neither</i> .....	34
D. Listening, speaking and writing .....	36
E. Speaking and writing .....	38
Test Answers .....	88

## Lesson 4 A Smart Shopper

A. Vocabulary, listening and speaking .....	42
B. Reading and presentation of grammar: <i>Either, Neither and Both</i> .....	44
C. Grammar practice of <i>Either, Neither and Both</i> .....	46
D. Listening, speaking and writing .....	48
E. Speaking and writing .....	50
Test Answers .....	88



## Lesson 5. Emotions in Balance

A. Vocabulary, listening, speaking and writing .....	54
B. Reading and presentation of grammar: <i>Relative Clauses</i> .....	56
C. Grammar practice of <i>Relative Clauses</i> .....	58
D. Listening and speaking .....	60
E. Speaking and writing .....	62
<b>Test Answers</b> .....	88

## Lesson 6. Exploring the World

A. Vocabulary, listening and speaking .....	66
B. Reading and presentation of grammar: <i>Because, Because of and So</i> .....	68
C. Grammar practice of <i>Because, Because of and So</i> .....	70
D. Listening, speaking and writing .....	72
E. Speaking and writing .....	74
<b>Test Answers</b> .....	88

## Lesson 7. From Passion to Profession

A. Vocabulary, listening and speaking .....	78
B. Reading and presentation of grammar: <i>Despite and Although</i> .....	80
C. Grammar practice of <i>Despite and Although</i> .....	82
D. Listening and speaking .....	84
E. Speaking and writing .....	86
<b>Test Answers</b> .....	88

## Lesson 8. That's Unbelievable!

A. Vocabulary, listening and speaking .....	90
B. Reading and presentation of grammar: <i>Present Simple, Past Simple and Future Simple Passives</i> .....	92
C. Grammar practice of <i>Present Simple, Past Simple and Future Simple Passives</i> .....	94
D. Listening and speaking .....	96
E. Speaking and writing .....	98
<b>Test Answers</b> .....	88

## Lesson 9. Climate Action

A. Vocabulary, listening and speaking .....	102
B. Reading and presentation of grammar: <i>The Passive with Modals</i> .....	104
C. Grammar practice of <i>The Passive with Modals</i> .....	106
D. Listening and speaking .....	108
E. Speaking and writing .....	110
<b>Test Answers</b> .....	88

Example of Summative Assessments .....	133
Track and keys of the summative assessment tests .....	133
Reference .....	133

## *From Authors*

*We are excited to introduce a new English course book for Grade 10, 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 the course book support 10th grade students' language learning by boosting their language skills of listening, speaking, writing and reading. 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*

Lessons	Hours	Sections	Standards
1 . Bittersweet Memories	1	Diagnostic Test	
	1	A. Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3.
	2	B. Reading and presentation of grammar: <i>Adjectives vs. Adverbs</i>	2.1.1. 2.2.1. 2.2.2. 2.2.3. 3.1.1. 3.1.2. 3.1.3.
	1	C. Grammar practice of <i>Adjectives vs. Adverbs</i>	1.1.1. 1.1.2. 4.1.2.
	1	D. Listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
	1	E. Speaking and writing	2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
	1	Test/ Small Summative assessment 1	
2 . Inspiring Women	1	A. Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3.
	2	B. Reading and presentation of grammar: <i>Indefinite Pronouns</i>	2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.
	1	C. Grammar practice of <i>Indefinite Pronouns</i>	1.1.1. 1.1.2. 4.1.2.
	1	D. Listening, speaking and writing	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
	1	E. Speaking and writing	2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
	1	Test/ Small Summative assessment 2	

### 3 . Distractions in Our Life

1

A. Vocabulary, listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3.

2

B. Reading and presentation of grammar: *Indefinite Pronouns*

2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1

C. Grammar practice of *Indefinite Pronouns*

1.1.1. 1.1.2. 4.1.2.

1

D. Listening, speaking and writing

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

E. Speaking and writing

2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

**Test/ Small Summative Assessment 3**

1

A. Vocabulary, listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

2

B. Reading and presentation of grammar: *Either, Neither and Both*

2.1.1. 2.2.2. 2.2.3. 3.1.1. 3.1.2. 3.1.3.

1

C. Grammar practice of *Either, Neither and Both*

1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3.

1

D. Listening, speaking and writing

1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

E. Speaking and writing

2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

**Preparation for the final assessment**

1

**Test/ Big Summative Assessment 4**

### 4 . A Smart Shopper

## 5 . Emotions in Balance

1

A. Vocabulary, listening, speaking and writing

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

2

B. Reading and presentation of grammar: *Relative Clauses*

2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1

C. Grammar practice of *Relative Clauses*

1.1.1. 1.1.2. 2.1.1. 2.2.3. 2.2.4. 4.1.1. 4.1.2.

1

D. Listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

1

E. Speaking and writing

2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

Test/ Small Summative Assessment 5

1

A. Vocabulary, listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3.

2

B. Reading and presentation of grammar: *Because, Because of and So*

2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1

C. Grammar practice of *Because, Because of and So*

1.1.1. 1.1.2. 2.1.1. 2.2.3. 2.2.4. 4.1.2.

1

D. Listening, speaking and writing

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

E. Speaking and writing

2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

Test/ Small Summative Assessment 6

## 6 . Exploring the World



## 7. From Passion to Profession

1

A. Vocabulary, listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

2

B. Reading and presentation of grammar: *Despite* and *Although*

2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1

C. Grammar practice of *Despite* and *Although*

1.1.1. 1.1.2. 2.1.1. 2.2.1 2.2.2 2.2.3. 2.2.4. 4.1.2.

1

D. Listening, speaking

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

1

E. Speaking and writing

2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

**Test/ Small Summative Assessment 7**

1

A. Vocabulary, listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

2

B. Reading and presentation of grammar: Present Simple, Past Simple and Future Simple Passives

2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1

C. Grammar practice of *Present Simple*, *Past Simple* and *Future Simple Passives*

1.1.1. 1.1.2. 2.1.1. 2.2.2 2.2.3. 4.1.2.

1

D. Listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

1

E. Speaking and writing

2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

**Test/ Small Summative Assessment 8**

## 8. That's Unbelievable!

## 9 . Climate Action

1	A. Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.
2	B. Reading and presentation of grammar: <i>The Passive with Modals</i>	2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.
1	C. Grammar practice of <i>The Passive with Modals</i>	1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 4.1.2.
1	Small Summative Assessment 9	
1	D. Listening, speaking and writing	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
1	E. Speaking and writing	2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
1	Preparation for the final assessment	
1	Test/ Big Summative Assessment 2	

# Content Standards

**Pupil at the end of X grade is able to:**

- follow multi-step instructions;
- identify the main idea of the text he/she listens to;
- retell the content of the text he/she reads or listens to;
- express his/her ideas in different forms using appropriate constructions;
- select and group main facts in the text he/she reads;
- summarise the main idea of the text he/she reads;
- read and write sentences with different constructions accurately;
- write CV and application letter.

## Core standards and sub-standards on content lines

### **1. Listening comprehension**

**Pupil is able to:**

**1.1. state his/her attitude about the content of the text he/she listens to**

**1.1.1.** complete tasks in order according to multi-step instructions;

**1.1.2.** develop a plan of the text he/she listens to.

### **2. Speaking**

**Pupil is able to:**

**2.1. demonstrate accurate pronunciation skills;**

**2.1.1.** pronounce different speech patterns accurately;

**2.2. demonstrate oral speech knowledge and skills;**

**2.2.1.** name objects, events and situations depicted in pictures about different contents;

**2.2.2.** describe the characteristics of objects, events and situations;

**2.2.3.** express his/her opinion in different forms;

**2.2.4.** state his/her attitude about the topic by making comparisons.

### **3. Reading**

#### **Pupil is able to:**

- 3.1. comprehend the content of the text he/she reads;
- 3.1.1. select and group main facts in the text he/she reads;
- 3.1.2. read the text with proper intonation;
- 3.1.3. summarise the main idea of the text he/she reads.

### **4. Writing**

#### **Pupil is able to:**

- 4.1. **demonstrate accurate writing skills**
- 4.1.1. write about the content of the text he/she listens to in a logical sequence;
- 4.1.2. write informative texts;
- 4.1.3. write a CV and an application letter.

# Bittersweet Memories

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

- express their opinions using the target language in a spoken form;
- develop their listening skills for specific information.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3.

**Interaction patterns:** individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording so they can listen and repeat the words. Monitor their pronunciation and provide support as needed.

**Note:** Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target words.

Example CCQs for checking understanding of the word "memory":

- Is memory something you can see? (No)
- Is it about remembering or forgetting? (Remembering)
- If you forget everything, do you have a good memory? (No)

## Track 1

1. memory
2. ruin
3. to approach
4. to whisper
5. to welcome
6. to take a deep breath
7. to restore
8. prominent

2. Ask students to complete the sentences using the words or phrases from Task 1. Remind them that they may need to change the form of some words. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

## Answers:

1. The students whispered/ were whispering because they didn't want their teacher to hear them.
2. Before the speech, she took a deep breath to calm herself down.
3. They worked hard to restore the old painting, and now it looks new again.
4. She has a good memory of the time they spent at the beach.
5. The old house became a ruin after the fire destroyed it.
6. The hotel staff are always happy to welcome new guests.
7. As we started to approach the mountain, the view became more beautiful.



3. Tell students they will hear four different speakers and need to match each one to a statement. Remind them that there is one extra statement they won't use. Give them a moment to read the statements carefully before you play the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

**Answers:**

**Speaker 1**

D. This person is speaking about a prominent person.

**Speaker 2**

A. This person is welcoming the guests.

**Speaker 3**

E. This person is restoring an old building.

**Speaker 4**

C. This person is whispering the news to a friend.

**Track 2**

**Speaker 1:** Everyone in Azerbaijan remembers Heydar Aliyev because he was a great leader for the country. He worked hard to make Azerbaijan stronger and more independent.

**Speaker 2:** Good afternoon, everyone! We are so happy to see you here today. Please make yourselves comfortable.

**Speaker 3:** We are repairing the old walls and fixing the roof. This place will look beautiful again once we're finished.

**Speaker 4:** Don't tell anyone, but something exciting will happen tomorrow.

4. Divide the class into pairs or small groups (3–4 students).  
Ask students to take turns asking and answering the questions.  
Get them to speak in full sentences and give detailed answers with examples or short stories.  
Have them listen carefully when their partner is speaking. Set a time limit (e.g., 8–10 minutes).  
Monitor the pair or groups as they speak. Encourage students to stay on topic and speak as much as possible. Support students by prompting them if they struggle with ideas or language.

**Answers:**

1. What is your happiest memory from childhood?
2. When you see a dog on the street, do you feel safe to approach it? Why or why not?
3. How do you welcome guests when they visit your home?
4. Can you name a prominent person from your country? Why is he/she important?
5. Do you whisper when you talk to friends, or do you speak loudly? Why?
6. When you are nervous, do you take a deep breath? Does it help you feel better?
7. Why do you think it's important to remember places like the ruins of Aghdam?
8. Do you think it's important to restore old buildings and monuments? What can we learn from them?

# Bittersweet Memories

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

- develop their reading skills for detailed information by reading the
- text about a man returning to Shusha after 30 years; ask and answer the questions related to the topic.

**Standards:** 2.1.1. 2.2.1. 2.2.2. 2.2.3. 3.1.1. 3.1.2. 3.1.3.

**Interaction patterns:** individual, pair, group

1. Have students work in pairs and look carefully at the photo provided. Ask them to discuss the questions together.



- What do you see in the photo?
- How do you think the man feels? Why?
- What do you think happened to the house?
- What kind of memories do you think the man has of living in this house?

Monitor the pairs as they discuss the questions. Offer help and encourage deeper thinking where necessary. Nominate random students after the discussion to share their ideas with the class.

2. Ask students to read the text quickly and answer the questions. Once they have finished reading, discuss the answers as a class.

**Possible answer:**

Samir's return to Shusha is an emotional and meaningful journey because he is reconnecting with his childhood memories, his parents' stories, and his family's homeland after thirty years.

3. Tell students that they are going to read the text again. Inform them that five parts of sentences have been removed from the text. Explain that they must choose from options A–F the part that best fits each gap in the text. Remind students that there is one extra option they do not need to use.

Instruct students to read the whole text carefully before making their choices.

Encourage them to look for clues such as pronouns, linking words, and the overall meaning to find the best fit. Have them check answers in pairs. Then discuss the answers together after pairs have finished.

**Answers:**

1. **C**      2. **F**      3. **D**      4. **A**      5. **E**

4. Have students look at the underlined phrase in the text and choose the correct definition from the given options. Tell students to compare their answers in pairs. Then discuss the correct answer as a class, and clarify the meaning if needed.

**Answer:**

- a) a strong feeling of emotion

5. Have students look at the boldfaced words in the text and identify whether each boldfaced word is an adjective or an adverb. Tell students to complete the table by writing the adjectives and adverbs in the correct columns. Check the answers together as a class and review any mistakes or confusing examples.

**Answers:**

**Look at the boldfaced words in the text and choose the correct option to complete the rules.**

1. We use **adjectives** to describe nouns.
2. We use **adverbs** to describe verbs, adjectives, or other adverbs.
3. Adverbs usually end in **-ly**, but not always.
4. In the sentence "He spoke softly", *softly* is an example of an **adverb**.
5. In the phrase "the fresh air and the tall mountains", *fresh* and *tall* are **adjectives**.
6. We use **an adjective** after the following verbs if we are describing the subject: *smell, sound, taste, look, seem, appear, and feel*.

# Bittersweet Memories

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

- develop their listening skills for specific information;
- write about themselves using the target language.

**Standards:** 1.1.1. 1.1.2. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Have students work individually and complete the sentences with the correct option. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

**Answers:**

1. He answered the question quickly.
2. The soup tastes delicious.
3. She worked hard on her project.
4. They felt excited about the trip.
5. The weather seems warm today.
6. She spoke softly to the audience.
7. The dog barked loudly at the stranger.
8. The baby looked cute in the new costume.
9. He arrived late for the appointment.
10. We hardly found any seats, so we decided to leave.

2. Ask students to work individually and fill in the blanks with the correct form of the word in brackets (adjective or adverb). Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

**Answers:**

1. He seems tired after the long meeting.
2. They walked slowly to enjoy the scenery.
3. The test was easy for most of the students.
4. The cake smells good.
5. The dog feels happy when it sees its owner.
6. He drives his car carefully on busy streets in the city.
7. The dog waits patiently for its food every morning.
8. The flowers smell sweet.

3. Ask students to work individually. Tell them to change the adjectives into adverbs and rewrite the sentences. When they finish, ask them to compare their answers with a partner. Finally, check the answers together as a class.

**Answers may vary.**

1. She is a quick learner. → She learns quickly.
2. The student is a hard worker. → The student works hard.

3. The child is a quiet sleeper. → The child sleeps quietly.
4. He gave a polite response. → He responded politely.
5. They made a sudden decision. → They decided suddenly.
6. She has a beautiful voice. → She sings beautifully.
7. The actor gave an energetic performance. → The actor performed energetically.
8. The painter is an amazing artist. → The artist paints amazingly.

4. Put students into pairs. Ask each pair to make up sentences using the adverbs provided under each picture. Have pairs compare their sentences with another pair once they are ready. Discuss the sentences together as a class and provide feedback where needed.

### Possible answers:

1. The students listened to the teacher attentively.
  2. The dog barked loudly at the strangers.
  3. Rafael Aghayev sang the Azerbaijani national anthem proudly.
  4. The tourist asked for directions politely.
  5. The ballerina danced beautifully on the stage.
5. Tell students that they are going to hear six people talking about their memories. As they listen, they should complete the sentences with an adverb. Before you play the recording, have students read the sentences. After listening, ask students to compare their answers in pairs. Then discuss the answers as a class.

### Answers:

1. cheerfully    2. excitedly    3. curiously    4. nervously    5. quickly    6. proudly

### Track 3

**Speaker 1:** I remember the days I spent at my grandmother's house. She would always bake cookies, and we would cheerfully eat them together in the garden.

**Speaker 2:** I used to play football with my friends in the park. We would excitedly run around and chase the ball every afternoon after school.

**Speaker 3:** I often visited the library as a child. I quietly sat in the corner, curiously reading books about magical worlds and dreaming of adventures.

**Speaker 4:** I remember my first trip to the beach. I was so young, and I nervously stepped into the water, but soon I was bravely jumping over the waves.

**Speaker 5:** My dad patiently taught me how to ride a bike. At first, it was really hard, but I quickly learned and rode my bike around the neighbourhood.

**Speaker 6:** I used to build models of cars and planes carefully. I proudly displayed them on my shelf, showing them off to my friends when they visited.

6. Have students work individually to complete each sentence with their own ideas and words. Encourage them to be creative and personalise their responses, ensuring that each sentence is both meaningful and grammatically accurate. Once they have finished, have students work in pairs to compare and discuss their answers.

**Answers will vary.**



# Bittersweet Memories

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

- develop their listening skills for detailed information;
- ask and answer questions about their memories;
- write about their memories.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Before doing *Find someone who...* task, ask students to copy the sentences into their notebooks and leave some space next to each sentence.

Tell students that they need to ask their classmates questions. Change the first statement into a question and write it on the board: Did you have a favourite toy when you were a child? If you think that students might have difficulty changing the statements into 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. Once they have finished asking questions, get some feedback from random students.

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 students compare their answers in pairs before you provide whole-class feedback.

**Answer:**

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

3. Tell students that they are going to listen to the first speaker. As they listen, they should answer the question and choose the correct option. Before you play the recording, have them read the question and options. Then play the recording. When they are done, check the answers as a class.

**Answer:**

**d)** his early childhood memories

4. Tell students they will listen to the recording again, but this time they must decide whether the sentences are true or false. Before playing the recording, ask them to read the sentences carefully. Then play the recording. Once they have finished, have students compare their answers with a partner. Finally, discuss the answers together as a class.

**Answers:**

**Speaker 1**

1. He had an accident while playing outdoors. **True**

2. His grandmother was a physically strong woman. False
3. His grandmother is still alive. False

### Speaker 2

4. Her family used to take her to the amusement park. True
5. It was hot inside the car. True
6. They were able to catch the ball. False

### Speaker 3

7. It was a sunny summer day. True
8. She burned his whole hand. False
9. She probably enjoys drinking hot tea. False

### Track 4

**Speaker 1:** I was playing outside when I fell. Suddenly, I felt a lot of pain and started screaming. My grandmother quickly ran to me. I couldn't stand up or walk. She was only 1.52 meters tall and very weak, but she still picked me up and carried me into her house. I was six years old and much bigger than her. Everyone in the family was surprised. But she just smiled and said, "I would never let my boy be in pain." I lost her 5 years ago, and I really miss her.

**Speaker 2:** When I was about six or seven, my parents took me to an amusement park. It was a tradition we often had in summer. We rode the carousel, ate cotton candy and had a great time. Before we left the park, my dad bought me a balloon. On the way home, I played with it in the car. The windows were open because the air-conditioning wasn't working, and the balloon flew out of my hands and disappeared. I cried, and my parents tried to comfort me. I'll never forget that moment.

**Speaker 3:** When I was about 4 years old, my family took me to the beach on a hot summer day. We were sitting on a blanket, enjoying the sun and eating snacks. My mom had a cup of hot tea next to her, and I was curious about it. I reached out and put my finger into the tea without thinking. It was so hot that I immediately screamed and pulled my finger back. My mom quickly grabbed me and looked at my finger. It was red and hurting. After that, I was always careful around hot drinks. I'll never forget that moment as it left me with a strong fear of hot tea.

5. Tell students that they are going to write about their childhood memories. Show them the four options: *Playtime*, *Travel experiences*, *Learning moments*, and *Friends and fun*. Explain that each option has a guiding question to help them organise their ideas. Ask students to choose one topic they feel comfortable writing about. Give them some time to plan their writing. Encourage them to include details like who was involved, where it happened, what they did, and how they felt. When they are ready, put students in pairs or small groups. Ask them to provide peer feedback. Set a time limit for each student. After the pair/group work, invite a few volunteers to read out their stories.

# Bittersweet Memories

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

- express their opinions about the things that can create the best memory for their friends;
- make up a story about the given photos using the phrases provided.

**Standards:** 2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

**1.** Show the four options:



*A handmade gift*



*An unforgettable experience (e.g. a trip, a concert)*



*A surprise party with close friends*



*An album with shared memories*

Check that students understand all the items. Clarify any unfamiliar words (e.g., "handmade," "memorable").

Tell students they will work in pairs to discuss and agree on the best gift for making a memory. Ask them to use the useful phrases provided in the boxes to structure their conversation. Divide students into pairs. Ask them to take turns sharing their opinions, using at least three useful phrases from the boxes. Encourage them to explain why they think one option is better, not just name it.

Walk around, listen to conversations, and help if students struggle with vocabulary or phrasing. Praise students who make polite disagreements or thoughtful suggestions. Emphasise fluency over accuracy – encourage students to keep the conversation flowing even if they make small grammar mistakes.

Model polite disagreement if needed by demonstrating phrases like "I see your point, but..." Encourage quieter students by prompting them gently ("What do you think about...?"). Invite a few pairs to share their chosen gift and explain their reasons.

Write key phrases or sentences on the board to highlight good language use.

**2.** Pre-teach or review the useful vocabulary: *get one's first bike, feel proud of oneself, fall off and get up again, look back on childhood, experience a sense of nostalgia.*

Make sure students understand the time progression (1988 to 2024). Present these guiding questions if students need support.

- How old do you think the boy was when he got his first bike?
- Who helped him learn to ride it?
- Did he feel proud when he succeeded?
- What do you think he remembers now, many years later?
- Why might he feel nostalgic about that time?

Ask students to write a short story (about 120–150 words) based on the pictures. They should include details about:

1. The boy's birthday and first bike.
2. His experience learning to ride.
3. How his parents supported him.
4. How he looks back on these moments now as an adult.

Invite a few students to read their stories aloud.

### **A sample story:**

Kamil was born in Khankendi. In 1988, he got his first bike for his birthday. He was very happy.

At first, Kamil was a little afraid. He couldn't ride the bike well. He often fell off and got up again, but he didn't give up. His father helped him learn how to ride. After a few days, he could ride by himself. He felt proud of himself. His parents were also very happy. Kamil loved his bike and rode it every day.

In the late 1980s, the war started. Kamil's family had to leave Khankendi.

In 2023, after Azerbaijan got Khankendi back, Kamil returned to his hometown. He visited his old house. In the garage, he found his old bike. He smiled and looked back on his childhood. He experienced a sense of nostalgia and remembered the happy times with his family.



# TEST

## Answers:

I.

1

- a) She danced beautifully at the competition.
- b) He ran quickly to catch the bus.
- c) **The soup tastes deliciously.**
- d) The baby sleeps peacefully.

2

- a) She speaks English fluently.
- b) **The sky looks beautifully tonight.**
- c) He writes neatly in his notebook.
- d) The dog barked loudly when it saw me.

3

- a) They worked hard to finish the project on time.
- b) She politely asked the waiter for a glass of water.
- c) The little boy played in the park with his friends happily.
- d) **He felt nervously when he had to speak in front of the class.**

4

- a) The music sounded beautiful and relaxing.
- b) **He showed his parents his school project proud.**
- c) She carefully carried the hot soup to the table.
- d) He speaks clearly so everyone understands.

5

- a) The baby cried loudly when he was hungry.
- b) They laughed happily when they played together in the park.
- c) **Mountain climbing can be a very dangerously activity.**
- d) The old house appeared empty and dark at night.

