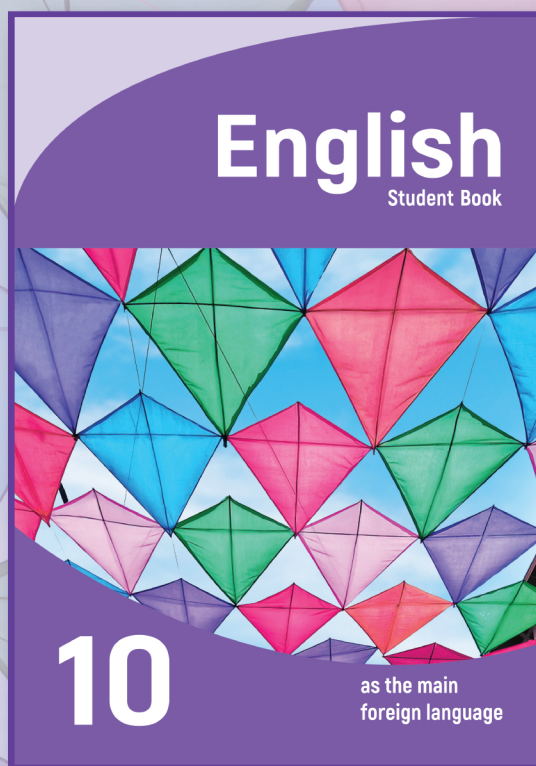


English

Teacher book



10

as the main
foreign language

Konul Heydarova
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Teacher book

English

*as the main foreign language for the 10th
grades of general secondary schools*

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We thank you for the cooperation.



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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 this course book support tenth grade students' language learning by boosting their language skills of listening, speaking, writing and reading. The listening activities in this book are accompanied with audio recordings voiced by both native speakers and locals with native-like accents, which will help your students get exposed to standard English language and improve their listening skills. 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

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	2	Listening	A talk about Air Pollution; a talk by a woman giving advice to people going to Beijing	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3.
	1	Writing	Problem/ Solution paragraphs	2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.
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	1	Use of language		
	1	Mistake Detector		
	1	Big Summative		

Units	Hours	Sections	Lessons	Standards
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	2	Reading	An article about healthy lifestyle	2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.
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	1	Mistake Detector		
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	2	Reading	An article about stages of life	2.1.1. 2.1.3. 3.1.2. 3.1.4.
	2	Grammar A	Reported Speech	2.1.1. 2.1.3. 3.1.2. 3.1.4.
	2	Grammar B	Reported orders, requests and suggestions	2.1.1. 3.1.2. 3.1.4.
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	1	Writing	Classification paragraphs	2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.
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	1	Use of language		
	1	Mistake Detector		
	1	Small Summative 7		

Units	Hours	Sections	Lessons	Standards
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	2	Reading	An article about happiness	2.1.1. 2.1.3. 3.1.2. 3.1.4.
	2	Grammar A	Reporting Yes/ No questions	2.1.1. 2.1.3. 3.1.2. 3.1.4.
	2	Grammar B	Reporting WH questions	1.1.1. 1.1.2. 2.1.1. 3.1.2. 3.1.4.
	2	Listening	Listen to a story	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 4.1.4.
	1	Writing	Definition paragraphs	3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.
	1	Time to watch	A video about happiness by Mark Holder	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4.
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	1	Mistake Detector		
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	2	Reading	An article about cyberbullying	2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.3.
	2	Grammar A	Second Conditional	2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.3.
	2	Grammar B	Zero, First and Second Conditionals nonessential ad-jective clauses	1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.4.
	2	Listening	A talk about different types of books	1.1.1. 1.1.2. 2.1.1. 2.1.3. 4.1.1. 4.1.3. 4.1.4.
	1	Writing	Process paragraphs	3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.
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	1	Use of language		
	1	Mistake Detector		
	1	Big Summative 1		

Content Standards

Pupil at the end of X grade is able to:

- explain his/her ideas and opinions, facts and events in oral and written form;
- express his/her opinion about the content of the text and a range of perspectives;
- distinguish between different styles of the texts, and read the texts with the right intonation according to the content of the texts;
- determine the meaning of new expressions and terms in the texts;
- prepare reports and statements using different sources, and improve his/her writing by making corrections and additions.

Core standards and sub standards on content lines

1. Listening comprehension

Pupil is able to:

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

1.1.1. explain the content of the speech he/she listens to

1.1.2. classify the facts and events in the text he/she listens to and make generalisations

2. Speaking

Pupil is able to:

2.1. demonstrate oral speech knowledge and skills

2.1.1. explain the facts and events

2.1.2. express his/her attitude toward a range of perspectives

2.1.3. express his/her ideas by making generalisations

3. Reading

Pupil is able to:

- 3.1. understand the content of the text he/she reads
- 3.1.1.** determine the meaning of new expressions and terms in the text
- 3.1.2.** read the text with the right intonation according to its content
- 3.1.3. distinguish between different styles of the texts he/she reads
- 3.1.4. analyse the facts and events in the text

4. Writing

Pupil is able to:

- 4.1. demonstrate accurate writing skills**
- 4.1.1. make corrections and additions to his/her writing using different sources
- 4.1.2. write his/her opinions related to the text he/she reads
- 4.1.3. use connecting words to link sentences and paragraphs properly
- 4.1.4. prepares reports and statements

UNIT 1

Kindness

Topic: Kindness

Hours: 13

Skills: Reading, Listening, Speaking, Writing

Grammar: Adjective clauses

Vocabulary: Words and phrases related to kindness

Type of Paragraph: Descriptive paragraphs



Focus on the topic

Have students work in pairs and describe the photos. Elicit what all the photos have in common. Then explain that the photos show different acts of kindness. Discuss the first and second questions as a class. Then ask them to discuss the third question in pairs.

- What acts of kindness can you see in these pictures?
- Why do you think it is important to be kind?
- Who is the kindest person you know? What makes him/her kind?

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Vocabulary

Aims: Students will be better able to guess the meanings of the words/phrases from the context.

Standards: 1.1.2. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Ask students if they know any quotations about kindness and write them on the board. Then tell them that they are going to read some quotations about kindness. Ask them to read the quotations in Task 1 without worrying about new vocabulary items. At this stage, they are only expected to choose the best quotation. Set a time limit and when the time is up, ask them to share their ideas with a partner.
2. Have students read the quotations again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word. When they complete the task, get them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

1. **a)** be thankful for something that somebody has done
2. **b)** give money, food, clothes, etc. to somebody/something, especially a charity
3. **a)** give someone support, courage or confidence to do something
4. **b)** give somebody the desire or confidence to do something well
5. **a)** readiness to give or share
6. **b)** a very sad feeling
7. **a)** a person who does a job willingly and gets no payment
8. **b)** make somebody feel happier

Track 1

1. appreciate – be thankful for something that somebody has done
2. donate – give money, food, clothes, etc. to somebody/something, especially a charity
3. encourage – give someone support, courage or confidence to do something
4. inspire – give somebody the desire or confidence to do something well
5. generosity – readiness to give or share
6. grief – a very sad feeling
7. volunteer – a person who does a job willingly and gets no payment
8. uplift the spirit – make somebody feel happier

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

Answers:

1. An anonymous person **donated** one million manats to the charity.
2. **Volunteers** from several organizations are working to save the lives of endangered animals.
3. The hospital has now bought a new body scanner, thanks to the **generosity** of some businessmen.
4. We really **appreciate** all the help your team gave us last month.
5. Coffee can **uplift the spirit** of a tired and sleepy person.
6. Children can feel real **grief** at the loss of a pet.
7. We want to **encourage** more children to use the library.

Note: Explain to students that knowing word forms helps with sentence construction. Teach them the word forms of the new vocabulary items. Provide students with some examples and encourage them to make sentences using different word forms.

Noun	Verbs	Adjective
appreciation /əˌpriːʃi'eɪʃn/	appreciate	X
donation /dəʊ'neɪʃn/	donate	X
encouragement /ɪn'kʌrɪdʒmənt/	encourage	encouraging /ɪn'kʌrɪdʒɪŋ/
inspiration /ˌɪnspə'reɪʃn/	inspire	inspiring /ɪn'spaɪərɪŋ/
generosity	X	generous /'dʒenərəs/
volunteer	volunteer /ˌvɒlən'tɪə(r)/	X

Examples: Students stood up and applauded because they wanted to show **appreciation** for the good lesson.

He made a **generous donation** to the charity.

Students need teacher's support and **encouragement**.

The student's speech was very **encouraging**.

The king was a great person and an **inspiring** leader.

I **volunteered** to help clean up the beach.

Poets drew their **inspiration** from nature.

Reading

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 kindness.

Standards: 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Focus students' attention on the picture provided next to the task and elicit some other words or phrases related to kindness. Write their answers on the board. Then tell them that they are going to read an article about eight random acts of kindness. Check if they know what the word random means.

random (adj) /'rændəm/ done, chosen, etc. without somebody deciding in advance what is going to happen

Before they start reading the article, pre-teach the words below.

sincere (adj)/sɪn'sɪə/ open and free of lies

rough (adj) /rʌf/ difficult and unpleasant

budget (n) /'bʌdʒɪt/ a plan of how the money will be spent

To teach the words below, refer to the pictures provided on Page 10.

shovel /'ʃʌvl/ (snow)

rake /reɪk/ (leaves)

Give students time to match the titles to the paragraphs. Then have them check their answers in pairs. Elicit responses. Encourage them to justify their answers.

Answers:

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

2. Tell students to read the definitions of some words/phrases and find them in the text. The paragraph numbers are provided so that students can find the words/phrases easily. Have students check their answers in pairs and then provide whole class feedback.

Answers:

1. to move or pass through something very quickly (Paragraph 4) **to speed through**
2. to become less sad (Paragraph 5) **to cheer up**
3. to pay for something (Paragraph 7) **to cover the cost**
4. a sister or brother (Paragraph 8) **sibling**

3. Students discuss the questions in pairs or small groups. Elicit some ideas as feedback.

- Which acts of kindness mentioned in the text have you done recently?
- Which of them would you like to do again and why?

4. Divide students into small groups and ask them to note down some other acts of kindness.

Get them to share their ideas with their group members and agree on one which they would like to do as a group. Get feedback by eliciting some ideas from the class.

See below some more acts of kindness. You might need them if some groups lack ideas.



Grammar A

Aims: By the end of the lesson, students will be better able to talk about different acts of kindness using adjective clauses.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.3.

1. Focus students' attention on the photos taken from different news stories and get them to predict what each news story is about. Write their predictions on the board. Feed in with vocabulary if needed. Answers may vary.
2. Have students read the news stories and complete the sentence. Ask them to check their answers in pairs and then provide whole class feedback.

Answer:

The news stories below are about b) acts of kindness.

3. Ask students to focus on the underlined parts of the sentences and answer the question.

Answers:

a) people	<ul style="list-style-type: none"> • A woman <u>who is from Texas</u> helps people with these ordinary shelves. • People <u>who want to help the poor</u> put something on the shelf and people <u>who are in need</u> take something from it for free. • Sheikh Aadil Mushtaq is one of those people <u>who are taking good care of the people in his community</u>. • A man <u>who was sitting on a road</u> helped a baby squirrel drink water from a bottle. • The couple whose dream was to do something for the homeless got very emotional.
b) things	<ul style="list-style-type: none"> • The photo <u>which was taken during a math class</u> got very popular. • The tweet <u>that his classmate Nick Vaughn posted on social media</u> got more than 296,000 likes. • A big number of social media followers reposted the video <u>that shared this heartwarming story</u>. • A group of homeless people will stay in the hotels <u>that a couple rented for them</u>.
c) places	He has started a Wall of Kindness <u>where people can leave warm clothes, food and items of everyday use</u> .
d) time	November 13 was the day <u>when the first donation was made</u> .

Refer students to Grammar Bank on Page 176. Explain to them how to form “Adjective Clauses”. Provide them with the examples in Task 2.

Focus students’ attention on the pictures on page 12.

Tell the class that you are thinking of one of the people , things or places in the pictures. Say a sentence (*He's the man who is wearing a watch. He's the man who is talking to a child.*). Students must tell you which man you are describing.

Write up the sentence you used and point out the adjective clause. (*He's the man **who** is wearing a watch.* He's the man **who** is talking to a child.)

Repeat the activity with a few more different examples. You can stay with who or introduce more relative pronouns if you wish (*He's the person **that** is wearing jeans. He's the man **whose** cap is white.*). You can also focus on other relative pronouns. (*It's a place **where** people study. It's something **that** you can put into your bag.*)

Ask if students can make sentences about one of the pictures themselves. Write the sentences on the board.

4. Divide the students into pairs for this exercise. Feedback by eliciting answers and writing them on the board. Clarify any points as necessary.

Answers:

1. that/which

2. that

3. that

4. who

5. that

6. who

7. where

8. who

9. whose

5. Ask students to work individually and write a complete sentence using the phrases as the subject or object of sentences.

Answers may vary.

1. I would like to make friends with people who enjoy helping others.
2. I know some children who want to have pets at home.
3. Please give me the books that you don't read anymore.
4. I will never forget the person whom I met yesterday.
5. The volunteers who help elderly people are waiting for you.
6. Children whose parents are usually busy often feel lonely.

6. Have students work individually and complete the sentences. Ask them to check their answers in pairs and then provide whole class feedback.

Answers may vary.

1. Omar is a friend who has always supported me.
2. 2020 is the year when the occupied territories were liberated.
3. Azerbaijan is a country where I was born.
4. I appreciate people who never tell lies.
5. I dislike places where there are too many people.
6. People who have a good sense of humour uplift my spirit.
7. Young volunteers whose names are on the list are going to attend the event.
8. The news which you gave me last week is very inspiring.

7. Divide students into small groups and have students describe the pictures in Task 1. (You may also use some other pictures.) Encourage students to use adjective clauses. Monitor and take notes of both good language and problems for giving feedback.

Optional Task

Write sentence starters with relative pronouns on the board for students to fill in and discuss in pairs or small groups. (*The day when my life changed was . . . ; The person who I admire . . . ; The time when I felt really happy was . . . ; The place where I spend most of my time... .*)

Grammar B

Aims: By the end of the lesson, students will be better able to write about a philanthropist using essential and nonessential adjective clauses.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 4.1.1. 4.1.3.

1. Have students work in pairs or small groups and discuss the questions.
Do you know any famous philanthropists? Who are they and what have they done for others?
2. Before students start reading the text, elicit what they know about Haji Zeynalabdin Taghiyev and Andrew Carnegie. Write their answers on the board. Then set a time limit and ask them to read the text and list what the two philanthropists had in common.

Answers may vary:

1. They both started working at young ages.
2. They both made a little money before becoming rich.
3. They both made a fortune in the oil industry.
4. Both of them invested in education.

3. Ask students to read the underlined groups of words in the text and answer the question.

Answer:

No

Refer students to Grammar Bank on Page 189. Explain to them “Essential and Nonessential Adjective Clauses”. Provide them with the examples in Task 2.

Essential Adjective Clauses

At the age of 35, the land **that he had** brought him luck. He was the person **who built the first secular school for women in the Muslim East**.

He paid for the studies of the young people **who were studying at various universities abroad**.

He often remembered the day **when he was not allowed to enter the library because it was for members only**.

Nonessential Adjective Clauses

Haji Zeynalabdin Taghiyev, **who was one of the greatest philanthropists of Azerbaijan**, went from rags to riches.

The school building, **which was completed in April 1901**, became one of the best sights in Baku.

Taghiyev also participated in fundraising for the construction of a mosque in St Petersburg, **which was the largest in Europe**.

Andrew Carnegie, **who was one of the world's richest men**, made a fortune in the oil industry.

Andrew Carnegie, **whose formal education ended when he left Scotland**, found a job in a cotton factory in Pittsburgh at the age of 14.

There were more than 2,500 public libraries, **which were located in the English-speaking world**.

Concept questions

Write these sentences on the board and ask students concept questions.

1. My brother, who lives in Guba, is a doctor. How many brothers do I have? (One)
2. My brother who lives in Guba is a doctor. How many brothers do I have? (More than one) Do the other brothers live in Guba? (No, only one brother lives in Guba – but the speaker must have brothers who live in other countries.)

4. **A.** Tell students that they are going to hear some sentences about the philanthropists in Task 2. Before you play the recording, give them one minute to read the sentences. As they listen, they should complete the sentences with the words from the recording.

Track 2

1. Taghiyev rented a piece of land in Bibi-Heybat, which is one of the first places where oil was discovered in Baku.
2. His mother was from Bilgah, which is a village on the seacoast of the Absheron Peninsula.
3. Taghiyev, who was the son of a shoemaker, became a millionaire.
4. One of the girls' schools was in Balakhani, which was a district for oil workers.
5. Andrew Carnegie, who was a Scottish-born American, was also one of the most important philanthropists of his era.
6. Carnegie's family decided to settle in Allegheny, which is a suburb of Pittsburgh.

Answers:

- | | |
|-----------------------------------|-------------------------------------|
| 1. where oil was discovered | 4. which was a district |
| 2. which is a village | 5. who was a Scottish-born American |
| 3. who was the son of a shoemaker | 6. which is a suburb |

- B.** Ask students to work in pairs and add commas to separate the nonessential adjective clause from the main clause. Ask them to compare their answers with another pair before you provide whole class feedback.

Answers:

1. Taghiyev rented a plot of land in Bibi-Heybat, which is one of the first places where oil was discovered in Baku.
2. His mother was from Bilgah, which is a village on the seacoast of the Absheron Peninsula.
3. Taghiyev, who was the son of a shoemaker, became a millionaire.
4. One of the girls' schools was in Balakhani, which was a district for oil workers.
5. Andrew Carnegie, who was a Scottish-born American, was also one of the most important philanthropists of his era.
6. Carnegie's family decided to settle in Allegheny, which is a suburb of Pittsburgh.

- 5.** Have students work in pairs and find the sentences with essential adjective clauses. Tell them to add commas if the adjective clause is nonessential.
1. The mosque that Taghiyev built for Tatars in St. Petersburg is still functioning. (Essential Adjective Clause)
 2. Bill Gates and Warren Buffett, who are two richest people in the world, know how to make money. (Nonessential Adjective Clause)
 3. He was the only person who could save the family from bankruptcy. (Essential Adjective Clause)
 4. The family didn't know the name of the person who donated the money. (Essential Adjective Clause)
 5. In 1924, Taghiyev died in his summer cottage in the village of Mardakan, which is not far from Baku. (Nonessential Adjective Clause)
 6. The man whose photo you are looking at was the most famous person of his time. (Essential Adjective Clause)
- 6.** Divide students into small groups and have them write about the life of one philanthropist they know. Encourage them to use essential and nonessential adjective clauses. Have a peer-editing before you provide students with feedback.

Listening

Aims: By the end of the lesson, students will be better able to write about a philanthropist using essential and nonessential adjective clauses.

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

1. Divide students into small groups to discuss the questions. Ask two volunteers to share their answers.
 - What kind of volunteer work are the people in these pictures doing?
 - Do you think they enjoy volunteering? Why or why not?
 - Would you like to work as a volunteer? Why or why not?
2. Ask students to work in pairs and do the matching activity which contains some vocabulary from the recording. Ask them to compare their answers with another pair before you provide whole class feedback.

Answers:

- | | |
|---------------|--|
| 1. remote – | c) far away from places where other people live |
| 2. disabled – | a) unable to use a part of your body completely or easily because of a physical condition, an illness, an injury, etc. |
| 3. notice – | b) to see or hear somebody/something |

3. Tell students that they are going to hear 5 young people talking about volunteering they do. Before you play the recording, have them read the questions and options carefully. Make sure that they know the meaning of the words in the options. Play the recording and have them do the task. Allow time for students to compare answers in pairs. Get feedback from the class. Depending on the level of your students, you can decide how many times you want to play the recording.

Answers:

- | | | | | |
|------|------|------|------|------|
| 1. c | 2. c | 3. b | 4. c | 5. b |
|------|------|------|------|------|

Track 3

1. Hi! My name is Sabina. The centre where I am currently volunteering is just great. When I graduated from the university, I started volunteering here. First, I worked with the disabled and taught them English. Then I began working with elderly people in nursing homes. I often read them books or just talked to them so that they didn't feel lonely. Now I am working with teenagers who live in remote regions of the country and teaching them some basic computer skills.

2. Hi! I am Natig. I started volunteering last summer. I was interested in war stories and wanted to learn more about the participants of the Garabagh War. I often meet war veterans and ask them to share their memories with me. I sometimes feel very emotional while listening to them. I record their voices. One day I am planning to publish a book which will contain their stories.
3. Hi! My name is John. I have recently begun volunteering in a web-based program. We chat for one hour per week with students in a chat room and talk to them about their life, schooling or career options. I am really excited about this opportunity because in this way I can help children in school.
4. Hi! I am Banu. Last week I started visiting an elderly woman who doesn't have any relatives. She can't really move around so much, so I do her shopping. I also do her ironing and cleaning. For her, my visits are very special. When I visit her, she loves telling me her life story. Yesterday I took her for a walk in a wheelchair. Just imagine, the poor woman had stayed inside her house for more than five years. Our walk lasted about two hours and she enjoyed it very much.
5. Hi! I am Sam. Last year I started volunteering in the community vegetable garden. You know that's a kind of garden where community members grow vegetables in their free time. I noticed that there were many people who needed help with heavy work. So, I had a strong desire to help those people. Now I dig the garden, water the vegetables and carry heavy buckets of vegetables. Most of all, I enjoy carrying heavy buckets for others who are not as strong as me. I feel really helpful then. I don't get paid for the work I do, but it is OK for me. It's great fun and I have made a lot of friends.

4. Divide students into groups and ask them to describe the pictures and talk about why people choose to volunteer in these ways.

This photo shows....but this photo ...

In all photos we can see... .

The people look

Feed in with the language they might need. Encourage them to use adjective clauses as well as functional language (see the table below) as necessary.

Functional language

Expressing opinion	Asking for opinion	Giving opinion
I think (that) I believe (that) To my mind In my opinion	Don't you agree? What's your opinion?	I quite agree with you. That's true. I couldn't agree more. That's a good point. However, ... I see what you mean, but ...

While students are doing the task, monitor their discussions. Later, give feedback to the class about their performance. (Did they talk about all four photos? Did they use adjective clauses correctly? Did they use functional language effectively?)

Writing

Aims: By the end of the lesson, students will be better able to write a descriptive paragraph about the kindest person they know.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.2.2. 4.1.3.

Before teaching students how to write a descriptive paragraph, it is recommended that you have a revision of a paragraph structure. Refer students to Page 170 and analyse a sample paragraph provided.

Focus students' attention on the table containing information about descriptive paragraphs. Explain to them their purpose and key features.

Descriptive Paragraphs

Purpose: A descriptive paragraph gives the reader a visual picture of the topic. It gives a point of view about how something looks, feels, tastes, smells or sounds.

Key features: A descriptive paragraph:

- describes
- creates a “word picture” for a reader
- shows with words

To describe a person's appearance, details should be given as follows: height/build, age, facial features, hair, clothing, moving from the most general aspects to the more specific details.

1. Ask students to close their eyes and think about the kindest person they know. Tell them to describe that person's appearance to their partner.
2. Have students read the sample descriptive paragraph and answer the questions that follow.

Answers:

1. What is the topic of this paragraph? Description of Zulfiyya, one of the kindest teachers
2. What is the topic sentence of this paragraph? Zulfiya, who is one of the kindest teachers I know, looks more like a young student than a teacher.
3. What is the controlling idea of this paragraph? looks more like a young student than a teacher
4. What features of a descriptive paragraph do you see in this paragraph? It describes Zulfiyya's appearance. It shows with words.
5. What descriptive words are used in this paragraph?



Zulfiyya, who is one of the kindest teachers I know, looks more like a young student than a teacher. First of all, she is a short, slim woman in her mid-forties. She has a round face with girlish features. She has dark eyes and a small narrow nose. Her thin eyebrows highlight her narrow, curious eyes. Also, her hair makes her look younger. She has medium-length wavy hair which is parted to one side. Finally, Zulfiyya always dresses simply, in very young fashions. She often wears knee-length skirts as most students do. She also prefers flat-heeled shoes instead of the high-heeled ones that older women generally wear. In fact, if you see Zulfiyya, you will probably be surprised to learn that she is a teacher and not a student.

6. What is the concluding sentence of this paragraph? In fact, if you see Zulfiyya, you will probably be surprised to learn that she is a teacher and not a student.

3. A. Ask students to work individually and brainstorm ideas about one of the kindest people they know. They might use the vocabulary provided in the useful language box. Monitor and feed in with the necessary language.

B. Set a time limit and have them write a descriptive paragraph. (Word limit: 110-140 words) Encourage them to use descriptive words.

C. Once they have finished writing the paragraph, have peer-editing. Ask students to use the following questions as a checklist.

1. Does the paragraph have a clear topic sentence?
2. Does the topic sentence have a controlling idea?
3. Does the paragraph have supporting sentences?
4. Does the paragraph have descriptive language?
5. Does the paragraph have a concluding sentence?

D. Encourage students to write suggestions to help their partner improve his/her paragraph.

Collect students' paragraphs and provide them with constructive feedback. Just saying, "This is good" isn't very helpful. The praise needs to tell exactly what was good.

Here are some examples of specific praise you can use.

- ◆ This topic sentence is very effective. When I read it, I know exactly what your paragraph will be about.
- ◆ This paragraph is full of descriptive words. It gave me a clear image in my mind.
- ◆ The transition words are used correctly.
- ◆ Great use of commas and a conjunction to join independent clauses!
- ◆ This is a superb word choice.

Time to watch

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific and detailed information by watching a Ted Talk about kindness.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4

The aim of this section is to provide further practice in listening skills. In the classrooms equipped with smartboards, this section can be done during the class time. However, if you don't have the necessary equipment to show the videos during the lessons, it can be set as a home assignment.

1. Tell the class to read the text about Orly Wahba, whose TED Talk they are going to watch. As they read the text, they should answer the questions. If necessary, pre-teach these words:

motivate /'məʊtɪveɪt/-to make somebody want to do something

middle school /'mɪdl sku:l/- (in the UK) a school for children between the ages of about 9 and 13

to found /faʊnd/- to start something, such as an organization or an institution, especially by providing money

hardship /'hɑːdʃɪp/- a situation that is difficult and unpleasant because you do not have enough money, food, clothes, etc.

life vest /'laɪf vest/- a jacket without arms that can be filled with air, designed to help you float if you fall in water

to gain fame /geɪn feɪm/- become famous

When students are ready, put them into pairs to compare their answers. Then encourage them to share their answers with the class, asking them to justify their ideas.

Answers:

1. How long did she teach at school? – 7 years
2. Why did she stop teaching? Because she wanted to realise a bigger dream
3. What made her famous? her award-winning film Kindness Boomerang

2. Tell students to cover the definitions (a-f), read the sentences (1-6) and try to imagine the meaning of the words in bold. Then let them uncover the definitions and match them to the words. Have students compare their answers before you provide whole class feedback.

Answers:

1. c

2. d

3. e

4. f

5. a

6. b

Before students watch the video, tell them not to panic when they listen to an authentic speech and not to try to understand each word. They should stay relaxed and keep listening.

3. Have them read the sentences before they start watching the video. As they watch, they should complete the sentences.

Answers:

1. The reasons why she became a middle school teacher:
 - She wanted to make a difference in the lives of her students.
 - She wanted to help them open their eyes to see the beauty in the world, the beauty in others and the beauty in themselves.
 - She wanted to help them recognise that who they are and what they do matters.
2. As a result of the project “Act of Kindness cards”, her students' self-value increased.
3. One of the community servicemen got surprised because on his card it said “Call your mother and father to tell them how much you love them.” And that was what he was thinking about for the past couple of weeks.

4. Students watch the second part of the video and complete the sentences. This task focuses on the further practice of Adjective clauses, the grammar taught in this unit. The answers may vary.

Note: Tell students to consider choosing other vocabulary from the video. Encourage them to record it in their vocabulary books and revisit them from time to time.

5. Ask students to work in pairs and discuss the question.

Why does the speaker compare kindness with a boomerang?

Possible answer: Like a boomerang, one act of kindness can go on and on and sometimes, come back to us at a time when we need it the most.

6. Have students read the kindness cards and discuss the question with a partner.

Which acts of kindness would you like to do today and why?

As a follow-up activity, ask students to write kindness cards and pass them to someone else.