6

- a) We are not working too hard these days.
- b) They have been happily married for many years.
- c) The teacher seemed kind and friendly.
- d) **He looked at Tom angry and left the room.**



## II.

**1**

- |             |  |
|-------------|--|
| 1. approach | a. He had to <u>whisper</u> because the baby was sleeping.       |
| 2. welcome  | b. The little boy was afraid to <u>approach</u> the big dog.     |
| 3. whisper  | c. The hotel staff is always happy to <u>welcome</u> new guests. |

A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - a, 3 - b    D. 1 - b, 2 - a, 3 - c

**2**

- |           |  |
|-----------|--|
| 1. memory | a. He lost his <u>breath</u> when he saw the surprise party.         |
| 2. ruins  | b. The building is in <u>ruins</u> after the earthquake.             |
| 3. breath | c. I have a clear <u>memory</u> of our trip to Uzbekistan last year. |

A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

**3**

- |              |  |
|--------------|--|
| 1. careful   | a. She is a <u>curious</u> student because she always asks interesting questions.            |
| 2. prominent | b. Be <u>careful</u> when you cross the street, especially when there are no traffic lights. |
| 3. curious   | c. She has a <u>prominent</u> role in the school play.                                       |

A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

## III.

Sophie walked through the old street. Many houses were in **1) ruins**, but her childhood home was still there. She touched the door **2) carefully**.

An old neighbour saw her and **3) welcomed** her. "Do you remember this place?" he asked. Sophie smiled and said, "Of course!"

Inside, she **4) grabbed** a small box from the table. It was full of old photos. She looked at them one by one and remembered the happy moments from her childhood. "Sophie, this house is filled with your **5) memories**. It will feel like home again." The neighbour's kind words **6) comforted** her.

"I want to **7) restore** this house," she said.

# Inspiring Women

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

- express their opinions using the target language in a spoken form;
- develop their listening skills for specific information.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3.

**Interaction patterns:** individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording so they can listen and repeat the words. Monitor their pronunciation and provide support as needed.

**Note:** Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target words.

## Track 5

1. challenging
2. courageous
3. persistent
4. to inspire
5. to give up
6. to declare
7. to remain
8. to overcome obstacles

2. Ask students to complete the sentences using the words or phrases from Task 1. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

## Answers:

1. It's important to be persistent if you want to finish a big project.
  2. They didn't give up, even when the task was hard.
  3. His story will inspire many people to try new things.
  4. I have to declare that I failed the exam, but I will study harder next time.
  5. It was a challenging situation, but he managed to finish the race.
  6. I'm going to remain in bed because I'm not feeling well.
  7. We all face problems, but we must overcome obstacles if we want to be successful.
3. Tell students they will hear four different speakers and, as they listen, they need to choose the correct option. Give them a moment to read the statements carefully before you play the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

## Answers:

**Speaker 1**

This person was/wasn't persistent.

**Speaker 2**

This person gave up/didn't give up.

**Speaker 3**

This person faced a wrong/challenging situation.

**Speaker 4**

This person was persistent/courageous.

## Track 6

**Speaker 1:** During the race, I kept running even when I felt like stopping. Every part of my body was hurting, but I knew I had to finish what I started.

**Speaker 2:** I try to remind my team that no matter how hard things get, they need to keep going. When I was facing hard times, I found that staying positive helped me move forward.

**Speaker 3:** There was a time when I worked on a project that seemed impossible to finish. It felt like everything went wrong, and I faced many problems. But in the end, I learned a lot from the experience and became stronger.

**Speaker 4:** That day, I smelled smoke and saw a fire near our house. I noticed our neighbour's dog was still inside their burning house. Without thinking, I ran back, covered my face with my jacket, and broke through the smoke to save it.

### 4. Divide the class into pairs or small groups (3–4 students).

Ask students to take turns asking and answering the questions.

Get them to speak in full sentences and give detailed answers with examples or short stories.

Have them listen carefully when their partner is speaking. Set a time limit (e.g., 8-10 minutes).

Monitor the pair or groups as they speak. Encourage students to stay on topic and speak as much as possible. Support students by prompting them if they struggle with ideas or language.

## Answers:

1. Can you think of a time when you did something courageous? What happened?
2. When was the last time you were persistent about something?
3. Have you ever given up on doing something?
4. Who is someone who inspires you? Why do they inspire you?
5. If you can declare one thing to the world, what will it be and why?
6. What is the most challenging thing you have ever done? How did you feel after completing it?
7. When you face problems, do you remain calm or do you panic?
8. What is one big obstacle you had to overcome in your life? How did you do it?

# Inspiring Women

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

- express their opinions about two female pilots;
- develop their reading skills for specific information by reading the text about two famous female pilots.

**Standards:** 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

**Interaction patterns:** individual, pair, group

**1.** Begin with a short class discussion. Ask students:

- *Have you ever heard of Amelia Earhart or Leyla Mammadbayova?*
- *What do you know about them?*
- *Do you think being a pilot is a challenging job? Why or why not?*

Then ask students to look at the photos of Leyla Mammadbayova and Amelia Earhart. In pairs, have them discuss the following questions:

- *Why do you think they decided to become pilots?*
- *What kind of obstacles do you think they had to overcome?*

Encourage students to share ideas about gender roles and societal expectations. When they are done, invite a few pairs to share their thoughts with the class.

**2.** Tell the students that they are going to read a text about two female pilots. As they read, they should answer the questions. Set a time limit. Once they finish reading, ask students to compare their answers in pairs. Then discuss the answers as a class.

## Answers:

1. **Amelia Earhart** planned a long journey but never completed it.
2. **Leyla Mammadbayova** taught new pilots learn how to fly.
3. **Amelia Earhart** had to land because of problems with the aircraft.
4. **Leyla Mammadbayova** showed people that women could do difficult jobs in aviation.
5. **Leyla Mammadbayova** made parachute jumps as well as flying planes.
6. **Amelia Earhart** could not talk to others by radio and got lost.
7. **Leyla Mammadbayova** travelled to another country for flight training.
8. **Leyla Mammadbayova** looked after her home and children before becoming a pilot.

**3.** Ask students to look at the boldfaced words in the text and complete the rules with the suggested words ( affirmative (X2), negative, plural, questions, singular (X2), -body). Remind them that they can use some words more than once. After they finish, check the answers together as a class and clarify any questions they may have..

## Answers:

1. We use indefinite pronouns beginning with some- in **a) affirmative** sentences.
2. We use pronouns beginning with any- in negative sentences and **b) questions**. They can also be used in **c) affirmative** sentences when they mean "it doesn't matter which one."

3. Indefinite pronouns ending in -one and in **d) -body** mean the same.
4. Pronouns beginning with no- have a **e) negative** meaning. They take a f) singular verb form.
5. Pronouns beginning with every- have a **g) plural** meaning, but they take a **h) singular** verb form.

Learnlive

# Inspiring Women

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

- develop their listening skills for specific information;
- write about themselves using the target language.

**Standards:** 1.1.1. 1.1.2. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Have students work individually and complete the sentences with the correct option. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

**Answers:**

1. She is looking for somebody to help her with the homework.
2. There is nothing in the fridge. We need to do the shopping.
3. I haven't got anything to do today. It's a free day!
4. Somebody knows the answer to this question.
5. He didn't say anything about the meeting.
6. There's nobody here who can help you with that.
7. Nobody was at the park when I arrived.
8. She can't find her keys anywhere.
9. Is there anything I can do to help you?
10. I've looked everywhere for my glasses, but I can't find them.

2. Ask students to work individually and complete the sentences with the words in brackets. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

**Answers:**

1. I think there's something wrong with this plan, but I can't explain it to anybody.
2. There's nothing I can do to change the past, but maybe there's something I can do to fix the future.
3. Everybody knows Frida Kahlo's famous paintings. But can anybody explain the meaning behind them?
4. There's something wrong with my computer, but I can't find anybody to fix it.

3. Explain to students that they need to complete each sentence by using the correct indefinite pronouns (somebody, anybody, nobody, something, anything, nothing, somewhere, anywhere, nowhere, everywhere, everything). Remind them to think about whether the sentence is affirmative, negative, or a question to choose the appropriate word. After students complete the task individually, check the answers together and discuss any mistakes or patterns.

**Answers:**

1. Beth and her family live somewhere near London.
2. Do you know anybody at your new school?

3. I am staying here. I am not going anywhere.
4. Have you ever met anyone famous?
5. Someone/Somebody is waiting for you outside. She didn't want to come in.
6. There is something in the box you need to see.
7. I have nothing to do this afternoon. I am free to meet with you.
8. We went nowhere last weekend because of the rain.

4. Ask students to complete each sentence by choosing the correct word. Encourage students to think about whether the sentence is affirmative, negative, or a question, as this will help guide their choice. After students complete the task individually or in pairs, review the answers together as a class, explaining any errors or misunderstandings.

### Answers:

1. He wanted to give up, but somebody encouraged him to keep trying.
  2. The president will declare something important tomorrow.
  3. Unfortunately, there was nobody to help me when I needed support.
  4. I'd like to watch movies tonight, but today there is nothing interesting on TV.
  5. We searched everywhere, but the lost cat was nowhere.
  6. They plan to go somewhere special on his birthday.
  7. I wanted to read an interesting book, but I didn't find anything in the library.
  8. He looked around but didn't see him anywhere.
  9. Did anyone call me while I was out?
5. Tell students they will hear four different speakers and need to match each one to a statement. Remind them that there is one extra statement they won't use. Give them a moment to read the statements carefully before you play the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then check the answers as a class.

### Answer:

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

### Track 7

**Speaker 1:** Everyone in this class is a stranger for now, but i'd like to change this situation.

**Speaker 2:** Nobody reminded me about the homework, so I completely forgot to do it.

**Speaker 3:** I can't find anything interesting to read in the library for our class project.

**Speaker 4:** Nobody invited me to join their group for the project, so I'll have to work alone.

6. Ask students to work individually and complete a set of sentences with their own ideas. Emphasise that answers are personal and subjective—there are no right or wrong answers. Provide an example for each prompt if necessary to model the task. Encourage students to explain their ideas in 3–4 sentences. Ask them to use complete sentences to give reasons, examples, or personal experiences to support their ideas. Circulate around the room to check students' work as they write. Offer feedback on sentence structure, vocabulary, or spelling as needed. When they are done, ask them to share their answers in pairs, small groups, or with the whole class.

# Inspiring Women

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

- develop their listening skills for specific information;
- ask and answer questions about Mehriban Aliyeva's life;
- talk/write about a female role model

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

**1.** Put students into pairs and have them discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.

- Can you think of any historical Azerbaijani women who played an important role in the country's development?
- What qualities make these women role models?

**2.** Tell students they will listen to a lecture and complete the missing information in the notes while they listen. Before you play the recording, ask students to read the notes. Play the recording. When they are done, have students compare their answers in pairs. Then check the answers as a class.

**Answers:**

1. Moscow
2. eye diseases
3. 2005
4. Azerbaijani Culture Friends Foundation
5. magazine
6. 2017
7. Golden Heart
8. kindness

Invite students to share additional facts they know about Mehriban Aliyeva or discuss why she is inspiring.

**Track 8**

Good morning, everyone! Today, we are going to talk about Mehriban Aliyeva, an important leader in Azerbaijan. She is the First Vice President and First Lady of the country. She is also a doctor and a cultural ambassador. Her work in medicine, culture, and politics has helped many people. Mehriban Aliyeva studied medicine at Azerbaijan Medical University. Later, she continued her studies in Moscow and became a doctor.

After her studies, she worked in medical research and focused on eye diseases.

She also earned a Ph.D. in 2005, showing her deep interest in medicine and ethics.

Mehriban Aliyeva also works hard to promote Azerbaijani culture. She founded the Azerbaijani Culture



Friends Foundation in 1995 and started a magazine to introduce Azerbaijani traditions to the world. In 2004, she founded the Heydar Aliyev Foundation. The foundation helps with education, healthcare, and culture. She also became active in politics and was appointed First Vice President in 2017.

Mehriban Aliyeva is a Goodwill Ambassador for UNESCO and ISESCO, supporting culture and education. She has received many awards, including Golden Heart International Award for her humanitarian work and Legion of Honour from France.

Mehriban Aliyeva is an inspiring woman because she helps people through healthcare, education, and charity. She works to preserve culture and represents Azerbaijan internationally. Her kindness, leadership, and dedication make her a great role model. Thank you for listening! Does anyone have any questions?

**3. A.** Tell students they will work in pairs to roleplay an interview about Mehriban Aliyeva's life. Assign roles:

**Student A** will act as a journalist. Their task is to prepare and ask at least 5 questions about Mehriban Aliyeva's education, career, achievements, and contributions.

**Student B** will act as an expert who knows a lot about Mehriban Aliyeva's life. The expert's task is to answer the journalist's questions using information from the lesson or their notes.

Allow 3–5 minutes of preparation time for students to write down their questions and review facts. Have students roleplay the interview for 5–7 minutes. Walk around the classroom to monitor, help with vocabulary, and encourage full-sentence answers.

**B.** After the first round, ask students to switch roles and repeat the activity, giving both partners a chance to practise asking and answering.

**4. A.** Ask students to think of a woman who inspires them or others. She can be:

A family member, teacher, or someone from their community.

A famous person from the present (like Malala Yousafzai).

A historical figure (like Marie Curie or Cleopatra).

Have students make notes about:

- Who is she? (Name, background, profession)
- What has she achieved? (Her contributions, role in society)
- Why is she important? (How has she helped society?)

**B.** Have students use the structure provided to prepare their speech.

- Introduction → Today, I will talk about [Name]. She is a [profession].
- Early Life & Career → She was born in... She studied/worked in...
- Achievements → She helped... She started... She improved...
- Her impact → She is important because...
- Conclusion → I think she is a great... because...

Encourage the use of adjectives for personality and achievements (e.g., brave, kind, intelligent, determined) and language for giving reasons (e.g., because she..., she inspires me by...).

**C.** Ask students to deliver their speeches within a set time limit. Take notes on both language inaccuracies and effective use of structures for discussion during the feedback stage.

# Inspiring Women

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

- express their opinions about inspiring people;
- make up a story about the given photos using the phrases provided.

**Standards:** 2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

**1.** Ask students: *"What kind of people do you find inspiring?"*

Elicit a few ideas and write them on the board. Briefly discuss what makes someone inspirational. Tell students they will work in pairs to decide which type of person is the most inspiring for young people and why. Show them the four visual options and read the prompt aloud.



*Someone who  
overcame a big  
challenge*



*Someone who  
helps others in  
need*



*Someone who  
follows his/her  
dreams*



*Someone who  
works hard to save  
the environment*

Ask them to use the **useful phrases** provided in the boxes to structure their conversation. Divide students into pairs. Ask them to take turns sharing their opinions, using at least three useful phrases from the boxes.

Walk around, listen to conversations, and help if students struggle with vocabulary or phrasing. Praise students who make polite disagreements or thoughtful suggestions. Emphasise fluency over accuracy – encourage students to keep the conversation flowing even if they make small grammar mistakes. Encourage quieter students by prompting them gently ("What do you think about...?"). Invite a few pairs to justify their choice.

**2.** Pre-teach or review the useful vocabulary: *help her siblings with homework, study late at night, work hard to achieve her goals, follow her dream of becoming a teacher, receive an award for her efforts, inspire others through her story*

Ask students:

- How old do you think the girl is in the first picture?
- What is she doing for her siblings?
- When do you think she studies?
- What career is she working toward?
- Why do you think she receives an award in the end?
- How do the people around her feel?

Then ask students to write a short story (120–150 words). Set a time limit. They should include the following stages:

1. The girl's childhood and responsibilities at home
2. Her dedication to her studies
3. Her dream of becoming a teacher
4. Her success
5. How she inspires others with her story

When they are done, invite a few students to read their stories aloud.

### **A sample story:**

Leyla grew up in a small town with her two younger brothers. Every evening, she helped her siblings with homework. After that, she studied late at night. She was often tired, but she worked hard to achieve her goals.

Leyla wanted to be a teacher. After finishing school, she took the university entrance exam. She passed the exam and got into a good university. She was very happy. At university, she studied hard and followed her dream of becoming a teacher.

After some years, Leyla became a teacher. She loved teaching her students. One day, she received an award for her efforts.

Leyla's story inspired others through her story. Many people in her town wanted to work hard like her.



# TEST

## Answers:

I.

- 1** a) Somebody will answer the phone soon.  
b) **I can't find nowhere to park the car.**  
c) Somebody is here to see you.  
d) Nobody can help you with that task.
  
- 2** a) Is there anything I can do to help you?  
b) I don't have anything on my mind right now.  
c) There's nothing I can do to change this.  
d) **I can't find something to wear for the party.**
  
- 3** a) Nowhere else is better than home.  
b) **I can't see nothing in this dark room.**  
c) There is nowhere to go in this town.  
d) I can't find anything to buy in this shop.
  
- 4** a) There is nobody left to ask for help.  
b) Nobody can arrive later than 6 PM for the meeting.  
c) I haven't heard anything about the event.  
d) **Nothing knows where he went.**
  
- 5** a) Do you know anybody who can fix the car?  
b) **I haven't heard from something since yesterday.**  
c) Is anybody interested in joining us for dinner?  
d) We are meeting somebody at the restaurant right now.
  
- 6** a) Let's go somewhere nice for dinner tonight.  
b) I don't want to go anywhere expensive.  
c) **We can't go nowhere because we have no car.**  
d) We went everywhere looking for you.

## II.

<b>1</b> 1. courageous 2. challenging 3. persistent	a. Learning a new language is <b>challenging</b> , but it's also very interesting. b. I'm not very good at drawing, but I'm <b>persistent</b> . I practise every day to get better. c. My friend was very <b>courageous</b> . She stood up and gave a speech in front of the whole class.
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A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - a, 3 - b    D. 1 - b, 2 - a, 3 - c

<b>2</b> 1. give up 2. inspire 3. remain	a. Don't <b>give up</b> on your dreams, even if it's hard. b. The weather will <b>remain</b> sunny all day. c. This writer's books <b>inspire</b> people to travel and explore the world.
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A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - a, 2 - b, 3 - c

<b>3</b> 1. inspired 2. overcame 3. declared	a. The government <b>declared</b> a holiday for the national celebration. b. They <b>overcame</b> many challenges to finish the project on time. c. The beautiful painting <b>inspired</b> her to start learning art.
---	---

A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

## III.

Emma always wanted to be a doctor, but her journey was **1) challenging**. She grew up in a small town where few people became doctors. Many told her it was too difficult, but she remained **2) persistent**.

Studying medicine was hard, and sometimes she wanted to **3) give up**. However, she overcame every **4) obstacle** with courage. She worked day and night, and she never lost hope.

One day, she finally graduated. She stood in front of her family and **5) declared**, "I am a doctor!" Her story **6) inspired** many young girls to follow their dreams.

Emma proved that with courage and persistence, anything is possible.





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

- express their opinions using the target language in a spoken form;
- develop their listening skills for detailed information.
- talk about interesting things that might help keep their classmates away from their phones during lessons.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

**Interaction patterns:** individual, pair, group

1. Draw students' attention to the words and their definitions. Tell them to read example sentences. Play the recording and have students listen and repeat the words. Monitor and help them with pronunciation if necessary.

**Note:** It is advisable to ask CCQ questions to ensure that students have understood the meanings of the given words.

### Track 9

1. to be attached to something
2. reward
3. tempting
4. to distract
5. to miss something out
6. to keep up with something
7. constantly
8. to interrupt

2. Ask students to complete the sentences with the words/phrases from Task 1. Remind them that they may need to change the form of some words. Have students do the task individually and then compare their answers in pairs. Once they are ready, check the answers.

### Answers:

1. Talking to my friends during class **distracts** me from listening to the teacher.
2. If you spend all your time on your phone, you might **miss out** on real-life moments.
3. She constantly forgets things as she is very careless.
4. If you spend too much time texting in class, you won't **keep up with** what the teacher is saying.
5. I used to be **attached** to video games, but now I try to spend more time outside.
6. I set small **rewards** for myself to stay motivated.
7. Staying up late to play video games is **tempting**, but I know I'll be tired tomorrow.

3. Tell students that they are going to listen to a teacher about her students. As students listen they need to decide if the statements are True or False. Give students some time to read the statements and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

### Answers:

1. **T** (They wanted to keep up with what was happening on social media, but this took their attention away from lessons.)
2. **F** (Even worse, they stopped talking to their friends in real life and missed out on real communication.)
3. **T** (I promised myself to make it less attractive at least during the lesson )
4. **F** (Students were not very happy at the beginning of the first day.)
5. **F** ( ... it was the most interesting trip I ever had with my students.)
6. **F** (If students stayed off their phones for the whole lesson, they could choose a surprise...)

### Track 10

Almost all students in my class used to be very attached to their mobile phones. This made me feel sad because they could not focus on their studies. I talked to them many times, but nothing changed. They kept checking their phones all the time, and it distracted them from learning. They wanted to keep up with what was happening on social media, but this took their attention away from lessons. Even worse, they stopped talking to their friends in real life and missed out on real communication.

I know that social media is tempting, but I promised myself to make it less attractive at least during the lesson. I first started "Tech-Free Adventure Days." I organised fun activities. The only condition was not to use the mobile phones. Students were not very happy at the beginning of the first day, but they gradually started enjoying the day. Surprisingly, they offered to organise the second day themselves. And believe me, it was the most interesting trip I ever had with my students.

I also applied different methods in the classroom. I created a "Mystery Box Challenge." If students stayed off their phones for the whole lesson, they could choose a surprise from the box. Some rewards were a free homework pass, five minutes of karaoke, choosing the next class activity, or even acting as the teacher for a short time.

The students loved it! They became more focused, talked more with their classmates, and enjoyed lessons more. The classroom was full of energy, and learning became fun again!

4. Have students answer the questions and then put them in pairs to share their answers with each other. Monitor and take notes to be discussed in the feedback stage while students are working on the task.
5. Students should prepare a presentation about the "Mystery Box". Before you ask them to do the task, make sure that they have understood the idea of "Mystery Box". You might want to ask questions referring to Task 3 or you might ask them to read the audio script of track 6 and then ask these questions:

- Why has the teacher decided to create a "Mystery Box"?
- What things has the teacher added to the box?

Then ask students to work in small groups and create their own "Mystery Box" ideas. Ask them to focus on the interests of the class.

It is advisable to have students work in small groups and have group presentations rather than individual presentations. This will not only help you save time while they are presenting their work but also will help improve teamwork and collaboration skills.



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

- express their opinions about the frequency of using mobile phones during the day, rewards in games and FoMO;
- develop their reading skills for detailed information by reading three paragraphs about mobile phone use, rewards in games and FoMO;

**Standards:** 2.1.1. 2.2.2. 2.2.3. 3.1.1. 3.1.2. 3.1.3.

**Interaction patterns:** individual, pair, group

**1.** Put students in small groups and have them discuss the questions. Encourage them to support their ideas. Once students have finished doing the task, nominate random students to share their answers with the whole class.

- How often do you use your mobile phone during the day?
- What do you use your mobile phone for mostly?

**2.** Tell students that they are going to read 3 paragraphs. As they read them, they need to choose the right answers. Once students are ready, have them compare their answers with a partner. And then provide whole-class feedback.

**Answers:**

**1. A**

**2. D**

**3. D**

**3.** Tell students that the sentences in the given dialogue are given in a jumbled order. They need to put those statements in the correct order. Remind them that the first one is given. Once students are ready, have them compare their versions with a partner and then check the answers as a class. Nominate two students and have them read the dialogue.

**Answers:**

1. Yesterday I read an article in our school newspaper about distractions.
2. H. So did I. That's sad, but I always check my mobile first thing in the morning.
3. A. So do I. I know it is not a good thing, but it is a habit.
4. B. What do you think about rewards that games offer?
5. E. It is not a problem for me, but reward systems in games attract my sister a lot. She cannot stop playing games.
6. G. Neither can my brother. He is so attached to playing games.
7. I. I didn't know anything about FoMO before reading this article.
8. F. Neither did I. It is sad, but I think I have had FoMO for some time.
9. D. So have I.
10. J. I think it is time to take action. I will stop constantly checking my social media.
11. C. So will I.