Use of English

Aims: By the end of the lesson, students will be better able to develop their test-taking strategies.

Standards:

The aim of this section is to provide further practice and consolidation in the vocabulary and grammar covered in this unit as well as in the previous grades. The exercises can be done either in class (with a suggested time limit of 20-30 minutes) or as homework.

Answers:

1

1. Nancy seemed **sincere** enough when she said she wanted to help.
2. He is a **prominent** Azerbaijani writer whose books are read in many countries.
3. After his bankruptcy, the great philanthropist moved to a **remote** farmhouse in Australia.
4. John is always asking questions. He is such a **curious** boy.
5. The money was donated by a local businessman who wishes to remain **anonymous**.

2

1. The great writer **inspired** many young people to help the poor.
2. We want to **encourage** more children to read books.
3. **An anonymous** person left a box with warm clothes at the front door of the nursing home.
4. I am going to tell you the news that will **cheer you up**.
5. We really **appreciate** everything that Taghiyev did for our nation.

3

1. If you want to contribute, put something **on** the shelf. People who are **in** need will take it **from** the shelf **for** free.
2. If you really want to do something important **in** your life, help people **in** your surroundings.
3. The siblings felt real grief **at** the loss of a pet, which they loved so much.
4. They participated in fundraising **for** the construction **of** a mosque **in** the city centre.
5. He went **from** rags to riches when he won the lottery.

4

1. How can I ever repay my teacher for all her kindness?
2. She was very supportive during my father's illness.
3. I'd like to make a small donation in my mother's name.
4. Her generosity towards the poor set a good example for everyone.
5. I can say in all sincerity that I didn't know that secret.
6. There was a lot of positive feedback, which was very encouraging.

5

- a) My grandfather remembers the old days when there were no mobile phones.
- b) Never go to a doctor whose office plants have died.
- a) I enjoy telling people about my grandmother, whose life was full of challenges.
- a) The woman who lives next door is the kindest person I have ever met.

6

Many organisations try to 0) encourage people to do kind acts, wherever they can. The idea behind this is that you don't need any 1) plans to be kind, just a little bit of effort. Perhaps the strongest 2) supporters of this idea are the Random Acts of Kindness (RAK) Foundation, who work with schools and companies to teach people kindness skills. They operate under the 3) beliefs that kindness can be taught.

The RAK website 4) suggests some ways to show kindness.

The first is interpersonal kindness. Some examples are donating old clothes to 5) charity or writing a positive online comment about a restaurant that you like. The second is environmental kindness, which means simply 6) recycling or organising a group event to clean a local park or beach. The third is personal kindness, which means treating yourself 7) kindly. Some examples are taking a walk in nature or setting yourself a goal to 8) complain less. The logic is that by being kind to yourself, you will automatically be kinder to the world around you.

0	a. appreciate	b. <u>encourage</u>	c. volunteer
1	a. <u>plans</u>	b. friends	c. hopes
2	a. beginners	b. inventors	c. <u>supporters</u>
3	a. changes	b. <u>beliefs</u>	c. names
4	a. <u>suggests</u>	b. donates	c. learns
5	a. philanthropists	b. volunteers	c. <u>charity</u>
6	a. <u>recycling</u>	b. revising	c. rewarding
7	a. kindness	b. <u>kindly</u>	c. kind
8	a. help	b. <u>complain</u>	c. donate

Mistake Detector

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

Standards:



1. People should help ~~to~~ people directly and when they do not have time to find a ~~in need person~~ ^{person in need}, they should donate money to popular charity organizations.
2. A person who is kind-hearted usually ~~help~~ ^{helps} the poor. That person finds joy in helping homeless people.
3. Volunteering is a good idea because it is not important to have ~~no money~~ ^{any money} to do it. You just need to find out what people around you need. Sometimes spending time with them or just talking to them ~~are~~ ^{is} enough.
4. I would like to help elderly people ~~which~~ ^{who} feel lonely in nursing homes. I can read them books or just talk to them. I can even tell them some jokes and uplift their spirits.
5. When my siblings and I have some toys ~~whom~~ ^{that (which)} we don't play with or clothes that we don't wear anymore, we donate them to charities. We also donate the books that we have already read.
6. My grandmother loves taking care of nature and she says that she wants to ~~inspired~~ ^{inspire} young people to love nature and protect it.
7. Volunteering gives you an opportunity to change people's lives, including your own. If you want to help a needy person but can't afford to ~~donating~~ ^{donate} money, you can donate your time instead.
8. I appreciate people who can help others ~~where~~ ^{when} they are in trouble themselves. For instance, my uncle Ahmad was seriously ill last year. When he knew that his neighbours decided to build a house for a ~~homelessness~~ ^{homeless} man, he actively took part in the construction process.
9. If you have a friend or relative who ~~have~~ ^{has} a medical problem, you might be inspired to donate your time to help that person.
10. My role model is Haji Zeynalabdin Taghiyev, ~~that~~ ^{who} was a great philanthropist. I hope that one day I will be as helpful to my people as he was.

UNIT 2

We are **V**ictorious!

Topic: Victory

Hours: 14

Skills: Reading, Listening, Speaking, Writing

Grammar: Adverb clauses of reason, result and purpose

Vocabulary: Words and phrases related to the 44-day Patriotic War

Type of Paragraph: Cause/Effect Paragraphs



Focus on the topic

Have students look at the photos and guess what they show. Discuss the questions with the class.

- What event are the people celebrating?
- What makes this day special?
- How do the people feel and why?

As a follow-up, you can ask students to tell their partner what they did and how they felt on Victory Day.

LAYIHƏ

Vocabulary

Aims: Students will be better able to guess the meanings of the words/phrases from the context.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4

1. Ask students to read the pieces of news taken from different websites and answer the question without worrying about new vocabulary items. At this stage, they are only expected to answer the question. Set a time limit and when the time is up, ask them to share their ideas with a partner.
2. Have students read the pieces of news again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word. When they complete the task, ask them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

1. b) start an activity, especially an organised one
2. a) start suddenly
3. a) correct
4. a) understand
5. b) free
6. a) victory
7. b) defend or support somebody or something
8. a) a person who sacrifices his/her life for the sake of the motherland

Track 4

1. launch – start an activity, especially an organised one
2. break out – start suddenly
3. rightful – correct
4. realise – understand
5. liberate – free
6. triumph – victory
7. stand up for somebody/something – defend or support somebody or something
8. martyr – a person who sacrifices his/her life for the sake of his/her motherland

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

Answers:

1. Children should learn how to stand up for themselves.
2. It is important to realise that there are still potential problems.
3. We celebrated our triumph with a parade through the streets of the city.
4. As a sign of respect for the memory of martyrs, Azerbaijan celebrates Remembrance Day on September 27.
5. The family had to move to Baku shortly before the war broke out in 1988.
6. Garabagh has returned to its rightful owner.
7. Courageous Azerbaijani sons fought bravely to liberate the occupied territories.

Note: Explain to students that knowing word forms helps with sentence construction. Teach them the word forms of the new vocabulary items. Provide students with some examples and encourage them to make sentences using different word forms.

Noun	Verbs	Adjective
realisation /ˈriːəlɪəˈzeɪʃn/ /ˈrɪəlɪəˈzeɪʃn/	realise	X
liberation /ˌlɪbəˈreɪʃn/	liberate	liberated /ˈlɪbəreɪtɪd/

Examples: Garabagh War II is a war of **liberation**. We are building new settlements in the **liberated** territories. For a moment she had the shocking **realisation** that the situation was out of control.

Reading

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and specific information by reading the text about the 44-day Patriotic War.

Standards: 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

1. Focus students' attention on the picture provided next to the task and elicit some words or phrases related to the *Azerbaijani soldier*. Write their answers on the board. (You might want to add to the list the following words: victorious, brave, liberator, courageous, fearless, powerful, etc.) Write these words (*to claim, supplement, tactical, corps, eventually, counter-attack, even if, at the cost of sth, exhausted, long-awaited, injustice, to unite*) on the board and check if your students know them or not. Pre-teach them the words which they don't know.

to claim /kleɪm/-say that something is true

supplement /'sʌplɪmənt/- a thing that is added to something else to complete it

tactical /'tæktɪkl/-connected with the particular method you use to achieve something

corps /kɔː/- a large unit of an army, consisting of two or more divisions

eventually /ɪ'ventʃuəli/- at the end of a period of time or a series of events

counter-attack /'kaʊntər ətæk/-an attack made in response to the attack of an enemy

even if /'i:vən ɪf/-despite the possibility that

at the cost of sth. /ət ðə kɒst əv 'sʌmθɪŋ/- by giving up or hurting (something else)

exhausted /ɪg'zɔːstɪd/- very tired

long-awaited /lɒŋ ə'vertɪd/- that people have been waiting for for a long time

injustice /ɪn'dʒʌstɪs/- an unfair act or an example of unfair treatment

to unite /ju'naɪt/ to join together with other people in order to do something as a group

Then tell them that they are going to read an article written by K.Rahimli, a veteran of the 44-Day Patriotic War. Then give them some time to skim the text and answer the question. When the time is up, get feedback from the class.

Answers:

c) The reason? – Real love!

2. Ask students to read the text again and complete the notes. Set a reasonable time limit. Have them check their answers with a partner before feeding back as a class. Spend some time discussing why answers are correct or incorrect.

Answers:

1. The factors that helped Azerbaijan win the war: (Accept any two of them.)

- a) love for the country
- b) tactical power
- c) military power
- d) unity of the people
- e) support that people showed

2. The difficulties that the soldiers experienced: (Accept any three of them.)

- a) walked 40 km all the way through the fields despite the enemy's bombs
- b) climbed up high for 7 hours at night
- c) stayed hungry and thirsty in the forests or in the hills
- d) were extremely exhausted

3. Tell students that some words in the text are given in bold. They should find the words in the text and guess their meaning. Have students check their answers in pairs and then provide whole class feedback.

Answers:

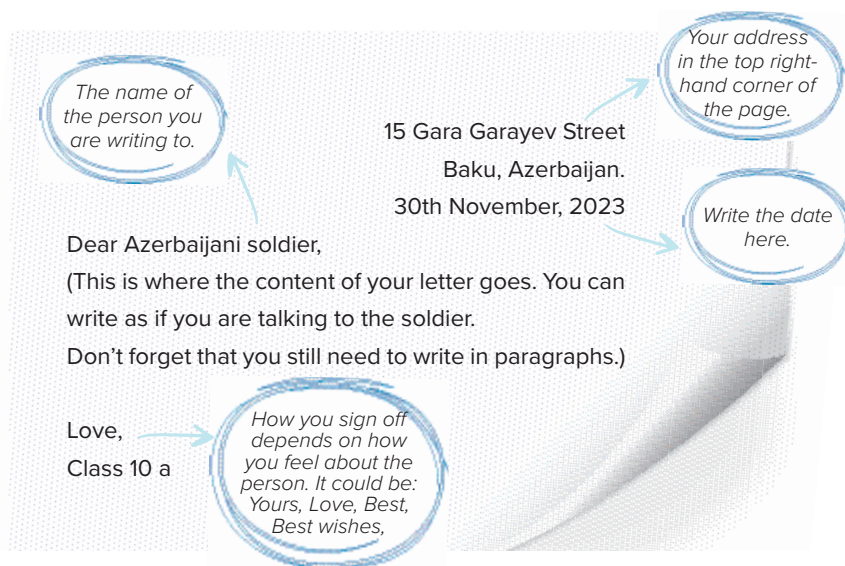
- 1. c (a damage to the reputation)
- 2. a) (to stop trying)
- 3. d) (huge)

4. Ask students to complete the sentence according to the text. Elicit some ideas as feedback.
feel proud/ *hold their heads high* everywhere in the world

Answer:

feel proud / hold their heads high everywhere in the world

5. Before you do this task, it is recommended that you revise the letter format.



Divide students into small groups and ask them to write a letter to a victorious soldier. Have them follow the steps below.

- discuss and agree on what to include
- write a letter
- exchange your group's letter with another group's for editing.

Grammar A

Aims: By the end of the lesson, students will be better able to talk about Victory Day using adverb clauses of reason and result.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.4. 4.1.3. 4.1.4.

1. Have students work in pairs or small groups and discuss the questions.
 - Are you active on social media? Why or why not?
 - How often do you write posts? When did you do it last? What was it about?
2. Before students start doing Task 2, pre-teach them some new vocabulary.

cradle (of sth.) /'kreɪdəl/ - the place where something important began
overcome /,əʊvə'kʌm/ - succeed in controlling or dealing with something
pearl /pɜ:l/ - a thing that is very highly valued
scream /skri:m/ to give a loud, high shout, because you are hurt, frightened, excited, etc.

Ask students to read the posts and answer the question.
On what occasion do you think they were posted?

Answer:

On Victory Day

3. Have students work individually or in pairs. They should find which boldfaced words show reason, and which of them show result.

Reason	Result
due to because since because of	as a result so

Refer students to Grammar Bank on Page 190. Explain to them how to form “Adverb clauses of reason and result”. Provide them with the examples in Task 2.

4. Ask students to work individually and complete the sentences with *because*, *because of*, *due to* or *since*. Tell them that some of them can be used more than once. Have them compare answers in pairs and then provide whole class feedback.

Answers:

1. Thousands of Azerbaijanis had to leave their historical lands **because of/ due to** the Armenian occupation.
2. Our happiness was **due to/ because of** the long-awaited liberation of the occupied territories.
3. Our success was **due to/ because of** the heroism of the Azerbaijani people.
4. All the Azerbaijanis got very happy when they learned about the liberation of Shusha **because/since** it is considered to be the heart of Garabagh.
5. **Since/Because** the towns have been destroyed, the government is going to rebuild new ones.
6. A lot of refugees had to move to Baku **because of/ due to** the war.
7. Young people joined the army **because/since** they wanted to help their motherland.

5. Have students work individually and complete the sentences with *because* , *because of*, *due to*, *since*, *therefore*, *so* and *as a result*. They should use each word only once. Have them compare answers in pairs and then provide whole class feedback.

Answers:

1. My math teacher couldn't join the fights **because of/ due to** his age.
2. **Since/ Because** we were living close to the border, we had to leave our houses for a while.
3. The news was long-awaited, **so** all the family started crying.
4. Our army fought 44 days. **As a result**, we ended the occupation.
5. The victory was **due to/ because of** the bravery and courage of the Azerbaijani soldiers.
6. The enemy didn't agree to give back the occupied lands; **therefore**, the war continued.

6. Ask students to work individually and complete the sentences with a reason or result. Have them share their answers in pairs when they are done.

Answers may vary.

1. Since English is an international language, I have started learning it.
2. We should support our army because it protects us from enemies.
3. We became victorious because of the courageous soldiers.
4. Our soldiers didn't give up. As a result, they liberated the occupied territories .
5. Our victory is due to the powerful Azerbaijani army.

7. Divide students into small groups and ask them to imagine that it is the anniversary of Victory Day. They should write a post to share on a social network website. Encourage them to use *because*, *because of*, *due to*, *since*, *therefore*, *so* and *as a result*. When they are done, have them present their posts to the class.

Grammar B

Aims: By the end of the lesson, students will be better able to talk about different news using adverb clauses of purpose.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.3. 4.1.4

1. Ask students to work in pairs and discuss the question.

Which qualities and skills helped President Ilham Aliyev to defend the rightful position of Azerbaijan in the international media during the 44-Day Patriotic War?

Then ask some volunteers to share their answers and write any useful vocabulary on the board.

2. Before they start doing Task 2, pre-teach the vocabulary below.

ceasefire /'si:s,farər/ - a time when enemies agree to stop fighting

long for /lɒŋ fɔ:r/ - to want something very much especially if it does not seem likely to happen soon

target /'tɑ:ɡɪt/ - a result that you try to achieve

to blame /bleɪm/ - to think or say that somebody/something is responsible for something bad

to disclose /dɪs'kləʊz/ - to give somebody information about something, especially something that was previously secret

ancestor /'ænsɪstər/ - a person in your family who lived a long time ago

ally /'ælaɪ/ - a country that has agreed to help and support another country, especially in case of a war

Have students read the interview questions and match them to President Ilham Aliyev's answers. Ask them to compare answers in pairs and then provide whole class feedback.

Answers:

1. B

2. D

3. E

4. A

5. C

3. Focus students' attention on the sentences with boldfaced words in Task 2 and answer the question. What question do the sentences answer?

Answer:

b) For what intention?

Refer students to Grammar Bank on Page 191. Explain to them how to form "Adverb clauses of purpose". Provide them with the examples in Task 2.

4. Ask students to work individually and complete the sentences with *in order to*, *in order not to*, *for*, *to* or *so that*. Tell them that some of them can be used more than once. Have them compare answers in pairs and then provide whole class feedback.

Answers:

1. When the war started, many young people went to the National Defence Mobilisation Department in order to/ to join the army.
2. Thousands of young people became martyrs so that we could go back to Garabagh.
3. An old man called Hikmat sent his pension to the Defence Fund in order to/ to support his country during the war time.
4. We stayed at home in order not to miss the interview with the President on TV.
5. My little brother put aside his pocket money so that he could send it to the army.
6. The soldiers and officers fought bravely for their motherland.
7. I am taking a photo with a veteran of the war so that I can proudly show it to my friends.
8. The Special Forces team took the map of the area in order not to get lost in the forests.

5. Tell students that they are going to hear five people talking in different situations. As they listen, they should answer the questions. After each extract, they will be given some time to write their answers. When they complete the task, have students compare their answers and then provide whole class feedback.

Answers:

1. Why did she call her mother? (in order to)
She called her mother in order to inform her.
2. Why did he go to the office supplies store? (for)
He went to the office supplies store for a big Azerbaijani flag.
3. Why did she take medicine? (in order not to)
She took medicine in order not to have a heart attack.
4. Why did he call his uncle? (in order to)
He called his uncle in order to congratulate him.
5. Why did she keep her TV on those days? (in order to)
She kept her TV on in order to hear good news.

Track 5

1. When I heard the news about the liberation of Shusha, I was so happy that I didn't know what to do. I only remember calling my mother and informing her about the exciting news.
2. What a great day it was! I felt that day was the happiest day in my life. When I heard the news, I ran to the office supplies store and bought a big Azerbaijani flag. (Yahya)
3. What great happiness we all had that day. When I heard the news, I remember taking my heart pills. I didn't want to have a heart attack.
4. That was my dream for many years. When I heard the news, I called my uncle who is a veteran of the Garabagh War and congratulated him. We both cried because we were so happy.
5. I felt that the president was going to share the good news soon. So, my TV set was always on those days. I wanted to hear good news.

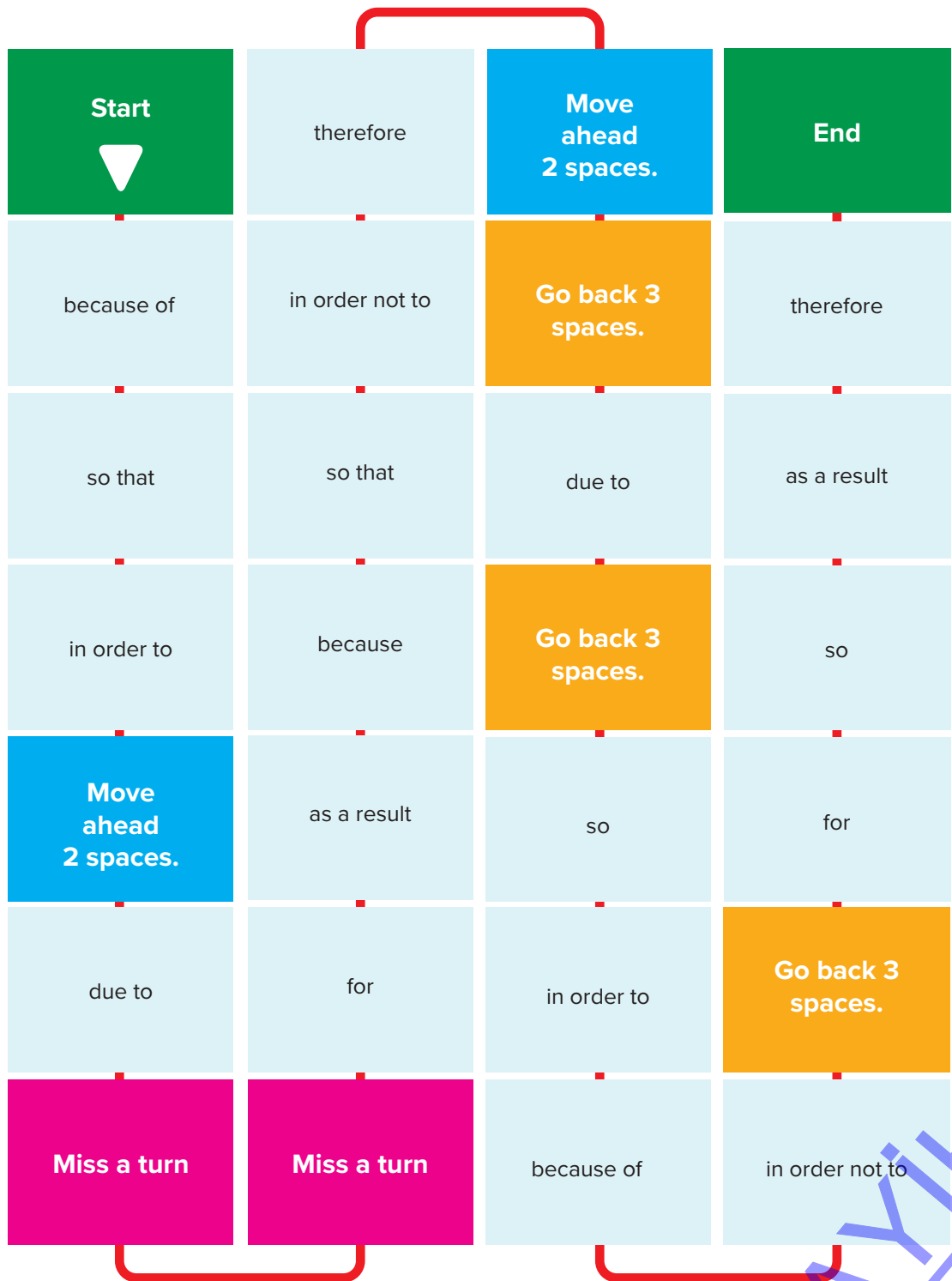
6. Ask students to work individually and complete the sentences with a purpose. When they are done, have them discuss their answers with a partner.

Answers may vary.

1. I am learning English so that I can make international friends.
2. I want to learn how to play volleyball in order to take part in competitions.
3. Every day I watch the news so that I can get information about what's happening in the world.
4. In my childhood, I often watched cartoons so that I wouldn't feel bored.
5. I come to this school for knowledge.
6. I am saving money to buy a new computer.
7. I want to attend all the classes in order not to miss anything.
8. In the future, I am going to visit Africa so that I can do research on the local culture.

7. Divide students into small groups and ask them to prepare a 5-minute television news broadcast. Have them choose four of the newspaper headlines (see page 171). Encourage them to write a script. Instruct them to use adverb clauses of reason, result and purpose. When they are ready, ask them to present their news program. Monitor discreetly during this stage and take notes of both good language and problems for feedback.

In order to have further practice on adverb clauses of reason and result, provide students with the hardcopies of the activity below. Have them work in pairs or in small groups. Students take turns, roll the dice and move around the board. Ask them to make a sentence that includes the word in the box.



Listening

Aims: By the end of the lesson, students will be better able to develop their listening skills for detailed information by listening to the parts of the interviews given by President Ilham Aliyev during the 44-Day Patriotic War.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3.

1. Divide students into pairs or small groups and ask them to discuss the question.
What source of information do you think the world community follows most?
Encourage students to use functional language (see the table below) as necessary.

Functional language

Expressing opinion	Asking for opinion	Giving opinion
I think (that) I believe (that) To my mind In my opinion	Don't you agree? What's your opinion?	I quite agree with you. That's true. I couldn't agree more. That's a good point. However, ... I see what you mean, but ...

While students are doing the task, monitor their discussions and give feedback to the class about their performance. (Did they talk about all four photos? Did they use functional language effectively?)

2. Ask students to work in pairs and do the matching activity which contains some vocabulary from the recording. Ask them to compare their answers with another pair before you give whole class feedback.

Answers:

1. e

2. b

3. d

4. a

5. c

3. Before students start doing Task 3, check if they know the words given on the notes. Pre-teach them the vocabulary.

clarify /'klærɪfaɪ/ – to make something clearer or easier to understand

define /dɪ'faɪn/ – to say or explain what the meaning of a word or phrase

deny /dɪ'naɪ/ – to say that something is not true

Tell students that they are going to listen to four different parts of the interviews with President Ilham Aliyev and match them to the sentences. There is one extra sentence. Before you play the recording, have students read the sentences. You can play the recording more than once. When they complete the task, have students compare their answers and then provide whole class feedback.

Answers:

1. Part 1 – e

2. Part 2 – c

3. Part 3 – a

4. Part 4 – d

As a follow up activity, ask students to turn to the audio script and, working independently or in pairs, identify and highlight as many chunks, collocations, set phrases as possible. As a follow up, you can then get students to choose their favourite phrase and then write a sentence using it. The students then share their sentences and explain to their group why they chose it.

Track 6

1. We, as every other nation, should know its history, our new generation should know its history, ancient history and which territories we were living on and how to go back. And I am sure that we will go back, but we will go back, as I said many times not on tanks. We will go back by cars, by trains.

2. Self-determination is one of the important principles of international law. But if we go back to UN Charter, if we go back to Helsinki Final Act, we will see that self-determination should not damage the territorial integrity of the countries. Another important point, the territorial integrity of the country cannot be changed by force, and cannot be changed without an agreement of the people of the country.

3. It is our land, we regained it. We regained it by force, we regained it, giving our victims. We will never step back from them. We will rebuild the cities. We will rebuild the villages. We will return their initial names because Armenians committed a cultural genocide against us. They destroyed all the mosques on the occupied territories. They changed the names of our cities, changed the names of our villages. All the names will go back. We will go back to our lands. This is our legitimate right, this is a historical task for us and I am sure we will succeed.

4. This is false information. It has no proof. I already made statements about that. Turkey is our brotherly country from the very first day of the Armenian attack, from the very first hour, Turkey expressed its full support to Azerbaijan. My brother, president Erdogan, many times made very important statements that Turkey is next to Azerbaijan, and Azerbaijan is not alone. We feel the support. We are very grateful to our Turkish brothers and president, and other officials. But Turkey in no other way is involved in the conflict.

4. Put students in pairs and ask them to choose one part and act it out. Give them enough time for the preparation and rehearsal. To save time, you can have them perform the roleplay in open pairs. Monitor and provide feedback.

Writing

Aims: By the end of the lesson, students will be better able to write a cause/effect paragraph about victory.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.

Focus students' attention on the table containing information about cause/effect paragraphs. Explain to them their purpose and key features.

Cause/Effect Paragraphs

Purpose: A cause/effect paragraph serves one of two purposes: Either it shows the effects of a thing or event, or it explains the causes of a thing or event.

Key features: The most common cause/ effect paragraphs follow one of the two patterns below:

- reasons (or causes) of an action or event
- results (or effects) of an action or event

NOTE: Make sure that the topic you choose has a cause-effect relationship.

1. Have students work in pairs and discuss the question.
What do you think the positive effects of the victory of Azerbaijan will be?
2. Have students read the sample cause/effect paragraph and answer the questions that follow. When they are done, ask students to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. What is the topic of the paragraph? The positive effects of the victory of Azerbaijan
2. What is the topic sentence of this paragraph? The victory in the second Garabagh war will have two main positive effects.
3. What is the concluding sentence of this paragraph? To sum up, Azerbaijan's victory will definitely bring positive results to the country.
4. What is the writer's purpose in writing this paragraph? To emphasise the positive effects of the victory of Azerbaijan in Garabagh War II.
5. Does the writer focus on causes or effects? The writer focuses on effects.

The victory in the second Garabagh war will have two main positive effects. One significant effect will be the return of the Azerbaijanis to their historical territories. The Azerbaijani government is planning to resettle thousands of Azerbaijanis in their homes within a short period of time. Therefore, they are building new settlements in the liberated territories. Another positive effect of winning the war will be the development of economic relations. Since 20%

of the territory of the Republic of Azerbaijan was under occupation, Azerbaijan was separated from Nakhchivan and people could only get there by plane. The liberation of the occupied territories will definitely affect the transportation system, and it means that the railway and highways will start operating and it will be much easier to connect with Nakhchivan and Turkey. To sum up, Azerbaijan's victory will definitely bring positive results to the country.



3. **A.** Brainstorm ideas about one of the suggested topics. You might want to ask your students to suggest another topic. Make sure that the topic has a cause/effect relationship. Feed in with the necessary language if necessary.
- B.** Set a time limit and have them write a cause/effect paragraph. (Word limit: 110-140 words) Encourage them to refer to the Useful Language box.
- C.** Once they have finished writing the paragraph, have peer-editing. Ask them to use the following questions as a checklist.
 1. Does the paragraph have a clear topic sentence?
 2. Does the topic sentence have a controlling idea?
 3. Does the paragraph have supporting sentences?
 4. Do the supporting sentences relate to the topic?
 5. Does the paragraph have a concluding sentence that restates the main idea?
- D.** Encourage students to write suggestions to help their partner improve his/her paragraph. Instruct them to be specific while giving feedback. Ask them not to say "I liked it" or "It was good" unless it is followed up with an explanation of exactly what they liked or thought was good.

Time to watch

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific and detailed information by watching a documentary about Garabagh horses.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Tell the class to read the text about Pauline Nachbauer. As they read the text, they should mark the sentences as True or False.

If necessary, pre-teach these words:

passion /'pæʃn/- a very strong feeling of love, hate, anger, enthusiasm, etc.

opportunity /,ɒpə'tju:nəti/- a time when a particular situation makes it possible to do or achieve something; a chance

documentary /,dɒkju'mentri/- a film or a radio or television programme giving facts about something

vet /vet/- a person who has been trained in the science of animal medicine, whose job is to treat animals who are sick or injured

When students are ready, put them into pairs to compare their answers. Then encourage them to share their answers with the class, asking them to justify their ideas.

Answers:

1. Her family didn't want her to have a horse. False
2. She had two horses. True
3. She worked as a vet in Wales. False

2. Tell students to cover the definitions (a-f), read the sentences (1-6) and try to imagine the meaning of the words in bold. Then let them uncover the definitions and match them to the words. have students compare their answers, before discussing the answers with the class.

Answers:

1. f

2. a

3. d

4. e

5. c

6. b

Before students watch the video, tell them not to panic when they listen to an authentic speech and not to try to understand each word. They should stay relaxed and keep listening.

3. Have them read the notes before they start watching the video. As they watch, they should complete the gaps with the words/phrases from the video.

Answers:

1. Pauline got interested in Garabagh horses after she saw their performance at the Queen's Diamond Jubilee celebrations.
2. She got some information about Garabagh horses in the university's library/ book.
3. The Queen was given two (golden) Garabagh horses in 1956.
4. Prince Philip, Duke of Edinburgh was the person who rode a Garabagh horse for many years.

4. Students watch the second part of the video and decide if the sentences are True, False or Not Given.

1. Pauline sees more than 200 Garabagh horses on the field. True
2. Safa is the owner of the farm. Not Given
3. Safa takes care of the horses during the daytime. True
4. While riding the Garabagh horse, Pauline feels scared. False

Note: Tell students to consider choosing other vocabulary from the video. Encourage them to record it in their vocabulary books and revisit them from time to time.

5. Ask students to work in pairs and discuss the question.
How will the victory affect the future of Garabagh horses?

Use of English

Aims: By the end of the lesson, students will be better able to develop their test-taking strategies.

Answers:

①

1. The soldiers fought for the **liberation** of the lands.
2. They were awarded for their **bravery** during the war.
3. The government organised a special **celebration** to mark the victory.
4. Aghdam turned into ruins during a decades-long **occupation**.
5. A lot of brave sons stood up for the freedom of the **motherland**.

②

1. The grateful people thanked their friends for their support.
2. He claimed that he knew the places very well.
3. The minister wanted to clarify all the unclear points.
4. From now on, we will always live as a victorious nation.
5. Respectful scientists got together to discuss the problems.

③

1. A lot of brave sons stood up for the freedom of the motherland.
2. We won the war at the cost of the lives of about three thousand Azerbaijani sons.
3. They sacrificed their lives for the sake of the motherland.
4. They removed a thirty-year stain from our name.
5. The enemy wanted us to leave our homes so that they could live there on their own.
6. It is not possible to change the border of the country by force.
7. My elder brother actively participated in fighting operations for the liberation of Shusha.

④

1. The war has ended, but the government is still spending a lot of money on defence.
2. She was a courageous woman and she could solve all the problems by herself.
3. We need a lot of money for the realisation of all the projects.
4. All my classmates are hardworking and highly motivated.

5. The refugees finally reached a place of safety.
6. No country can have territorial claims to Azerbaijan.

5

1. My little brother saved up his money so that she could buy a flag.
2. They came to Azerbaijan for military exercises.
3. I called my uncle in order to inform him about the great news.
4. We succeeded due to our strong will. (Our success was due to our strong will.)
5. Because it was autumn, the soldiers were provided with raincoats.
6. The weather was cold; therefore, they put on their warm coats.

6

National Geographic has 0) shared the story of an Azerbaijani named Mubariz who had to leave Kalbajar district with his father during the war in Garabagh in 1993, Report informs. The journal published this story on its 1) official Instagram page. "The Murov mountain path to Kalbajar was the only route available for thousands of Azerbaijani 2) civilians. They had to leave their homes 3) because of the war between Armenia and Azerbaijan over the Nagorno-Garabagh region in 1993. Many had to walk and froze to death on the way. It 4) took Mubariz and his father a week to walk through these mountains before they reached 5) safety. The Kalbajar district was under 6) occupation for 27 years and it was 7) handed back to Azerbaijan in November 2020. Nearly three decades after the first Garabagh war, Mubariz took his daughter to visit their village in Kalbajar. He broke down in tears when he found his childhood home in 8) ruins," reads the story.

0	a. changed	b. <u>shared</u>	c. started
1	a. individual	b. website	c. <u>official</u>
2	a. <u>civilians</u>	b. territories	c. language
3	a. so that	b. <u>because of</u>	c. due
4	a. <u>took</u>	b. gave	c. had
5	a. defence	b. <u>safety</u>	c. agreement
6	a. stain	b. fight	c. <u>occupation</u>
7	a. <u>handed back</u>	b. liberated	c. gave
8	a. comfort	b. destroy	c. <u>ruins</u>

Mistake Detector

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



1. When people heard about the war, they started to search the Internet ~~in order to get~~ ^{in order to get} ~~order get~~ some information about it. As a result, most of them got rightful ~~information~~ ^{information} ~~informations~~ about how it all started.
2. During 44 days, our army liberated most of the occupied cities and as a result of this ~~liberate~~ ^{liberation}, we got back the historical places, mosques and churches.
3. ~~Because of~~ ^{Because} the Azerbaijani people no longer wanted to tolerate the injustice, the second Garabagh war ~~launched~~ ^{broke out}.
4. ~~So that~~ ^{Because of the} improvements in technology, countries use modern weapons during wars. Most of these weapons damage nature ~~because of~~ ^{because} they contain a lot of chemicals.
5. Another negative ~~affect~~ ^{effect} of wars is that they cause poverty and hunger. Countries need expensive weapons and they cost a lot of money.
6. People want to return to their homeland ~~therefore~~ ^{so that} they can see the places of their ancestors. Most of them are ready to live and work in the liberated territories.
7. For example, my homeland, Kalbajar, was under ~~occupant~~ ^{occupation} for 27 years and it was handed back to Azerbaijan in November 2020.
8. Garabagh is one of the touristic places. Due to its beautiful landscape, it attracts tourists.
9. During World War II, Hiroshima and Nagasaki, the cities of Japan, were bombed. ~~Because this reason~~ ^{Because of this reason}, nobody can live in these parts of Japan even today.
10. The soldiers used the map of the occupied lands ~~in order to not get lost~~ ^{in order not to get lost}.

UNIT 3

Cultures

Topic: Cultures

Hours: 14

Skills: Reading, Listening, Speaking, Writing

Grammar: Adverb clauses of concession and contrast

Vocabulary: Words and phrases related to culture

Type of Paragraph: Comparison Paragraphs

Focus on the topic

Divide students into small groups. Tell them that eight different countries are marked on the map provided on Page 43. Have them read the sentences and match them to the countries. When they are done, play the recording and ask them to check their answers.

Answers:

- | | | | | |
|----------------|------------|------------|-----------|--------------------|
| 1. China | 2. India | 3. Germany | 4. Norway | 5. The Netherlands |
| 6. South Korea | 7. Austria | 8. The US | | |

Track 7

1. In China, white is traditionally the colour worn for funerals. If you wrap a gift in white, the receiver of the gift will be reminded of death.
2. In India, opening a gift in front of the person who gave it to you can be seen as greed; and therefore, it is not advisable.
3. In Germany, many students would knock on their desks or a table to show appreciation for a good lecture or presentation. In this culture, this action serves as a form of applause in schools and universities.
4. In Norway, even sandwiches are eaten using a fork and a knife.
5. If you plan to make a gift to a friend from the Netherlands, it is best to avoid sharp objects as they are considered bad luck.
6. In South Korea, you can use any colour to write your name, except red ink as it is believed to symbolise death.
7. In Austria, finger-pulling is actually a serious traditional sport and the rules of the game are quite strict.
8. The US tops the list of countries with the most museums with a total of 33,098 museums. If you visit them all, you will gain knowledge of modern art, dinosaurs, World War II, Renaissance, and many others.

LAYTHE

Vocabulary

Aims: Students will be better able to guess the meanings of the words/phrases from the context.

Standards: 1.1.2. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Ask students to read the text about the Nowruz holiday and note the information mentioned about this holiday. Pair them and have them add the information which is not mentioned in the text. Set a time limit and when the time is up, ask them to share their ideas with another pair.
2. Have students read the text again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word. When they complete the task, ask them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

1. a) have existed since a particular time in the past
2. b) happening once a year
3. b) the activities that are organised to celebrate a special event
4. b) a reason, either true or invented, that you give to explain or defend your behaviour
5. b) given or made when people are watching, not recorded
6. a) a variety of things of a particular type
7. b) a ceremony that is always performed in the same way
8. a) keep safe from harm or injury

Track 8

1. date back – have existed since a particular time in the past
2. annual – happening once a year
3. festivities – the activities that are organised to celebrate a special event
4. excuse – a reason, either true or invented, that you give to explain or defend your behaviour
5. live – given or made when people are watching, not recorded
6. range – a variety of things of a particular type
7. ritual – a ceremony that is always performed in the same way
8. preserve – keep safe from harm or injury

3. Get students to work individually and complete the sentences with the words or phrases from Task 2. Set a time limit and then ask them to compare answers in pairs before you discuss them as a class.

Answers:

1. The band will give a(n) **live** concert performance next week.
2. The Pomegranate Festival is a(n) **annual** cultural festival that is held in Goychay, Azerbaijan.
3. People with a diverse **range** of backgrounds take part in this festival.
4. I was really tired of everything and that invitation was a perfect **excuse** to get out of town.
5. Several celebrities are going to visit Azerbaijan to take part in the **festivities**.
6. The Azerbaijani people must **preserve** their language from the influence of other languages.
7. Maiden Towers exist not only in Azerbaijan but also in other Oriental countries. Studies have shown that most of them **date back** to medieval times.

Note: Teach your students the word forms of the new vocabulary items. Provide them with some examples and encourage them to make sentences using different word forms.

Noun	Verbs	Adjective	Adverb
X	X	annual	annually /ˈæn.ju.ə.li/
excuse	excuse /ɪkˈskjuːz/	X	X
preservation /ˌprezəˈveɪʃn/	preserve	preserved /prɪˈzɜːvd/	X

Examples: Please **excuse** me for being so late. There was a lot of traffic.
The event, watched by millions of people all over the country, takes place **annually**.
There is great public concern about some of the chemicals used in food **preservation**.
It was a small town with **well-preserved** buildings.

Reading

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 different festivals.

Standards: 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4

1. Have students work in pairs and discuss the questions.
 - What annual festivals or celebrations take place in Azerbaijan?
 - When do they happen and what do they involve?
2. Tell students that they are going to read an article about different festivals celebrated around the world. Ask them to look at the pictures of the festivals provided on Pages 46-47 and elicit what they know about them. Give students time to read the article and match the sentences (1-7) to the paragraphs (A-E). Then have them check their answers in pairs. Elicit responses. Encourage students to justify their answers.

Answers:

1. Most services do not operate during this festival. **E** (*Since Songkran is a national holiday, banks and most businesses are closed during the three-day period.*)
2. People first started celebrating this festival forty years ago. **D** (*For about four decades, the attendees of this festival have seen the magical show of colorful hot air balloons in the sky.*)
3. Some participants of this festival get prizes at the end of the event. **A** (*Festivities also include live plays, open-air street parties and an award ceremony at Carnival's closing to celebrate the very best costumes and masks.*)
4. This festival was first held in order to promote some products. **B** (*It was initially celebrated in order to encourage the sale of a range of cosmetics which were created using the nutrient-rich mud from the area.*)
5. The organisers aren't interested in having a big number of attendees during this Festival. **C** (*In the past, La Tomatina had more than 50,000 attendees, but in more recent years the government introduced a ticket system in order to keep the number of participants at or below 20,000.*)
6. This festival lasts about an hour. **C** (*During the hour long battle, participants fight with over 100 tons of tomatoes.*)
7. When this festival first started, it wasn't as popular as it is now. **D** (*From its modest beginnings in the 1970s at a parking lot with less than 15 hot air balloons and not many attendees, the Balloon Fiesta has become the largest ballooning event in the world.*)
B (*It was initially celebrated in order to encourage the sale of a range of cosmetics which were created using the nutrient-rich mud from the area. The festival quickly became Korea's most popular summer festival.*)

3. Tell students to read the definitions of some words/phrases and find them in the text. The paragraph letters are provided so that students can find the words/phrases easily. Have students check their answers in pairs and then provide whole class feedback.

Answers:

1. a practical joke (Paragraph C)- prank
 2. the feeling of being sad because something has not been as good as you expected (Paragraph C)- disappointment
 3. not very large or expensive. (Paragraph D)- modest
 4. an area where people can leave their cars (Paragraph D)- a parking lot
4. Have students work individually and complete the sentences about the festivals they have read. Then ask them to work in pairs or small groups and compare their answers. Answers will vary.
 5. Divide students into small groups. Ask each group to invent a festival for a specific calendar event, using the table below to structure their discussion. When they have completed the table, they should write a short description of their festival. You can display them around the classroom and ask students which festivals they would like to attend. Monitor and take notes of both good language and problems for giving feedback.

Where?	
When?	
Why?	
What happens?	
Special food?	

Grammar A

Aims: By the end of the lesson, students will be better able to talk about different cultures using adverb clauses of concession.

Standards: 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.

1. Focus students' attention on the photos provided in Task 1 and ask them where they think the photos were taken. Pre-teach the words below.

homesick /'həʊmsɪk/ – sad because you are away from home and you miss your family and friends

loyalty /'lɔɪəlti/ – the quality of staying firm in your friendship or support for someone or something

Play the song provided with the QR code and have students guess the story behind the lyrics. Since it is in their mother tongue, it will help them understand the lyrics easily.

Then have students read the text and answer the question.

What makes the Kharibulbul Festival so special for the Azerbaijani people?

Answers may vary.

2. Have students read the sentences with the boldfaced words and answer the question.
Answer: c (a surprising result)

Refer students to Grammar Bank on Page 179. Explain to them how to form “Adverb clauses of concession”. Provide them with the examples in Task 1.

Rules and examples

Though, Although and Even though

Though and **although** mean the same. We can use **though** in any part of the sentence, but **although** can't be used at the end of a sentence. When the **though/ although** clause comes before the main clause, we usually put a comma at the end of the clause. When the main clause comes first, we don't need to use a comma:

- **Though/ Although** he has a lot of money, he doesn't spend much.
- We enjoyed our camping holiday **though/ although** it rained every day.
- The exam wasn't easy. I think I did well, **though**.

Even though

Even though is a slightly stronger form of **although**.

- We decided to buy the car **even though** we didn't really have enough money.

- You keep making this mistake **even though** I've explained it to you more than 5 times.
- **Even though** the exam was easy, I failed.

Despite and in spite of

Despite and **in spite of** are prepositions which are used with phrases to show contrast and after them we use a noun or a pronoun.

- We enjoyed our camping holiday **in spite of** the rain.
- **Despite** the pain in his leg, he completed the marathon.
- **Despite** having all the necessary qualifications, they didn't offer me the job.
- **Despite/ In spite of** his best efforts, they just could not succeed.

3. Ask students to work individually and choose the correct option to complete the sentences. Set a time limit and then ask them to compare answers in pairs before you discuss them as a class.

Answers:

1. Despite/Although I was really tired that day, I watched the whole festival live on TV.
2. Although/Despite having a lot of work, I took a break so that I could listen to the song about Kharibulbul.
3. In spite of/Though the cold weather, my family decided to attend the party.
4. Even though/Despite his speech was emotional, I didn't cry.
5. Despite/Even though the pandemic, we all went out to celebrate the great victory.
6. Although/In spite of she was a good speaker, she couldn't say a word.

4. Have students work individually and complete the sentences with their own ideas. When they are ready, ask them to compare their answers in pairs.

Answers will vary.

1. They ate all the food on the table although they were not hungry.
2. I decided to go swimming despite the cold weather.
3. He is fit though he doesn't get much exercise.
4. Even though I knew all the places in the city, I got lost.
5. Although the weather was stormy, we all enjoyed the festival.
6. They argue a lot in spite of being close friends.
7. He looks good despite his illness.

5. Have students work individually and complete the sentences. Ask them to check their answers in pairs and then provide whole class feedback.

Answers will vary.

1. The sportsmen didn't stop running in spite of heavy rain.
2. I had to work though I was exhausted.
3. In spite of being tired, the leader of the team didn't give up.
4. Even though it happened long ago, Azerbaijani people will always remember it.
5. Despite the bad news, we all believed that everything was going to be good.

6. Ask students to work individually and write sentences about a custom of another culture. Tell them to include any information that they find surprising. Encourage them to use *although, though, even though, in spite of* and *despite*. When they are ready, ask them to share the information with their group members.

Grammar B

Aims: By the end of the lesson, students will be better able to talk about different cultures using adverb clauses of contrast.

Standards: 1.1.1. 1.1.2. 2.1.1.

1. Write New Zealand on the board and ask students what they know about this country and its people.
2. Tell students that they are going to read an email from an Azerbaijani who is living in New Zealand. As they read the email, they are expected to note down the similarities and differences between the two cultures mentioned in the email.

Answers:

Similarities	Differences
Like Azerbaijani people, <ul style="list-style-type: none">• Māori people never sit on tables. They don't sit on any surfaces where they put food or bread on;• they like having big parties;• they take their shoes off before entering a Māori meeting house or entering somebody's home.	In Azerbaijan, when we meet, we usually shake hands, hug or kiss each other; whereas in New Zealand they use a much warmer salutation, which is known as hongi. They press their noses and foreheads up against one another and share the breath of life together. In Azerbaijan, not many people have tattoos, while here in New Zealand most Māori people have them.

3. Have students focus on the underlined sentences in the email and answer the question.

Answer:

b) a direct contrast

Refer students to Grammar Bank on Page 180. Explain to them “Adverb clauses of contrast”. Provide more examples.

- **While** I like mugham, my brother only listens to pop music.
 - **While** I like horror movies, my sister never watches them.
 - I like horror movies, **whereas** my friend prefers comedies.
 - **Whereas** in India the months of July and August are cool, in the US they are the hottest months in the year.
4. Tell students that they are going to hear a conversation between Nurdan and Moana, her Maori friend and complete the sentences. Before you play the recording, have them read the sentences.

Answers:

1. Moana's family spends about half of the day preparing the food, while Nurdan spends 20 minutes to prepare chicken.
2. Moana has 16 people in her family, whereas Nurdan's family consists of 5 people.

Track 9

- Moana:** Tena Koe.
- Nurdan:** Kia Ora. What are you doing here?
- Moana:** Kia Ora. I'm preparing chicken for dinner.
- Nurdan:** That seems interesting. Are you going to cook the chicken in the ground?
- Moana:** Yes, I'm preparing the food for the hangi. It is a special technique. In our family our men cook meat and vegetables in the hangi. Cooking the food in the hangi is a long process, which usually takes half of the day.
- Nurdan:** You know I work long hours in the office, so I always cook in a rush. Unlike you, it takes me about 20 minutes to prepare chicken.
- Moana:** We're all busy, but for me, it is a pleasure to spend time cooking for my family.
- Nurdan:** You have a large family. Do you think it will be enough for you all?
- Moana:** At the present, we are sixteen: my six kids and their eight cousins – we all are staying together. Yes, I think we'll have enough for everyone.
- Nurdan:** It must be fun to be living in such a crowd. You know my family is not that large. We are just five in the family. In the past, we used to have large families in Azerbaijan. Now people in my country prefer having smaller families. Let me help you put that basket into the hole. It looks so heavy.
- Moana:** That'd be nice.

5. Ask students to work in pairs and complete the sentences. When they are ready, ask them to compare their answers with another pair before you provide whole class feedback.

Possible answers:

1. Nurdan is from Azerbaijan, whereas Moana is from New Zealand.
2. In spite of living in New Zealand for a few months, Nurdan knows a lot about the local culture.
3. Māori people take off their shoes when they enter houses, while in some cultures people keep their shoes on when they are at home.
4. While Moana spends a lot of time at home, Nurdan spends a lot of time in the office.
5. Although it takes a lot of time, Moana enjoys cooking the food in the hangi.

6. Have students work in pairs and complete the sentences. When they are ready, ask them to compare their answers with another pair before you provide whole class feedback.

Answers will vary.

1. I am 15 years old, whereas my friend is just 10 .
2. Although my friend studies hard, he never gets high grades in exams.
3. Footballers travel a lot, while doctors seldom go abroad.
4. In spite of the bad weather, the friends decided to go to the sea.
5. While university students are on holiday, school students have classes.
6. Although it was cold and rainy, we decided to go for a walk.

7. Divide students into pairs and have them prepare a presentation comparing and contrasting two different cultures.

Tell them to focus on

- forms of greeting;
- eating customs;
- family values.

When they are ready, have them make a presentation.

Listening

Aims: By the end of the lesson, students will be better able to develop their listening skills for gist and specific information by listening to the talk about endangered languages.

Standards: 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.4.

1. Divide students into small groups to discuss the questions. Ask two volunteers to share their answers. Write any useful vocabulary on the board.
 - What languages are spoken most in the world?
 - Are there any languages that are no longer spoken? Which languages are they?
2. Ask students to work in pairs and do the matching activity which contains some vocabulary from the recording. Ask them to compare their answers with another pair before you provide whole class feedback.

Answers:

- | | |
|-----------------|--|
| 1. extinct – | d) no longer existing |
| 2. endangered – | b) at risk of no longer existing |
| 3. survive – | c) to continue to live or exist |
| 4. indigenous – | a) (of people and their culture) coming from a particular a place and having lived there for a long time |

3. Focus students' attention on the photo and tell them that they are going to listen to a talk somehow related to the men in the photos. Have them predict the listening topic. Before you play the recording, have them read the questions and options carefully. Play the recording and have them do the task. Allow time for students to compare answers in pairs then get feedback from the class.

Answer:

c

4. Before students listen to the recording again, ask them to read the notes provided in Task 4. Play the recording and have them do the task. Allow time for students to compare answers in pairs then get feedback from the class.

Answers:

- | | |
|-----------------------------|-------------------------------|
| 1) 17 | 5) a) His sister was killed. |
| 2) 67 | 6) 37 |
| 3) c) fights with outsiders | 7) Spanish language |
| 4) 65 | 8) developing writing systems |
| | 9) making audio recordings |

Track 10

About 2,500 languages worldwide face extinction. According to National Geographic, Peru is one of the countries with the greatest number of endangered languages. Taushiro and Resigaro are two of the endangered languages in Peru. They are among 17 languages that are critically endangered in this country. Amadeo Garcia and Pablo Andrade are the last speakers of their mother tongues. Garcia speaks the indigenous language Taushiro, while Andrade speaks Resigaro. Garcia, who is 67 years old, is the last living Taushiro, an indigenous group native to northern Peru. The group was destroyed by disease and poisoned river water. The Taushiro were also killed during fights with outsiders who came to take rubber from nearby trees. Andrade, who is 65, has also watched his people and their language disappear. He lived until recently with his sister, Rosa, the other surviving speaker of Resigaro. Last month, she was killed, leaving him with no one to talk to in their dying Amazonian language. There were 37 Resigaro speakers left 10 years ago, but the others have all married into a larger ethnic group, the Ocaina. As a result, they have stopped speaking their mother tongue. At least 37 indigenous languages have already disappeared. This is mainly because of the Spanish language. Spanish is used in the government, schools and on TV. Since Spanish is everywhere, children are less likely to learn another language. The government is working to help indigenous languages survive. They are developing writing systems for the larger languages. For the smaller ones, they are making audio recordings.

5. Divide students into groups and ask them to discuss the questions. Encourage them to use functional language.
- Is it a problem that some of the world's languages are dying?
 - Why are some languages becoming extinct?
 - What should people do to save endangered languages?
 - How can we preserve the Azerbaijani language for future generations?

Functional language

Expressing opinion	Asking for opinion	Giving opinion
I think (that) I believe (that) To my mind In my opinion	Don't you agree? What's your opinion?	I quite agree with you. That's true. I couldn't agree more. That's a good point. However, ... I see what you mean, but ...

While students are doing the task, monitor their discussions and give feedback to the class about their performance.

6. Divide students into pairs and have them act out the situation. Monitor and take notes for the feedback stage.

Writing

Aims: By the end of the lesson, students will be better able to write a comparison paragraph about a culture related topic.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3.

Focus students' attention on the table containing information about comparison paragraphs. Explain to them their purpose and key features.

Comparison Paragraphs

Purpose: A comparison/contrast paragraph shows the similarities and/or differences between two people, things or ideas.

Key features: Comparison paragraphs show the following:

- similarities between two things
- differences between two things

NOTE: Make sure that you focus on either similarities or differences in your paragraph. The topic sentence should indicate whether your paragraph will be about similarities or differences.

1. Ask students to work in pairs and discuss the questions.
 - What are the differences between U.S. English and British English?
 - Which words are different in these two variants of English?
2. Have students read the sample comparison paragraph and answer the questions.

Answers:

1. What is the topic of the paragraph? Differences between U.S. English and British English
2. What is the topic sentence of this paragraph? Although U.S. English and British English are mutually understandable languages, there are quite a few differences.
3. Does the writer focus on similarities or differences? differences
4. What words help you follow the ideas?

Two varieties of English

Although U.S. English and British English are mutually understandable languages, there are quite a few differences. One difference is spelling. Some words are *spelled* one way in the United States but *spelt* another way in Great Britain. A

person goes to a British *theatre* but to a U.S. *theater*. In U.S. schools, students *theorize*, *analyze* and *socialize*, whereas British students *theorise*, *analyse* and *socialise*. A second area of difference is

vocabulary. For example, the word *college* names two very different types of schools in the United States and Great Britain: university level in the United States and pre-university level in Great Britain. Also, British university students live in *halls* on campus and in *flats* off campus, but U.S. students live in *dormitories* on campus and in *apartments* off campus. Finally, there are many differences in pronunciation. In Great Britain, the sound of *a* in the words *path*, *laugh*, *aunt*, *plant* and *dance* is like the *a* in *father*. In contrast, in the United States, the *a* sound in the words is like the *a* in *cat*. All in all, though there are differences between the English spoken in the United States and the English spoken in Great Britain, they understand each other most of the time.



3. A. Ask students to work individually and brainstorm ideas about one of the suggested topics. Monitor and feed in with the necessary language.

B. Focus students' attention on the Useful Language box and study the language of comparison. Explain to the students how to make sentences with the vocabulary provided and elicit some more sentences from them. Then set a time limit and have them write a comparison paragraph. (Word limit: 110-140 words) Encourage them to use the new vocabulary studied in the unit.

C. Once they have finished writing the paragraph, have peer-editing. Ask them to use the following questions as a checklist.