4. Ask students to take some time to answer the questions. After a short time of reflection, put students in small groups and have them share their answers with each other. Once they are ready, nominate random students to share their answers with the whole class. Pay special attention to the last question.

### Students' own answers

5. **A.** Ask students to look at the boldfaced structures in Task 3 and complete the sentences. Check the answers as a class once students have completed the task.

### Answers:

1) **So** + auxiliary + subject means '*in the same way*', '*as well*' or '*too*'.

2) **Neither** + auxiliary + subject means '*also not*'.

- B.** Ask students to look back at the same task and find other examples with the same structure. Write those sentences on the board as you are checking the task once students are ready. When you are writing those sentences on the board, write them as a part of a dialogue, highlighting the necessary parts. For example:

**A:** Yesterday I read an article.

**B:** So did I.

Introduce the new grammar to students by referring to the highlighted structures on the sentences you have written on the board. You might also give students some time to read the rules and examples on page 117. Use elicitation techniques and ask CCQs to ensure that students have understood the rule.

### Answers:

**A:** I always check my mobile...

**B:** So do I.

**A:** I didn't know anything...

**B:** Neither did I.

**A:** I have had FoMO...

**B:** So have I.

**A:** I will stop constantly checking my social media.

**B:** So will I.

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

- develop their listening skills for specific information;
- write about the things that distract them;
- respond to their friends' sentences using *So* and *Neither*.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Have students work individually and complete the sentences with the right auxiliary or modal verbs. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

**Answers:**

1. **A:** I don't like using my phone before bed.  
**B:** Neither do I.
2. **A:** I am trying to focus on my homework instead of checking my phone.  
**B:** So am I. It's really difficult, though.
3. **A:** Sam can't study when his notifications keep appearing on the screen.  
**B:** Neither can I. It's so distracting!
4. **A:** My brother always listens to music while doing his homework.  
**B:** So does my sister. She says it helps her concentrate.
5. **A:** I forgot to turn off my phone and it distracted me during the test.  
**B:** So did I. I couldn't focus at all.
6. **A:** Mia has never played video games.  
**B:** Neither has Alex. He thinks it is a waste of time.

2. Tell students to work individually and complete the sentences with *So* or *Neither* and the right auxiliary/modal verbs. Once they are ready, ask them to compare their answers in pairs. Then check the answers as a class.

**Answers:**

1. **A:** I have started turning off my notifications while studying.  
**B:** Oh, really! So has my best friend.
2. **A:** I couldn't sleep last night because I was watching reels on my phone.  
**B:** Neither could I. I stayed up way too late.
3. **A:** Lisa was upset as she didn't get the reward in the video game.  
**B:** So was Adam. They were playing in the team.

4. **A:** I laughed so much at the video of a dog trying to skateboard.

**B:** So did I. It was so funny!

5. **A:** My classmates didn't bring their phones to class today.

**B:** Neither did I. We all could concentrate well on our lessons.

3. Ask students to look at the pictures and make up sentences with the key words. Monitor and provide assistance if necessary. As they are ready, have them react to those sentences using *So* or *Neither*. As sentences might slightly vary, while checking the answers, make sure that you have provided necessary feedback.

### Suggested answers:



1. – I can sleep through the noise from my neighbours.  
– So can I.



2. – I never get distracted by notifications.  
– Neither do I.



3. – I missed out on real fun at the dinner table.  
– So did I.



4. – I can't stop checking social media.  
– Neither can I.

4. Ask students to find the mistakes in the given sentences and correct them. Once they are ready, first, have them compare their answers and then check the answers as a class.

### Answers:

1. I haven't **also** played video games. **either**

2. **A:** My sister constantly checks her social media account to keep up with what is happening.

**B:** <sup>So</sup> **Neither** does my brother.

3. **A:** I cannot focus on my lessons at night.

**B:** Nor <sup>can</sup> **cannot** I.

4. **A:** I have deleted my social media account during exams.

**B:** So <sup>have</sup> ~~did~~ I.

**5.** Tell students that they are going to listen to 2 people talking about distractions. As students listen, they need to choose the right options to complete the sentences. Give students some time to read the sentences first and then play the recording. If necessary, play the recording more than once. Once students are ready, have them compare their answers with a partner and then provide whole-class feedback.

### Answers:

1. **C**

2. **A**

3. **B**

4. **A**

### Track 11

**Mia:** I was trying to finish my math homework yesterday, but I just couldn't focus.

**Jake:** Oh, neither could I! What happened?

**Mia:** My neighbour was playing the piano for almost an hour! It was so loud.

**Jake:** And my mom was moving the furniture in the living room.

**Mia:** Oh, It was so annoying! Then, when it finally got quiet, I realised I was so hungry. I couldn't think at all.

**Jake:** So was I! I kept thinking about food instead of my homework.

**Mia:** I made a snack, but then I got sleepy after eating.

**Jake:** So did I! I thought, "Maybe I should take a nap first..."

**Mia:** Haha! We really need to find a way to stay focused. I think I should do my homework before dinner.

**Jake:** So should I!

**6. A.** Ask students to work on their own and write 3 affirmative and 3 negative sentences about the things that distract them. As they are writing their sentences, monitor and provide assistance if necessary.

**B.** Once they are ready, have them work with a partner and take turns to read their sentences to each other. As they listen to their partner's statements, they need to respond to them using *So* and *Neither*.

### Students' own answers

Levin

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

- develop their listening skills for specific information;
- talk/write about their day using the Eisenhower Decision Matrix.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

**1.** Ask students to read and answer the given questions. Once they have finished, play the first 30 seconds of track 12 and have students check their answers. Nominate random students to share their answers with the whole-class. Remind them that answers might vary.

- Why is it difficult for our brain when it is distracted?
- How can distractions affect the process of working?

**Suggested answers:**

- Why is it difficult for our brain when it is distracted? - When we get distracted, our brain has to switch between tasks. Scientists say that even a short distraction can take several minutes to recover from.
- How can distractions affect the process of working? - Distractions make it harder to stay focused and can slow down our work.

Before students start doing Task 2, pre-teach them the following words:

**multitask** (v.) /ˌmʌl.tɪˈtɑːsk/ to do more than one thing at a time

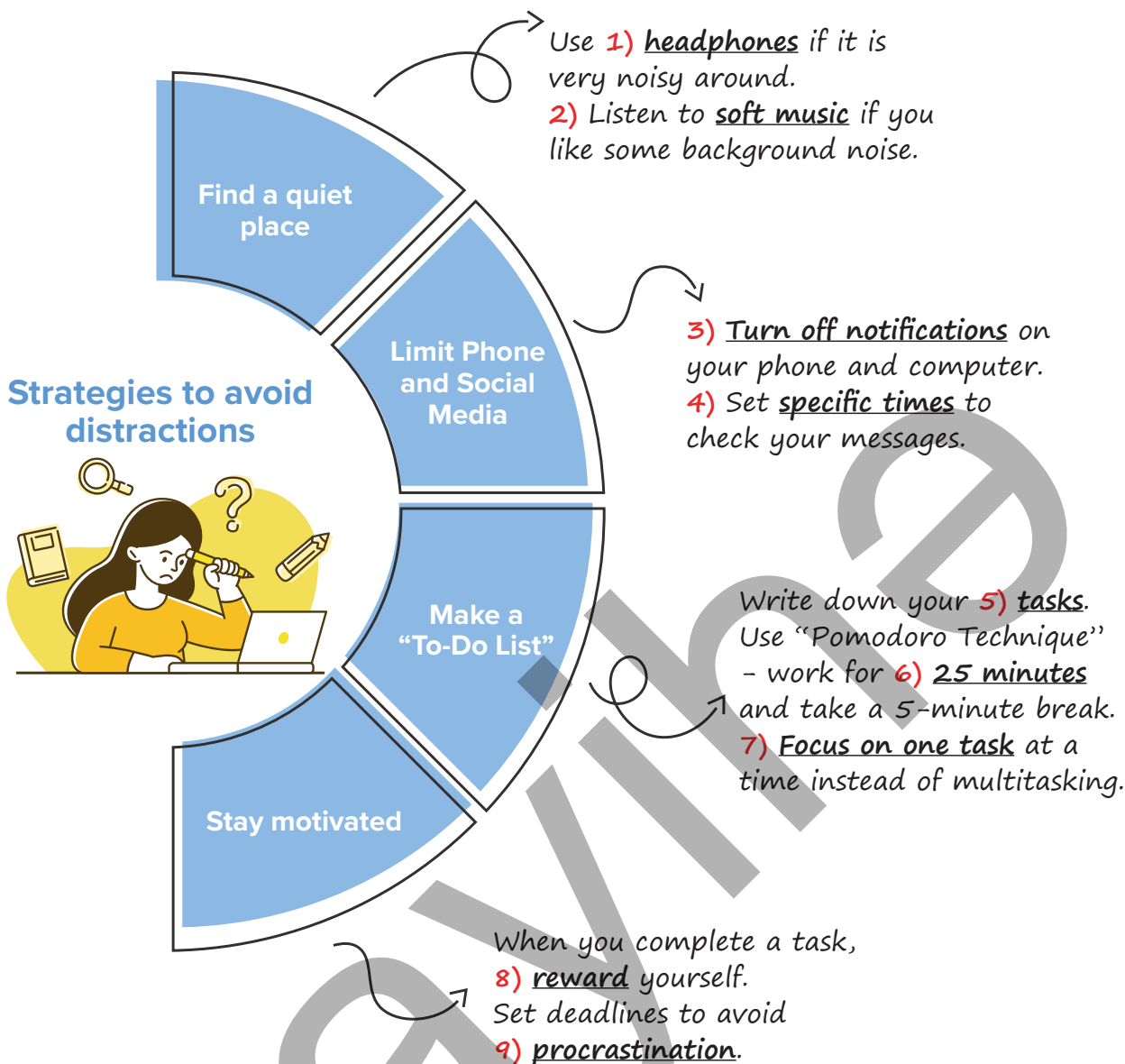
**deadline** (n.) /ˈded.laɪn/ a time or date by which something must be done

**urgent** (adj.) /ˈɜː.dʒənt/ very important

**delegate** (v.) /ˈdel.ɪ.ɡeɪt/ to give a particular job to someone else

**2.** Ask students to look through the sentences and then play the rest of the recording. As they listen, they should complete the gaps. Play the recording twice if it is necessary. Provide whole-class feedback when students are ready.





### Track 12

When we get distracted, our brain has to switch between tasks. This makes it harder to stay focused and can slow down our work. Scientists say that even a short distraction can take several minutes to recover from.

Distractions are everywhere, but with the right strategies, we can stay focused and be more productive.

Working or studying in a quiet place makes it easier to focus. If there is a lot of noise around you, try using headphones. If you like a little background noise, try listening to soft music.

Phones and social media can be very distracting when you need to focus. To avoid this, turn off notifications on your phone and computer. You can also use apps that block social media while you study. Instead of looking at your phone all the time, set specific times to check your messages.

You might not believe it, but making a "To-Do List" can save your day. Writing down your tasks can help you stay organised and focused. A good way to manage your time is by using the

“Pomodoro Technique”—work for 25 minutes, take a 5-minute break, and repeat. This method helps you stay fresh and avoid feeling too tired. Also, try to focus on one task at a time instead of doing many things at once.

Don’t forget to stay motivated. It’s easier to stay focused when you feel motivated. After finishing a task, reward yourself with a short break or something you enjoy. Setting deadlines can also help you stay on track and avoid procrastination. If you ever feel unmotivated, remind yourself why the task is important. Thinking about the result can help you keep going!

- 3.** Tell students that they need to write explanations for two strategies to manage distractions. Have them look at the audio script of track 12 to get an idea how to write their explanations. Ask them to work in small groups. While they are working, monitor and provide assistance if necessary. Once students are ready, have them first read their explanations to another partner and find similarities and differences in their explanations. Then nominate random students to share their explanations with the whole class.

**Note:** This task can be set as a home assignment as well. You might ask them to prepare a group presentation.

- 4. A.** Ask students to look at the Eisenhower Decision Matrix and discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.
  - What do you think the Eisenhower Decision Matrix is for?
  - How can we use this Decision Matrix?

### Students’ own answers:

**Culture Note:** A Short History of the Eisenhower Decision Matrix

The Eisenhower Decision Matrix is a tool to help us decide what tasks are important and what tasks are not. It also helps us see what we should do now and what can wait.

This matrix is named after Dwight D. Eisenhower, the 34th President of the United States. Before he became president, he was a general in the army. He had to make many important decisions every day.

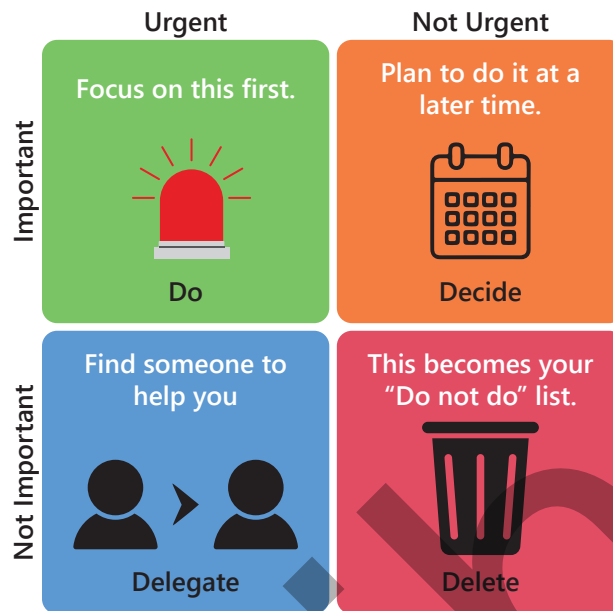
To help him, he used a simple way to organise tasks by asking two questions: Is it important? Is it urgent?

Later, people started calling this idea the Eisenhower Decision Matrix. Today, many people use it to manage time and tasks more easily and feel less stressed.

- B.** Ask students to put the sentences into the right box in the picture. Once they are ready, check the answers.

## Answers:

### The Eisenhower Decision Matrix



5. Ask students to plan a day using the Eisenhower Decision Matrix. Encourage them to give details why they have put a particular activity in the particular box. Once students are ready, have them share their plan with a partner.

# Distractions in Our Life

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

- express their opinions about distracting activities and ways to avoid them;
- make up a story about the given photos using the phrases provided.

**Standards:** 2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2

**Interaction patterns:** individual, pair, group

**1.** Ask students to look at the pictures and discuss the question with their partners. They need to talk about how each activity might distract teenagers and how to avoid it. Encourage students to use the phrases provided in the boxes. While students are doing the task, monitor and provide assistance if necessary. Once students are ready, nominate random students to share their answers with the whole class. Then ask the question - Which one is the most difficult to manage for you and why? - to the whole class and have an open class discussion.

- How can these things distract teens from studying or important tasks?



*Using social media*



*Playing video games*



*Watching short videos  
(e.g. YouTube Shorts)*



*Chatting with  
friends online*

**2.** Students should look at the photos and make up a story. They need to use the vocabulary items provided. While students are writing their stories, monitor and provide assistance if necessary. Once students are ready, have them peer-edit each other's stories.

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

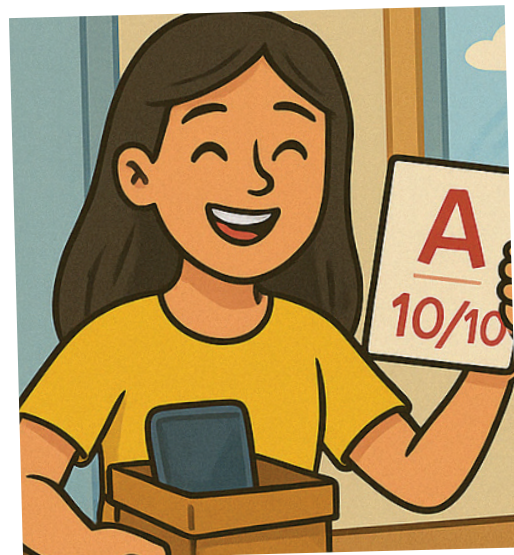
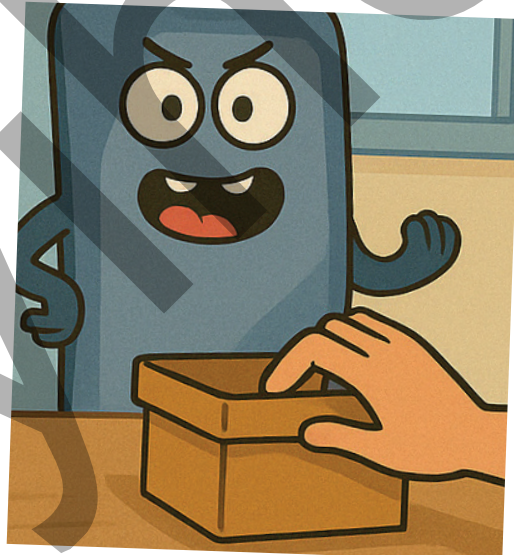
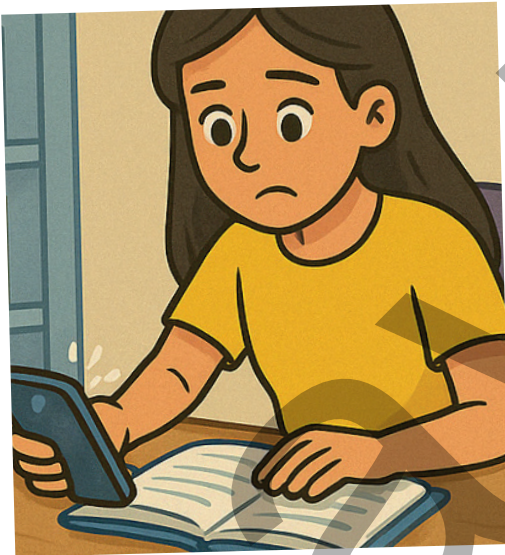
### A sample story:

One afternoon, a girl was sitting at her desk, trying to concentrate on studying. She had a test the next day, but every few minutes, she got distracted by notifications from her friends and social media. She looked at the phone again and again, and she couldn't finish her homework.

Then, she had an idea. She knew she needed to focus. So, she decided to put the phone away. She locked the phone in a box and closed the lid. It wasn't easy, but she wanted to do well on her test.

Without the phone, she could stay focused on homework. She read her notes, did her exercises, and avoided checking the phone. She studied for two hours and finished everything.

The next day, she took the test. A few days later, she got her result — A 10 out of 10! She smiled and felt very proud of the result. She was happy she made the right choice.





# TEST

## Answers:

### I.

- 1** a) So did my sister saw it.  
b) **So did my sister.**  
c) So my sister did.  
d) So saw my sister.

- 2** a) Neither cannot my sister.  
b) **Nor can my sister.**  
c) My sister can do it either.  
d) Neither my sister can.

### II.

- 1** **My brother has very tidy workspace.**  
a) So has my brother.  
b) Nor has my brother.  
c) **So does my brother.**  
d) Nor does my brother.

- 2** **Mobile phones aren't tempting for me.**  
a) Social media isn't also.  
b) Nor social media is.  
c) Neither social media is.  
d) **Social media isn't either.**

### III.

- 1** a) to get distracted by something  
b) to be distracted by something  
c) **to go distracted by something**

- 2** a) to focus on something  
b) to concentrate on something  
c) **to interrupt on something**

#### IV.

<b>1</b> 1. keep up with 2. miss out on 3. attached to	a. When I don't go to the party, I feel like I <b>miss out on</b> all the fun. b. It is hard to <b>keep up with</b> the news when I am busy. c. She is very <b>attached to</b> her old teddy bear and never wants to throw it away.
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A. 1 - c, 2 - b, 3 - a    B. 1 - b, 2 - a, 3 - c    C. 1 - c, 2 - a, 3 - b    D. 1 - b, 2 - c, 3 - a

<b>2</b> 1. reward 2. distraction 3. deadline	a. I have to submit my assignment before the <b>deadline</b> next Friday. b. Noise from the street is a big <b>distraction</b> when I'm trying to focus. c. As a <b>reward</b> for his hard work, he received a bonus at the end of the month.
--	--

A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - a, 3 - c    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - c, 3 - a

<b>3</b> 1. productive 2. tempting 3. urgent	a. I have a/an <b>urgent</b> meeting, so I must go now. b. The cake looks very <b>tempting</b> ; I want to eat it. c. I feel <b>productive</b> when I finish all my work.
---	---

A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - a, 3 - c    C. 1 - b, 2 - c, 3 - a    D. 1 - c, 2 - b, 3 - a

<b>4</b> 1. focus 2. delegate 3. interrupt	a. I <b>delegate</b> my work to others so I can have more time. b. Don't <b>interrupt</b> me when I am talking. c. I try to <b>focus</b> on my homework in a quiet room.
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A. 1 - a, 2 - c, 3 - b    B. 1 - c, 2 - b, 3 - a    C. 1 - c, 2 - a, 3 - b    D. 1 - b, 2 - c, 3 - a

<b>5</b> 1. put the phone away 2. lock the phone 3. checking the phone	a. During study time, it's smart to <b>put the phone away</b> so that you don't hear the notification sounds. b. If you want to focus, <b>lock the phone</b> in a box and keep it closed. c. When I do homework, I try to avoid <b>checking the phone</b> so I don't lose focus.
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A. 1 - a, 2 - b, 3 - c    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - a, 3 - b    D. 1 - a, 2 - c, 3 - b



# A Smart Shopper

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

- express their opinions about ads and the ways of being smart shoppers;
- develop their listening skills for specific information;
- give advice and react to it using the target language.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

**Interaction patterns:** individual, pair, group

1. Draw students' attention to the words and their definitions. Tell them to read example sentences. Play the recording and have students listen and repeat the words. Monitor and help them with pronunciation if necessary.

**Note:** It is advisable to ask CCQ questions to ensure that students have understood the meanings of the given words.

## Track 13

1. to resist
2. to influence
3. consumer
4. to evoke
5. to persuade
6. bond
7. purchase
8. advertisement

Before students start doing Task 2, make sure that they know the meaning of the word - *discount*.

**discount** (n.) /'dis.kɑʊnt/ reduction in the price of something

2. Ask students to complete the sentences with the words/phrases from Task 1. Remind them that they may need to change the form of some words. Have students do the task individually and then compare their answers in pairs. Once they are ready, check the answers.

## Answers:

1. Companies spend a lot of money on advertisements to attract customers.
2. My little brother tries to persuade Mom to buy him a new toy.
3. A good shopping experience helps build a strong bond between the store and the customer.
4. Bright ad designs can evoke joy and attract more customers.
5. Customers often compare prices before deciding on a big purchase.
6. Celebrities can influence our shopping decisions.
7. Companies use social media to connect with young consumers.

3. Tell students that they are going to listen to a conversation between Mia and Alex. As students listen, they need to choose the statement that completes the sentences. Give students some time to get acquainted with the task. Then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

**Answers:**

1. **b**                      2. **c**                      3. **a**                      4. **c**

**Track 14**

**Mia:** Alex, I went to the sports store near the school today, and they had a collection of new sneakers! It was so tempting to buy a pair, but I'm trying to resist spending much money right now.

**Alex:** That's a good idea! Sometimes we want things just because they look cool or they are on sale.

**Mia:** Well, that one is not on sale, but the price is reasonable. I saw an advertisement for these limited-edition series last night, saying they are the most comfortable sneakers ever. But that is not what attracted me, they have a colour mix that I love so much. But do I really need another pair?

**Alex:** Colours, designs can be nice, but if you don't need a new pair of sneakers, you can wait. Ads always try to persuade people to buy things quickly. They make it seem like you'll miss out if you don't get them now.

**Mia:** I know! And they use famous athletes to influence people. Just because a basketball player wears them doesn't mean they'll make me run faster!