1. Does the paragraph have a clear topic sentence?
2. Does the topic sentence have a controlling idea?
3. Does the paragraph have supporting sentences?
4. Do the supporting sentences relate to the topic?
5. Does the paragraph contain phrases and sentence connectors to show similarities or differences?
6. Does the paragraph have a concluding sentence that restates the main idea?

D. Encourage students to write suggestions to help their partner improve his/her paragraph.

Collect students' paragraphs and provide them with constructive feedback.

Time to watch

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific and detailed information by watching a TED Talk about learning new cultures.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Tell the class to read the text about Julien S.Bourrelle, whose TED Talk they are going to watch. As they read the text, they should answer the questions. If necessary, pre-teach these words:

rocket scientist /'rɒkɪt ˌsaɪəntɪst/ an expert in rocket science

adapt /ə'dapt/ become adjusted to new conditions

challenging /'tʃælɪndʒɪŋ/ difficult in an interesting way that tests your ability

illustration /ˌɪlə'streɪʃn/ a drawing or picture in a book, magazine, for decoration or to explain something

When students are ready, put them into pairs to compare their answers. Then encourage them to share their answers with the class, asking them to justify their ideas.

Answers:

1. How did he behave in the countries where he lived? **He adapted his lifestyle to the local cultural norms and rituals.**
2. What makes his speeches attractive? **humor and simple illustrations**
3. What is the topic of his lectures? **Cultural differences that affect the way we communicate and interact at work and in society**

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

Answers:

1. e

2. f

3. b

4. a

5. c

6. d

Before students watch the video, tell them not to panic when they listen to an authentic speech and not to try to understand each word. They should stay relaxed and keep listening.

3. Get students to read the sentences before they start watching the video. As they watch, they should answer the questions. Have students compare their answers and then provide whole class feedback.

Answers:

1. How will strangers react if you greet them in Spain? They will reply back.
2. How will strangers react if you greet them in Norway? They will find it weird and wonder why he is saying Hi.
3. What do people expect you to do when you leave a party in Canada? You are expected to say goodbye to everyone, go around and shake hands with every man and kiss every woman.
4. What will people in Scandinavia think of you if you greet all people at the party ? They will find it weird.

4. Students watch the second part of the video and complete the notes. Have students compare their answers before you provide whole class feedback.

Answers:

- | | |
|---------------|------------------------------------|
| 1. behaviours | 4. build trust/ get to know people |
| 2. softened | 5. get to know others |
| 3. distance | |

5. Ask students to work in pairs and discuss the question.

What is the message of this talk?

As a follow-up activity, you might want to ask your students to compare the cultures mentioned in the video with the local culture.

Use of English

Aims: By the end of the lesson, students will be better able to develop their test-taking strategies.

Answers:

①

1. Whenever I visit them, they always welcome me warmly.
2. We all hope our planet will continue to exist for millions of years.
3. They suggested ways to preserve historically important buildings for the future.
4. The music band went on tour to promote their new album .
5. My uncle is helping to organise the town festival this yea

②

1. Andro is one of the extinct languages. No one speaks it anymore.
2. Green symbolises respect in many Middle Eastern cultures.
3. His paintings have had a great influence on many modern writers.
4. I've got two tickets to see the band's live performance.
5. Several medieval buildings in the town have survived into modern times.

③

1. There is a full range of activities for children in this kindergarten.
2. This restaurant is famous for its amazing show and food.
3. The show had a big audience, which ranged from children to grandparents.
4. I had to do my homework in a rush because I was late.
5. There was an award ceremony at the festival's closing.

④

1. There are certain similarities between the two cultures.
2. There is a general belief that things will soon get better.
3. I would like to know what caused the extinction of dinosaurs.
4. I could see the disappointment in the child's eyes.
5. We feel a strong loyalty to our native country.
6. There were street celebrations when Garabagh won the Cup.

5

1. annual – **e)** happening or done once every year
2. homesick – **a)** feeling unhappy because you are a long way from your home
3. emotional – **b)** connected with people's feelings
4. identical – **c)** exactly the same, or very similar

6

Gabala International Music Festival is one of the best live music events. It has taken place in the city of Gabala every summer since 2009. During this festival, famous musicians from all over the world perform in the open air. This festival is known as an important event that makes a great contribution to the development of intercultural dialogue. This festival of friendship and music also helps to discover new talents and share knowledge. Although the festival initially started as a classical music festival, now you can hear music of different genres, including jazz and mugham. What can be more enjoyable than the music and nature in the same place? This is incredible for tourists who always look for something unique.

0	a. individual	b. <u>live</u>	c. sporting
1	a. time	b. <u>place</u>	c. part
2	a. from	b. for	c. <u>since</u>
3	a. <u>perform</u>	b. celebrate	c. promote
4	a. with	b. by	c. <u>as</u>
5	a. <u>discover</u>	b. disappear	c. discourage
6	a. Whereas	b. <u>Although</u>	c. Despite
7	a. <u>including</u>	b. example	c. also
8	a. whose	b. whom	c. <u>who</u>

Mistake Detector

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



1. Although I was a child, ~~but~~ I never missed any festivals that were held in Baku. My grandmother used to take me to all of them. Although/Though/
Even though
2. You have eaten four sandwiches, whereas I have just had one. ~~Despite~~ you eat more than I do, you never gain weight.
3. I will never forget that day. ~~In spite of~~ In spite of the pandemic, we all went out to celebrate the great victory. Even my grandmother, who is 80 years old, went out with the Azerbaijani flag in her hand.
4. ~~Although~~ Despite/ In spite of cultural differences, international students usually become very close friends. For example, my cousin ~~whom~~ who studied in China last year had a lot of Chinese friends. Last year, some of them came to Azerbaijan in order to see him.
5. ~~Despite~~ While/Whereas George wasn't brave enough, Jessica wasn't afraid of anything. Just imagine last night she walked home by herself even though she knew that it was not safe.
6. ~~Even though~~ Women in the United States work about 41 hours a week, whereas women in Europe work about 30 hours a week.
7. Although many people in ~~United States~~ the United States know foreign languages, ~~and~~ they conduct business meetings in English.
8. Yesterday I was exhausted; therefore, I went to bed early. Unlike ~~I did~~ me, my sister stayed up till 3 a.m. and worked on the project on Cultural Differences.
9. In most western countries, people love drinking coffee, ~~when~~ while/whereas in Azerbaijan people prefer drinking tea. Personally, I can't imagine a day without tea with some cookies.
10. My grandmother's old carpet ~~dates after~~ dates back to the 19th century. She preserved it with special care so that the next generations could see the traditional patterns on it.

UNIT 4

Environmental problems

Topic: Environmental problems

Hours: 14

Skills: Reading, Listening, Speaking, Writing

Grammar: Present Perfect Progressive

Vocabulary: Words and phrases related to environmental problems

Type of Paragraph: Problem/Solution Paragraphs



Focus on the topic

Discuss the first question as a class. Then have students work in pairs and discuss the second question.

- What problems do you see in these pictures?
- How do people harm the environment?

As a follow-up, you can elicit other environmental problems that students know.

Suggested answers:

- Rising global temperature
- Plastic pollution
- Water shortage
- Wildfire

LAYIHƏ

Vocabulary

Aims: Students will be better able to guess the meanings of the words/phrases from the context.

Standards: 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Ask students to work in pairs or small groups and discuss the problems described in the posters. You can ask them to agree on the problem which is the most or the least dangerous for humanity.
2. Have students read the posters again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word. When they complete the task, ask them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

1. a) too much
2. b) made or produced to copy something natural; not real
3. a) a possible danger
4. b) finally be in a particular place
5. b) need the support of someone or something in order to exist
6. a) make something less or smaller in size, quantity, price, etc.
7. b) have something as a result
8. b) that cannot be seen

Track 11

1. excessive – too much
2. artificial – made or produced to copy something natural; not real
3. threat – a possible danger
4. end up – finally be in a particular place
5. depend on – need the support of someone or something in order to exist
6. reduce – make something less or smaller in size, quantity, price, etc.
7. lead to something – have something as a result
8. invisible – that cannot be seen

3. Get students to work individually and complete the sentences with the words or phrases from Task 2. Set a time limit and then ask them to compare answers in pairs before you discuss them as a class.

Answers:

1. Eating too much sugar can **lead to** health problems.
2. Galileo used a telescope and discovered the stars that were **invisible** to human eyes.
3. I took the wrong bus and **ended up** somewhere in Baku.
4. Many languages are under **threat** of extinction.
5. The food in this restaurant is completely free from any **artificial** colours.
6. He worked after classes because he didn't want to **depend on** anybody.
7. They complained about the **excessive** noise which came from the nearby cafeteria.

Note: Teach your students the word forms of the new vocabulary items. Provide them with some examples and encourage them to make sentences using different word forms.

Noun	Verbs	Adjective	Adverb
X	exceed /ɪk'si:d/	excessive	excessively /ɪk'sesɪvli/
threat	threaten /'θreɪn/	threatening /'θreɪnɪŋ/	X
dependance dependence /dɪ'pen.dəns/	depend	dependent /dɪ'pen.dənt/	X
reduction /rɪ'dʌk.jən/	reduce	X	X

Examples:

1. Autumn temperatures rarely exceed 27°C.
2. He became excessively annoyed at newspaper reports.
3. The attacker threatened them with a gun.
4. The family started receiving threatening emails.
5. The region's dependence on tourism is worrying.
6. Most children remain dependent on their parents while at university.
7. Visitors who stay in the hotel 14 nights receive a ten percent reduction.

Reading

Aims: By the end of the lesson, students will be better able to develop their reading skills for specific and detailed information by reading the text about light pollution.

Standards: 2.1.1. 2.1.2. 2.1.3 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.3.

1. Write *Light Pollution* on the board and ask your students the questions below.

- What comes to mind when you hear the word 'pollution'?
- Do you think it is harmful or not?

2. Tell students that they are going to read an article about Light Pollution. As they read, they should answer the questions 1-8. Set a reasonable time limit. When they are done, have them check their answers in pairs. Elicit responses. Encourage students to justify their answers.

① *Answers:*

How has electric light made our lives easier?

- a) guides us home
- b) keeps us safe
- c) makes our homes comfortable and safe

②

What are the three things that are affected negatively by light pollution?

- a) wildlife
- b) human health
- c) human ability to observe stars

③

How does light pollution affect sea turtles?

Many of them never find their ways to the water and end up in lit-up parking lots, roads and busy streets.

④

What are some cities doing in order to help birds?

They have launched a "Lights Out" program to turn off building lights during bird migration.

5

How does light pollution affect our health?

- a) damage eyesight
- b) causes sleep problems
- c) causes cancer

6

Why have we started seeing fewer stars than we did in the past?

because of city light

7

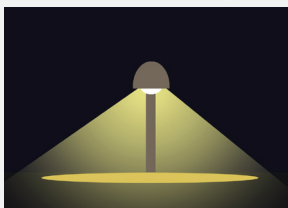
What can be done to solve this problem?

- a) don't use too much light
- b) direct outdoor lights down
- c) close window blinds and curtains

8

Which is the best direction for outdoor lights?

d)



3. Tell students to read the definitions of some words/phrases and find them in the text. Have students check their answers in pairs before discussing them as a class.

Answers:

- 1. a covering, especially one made of cloth, that can be rolled up and down to cover a window inside a building – **blinds**
- 2. bright with light – **lit-up**
- 3. when birds or animals travel regularly from one part of the world to another – **migration**
- 4. to show somebody the way to a place, often by going with them – **guide**
- 5. to see somebody/something – **observe**

4. Have students work individually and complete the sentence. Then ask them to work in pairs or small groups and share their opinions.

Answers will vary.

5. Divide students into pairs. Depending on the level of your students, you may decide to give them preparation time. When they are ready, have them act out the situation. Monitor and take notes of both good language and problems for giving feedback.

Grammar A

Aims: By the end of the lesson, students will be better able to talk about global warming using Present Perfect Progressive.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.3.

1. Focus students' attention on the photo provided in Task 1 and ask them where they think the photo was taken.

Teach them the word "polar".

polar- /'pəʊlə/ connected with, or near the North or South Pole

Then have students discuss the question in pairs.

How has global warming affected polar regions?

2. Before students start reading the text, pre-teach the words below.

influence/'ɪnfluəns/ to have an effect on the way that somebody behaves or thinks

disappear /,dɪsə'piə(r)/ to become impossible to see

rate /reɪt/ a measure, quantity, or frequency

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

Answers:

1. Sea ice is especially important for those who live far away from polar regions. **False**
2. There have been studies on sea ice for almost a century. **False**
3. Global warming leads to the loss of sea ice. **True**
4. There is almost no sea ice left in some polar regions. **Not Given**

3. Focus students' attention on the underlined sentence and ask them to answer the questions. Then discuss the answers as a class.

Answers:

1. Did scientists start studying changes in the Arctic Sea ice more than a century ago? **YES**
2. Have they stopped studying changes in the Arctic Sea ice? **NO**
3. Are they still studying changes in the Arctic Sea ice? **YES**

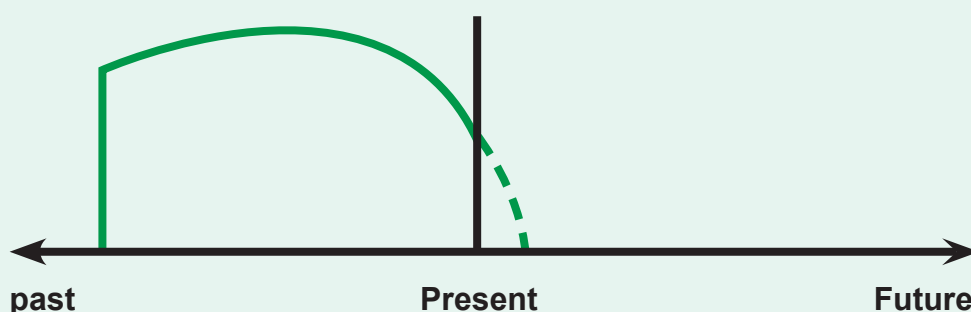
Refer students to Grammar Bank on Page 180

The difference between Present Perfect and Present Perfect Progressive is difficult to pinpoint as both can refer to recent actions.

Present Perfect Progressive emphasises duration – actions continuing or happening repeatedly over a period of time up to the present, and often extending into the present. You may want to mention that we use *ever*, *never*, *already* and *yet* with Present Perfect. You could also mention that, as well as *for* and *since*, the expressions *all morning/ week*, etc. are most commonly used with Present Perfect Progressive.

Use a timeline to illustrate the use of Present Perfect Progressive.

PRESENT PERFECT CONTINUOUS
(has / have) + (been) + (present participle)



4. Ask students to work individually. Some verbs are underlined in the sentences. They should find the verbs that they should use in Present Perfect Progressive. When they are ready, ask them to compare their answers in pairs.

Answers:

1. We are discussing climate change at the moment. We have been discussing this problem for about an hour.
2. I came here 2 hours ago. I am waiting for my friend now. I have been waiting for him for 2 hours.
3. We moved to the overpopulated part of the city last year. At the moment, we are living here. We have been living here since last year.
4. It has been raining all day. It started in the morning and it is still raining.
5. I started writing an email three hours ago. I am still writing it. I have been writing the email for three hours.

5. Have students work individually and complete the sentences with the Present Perfect Progressive forms of the verbs given in brackets. When they are ready, ask them to compare their answers in pairs.

Answers:

1. The planet's temperature hasn't been going down since the beginning of the 20th century.
2. In the Arctic, the area covered by ice has been getting smaller for more than 30 years.
3. Winters have been getting milder in Baku in the last few years.
4. How long have you been working on the Climate Change Project?
5. Some countries haven't been taking climate change seriously for years.

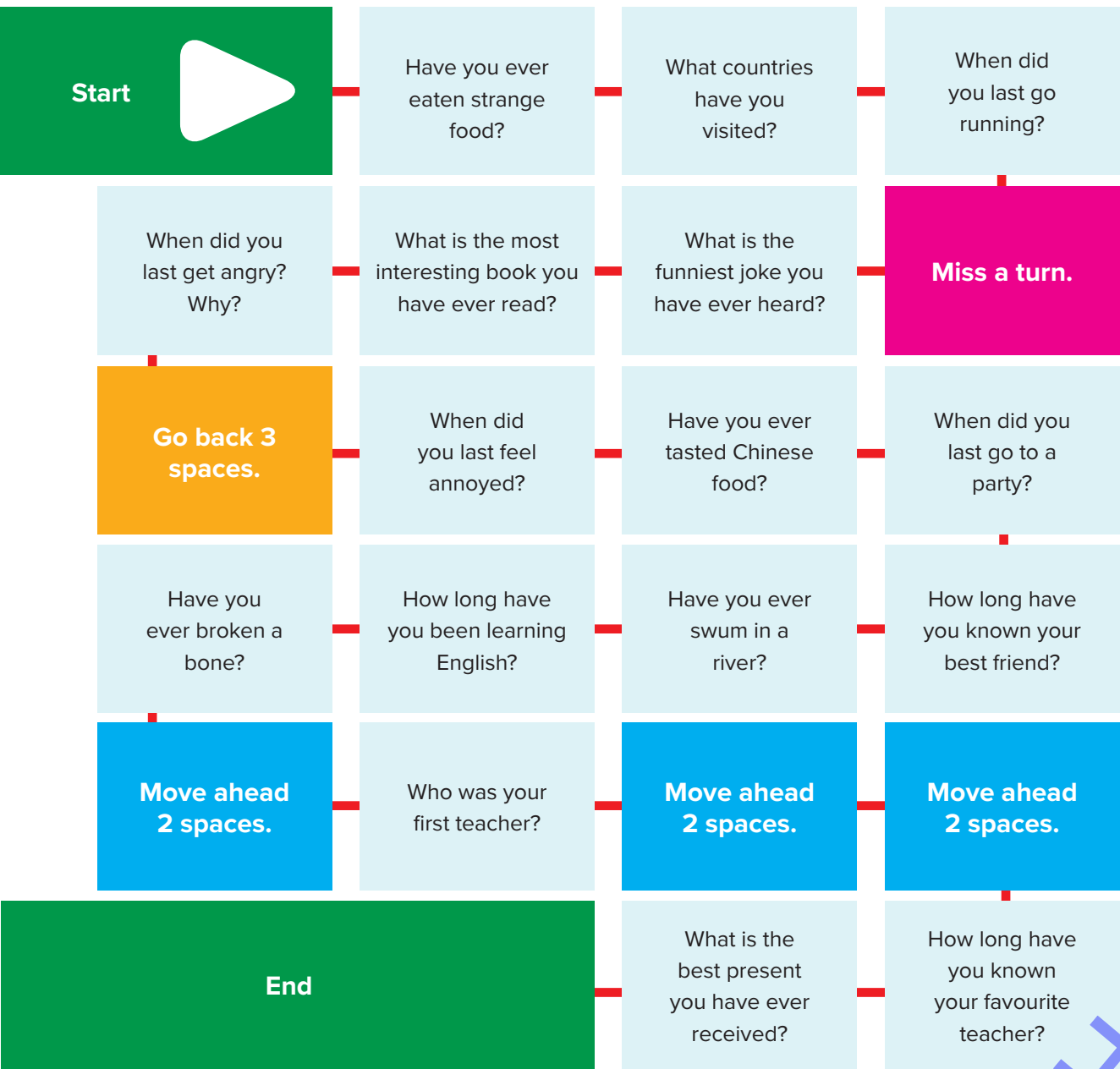
6. Have students work individually and complete the sentences. Ask them to check their answers in pairs before you discuss them as a class.

Answers will vary.

1. I am glad that I've been studying English since last year.
2. I haven't eaten anything since morning.
3. I've been reading a story book since last weekend, but I haven't finished it yet.
4. In the last few years, I've been working on a new project.
5. Recently, I've been studying global warming because I find this topic really interesting.
6. I've been living in Baku since I was born.

7. Ask students to work in pairs and discuss the questions. Monitor and take notes of both good language and problems for giving feedback.
- What have people been doing to stop global warming?
 - How long have they been doing it?
 - What haven't they done yet?

In order to have further practice on the tenses, provide students with the hardcopies of the activity below. Have them work in pairs or in small groups. Students take turns, roll the dice and move around the board answering the questions. Encourage them to use the target grammar.



Grammar B

Aims: By the end of the lesson, students will be better able to talk about saving water using Past Simple, Present Perfect and Present Perfect Progressive.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Have students work in pairs and discuss the question.

Is it important to save water? Why or why not?

After they discuss the question, elicit the ideas.

Possible answers:

- | | |
|---|---|
| 1. Water is finite, and we need water to live | 3. Water service costs money |
| 2. Saving water also means saving energy | 4. Water saved can be used for other purposes |

2. Ask students to read a part of the news article and the email about what one family did after they read it. As they read, they should answer the question.

Possible answers:

What did the family decide to do to help the planet? **The family decided to use rain water.**

3. Focus students' attention on the bold phrases in Task 2 and match them to the descriptions. When they are ready, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. past event **4, 5, 6, 7**
2. experiences; recently completed actions **1, 3, 8, 9**
3. an action which began in the past and continues up to the present **2, 10**

Refer students to Grammar Bank on Page 181 and explain to them the target grammar. It is advisable that you use timelines while explaining the differences between the tense forms.

4. Tell students that they are going to hear a conversation between Alex and his parents. As they listen, they should choose the correct options to complete the sentences. Before you play the recording, have the students read the sentences. When they are done, ask them to compare their answers in pairs and then provide whole class feedback.

Part I

1. Alex's father has been calling him for **2** hours.
2. Alex has been **watering** the trees since 12 p.m.
3. Alex's father advises him to water trees in the **evening**.





1. Alex's mum has been washing the dishes for almost an hour.
2. Alex advises her mother to turn off the tap.
3. Alex's mother says that Alex looks tired.

Track 12

Part 1

Dad: Hi, Alex. I have been calling you for 2 hours. Where are you?

Alex: Hi, dad. I am in the country house. First, I wanted to plant some trees, but then I saw that the trees needed water. So, I have been watering them since 12 p.m. I have already watered half of the trees in the garden.

Dad: You can't be serious. Don't you know that you should water the trees early in the morning or late in the day? It helps reduce evaporation.

Alex: Thanks a lot for telling me that. You know I have always tried to be green. Then, I'll stop now and continue it in the evening.

Dad: That'd be fine.

Some hours later.

Part 2

Alex: Hi, dad. I'm back home. Where's mum?

Dad: Hi, Alex. She is in the kitchen. Jessica, are you still washing the dishes there?

Mum: Yes, I am. After I finish it, I am going to bake a cake for you.

Dad: How long have you been washing the dishes? An hour? You are wasting so much water.

Mum: I'm almost done.

Alex: Mum, please turn off the tap while scrubbing the dishes.

Mum: You're right, Alex. I mustn't waste water. You look so tired, Alex.

Alex: I am exhausted. I've been working in the garden all day long.

Mum: You must be hungry. I'll bring something for you to eat.

Alex: Thanks, mum.

5. Ask students to work individually and complete the conversation with the correct forms of the verbs given in brackets.

Answers:

- | | | | | |
|---------------------|-----------------|----------------------|--------------------------|-----------------------|
| 1. have been taking | 3. have been | 6. entered | 8. was | 10. haven't succeeded |
| 2. started | 4. haven't been | 7. Did you really do | 9. have been looking for | |

6. Get students to work in pairs and act out the situation. With weaker students, you might want to give them some time to prepare the conversation. You can also help them during the preparation time. When they are ready, have them act out the situation. Take notes of mistakes and good language for later feedback.

Listening

Aims: By the end of the lesson, students will be better able to develop their listening skills for gist, specific and detailed information by listening to the talk about air pollution.

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

1. Focus students' attention on the pictures of Beijing taken on two different days. Have them discuss the questions in pairs or small groups.
 - Why do you think air quality is better in the first picture?
 - What do you think caused bad air quality?
2. Ask students to work in pairs and match the words to their definitions. Help them if needed. The words come from the recording and pre-teaching them will help students better comprehend the listening passage.

Answers:

1. smog – **d**) a form of air pollution that is or looks like a mixture of smoke and fog, especially in cities
2. breathe – **e**) to take air into your lungs and send it out again through your nose or mouth
3. construction – **a**) the process or method of building or making something, especially roads, buildings, bridges, etc.
4. unique – **c**) being the only one of its kind
5. researcher – **b**) a person who studies something carefully and tries to discover new facts about it

3. Students should listen to the talk. As they listen, they should choose the correct option. Play the recording. When they are done, have them compare their answers in pairs.

Answers:

d

4. Before you play the recording again, have students read the sentences. Tell them that as they listen, they should complete the sentences. When they are done, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. On smoggy days, there are no schools and construction work.
2. Some people buy bottled air which comes from Canada.
3. A bottle of fresh air costs about \$ 28.
4. Every day about 4,000 people in China die of air pollution.
5. About 3 million people die from air pollution every year in the world.

Track 13

In Beijing, pollution has become so bad that breathing the air in this city is dangerous. There are days when the sun is invisible because of the smog. On these days, children do not go to school and there is no construction work in the city. You can see people wearing masks in order not to breathe in the dangerous smog. Some people in Beijing have started buying bottled air from Canada in order not to breathe in the dirty air of the city. They pay about \$28 for a bottle of fresh air. They say that the fresh bottled air helps them be active and do things like exercise which they never do in dirty air. A study shows that over 80 percent of Chinese people breathe in dangerous air. In fact, about 4,000 people die from air pollution each day in China. According to researchers, breathing Beijing's air is like smoking a cigarette all day long. Unfortunately, this problem is not unique to China. Worldwide, more than 3 million people die each year from air pollution, according to a new study. This number could double by 2050 if we continue to pollute the air. So, let's take care of the air so that we'll not need to buy bottled fresh air one day like people in Beijing.

5. Ask students what they think the visitors to Beijing should consider before their visit. Elicit their ideas and write them on the board. Play the recording and ask students to listen and check whether any of the ideas written on the board is mentioned in the recording. When they are done, ask them to read the sentences provided in Task 5. Play the recording and ask students to mark the sentences as True or False. Have students compare their answers in pairs and then provide whole class feedback.

Answers:

1. The best time to visit Beijing is winter. FALSE
2. None of the anti-pollution masks is really effective in Beijing. FALSE
3. Smog in Beijing won't harm your health if you stay there for a short period. TRUE
4. The air is not polluted when there is no smog. FALSE

Track 14

I've heard some tourists say that they want to visit Beijing but are scared of the air pollution or the smog. Well, I would say, no need to worry so much. It's true that the air in Beijing is heavily polluted, but I'll give you some tips to keep your stay in Beijing safe. First, try not to visit Beijing in the winter. Just like most of the smogs in the world, Beijing's smog usually takes place in December. If you follow my advice, you'll have less chance of seeing smog. Second, bring an anti-pollution face mask to Beijing or buy one after you arrive in Beijing.

There are actually several different types of masks, some of which are really effective. If you're afraid that you're not strong enough, buy the most expensive one. The last tip is quite simple: just relax. Beijing's smog isn't a killer. In other words, even if you breathe in smog for several days, you're not going to die from it. Your nose and throat may feel uncomfortable if you don't wear a mask during a Beijing smog, but after the smog is gone, you will immediately get better. So, don't be too worried. Maybe you'll say when there isn't smog in Beijing, the air is still polluted. Yes, it's totally true. But no worries. When there is no smog, you can't feel the pollution. All in all, if you follow my advice, you'll be fine in Beijing.

6. Divide students in pairs or groups and have them discuss the ideas provided. Monitor and feed in with the necessary language.

Writing

Aims: By the end of the lesson, students will be better able to write a problem/solution paragraph about an environmental problem.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.

Focus students' attention on the table containing information about problem/solution paragraphs. Explain to them their purpose and key features.

Problem/Solution Paragraphs

Purpose: A problem paragraph explains a problem; A solution paragraph proposes one or more solutions to that problem.

Key features:

A **problem** paragraph describes and discusses a problem.

A **solution** paragraph introduces solutions.



1. Ask students to work in pairs and discuss the questions.
 - Is deforestation a serious problem?
 - If yes, what can we do to solve this problem?
2. Have students read the sample paragraphs and answer the questions.

Answer:

- Which paragraph describes a problem? **A**
- Which paragraph describes a solution? **B**

3. What is the topic sentence of each paragraph?
 - A. Deforestation is a serious problem because forests and trees play an important role in making the earth's environment suitable for life.
 - B. In order to solve the deforestation problem, you can do several things.
4. What do supporting ideas show?
 - A. why deforestation is a serious problem
 - B. how to solve this problem

5. What is the concluding sentence in each paragraph?
- A. Scientists say that if deforestation continues, the world's climate may change and animals may die.
- B. If you follow the three Rs – reduce, reuse and recycle, you can help save the world's forests.
6. A. Ask students to work individually and brainstorm ideas about one of the suggested topics. Monitor and feed in with the necessary language.
- B. Focus students' attention on the Useful Language box and study the suggested phrases which they need to know in order to write effective problem/solution paragraphs. Explain to the students how to make sentences with the language provided and elicit some more sentences from them. Then set a time limit and have them write a problem/solution paragraph. (Word limit: 110-140 words) Encourage them to use the new vocabulary studied in the unit.
- C. Once they have finished writing the paragraph, have peer-editing. Ask students to use the following questions as a checklist.
1. Does the paragraph have a clear topic sentence?
 2. Does the topic sentence have a controlling idea?
 3. Does the paragraph have supporting sentences?
 4. Does the paragraph have a concluding sentence?
- D. Encourage students to write suggestions to help their partner improve his/her paragraph. Collect students' paragraphs and provide them with constructive feedback.

Time to watch

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific information by watching a speech about climate change.

Standards: 1.1.1. 1.1.2. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.3. 4.1.4.

1. Have students read the text about Leonardo DiCaprio, whose speech at the UN Climate Summit they are going to watch. As they read the text, they should answer the questions. If necessary, pre-teach these words:

star (v)-/stɑ:ʔ/ to have one of the main parts in a film, play, etc.
eco-friendly (adj)- /,i:kəʊ 'frendli/ not harmful to the environment
outstanding (adj)- /aʊt 'stændɪŋ/ extremely good; excellent
touch the hearts (phr.v) /tʌtʃ ði hɑ:ts/ to affect someone emotionally

When students are ready, put them into pairs to compare their answers. Then encourage them to share their answers with the class, asking them to justify their ideas.

Answer:

1. Which film brought him fame? Titanic
2. What does he do to save the planet in his daily life?
 - He flies on commercial flights instead of private jets;
 - He has an eco-friendly house.
3. What do people like most about him? Outstanding acting and great personality

2. Tell students to cover the definitions (a-g), 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. Ask them to compare their answers in pairs before discussing the answers with the class.

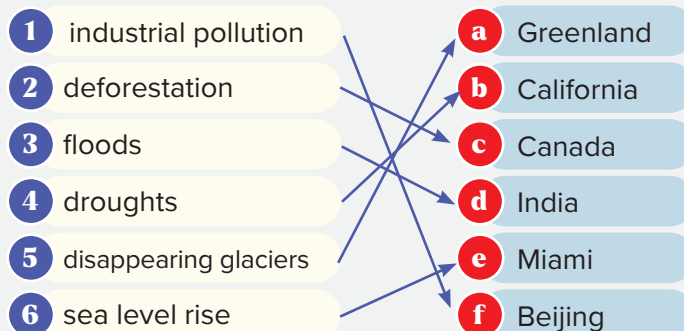
Answer:

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

Before students watch the video, tell them not to panic when they listen to an authentic speech and not to try to understand each word. They should stay relaxed and keep listening.

3. Have them read the sentences before they start watching the video. As they watch, they should match the places to the environmental problems that Dicaprio witnessed.

Answer:



4. Students watch the second part of the video and complete the sentences.

Answer:

1. There is a belief that climate change is the result of **human activity**.
2. People can save the planet if they stop using **fossil fuels**.
3. For the speaker, the Paris agreement is the reason for **hope**.
4. Leonardo DiCaprio encourages the audience **to push beyond the promises of this historic agreement** after they return to their countries.

5. Ask students to work individually and prepare a speech about one of the suggested global problems. They should also suggest solutions to that problem. Set a time limit and set a reasonable time limit. When they are ready, tell them to make a speech. While students are making their speeches, take notes of both good language and mistakes for later feedback.

Use of English

Aims: By the end of the lesson, students will be better able to develop their test-taking strategies.

Answers:

①

1. Excessive tiredness while driving kills people.
2. One of my hobbies is to make artificial flowers from plastic.
3. The most effective solution to traffic jams is to build more roads.
4. Light pollution is not unique to capital cities.
5. Most people don't realise that they are breathing polluted air.

②

1. Since 2020, construction companies have been trying to find a drug against coronavirus.
2. Climate change affects the migration of the birds negatively.
3. The main environmental threat to human health in many cities is air pollution.
4. The streets are clean, there's no traffic, and there's no smog to block out the sunshine.
5. Most of the local population depends on fishing for a living.

③

1. A big number of children suffer from health problems because of water pollution.
2. Summer sea ice disappears at a rate of around 2.5% a year.
3. Brad Pitt is known for his environmentalist activities.
4. Light pollution has a negative effect on wildlife and human health.
5. This actress always inspires others to participate in environmental projects.

④

1. Children who live in polluted and smoggy areas often have asthma.
2. The child took a deep breath and jumped into the water.
3. Don't drink sea water because it is salty and not drinkable.
4. Forest fires have caused the disappearance of many plants and animals.
5. Students who suffer from sleep loss cannot study effectively.

5

- a) A group of researchers have been studying sea ice for decades.
- b) I have known him since kindergarten.
- a) She has stopped travelling in recent years.
- a) I have been living in Azerbaijan since I was born.

6

According to 0) a, the main reason for recent heat waves and storms is global warming. But at least our plants 1) have been enjoying the weather in the past decades.

According to a study which 2) was published last week, regional climate changes over the past two decades have inspired a 6% increase 3) in plant growth around the world. Rising temperatures, increased rainfall and decreased cloud cover have 4) played a part. In the Amazon, decreased cloud cover allowed more sunlight 5) to reach plants; in India, trees benefitted 6) from increased rainfall. 7) Despite these positive effects, climate change could be dangerous for plant life in the future. Scientists say that continued growth could change ecosystems that have existed 8) for thousands of years.

0	a. <u>researchers</u>	b. environment	c. pollution
1	a. enjoy	b. are enjoying	c. <u>have been enjoying</u>
2	a. <u>was published</u>	b. published	c. was publishing
3	a. from	b. <u>in</u>	c. for
4	a. <u>played</u>	b. taken	c. broken
5	a. reach	b. reaching	c. <u>to reach</u>
6	a. for	b. <u>from</u>	c. by
7	a. Although	b. <u>Despite</u>	c. Whereas
8	a. from	b. since	c. <u>for</u>

Mistake Detector

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



1. Air pollution ~~become~~ ^{has become} an important issue all over the world in the past few decades.
2. Some people in Beijing ~~have been already starting~~ ^{have already started} buying bottled air from other countries in order not to breathe in the dirty air of the city.
3. Let's not use plastic bags because they ~~end down~~ ^{end up} in landfills, ~~when~~ ^{where} they will stay for centuries.
4. Air pollution ~~effects~~ ^{affects} trees, plants, animals and humans. Due to this problem, millions of people become ill every year and many of them die.
5. Last week, we ~~have started~~ ^{started} to plant trees in the school yard. We ~~have been planting~~ ^{have} 40 trees since then. We want to make the school yard a green place where we can spend our free time.
6. We feel safe in ~~light-up~~ ^{lit up} streets at night, but we forget that artificial light is a ~~threat to~~ ^{threat} for our natural environment.
7. Last year, the family bought a water barrel and started storing the rainwater. They ~~have been putting~~ ^{planted} two more water barrels since last year.
8. Last week I learned that ~~excess~~ ^{excessive} noise damages hearing. Therefore, I ~~decided~~ ^{have put} not to listen to loud music any more.
9. It is a good idea to drive ~~hybrid-car~~ ^{a hybrid car}. If we use them, there will be less pollution.
10. Trees clean the air, store water, ~~preserved~~ ^{preserve} soil and provide homes for animals. So, let's plant trees, not cut them.

UNIT 5

Success

Topic: Success

Hours: 14

Skills: Reading, Listening, Speaking, Writing

Grammar: Past Perfect; Past Perfect Passive

Vocabulary: Words and phrases related to success

Type of Paragraph: Narrative Paragraphs



Focus on the topic

Have students look at the photos. Discuss the questions as a class.

- What do you know about these people?
- How do you think they are all connected?

As a follow-up, you can write the word success on the board and ask students to say all the words and phrases they associate with it.

LAYIHƏ

Vocabulary

Aims: Students will be better able to guess the meanings of the words/phrases from the context.

Standards: 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

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

Answers:

1. b) have a strong effect or influence on a situation or person
2. a) a hard try; attempt
3. a) a person's way of thinking and their opinions
4. a) extremely important
5. b) direct one's attention towards one thing
6. b) the ability to control your own behaviour and do what you are expected to do
7. b) happening suddenly or quickly
8. b) take somebody's attention away from work

Track 15

1. make an impact – have a strong effect or influence on a situation or person
2. effort – a hard try; attempt
3. mindset – a person's way of thinking and their opinions
4. crucial – extremely important
5. focus – direct one's attention towards one thing
6. discipline – the ability to control your own behaviour and do what you are expected to do
7. overnight – happening suddenly or quickly
8. distract – take somebody's attention away from work

3. Ask students to work individually and complete the sentences with the words or phrases from Task 2. Set a time limit and then have them compare answers in pairs before you discuss the answer as a class.

Answers:

1. Success usually doesn't come **overnight**.
2. Let's make an **effort** to finish the project this week.
3. The room was noisy and she found it hard to **focus** on her project.
4. Her speech always **makes an impact** on listeners.
5. The talks are **crucial** for the success of the plan.
6. Could you please stop talking? You're **distracting** me from my work.
7. If they want to be successful, they should change their **mindset**.

Note: Teach your students the word forms of the new vocabulary items. Provide students with some examples and encourage them to make sentences using different word forms.

Noun	Verb	Adjective
impact /'ɪmpækt/	impact /ɪm'pækt/	X
effort /'efət/	X	effortless /'efətləs/
focus /'fəʊkəs/	focus	X
discipline	discipline /'dɪsəplɪn/	disciplined /'dɪsəplɪnd/
distraction /dɪ'strækʃn/	distract	distracting /dɪ'stræktɪŋ/

Examples:

1. The pandemic **impacted** (on) the country's economy quite considerably.
2. The famous actress's dancing looked **effortless**.
3. The main **focus** of the book is practical teaching techniques.
4. He **disciplined** himself to exercise at least three times a week.
5. All the children in this group are **well disciplined**.
6. I find it hard to work at home because there are too many **distractions**.
7. All the **distracting** thoughts didn't let me complete the project on time.

Reading

Aims: By the end of the lesson, students will be better able to develop their reading skills for specific and detailed information by reading the text about success.

Standards: 2.1.1. 2.1.3. 3.1.1. 2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

1. Have students work in pairs or small groups and discuss the questions.
 - What does success mean to you?
 - What do you need to do today in order to become successful in the future?
2. Focus students' attention on the picture and ask them to predict what the text is going to be about. Have them justify their answers. Then tell them to read the text and complete the gaps with the missing parts. Remind them that there is one extra part which they don't need to use. Set a reasonable time limit. When they are done, have them check their answers in pairs. Elicit responses. Encourage students to justify their answers.

Answers:

1. e

2. b

3. c

4. f

5. a

3. Tell students to read the text again and complete the sentences with the words/phrases from the text. Set a reasonable time limit. When they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. When people succeed, they feel **proud (excited/useful)**.
2. In order to achieve your goals, you need to have the right **mindset**.
3. It is important that every day you spend a certain amount of time on **your plan**.
4. It is necessary to have practice, **discipline** and positive thinking on the way to success.
5. If you want to become successful, keep away from all the distractors except for **the people who make a positive impact on your life**.

4. Tell students to read the definitions of some words/phrases and match them to the underlined words in the text. Have students check their answers in pairs before discussing them as a class.

Answers:

1. possible – **potential**
2. a direction in which a person is moving to achieve a goal – **path**
3. the work a person chooses to do through life – **career**
4. a general idea or thought – **concept**
5. explain the meaning of something – **define**

5. Divide students into pairs and discuss the questions. Monitor and take notes of both good language and problems for giving feedback.

- What have you done so far to become successful in the future?
- What advice would you give to someone who wants to become successful?

Extensive reading

There is a great deal of evidence that extensive reading (reading longer texts such as novels) has a powerful impact on language learning. The more someone reads, the more they pick up items of vocabulary and grammar from the texts, often without realising it, and this widening language knowledge seems to increase their overall linguistic confidence, which then influences and improves their skills in other language areas, too.

So, there are strong arguments for actively encouraging students to read a lot in the target language, both in and outside the classroom. Teachers can help their students by:

- providing a library of readers, magazines, newspapers, leaflets, etc;
- training them how to select suitable reading material and in ways to read it;
- creating a 'book club' environment that encourages learners to choose what books to purchase, talk about favourite books, share them with each other, write brief recommendations, etc;
- allowing sections of classroom time purely for students to read.

Grammar A

Aims: By the end of the lesson, students will be better able to talk about their accomplishments using Past Perfect.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.4.

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

- Who is the man in the picture?
- What do you know about him?

Then elicit what they know about Lotfi A.Zadeh and write their ideas on the board.

2. Have students read the text and answer the question.

Was Lotfi A.Zadeh successful? Why or why not?

Answers will vary.

Whatever their answers are, encourage them to justify their answers.

3. Draw students' attention to the sentences with the boldfaced phrases in the text. Have them read the sentences and decide whether they show an earlier or later action.

Answers:

a) an earlier action

Go through the Past Perfect rules and examples on Page 182.

We use Past Perfect to talk about the relationship between events in the past. Past Perfect indicates that an event happened further back in the past than another event (typically in Past Simple).

Then write the following sentence on the board and ask the question that follows.

The concert had just started when Ali's phone rang.

- Which started first -the phone or the concert? (The concert)

Write the next sentence and ask the questions that follow.

By the time Amina arrived at the meeting, Ali had left.

- Who was in the room first, Amina or Ali? (Ali)
- Were Amina and Ali in the room at the same time? (No)
- What did Ali do before Amina arrived?(He left the meeting)

4. After you explain Past Perfect to students, have them look at some important events in Lotfi A. Zadeh's life and complete the sentences. Tell them to use the Past Perfect forms of the verbs provided. Ask them to compare their answers in pairs and then provide whole class feedback.

Answers:

1. It was 1928. He **hadn't left** Azerbaijan yet.
2. By 1943, he **had lived** in Azerbaijan and Iran.
3. By 1945, he **had lived** in the US for two years.
4. It was 1945. He **had received** his Master of Science degree.
5. It was 1948. He **hadn't received** his Ph.D yet.

5. Ask students to work individually and complete the sentences with the Past Perfect forms of the verbs given in the box. When they are ready, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. Since Mrs Green **had left** the city, we couldn't say goodbye to her.
2. Jenny didn't recognise her best childhood friend because she **had changed** a lot.
3. Tom couldn't focus on the questions because Michael's words about his uncle **had distracted** him.
4. The greedy hunters didn't find anything in the net because the bear **had escaped** by the time they arrived.
5. The old lady was upset because the builders **had destroyed** all the forest.

6. Have students work individually and choose the correct options to complete the sentences. When they are ready, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. They **got up** late because they **had forgotten** to set the alarm.
2. I **had never tried** skateboarding until I **bought** that skateboard.
3. He **had already** received several awards by the time he **was** 45.
4. He **had failed** many times before he **became** famous all over the world.
5. My friend **had participated** in various competitions by 2020.

7. Have students work individually and complete their own timelines. Set a reasonable time limit. When they are ready, get them to work in pairs or small groups and talk about what *they had already done* or *they hadn't done yet* by the time in their timelines. Encourage them to use Past Perfect. Monitor and take notes of good language as well as mistakes for the feedback stage.

Grammar B

Aims: By the end of the lesson, students will be better able to talk about a famous person's life using Past Perfect Passive.

Standards: 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.4.

1. Ask students to look at the photo of J.K.Rowling and discuss the questions.

- What do you know about her?
- What do you think makes her successful?

You can also ask the questions below.

Have you read any books written by J.K. Rowling? Did you like it? Why or why not?

2. Tell students that they are going to read a text about J.K.Rowling. Before they start reading the text, pre-teach them the vocabulary below.

turn down /tɜːn daʊn/- not accept an offer or request

wizard /'wɪzəd/- (in stories) a man with magic powers

request /rɪ'kwest/- a thing that you formally ask for

bestseller /,best'selə/- a product, usually a book, which is bought by large numbers of people

As they read the text, they should decide if the sentences are True or False. Set a reasonable time limit. When they are ready, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. J. K. Rowling had been famous before her first book was published. FALSE
2. J. K. Rowling didn't give up when the publishers refused to publish her book. TRUE
3. A wizard whom she met on a train created the characters. FALSE

3. Ask students to work individually and complete the sentences according to the text.

Answers:

1. Before J.K. Rowling published her first book, she had been rejected by 12 publishers.
2. Most of the characters of the book had been invented by the writer before the train arrived at the station.

Go through the rules and examples related to Past Perfect Passive on Page 182.

Similar to Past Perfect in the active voice, Past Perfect Passive expresses a previous action or state that began in the past and continued up to another point in the past, and its consequences have implications for that second point in time.

You may want to provide more examples. See some below.

- The meeting **had been rescheduled**, so we had to wait for another week.
- All tickets **had been sold out** before we heard about the play.
- The cake **had been eaten** when Ali came home.

4. Tell students that they are going to listen to a talk about Ronaldo, a famous footballer. As they listen, they should complete the sentences. Have them read the sentences before you play the recording. Ask them to compare their answers in pairs and then provide whole class feedback.

While discussing the answers, focus on the answers where Past Perfect Passive is used. Encourage students to change them into Past Perfect Active.

Answers:

1. Ronaldo was born on the 5th of February /in 1985.
2. By the time he was 10 years old, he had been recognised as a phenomenon.
3. His first professional job as a footballer had been offered to him by the time he was 17.
4. Ronaldo signed a contract which was worth £12 million.
5. He is considered to be the most expensive player in the world.

Track 16

Cristiano Ronaldo was born on the 5th of February in 1985. His family was very poor. He had lived in a very small house before his name became famous all over the world. By the time he was 10 years old, Ronaldo had been recognised as a phenomenon – a kid who ate, slept and drank soccer! His first professional job as a footballer had been offered to Ronaldo by Sporting Club in Portugal by the time he was 17.

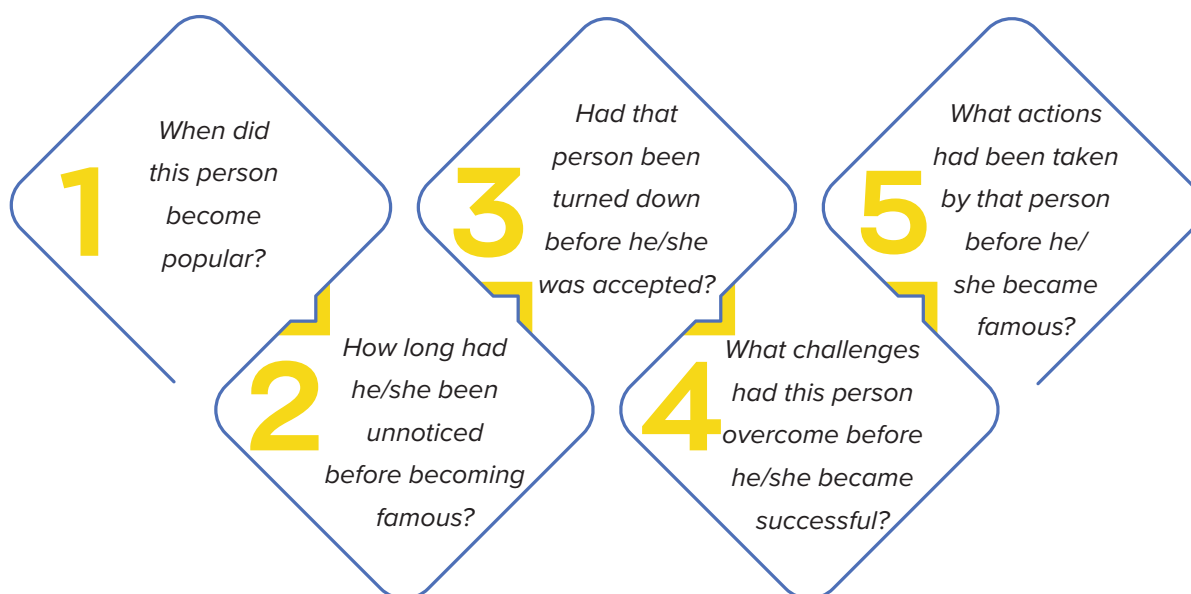
After Ronaldo's talent had caught the attention of Manchester United manager Alex Ferguson, the £12 million contract was signed by an 18-year-old Ronaldo. He was 19 years old and he had already won his first club honour and the FA Cup. His first international goal was scored in the Euro 2004 final. Ronaldo is currently the most expensive player in football history.

5. Have students work individually and complete the sentences with the Past Perfect Passive forms of the verbs given in brackets. When they are done, ask them to work in pairs or small groups and compare their answers. Then discuss the answers as a class.

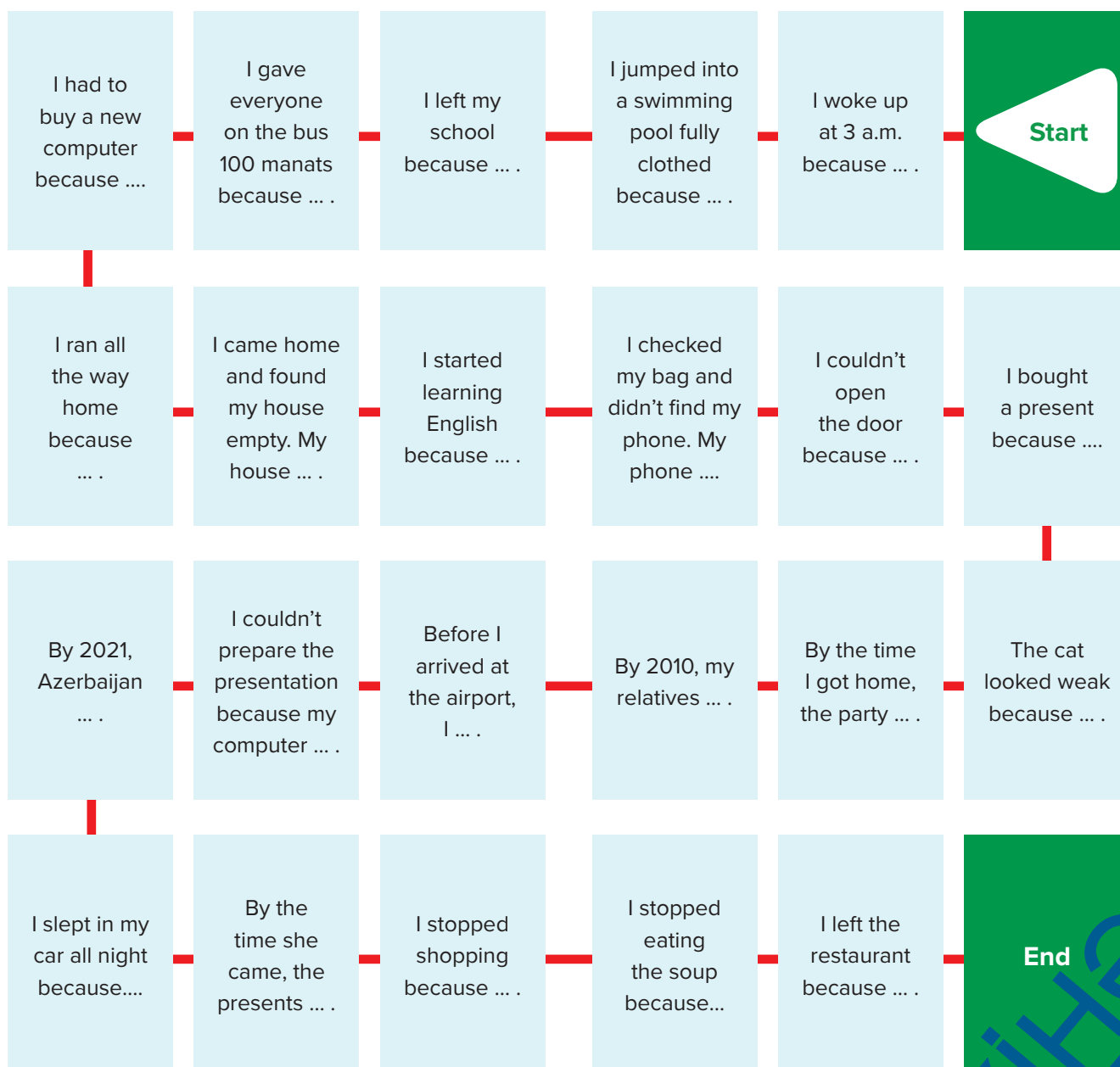
Answers:

1. The electric bulb **had been invented** before the invention of personal computers.
2. Mr Brown's passport **had been stolen** before he got on the plane.
3. Lotfi A. Zadeh's works **had been referred** more than 36,000 times by people all over the world by 2000.
4. Animals and plants **had been affected** by the air pollution before we took action.
5. The historical Azerbaijani lands **had been liberated** by 2021.

6. This can be set as a home assignment. Ask students to do research and prepare a presentation about a famous person. Tell them to use Past Perfect Passive. When the presentations are ready, divide students into groups and have them present their work. Encourage other students to take notes of the uses of Past Perfect Passive for feedback.



In order to have further practice on Past Perfect and Past Perfect Passive, provide students with the hardcopies of the activity below. Have them work in pairs or in small groups. Students take turns, roll the dice and move around the board completing the sentences. Encourage them to use the target grammar.



Listening

Aims: By the end of the lesson, students will be better able to develop their listening skills for gist and detailed information by listening to the talk about a famous comedian.

Standards: 1.1.2. 2.1.1. 2.1.2. 2.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Focus students' attention on the pictures and have them work in pairs and discuss the questions provided.
 - Do you like watching the Mr Bean series? Why or why not?
 - What do you think of the character Mr Bean?
2. Tell students that they are going to listen to a talk about Rowan Atkinson, a famous comedian. As they listen, they should answer the question. Before you play the recording, have students read the question and options. Have them compare their answers in pairs before you discuss the answer as a class.

Answers:

a (His closest friends)

3. Tell students that they are going to listen to the talk again. As they listen, they should choose the correct options to complete the sentences. Before you play the recording, ask students to read the sentences and the options. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. a

2. a

3. c

4. a

5. c

6. a

Track 17

Rowan Atkinson is considered to be one of the 50 funniest actors in British comedy, and among the top 50 comedians ever. He was born in a middle class family. He suffered terribly as a child because of the speech disorder. He had difficulty pronouncing certain sounds or starting a sentence. His classmates often laughed at him because of his appearance. He soon became a very shy kid who didn't have many friends, so he dived into science. He spent a lot of hours studying his favourite subject. One of his teachers said: "There was nothing unusual about him. I didn't expect him to become a fantastic scientist in the future." But he proved everybody wrong and got admitted to Oxford University. During his days in Oxford, he started falling in love with acting, but couldn't perform due to his speaking disorder.

So, he got his master's degree in electrical engineering before appearing in any movie or TV show. After getting his degree, he decided to realise his dream and become an actor. So, he enrolled in a comedy group. But again the problem with his speech got in the way. A lot of TV shows rejected him. He felt really upset. Despite the rejections, he never stopped believing in himself. He had a great passion for making people laugh, and he knew that he was very good at it. Soon he realised that he could speak fluently whenever he played a character. Even though he had success with other shows, "Mr. Bean" made Rowan globally famous. So, despite all the obstacles he faced because of his looks and his speaking disorder, he proved that even without a heroic body or a Hollywood face, you can become one of the most loved and respected actors in the world. The motivational success story of Rowan Atkinson is so inspiring because it teaches us that in order to be successful in life the most important things are passion, hard work, dedication and never giving up!

4. Have students work individually and complete the sentence.

Answers will vary.

Possible answers:

In order to be successful in life, the most important things are passion, hard work, dedication and never giving up.

5. This can be set as a home assignment. Ask students to do research and prepare a presentation about a successful person who had experienced difficulties before he/she became famous. When the presentations are ready, divide students into groups and have them present their work to their group members. Encourage other students to take notes of both mistakes and good language for feedback.