**Alex:** Yeah, that is the famous trick used by advertisers in order to evoke emotions.

**Mia:** I always buy my sneakers from the same brand. On my birthdays, they often give me a good discount code.

**Alex:** Yeah, that's how they build bonds with their customers. My advice to you is not to hurry before making a purchase.

**Mia:** Yeah, I think I'll wait and see if I still want them next week. To tell the truth, I am afraid I won't find my size till that time.

4. Ask students to discuss the questions with a partner. Once they are ready, nominate random students to share their answers with the whole class.

**Note:** If time allows, you might ask students to prepare a short speech or presentation about how to be a smart shopper.

**Students' own answers**

5. Put students in pairs and assign them their roles (Student A and Student B). Give them some time to read the role cards and prepare for the task. Encourage them to think of useful expressions for giving advice and justifying their choices. While students are preparing, monitor and offer support where needed. Once they are ready, have them act out the dialogue.

**Note:** If time allows, ask a few pairs to perform their dialogues for the class. You might also invite the class to comment on which arguments or advice sounded most convincing.

# A Smart Shopper

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

- express their opinions about ads;
- develop their reading skills for detailed and specific information by reading four paragraphs about different features of ads and techniques used by advertisers.

**Standards:** 2.1.1. 2.2.2. 2.2.3. 3.1.1. 3.1.2. 3.1.3.

**Interaction patterns:** individual, pair, group

**1.** Put students in pairs and ask them to reflect on the questions. Encourage them to provide examples and explain their choices. After the discussion, randomly select a few students to share their thoughts with the class.

- What makes a good ad?
- What is your favourite ad? What makes it special?

## Students' own answers

**2.** Tell students they are going to read four short paragraphs and match each one with an appropriate headline. Remind them that two of the headlines are extra and won't be used. Once students finish, have them check their answers with a partner before going over them as a class.

## Answers:

I – C. Ads in our life

II – D. Emotional marketing

III – F. Feelings in the ads

IV – B. Just feelings? Not of course!

**3.** Tell students that each paragraph in the text is followed by a different type of reading. Allow time for individual work, then have students compare their answers with a partner. Wrap up with whole-class feedback.

## Answers:

Paragraph I

1. Not Given

2. False (In the past, people saw about 500 ads per day. Today, we see nearly 5,000 ads daily.)

3. False (... but they don't just give us information, they use both logic and emotions to influence people's choices.)

4. True

## Paragraph II

5. emotional marketing
6. emotionally
7. purchases

## Paragraph III

8. B. Ads show close relationships to connect with people.
9. D. Positive feelings make people remember a brand.
10. E. Brands link success to their products.
11. A. Some ads use emotional stories to touch people's hearts.

## Paragraph IV

12. What are some ways ads use to get our attention? - Bright colours or catchy slogans, memorable music and famous people in ads are some of the techniques ads use to get our attention.
  13. Why do advertisers use phrases like "Limited time offer!"? - These tricks persuade us to buy something quickly, even if we don't really need it.
  14. How can you explain the meaning of 'scarcity'? - Suggested answer: Scarcity is a principle that advertisers use in order to make people feel they need to act fast, or they won't be able to buy this product – like buying something quickly before it's gone or the offer ends.
4. Tell students to focus on the underlined parts in the paragraphs and use them to complete the grammar rules. Go over each rule together and provide examples on the board to clarify the use of *both*, *neither*, and *either*. Make sure to check students' understanding through elicitation or concept checking questions.

### Answers:

1. We use **both** with **and**.
2. We use **neither** with **nor**.
3. We use **either** with **or**.
4. We use a **singular** noun after **neither**.
5. We use a **plural** verb after **both**.

# A Smart Shopper

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

- develop their listening skills for specific information;
- write a report about the information provided in the listening task using *Either, Neither* and *Both*;
- talk about colours used in ads using *Either, Neither* and *Both*.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.3. 2.2.4. 4.1.1. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Have students work individually and complete the sentences with *both, either* or *neither*. Once students are ready, have them compare the answers and then check the answers as a class.

**Answers:**

1. **Neither** ads nor discounts can make me buy something I don't really need.
2. **Both** Sarah and Emma try to resist buying something they don't need, but sometimes they just can't.
3. When I see a sale, I don't buy things immediately. I **either** wait a few days or check reviews first.
4. **Neither** of my brothers cares about instruction manuals, but I always read product details before buying anything.
5. A smart shopper compares prices in **both** online and physical stores before making a purchase.

2. Ask students to work individually and complete the sentences with *both, either* or *neither*. Once students are ready, have them compare the answers and then check the answers as a class.

**Answers:**

1. **A:** Black Friday and Cyber Monday are big shopping events. What do you think about them?  
**B:** You are right. However, **neither** is ideal if you don't need anything urgent.
  2. **A:** Which jacket did you buy, the red or black one?  
**B:** **Neither** of them. They were too costly.
  3. **A:** Do you like online ads or TV ads?  
**B:** For me, **both** can be annoying.
  4. **A:** Which ad do you prefer: the one with bright colours or the simple black-and-white one?  
**B:** **Either** is fine, depending on the product.
3. Ask students to read the sentences and combine each pair into one sentence using *either ... or, neither ... nor, or both ... and*. Once students are ready, have them compare their answers with a partner, then provide whole-class feedback.

### Answers:

1. I don't trust fake discounts. I don't trust tricky ads. I trust neither fake discounts nor tricky ads.
2. Maybe I'll buy the product now. I can wait for a better price. *(I will choose one.)* I will either buy the product now or wait for a better price.
3. Mia has never clicked on fake ads. Liam has never done that either. Neither Mia nor Liam has ever clicked on fake ads.
4. My parents tell me to shop wisely. My teachers give the same advice. Both my parents and my teachers advise me to shop wisely.
5. Smart shoppers think before buying. They also look for the best deals. Smart shoppers both think before buying and look for the best deals.

4. Tell students that they are going to listen to 4 people who talk about their shopping habits. As students listen, they need to complete the gaps with a maximum of two words. Give students some time to get acquainted with the task and then play the recording. If necessary, play the recording twice. Once students are ready, ask them to compare their answers with a partner. Then provide whole-class feedback.

### Answers:

#### Speaker 1

Liam checks prices in **1) different stores** before buying anything. He trusts **2) big sales** but he doesn't like **3) advertisements**, because they make things look better.

#### Speaker 2

Sophie enjoys looking for **4) discounts** before buying anything. She never buys anything without **5) checking reviews**.

#### Speaker 3

Jamal watches reviews to make a **6) smart choice**. He buys things **7) immediately**. Also, he **8) compares prices** before choosing a product.

#### Speaker 4

For Emma, **9) sales** are a waste of time. She doesn't trust **10) special offers**.

### Track 15

**Speaker 1:** My name is Liam. I always check prices in different stores before buying anything. It helps me save money.

I like shopping when there are big sales. I don't trust advertisements. They always try to make things look better than they really are.

**Speaker 2:** My name is Sophie. I enjoy looking for discounts before I buy anything. It saves me money! I love going to shopping malls because I can see many options in one place. But I never buy things without checking reviews first.

# A Smart Shopper

**Speaker 3:** My name is Jamal. Before shopping, I always watch reviews to make a smart choice. I don't wait for sales. If I need something, I buy it immediately. But I always compare prices before choosing a product.

**Speaker 4:** My name is Emma. I like shopping with my friends in big malls—it's fun and helpful! For me, sales are a waste of time, you cannot find necessary things on sales. I never wait for them. I don't trust special offers. They make people buy things they don't need.

**5. A.** Tell students that they are going to listen to the track again and this time they need to take as many notes as they can about the speakers.

**B.** Then they need to use the information in Task 4 and their notes to write a report about the speakers. They need to use *either*, *neither* and *both* in their reports. As they are writing their reports, monitor and provide necessary assistance.

**Note:** With weaker classes, more scaffolding would be necessary. You might either ask students to read the audio script to take necessary notes or give them more guidance like what aspects to pay attention to while taking their notes. (For example, 'Who never waits for sales?', 'Who doesn't trust advertisements or special offers?' 'Who reads reviews before buying?', etc.)

**C.** Once students are ready, have them compare their report with a partner to find similarities and differences. Then nominate random pairs to share similar and different aspects of their reports.

## Sample sentences for the report:

Both Liam and Jamal check prices before making a purchase.

Neither Liam nor Emma trusts ads or special offers.

Neither Jamal nor Emma waits for sales.

Either checking reviews or comparing prices is a common strategy among the speakers.

Jamal either checks reviews or compares prices before choosing a product to be a smart shopper.

Both Sophie and Liam enjoy sales.

**6.** Have students work in small groups and prepare a presentation about colours in ads giving examples from different ads. Ask them to do research at home first and decide what kind of presentation they are going to prepare. Give them enough time for the preparation. Remind them that it is a must to use **either**, **neither** and **both** in their presentation. Thus they need to use comparison and contrasts in their presentation.



Levin

# A Smart Shopper

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

- develop their listening skills for detailed information;
- talk/write about different types of machines used in public places.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Ask students to look at the pictures and discuss the first question as a whole class. Give necessary explanations if necessary. Then ask students to discuss the rest of the questions with a partner. Once they are ready, nominate random students to share their answers with the whole class.

## Students' own answers:

Before students start doing Task 2, pre-teach them the following word:

**swipe** (v.) /swaɪp/ to move a card containing information stored on a magnetic strip through a device that reads this information

2. Ask students to look at the three questions and predict the answers based on the title "Interactive Donation Board". Encourage a brief discussion in pairs or small groups to activate prior knowledge and generate curiosity about the topic. Once they are ready, invite some students to share their ideas with the class and then play the recording and ask students to check their answers. Allow students to compare their answers in pairs before getting the responses in open class.

## Answers:

1. What is the "Interactive Donation Board"? - It is a technology that makes donating easier and more interesting for people.
  2. How does it work? - You just swipe your credit card or your phone if you have a payment app on the board, and you see how your money is helping.
  3. Where can we see them? - We can see them in busy places like shopping centres, airports, and stations.
3. Students are going to listen to the track again and choose the right answer for the given questions. Give students some time to read the questions and the options and then play the recording. After it ends, have students compare their answers in pairs, then check the answers as a class.

## Answers:

1. What is the main purpose of the charity Clara volunteers for?  
c) to make donations simpler and engaging for people.

2. What happens when you donate using the board?
  - a) It shows something visual that represents the donation.
3. Why does Clara believe these boards are more effective than traditional charity fundraising?
  - a) They show results instantly, creating emotional impact.
4. What does Clara think about the future of donating this way?
  - b) It might include virtual reality and personal messages.

### Track 16

**Interviewer:** Today we're talking to Clara Morris. She's 17 and volunteers for a global charity that uses technology to make donating easier and more interesting for people. Welcome, Clara!

**Clara:** Hi! Thank you. I'm happy to be here.

**Interviewer:** Can you tell us how these donation boards work?

**Clara:** Sure! It's very simple. You just swipe your credit card or your phone if you have a payment app on the board, and something happens on the screen immediately. It is not like a payment in the supermarket when you hear a sound and see the amount on the screen. Here you see how your money is helping to buy food for someone. For example, the board shows a loaf of bread. When you donate, the bread gets sliced. In a different example, the board shows a classroom with empty desks. When someone donates, the desks start to fill with books and school supplies. It shows that your donation is helping children get an education.

**Interviewer:** That's very creative! Why do you think these boards are better than traditional donation boxes?

**Clara:** They both can be found in busy places like shopping centres, airports, and stations. This helps charities to reach as many people as possible. But there is one difference. With interactive boards, people can see something happen right away. It makes them feel more connected to the cause. Even small donations can show how their actions make a difference.

**Interviewer:** Do you think this way of donating will grow?

**Clara:** Definitely! In the future, I think donating will be even more exciting — maybe through virtual reality, where you can explore the project you're helping, like seeing a school you supported or a forest growing from your donation. There might also be thank-you videos or apps that show how your donation is used. Making it more interactive will encourage more people to join in. When many people take part, we can make a big difference.

- 4. A.** Ask students to read the sample email. Refer to the numbered list of purposes (1–5). Students should match each paragraph (A–E) with the correct purpose from the list. Set a time limit. When the time is up, go over the answers as a class. Discuss why each paragraph matches the purpose and point out useful phrases students can use later in their own writing (e.g., "I am writing to apply...", "I am very interested in...", "Please let me know...").

### Answers:

- A → 2 (To introduce the writer and explain why the writer writes the email)
- B → 3 (To say why the charity is interesting and why the writer wants to help)
- C → 5 (To give information about experience and skills)
- D → 4 (To say when the writer is free and ask for more information)
- E → 1 (To say thank you and end the email politely)

- B.** Students will write their own email applying for a volunteer position. Help them brainstorm ideas for charities and causes they care about (e.g., animals, health, education).

# A Smart Shopper

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

- express their opinions about different shopping places;
- make up a story about the given photos using the phrases provided.

**Standards:** 2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Ask students to work in pairs and look at the four pictures showing different shopping places and compare these places by discussing what they can buy in each place and the advantages and disadvantages of shopping in those places. Encourage students to use the phrases provided in the boxes. While students are doing the task, monitor their conversations and help with vocabulary or structure if needed. Once students are ready, nominate random students to share their answers with the whole class. Then ask the question - **Which place would you prefer to visit together and why?** - to the whole class and have an open class discussion.



*A supermarket*



*A street market*



*A shopping mall*



*A second-hand shop*

2. Students should look at the photos and make up a story. They need to use the vocabulary items provided. While students are writing their stories, monitor and provide assistance if necessary. Once students are ready, have them peer-edit each other's stories.

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

### A sample story:

One day a girl went to a second-hand shop in their town. She saw a small painting of a house in the countryside and the price was very reasonable. She liked it so much and decided to buy it.

While cleaning the surface of the painting with a clean cloth, she noticed something on it. There seemed to be another picture under the paint. She showed it to her parents, and they agreed it looked unusual. So they took the painting to an art expert to discover the truth behind that.

The expert carefully examined it and cleaned the surface again. He was very surprised. Underneath, there was a famous painting by a well-known artist! He told the girl and her family that the painting was real and worth a lot of money.

A few days later, the girl's story appeared in the newspaper. She was smiling in the photo, holding the painting and the headline read: "Lucky Find!"





# TEST

## Answers:

I.

1

★★★ ad is attractive.

A. neither

B. both

C. both of

D. either of the

2

★★★ the shops is reliable. Don't even worry.

A. either of

B. neither

C. neither of

D. either

3

I can buy ★★★ local ★★★ international brands. It doesn't matter at all.

A. either, and

B. neither, and

C. neither, nor

D. either, or

4

You can pay ★★★ by card ★★★ in cash.

A. either, nor

B. both, and

C. neither, or

D. not, and

5

The shop has ★★★ digital menu tablets ★★★ traditional menus.

A. both, nor

B. both, and

C. both, or

D. both, of

6

The digital board shows ★★★ the prices ★★★ the pictures of the food. It makes it very easy to choose.

A. neither, nor

B. neither, of the

C. both, and

D. both, of

7

What things ★★★ your choice?

A. evoke

B. influence

C. swipe

D. resist

8

If an ad uses catchy slogans, ★★★ remember it well.

A. designers

B. consumers

C. volunteers

D. sellers

## II.

- 1** A. Neither of the charities uses donation boards.  
 B. Neither charities nor use donation boards.  
 C. Neither the charities nor use donation boards.  
 D. Neither charity use donation boards.

## III.

- |          |                                      |  |
|----------|--------------------------------------|--|
| <b>1</b> | 1. evoke<br>2. persuade<br>3. resist | a. It's hard to <b>resist</b> buying things when they are on sale.<br>b. Many ads use music and pictures to <b>evoke</b> happy feelings.<br>c. Shops try to <b>persuade</b> customers to spend more money through emotional marketing. |
|----------|--------------------------------------|--|

- A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - a, 3 - c    C. 1 - c, 2 - a, 3 - b    D. 1 - b, 2 - c, 3 - a

- |          |  |  |
|----------|--|--|
| <b>2</b> | 1. advertisement<br>2. purchase<br>3. bond | a. The strong <b>bond</b> between the brand and customer increases loyalty.<br>b. I made a big <b>purchase</b> yesterday — I bought a new tab.<br>c. That funny <b>advertisement</b> on TV really made me want to try the new chocolate. |
|----------|--|--|

- A. 1 - c, 2 - a, 3 - b    B. 1 - c, 2 - b, 3 - a    C. 1 - a, 2 - b, 3 - c    D. 1 - b, 2 - a, 3 - c

- |          |                                     |   |
|----------|-------------------------------------|---|
| <b>3</b> | 1. support<br>2. donate<br>3. swipe | a. Many people <b>donate</b> money to charities through interactive boards.<br>b. You need to <b>swipe</b> your card to pay for the items.<br>c. I always try to <b>support</b> local businesses by shopping there. |
|----------|-------------------------------------|---|

- A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c



# Emotions in Balance

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

- express their opinions about emotional well-being using the target language;
- develop their listening skills for detailed information;
- write a short informative paragraph by answering the questions in the given situations.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Draw students' attention to the words and their definitions. Tell them to read example sentences. Play the recording and have students listen and repeat the words. Monitor and help them with pronunciation if necessary.

**Note:** It is advisable to ask CCQ questions to ensure that students have understood the meanings of the given words.

## Track 17

1. private
2. to reflect
3. judgement
4. inviting
5. tough
6. to track
7. self-awareness
8. to heal

2. Ask students to complete the sentences with the words/phrases from Task 1. Remind them that they may need to change the form of some words. Have students do the task individually and then compare their answers in pairs. Once they are ready, check the answers.

## Answers:

1. Life can be **tough** sometimes. It is alright to ask for help in those difficult moments.
  2. It is important not to make a quick **judgement** about people or situations.
  3. It takes time to **heal** after something difficult, but every small step helps.
  4. People often write things down to **track** their thoughts and understand them better.
  5. **Self-awareness** means noticing your feelings and actions. It helps you understand why you feel the way you do.
  6. Some people prefer to keep their feelings **private** and not share them with others.
  7. The calm way she listened created an **inviting** atmosphere, so I felt safe to talk.
3. Tell students that they are going to listen to five speakers. As they listen, they need to match each speaker to a statement. Remind them that there is one extra statement they will not

use. Give students some time to read the statements and become familiar with the task. Then play the recording. If necessary, play the recording more than once. After listening, ask students to compare their answers in pairs before checking them together as a class.

### Answers:

1. **F**                      2. **C**                      3. **A**                      4. **B**                      5. **D**

### Track 18

**Speaker 1:** I like to write about my goals and the small steps I've taken toward them. Seeing my progress on paper motivates me and reminds me how far I've come. It's such a simple but powerful habit.

**Speaker 2:** Sometimes, when I feel sad, I sit on my favourite bench in the park. It's a quiet, inviting place surrounded by trees and flowers. Spending time there makes me feel calmer and more positive about everything.

**Speaker 3:** For me, self-awareness is so important. When I understand why I feel a certain way, I can handle situations better. Being honest with myself has helped me grow and make better decisions in life.

**Speaker 4:** I've learned that you shouldn't share all your thoughts with others. Keeping a private diary helps me track my thoughts and feelings. It feels good to have a space that's just for me, without worrying about others' judgement.

**Speaker 5:** When life feels tough, I try small things to help me heal. Listening to music or reading a good book makes me feel calm. These simple habits don't fix everything, but they make it easier to handle hard days and feel better.

4. Have students answer the given questions and then ask them to exchange their answers with a partner. Once they are ready, nominate random students to share their answers with the whole class.

- What things help you feel better during tough times?
- How often do you reflect on your day?
- How do you track your personal or academic growth?
- When you have a disagreement with a friend, do you reflect on it? Why or why not?

5. Ask students to choose one of the given situations and write a short paragraph in response. Point out that their answers should contain at least five complete sentences. You might brainstorm possible ideas or useful vocabulary on the board to support weaker students. Give students some time to plan their ideas individually or in pairs before they begin writing. Monitor while they are writing and support with language where needed. Once students are ready, invite a few volunteers to read their responses aloud. Encourage peer feedback with questions like: *Do you agree? Have you had a similar experience?*

### Students' own answers

# Emotions in Balance

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

- express their opinions about journaling;
- develop their reading skills for detailed and specific information by reading the text about journaling.

**Standards:** 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

**Interaction patterns:** individual, pair, group

1. Tell students to read the pair of sentences and decide which one they agree with more. Then encourage them to discuss why they agree with the particular statement more in pairs. Once students are ready, nominate random students to share their opinion with the whole class.

## Students' own answers:

2. Tell students that they are going to read three paragraphs about journaling. As they read, they need to match each paragraph with one of the given headings. Remind them that there are three extra headings. Once students are ready, have them compare their answers with a partner, and then check the answers together as a class.

## Answers:

1. C - A Special Way to Share Your Feelings
2. B - How to Start and Keep the Habit
3. F - How Writing Can Help You Feel Better

3. Ask students to read the text again and organize the key points into three categories: *Reasons for journaling*, *Formats for journaling*, and *How journaling helps*. Emphasise that they should use ideas and phrases from the text—not their own opinions. While students are working, circulate and support those who have difficulty identifying key ideas. Once students are ready, have them compare their answers with a partner, then check the answers as a class. Use the board to create a collaborative chart with the class responses, and invite random students to share examples under each heading. Clarify and correct any misunderstandings or miscategorised ideas.

Reasons for journaling	Formats and tips for journaling	How journaling helps
<ul style="list-style-type: none"> <li>• to reflect on your day, share your emotions, or explore your dreams</li> </ul>	<ul style="list-style-type: none"> <li>• Choose one of the below mentioned formats to write:</li> </ul>	<ul style="list-style-type: none"> <li>• understand emotions better</li> <li>• feel calmer and less stressed</li> </ul>

<ul style="list-style-type: none"> <li>• to express thoughts that you might not feel comfortable sharing with others</li> <li>• to write about your day and how you feel</li> <li>• to explore your thoughts and emotions</li> </ul>	<ul style="list-style-type: none"> <li>- a traditional notebook</li> <li>- a digital app</li> <li>- a document on your computer</li> <li>• Choose a quiet place and a time that works best for you.</li> <li>• Don't worry about writing perfectly.</li> <li>• Use question prompts.</li> <li>• Write regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• improve your problem-solving skills</li> <li>• track your goals or make decisions</li> <li>• grow and develop</li> <li>• improve self-awareness</li> <li>• strengthen your emotional intelligence</li> <li>• make you more confident</li> <li>• organise your thoughts and solve problems</li> <li>• show you how far you've come and inspire you to keep going</li> </ul>
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4. Have students read and answer the questions individually, either in written or spoken form. Then, put them into small groups and ask them to exchange their answers and opinions. Encourage them to ask follow-up questions to their group members. When they are ready, nominate random students to share their answers with the whole class. You can also ask questions about their group mates' responses to promote active listening.

#### Students' own answers:

5. Ask students to look at the underlined words in the text and complete the sentences with **whose**, **who**, **that**, **where** and **when**. When students are ready, go through each sentence as a class. Encourage students to explain the reason for their choice. Give all the necessary explanations about relative clauses before students start doing grammar tasks on the following pages.

#### Answers:

1. Teens who/that write about their feelings often discover new ways to solve their problems.
2. There are moments when journaling feels like the best way to express yourself.
3. Writing about events that made you happy can improve your mood.
4. Don't share your feelings with someone whose comments often hurt your confidence.
5. Keep your journal in a place where it will stay safe and private.

# Emotions in Balance

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

- develop their listening skills for specific information;
- write a short informative paragraph by completing the given sentences using *Relative Clauses*;
- form sentences by looking at the photos and key words using *Relative Clauses*.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.3. 2.2.4. 4.1.1. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Have students work individually to complete the sentences with *who, which, that, where, when, or whose*. Once they are ready, ask them to compare their answers in pairs. Then, discuss the answers as a class. Remind students that, in some cases, more than one answer may be possible. You may also want to elicit which words can be used interchangeably and in which contexts.