Writing

Aims: By the end of the lesson, students will be better able to write a narrative paragraph about a past event.

Standards: 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3

1. Focus students' attention on the table containing information about narrative paragraphs. Explain to them their purpose and key features.

Narrative Paragraphs

Purpose: A narrative paragraph describes an event or a series of events in a logical sequence.

Key features: A narrative answers the question "What happened?"

A good narrative paragraph should not confuse the reader about what happens first, what happens second, and so on. Clear organization is achieved by using transition signals such as *First, Then, Next, After that, While, During* and *Finally*.

2. Ask students to work in pairs and discuss the questions.

- Why are job interviews important?
- What kind of preparations do you think are needed for job interviews?

A. Have students read the sample narrative paragraph and choose the best title.

Answers:

c (My tenth job interview)

B. Get students to read the paragraph again and answer the questions.

1. What is the topic sentence of this paragraph?

I will never forget the day when I felt like I finally succeeded in life.

2. Which verb tense is mostly used in the narrative paragraph?

Past Simple

3. What words and phrases are used to indicate time?

First, After that, Finally

4. What is the concluding sentence of this paragraph?

In short, after everything that happened during that day, I finally got my first job.

3. A. Ask students to work individually and brainstorm ideas about one of the suggested topics. Monitor and feed in with the necessary language.

B. To help students remember the event, tell them to use journalist questions. Have them make notes on the following:

- Where did it happen?
- When did it happen?
- Who was there?
- What happened?
- Why did it happen?
- How did you and the others feel?

Focus students' attention on the Useful Language box and study the suggested phrases which they need to know in order to write effective narrative paragraphs.

Then set a time limit and have them write a narrative paragraph. (Word limit: 110-140 words) Encourage them to use the new vocabulary studied in the unit.

C. Once they have finished writing the paragraph, have peer-editing. Ask them to use the following questions as a checklist.

1. Does the paragraph have a clear topic sentence?
2. Does the topic sentence have a controlling idea?
3. Does the paragraph have supporting sentences?
4. Do the supporting sentences relate to the topic?
5. Does the paragraph have a concluding sentence that restates the main idea?

D. Encourage students to write suggestions to help their partner improve his/her paragraph. Collect students' paragraphs and provide them with constructive feedback.

Time to watch

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific and detailed information by watching a programme about a successful Azerbaijani professor.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Have the students read the text about Gulmammad Mammadov, a successful Azerbaijani professor. As they read the text, they should decide if the sentences are True or False. If necessary, pre-teach these words:

remote /rɪ'məʊt/ far away in distance

settlement /'set.əl.mənt/ a place where people come to live or the process of settling in such a place

(the) top /tɒp/ the most important position in a group or organisation

When students are ready, put them into pairs to compare their answers. Then encourage them to share their answers with the class, asking them to justify their ideas.

Answers:

1. Prof. Mammadov had to leave his village at a young age. **TRUE**
2. After the occupation of Lachin, he started living in Agjabedi. **TRUE**
3. He lost his hope for a better future in the settlement for IDPs. **FALSE**
4. He failed to enter a university in Azerbaijan. **FALSE**

2. Tell students to cover the definitions (a-g), read the sentences (1-6) and try to imagine the meaning of the words in bold. Then let them uncover the definitions and match them to the words. Have them compare their answers in pairs before discussing the answers with the class.

Answers:

1. e

2. f

3. c

4. d

5. a

6. b

3. Have them read the sentences before they start watching the video. As they watch, they should complete the notes.

1. The challenges he had to overcome in the settlement for IDPs:
 - a) **The weather was too warm in summer and too cold in winter.**
 - b) **No drinkable water/had to go 6-7 km to get water**
 - c) **No infrastructure/ no school/ no hospital**
 2. His father's advice about how to have a bright future: **you have to study by yourself**
 3. The subject that he was mainly interested in: **Physics**
 4. The reason why his university entrance was important: **IDP kids saw him as a role model and his failure would mean the failure of other IDP kids**
4. Students watch the second part of the video and answer the questions.
1. What was his goal while studying at a university in Baku?
To study well and high the highest grades/ to get world class education abroad
 2. How long did he live in the United States?
10 years
 3. What did he keep in mind when he was in the USA?
He was a role model for kids in the IDP settlement.
 4. What was his goal when he was living in the USA?
To turn back to his country and to serve his country.
5. Ask students to work in groups and discuss the questions. Monitor and feed in with the necessary language if needed.
- What lesson did you learn from Prof. Mammadov's life story?
 - Is it important to set goals at different stages of life in order to become successful?
 - What are your goals? What are you doing today to achieve your goals?

Use of English

Aims: By the end of the lesson, students will be better able to develop their test-taking strategies.

Answers:

①

1. You can only **achieve** your dream when you start believing in yourself.
2. Finally, he could **prove** himself as a great film actor.
3. His invention **made** a huge impact on scientific discoveries.
4. My grandfather suffered a lot to **overcome** challenges during World War II.
5. You should **set** clear goals before beginning your journey.

②

1. His positive **mindset** let him realise all his dreams.
2. Taking care of our planet is everyone's **responsibility**.
3. Don't allow anyone to **distract** you from your work.
4. Her life story is another **proof** of hard work leading to success.
5. She had been **turned down** 10 times before she was finally accepted.

③

1. The success **of** the project depends **on** your hard work.
2. The great actress had a great passion **for** making people laugh.
3. Do not let anyone distract you **from** achieving your goals.
4. It will take you **at** least 30 minutes to complete this task.
5. I always try to keep **in** contact **with** the people who make a positive impact **on** me.

④

1. You are on the wrong path. This isn't the right **definition** of success.
2. I don't want to work with him. He doesn't have any sense of **responsibility**!
3. **Failure** shouldn't stop you! Keep working hard and you will see the result.
4. This sounds so **challenging**! I need a good team to achieve this goal.
5. Set goals first and focus on them if you want to **succeed**.

5

1. a) Ronaldo had already won the FA cup before he turned 19.
2. a) Most of the Harry Potter characters had been invented by the time the author arrived at her destination.
3. b) What challenges had he overcome before his name was well known around the world?
4. a) This was the most crucial decision that led her to success.

6

Albert Einstein

Einstein didn't speak 0) b for the first three years of his life. 1) Even though he received good grades at primary and elementary schools, many of his teachers thought that he was lazy because he was always 2) Distracted by abstract concepts. Although many people didn't believe him, he 3) Developed the theory of relativity.

Jim Carrey

Jim Carrey and his family were living in a van, so he 4) Dropped out of school to support his family. 5) Despite these challenges, Carrey continued to 6) Follow his dream of becoming a comedian. As we all know, he is a very successful actor now.

Thomas Edison

Edison 7) Had failed somewhere between 1,000 and 10,000 times before he invented the light bulb. Can you imagine failing at something 10,000 times? He never gave up. Instead, Edison tried and tried again until he 8) Achieved success.

0	a. any	b. <u>at all</u>	c. a lot of
1	a. In spite of	b. But	c. <u>Even though</u>
2	a. <u>distracted</u>	b. defined	c. overcome
3	a. achieved	b. put aside	c. <u>developed</u>
4	a. dropping	b. had dropped	c. <u>dropped</u>
5	a. Whereas	b. Although	c. <u>Despite</u>
6	a. <u>follow</u>	b. prove	c. focus
7	a. was failed	b. <u>had failed</u>	c. had been failed
8	a. <u>achieved</u>	b. had achieved	c. had been achieved

Mistake Detector

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



1. It is important to set goals at different stages of life in order ~~become~~ ^{to become} successful.
2. Despite all the obstacles he faced because of his look and his speaking disorder, he ~~proofed~~ ^{proved} that he could become one of the most loved and respected actors in the world.
3. His first professional job as a footballer ~~had offered~~ ^{had been offered} to Ronaldo by Sporting Club of Portugal by the time he was 17.
4. ~~Instead~~ ^{Instead of} giving up, Edison tried and tried again until he became ~~success~~ ^{successful}.
5. He ~~already received~~ ^{had already received} several awards by the time he was 45.
6. It will take you ~~in~~ ^{at} least 30 minutes to complete this task.
7. During his days in Oxford, he fell in love with acting but couldn't perform ~~due~~ ^{due to} his speaking disorder.
8. Before J.K. Rowling ~~had published~~ ^{published} her first book, she had been rejected by 12 publishers.
9. He invented the first washing machine although many people didn't believe him.
10. Before I got my first job in a small cafe, I ~~had rejected~~ ^{had been rejected} eight times.

UNIT 6

Health is Wealth!

Topic: Health

Hours: 14

Skills: Reading, Listening, Speaking, Writing

Grammar: Subject-Verb agreement; had better vs would rather

Vocabulary: Words and phrases related to health

Type of Paragraph: Opinion Paragraphs



Focus on the topic

Have students work in pairs and discuss the questions.

- What do you see in the pictures?
- In what ways do you think these people's choices can affect them?

Tell students that the unit is about Health. Write the word Health on the board and invite them to write the words/ phrases they associate with this topic.

LAYIHƏ

Vocabulary

Aims: Students will be better able to guess the meanings of the words/phrases from the context.

Standards: 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Tell students that they are going to read some answers from the forum. Ask them to read the forum answers without worrying about the new vocabulary items. At this stage, they are only expected to answer the question. Set a time limit and when the time is up, ask them to share their ideas with a partner.

Possible answer:

Do you lead a healthy lifestyle?

What do you do to be healthy?

2. Have students read the forum answers again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word.

When they complete the task, ask them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

- | | |
|-----------------------------------|---|
| 1. get rid of sth (phr.v.) | b) make yourself free of something that you do not want |
| 2. anxiety (n.) | b) the feeling of being very worried about something |
| 3. avoid (v.) | a) stay away from something, or not use something |
| 4. well-being (n.) | a) a feeling of being comfortable, healthy, and happy |
| 5. bully (v.) | b) frighten or hurt a weaker person |
| 6. deal with (v.) | b) take the necessary action in order to solve a problem |
| 7. prevent (v.) | b) stop something from happening |
| 8. regret (v.) | a) feel sorry about something you have done |

Track 18

1. get rid of something – make yourself free of something that you do not want
2. anxiety – the feeling of being very worried about something
3. avoid – stay away from something, or not use something
4. well-being – a feeling of being comfortable, healthy, and happy

5. bully – frighten or hurt a weaker person
6. deal with – take the necessary action in order to solve a problem
7. prevent – stop something from happening
8. regret – feel sorry about something you have done

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

Answers:

1. You should work together to **prevent** the time waste.
2. Getting enough sleep is important for our **well-being**.
3. I **regret** not reading more when I was younger.
4. It's just time to **get rid of** your unhealthy habits.
5. You should **deal with** this problem by yourself.
6. Try to **avoid** eating junk food if you want to have a long life.
7. Waiting for exam results is a time of great **anxiety**.

Note: Explain to students that knowing word forms helps with sentence construction. Teach them the word forms of the new vocabulary items. Provide students with some examples and encourage them to make sentences using different word forms.

Noun	Verb	Adjective
anxiety	X	anxious /'æŋkʃəs/
bully /'bʊli/	bully	X
prevention /prɪ'venʃn/	prevent	preventable /prɪ'ventəbl/
regret /rɪ'gret/	regret	regretful /rɪ'gretfl/

Examples:

1. The drought has made farmers anxious about the harvest.
2. Teachers usually know who the bullies are in a class.
3. As far as health is concerned, it is often said that prevention is better than cure.
4. Smoking is the biggest preventable cause of death and disease.
5. What is your greatest regret (= the thing that you are most sorry about doing or not doing)?
6. It is regretful that no one has been found guilty yet.

Reading

Aims: By the end of the lesson, students will be better able to develop their reading skills for specific and detailed information by reading the text about healthy lifestyle.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

1. Have students work in pairs and discuss the questions.

- Do you think you have a healthy lifestyle?
- What makes your lifestyle healthy or unhealthy?

2. Before they start reading the article, you might consider pre-teaching the words/phrases below.

short-term /ˌʃɔːt 'tɜːm/ lasting a short time; designed only for a short period of time in the future

long-term /ˌlɒŋ 'tɜːm/ lasting or having an effect over a long period of time

junk food /'dʒʌŋk fuːd/ food that is quick and easy to prepare and eat but that is thought to be bad for your health

promote /prə'məʊt/ to help something to happen or develop

Tell students that they are going to read an article about healthy lifestyle tips. As they read, they should match the titles to the paragraphs. Give students reasonable time to do the task. When they are done, have them check their answers in pairs. Then discuss the answers as a class.

Answers:

1. d

2. f

3. a

4. c

5. h

6. b

3. Have students read the text again and complete the sentences. Give them reasonable time to do the task. When they are done, have them check their answers in pairs. Then discuss the answers as a class.

Answers:

1. It is important that teenagers sleep at least **8-10 hours** a day.
2. It is a good idea to avoid **sugary foods** and **electronic equipment** before going to bed.
3. People who lead an active lifestyle have better **concentration** and **confidence**.
4. Teenagers should consult their **parents**, **friends** and **teachers** if something goes wrong in their life.

4. Have students work in pairs and discuss the questions.

- Which of the tips in the article do you think you should follow?
- What other tips would you add?

5. Divide students into pairs and assign them the roles. Depending on the level of your students, you may consider giving them some time to practise their roles. Monitor and give help where necessary.

Fast finishers can swap roles and do the roleplay again.

Why use role-plays?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-plays for the following reasons:

- It's fun and motivating;
- Quieter students get the chance to express themselves in a more forthright way;
- The world of the classroom is broadened to include the outside world; thus, offering a much wider range of language opportunities.

In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

The role of the teacher during roleplay activities:

- Facilitator - Students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate, the feeding in of new language should take place at this stage.
- Spectator - The teacher watches the role-play and offers comments and advice at the end of the activity.

Grammar A

Aims: By the end of the lesson, students will be better able to talk about their classmates' lifestyle using the target structures.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.3. 4.1.4.

1. Ask students to work in pairs and discuss the questions.

- How many hours of sleep do you generally need per night?
- What are you like if you don't get enough sleep?

2. Tell students that they are going to read an article written by a sleep specialist. As they read, they should choose the best title. Set a reasonable time limit and have them read the text. When they are done, get students to compare their answers in pairs. Then provide whole class feedback.

Answer:

c) The importance of sleeping well

3. Ask students to read the sentences with the bold faced expressions in the text and complete the rules. When they are done, have them compare their answers in pairs. Then provide whole class feedback.

Answers:

1. **A number of** means many, so use a plural verb with it.
2. **The number of** means "the amount of", so use a singular verb with it.
3. In the expressions **either...or**, **neither...nor** and **not only... but also** the noun closest to the verb determines if that verb is singular or plural.
Refer students to Grammar Bank on Page 183. Go through the rules related to *Subject-Verb Agreement*.

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

Answers:

1. A number of people have sleep problems nowadays.
2. Not only my sister but also my cousins exercise every day.

3. Neither playing computer games nor chatting on phone keeps your body physically active.
4. The number of students in our class is 27.
5. Talk to the adults around you. Either your teacher or your parents are going to stop the bully.
6. Not only sugar but also electronic equipment before bedtime causes lack of sleep.

5. Have students work individually and complete the sentences with **either ... or, neither ... nor, not only ... but also**. When they are done, have them compare their answers in pairs before you discuss answers as a class.

Answers:

1. **Not only** you **but also** I am thinking of giving up unhealthy habits. It's good that we realised it in time.
2. I will be alone on my birthday. **Neither** my family **nor** my friend is coming.
3. Don't worry! **Either** our uncle **or** Murad is going to pick you up at the airport. One of them will definitely be there.
4. **Neither** my friend **nor** my brother is going to the cinema with me. I have only one ticket.
5. **Not only** Barcelona **but also** Madrid is a good holiday destination. I recommend both of them!

6. It would be ideal if you could provide your students with the hardcopies of this task so that they can write answers to the questions. Invite them to mingle around the classroom and interview at least 4 classmates. Then ask them to prepare reports using the information they have about their classmates. Encourage them to use the target language.

Questions	Student 1	Student 2	Student 3	Student 4
1. How often has poor sleep troubled you recently?				
2. How many nights a week do you think you get poor sleep?				
3. How many hours of sleep do you get in 24 hours? (approximately)				
4. How often do you feel sleepy in the daytime while studying?				
5. On average, what time do you usually go to sleep?				
6. Did you get good quality sleep when you were a child?				

Grammar B

Aims: By the end of the lesson, students will be better able to give advice and to talk about their preferences using **had better** and **would rather**.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.4.

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

- What are your daily responsibilities?
- How do you balance your study and play time? Do you have enough time for both?
- What do you do for fun?

2. Draw students' attention to the picture of Daniel and Sam and ask the questions below.

- What are Daniel and Sam doing?
- How do you think they feel?

Then have students read the conversation and answer the question.

Answer:

If Sam doesn't listen to Daniel,

- he will have headache;
- his eyes will sore.

3. Have students read the sentences with the boldfaced words and answer the question.

Answer:

a) advice- **had better**

b) preference- **'d rather** (would rather)

Refer students to Grammar Bank on Page 183. Go through the rules related to **would rather** and **had better**.

4. Tell students that they are going to listen to three different people talking in different situations. As they listen, they should match people to the pieces of advice. When they are done, have them compare their answers in pairs before you discuss answers as a class.

Answers:

Speaker 1 d) This person had better make new friends.

Speaker 2 c) This person had better speak to those people.

Speaker 3 b) This person had better take a painkiller.

Track 19

1. I am new in this country. I know almost no one here. After work, I'd rather stay at home and watch TV. Sometimes I feel really bored and lonely.
2. I work from home. I really love my job. But there is a problem. I can't concentrate on the project I am currently working on. My neighbours are making a lot of noise. Sometimes I think I'd rather take my computer and work somewhere outside.
3. I have quite good sleeping habits. I sleep about 9 hours a day. But recently, I have started having terrible headaches and feeling tired in the morning.

5. Have students work individually and complete the sentences with the verbs provided and **had better**. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. It's time to think about your own well-being. You **had better get rid** of your bad habits.
2. James **had better not let** his cousin talk to him in a disrespectful way.
3. Teenagers don't realise what their families do for them. They **had better appreciate** their hard work.
4. You **had better donate** food and clothes to the people in need.
5. Everyone **had better recycle** plastic in order to help the planet.

6. Have students work individually and complete the sentences with the verbs provided and had better. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. "Why don't you ask for help?" "I want to deal with it by myself." **I'd rather deal with it by myself.**
2. "Let's order dinner from a restaurant." "I can cook it." **I'd rather cook it.**
3. "You should see a doctor." "I don't want to visit a doctor." **I'd rather not visit a doctor.**
4. "Would you like a hamburger?" "No, thanks. I prefer healthy food." **I'd rather eat healthy food.**
5. "Let's play tennis after school." "I want to have a rest after school." **I'd rather have a rest after school.**

7. Divide students into pairs and have them act out one of the scenarios or assign different roles to each. You can give them some time for preparation. Encourage them to use the grammar of the lesson. Monitor and help when needed.

Listening

Aims: By the end of the lesson, students will be better able to develop their listening skills for gist and detailed information by listening to the talk about health benefits of two types of sports.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 4.1.1. 4.1.3.

1. Write the word *Sports* on the board and ask students to say out the words and phrases they associate with this word.

Then have students work in pairs and discuss the questions.

- What sports do you do?
- How do sports affect your well-being?

2. Tell students that they are going to listen to two people talking about the sport they do. As they listen, they should choose the options they both talk about. Remind them that they can choose more than one option. Before you play the recording, have them read the options. When they are done, ask them to compare their answers in pairs before you discuss them as a class.

Answers:

- b) Time when they started a certain type of sport
- c) Health benefits of the sport they do

3. Tell students that they are going to listen to the recording again and choose the correct options to complete the sentences. When they are done, ask them to compare their answers in pairs before you discuss them as a class.

Note: You may consider playing the recording one more time to help students complete the fifth sentence.

Answers:

1. b) from a professional player
2. a) have stronger bones b) get rid of stress d) think better
3. c) prefers not to think about possible dangers
4. b) blood circulation c) skin d) bones
5. d) recommend the sport they do

Track 20

1. Hi! I'm David. I'd like to tell you about how I decided to start playing volleyball. Actually, that was about 7 years ago. I was on holiday with my family and there we met

a famous volleyball player. He was very friendly and taught me how to play volleyball. I am lucky that I can do this sport. First of all, playing volleyball is good for your health. Playing volleyball makes the bones stronger. Healthy bones and joints reduce the risk of catching diseases like arthritis. It also helps to reduce stress and anxiety levels. Another advantage is that you can play in a team, which can really be fun! For me, this game is an art where you have to use your skills and brain as well. My advice to anyone who wants to try this sport is to start it as soon as possible. You will start feeling healthier and happier once you begin doing this great sport.

2. Hi! I'm Angela. I'm 23 years old and I've been scuba-diving for many years. It is not just a hobby for me. It's much more than that. When my parents learned about my passion, they got terrified because anything can happen at any time. But I'd rather not think about the possible risks. I just want to enjoy the moment. My best friend says I can see all that on TV, but I'm sure it isn't the same. You must see everything with your own eyes. This great sport is also good for your health. It improves blood circulation and increases emotional well being. Salty water and sun are good for your skin and bones. I suggest everyone try scuba-diving at least once. You will need a good teacher, equipment and some practice when you first start. But believe me it is worth a try.

4. Ask students to work in small groups and discuss the questions. Monitor and feed in with the necessary language if needed.

- Which sport would you like to take up? Volleyball or scuba-diving? Why?
- What kind of people will make better volleyball players/scuba-divers?

5. Focus students' attention on the pictures. Have them work in pairs or small groups and discuss the questions. Encourage them to use functional language.

- How important is each activity for staying fit?
- What kind of health benefits do you think they have?
- Which one would you prefer and why?

Functional language

Expressing opinion	Asking for opinion	Giving opinion
I think (that)	Don't you agree?	I quite agree with you.
I believe (that)	What's your opinion?	That's true.
To my mind		I couldn't agree more.
In my opinion		That's a good point. However, ...
		I see what you mean, but ...

6. Assign students to research about a sport they would like to do in the future. They should focus on its health benefits. Tell them to prepare a presentation and present it to the class the next day.

Writing

Aims: By the end of the lesson, students will be better able to write an opinion paragraph about the topic “Health”.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4

Focus students’ attention on the table containing information about opinion paragraphs. Explain to them their purpose and key features.

Opinion Paragraphs

Purpose: An opinion paragraph tells what the writer feels about a topic.

Key features: An opinion paragraph

- gives the writer’s opinion about the topic;
- uses reasons and facts to explain the opinion;
- is often about a controversial issue;
- considers both sides of an argument.

1. Ask students to work in pairs and discuss the questions.
 - Do you like playing video games? Why or why not?
 - Are video games good or bad for your health? Why do you think so?
2. Before they start reading the sample paragraph, ask them what they know about active video games. Have students read the sample opinion paragraph and answer the questions on the next page.

Answers:

1. What is the topic sentence of the paragraph?
Young people should play active video games for several reasons.
2. What are the reasons that support the writer’s opinion?
Active video games are a good way to keep fit.
They are fun and interactive.
You can play them whenever you want.
3. Which fact does the writer include to support his/her opinion?
Some studies show that active video games prevent excessive weight gain in teenagers.

4. Which sentence does not express the writer's opinion?

Some people may claim that it is better to do exercise in the fresh air.

5. What is your reaction to this paragraph? Do you agree or disagree with the writer's opinion? Why or why not?

Answers will vary.

3. A. Ask students to work individually and brainstorm ideas about one of the suggested topics. You can encourage them to come up with their own topics. Monitor and feed in with the necessary language.

- Do you think modern lifestyles are healthy or not?
- School children shouldn't be allowed to eat junk food.
- Kids should be allowed to stay up late.

B. Focus students' attention on the Useful Language box and study the suggested phrases which they need to know in order to write effective opinion paragraphs.

Then set a time limit and have them write an opinion paragraph. (Word limit: 110-140 words) Encourage them to use the new vocabulary studied in the unit.

C. Once they have finished writing the paragraph, have peer-editing. Ask them to use the following questions as a checklist.

1. Does the paragraph have a clear topic sentence?
2. Does the topic sentence have a controlling idea?
3. Does the paragraph have supporting sentences?
4. Do the supporting sentences relate to the topic?
5. Does the paragraph have a concluding sentence that restates the main idea?

D. Encourage students to write suggestions to help their partner improve his/her paragraph. Collect students' paragraphs and provide them with constructive feedback.

Time to watch

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific and detailed information by watching a news programme about Bike to School Day.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 3.1.1. 3.1.2. 3.1.4.

1. Tell the class that they are going to watch a video about Ride to School Day. Before that, have them read the fact sheet about students' health and active travel and mark the sentences as True or False.

If necessary, pre-teach these words:

significantly (adv.) /sig'nɪfɪkəntli/ in a way that is large or important enough to have an effect on something or to be noticed
requirement (n.) /rɪ'kwəɪmənt/ something that you must have in order to do something else

When students are ready, put them into pairs to compare their answers. Then encourage them to share their answers with the class, asking them to justify their ideas.

Answers:

1. The number of students who rode or walked to school in the past was much higher than it is today. **TRUE**
2. Over the past decade, the number of active kids has increased. **FALSE**
3. Kids who ride or walk to school have better academic performance. **TRUE**

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

Answers:

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

Before students watch the video, tell them not to panic when they listen to an authentic speech and not to try to understand each word. They should stay relaxed and keep listening.

3. Have them read the sentences before they start watching the video. As they watch, they should complete the sentences.

Answers:

1. People celebrate Ride to School Day in **the United States** (in some other countries.)
2. The purpose is to **encourage children and teachers to ride their bikes to school.**
3. If more people ride to school, there will be less **CO2** and **congestion.**

4. Students watch the second part of the video and complete the sentences.

Answers:

1. The organisers of the Ride to School Day want schoolchildren to **be independent** and **bike safely.**
2. One of the children says that they learn **the hand signals** and **the signs.**
3. The school received **60 helmets** which were given to them for free.
4. One of the partner organisations is Bike Walk Wichita, which gave away **eight bicycles.**
5. School children also get **reflective sack packs** and **an activity book** so that they can learn about how to be safe bicycle riders.

Note: Tell students to consider choosing other vocabulary from the video. Encourage them to record it in their vocabulary books and revisit them from time to time.

As a follow up, stop the video at any scene between 2:48- 3:51. Have students work in pairs and describe what they see in that scene.

5. Ask students to work in pairs and discuss the question.
 - Is it a good idea to have Bike to School Day in our country? Why or why not?
 - In which parts of the country will it be easier to ride to school?
 - What should be done to have safe roads for school children?

Use of English

Aims: By the end of the lesson, students will be better able to develop their test-taking strategies.

Answers:

1

1. I couldn't **concentrate** on my lessons because I was worried about my aunt.
2. He can't come out tonight. He has to **revise** for the exam.
3. You should immediately **avoid** eating fatty food. You have gained a lot of weight recently.
4. I **regret** that I ate a lot of unhealthy food in my childhood.
5. You should **limit** screen time if you really want to be fit and healthy.

2

1. There is great **anxiety** among students about poor exam results.
2. Avoid studying in a **stressful** environment if you want to succeed.
3. Violence in video games can encourage **aggression** in children.
4. Better grades will contribute to the students' **well-being**.
5. Your health is getting worse. Don't **ignore** your doctor's advice.

3

1. You had better not eat fatty foods if you want to stay **in** good shape.
2. I would rather get rid **of** the old computer because it doesn't work anymore.
3. She is doing research **on** the effects **of** sleeping late.
4. He drinks a lot of water and stays away **from** junk food.
5. You should have a lot of patience when you're dealing **with** kids.
6. She ran away **from** the crowd and sat **in** peace.
7. You look tired. You had better have a break or sleep **at** least an hour.

4

1. Stress affects us in a number of ways, especially **emotionally**.
2. My brother's voice from outside broke my **concentration**.
3. They have to make an important **choice** as soon as possible.
4. My friend exercises **regularly** and; therefore, he never gains weight.
5. I have to do some **revision** for tomorrow's history exam.
6. Most students often feel **anxious** about getting work after university.

5

1. Young people shouldn't stay up late. (had better)
Young people had better not stay up late.
2. I'd prefer to exercise early in the morning. (would rather)
I'd rather exercise early in the morning.
3. Your grandparents should walk in the open air every day. (had better)
Your grandparents had better walk in the open air every day.
4. Many kids think that active video games are fun. (A number of)
A number of kids think that active video games are fun.
5. Two thousand students study at my school. (The number of)
The number of students who study at my school is two thousand.