## Answers:

1. The journal that/which I use for reflecting on my day helps me feel better.
2. The place where I feel most comfortable is the quiet park near my house.
3. That was the day when I realised the value of taking time for myself.
4. This is the person who/that inspired me to start sports as a way to manage stress.
5. This is the place where I can relax and think about my day.
6. He's the friend whose jokes always make me laugh.

2. Ask students to look at the photos and answer the questions using the key words. They need to use relative clauses in their sentences. While they are working on the task, circulate and support those who might need help. Once students are ready, have them first compare their answers with each other and then check the answers. It is advisable to write the sentences on the board.

## Suggested answers:

1. **A.** The girl who has a yellow diary in her hand is my sister.

- B.** The girl who has a black diary in her hand is my best friend.



2. **A.** For me, journaling is a private space where I can express my feelings freely.

- B.** For me, journaling is a tool that helps me track my progress.



3. **A.** People who are taking a selfie study together.
- B.** People who are dancing together live in the same building.



3. Tell students that there are 7 pairs of sentences and students need to combine each pair of sentences into a relative clause. Remind them to refer to the grammar explanation on page 119 if they need to.

While students are working, circulate and provide assistance as needed. Once they are ready, first encourage them to peer-edit their partner's sentences. Then check the answers as a class. It is advisable to write the sentences on the board. Divide the board into sections and nominate random students to come up and write their answers. This will save time. Once all the sentences are on the board, go through them one by one and correct any mistakes.

**Note:** The sentences may vary slightly. After reviewing the sentences on the board, encourage students to read their own versions if they are different, and discuss whether those versions are also acceptable.

### Answers:

1. We attended a workshop that/which focused on emotional health last weekend.
  2. He reads books about self-awareness that/which have helped him in his personal growth.
  3. Every day she uses an app that/which helps her track her daily routine.
  4. He found a quiet place in the library where he can reflect on his day.
  5. They created a group for students where they discuss different ways for managing stress.
  6. I have a playlist of songs that/which calm me down when I feel stressed.
  7. Last month she met a therapist whose branch is teenage mental health.
4. Tell students that some of the sentences contain mistakes. They should identify the incorrect sentences and correct the errors. Have them complete the task individually, then compare their answers in pairs. Once they are ready, provide whole-class feedback. Encourage students to explain their reasoning as they correct the mistakes.

### Answers:

1. He read a book which helped him understand anxiety better.
2. They attended a seminar <sup>which/that</sup> ~~where~~ discussed the importance of mental health.
3. He's the teacher <sup>whose</sup> ~~who~~ opinion is always helpful.
4. She follows a routine <sup>that/which</sup> ~~when~~ helps her to stay organised and reduce stress.
5. He's the teacher <sup>who</sup> ~~whose~~ talks openly about mental health in class.
6. The diary <sup>where</sup> ~~which~~ she writes her thoughts is her personal escape.
7. This is the time of a day when I feel most energetic.





# Emotions in Balance

5. Before students start doing the task, elicit the grammar rule about the omission of relative pronouns. Have students do the task on their own. Allow some time for pair discussion before checking the answers as a class.

## Answers:

1. The song (that) you are listening to is my favourite song. - Can be omitted.
  2. The app (which) you suggested is a perfect habit-tracking tool. - Can be omitted.
  3. He still uses the diary that was his best friend's present. - Cannot be omitted.
  4. The man (who) you see in the photo is my sports coach. - Can be omitted.
  5. Never share your thoughts with people who make quick judgements of you. - Cannot be omitted.
6. Tell students that they are going to listen to a boy talking about feelings and emotions. As students listen, they need to complete the sentences. Allow some time for students to get acquainted with the task, then play the recording. If necessary, play the recording more than once. Once the recording is over, ask students to compare their answers in pairs and then check the answers.

**Optional follow-up:** Ask students questions about the content of the listening task.

- Why is it important to take care of your emotions?
- How do you usually react when you feel stressed?
- Do you think it is easy or difficult to talk about your feelings? Why?

## Answers:

1. Today's talk is about feeling good emotionally.
2. Emotional well-being means feeling balanced and handling everyday stress.
3. During meditation, you pause and clear your thoughts.
4. Thanks to journaling, Edigar can better understand his feelings and handle stress.
5. Also, spending time with beloved people makes you feel happier.

## Track 19

Hi everyone! My name is Edigar. Welcome to our talk on feeling good emotionally. Today, we're going to explore simple ways to manage our feelings, especially when we're stressed.

Emotional well-being means feeling balanced and capable of managing everyday stress and challenges. We'll talk about some easy methods that experts recommend for keeping your mind healthy.

One effective technique is meditation which helps you feel calm inside. It is the time when you pause and clear your thoughts. Students whose daily routine is busy with a lot of schoolwork can benefit from meditation a lot.

Another way is journaling. When I first tried journaling, I wasn't sure it would help. But now, journaling is a part of my life. It really makes a difference. This habit has made it easier for me to understand my feelings and handle stress.



Experts also recommend spending time with people who you love because it makes you feel happier. When you are happy you can solve your problems easily without being stressed.

We hope this talk helps you find ways to feel better every day.

7. Explain to students that they will be completing sentences and turning them into short paragraphs (3–4 sentences). Highlight that they need to use full sentences and include reasons, examples, or personal experiences to support their ideas. Choose one of the sentence starters (e.g., "Listening to music is an activity...") and model how to expand it into a short paragraph. For example:

*Listening to music is an activity I enjoy when I need to relax. It helps me clear my mind and reduce stress. I often listen to calm music while doing homework or before bed.*

Have students complete all six sentence starters individually in their notebooks or on a worksheet. Remind them to write in full sentences and expand their ideas into a mini-paragraph for each one. Put students into pairs or small groups to read and discuss their paragraphs. Encourage them to ask follow-up questions or share similar experiences to build engagement. Invite a few students to read one or two of their paragraphs aloud. Provide positive feedback and highlight effective examples of explanation and support.

### **Students' own answers:**

# Emotions in Balance

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

- develop their listening skills for detailed information;
- talk/write about different types of activities for relaxing and handling stress.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

**Interaction patterns:** individual, pair, group

**1.** Tell students that they are going to talk about creative activities that help with stress. Before they start discussing, point to the given pictures and make sure that they know what pictures illustrate. Even if there are notes under the picture, some students might not be aware of those creative activities. Thus, you might need to give an extra explanation. Once you are sure that they know what the given pictures illustrate, have them discuss the questions with a partner. Encourage some students to share their answers with the class when they are ready.

- Have you ever tried any of the activities shown in the photos?
- How can such kind of activities help teens handle stress?
- What activities help you relax when you are stressed?

Before students start doing the listening task, pre-teach these vocabulary:

**workspace** (n.) /'wɜ:k.spes/ - the office, desk, etc. where someone works

**to sculpt** (n.) /'skʌlp.tʃə/ - to make figures or objects by, shaping wood, stone clay, metal, etc.

**2.** Tell students that they are going to listen to two speakers talking about managing stress. As they are listening, they need to choose the correct answers. Allow some time for students to get acquainted with the task, then play the recording. If necessary, play the recording more than once. Once students are ready, have them compare their answers in pairs before checking the answers as a class.

## Answers:

### Speaker 1

1. **C)** His art sessions help teens handle stress.
2. **C)** It helps the speaker relax and focus.

### Speaker 2

3. **A)** She doesn't sell her sculptures.
4. **D)** To make lightning better

## Track 20

**Speaker 1:** My colleague Ricky organises art therapy sessions for teens in his free time. He is neither a professional artist nor a therapist, but his art sessions help teens manage stress. He

says young people like group activities more as they also connect with each other. It's more than just making art; it's about sharing feelings and healing together.

Ricky decorated the wall in the office with his mandala drawings. He also added a short text about how colouring mandalas improves the brain's intellectual, artistic and problem-solving abilities. All these inspired me, and I recently started colouring mandalas as well. At first, it was just for fun, but I quickly noticed how it calmed me down. While colouring, I forget about everything else and focus on the present moment. It's like my mind gets a break from all the noise and stress as I fill in the detailed patterns with colour.

Now I am planning to attend his art therapy sessions to try different art therapies.

**Speaker 2:** For me working with clay is the best way to relax. When I sculpt, it feels like I'm putting my feelings into the clay. Every piece shows how I'm feeling and helps me understand my emotions better. I love trying out different styles and colours in my sculptures. I kept only my first work as a memory in my room. After finishing, I usually give them as gifts to friends and family. My teacher put 2 of my sculptures in the "Student Gallery Wall" in our classroom.

My family encourages me to sell my sculptures, but I think it is too early for it. Maybe in the future, I can earn money from my hobby.

For now, I work in our garage. To improve my garage workspace, I need to add some more lights. It is a bit darker here. I'm also thinking about buying a table at a comfortable height. When I work long hours, my back hurts. Well, extra tools would be great as well, but first I need to earn some money in order not to get all the money from my family.

**3.** In this task, students should first answer the given questions individually. Then, they will ask the same questions to their partners. You may want to prepare a worksheet with the questions from the task to make it easier for students, or simply have them write their answers in their notebooks.

Once students have completed their answers, have them ask the questions to their partners. After the discussion, give students some time to identify similarities and differences between their own answers and their partner's. Finally, nominate random students to share their reflections on these similarities and differences with the class.

**4.** Ask students to choose one of the given activities and imagine they are doing it to manage stress and relax. They need to prepare a short presentation about their experience with that particular activity. Remind them to answer the guiding questions provided and to include details such as how the activity helps them relax, how they feel afterward, and any other related reflections.

While students are presenting, encourage the rest of the class to ask follow-up questions. This will promote active listening and engagement with each presentation.

# Emotions in Balance

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

- express their opinions about managing stress;
- make up a story about the given photos using the phrases provided.

**Standards:** 2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

- 1.** Ask students to look at the pictures and discuss the questions - *How can each activity help teenagers manage stress?; Which one would work best for you and why?* - with their partners. Encourage students to use the phrases provided in the boxes. While students are doing the task, monitor and provide assistance if necessary. Once students are ready, nominate random students to share their answers with the whole class.



*listening to music*



*journaling*



*making art*



*spending time in nature*

- 2.** Students should look at the photos and make up a story. They need to use the vocabulary provided. While students are writing their stories, monitor and provide assistance if necessary. Once students are ready, have them peer-edit each other's stories.

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

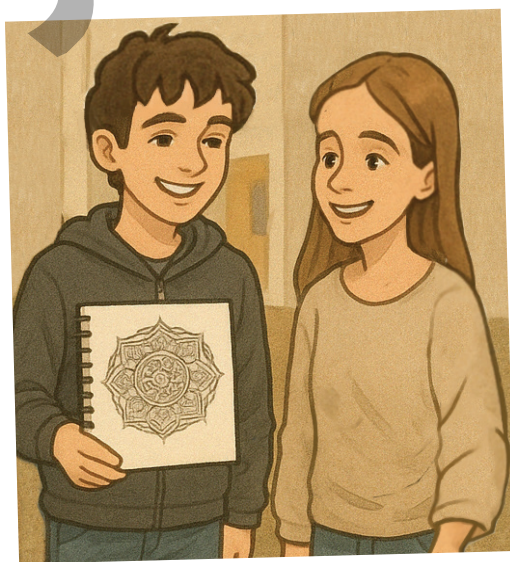
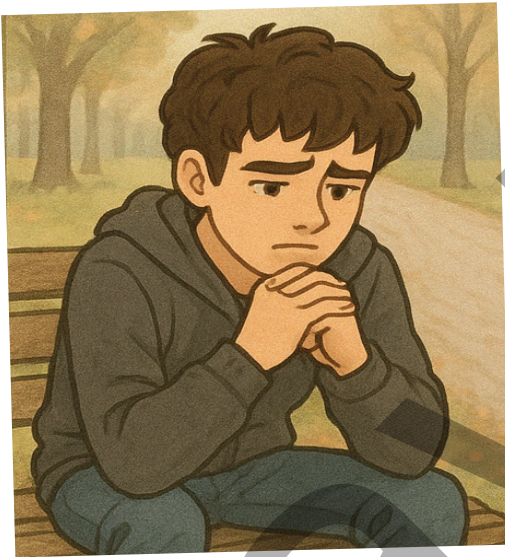


### **A sample story:**

A few months ago, Alex was going through a tough time. He felt sad and stressed, and he didn't know what to do. One day, while sitting in the park, he saw a sign for an activity centre. Something about it felt inviting, so he decided to give it a try.

At the centre, he met a friendly girl who was sketching beautiful mandalas. She invited Alex to try it. At first, he wasn't sure, but he decided to try a new activity. As he started drawing, he noticed that it helped him feel calm.

After a few days, sketching mandalas became part of his routine. It helped him handle stress and feel more relaxed. Now, he enjoys going to the activity centre and has made new friends. He even teaches others how to draw mandalas!



# TEST

## Answers:

### I.

**1** The woman ★★★ hair is long is my therapist.  
A. who                      B. that                      C. which                      D. whose

**2** This is the diary ★★★ Emily bought for me.  
A. whose                      B. that                      C. who                      D. whose

**3** The time ★★★ I first started colouring mandalas was unforgettable.  
A. that                      B. where                      C. who                      D. when

**4** The boy ★★★ is making clay sculptures teaches young kids art lessons.  
A. whose                      B. what                      C. which                      D. who

**5** This is the person ★★★ ideas inspired me to start journaling.  
A. who                      B. that                      C. whose                      D. which

### II.

**1** A. The park I go to every day is a very relaxing place.  
B. The park which I go every day is a very relaxing place.  
C. The park where I go every day it is a very relaxing place.  
D. The park that I go to every day it is a very relaxing place.

**2** A. This is the activity that it makes my day fun.  
B. This is the activity when my day is fun.  
C. This is the activity that helps me to relax.  
D. This is the activity makes my day fun.

**3** A. There is a cafe where we first organised our art therapy sessions.  
B. There is a cafe where we first organised there our art therapy sessions.  
C. There is a cafe which we first organised our art therapy sessions there.  
D. There is a cafe which first organised our art therapy sessions.

### III.

**1**

- |            |   |
|------------|---|
| 1. reflect | a. She uses an app to <u>track</u> her success in learning new languages.     |
| 2. track   | b. I like to <u>reflect</u> on my day before going to bed every day.          |
| 3. heal    | c. Sunlight can help people <u>heal</u> by increasing their vitamin D levels. |

A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - a, 3 - c    C. 1 - c, 2 - a, 3 - b    D. 1 - b, 2 - c, 3 - a

- |             |  |
|-------------|--|
| 1. tough    | a. My journal is <u>private</u> , so I can write my secrets in it.         |
| 2. inviting | b. Today was a <u>tough</u> day, but writing about it made me feel better. |
| 3. private  | c. I like to journal in my room because it is warm and <u>inviting</u> .   |

A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - a, 3 - c    C. 1 - c, 2 - a, 3 - b    D. 1 - b, 2 - c, 3 - a

- |               |  |
|---------------|--|
| 1. therapy    | a. Writing in my journal is like <u>therapy</u> for me; it helps me feel calm. |
| 2. sculptures | b. I created a small <u>workspace</u> where I can draw comfortably.            |
| 3. workspace  | c. I enjoy creating small <u>sculptures</u> from playdough.                    |

A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - a, 3 - c    C. 1 - a, 2 - b, 3 - c    D. 1 - b, 2 - c, 3 - a



# Exploring the World

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

- develop their listening skills for detailed information;
- ask and answer questions using the target language.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3.

**Interaction patterns:** individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording so they can listen and repeat the words. Monitor their pronunciation and provide support as needed.

**Note:** Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target words.

## Track 21

1. ecolodge
2. rainwater harvesting
3. organic
4. barefoot
5. to respect
6. off the beaten track
7. eco-friendly
8. outfit

2. Ask students to complete the sentences using the words or phrases from Task 1. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

## Answers:

1. After a long hike, I walked barefoot on the grass and felt completely relaxed.
  - 2 We discovered a small village off the beaten track with no cars and friendly people.
  3. It's important to respect the culture of the place you visit by learning a few words in the local language.
  4. His outfit was perfect for the outdoor concert—comfortable and stylish.
  5. My friend started an eco-friendly business that makes bags from recycled materials.
  6. Thanks to rainwater harvesting, the village has enough water even during the dry season.
  7. We stayed in an ecolodge near the mountains, where all the electricity came from solar panels.
3. Tell students they will hear four different speakers and need to match each one to a statement. Remind them that there is one extra statement they won't use. Give them a moment to read the statements carefully before you play the recording. If necessary, play the audio more

than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

**Speaker 1**

D. This person wants to live off the beaten track.

**Speaker 2**

C. This person stayed in an ecolodge.

**Speaker 3**

A. This person plans to practise rainwater harvesting.

**Speaker 4**

E. This person leads an eco-friendly lifestyle.

## Track 22

**Speaker 1:** I love nature and want to move somewhere quiet and natural. I'm tired of city life and dream of living in a small house in the mountains, far from the noise and crowds.

**Speaker 2:** Last year, I went to the Amazon and stayed in a special place. It was amazing! Everything was made from natural materials, and the food was cooked using solar energy. I enjoyed the peaceful atmosphere.

**Speaker 3:** I'm learning about ways to save water at home. I recently attended a workshop where they talked about collecting rainwater for gardening and washing. I want to set up a simple system in my backyard soon.

**Speaker 4:** I care a lot about my health and the environment, so I buy only organic food. I also bring my own shopping bags and avoid plastic as much as I can.

### 4. Divide the class into pairs or small groups (3–4 students).

Ask students to take turns asking and answering the questions.

Get them to speak in full sentences and give detailed answers with examples or short stories.

Have them listen carefully when their partner is speaking. Set a time limit (e.g., 8–10 minutes).

Monitor the pair or groups as they speak. Encourage students to stay on topic and speak as much as possible. Support students by prompting them if they struggle with ideas or language.

1. Have you ever stayed in an ecolodge or a place close to nature? If not, would you like to? Why or why not?
2. Would you like to practise rainwater harvesting? Why or why not?
3. Do you enjoy walking barefoot on the beach or in nature? Where was the last place you went barefoot while travelling?
4. When visiting another country, what do you think tourists should do to respect local people and traditions?
5. Have you ever visited a place that was off the beaten track? What made it special or different from popular tourist spots?
6. Do you try to be eco-friendly when you travel? What small things can travellers do to protect the environment?
7. What kind of outfit do you usually pack for an outdoor trip? Why do you choose it?
8. Do you think eating organic food helps the environment? How?

# Exploring the World

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

- express their opinions about travel experiences;
- develop their reading skills for detailed and specific information by reading the text about Ecotourism.

**Standards:** 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

**Interaction patterns:** individual, pair, group

**1.** Ask students: "Do you like travelling? What kind of places do you like to visit?" Let 2–3 students share short answers to activate the topic. Ask students to look at the pictures provided. Give them guiding questions:

- *What do you see in each picture?*
- *Where do you think these people are?*
- *What are they doing?*

Put students in pairs or small groups. Ask them to discuss the question.

- *What do you think is different about their travel experiences?*

Bring the class back together and invite a few groups to share their ideas. Encourage them to use comparative language (e.g., "The first group seems more adventurous because...", "The second group looks more relaxed and focused on...").

Write the word "Ecotourism" on the board and ask students what they know about it. Then have them read the text quickly to check their ideas.

**2.** Ask students to read the text carefully and answer the questions within a set time. When they finish, have them compare answers in pairs. Then check the answers together as a class.

## Answers:

**1. How did the ecolodge help protect the environment?**

It used rainwater harvesting, solar power, followed a zero-waste policy, used reusable items, recycled everything, and avoided plastic.

**2. What problem did they have at the start of the trip?**

Their bags were lost, so they only had one outfit each.

**3. What did they discover when they had very few clothes?**

They discovered that they didn't need many things to feel happy.

**4. What did they do to stay away from busy tourist places?**

They avoided crowded tourist areas and explored quiet beaches, small villages, and peaceful mountains—places off the beaten track.

**5. How did this trip change the way they think about travel?**

It taught them that travel is not just about fun but about respecting the Earth, learning, and helping others.

6. What is the main idea or message of this story?

Ecotourism offers a more meaningful and responsible way to explore the world by protecting the environment, supporting local communities, and travelling with respect.

3. Have students read the comments on the post and decide whether each comment is positive or negative. When they are ready, discuss the answers as a class. Ask students to justify their answers.

Answers:

Positive	Negative
a) I changed my travel plans this year because of your amazing eco-adventure!	a) Eating only organic food is expensive, so I don't think I could afford it while travelling.
e) I love this story because it shows how travel can help the environment and local people.	b) Zero waste sounds too hard for me because I still need to use basic products when I travel.
f) I'm now cooking local food when I travel because of your idea to support small farms.	d) No TV, no hair tools? That sounds boring, so I will never go there.
g) Collecting eggs and living with animals sounds amazing, so I'm definitely adding an eco-lodge to my bucket list!	

4. Ask students to look at the boldfaced words in the comments. Then, direct them to the rule box where they will see incomplete rules with gaps. Tell students to complete the rules and example sentences with **because**, **because of** and **so**. After they finish, check the answers together as a class and clarify any questions they may have.

Answers:

- A. Use **because** to give a reason with a subject and verb.  
(Example, I stayed at home **because** it was raining.)
- B. Use **because of** to give a reason with a noun or noun phrase.  
(Example, The flight was delayed **because of** bad weather.)
- C. Use **so** to show a result of something.  
(Example, It was raining, **so** we stayed at home.)

# Exploring the World

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

- develop their listening skills for specific information;
- write short informative paragraphs by completing the given sentences about Ecotourism using *because*, *because of* and *so*;
- form sentences by looking at the photos and key words using *because*, *because of* and *so*.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Have students work individually and complete the sentences with *because* or *because of*. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

**Answers:**

1. Ecotourism is becoming more popular because people want to protect the environment.
2. The hiking tour was cancelled because of the heavy rain.
3. They chose an eco-friendly hotel because it uses solar energy and recycles waste.
4. The beach was crowded because of the summer holiday season.
5. She didn't join the safari tour because she was afraid of wild animals.
6. We couldn't go fishing because of the strong winds.
7. Many people visit Baku because of its famous landmarks like the Maiden Tower.
8. He decided to travel by train instead of plane because it's more environmentally-friendly.
9. We arrived late because of a traffic jam on the highway.
10. The guide spoke slowly because the group had many non-native English speakers.

2. Have students work individually and complete the sentences with *because*, *because of* or *so*. Remind them that they need to add a comma if necessary. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

**Answers:**

1. The train was delayed because of heavy snowfall.
2. She packed warm clothes because she was going to a cold country.
3. The hotel was fully booked, so we had to find another place to stay.
4. Because of the traffic jam, we were late for our tour.
5. It started raining heavily, so we stayed inside the museum.
6. Because of her fear of flying, she decided to travel by train.
7. The beach was crowded because it was a national holiday.
8. She stayed in a hostel because she wanted to save money.
9. Because of the low prices, they chose to travel in the off-season.
10. The map was confusing, so we got lost in the city.

3. Put the students into pairs. Ask each pair to complete the sentences provided under each picture. Once they are ready, have them compare their sentences with another pair. Finally, discuss the sentences together as a class and provide feedback as needed.

Answers will vary:



0. She forgot her passport, so she couldn't fly.



1. Tourists love visiting Gabala because of its beautiful nature.



2. She didn't go hiking because of the heavy rain.



3. They decided to go back home because of the cold weather.



4. They couldn't fly because of the heavy fog/the thick fog at the airport/the foggy weather.



5. He was tired after the long flight, so he slept at the airport.

4. Tell students they will hear five different speakers. Their task is to complete the sentences based on what they hear. Give students a moment to read the sentences carefully before playing the recording. Play the audio, pausing after each speaker to allow enough time for students to complete the sentence. If needed, play the recording more than once. After the listening activity, ask students to compare their answers in pairs. Finally, check the answers together as a class.

Answers:

Speaker 1	Speaker 2	Speaker 2	Speaker 2	Speaker 2
They didn't go hiking because of <u>the rain/ weather.</u>	The speaker didn't book early, <u>so he/she had to stay at home.</u>	They chose the hotel because <u>it uses solar power.</u>	Tourists didn't clean up, so <u>the area became polluted.</u>	They couldn't visit the park because of <u>a fire in the forest.</u>



# Exploring the World

## Track 23

**Speaker 1:** We stayed at the hotel yesterday instead of going hiking. It rained a lot in the morning, and the weather wasn't good for outdoor activities.

**Speaker 2:** I wanted to travel to the mountains this weekend, but all the eco-lodges were full. I didn't book early enough, so I had to stay at home.

**Speaker 3:** We chose this hotel because it uses solar power. It's a great place for eco-friendly travellers.

**Speaker 4:** The beach was dirty and full of plastic bottles. Many tourists didn't clean up after themselves, so the area became polluted.

**Speaker 5:** We couldn't visit the national park because there was a fire in the forest. It was dangerous to go near that area.

- 5. A.** Read the directions aloud and clarify that students need to choose only one sentence from the list and complete it with their own ideas. Emphasize the requirement to write or say 3–4 complete sentences.  
Have students work individually to complete their chosen sentence. Encourage them to write their 3–4 sentences clearly, focusing on grammar and vocabulary.

**Answers will vary.**

### Possible answers:

I think ecotourism is important because it helps protect nature and wildlife.

I think ecotourism isn't important because many people only care about luxury travel.

People should try eco-travel because of its positive impact on the environment.

People shouldn't try eco-travel because of the high costs.

I would like to stay in an eco-hotel because it uses less energy and water.

I wouldn't like to stay in an eco-hotel because it might not have all the modern conveniences.

I want to support local people, so I buy souvenirs made by local artists.

I prefer travelling by train because of its lower carbon footprint.

I prefer travelling by bus because of the lower ticket prices.

Tourists should respect local culture, so they should learn about local traditions before visiting.

- B.** Instruct students to pair up and share their ideas with their partners (Part B). Ask them to listen carefully and ask follow-up questions if time allows.  
Invite a few volunteers to share their ideas with the class. Provide feedback on clarity, vocabulary, and structure as needed.



Levin

# Exploring the World

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

- develop their listening skills for detailed and specific information;
- talk about different types of tourism;
- ask and answer questions about different aspects of exploring the world.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

**Interaction patterns:** individual, pair, group

**1.** Before doing *Find someone who...* task, ask students to copy the sentences into their notebooks and leave some space next to each sentence. (See the table below.) Encourage them to add two more sentences to ask their classmates about their travel experiences.

**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	Names	Extra Note
<ol style="list-style-type: none"><li>1. has tried a traditional dish in another country.</li><li>2. would like to go rock climbing.</li><li>3. has visited a place because of a movie.</li><li>4. likes exploring unknown streets in a city.</li><li>5. enjoys exploring new cities on foot.</li><li>6. likes learning about history and culture when he/she travels.</li></ol>		

Tell students that they need to ask their classmates questions. Change the first statement into a question and write it on the board: *Have you ever tried a traditional dish in another country?* If you think that students might have difficulty changing the statements into 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. Once they have finished asking questions, get some feedback from random students.

**2.** Tell the students that they will hear a lecture about types of tourism. Before you play the recording, ask them to read the notes carefully. As they listen, they should complete the notes. After they complete the task, have the students compare their answers in pairs before discussing them together as a class.

## Answers:



Adventure Tourism

Adventure tourists enjoy activities like 1) rock climbing or 2) mountain biking. They prefer 3) remote locations instead of crowded places.



Alphatourism

In alphatourism, people use a 4) map to plan their walk. Alphatourism helps tourists discover 5) interesting places in a city.



Experimental Tourism

Experiential tourism helps people learn about local 6) culture and traditions. It also gives them a chance to use the 7) language of locals to interact with them.



Screen Tourism

This kind of tourism happens when people are big fans of 8) films or TV series. New Zealand is a popular destination because of 9) The Lord of the Rings.

## Track 24

Hello everyone!

Today, we are going to talk about different types of tourism. Tourism means travelling for fun, to relax, or to learn something new. People travel for many reasons, and there are many ways to enjoy a trip. Let's look at some popular types of tourism one by one.

First, let's talk about Adventure Tourism. This type is perfect for people who want to avoid popular tourist places and enjoy exciting outdoor activities. These people love things like rock climbing or mountain biking. They don't like crowded places. In fact, the more remote the location is, the better they like it!

Next, we have Alphatourism. This is a fun and creative way to explore a town or city. People use a map to find the first and last streets. Then, they draw a line between them and follow this path. While walking, they stop to look at any interesting places they discover. It's a great way to see more than just the usual tourist spots.

Another interesting type is Experiential Tourism. This kind of tourism is for travellers who want to learn about the culture and traditions of a place. They do what local people do. For example, they might visit a festival, a local market, or try traditional food. This is a memorable way to see the real life of a place. It also helps them practise the language and meet local people.



# Exploring the World

Now, let's look at Screen Tourism. This happens when people love a film or TV series so much that they travel to places where it was filmed. For example, New Zealand is popular because of The Lord of the Rings. Fans go trekking in the beautiful parks where scenes were filmed. They also visit places like Hobbiton, the village from the movie.

To sum up, tourism today is more varied and exciting than ever before. People can choose from many types, depending on their interests. So, next time you travel, why not try something new?

Which type of tourist do you think you are?

- 3.** Tell the students they will now listen to four different tourists talking about their travel experiences.

Ask them to listen carefully and match each tourist to the correct type of tourism (e.g., Adventure Tourism, Alphetourism, Experiential Tourism, or Screen Tourism).

Before playing the recording, encourage students to read through the answer options so they know what to listen for.

Once they are done, have the students compare their answers in pairs or small groups before checking the answers together as a class.

## Answers:

**Tourist 1 - b)** Adventure tourism

**Tourist 2 - d)** Alphetourism

**Tourist 3 - c)** Screen tourism

**Tourist 4 - e)** Experimental tourism

## Track 25

**Tourist 1:** I don't like big cities or busy tourist places. I love nature and exciting activities! Last summer, I went mountain biking in the countryside. It was quiet, beautiful, and lots of fun. I even tried rock climbing for the first time!

**Tourist 2:** When I visit a new city, I don't just follow a guidebook. I use a map and draw a line between the first and last street. Then I walk along that line and explore everything on the way. It's a fun way to find cool, hidden places!

**Tourist 3:** Last year, I went to the UK to visit places from my favourite series. I saw the castle from the show and took lots of pictures. It was so exciting to walk where the actors walked!

**Tourist 4:** I like learning about local life when I travel. In Spain, I stayed with a local family, ate traditional food, and went to a small village festival. It was very different from my country. I felt like I was really part of the culture.

- 4.** Put the students into pairs. Explain that they will work together to plan a holiday.

Ask them to discuss the different types of tourism (Ecotourism, Adventure Tourism, Screen Tourism, Alphetourism, Experiential Tourism) and agree on one type for their trip.

Encourage students to explain their choice to each other using the useful phrases provided (e.g., *Let's go somewhere exciting!*, *I prefer cultural trips.*).  
When pairs have finished, invite some of them to act out the activity. When they are done, provide feedback.

Learn Live

# Exploring the World

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

- express their opinions about different types of holidays;
- make up a story about the given photos using the phrases provided.

**Standards:** 2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

- 1.** Tell students they will work in pairs to compare the different travel destinations. They should
- describe what people can do in each place;
  - talk about the good and bad sides of each destination;
  - decide together which place they would prefer to visit.

Ask them to use the useful phrases provided in the boxes to structure their conversation. Highlight useful adjectives (e.g. relaxing, exciting, crowded, quiet) and comparatives (e.g. more relaxing than, quieter but sunnier).

Put students in pairs and give them time to look at the four pictures. Ask them to talk about each place using the prompts. Remind them to use comparative language (e.g. "The mountain adventure is more exciting than the countryside trip"). They should also discuss advantages and disadvantages (e.g. "A beach holiday is relaxing, but it might be crowded"). Students should agree on one destination they both prefer.

They must explain why they chose it using phrases like:

*"We both like..., so that's a good option."*

*"I agree, that's the best destination for us."*

When they are done, invite a few pairs to present their decision to the class. Ask:

- Which place did you choose?
- What made you decide on that one?
- Did you and your partner agree easily?

- 2.** Pre-teach the useful vocabulary: *read a map; get confused; ask for help; show someone the way; walk through the town; find the place; be grateful for someone's help*

Review meanings and pronunciation with students. Ask these questions:

- Have you ever asked someone for help in a new place?
- What do you usually do when you are lost in a new city?

Ask students to describe the pictures. Elicit ideas for what is happening step by step. Then have students work individually and make up a short story (120–150 words) based on the pictures using the vocabulary provided. Set a time limit. They should describe:

- what the boy is doing;
- what problem he faces;



- who helps him;
- how he solves the problem;
- how he feels at the end.

When they are done, invite a few students to read or act out their stories.

Highlight the correct use of past-tense verbs. Praise the use of vocabulary from the box.

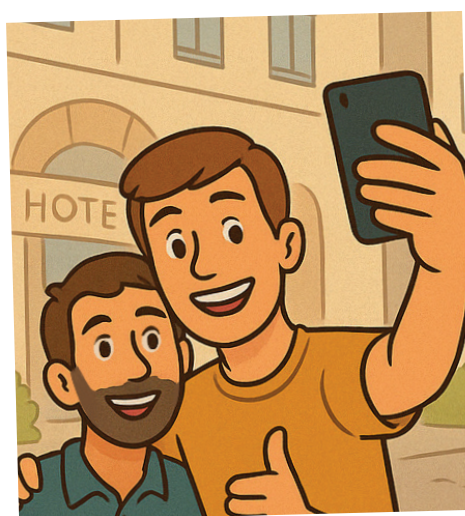
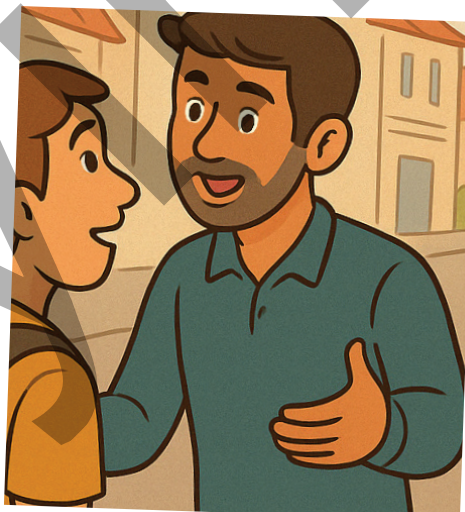
### **A sample story:**

Last weekend, Samad visited a new town. He had a map, but he got confused and couldn't find the place he was looking for. He stopped in the street and tried to read the map again.

Then, he decided to ask for help. A friendly man smiled and showed him the way. They walked through the town together and talked along the way.

After a few minutes, they found the place. It was the hotel Samad wanted to go to.

Samad was very grateful for the man's help. He smiled and thanked him. They took a photo together to remember the moment.





# TEST

## Answers:

I. In questions 3, 5 and 7, a comma should be added before **so**.

**1** We missed the train ★★★.

- A. so the traffic was heavy
- C. **because of the heavy traffic**

- B. because the heavy traffic
- D. because of the traffic was heavy

**2** She packed extra clothes ★★★.

- A. **because she expected cold weather**
- C. so she expected cold weather

- B. because of she expected cold weather
- D. because expected cold weather

**3** It started to rain ★★★.

- A. because we had to cancel our hike
- C. because had to cancel our hike

- B. because of we had to cancel our hike
- D. **so we had to cancel our hike**

**4** They booked a hotel near the airport ★★★.

- A. **because they had an early flight**
- C. so they had an early flight

- B. because of they had an early flight
- D. because had an early flight

**5** I was tired after the journey ★★★.

- A. because I went to bed early
- C. because went to bed early

- B. **so I went to bed early**
- D. because of I went to bed early

**6** We had to wait for two hours ★★★.

- A. because was a technical problem
- C. because a technical problem

- B. so there was a technical problem
- D. **because of a technical problem**

**7** The weather was great ★★★.

- A. because we decided to go hiking
- C. **so we decided to go hiking**

- B. because of we decided to go hiking
- D. because decided to go hiking

## II.

1. eco-friendly 2. organic 3. barefoot	<p>a. I prefer eating <b>organic</b> food because it doesn't contain chemicals.</p> <p>b. Some people say walking <b>barefoot</b> helps you feel relaxed.</p> <p>c. Using public transport is a(n) <b>eco-friendly</b> way to travel.</p>
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A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - a, 3 - b    D. 1 - b, 2 - a, 3 - c

2 1. outfit 2. ecolodge 3. off the beaten track	<p>a. A(n) <b>ecolodge</b> is a great choice if you care about nature and want a quiet, relaxing place to stay.</p> <p>b. She took a comfortable <b>outfit</b> for hiking in the mountains.</p> <p>c. Traveling <b>off the beaten track</b> can help you discover amazing places.</p>
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A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

3 1. respect 2. harvest 3. explore	<p>a. She would like to <b>explore</b> new places that are far from busy tourist areas.</p> <p>b. When we visit another country, we should <b>respect</b> local customs and traditions.</p> <p>c. The hotel uses special systems to <b>harvest</b> rainwater for washing and cleaning.</p>
---	--

A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

## III.

Aliya is an ecotourist. She loves nature and wants to protect the environment when she travels. She always tries to be **1) eco-friendly**. She stays in special places called **2) ecolodges**. These small hotels use **3) rainwater harvesting** and solar power.

Aliya likes to go **4) off the beaten track**, away from big cities. She visits quiet villages, forests, and mountains. She always **5) respects** local people, animals, and nature.

She wears a simple **6) outfit** — a cotton shirt, trousers, and a hat. Sometimes she walks **7) barefoot** on clean beaches or soft grass to feel close to nature.

Aliya eats **8) organic** food. She buys fruit and vegetables from local farmers. She brings her own water bottle and never uses plastic bags.

For Aliya, being an ecotourist is not just a way to travel—it's a way to live.

# From Passion to Profession

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

- develop their listening skills for specific information;
- ask and answer questions using the target language.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

**Interaction patterns:** individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording so they can listen and repeat the words. Monitor their pronunciation and provide support as needed.

**Note:** Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target words.

## Track 26

1. passion
2. outgoing
3. priority
4. path
5. cost of living
6. brief
7. budget
8. rewarding

2. Ask students to complete the sentences using the words or phrases from Task 1. Remind them that they may need to change the form of some words. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

## Answers:

1. We need to plan our trip and set a **budget** so we don't spend too much money.
2. Spending time with family is my top **priority** because they are very important to me.
3. She is very **outgoing** and likes meeting new people.
4. The **cost of living** in the city is higher, so things like food and rent are more expensive.
5. The meeting was very **brief**, and we finished in just 10 minutes.
6. Helping others can be very **rewarding** because it makes you feel good.
7. Choosing the right **path** in life can help you be successful.

3. Tell students they will hear four different speakers and need to match each one to a statement. Remind them that there is one extra statement they won't use. Give them a moment to read the statements carefully before you play the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

## Answers:

**Speaker 1** C. This person is talking about the cost of living.

**Speaker 2** B. This person is talking about his passion.

**Speaker 3** E. This person is talking about being outgoing.

**Speaker 4** A. This person is talking about the budget.

## Track 27

**Speaker 1:** Living in the city has been a big change for me. At first, I was excited, but I quickly noticed that everything here is more expensive. Rent, groceries, even going out to eat – it's all much higher than where I lived before. I must be careful with how I spend my money, especially when I want to have fun or go out with friends."

**Speaker 2:** I've always loved working with animals. Ever since I was young, I knew this was what I wanted to do. When I'm helping animals, I feel really happy. It's not always easy, but when I see the difference I can make, it becomes so rewarding. It's a job that truly brings me joy."

**Speaker 3:** I consider myself a very social person. I love meeting new people, going to events, and just being around others. It's how I get energy for the day. I'm always planning my next get-together with friends. I feel like I need that to stay happy and energised.

**Speaker 4:** I'm really careful about how I spend my money. I keep track of everything I buy and make sure I don't spend too much on things I don't need. When I plan my monthly expenses, I always make sure I leave room for important things, but I also try to have a little extra for some fun activities.

- 4.** Divide the class into pairs or small groups (3–4 students).  
Ask students to take turns asking and answering the questions.  
Get them to speak in full sentences and give detailed answers with examples or short stories.  
Have them listen carefully when their partner is speaking. Set a time limit (e.g., 8-10 minutes).  
Monitor the pair or groups as they speak. Encourage students to stay on topic and speak as much as possible. Support students by prompting them if they struggle with ideas or language.

## Answers:

1. What is your passion? Talk about it.
2. Are you an outgoing person? How do you feel when you meet new people?
3. What is the most important priority in your life right now?
4. What path do you want to take in the future?
5. Do you think the cost of living is higher in a city or a village?
6. Can you describe your favourite hobby in a brief way?
7. Is it important to have a personal budget? Why or why not?
8. What activity or job do you think is the most rewarding for you? Why?

# From Passion to Profession

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

- talk about the jobs they would like to have in future;
- develop their reading skills for detailed information by reading the text about choosing a career path.

**Standards:** 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

**Interaction patterns:** individual, pair, group

1. Put students into pairs and have them answer the questions. Once they are ready, nominate random students to share their answers with the whole class.
  - What job would you like to have in the future?
  - What do you think is important when choosing a job?
  - Do you know anyone with an interesting job? What does he/she do?
2. Tell students that they are going to read an article titled "8 Important Things to Keep in Mind When Choosing a Career Path." There are 8 paragraphs and 9 headings (a–i). As they read, they must match the correct heading to each paragraph. Remind them that one heading is extra and will not be used. Set a time limit. When they are ready, have students compare their answers in pairs. Then discuss the answers as a class.

## Answers:

1. **h** (Your passion and skills)
2. **e** (Your personality)
3. **d** (Your goals)
4. **i** (Your values)
5. **g** (Your potential salary)
6. **a** (Your job prospects)
7. **b** (Your time and budget)
8. **c** (Your professional connection)

3. Have students work individually and write 3–4 sentences to summarise the main idea of the article. Encourage the students to use their own words to explain what the article is mostly about.
4. Ensure students have read the introduction paragraph where the boldfaced words **despite** and **although** are used in context. If needed, re-read it together and highlight the contrast expressed by these words.  
Direct students' attention to the grammar task. Explain that both **despite** and **although** are used to show contrast or unexpected results, but they are followed by different types of structures.

Have students read each rule carefully. Then, ask them to choose the correct word (**despite** or **although**) that fits each rule based on the examples they studied.

**Answer Key:**

1. A full sentence (subject + verb) follows **b) although**.

2. A noun or verb + ing follows **a) despite**.

Write two sample sentences on the board, one with *despite* and one with *although*. For example:

*Despite the rain, we went for a walk.*

*Although he was tired, he finished his homework.*

Ask each student to write two sentences:

- One using *despite*
- One using *although*

Encourage them to think of real-life situations or things related to school, hobbies, or weather to make the sentences more meaningful and memorable.

Pair students to read their sentences to each other. Partners check if the structure is correct and if the contrast makes sense. Alternatively, collect a few examples on the board and review them as a class.

For stronger students, ask them to rewrite one sentence using the opposite connector while keeping the meaning similar.

**Example:**

*Although it was late, they kept talking.*

*Despite the late hour, they kept talking.*

# 7c From Passion to Profession

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

- develop their listening skills for specific information;
- write short informative paragraphs by completing the given sentences about the job life of a person they know well, using *Although* and *Despite*;
- form sentences by looking at the photos and key words using *Although* and *Despite*;

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.1 2.2.2 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Have students work individually and complete the sentences with *so* or *although*. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

**Answers:**

1. Although he is a talented chef, he doesn't like cooking at home.
2. He wanted to travel the world, so he became a flight attendant.
3. Although her job is difficult, she enjoys every moment of it.
4. They needed more money, so they started working extra hours.
5. Although he works in a bakery, he doesn't eat much bread.
6. She studied engineering for five years, so she got a job at a big company.
7. Although he works with animals every day, he's allergic to cats.
8. He was very creative, so he chose to be a designer.
9. Although the salary is low, he loves being a teacher.
10. Although he is afraid of heights, he works as a window cleaner on tall buildings.

2. Ask students to work individually and choose the correct options. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

**Answers:**

1. Despite being afraid of blood, he became a doctor.
2. Although she studied hard, she failed the job interview.
3. Although he is very young, he runs his own business.
4. She got a promotion despite working in the company for only six months.
5. He wants to help others, so he chose to become a police officer.
6. Despite having no experience, she got the job.
7. Although he had a high salary, he wasn't happy with his job.
8. She is very organised, so she chose to be a project manager.

3. Have students work individually and make up sentences using the key words. When they are done, have them compare their answers in pairs before you discuss them as a class.





0. Although it was raining,  
they went for a picnic.



1. Despite the heavy  
traffic, he arrived on time.



2. Although she was tired,  
she continued working.



3. Despite high prices,  
they bought the house.



4. He trained every day,  
so he won the race.



5. Although he had no  
experience, he got the job.

4. Tell students that they will listen to five different people describing their jobs. Before playing the recording, ask students to read the incomplete sentences so they know what information to listen for. Play the recording. Students should listen and complete each sentence based on what they hear. You may pause after each speaker if needed. After the task, check answers together and ask follow-up questions to encourage discussion about different jobs.

### Answers:

Speaker 1: helping people

Speaker 2: creative

Speaker 3: children

Speaker 4: proud

Speaker 5: long hours

### Track 28

**Speaker 1:** I'm a nurse. I work long shifts, and sometimes, it's very stressful.

Although my job is hard, I really love helping people.

**Speaker 2:** I'm a graphic designer. Although I spend many hours in front of a screen, I enjoy being creative. Despite the deadlines, I always try to do my best.

**Speaker 3:** I work as a teacher. Despite the noise in the classroom, I like working with children. Although I have to take work home sometimes, I feel happy when my students learn something new.

**Speaker 4:** I'm a chef. I work in a busy restaurant. Although the kitchen gets very hot, I enjoy cooking. Despite being tired at the end of the day, I feel proud when customers enjoy the food.

**Speaker 5:** I'm a taxi driver. Although the traffic is terrible sometimes, I enjoy meeting new people every day. Despite working long hours, I still have time to spend with my family in the evenings.

4. Have students work individually and complete the sentences about the people who they know well. When they are ready, have them compare their answers in pairs.

Answers will vary.

# From Passion to Profession

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

- develop their listening skills for detailed information;
- talk about being a footballer;
- ask and answer questions about the life of an imaginary football player.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

**Interaction patterns:** individual, pair, group

1. Put students into pairs and ask them to discuss the question: *Do you think being a footballer could be a dream job? Why or why not?* Give students a few moments to read and think about the prompts before starting the discussion.

Encourage them to consider the guiding questions provided:

- Is it fun or stressful?
- Is it well-paid?
- Do footballers travel a lot?
- Is it easy to reach the goal?
- Can footballers inspire others?

Monitor the conversations and support students as needed with vocabulary or ideas. After the pair discussions, invite a few students to share their opinions with the class.

2. Tell students they will listen to an interview with a young football player named Anna. Ask them to read the question and the four answer options before listening. Play the recording once and ask students to choose the correct answer to the question. Discuss the answer as a class.