6

Most of us want to be healthy and not to **0) deal with** any kind of health problems. Doctors say that in order to achieve this, **1) prevention** is better than cure. So, we had better **2) avoid** certain activities like smoking and drinking alcohol if we really want to **3) keep away from** serious diseases like high blood pressure and cancer. Eating well, doing **4) regular** exercise and living in clean conditions can help **5) prevent** some of the diseases at a later stage of life.

Unfortunately, many of us have difficulty **6) following** this very good advice, which they will definitely **7) regret** later. Exercising, for example, can be boring and inconvenient. Even worse, some of our favourite foods like hamburgers, pizza and ice-cream are healthier ones, and some things **8) that** young people often really enjoy, like car racing, surfing and parachuting are the most exciting things that we do although they can be dangerous.

0	a. revise	b. <u>deal with</u>	c. distract
1	a. environment	b. well-being	c. <u>prevention</u>
2	a. <u>avoid</u>	b. start	c. manage
3	a. focus	b. <u>keep away from</u>	c. stay away
4	a. interactive	b. limited	c. <u>regular</u>
5	a. <u>prevent</u>	b. cause	c. suffer from
6	a. to follow	b. <u>following</u>	c. follow
7	a. <u>regret</u>	b. ignore	c. limit
8	a. when	b. where	c. <u>that</u>

Mistake Detector

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



- The number of people

1. ~~A number of people~~ who lose their lives in car accidents is increasing.
One of the factors that contribute to this problem ~~are~~^{is} sleepy drivers.
2. Neither the teacher nor the students ~~is~~^{are} to blame if the results are poor.
According to a study, students with poor sleeping habits often have poor exam results.
3. This is such a complicated problem. I ~~can't deal~~^{can't deal with} it anymore. I would rather get specialist's advice.
4. Not only my friends but also my brother wants to ride a bike to school.
They think that it will make them ~~healthy and fitter~~^{healthier and fitter}.
5. Being active is an effective treatment for feelings of ~~anxious~~^{anxiety} and depression. It can also help increase concentration and confidence!
6. You had better ask your teacher for help if you really want to ~~get rid off~~^{get rid of} this problem.
7. There are things which ~~avoid~~^{prevent} people from having a healthy lifestyle. For example, we spend a lot of time sitting down, and this often means we have less time for activities which keep us fit.
8. Active video games are fun and they can help prevent excessive ~~weigh gain~~^{weight gain} in teenagers.
9. You had better ~~avoid to eat~~^{eating} anything with high calories.
10. Neither my friends ~~or~~^{nor} the library ~~have~~^{has} this book. I don't know where to find it.

UNIT 7

Stages of Life

Topic: Stages of Life

Hours: 14

Skills: Reading, Listening, Speaking, Writing

Grammar: Reported Speech

Vocabulary: Words and phrases related to the stages of life

Type of Paragraph: Classification

Focus on the topic

Have students look at the pictures and brainstorm their ideas about the events that the pictures show.

- What events do these pictures show?

As the answers for the second and third questions depend on the answers of the first question, it is advisable to lead students to the suggested answers - 1. Baby's first steps; 2. Graduation; 3. Starting school; 4. Being hired.

Once you finish discussing the first question in an open class, put students in small groups and ask them to discuss the second and third questions.

Answers may vary.

- What makes these events special?
- How do the people feel and why?

Once students are ready, feedback as a class.

LAYIHƏ

Vocabulary

Aims: Students will be better able to guess the meanings of the words/phrases from the context.

Standards: 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.4

1. Tell students that they are going to read 4 forum comments about different stages of life. Each person has chosen a quotation to describe his/her life. Students should read and answer the question.

- Which commenter has chosen the best quotation to describe his/her life?

Once students finish reading, put them in pairs to share their answers with their partners. Encourage them to explain their choice.

At the end, nominate random students and get feedback.

Track 21

1. adapt to – change your ideas or behaviours to make them suitable for a new situation
2. self-sufficient – able to care of yourself or deal with problems without help from others
3. adulthood – a phase of life that starts when people are 20
4. self-discovery – the process of learning about yourself and your beliefs
5. pursue – if you pursue a plan you try to do it or achieve it
6. adolescence – a phase of life between the ages of 10 and 19
7. retirement – a period of life when people stop working as they are over 60
8. double down (on something) – increase one's efforts or focus on doing something

2. Have students read the comments again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word.

When they complete the task, ask them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

1. **adapt to (v.)**

situation

- b)** change your ideas or behaviours to make them suitable for a new

2. **self-sufficient (adj.)**

others

- a)** able to care of yourself or deal with problems without help from

3. **adulthood (n.)**

- a)** a phase of life that starts when people are 20

4. **self-discovery** (n.) **b)** the process of learning about yourself and your beliefs
5. **pursue** (v.) **a)** if you pursue a plan you try to do it or achieve it
6. **adolescence** (n.) **a)** a phase of life between the ages of 10 and 19
7. **retirement** (n.) **b)** a period of life when people stop working as they are over 60
8. **double down**
(on something) (phr. v.) **a)** increase one's efforts or focus on doing something

3. Ask students to complete the sentences with the words/phrases from Task 1. Remind them that they might need to change word forms.

Students should do the task individually and then compare their answers in pairs.

Answers:

- Studying abroad from an early age made him become **self-sufficient** at an early age.
- Adolescence** is a phase of life that comes after childhood.
- He decided to take an early **retirement** and have a world tour with his family.
- It took me a while to **adapt to** my new life in Los Angeles.
- This year he has **doubled down on** his efforts to enter the university.
- If you set a new goal, do your best to **pursue** that goal and you will make it in the end.
- She describes this painful experience as the start of her **self-discovery** journey.

Note: Explain to students that knowing word forms helps with sentence construction. Teach them the word forms of the new vocabulary items. Provide students with some examples and encourage them to make sentences using different word forms.

Person	Period
child Example: <i>When I was a child, I was very shy.</i>	childhood Example: <i>I spent most of my childhood in England.</i>
adolescent / ˌædəˈlesənt/ Example: <i>As a teacher, I mostly enjoy teaching adolescents.</i>	adolescence / ˌædəˈlesəns/ Example: <i>She is researching stress related problems in adolescence.</i>
adult / ˈædʌlt/ Example: <i>This show is only for adults.</i>	adulthood / ˈædʌlθʊd/ Example: <i>Most people start living away from their family, once they reach adulthood.</i>

Noun	Verb
discovery	discover
retirement Example: <i>Many people take early retirement in their fifties.</i>	retire Example: <i>My grandfather is 65 and he is going to retire soon.</i>

Reading

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 stages of life.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

Optional warmer:

Write these numbers and words on the board and ask students to match the ages with the periods.

7	young adulthood
16	retirement
22	childhood
70	adolescence

Answers:

7 - childhood; 16 - adolescence; 22 - young adulthood; 70 - retirement.

1. Students are going to read the text and do the following tasks. Before they start reading the text make sure that they know the meaning of these words. Elicit their meanings. In case they don't know them, you can refer them to the word list on page 210, in Course Book. (Unit 7, Reading Word Lists.)

Possible Blocking Words:

acceptable (adj.) /æk'septəbəl/ considered by most people to be reasonable, or to be something that can be allowed

circumstance (n) /'sɜ:kəmstɑ:ns/ a fact or condition that affects a situation

commit (v.) /kə'mɪt/ to promise or give your loyalty or money to a particular principle, person or plan of action

function (v.) /'fʌŋkʃən/ to work or operate

stuck (adj.) /stʌk/ in a difficult situation, or unable to change or get away from a difficult situation

legacy (n.) /'legəsi/ something that someone has achieved and that continues to exist after they stop working or die

maximise (v.) /'mæksɪmaɪz/ to make something as great in amount, size, or importance as possible

mission (n.) /'mɪʃən/ any work that someone believes it is their duty to do

pass on something (phr.v.) /pɑ:s ɒn sʌmθɪŋ/ to give something to someone who lives after you die, usually a person in your family

trial and error (n.) /'traɪəl ənd er.ər/ a way of achieving an aim or solving problem by trying a number of different methods and learning from your mistakes

Once students have finished doing the task, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. a)
2. b)
3. c)
4. d)

2. Ask students to look back at the text again and find the answer to the questions. Once students are ready, put them in small groups and ask them to share their answers with each other.

Suggested answers:

1. People want to be autonomous and self-sufficient adults. Older adults help them reach this point through supporting their ability to make decisions and take actions themselves.
2. The word “one” refers to the things that people try doing.
3. In this stage, people say goodbye to their old dreams that are clearly not coming true and then they double down on what they’re best at and what is best for them. This might help them to be successful.
4. In this stage, people want to be sure that their legacy will continue. This could be as simple as supporting and advising their children what to do or passing on their projects, or maybe just by teaching someone the secrets of their job.

3. Have students discuss the questions with a partner. While they are doing the task, monitor and provide assistance if necessary. Once students are ready, nominate random students to share their ideas with the whole class.

Note: If you have a weaker class, first, brainstorm ideas about the question and write some on the board. This will make the execution of the task easier.

Students' own answers.

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

Note: If you have a weaker class, first, on the board, write the questions – *What makes a successful teenager?; How can they achieve that?.* Have them brainstorm the ideas and write key words on the board. Then ask them to prepare for their roles.

Grammar A

Aims: By the end of the lesson, students will be better able to report their classmates' speeches.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.3. 4.1.4.

1. Ask students to discuss the questions in pairs.

- Is it important to study hard in order to succeed in an exam? Why or why not?
- How do you feel when you have a lot of lessons?

Encourage them to justify their ideas. Once they are discussing the questions, monitor and help students if necessary. After students have finished discussing, nominate random students to share their ideas with the whole class.

2. Ask students to look at the picture in Task 2 and guess who those people are and what they are doing? Beforehand, inform them that they shouldn't read the text yet. Once students finish brainstorming, ask them to read the conversation very quickly and check if their answers were true or not. (Suggested answer: The woman is a psychologist and the boy is a student. NOTE: All similar answers are accepted.)

Have students read the conversation again and decide if the sentences are True, False or Not Given. Ask students to do the exercise individually and then check their answers with a partner. Feedback as a class.

Answers:

1. True.
2. Not Given.
3. False. (Mrs Gambarova recommended Mrs Ismayilova to Seymour's parents.)
4. True.

3. Have students look back at the dialogue and answer the question in Task 3.

Note: The task might seem challenging to students. If so, it is advisable to start doing the task together as a class. Write one of the target sentences on the board and underline the verb. It will definitely help them to fulfil the task. (He said that he had talked to the psychologist Mrs Ismayilova.)

Answers:

said, told, mentioned



Reported Speech

Before you ask students to do Task 4, refer them to Grammar Target on page 184.

Note: Reported Speech is a completely new grammar for the students; thus, take as much time as necessary. Even if there are example sentences in the book, it is advisable to write some of them on the board and highlight the key structures.

Kamila **said that** she would take her driving test the following week.

Kevin said to me that he wouldn't come to the party.

Kevin told me that he wouldn't come to the party.

Kevin said (that) he wouldn't come to the party.

While explaining the usage of “tell” and “say”, draw their attention to the “We don't say” section of the Grammar target.

4. Ask students to find examples of Reported Speech in the dialogue in Task 2. Once they are ready, nominate random students to write the sentences on the board and underline the reporting verbs and tense changes. Elicit the initial forms of the tense changes.

Our Chemistry teacher Mrs Gambarova told us that it ^{is} was because of the exam stress and a lot of students had such problems.

5. Have students change the sentences into Reported Speech. Tell them that they can refer to the Grammar target on page 184, if necessary. Get them to compare their sentences once they finish doing the task. Then write the correct answers on the board highlighting reporting verbs and changes. Encourage them to ask questions if they need clarification on any sentences.

Answers:

1. Rauf **said** that Jamal had **talked to** the doctor **the day before**.
2. Alina **says that she** loves ice-cream with caramel.
3. She says **that** it is cold for **her**.
4. He **said** she **was taking** an exam **the next day**.

6. The students are again changing the sentences into Reported Speech. They do the task individually and have a pair check once they are ready. Write answers on the board highlighting the changes. It will make it easy for them to better understand the rules.

Answers:

1. Kamran said that **he was** going to meet Jeyla at 3 o'clock.
2. Angela said **she had had** a job interview **the day before**.
3. Ella said that **she would** call her.
4. Aiko said that she couldn't adapt to **her** new life.
5. Nur said that **she had** talked to the professor.
6. Umid said that **he had** to buy a new uniform.

Note: that can be omitted.

7. Tell students that there are mistakes in each sentence. They should find those mistakes and correct them. The task is better to be done individually.

Answers:

1. Berta told ~~to~~ me that she had met Kevin in the hall.
2. Jonatan said ~~her~~ ^{that/to her} he had no free time that day
3. Leo said that he ~~will~~ ^{would} visit his grandparents ~~the next week~~ ^{the following week}.
4. Meltem said she ~~wants~~ ^{wanted} to have a meeting with the whole class

8. Ask students to write 5 questions to ask a classmate. Monitor and help them with the task if necessary. Then divide students into pairs and have them ask each other their questions. Tell them to make notes of their partner's answers. Once they have finished, change their partners and ask them to report the first partner's answers to the new partner.

Note: With weaker classes, you might want to give students some time to change their first partners' answers into Reported Speech in a written form before they start reporting the answers to the new partners.

Grammar B

Aims: By the end of the lesson, students will be better able to report orders, requests and suggestions.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.4.

Optional task to start the lesson

Write this question on the board and discuss it with the whole class.

- Who do you share your problems with? Why?

Possible blocking words:

dedicate (v) /'dedɪkeɪt/ to give all of your energy, time, etc.

perfectionist (n) /pə'fɛkʃənɪst/ a person who wants to be perfect and demands the highest standards possible

trap (n) /træp/ a dangerous or unpleasant situation which you have got into and from which it is difficult or impossible to escape

1. Have students match the problems to the doctors' advice. Students do the task individually and then compare their answers in pairs. Check answers as a class.

Answers:

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

2. A. Ask students to listen to the recording and complete the sentences. Remind them to use no more than three words. Before you start playing track 22, have them read the sentences. When they are ready, check the answers.

Answers:

1. The doctor explained that it was better to **spread studying time** well throughout the day.
2. The doctor suggested that I should prepare for my lessons at the **exact time** every day.
3. The doctor recommended I keep a **track of hours** I study during the day.
4. The doctor advised me to self-talk **positively**.
5. The doctor warned me not to try to be **without mistakes** all the time.
6. The doctor asked me to **take mistakes easy**.

Track 22

1. The doctor explained that it was better to spread studying time well throughout the day.
2. The doctor suggested that I should prepare for my lessons at the exact time every day.
3. The doctor recommended I keep track of the hours I study during the day.
4. The doctor advised me to self-talk positively.
5. The doctor warned me not to try to be without mistakes all the time.
6. The doctor asked me to accept my mistakes.

B. Once you have checked the answers, have students match these sentences to the doctors' advice in Task 1. Students could do this exercise individually or in pairs. Encourage them to mention the words/phrases that helped them while matching the sentences to the doctors' advice. Feedback, clarifying any issues which arise.

Answers:

1. B. Dr Thomas (**key expressions** – spread studying- distribute your preparation)
2. B. Dr Thomas (**key expressions** – at the exact time- at around the same time)
3. C. Dr Nyssa (**key expressions** – keep a track of hours - make notes of the time you study)
4. A. Dr Kant (**key expressions** – to self-talk positively - praise yourself)
5. C. Dr Nyssa (**key expressions** – not to try to be without mistakes - don't expect to be perfect)
6. A. Dr Kant (**key expressions** – to take mistakes easy - don't blame yourself for mistakes)

3. Get students to change the second sentences into Reported Speech. Refer them to the sentence structures in Task 2 to get help. Once they are ready, provide whole class feedback.

Answers:

1. The doctor warned me not to blame myself for mistakes
2. The doctor asked me not to be perfect.
3. The doctor suggested that I take a piece of paper and make notes of the times I studied during the day.
4. The doctor recommended I distribute my preparation over the day.

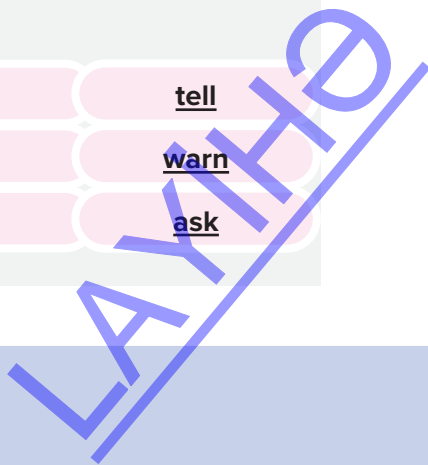
Before you ask students to do Task 4, refer them to Grammar Target on page 186.

Write these sentences on the board and explain the grammar rule highlighting the target structure.

4. Elicit some more sentences from students and then have them do task 4. Students could do this task individually or in pairs. They should choose the appropriate introductory verbs for each sentence. Check the answers as a class.

Answers:

- | | | |
|---|--|-------------|
| 1 | "Do your homework," said Gunel to Ali. | <u>tell</u> |
| 2 | "Don't eat junk food," said the doctor. | <u>warn</u> |
| 3 | "Could you please give me a pen?" said the girl. | <u>ask</u> |



- | | | |
|---|--|----------------|
| 4 | "We can go to the museum as well," said Ayla. | <u>suggest</u> |
| 5 | "You should go to the doctor," said the teacher. | <u>advise</u> |
| 6 | "Stop filming," said the guide. | <u>order</u> |

Once you have finished checking answers, ask students to change the sentences into Reported Speech using the introductory verbs. Get students to do this task individually and then compare answers with a partner. Provide whole class feedback at the end. It is advisable to write the sentences on the board.

Answers:

1. Gunel told Ali to do his homework.
2. Doctor warned me not to eat junk food.
3. The girl asked for a pen.
4. Ayla suggested going to the museum as well./ Ayla suggested that we go to the museum as well.
5. The teacher advised me to go to the doctor.
6. The guide ordered us to stop filming.

5. Ask students to read the sentences and change them into Reported Speech. Have them refer to Grammar Target on page 186 if they need help. Get students to do this task individually and then compare their answers with a partner. Provide whole class feedback at the end. It is advisable to write the sentences on the board.

Answers:

1. Ali suggested going to the park.
2. Kevin advised Hasan to sleep earlier.
3. Jahan asked for a cup of tea.
4. The security guard ordered the students to show their ID cards first.
5. Mom told his son not to sleep late.

6. Divide students into pairs and refer Student A to page 172 and Student B to page 173.

First, each of them should change the sentences into Reported Speech. Tell them not to pay attention to the sections with question marks yet. While they are doing the task, monitor and help if necessary.

Then draw their attention to the question marks on their worksheets and tell them that to know what people said they need to ask each other questions. Have them work together. Monitor and help if necessary.

Listening

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific information by listening to the talk about working with different age groups.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 4.1.1. 4.1.3.

1. Discuss the first question as a class. Encourage them to justify their ideas.

- Is it good to have friends of all ages? Why? Why not?

Then put students in pairs and ask them to discuss the second question.

- Is it easy to build friendships with younger or older people? Why? Why not?

2. Tell students that they are going to listen to a teacher working at the Skills Centre. She is talking about working with young learners, adolescents and elderly people. Students should listen and complete the gaps. Play the recording and have students do the task individually and then compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. variety
2. innocent
3. curious
4. creative
5. ups and downs

6. advice
7. ageing process
8. human experience
9. compliment

Track 23

As I work at the Skills Centre, I have the opportunity to work with people of different ages. Each age group affects my life differently. For example, working with kids and children always brings variety to my life. No single day is the same! They are so innocent and kind-hearted that working with them motivates me to be a better person. Children are, by nature, very curious. With all the questions they ask, sometimes I realise that I don't know the answer to the most simple questions and very often I find myself looking for answers in books or on the internet.

Teens have a unique worldview. I love the chance to see life through their eyes! Their creativity and ability to think outside the box inspires me and I find myself more creative day by day. The teenage years can often be a turning point in people's lives. I often compare their life with a rollercoaster hitting so many ups and downs and moving at full speed. Without the proper positive influences, they often take risky decisions. I am happy that I can become friends with my adolescent students and they seem to listen to my advice.

When it comes to working with the elderly, I love learning from their experience. Most elderly people have lived full and fascinating lives and working with them gives me valuable understanding of the ageing process, which helps me think about what matters most to me in life. Their memories also take me into a different time and I understand more about history as well as the human experience over time. They are also often quite willing to show their gratitude, thus they often compliment and thank me, which makes my day.

3. Ask students to read the script on page 196 and guess the meanings of the phrases. Students do the task individually and then compare their answers in pairs. Check answers as a whole class once students have finished comparing their answers.

Answers:

- | | |
|--|---|
| 1. to find yourself doing something | 4. to be willing to do something |
| b) to realise that you are doing a thing, when you didn't intend to | b) to be happy and ready to do something |
| 2. to see through someone's eyes | 5. to show gratitude |
| a) to think about or see something the way that another person sees it | a) to express one's anger to another person |
| 3. to think outside the box | |
| a) to think imaginatively using new ideas | |

4. Divide students into small groups and have them look at the photos and discuss the questions. While they are discussing the questions, monitor and take notes to be discussed in the feedback stage.
5. Divide students into groups of three, Student A, B and C. Ask each student to read their roles and take some time to prepare for their speech. Remind them that they should also ask their partners questions to encourage them to speak more about their jobs, thus, it is advisable to prepare some questions in advance. While students are preparing for their speech, monitor and provide assistance if necessary.

Note: If you have weaker classes you could first, have all Student As, Bs and Cs work together, brainstorm and make notes and then prepare for their speech. This will ensure easy execution of the task. Once they have finished working in the same grouping match them like Student A, B and C and have them role-play the situation.

Writing

Aims: By the end of the lesson, students will be better able to write a classification paragraph about one of the suggested topics.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4

Refer students to the table containing information about classification paragraphs. Explain to them their purpose and different uses. Also,

Classification Paragraphs

Purpose: A **classification paragraph** categorises ideas into specific groups according to some basis or rule.

Uses: A classification paragraph can be used to do the following:

- show the different types or categories of something.
- differentiate between the parts of something.

NOTE: The topic sentence of a classification paragraph has two parts: the topic and the basis of classification. This is also the controlling idea. It controls how the writer approaches the subject.

1. Ask students to think about 2 or 3 of their friends and make notes about the questions. While they are making notes, monitor and help if necessary.

- Do they all have anything in common? What is it?
- How are your friends different from each-other.

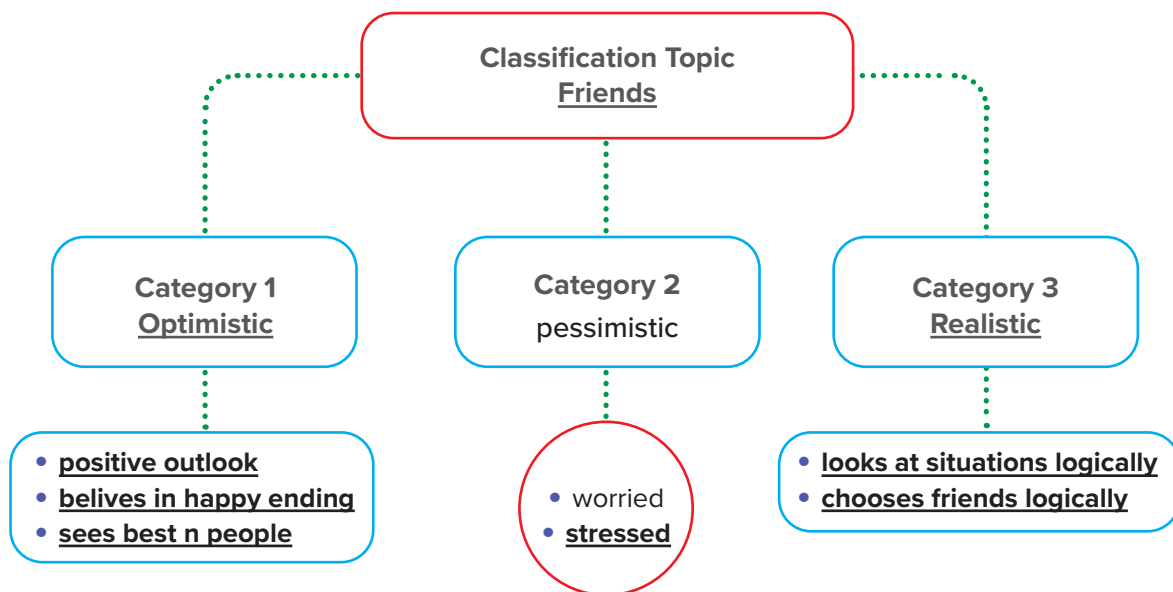
After they have finished the task, divide them into pairs and have them discuss the questions with a partner.

Note: with stronger classes, you could ask them to discuss the questions with a partner without any preparation.

2. Have students draw a table similar to the one given in the book and then ask them to read the classification paragraph and complete the table. Tell them that the key words provided in the table will guide them to do the task. Once students have finished the task, put them in pairs and get them to compare their answers.

Answers:

Organizing a Classification Essay



3. Refer students to the first grouping and ask them this question: *Which of the below mentioned things cannot bring success in the exam?* Elicit the correct answer and encourage them to justify their reasons very briefly.

Then ask students to fulfil the task on their own. Tell them that in each group, there is only one item that has not been classified on the same basis. Once students have finished doing the task, check the answers as a class.

Answers:

Success in the exams	Friends at adolescence	Entertainment for teenagers
1. being hard-working	1. classmates	1. eating fruit
2. planning each day	2. neighbours	2. playing online games
3. giving a rest to your brain	3. virtual friends	3. hanging out with friends
4. sleeping all day long	4. cousins	4. doing or playing sports
5. analysing your mistakes	5. video games	5. organising parties

3. Have students choose one of the topics from Task 3 and write a classification paragraph. Tell them that they don't have to include all the categories. 3 different categories is a good merit.

Note: This task can be set as a homework as well.

4. Once students have finished writing their classification paragraph, get them to exchange their paragraph. Refer them to the Classification Paragraph checklist and ask them to write suggestions to their partners to improve their paragraph.

Time to watch

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific and detailed information by watching a news programme about two different generations.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 3.1.1. 3.1.2. 3.1.4.

The aim of this section is to provide further practice in listening skills. In the classrooms equipped with smartboards, this section can be done during the class time. However, if you don't have the necessary equipment to show the videos during the lessons, it can be set as a home assignment.

1. Tell the class to read the text about generation gap. As they read the text, they should answer the questions.

If necessary, clarify these words:

conciierge (n) /ˌkɔːnsɪˈeɪʒ/ someone who is employed to do jobs, such as shopping for other people

extended family (n) /ɪksˈtendɪd ˈfæməli/ a family unit that includes grandmothers, grandfathers, aunts, and uncles, etc. in addition to parents and children

generation gap (n) /ˌdʒenəˈreɪʃən ɡæp/ a situation in which older and younger people do not understand each other because of their different experiences, opinions, habits, and behaviour

mobile (adj) /ˈməʊbaɪl/ able to move easily, or be easily moved

relate to sth /rɪˈleɪt tə sʌmθɪŋ/ to understand a situation or someone's feelings because you have experienced a similar situation or similar feelings

senior /ˈsiːniər/ older

Answers:

1. Generation gap refers to the differences between generations that cause conflict and make communication better.
2. The term was first used in the 1960s.
3. The invention of television and movies, caused the start of differences between younger and older generations.
4. The top areas of disagreement between young and old are the use of technology and taste in music.
5. The older generation is likely to be proud of the younger generation's progress in technology, rather than to view it as a problem.

Some of the words in the *NOTE* section are used in the video. It is advisable to have students get acquainted with those words. Refer students to the *NOTE* section and have them find the name for their generation. If time allows, ask them to discuss the question with their partners.

- How is your generation different from the previous generation?

NOTE!

Generations defined by name and birth year in 2022

Gen Z – Born between 1997-2012

Gen X – Born between 1965-1980

Millennials – Born between 1981-1996

Baby Boomers – Born between 1946-1964

Before students watch the video, tell them not to panic when they listen to an authentic speech and not to try to understand each word. They should stay relaxed and keep listening. Have them read the sentences before they start watching the video. As they watch, they should complete the sentences.