**Answer:**

b) How Anna became a professional football player

3. Ask students to read the sentences carefully before listening again. Tell them to decide if each statement is *True* or *False* based on the information in the recording. Play the recording a second time, pausing after each sentence if needed to give students time to decide. When they are done, go through the answers as a class, asking students to justify their answers using information they heard.

**Answer:**

1. Anna plays football for a local club team in her town.	<b>False</b> – She plays for her country's national women's team.
2. At school, she enjoyed sitting quietly at a desk during the day.	<b>False</b> – She didn't like sitting at a desk; she found lessons boring.

3. During breaks at school, Anna often spent time outside.	<b>True</b> – She played football outside with friends every break.
4. Football became more than just a hobby for her when she turned 10.	<b>True</b> – At age 10, football became her passion.
5. Her parents immediately agreed with her dream of becoming a footballer.	<b>False</b> – At first, they didn't support her dream.
6. Anna joined a team that was close to her house.	<b>False</b> – She joined a team in the next city and had to travel by train.
7. She played in her first international match at the age of 18.	<b>True</b> – She played in a youth international tournament at 18.
8. She encourages other young girls to believe in their potential.	<b>True</b> – She says, "Believe in yourself. Don't let others stop you."

## Track 29

**Interviewer:** Hello and welcome! Today, we have a special guest – Anna, a professional footballer who plays for her country's national women's team. She recently returned from an international match in Spain. Thank you for joining us, Anna!

**Anna:** Thank you for having me. I'm happy to be here and share my story.

**Interviewer:** Let's start from the beginning. Did you enjoy school when you were younger?

**Anna:** School was okay, but I often found the lessons slow and boring. I didn't like sitting at a desk all day. I was always full of energy and wanted to move around and be active.

**Interviewer:** What did you like doing at school?

**Anna:** I loved playing football. Every break time, I ran outside with my friends and we played games on the school field. I was fast and strong, and I never gave up, even when we lost. I always wanted to get better.

**Interviewer:** When did football become more than just a game for you?

**Anna:** It became my passion when I was about 10 years old. I started training at a local football club in my town every evening after school. Even when it was cold, raining, or snowing, I still went to the field and practised my skills. It was hard work but very rewarding. I felt alive when I played.

**Interviewer:** That sounds amazing! What did your parents think about your dream?

**Anna:** At first, they didn't support it. They wanted me to be a doctor or a teacher – something more traditional. They thought football was a risky choice and worried about how I would earn money in the future.

**Interviewer:** And how did you feel about that?

# From Passion to Profession

**Anna:** It was hard. I felt sad and frustrated. But I didn't give up. I knew I wouldn't be happy in an office job or working in a hospital. I kept training and joined a girls' football team in the next city. I had to take the train there twice a week.

**Interviewer:** When did your dream start to come true?

**Anna:** When I was 18, I was chosen to play for my country in a youth international tournament. It was in Germany, and I still remember standing on the pitch, hearing the national anthem. That was a very special moment for me. I realised that my dream was possible.

**Interviewer:** One last question – what advice do you have for young people with big dreams?

**Anna:** Believe in yourself. Don't let others stop you. If you work hard, stay strong, and stay focused on your goals, your dreams can come true.

**Interviewer:** Thank you, Anna. Your story is really inspiring!

**Anna:** Thank you. I hope it helps others, too.

- 4.** Ask students to listen to the recording again and take notes on the main events in Anna's life. Then have them use their notes to complete the sentences. When they are done, have them compare their answers in pairs before you have a class discussion.

## Possible answers:

1. Despite the cold, rain, or snow, Anna continued to **train and practise her skills**.
2. Although her parents didn't support her at first, Anna **didn't give up on her dream**.
3. Anna trained hard and joined a girls' team, so she **played for her country**.
4. Her parents were worried because they thought football **was a risky choice and not a stable career**.

- 5. Pair up the students** – One will be *Student A: The Interviewer*, and the other will be *Student B: The Footballer*.

(They may choose real or imaginary footballers – e.g., Anna from the listening.)

Give preparation time (5–7 minutes):

Student A prepares 5–6 interview questions. Encourage them to cover:

- Their childhood and school life
- How they started playing football
- Their biggest challenges
- Their daily routine as a player
- Advice for young athletes

Student B thinks about their character's story:

- Your background (when you started, your passion)
- What training is like
- How you overcame problems (e.g., family doubts, injuries)
- Your life (travel, matches, fans)
- What you would tell young people who want to be footballers

Let students act out the interview. Encourage them to use full sentences and speak confidently. Move around the room, listen in, and help with vocabulary or ideas if needed.

If time permits, invite a few pairs to perform their interviews in front of the class.

# From Passion to Profession

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

- express their opinions about choosing a job;
- make up a story about the given photos using the phrases provided.

**Standards:** 2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Tell students they are going to talk with a partner about what is most important when choosing a job. Show the four options:



*Salary*



*Chances to travel*



*Friendly team or colleagues*



*Learning and training opportunities*

Review the functional language boxes together. You may want to model one short dialogue with a student using the phrases for:

- Giving opinions
- Asking for opinions
- Agreeing or disagreeing
- Reaching a decision

Put students into pairs and ask them to:

- take turns giving their opinions about the options.
- ask follow-up questions using the prompts;
- try to reach a final decision together and explain why they chose it.

Walk around and help with vocabulary or pronunciation if needed. Encourage students to use full sentences and the target phrases from the boxes. Finish the activity by having some pairs explain their decision and the reasons behind it to their classmates.

2. Tell students they are going to look at a series of pictures and make up a story about a young man. Pre-teach or review the useful vocabulary: dream of flying a plane, watch planes in the sky, fail a test but keep going, follow your dream, work part-time at an airport, study hard at night, train to become a pilot, achieve your goal.



Ask some guiding questions before students begin:

- What do you think the boy wants to become in the future?
- What happens to him in the second picture?
- How do you think he feels?
- What does he do next?

Have students work individually and write a short story using the pictures and vocabulary. As they write, walk around the room, helping with vocabulary, sentence structure, and ideas as needed.

When they are done, pair up the students and ask them to review their partner's story. Then invite a few students to share their stories with the class.

Optionally, display written stories on a classroom wall or in a class booklet.

### **A sample story:**

When Tom was a child, he dreamed of flying a plane. Every day, he used to stay in his garden and watch planes in the sky, and imagine himself in the plane.

When he got older, Tom applied to flight school. Sadly, he failed a test, and he felt very disappointed. But he didn't give up. He remembered the words on a poster: "Follow your dream!" He decided to keep going.

Tom started to work part-time at an airport. He helped with luggage and watched the planes take off and land. At night, he studied hard to improve his knowledge and skills. After some time, a training program accepted him, and he started training to become a pilot.

Years later, Tom achieved his goal. He became a pilot and now travels around the world. He often shares his story with young people to show that dreams can come true — if you believe in yourself and never give up.





# TEST

## Answers:

I.

1

★★★ he was tired, John finished his report on time.

A. Because

B. Although

C. Despite

D. So

2

She didn't get the job ★★★ she had all the required skills.

A. so

B. although

C. because

D. despite

3

He was late to the interview ★★★ there was heavy traffic.

A. although

B. so

C. because

D. despite

4

★★★ the difficulties, she managed to complete the project.

A. Because

B. Although

C. Despite

D. So

5

They were unhappy with their jobs, ★★★ they decided to quit.

A. despite

B. because

C. so

D. although

6

She didn't apply for the position ★★★ she wasn't qualified.

A. because

B. although

C. so

D. despite

7

They won the project ★★★ they presented a great idea.

A. because

B. although

C. so

D. despite

8

I left early ★★★ I wanted to avoid traffic.

A. although

B. because

C. so

D. despite

## II.

<b>1</b>	1. passion 2. priority 3. budget	a. Students should learn how to live on a small <b>budget</b> . b. She has a <b>passion</b> for cooking, so she wants to be a chef. c. Helping customers is a top <b>priority</b> in his job.
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A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - a, 3 - b    D. 1 - b, 2 - a, 3 - c

<b>2</b>	1. outgoing 2. brief 3. rewarding	a. The boss gave a(n) <b>brief</b> talk before the meeting started. b. Being a teacher is hard work, but it is <b>rewarding</b> . c. You need to be <b>outgoing</b> to work as a tour guide.
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A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

<b>3</b>	1. path 2. cost of living 3. career	a. He moved to a small town because the <b>cost of living</b> is lower there. b. He wants a long <b>career</b> in the police force. c. Studying hard is the first step on the <b>path</b> to your dream job.
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A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

## III.

Mr. Bennett has always followed his **1) passion** - painting. When he was a child, he was **2) outgoing**. He loved meeting new people. **3) Because** his parents wanted him to become a lawyer, he decided to choose a different path. He went to art college instead of studying law. Life wasn't easy at first. **4) Because of** the high cost of living in the city, he had to live on a small **5) budget**. He worked in a café during the day and painted at night.

Not many people came to his first exhibition. But he didn't give up. Over time, his paintings started to sell, and he became well known in his town. His work became **6) rewarding**.

When he talks to young people today, he says, "Follow your heart, even if it's hard. Do what you love **7) because** that's where real success lives."



# That's unbelievable!

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

- develop their listening skills for specific information;
- ask and answer questions using the target language.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

**Interaction patterns:** individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording so they can listen and repeat the words. Monitor their pronunciation and provide support as needed.

**Note:** Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target words.

## Track 30

1. artificial
2. to assume
3. to purchase
4. race
5. robbery
6. to arrest
7. guilty
8. luxurious

2. Ask students to complete the sentences using the words or phrases from Task 1. Remind them that they may need to change the form of some words. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

## Answers:

1. I assumed the story was true, but it was just a joke.
2. The police had to arrest the man because they caught him stealing.
3. She felt guilty for lying to her best friend about her holiday plans.
4. The police arrived quickly after the robbery at the supermarket.
5. She thought the flowers were real, but they were artificial.
6. They stayed in a luxurious hotel with a swimming pool and a private beach.
7. She wanted to purchase a gold ring, but it was too expensive.

3. Tell students they will hear four different speakers and need to match each one to a statement. Remind them that there is one extra statement they won't use. Give them a moment to read the statements carefully before you play the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

## Answers:

**Speaker 1**

D. This person wants to purchase something.

**Speaker 2**

B. This person assumes that he/she is not guilty.

**Speaker 3**

A. This person saw a robbery happen.

**Speaker 4**

E. This person can watch the race from a luxurious location.

### Track 31

**Speaker 1.** I'm looking for something special for my friend because I want to make her happy. I want to find a gift that she will love and enjoy. Maybe I can choose something related to her hobbies or something she has wanted for a long time.

**Speaker 2.** I don't think my friend did it. He is a good person and would never do something wrong. Maybe there is a mistake.

**Speaker 3.** I saw a man take something from the store and run away. He was wearing a black jacket and a hat. It happened very fast, and I was shocked. Luckily, I learned that the police arrested that person.

**Speaker 4.** I can watch the Formula 1 cars from my hotel balcony. The view is amazing, and I can see the cars speeding by. It feels so exciting to be here in such a nice place. This is the best way to enjoy the event! This person can watch the race from a luxurious location. This person can watch the race from a luxurious location.

- 4.** Divide the class into pairs or small groups (3–4 students).  
Ask students to take turns asking and answering the questions.  
Get them to speak in full sentences and give detailed answers with examples or short stories.  
Have them listen carefully when their partner is speaking. Set a time limit (e.g., 8–10 minutes).  
Monitor the pair or groups as they speak. Encourage students to stay on topic and speak as much as possible. Support students by prompting them if they struggle with ideas or language.

## Answers:

1. Do you think artificial intelligence will help people or cause problems?
2. Do you usually assume people are honest or do you wait to see?
3. Would you rather purchase clothes online or in a store?
4. Would you like to watch a race live or on TV?
5. If you see a robbery, will you report it to the police or ignore it?
6. Should the police arrest lawbreakers right away or give them a chance to explain?
7. Would you rather stay in a luxurious hotel or a simple place?

# That's Unbelievable!

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

- express their opinions about the news stories given with photos;
- develop their reading skills for detailed information by reading different news stories.

**Standards:** 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

**Interaction patterns:** individual, pair, group

1. Ask students if they have read or heard any interesting news stories recently. Encourage a few students to share briefly.

Direct students' attention to the four news photos. Put students in pairs or small groups.

Have them describe each photo and guess what might be happening. Encourage use of phrases like:

- "I think this story is about..."
- "Maybe the news is reporting on..."
- "This could be a story about..."

Elicit ideas from each pair or group about one or two photos.

Ask: "Which photo do you think tells the most interesting story? Why?"

## Suggested Answers:

1. Possibly a futuristic or luxurious airplane.
2. A young boy completes a race.
3. A bird in a cage—potentially a story on animal rights or illegal wildlife trade.
4. A chimpanzee in a lab—could relate to animal testing or intelligence studies.

2. Ask the students to read the news stories and check if their guesses are correct or wrong.

In pairs or groups, have students discuss:

- Which predictions were correct?
- Which were surprising or different from their guess?
- What helped them guess correctly or led them to a different idea?

3. Instruct students to read each sentence and decide if it is True or False based on the story. Set a time limit. When students are ready, ask them to compare answers with a partner and discuss differences. Then go through the answers as a class. Ask students to explain their choices and refer to the text for evidence.

## Answers:

1. Voyager Station will be round to help the visitors experience artificial gravity. **True**  
(*"Its round shape is made to create artificial gravity..."*)
2. Voyager Station will have entertainment options. **True**  
(*"...luxurious restaurants, cinemas, and a spa."*)

3. Kade Lovell wanted to win the 10km race for adults. **False**  
(He was surprised to find he had won the 10km race – he was meant to run the 5km race.)
  4. Kade's mother believed he was missing when he did not complete the 5km race. **True**  
(“His mother assumed that he was lost when he did not finish the 5km race.”)
  5. The police arrested the bird because it stole something. **False**  
(The bird was not guilty – it was just with its owner who was arrested.)
  6. Police gave the bird a special cage to stay in while it was at the police station. **False**  
(“The police did not have a birdcage” – the bird was given bread and water.)
  7. A well-known artist bought Congo's paintings. **True**  
(“Famous artists like Pablo Picasso purchased some of his works.”)
  8. Congo's paintings were first sold in 2005. **False**  
(Some paintings were sold in 2005, but not for the first time – his work was known before.)
4. Ask students to look at the boldfaced phrases in the news stories they have read.  
Have students work in pairs to complete the rules by identifying the helping verbs (be forms) and tense markers in the boldfaced parts.  
Check answers as a class and write the completed forms on the board.

### Answers:

- a. We form the Present Simple Passive with **am/is/are** and the past participle.
- b. We form the Past Simple Passive with **was/were** and the past participle.
- c. We form the Future Passive with **will + be** and the past participle.

Provide additional sentences and ask students to identify the tense and rewrite them in the passive voice.

Encourage students to always check for the verb “to be” in the correct tense + past participle when forming or identifying passive structures.

# That's Unbelievable!

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

- develop their listening skills for detailed information;
- write a short TV news report using passive voice;
- talk about the news report they prepared.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2 2.2.3. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Have students work individually and complete the sentences with the passive voice of the verb given in brackets. When they are ready, ask them to compare the answers in pairs before you discuss the answers as a class.

## A.

### Present Simple

0. A luxurious hotel **is built** (build) in the city every year.
1. Robbers **are arrested** by the police every day.
2. Many expensive cars **are often purchased** by celebrities.
3. English **is spoken** in many countries.
4. The windows **are cleaned** every morning.
5. The museum **is visited** by thousands of people every year.

## B.

### Past Simple

0. The winner of the race **was given** (give) a gold medal.
1. The book **was written** by a famous author last year.
2. The cake **was made** yesterday.
3. The lost dogs **were found** by a kind man.
4. The cookies **were eaten** by the children.
5. The letter **was sent** yesterday.

## C.

### Future Simple

0. A new school **will be built** (build) in our town next year.
1. The invitations **will be sent** to all guests tomorrow.
2. The homework **will be checked** by the teacher tomorrow.
3. A new school **will be opened** in the city.
4. The football match **will be watched** by millions of fans.
5. More trees **will be planted** in the park.

2. Ask students to work individually and rewrite the sentences using the passive voice. Once finished, have them check their answers with a partner. Then, go through the answers together as a class.

### Answers:

1. The world's oldest tree was found in Sweden.
2. A robot that can talk like a human will be created by scientists.
3. An unbelievable picture was taken by a photographer last week.
4. Strange news stories are published every day.



5. The Great Wall of China was built thousands of years ago.
6. Life on another planet will be discovered by scientists.
7. A new city will be built in the ocean.
8. The famous diamond was stolen last night.

3. Ask students to work individually and rewrite the sentences in the negative form of the passive voice. When they finish, have them compare their answers with a partner before going over them as a whole class.

### Answers:

1. Coffee is not grown in Spain.
2. This book is not read by many students.
3. The pyramids were not built two hundred years ago.
4. My bag was not stolen yesterday.
5. This song was not written in 1990.
6. A new school will not be built next year.
7. The results will not be announced tomorrow.
8. The email will not be sent in the morning.

4. Have students complete the task individually by forming passive voice questions from the prompts. When they're done, ask them to check their work in pairs before discussing the answers as a class.

### Answers:

1. Where is Spanish spoken?
2. What is chocolate made from?
3. How often are mobile phones used?
4. When was the telephone invented?
5. Where was the first car made?
6. How was the Eiffel Tower built?
7. Where will the next Olympic Games be held?
8. When will the new road be built?

5. Tell students to read the sentences carefully and correct the six mistakes on their own. Once finished, have them work with a partner to compare answers before discussing the corrections as a class.

### Answers:

Yesterday, a man **was** surprised when he saw a dog in the driver's seat. The car **was** moving slowly down the street! Later, the police were called, and the car was **stopped** safely. It was discovered that the dog accidentally moved the car while his owner was in a shop. These days, the video **is shared** on social media. Next week, the story will be **shown** on TV. Many people believe this event will **be remembered** as one of the funniest news stories ever!

6. Play the news story and have students answer the questions on their own. Once they've completed the task, ask them to discuss their answers with a partner before going over them as a class.

# That's Unbelievable!

**Answers:**

1. When was a new island found? Last week
2. Why are the scientists surprised? The island was not seen before
3. Who was the island studied by yesterday? Experts
4. When will a team of scientists be sent to the island? Next month
5. What do they hope for? New plants and animals will be found.

**Track 32**

A new island was discovered in the Pacific Ocean last week! Scientists are surprised because it was not seen before. The fishermen were shocked when they saw land in the ocean. The island was studied by experts yesterday. They say it was formed by an underwater volcano. Next month, a research team will be sent to explore the island. They hope that new plants and animals will be found there. This discovery will be remembered as one of the most surprising events in history!

- 7. A.** Put students into small groups and ask them to create a short TV news report (3–5 sentences) based on a real or imaginary event. Remind them to use the passive voice where appropriate, especially to report actions and events. Encourage creativity, but provide support with useful phrases on the board if needed (e.g. *was discovered*, *were arrested*, *will be announced*). Monitor while they prepare and help with grammar or vocabulary as necessary.
- B.** Invite each group to present their news report to the class. Encourage them to speak clearly and use a serious or enthusiastic newsreader tone. After each presentation, optionally ask the class to identify the passive structures used. Offer brief feedback on grammar and delivery as needed.

Levin

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

- develop their listening skills for specific information;
- express their opinions about the news stories given with photos;
- talk about the cat's story by relying on the information provided in the listening task.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

**Interaction patterns:** individual, pair, group

**1. A.** Direct students' attention to the two headlines and photos. Put them in pairs and ask them to discuss what they think each news story might be about. Encourage them to use their imagination and relevant vocabulary (e.g. *rescue, lost, training, surfing, found, returned*, etc.). Allow 2–3 minutes for discussion. Monitor and provide support where needed, but do not confirm any ideas at this stage.

**B.** Tell students they will listen to two short news stories. Ask them to listen and check if their predictions were correct.

**2.** Tell students they will now listen to the news stories again and complete the missing information. Emphasise that they should focus on key facts such as names, dates, distances, numbers, and places.

Before you play the recording, have students study the table with the notes.

Play the recording more than once if needed, allowing them to confirm or correct their answers. After the listening part, have students compare their completed notes in pairs. Then check answers as a class by eliciting responses for each gap.

### Answers:

#### 1. Cat's Amazing Journey

**Name:** Holly

**Age:** 1) 4 years old

**Distance travelled:** 2) 320 km

**Location:** Florida

**Reason for disappearance:**

got scared by 3) fireworks and ran away

**How she was found:**

- A 4) woman found her thin and weak.
- The vet scanned the 5) microchip and learned that it was Holly.

**Current status:**

- safe and lives with 6) her family

#### 2. Four Legs, One Board!

**Name:** Abbie

**Special talent:** can surf

**Wave height:** up to 7) 2 meters

**Early life:**

- lived in a 8) rescue shelter before adoption
- first saw a surfboard at the 9) beach and loved it

**Achievements:**

- In 10) 2016 : won *World Dog Surfing* Championship
- In 2017: won again
- In 11) 2018 : received *Spirit of Surfing* award

**Safety tip:**

Dogs should learn to 12) swim before surfing.

After you discuss the answers, ask students:

- Which story did they find more surprising or inspiring?

### Track 33

Host: Good evening, and welcome to today's news. We have two incredible animal stories that will leave you amazed!

A 4-year-old cat named Holly has shocked scientists and pet lovers alike. She walked over 320 kilometres to return to her family in Florida!

Holly disappeared in November while on a trip with her owners, Jacob and Bonnie Richter. The cat got scared by the fireworks and ran away. Her owners searched for weeks but couldn't find her.

Then, after two months, a woman in Florida found a weak cat near her home. The cat was very thin and hardly walked. She took the cat to a vet, who scanned a microchip and shared the unbelievable news—it was Holly!

Scientists still don't understand exactly how Holly found her way home.

Now, Holly is back with her family, safe and recovering from her long journey. Her amazing story has captured hearts across the country.

We have an amazing story about Abbie, a very special dog. She can surf!

Abbie can ride big waves—almost two meters high! People love watching her.

Abbie's story is incredible. She started life in a rescue shelter. Her owner, Michael, adopted her. One day, Michael took her to the beach. Suddenly, Abbie jumped onto a surfboard! She loved it! From that day, she started training to be a surfer.

And she became a champion! In 2016, Abbie won the first-ever World Dog Surfing Championship in California. She won again in 2017 and got a special award in 2018.

But Abbie is not just a great surfer—she is an inspiration! Her story shows that dogs can do amazing things. Her owner, Michael, says safety is very important. Dogs should learn to swim before trying to surf.

Host: That's all for today! Stay with us for more great stories!

3. Put students into pairs and assign roles. You can briefly demonstrate the activity with a confident student.

Help with vocabulary and pronunciation as needed. Take notes for feedback.

Ask pairs to perform their interviews for the class. Give feedback on fluency, pronunciation, and use of past tenses.

4. Ensure students understand the vocabulary in the headlines (e.g., "marathon," "AI," "hidden room").

Put students into small groups of 3–4. Draw attention to the headlines. Ask students to read all six headlines.

Discuss the guiding questions together as a class before group work:

In groups, students take turns choosing a headline and imagining what the full news story might be.

Encourage students to be creative, but logical in their storytelling.

After discussing each headline, they should say which one they would be most interested in reading and explain their reasons.

Listen to group discussions, offer vocabulary or phrases as needed, and encourage full-sentence answers. Take notes for whole-class feedback later.

# That's Unbelievable!

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

- express their opinions about following the news;
- make up a story about the given photos using the phrases provided.

**Standards:** 2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

- 1.** Tell students they are going to talk with a partner about the best way to follow the news. Show the four options:



Watching the news  
on TV



Reading news  
websites



Following the news  
on social media



Listening to the  
news on the radio

Go over the boxes with the useful phrases. You may want to model a short dialogue with a student using one or two options (e.g., TV vs. social media) to demonstrate how to use the phrases in conversation.

Put students into pairs and ask them to take turns giving their opinions about each news source. Walk around the classroom, help with vocabulary or pronunciation, and encourage the use of complete sentences and functional language.

Invite a few pairs to share their final choice and their reasons with the class. Encourage them to use the target phrases during their explanations.

- 2.** Tell students they are going to look at a series of pictures and make up a story about a young man and a playful monkey. Go over the useful vocabulary at the bottom of the page: *take a selfie, snatch the phone, climb a tree quickly, look shocked/surprised, play with the phone, give the phone back, feel relieved, have a funny story to tell*

Before they begin writing, prompt students to think about the story with questions like:

- What is the man doing at the beginning?
- What does the monkey do?
- How does the man feel?
- What happens in the end?

Have students work individually to write a short story using the pictures and vocabulary.

As they write, walk around and help with vocabulary, sentence structure, and ideas. Offer encouragement and corrections where needed.



When stories are finished, put students into pairs. Ask them to read their stories to each other and give positive feedback. Invite a few students to share their stories with the class.

### **A sample story:**

One sunny afternoon, a young man was sitting on a bench in the park. He was holding his phone and wanted to take a selfie.

Suddenly, a monkey jumped out of the trees. It ran to the man and snatched the phone from his hand!

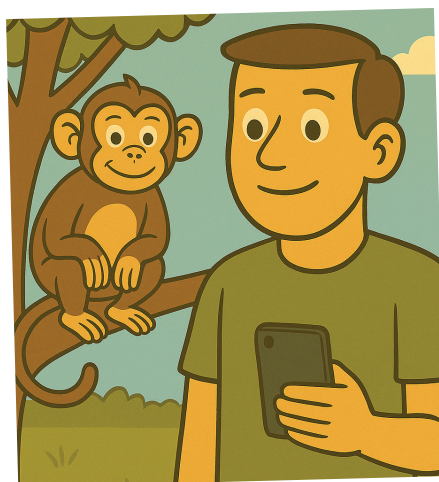
The monkey quickly climbed a tree. The man looked shocked. He stood up and looked at the monkey.

High in the tree, the monkey played with the phone. It touched the screen and pressed buttons. The monkey even held the phone like a person!

After a few minutes, the monkey got bored. It gave the phone back by dropping it on the ground. The man picked it up and felt relieved. The phone was not broken.

Later that day, he met his friends and told them everything. They laughed and couldn't believe it.

Now, he has a funny story to tell!





# TEST

## Answers:

I.

- 1** The teacher ★★★ the lesson every day.  
A. explains      B. is explained      C. explain      D. was explained
- 2** Spanish ★★★ in many countries.  
A. speaks      B. is spoken      C. spoke      D. will speak
- 3** This cake ★★★ by my mom every weekend.  
A. bakes      B. is baked      C. baked      D. will bake
- 4** The movie ★★★ by millions of people last night.  
A. watched      B. was watched      C. watches      D. will watch
- 5** They ★★★ a new bridge last year.  
A. were built      B. built      C. build      D. will build
- 6** Yesterday he ★★★ a letter to his friend.  
A. wrote      B. was written      C. writes      D. will write
- 7** The package ★★★ tomorrow.  
A. will deliver      B. will be delivered      C. delivers      D. delivered
- 8** They ★★★ a new school next year.  
A. will build      B. will be built      C. built      D. build

## II.

1. artificial	a. She looked <b>guilty</b> when her mom asked about the broken vase.
2. guilty	b. The cruise ship had <b>luxurious</b> rooms and delicious food.
3. luxurious	c. The flowers in the vase are <b>artificial</b> , but they look very real.

A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - a, 3 - b    D. 1 - b, 2 - a, 3 - c

2	1. assumed	a. They <b>purchased</b> a beautiful house near the beach.
	2. arrested	b. He <b>assumed</b> the meeting was at 10 a.m., but it was at 9 a.m.
	3. purchased	c. The police <b>arrested</b> the man because he was driving too fast.

A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

3	1. achievement	a. The security cameras recorded the <b>robbery</b> .
	2. robbery	b. The team celebrated their <b>achievement</b> with a party.
	3. race	c. The <b>race</b> started at 9 a.m. and finished at 10 a.m.

A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

## III.

Mr. Brown, the owner of the parrot named Coco, says that his pet 0) **listens** (listen) to people and repeats words every day. But this time, Coco 1) **has done** something unbelievable.

Last Friday, a wallet 2) **was stolen** in a busy café. The police 3) **arrived** but 4) **found** no clues.

The next morning, Coco 5) **kept** repeating a name over and over.

Mr. Brown 6) **recognised** the name and 7) **informed** the police.

When the café's security cameras 8) **were checked**

(check), the thief 9) **was seen** taking the wallet.

He 10) **was found** guilty and arrested.

The stolen wallet 11) **was returned** to its owner.

Next week, Coco 12) **will be invited** to a special city event, and a certificate

13) **will be given** to him as a reward.

Now, Coco 14) **is known** as the smartest parrot in town!



# Climate Action

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

- develop their listening skills for specific information;
- ask and answer questions using the target language.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

**Interaction patterns:** individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording so they can listen and repeat the words. Monitor their pronunciation and provide support as needed.

**Note:** Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target words.

## Track 34

1. significant
2. to prevent
3. devastating
4. representative
5. renewable
6. urgency
7. outcome
8. to conserve

2. Ask students to complete the sentences using the words or phrases from Task 1. Remind them that they may need to change the form of some words. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

## Answers:

1. Scientists talk about the urgency of taking action to stop climate change.
2. The outcome of the meeting will be discussed later in the afternoon.
3. We can conserve wildlife by protecting natural habitats.
4. Wearing a coat can prevent you from getting cold in winter.
5. The new law has made a significant impact on reducing pollution in the city.
6. The representative spoke on behalf of the workers during the meeting.
7. The forest fire had a devastating effect on the animals living there.

3. Tell students they will hear four different speakers and need to match each one to a statement. Remind them that there is one extra statement they won't use. Give them a moment to read the statements carefully before you play the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

## Answers:

- |                  |  |
|------------------|--|
| <b>Speaker 1</b> | D. This person is talking about the importance of using renewable energy.              |
| <b>Speaker 2</b> | A. This person is talking about a significant event.                                   |
| <b>Speaker 3</b> | E. This person is asking for a quick decision because of the urgency to help wildlife. |
| <b>Speaker 4</b> | B. This person is sharing the outcome of his research.                                 |

## Track 35

**Speaker 1:** Living in a way that supports the planet means making choices that protect it from harm. Using clean power sources such as wind and solar can help. The goal is to make sure that future generations have the resources they need. These energy sources are important because they do not cause pollution and will not run out.

**Speaker 2:** Leaders from around the world met at COP29 to discuss how to fight climate change. This event helps countries work together to find solutions to protect the planet. People are hopeful that this meeting will make a big difference in the fight against climate change.

**Speaker 3:** We're at a critical point right now. If we don't make decisions quickly, we may lose several animal species forever. I'm asking everyone here to take action immediately to protect these animals. We need your support before it's too late.

**Speaker 4:** After several months of study, I'm happy to share the results with you. The findings show that clean energy sources, like solar and wind, are effective and more affordable than we thought. This could change how we think about using alternative energy and help reduce the harm caused by traditional energy sources.

4. Divide the class into pairs or small groups (3–4 students).  
Ask students to take turns asking and answering the questions.  
Monitor the pair or groups as they speak. Encourage students to stay on topic and speak as much as possible. Support students by prompting them if they struggle with ideas or language.

## Answers:

1. What is the most significant change you think will happen in the next 10 years, and why?
2. How can we conserve water at home to help the environment?
3. What actions can we take to prevent pollution in our country?
4. Do you think renewable energy sources like solar and wind are the future? Why or why not?
5. What is a problem in your community or country that people should solve with urgency?
6. What do you think will be the outcome if people don't take action to protect the environment?
7. Can you think of any devastating events that have happened because of climate change? How did they affect people?

# Climate Action

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

- express their opinions about the given photos;
- develop their reading skills for specific information by reading the text about COP29.

**Standards:** 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

**Interaction patterns:** individual, pair, group

**1.** Ask students to look carefully at the three photos. Ensure they understand that these images are connected and tell a bigger story when viewed together.

Ask guiding questions to help students describe each picture:

- What can you see in the first photo?
- What is happening in the second photo?
- Who are the people in the third photo? What do you think they are doing?



Write some useful vocabulary on the board (e.g., *pollution, wildfire, climate change, industry, smoke, decision-makers*).

Have students work in pairs or small groups to answer the discussion questions:

Encourage students to use linking words (e.g., *because, because of, so*).

Invite a few pairs to share their ideas with the class.

**2.** Ask students to read the text individually and complete the sentences as they read. Set a time limit. Once they finish, have them compare their answers in pairs. Then, check the answers as a class.

## Answers:

1. In November 2024, COP29 took place in **Baku, Azerbaijan**.
2. One of the main aims of COP29 was to get help for **developing countries**.
3. Wealthy nations promised to give at least **\$300 billion** each year.
4. The use of **wind** and **solar** energy was mentioned as a good way to reduce pollution.
5. There were discussions about protecting communities from the impacts of **global warming**.
6. To deal with climate change, countries must work in **cooperation** with each other.

3. Instruct students to look at the boldfaced parts of the sentences in the text. Students need to complete the sentences by transforming the verb into the passive form using the modal verb given in brackets. Walk around and provide guidance where necessary, ensuring students understand the transformation of the active voice into passive. If students struggle, remind them of the structure: Subject + modal verb + be + past participle.

**Answers:**

1. More support **must be given** to developing countries.
2. Fossil fuel usage **should be limited** in the near future.
3. Climate-friendly technology **could be encouraged** in schools.

After students have completed the task, conduct a class discussion to go over the answers. If students find this task easy, challenge them to come up with their own sentences using similar structures.

# Climate Action

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

- develop their listening skills for specific information;
- form sentences by looking at the photos and key words using *Passive Voice with Modals*;
- write/talk about protecting our planet using the *Passive Voice with Modals*.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2 2.2.3. 4.1.2.

**Interaction patterns:** individual, pair, group

1. Have students work individually and complete the sentences using the passive voice with the modal verb in brackets. When they are ready, ask them to compare the answers in pairs before you discuss the answers as a class.

**Answers:**

1. This report can be submitted by the end of the day.
2. The meeting should be arranged by the secretary.
3. The house must be cleaned before the guests arrive.
4. The email should be sent by 5 PM.
5. The project can be finished if we work together.
6. The letter should be read carefully before signing.
7. The instructions must be followed step by step.
8. The exam must be taken by all students next week.

2. Ask students to rewrite each sentence in the passive voice using the correct form of the modal verb. After students complete the task individually or in pairs, go through the answers together. Discuss any errors and clarify tricky cases, such as negatives (e.g., shouldn't be shared).

**Answers:**

1. The package must be delivered soon.
2. These books can be read only in the library.
3. The grass in the front yard should be cut.
4. His parents should be invited too.
5. The documents must be sent immediately.
6. This computer can be fixed in the main office.
7. This secret shouldn't be shared with anyone.

3. Ask students to rewrite each sentence in the passive voice. After students complete the task individually or in pairs, go through the answers together.

**Answers:**

1. The report must be finished by tomorrow.
2. The document can't be signed without your parent's permission.
3. The door should be locked before you leave.
4. The project can't be completed without the necessary materials.



5. The product should be tested before being presented to others.
  6. The problem can be solved quickly.
  7. The obstacles must be overcome by the team.
  8. The students can be inspired by his speech.
4. Ask students to look at each picture carefully. Guide them to complete each sentence using a suitable modal verb (must, should, can) and correct passive form of the main verb. Ensure students know key verbs they might need (e.g., *clean, tidy, cut down, pack, feed*). Students can work individually, in pairs, or in small groups to discuss and complete the sentences. When they are ready, check answers as a class.

**Answers may vary:**

1. should be tidied.
  2. mustn't be cut down
  3. must be packed
  4. must be fed
  5. should be cleaned
5. Tell students they will hear four different speakers and need to match each one to a comment. Remind them that there is one extra comment they won't use. Give them a moment to read the comments carefully before you play the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

**Answers:**

Speaker 1: **C**

Speaker 2: **D**

Speaker 3: **E**

Speaker 4: **A**

**Track 36**

**Speaker 1:** I think we use too many plastic bags at the supermarket. It's bad for the environment. They often end up in the ocean.

**Speaker 2:** This forest is home to many animals. If the natural environment is destroyed, they'll lose their homes.

**Speaker 3:** Our school is planning to use more clean energy. There's a big empty space on the roof, and it gets a lot of sun.

**Speaker 4:** The city is always full of cars. The air is polluted. I think people should stop buying personal cars.

6. Ask students to work in pairs. Each pair will create a poster with the title "Protect Our Planet!". Give students 3–5 minutes to brainstorm ideas together. They should think about what people *should/can/must/shouldn't/mustn't* do to help the environment. Provide A3 paper or poster sheets and coloured markers or crayons. When finished, invite pairs to present their posters to the class. Display the posters around the room or on a bulletin board to reinforce the message and celebrate their work.

# Climate Action

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

- develop their listening skills for specific information;
- express their opinions about 'carbon footprints';
- write/talk about carbon footprint and ways to be green at school.

**Standards:** 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

**1. A.** Ask students to read the statement aloud: "Every step we take today to reduce our carbon footprint is a promise for a cleaner tomorrow."  
Encourage a brief class discussion. Prompt students with questions such as:

- *What does "carbon" make you think of?*
- *What kind of "footprint" could this be?*

Invite a few students to share their ideas about what the phrase "carbon footprint" might mean. Accept all reasonable answers, and avoid correcting them at this stage as it is a pre-listening prediction task.

**B.** Tell students they will now listen to the beginning of a conversation where the term "carbon footprint" is used. Instruct them to listen carefully and compare the explanation in the audio with their own ideas from Part A. Play the recording.

After listening, ask:

- *Did the definition in the recording match your ideas?*
- *How was the term explained in the audio?*

Write a clear definition of "carbon footprint" on the board based on the audio.

## Track 37

**Emma:** Hey Liam! I read a really useful article today about how to reduce our carbon footprint.

**Liam:** Oh yeah? What's a carbon footprint again?

**Emma:** It's the total amount of greenhouse gases we produce through things like driving, flying, eating, or shopping.

**Liam:** Ah, I see. So, what are some ways to reduce it?

**2.** Ensure students understand the instruction. They should complete the sentences with no more than three words from the recording.

Review any potentially unfamiliar vocabulary in the prompts, such as *fast fashion*, *emissions*, or *green energy*.

Tell students they will hear the rest of the conversation between Emma and Liam. Ask them to read through the incomplete sentences before listening. This will help them focus on the kind of information they need to listen for.

Play the recording once without pausing. Play the recording a second time, pausing after each sentence if needed, to allow students to check or complete their answers. After the second listening, have students check the answers in pairs. Then discuss the answers as a class.

### Answer Key

1. public transport/trains
2. ride a bike
3. LED light bulbs
4. unplug chargers
5. second-hand
6. flights
7. solar panels

### Track 38

**Emma:** Well, to start with, we can use public transport more often. I try to take the train instead of driving. It really helps.

**Liam:** That's a good idea. I usually take the bus, but maybe I should ride a bike more when the weather's nice.

**Emma:** Definitely! At home, we can switch to LED light bulbs. They use much less energy than old ones.

**Liam:** I think we still have the regular ones. I should check.

**Emma:** Also, turning off lights and unplugging chargers when we're not using them saves a lot of energy.

**Liam:** I'm guilty of leaving things plugged in. I'll be more careful.

**Emma:** We should also try to avoid fast fashion. Buying fewer clothes, or choosing second-hand ones, really helps.

**Liam:** I've seen some cool second-hand shops around. And it saves money too.

**Emma:** Exactly! And if we travel, it's better to take trains instead of flying, especially for short trips. Flights create a lot of emissions.

**Liam:** Yeah, I didn't realise short flights were so bad for the environment.

**Emma:** They are. So if we choose trains or buses, it's much better. And we can also support green energy, like using solar panels if possible.

**Liam:** I think my parents are thinking about that. I'll tell them it's a great idea.

**Emma:** Small actions add up. If more people do these things, we can really help the planet.

### 3. A. Write the following structure on the board or display it:

- *I already do...* (e.g., *I recycle paper, I use public transport*)
- *I want to start...* (e.g., *using reusable bags, taking shorter showers*)
- *...because...* (e.g., *it saves water, it reduces plastic waste*)

# Climate Action

Explain that students will create a visual poster with their action plan using drawings, symbols, or bullet points. Encourage students to use short, clear sentences and provide at least 2–3 examples under each heading. Monitor and assist as students work individually. If time allows, posters can be decorated or coloured.

**B.** When posters are ready, ask students to work in pairs and take turns presenting their plans using their posters.

Remind listeners to ask one follow-up question or comment on something they liked from their partner's plan.

Circulate and provide feedback on pronunciation, fluency, and the use of environmental vocabulary.

- 4.** Divide the class into small groups of 3–4 students. Explain that each group will create a poster with 3–5 practical tips on how students and teachers can be more environmentally friendly at school (e.g., turning off lights, reducing food waste, recycling paper).

Allow time for brainstorming, drafting, and finalizing their posters. Provide large paper or poster boards if available.

Once posters are ready, each group presents their tips to the class. Encourage clear speech and teamwork during the presentation.

After all groups have presented, consider having a class vote on the most creative or most useful poster.

- 5.** Explain that students are going to write a short CV as if they are applying to join a Climate Change Campaign as a volunteer. Show the CV model in the task.

Go through each section of the CV with the class:

- **Personal Information:** Full name, age, contact details (real or made up for the task).
- **Education:** Name of school and current year/grade.
- **Skills:** Use bullet points (e.g., teamwork, organization, computer use).
- **Experience:** Any relevant activities, even if small (e.g., school clean-up day, helping at a fair).
- **Interests:** Related to the environment (e.g., reading about nature, recycling, animal care).

Have students write their own CVs using the structure provided. Circulate the room to assist with grammar, formatting, or vocabulary.

In pairs, students exchange CVs and check each other's work using a checklist:

- Are all five sections included?
- Is the style formal and clear?
- Are bullet points used for skills and experience?

Invite a few volunteers to share their CVs or read selected parts aloud. Offer constructive feedback.

**Tips:**

- Encourage students to be creative but realistic.
- Emphasize clarity, proper formatting, and formal tone.
- Offer a word/phrase bank on the board for support (e.g., reliable, enthusiastic, environmentally aware, helped organize, etc.).

# Climate Action

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

- 
- 

**Standards:** 2.1.1. 2.1.2. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

**Interaction patterns:** individual, pair, group

**1.** Direct students' attention to the four illustrated options.



*Using public transport instead of driving*



*Recycling and reducing plastic waste*



*Reducing energy use at home*



*Eating less meat and more vegetables*

Read the functional language samples from each coloured box. Ask students to repeat and practice a few phrases aloud with a partner.

Students work in pairs to ask and answer the question: *"What is the best way for you to reduce your carbon footprint, and why?"*

Have students discuss the four options, share their opinions, and use the functional language to interact naturally. Encourage them to use at least one phrase from each coloured box during their conversation.

Circulate, listen to interactions, and take note of good use of language or common mistakes.

At the end, provide whole-class feedback, praise positive examples, and clarify any recurring errors.

Ask pairs to present their final decision to the class (e.g., "We think the best way is to use public transport because...").

**2.** Tell students they are going to look at a series of pictures and make up a story about a young boy who wants to help the environment. Go over the useful vocabulary at the bottom of the page: *polluted air, learn about climate change, make eco-friendly choices, ride a bike instead of driving, reduce plastic waste, plant trees to help the environment, encourage others to take action, make a difference in the community*

- Before they begin writing, prompt students to think about the story with questions like:
- What does the boy see at the beginning?
- What does he learn about climate change?
- What does he do to help the planet?

- How does he encourage others?
- What message does the story give?

Have students work individually to write a short story using the pictures and vocabulary. As they write, walk around and help with vocabulary, sentence structure, and ideas. Offer encouragement and corrections where needed.

When stories are finished, put students into pairs. Ask them to read their stories to each other and give positive feedback. Invite a few students to share their stories with the class.

### **A sample story:**

One day, a young boy was walking to school when he noticed the polluted air, which was caused by heavy traffic and smoke. It made him feel worried about the planet.

At school, he decided to learn about climate change by reading a book from the library. He discovered that pollution, plastic waste, and cutting down trees were harming the Earth. He knew he had to do something.

He started to make eco-friendly choices in his daily life. He began to ride a bike instead of driving with his parents. He also tried to reduce plastic waste by using a reusable water bottle and shopping bag.

Later, he joined a school project to plant trees to help the environment. He felt happy knowing he was helping nature.

He didn't stop there—he gave a short talk in his class to encourage others to take action. He told his friends how small changes could protect the planet.

In the end, many students followed his example. Together, they made a difference in the community and promised to help the environment.





# TEST

## Answers:

I.

1

Trees ★★★ in cities to reduce pollution.

- A. should be planted    B. must plant    C. can't be planted    D. should plant

2

Plastic bags ★★★ anymore. They harm the environment.

- A. mustn't be used    B. should be used    C. could use    D. mustn't use

3

Solar panels ★★★ be installed on the roof to save energy.

- A. can    B. mustn't    C. shouldn't    D. can't

4

People ★★★ forests. It destroys habitats.

- A. mustn't be cut down    B. can be cut down    C. shouldn't cut down    D. must cut down

5

Dirty water ★★★ into rivers.

- A. should not be poured    B. should not pour    C. must be poured    D. must pour

6

Global warming ★★★ any longer.

- A. mustn't be ignored    B. should ignore    C. can be ignored    D. can't ignore

7

More public transport ★★★ to reduce traffic pollution.

- A. should be used    B. mustn't be used    C. can use    D. mustn't use

8

We ★★★ clean drinking water for future use.

- A. should be saved    B. mustn't save    C. can't be saved    D. should save

## II.

1. significant 2. renewable 3. devastating	<p>a. The earthquake had a <b>devastating</b> effect on the village.</p> <p>b. Wind and solar power are <b>renewable</b> sources of energy.</p> <p>c. Yusif has made <b>significant</b> progress in English this month.</p>
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A. 1 - a, 2 - c, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

2 1. prevent 2. conserve 3. reduce	<p>a. We should walk or ride a bike to <b>reduce</b> air pollution.</p> <p>b. We turn off the lights to <b>conserve</b> energy.</p> <p>c. The police closed the road to <b>prevent</b> accidents.</p>
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A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

3 1. outcome 2. representative 3. urgency	<p>a. Our school sent one student as a(n) <b>representative</b> to the meeting.</p> <p>b. The <b>outcome</b> of the game was a big surprise.</p> <p>c. The doctor explained the <b>urgency</b> of taking the medicine on time.</p>
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A. 1 - c, 2 - a, 3 - b    B. 1 - b, 2 - c, 3 - a    C. 1 - c, 2 - b, 3 - a    D. 1 - b, 2 - a, 3 - c

## III.

Climate change is a(n) **1) significant** problem for the whole world, and Azerbaijan is also taking action to fight it. In recent years, the country has started many projects to use **2) renewable** energy, like wind and solar power. These projects help to **3) prevent** more pollution and reduce the use of oil and gas.

The government understands that climate change can cause **4) devastating** results such as floods, droughts, and damage to the land. To stop this, Azerbaijan is working hard to **5) conserve** natural resources like water, forests, and clean air.

One important **6) outcome** of these efforts is better energy use in homes and buildings. People are learning how to save electricity and protect the environment in their daily lives. Schools also teach young people about climate change and how to help the planet.

A(n) **7) representative** from the Ministry of Ecology recently said that it is very **8) urgent** to take action now, not later.