2. Have students read the sentences and then play the first part of the video. Students should complete the sentences individually and then compare their answers with a partner. If necessary, the video can be played more than once.

Answers:

Courtney Kershaw is 1) **24** years old.

Dorothy Stone is 2) **89** years old.

They visited 3) **nail saloon** and 4) **grocery store**.

Kershaw works for the concierge business called 5) **Capable Living**.

All the employees in that business are 6) **young**.

The goal of the company is to 7) **build bridges** between millennials and senior citizens.

Amanda Cavaleri founded the company when she was just 8) **20** years old.

In 10 years, millennials will make 75% of the 9) **work force**.

3. Have students read the questions and then play the second part of the video. As students watch the video they should answer the questions. Get them to compare their answers once they have finished doing the task. If necessary, the video can be played more than once.

Answers:

1. These younger older connections are very important to us to grow as a society.

2. The goal is to get high school volunteers to work with seniors on computer and internet issues.

3. He showed MacKenzie how to go to YouTube and listen to rap songs.

4. To have the power to help elderly people with technology and mutual learning processes.

5. Cavaleri's future project is to develop a smartphone app so millennials can interview, record and preserve the stories of senior citizens.

4. Divide students into small groups and have them discuss the questions. Encourage them to justify their answers by providing real examples. While they are doing the task, monitor and make notes to be discussed in the feedback stage.

Use of English

Aims: By the end of the lesson, students will be better able to develop their test-taking strategies.

Answers:

1

People are born to live and create. Some prefer living a quiet life, whereas others love experimenting and finding new **0) fascinations** in life. Life is a kind of journey full of **1) discoveries** for such people. Of course, not all **2) experimentations** they try are successful. Some people can have painful experiences during the process. Sometimes they need **3) consultation** with other people no matter whether they are older or younger than them. In such cases, those people's **4) kindness**, their own **5) patience** and willingness to succeed help them to make it till the end. Sometimes no matter how hard they've tried they still fail. However, most people are so strong that they **6) regain** their power back and continue pursuing their aims. It is also true that some people cannot find the **7) strength** to continue from where they have stopped. They need a helping hand from the people around them. Let's be kind to others and show them the attention they need and the **8) gratitude** they express in return will definitely make your day.

2

1

- a. She advised I stopped thinking about negative things.
b. She advised me to stop thinking about negative things.

2

- a. He told me to leave the room.
b. He told me leave the room.

3

- a. Jahan recommended me to go to the cinema.
b. Jahan recommended going to the cinema.

4

- a. She said that she wants to volunteer.
b. She said that she wanted to volunteer.

3

1. When you grow older, it becomes difficult to adapt to new conditions easily.
2. Don't give up! Instead, double down on what you want to achieve.
3. When you plan things, never forget leaving room for changes.
4. As we grow older, we get rid of unnecessary doubts about life.
5. Once teenagers are committed to their goals, nothing can stop them.

4

When I graduated **0) from** the university, I immediately started job hunting. Unfortunately, things didn't go **1) well** for me. Most available jobs in the market were office jobs where I had to do boring things all day long, **2) which** wasn't for me. **3) By** nature, I am an active and creative person. So, I **4) was** willing to find a job which could involve working on different projects with different people at different places. However, I wasn't able to find such a job, no matter **5) how** hard I tried. Thus, I just gave up. One day when I was sitting in the park, an old lady sat next to me. She had a book in her hand. I was really surprised **6) when** I saw the title of the book – Improving your abilities is never late. I started a conversation with that lady and I felt how much I wanted to talk **7) to** someone like her. Every day, I met that lady in the park and we became good friends. As she knew my problems, she suggested **8) that** I set up my own company. I was very realistic and I knew that I didn't **9) have** the necessary skills to start my own job. But her suggestion gave me hope and I started to work on myself and soon I found myself more responsible and self-confident. As a result, I was able to find a very good job. Three years later, I had enough money to realise my dream and I started my own company. Now I help young people **10) with** their business ideas.

Mistake Detector

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



1. Nobody reaches late ^{adulthood} ~~adult~~ without a number of trials and experimentations. That's what makes them more knowledgeable about life.
2. My granddad's advice changed my life when I was in my twenties. He advised me ~~to open~~ a small studio where I could sell my paintings.
3. He has decided to travel the world in his ^{retirement} ~~retired~~. He will take one of his grandchildren with him as he can speak three foreign languages well.
4. In ^{adolescence} ~~adolescenhood~~, teens develop from children to adults, they're trying to find their voices and places in this world. This is the period when they also start being ^{self-sufficient} ~~themselves-sufficient~~.
5. My teacher always ^{pursue} ~~told us to pursuing~~ our goals in this life even if they seem unrealistic.
6. Suddenly, ^{ordered/told} the boss ~~said~~ everyone to leave the room. Though people were confused, they followed his order and left the room.
7. The biggest problem in our society is that we are not able to ^{see} ~~look~~ the world through someone else's eyes
8. If you want to succeed, it is very important not to give up pursuing your goals.
9. Children and elderly people ~~are~~ more willing to build friendships and spend time together with their friends.
10. In the course, young mothers learn how to encourage their children to show ^{gratitude} ~~grateful~~ in different ways. People believe that if children are thankful, they lead a happier life.

UNIT 8

Happiness

Topic: Happiness

Hours: 14

Skills: Reading, Listening, Speaking, Writing

Grammar: Reported Speech Yes/No and WH questions

Vocabulary: Words and phrases related to happiness

Type of Paragraph: Definition Paragraphs

Focus on the topic

Have students look at the pictures and brainstorm their ideas about the events that the activities show.

- What activities do these pictures show?

Suggested answers:

1. Listening to music
2. Talking to friends/ Hanging around with friends
3. Volunteering/Packing clothes for people in need
4. Walking in the rain

Once the class has finished brainstorming their ideas about the first question in an open class, put students in small groups and ask them to discuss the second and third questions. While they are discussing, monitor and provide assistance if necessary.

- Why do you think that these activities make these people happy?
- How can feeling happy affect their day?

Answers may vary.

At the end feedback as a class.

LAYIHƏ

Vocabulary

Aims: Students will be better able to guess the meanings of the words/phrases from the context.

Standards: 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Tell students that they are going to read 4 forum comments about different topics. Students should read the comments and say which topics have been mentioned by the people. Ask students to compare their answers in pairs before you provide whole class feedback.

Answers:

- | | |
|-------|-------|
| 1. b) | 3. f) |
| 2. a) | 4. e) |

2. Have students read the comments in Task 1 again paying attention to the boldfaced words. Ask them to choose the best definition that matches the meaning of each boldfaced word. Have them compare their answers in pairs once they have finished doing. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

- | | |
|--|---|
| 1. boost (v.)
If you boost your self-confidence, | a) you increase it. |
| 2. extend to (phr. v)
If something extends to all your life, it | a) affects all aspects of your life. |
| 3. seek (v.)
If you seek something, | b) you try to get or find it. |
| 4. peer (n.)
Your peers | a) are the same age or have the same position as you. |
| 5. alter (v.)
If something alters your life, | a) it makes your life boring. |
| 6. ease (v.)
If something eases your problems, | b) they become even stronger. |
| 7. count (v.)
If something counts more for you, | a) it is important and valuable for you. |
| 8. maintain (v.)
If you maintain something, | b) you continue having it. |

Track 24

1. **boost** – If you boost your self-confidence, you increase it.
2. **extend to** – If something extends to all your life, it affects all aspects of your life.
3. **seek** – If you seek something, you try to get or find it.
4. **peer** – Your peers are the same age or have the same position with you.
5. **alter** – If something alters your life, it changes your life.
6. **ease** – If something eases your problems, they become less difficult or painful.
7. **count** – If something counts more for you, it is important and valuable for you.
8. **maintain** – If you maintain something, you continue having it.

3. Ask students to complete the sentences with the words from Task 1. Remind them that they might need to change word forms. Students should do the task individually and then compare their answers in pairs.

Answers:

1. Entering the university has altered my life completely. I have a more interesting life now.
2. Her children count more to her than anything else in the world.
3. He paid more attention to his relationship with his peers.
4. Finding happiness is not always as difficult as maintaining it.
5. When you wake up energetic, it extends to all your day.
6. If you want to boost your energy, just do some sport.
7. She never refuses to help those who seek advice from her.

Note: It is advisable to teach students the most common collocations of the new vocabulary, specially those which will be used throughout the unit. Here are some of them.

boost + noun collocations

to boost	one's energy one's self-confidence one's happiness one's performance the quality of something
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ease + noun collocations

to ease	the problem the pain the burden
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Reading

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 happiness.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.4.

1. Put students in pairs and ask them to discuss the questions. While they are discussing, monitor and provide assistance if necessary. When students are ready, nominate random students to share their partners' answers with the whole class.
2. Tell students that they are going to read 4 different paragraphs about happiness. They should read the text and answer the questions by choosing one paragraph. Before they start reading the text make sure that they know the meaning of these words. You can elicit their meanings, in case they don't know them, you can refer them to the word list on page 212, in Course Book. (Unit 8, Reading Word Lists.)

Possible Blocking Words:

come across (phr.v) /kʌm ə'krɒs/ find something by chance

community (n) /kə'mju:nəti/ a group of people who have common interests, religion, etc.

loneliness (n) /'ləʊnlɪnəs/ the state of being alone

pull sb down (phr.v) /pʊl sʌm.bə.di daʊn/ if something pulls you down, it makes you feel unhappy or physically weak

self-doubt (n) /self daʊt/ a feeling of not having confidence in your abilities and decisions

to be on the brink of sth /tə bi ɒn ðə brɪŋk əv 'sʌmθɪŋ/ extremely close to

Once students have finished doing the task ask them to compare their answers in pairs. Encourage them to justify their answers by showing exact lines in the text.

Once they are ready, check answers as a class.

Answers:

1. C (If you are pleased with yourself and your choices, and with the person that you are, that is where your happiness starts.)
2. B (At first, the idea seemed very funny and I just wanted to have some fun by applying it.)
3. A (For me, sometimes happiness is a day of just being in nature and breathing fresh air or just remembering a memory that makes me smile.)
4. D (To my mind happiness is connecting with others. When I think of myself as a part of a community.)

5. A (It's time to alter your way of thinking.)
6. D (So, I feel happy and it makes me more productive and creative. This effect extends to all my life.)
7. C (You might think that my life is awful. But it is not. I do my best to solve my problems without letting those problems pull me down.)
8. B (If you are seeking happiness, just try expressing your gratitude, you won't regret it!)
9. A (But isn't this a way of putting off happiness into the future instead of living a happy life now? It's time to alter your way of thinking.)

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

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

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

Find someone who...	Names	Extra notes
<ul style="list-style-type: none"> • thinks walking in the open air is happiness for him/her. • finds happiness in everyday activities like doing sport or eating. • thinks shopping makes him/her happy. • becomes happy by helping others. • becomes happy when he/she gets together with his/her friends. • thinks happiness is succeeding. • always feels cheerful. • can easily get upset. 		

Tell students that they need to ask their classmates questions.

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

Do you feel happy when you walk in the open air?

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

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

Grammar A

Aims: By the end of the lesson, students will be better able to report Yes/No questions.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.4.

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

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

2. Ask students to read the email and answer the questions. Remind them that some questions don't have answers in the text. Students do the task individually and then compare their answers in pairs.

Feedback as a class.

Answers:

1. Who is the email written by? – **The email is written by Mia.**
2. What is the relationship of Edvin and Mia? – **There is not an answer to this question in the text.**
3. When did the interview take place? – **The interview had taken place one day before Mia wrote the email.**
4. Who helped Mia to prepare for the interview questions? – **Edvin helped Mia to prepare for the interview questions.**
5. In which country do Mia's relatives live? – **There is not an answer to this question in the text.**
6. When is Mia's flight? – **There is not an answer to this question in the text.**
7. What is Mia's research about? – **Her research is about the differences of students' lives in the 2 top happiest countries of the world?**
8. What country is Mia planning to go first? – **She is planning to go to Finland first.**

3. Ask students to look back at the email and complete the task. Have students do the task individually. Check answers once students finish doing the task. Write the questions on the board as you might want to explain the grammar rule referring to those questions.

Answers:

1. "Are you travelling with your **family members?**"
2. "Do you have any **relatives or friends** who live in the Schengen Area?"
3. "Have you booked your **flight?**"

Before you start doing the rest of the tasks on page 139, refer students to Grammar Target on page 187

Note: Students have already learned Reported Statements, Orders, Requests and suggestions and in this unit they are going to learn about Reported Yes/No questions. Even if there are example sentences in the book, it is advisable to write some of them on the board and highlight the key structures.

Introduce the structure – **Subject** + **asked** + **if** (or **whether**) + **a clause**

Then refer students to the underlined sentences in the email. Copy those sentences on the board below corresponding direct questions. Highlight the key structures.

“Are you travelling with your **family members?**”

They **asked** **if** I **was** travelling with my family members or not.

“Do you have any **relatives or friends** who live in the Schengen Area?”

They also **wanted to know** **whether** I **had** any relatives or friends living in the Schengen Area.

“Have you booked your **flight?**”

They also **asked** **if** I **had** booked my flight or not.

Elicit some sentences from students and then draw their attention to the “Important notes” section in the Grammar Target box. Ask questions to ensure that they have understood the notes.

4. Ask students to look at the questions and complete the second sentence with the right forms of the verbs. Students do the task individually and then compare their answers in pairs. Once they are ready, check the answers. It is advisable to write the sentences on the board. You might ask random students to come and write the sentences on the board together with the correct answers.

Answers:

1. She asked if I **went** to yoga classes.
2. She wanted to know if I **had visited** any foreign countries.
3. He asked if I had **had funny** friends in my childhood.

5. Have students look at the questions and complete the sentences. Tell them that they can refer to the Grammar target on page 187, if necessary. Get them to compare their sentences, once they finish doing the task. Then write the correct answers on the board highlighting the key structures. Encourage them to ask questions if they need clarification on any sentences.

Answers:

1. Jamal asked if I was a part of the student community.
2. Selma asked if I had tried walking in the rain.
3. John asked whether I often met with my friends.
4. Mirana wants to know if we could meet the next day.

6. In this task, students should read the reported questions and guess the direct questions. They do the task individually and have a pair check once they are ready. Write answers on the board highlighting the changes.

Note: With a stronger class, students could do this task with little or no support. If, however, students require more support, first, elicit the possible changes and highlight them. These are mainly tense forms, pronouns and adverbs. It will make the task easier for them.

Answers:

1. Jeyla asked, "Have you finished your project?"
2. Audrey asked, "Can you play any musical instrument?"
3. Hasan asked, "Did you meet Kira yesterday?"
4. Ulvi asked, "Are you going to the conference?"

7. Explain to students how to play board games. You will need dice for this activity.

Refer students to page 174, and tell them that they are going to play a game in small groups. They should first choose a small object for themselves. These can be coins. Remind them that they need to have different objects from each other. Once they are ready, give them their dice and ask them to take turns to throw the dice and make their move and report the questions or guess the questions. If they can do so, they put their objects on the corresponding slot on the board game, If they can't, they go back to their previous slot.

Grammar B

Aims: By the end of the lesson, students will be better able to report Wh questions.

Standards: 1.1.1. 1.1.2. 2.1.1. 3.1.2. 3.1.4.

Optional task to start the lesson

Write these questions on the board and ask students to discuss them in pairs or in small groups.

- Have you ever taken a survey? What was it about?
- Can surveys help us define the happiness level of students? How?

Note: Before students start doing Task 1, Elicit the meanings of the below mentioned words. If they don't know these words, it is advisable to clarify their meanings.

Possible blocking words:

frustration (n) /frʌs'treɪʃn/ the feeling of being annoyed or less confident because you cannot

achieve what you want or something that makes you feel like this

morning person /'mɔːnɪŋ 'pɜːsən/ someone who feels awake and full of energy in the morning

1. Tell students that they are going to read a part of conversation between Ava and Gabil. Students should read the conversation and decide if the given statements are True or False. Have them compare their answers in pairs, before you start checking the answers. Encourage students to justify their answers.

Answers:

1. F (Gabil was interviewed at school, not Ava.)
2. T (They were related to our everyday life and how we feel in different situations.)
3. F (So, it is not morning when I feel most happy.)
4. T (I am sure I have never cried tears of joy.)

2. Ask students to look at the numbered sentences in the conversation and answer the questions

Answers:

- a) a direct question – a person asks his/her question? – **What was it about?**
- b) an indirect question – a person reports another person's question? – **For example, they asked which words we related to happiness.**

3. Have students look at the conversation again and find other examples of direct and indirect questions. Students do the task individually and then compare their answers with a partner.

Once they are ready, check the answers as a class.

Answers:

direct questions	reported questions
1. What other questions did they ask?	1. They asked what time of the day I felt most happy.
2. Were there any questions you couldn't answer?	2. They asked when I had cried out of happiness.

Elicit the structure for the WH question and write it on the board. Below the structure, write a WH question. Then change it into a reported question and introduce the structure.

Direct WH question	Reported WH question
Question word + auxiliary + subject + verb	Subject + asked + question word + a clause
Interviewer, "What time of the day do you feel most happy?"	The interviewer asked what time of the day I felt most happy.

Before you ask students to do Task 4, refer them to Grammar Target on page 188. Draw their attention to the Important Notes section and give them some time to read the rules. Ask them some questions to make sure that they have understood the rules.

4. Have students read the direct questions and then report them accordingly. Students do this task individually and compare their answers in pairs. Check the answers as a class. It is advisable to write the correct sentences on the board. It can be done by the teacher or students.

Answers:

1. Kamran asked me what volunteering activities I had done.
2. Audrey asked the class who wanted to see the new film.
3. Timati asked how often I had to take my dog out.
4. Clara wanted to know when they were going to return.



5. Students should listen to different people asking direct questions and complete the reported forms of those questions. Ask them to read the sentences first and then play the recording. If it is necessary the recording can be played more than once. Have them compare their answers with a partner once they have finished doing the task. Provide a whole class feedback at the end.

Answers:

1. She asked **how often** I did sports.
2. He wanted to know **who** I was going to **travel** with
3. He asked **when** I had started doing **yoga**.
4. She asked **what** movies I had watched **recently**.

Track 25

1. How often do you do sports?
2. Who are you going to travel with?
3. When did you first start doing yoga?
4. What movies have you watched recently?

6. In this task students should change reported questions to direct questions. Remind them to look at the Grammar target on page 188 if necessary. In weaker classes, this task can be done in pairs as well.

Answers:

1. I asked professor Krismer what people needed to change in order to be happy.
I asked, "Professor Krisner, what do people need to change in their lives in order to be happy?"
2. Nihad asked professor Baker how he could help his friends feel happier.
Nihad asked, "Professor Baker, how can I help my friends feel happier?"
3. Melisa asked professor Steeve why he hadn't shared his research results yet.
Melisa asked, "Professor Steeve, why haven't you shared your research results yet?"
4. Joshua asked professor Hansen what encouraged her to start her research on happiness.
Joshua asked, "Professor Hansen, what encouraged you to start your research on happiness?"
4. Anna asked professor Beadley how long he had spent on his first research.
Anna asked, "Professor Beadley, how long have you spent on your first research?"

7. A. Get students to write 2 WH questions to ask their friends. Monitor and help them if necessary.
- B. Once they are ready, ask them to mingle around and ask their questions to as many people as they can. Remind them to listen to other students' questions very attentively. Allow them up to 6 minutes to exchange their questions.
- C. Have them sit down and try to remember as many questions as they can. They should write questions in reported form.
- Encourage students to exchange their notebooks and check each-other's sentences.

Listening

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific and detailed information by listening to the story.

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

1. Divide students into small groups and ask them to say whether they agree to the statements or not. Encourage them to justify their answers.

Students own answers:

2. Tell students that they are going to listen to a story. A man called Ryan is talking about the conversation with a barista at the airport. Students should listen and complete the gaps. Give students some time to read the sentences and then play the first part of the recording. Have students do the task individually and then compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. As the airport was not crowded, Ryan decided to have a cup of coffee.
2. There was a lady in front of Ryan in the line.
3. Her conversation with the barista was about her kids, holiday plans and presents.
4. The barista greeted Ryan with the warmest and most sincere welcome.
5. Ryan ordered a latte with cream on it.
6. Ryan was going to celebrate holiday with his family in Cleveland.

Track 26

A couple of years ago, I was travelling on Christmas Eve. I thought that there would be a lot of people in the airport, but it wasn't crowded at all. For me, that meant a cup of coffee. I walked toward the coffee shop. There was one woman in front of me in the line. She was having a very interesting conversation with the barista. She was waving her hands, smiling and laughing and talking about her kids, holiday plans and presents.

When it was my turn to order, I was greeted with the warmest and most sincere welcome. She said, "Hi, my name is Lily. What is your name?" I said, "I am Ryan". She asked what she could make for me that day. I said I wanted a latte. She said, "You definitely want cream on it, don't you?" I said yes, definitely. Then she continued asking me questions. She asked where I was going. I said Cleveland. She asked if I was going there to spend the holiday together with my family. I said yes. The conversation continued. She was asking me questions and also talking about her holiday traditions. She was laughing and I was laughing. Then she handed me my drink and said, "Ryan, have a safe trip and create some extraordinary memories with your family. When you come back, I want you to stop here and tell me all about your trip."

3. Before playing the second part of the recording, ask students some questions about the first part of the story. Then have students read the statements and then play the second part of the recording. As they listen they should decide if the statements are True or False. Once they have finished doing the task, get them to compare their answers with a partner.

Answers:

1. F (It was Christmas Eve and most people would rather be anywhere else in the world than serving a coffee at an airport. But not her. It was like she was meant to be there.)
2. F (I said that the latte was perfect.)
3. T (When I asked her what it meant, her definition of pouring happiness amazed me.)
4. T (Instead of focusing on how to be successful, she focuses on how to be helpful.)
5. F (A lot of things happening in our life are beyond our control. She knows that she cannot control these things...)
6. T (When I met Lily, I had a lot of problems in my life.)

Track 27

With a lot of surprise on my face, I took my drink and I walked away. I started thinking about her. It was Christmas Eve and most people would rather be anywhere else in the world than serving a coffee at an airport. But not her. It was like she was meant to be there. I couldn't help myself and I walked back and said, "Excuse me, Lilly," she jumped around and asked if everything was OK with the latte. I said that the latte was perfect. I just had to come and ask you about the secret of such meaningful connections over serving coffee. She corrected me, "Ryan, I am not serving coffee. I'm pouring happiness into people's lives."

When I asked her what it meant, her definition of pouring happiness amazed me. She wants to be happy and she wants to be around happy people. She cares about her customers and wants them to come back, so she chooses to smile and to help them. Instead of focusing on how to be successful, she focuses on how to be helpful. Another thing she understands and masters is how she chooses to show up. A lot of things happening in our life are beyond our control. She knows that she cannot control these things, but what makes her happy is how she chooses to respond to those things.

When I met Lily, I had a lot of problems in my life. But I will never forget that cup of coffee. She made my day then. When you decide to show up as the best version of who you are, it gives you the best opportunity to meet people who are in need. You never know when someone needs you to be your best. Be your best self always.

4. Put students in pairs and tell them to read Ryan's advice. After reading the advice, they should discuss the questions with their partners.

Students own answers:

5. Divide students into small groups and ask them to create a poster. Encourage them to use colourful pencils and decorate their posters with pictures and emojis.
6. Ask students to read the task and answer the questions. Give students some time to make notes and then put students into pairs and have them exchange their answers with each other.

Students own answers:

Writing

Aims: By the end of the lesson, students will be better able to write a definition paragraph about happiness.

Standards: 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.

Refer students to the table containing information about definition paragraphs. Explain to them the purpose of definition paragraphs and their different uses. Also, show them the tips about the ways how they can improve their paragraphs.

A Definition Paragraph

Purpose: A definition paragraph is a type of paragraph that defines the essential qualities of something. While writing a definition paragraph, we aim to inform the reader what something is with the help of facts and details.

Uses: A definition paragraph can be used to do the following:

- to explain a term that the reader doesn't know.
- to explain a term that has a subjective meaning – this means that people can have different definitions for the same term.

Ways to develop your definition paragraph:

- Examples: give several examples that support your topic sentence.
- Extended example: Use one longer example to support your idea.
- Contrast: Support your topic sentence by contrasting your topic with its opposite.

For example: Some people think happiness is having great achievements, but for me, happiness is hidden in small things.

1. Before students start reading the paragraph, ask students if they know what Hygge means. If they know the answer, nominate random students to share their answers with the class. Don't tell them yet whether their answers are right or wrong. Then ask them to read the paragraph and say if their answers were true or not.

Note: If students don't know the word, ask them to read the paragraph and learn what it means. Once students have finished reading, ask them to answer the questions. This can be done in pairs as well, alongside individual work.

Answers:

1. Has the author defined the word well? Why? Why not? – Students' own answers.
2. Is there a contrast sentence in the paragraph? – No, there is not.
3. Which sentences provide examples to make the definition clear? – For them, hygge

was a way to find moments to celebrate. There's nothing more hygge than small things in life. It doesn't matter if you are alone or with friends, at home or out, doing ordinary or extraordinary things. Just be aware that hygge means creating a warm atmosphere and enjoying the good things in life. The simple act of lighting a candle and enjoying a cup of tea could make a huge difference to one's spirit.

2. Ask students to read the definitions and match them to the words. Students do the task individually and then compare their answers in pairs. Once they are ready, check the answers.

Answers:

- | | | |
|---------------|---|---|
| 1 Stress | b | is a feeling of losing control over things as you feel a lot of tension and pressure in your everyday life or after a difficult period. |
| 2 Optimism | c | is seeing the good sides of things or not getting demotivated in the face of disappointment and insisting on turning out the situation in a good way. |
| 3 Moral value | a | is something that helps us choose wrong from right, good from bad and is often approved by society. |
| 4 Happiness | d | is having a peaceful mind, being able to find ways to make your and others' lives a better place to live and being away from bad feelings. |
| 5 Pessimism | e | is an attitude toward life that doesn't let you see the good sides of things, thus you never have hope or confidence for your future. |

3. Ask students to write a definition paragraph about what happiness means for them. While they are writing their paragraph, monitor and provide assistance if necessary. Encourage students to use the checklist to review their paragraphs.

- ✓ Does the topic sentence define the term clearly?
- ✓ Are there examples to support the topic sentence?
- ✓ Do all the details and example sentences explain the term well?
- ✓ Are the sentences varied?
- ✓ Have I edited for spelling, grammar or vocabulary mistakes?

Note: This task can be set as a homework.

4. Once students are ready, have them exchange their paragraphs with a partner. Get them to give their suggestions to improve the paragraphs.

Time to watch

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific and detailed information by watching a video about happiness.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

Optional warmer:

Write the words “Happiness Scientists” on the board and have students brainstorm ideas about what happiness scientists can do. Encourage all to share their ideas. Then refer them to the text about a happiness scientist, Mark Holder. As they read the text, they should decide if the given statements are True or False

If necessary, clarify the meanings of these words:

contribute to sth (phr.v) /kən'trɪbjʊ:t tə 'sʌmθɪŋ/ to be one of the things that help to make something happen

motto (n) /'mɒtəʊ/ a short sentence or phrase that expresses a belief or purpose

Answers:

1. F (Mark Holder is one of the researchers who is keen on finding links to people's happiness.)
2. F (They are identifying factors that contribute to happiness in children in Canada, India and Zambia.)
3. F (His team is also investigating strategies to increase happiness in adults and the links between personality problems and happiness.)
4. T (Mark Holder regularly gives workshops on happiness in the people's workplaces or in their personal lives.)
5. T (He strongly believes that human relationships are very important, so people should listen to each other very attentively...)

2. Tell students that the words in this task have been used in the video they are going to watch. They should guess the meaning of the words and choose the correct answer. This task can be done in pairs as well. Once you have checked the answers, elicit their meanings to be sure that they have understood them.

Answers:

1. a) 2. b) 3. a) 4. b)

Before students watch the video, tell them not to panic when they listen to an authentic speech and not to try to understand each word. They should stay relaxed and keep listening.

3. Students should watch the video and match the sentence halves. Have them read the sentence halves before you play the first part of the video. Once students are ready, get them to compare their answers with their partners. Then check the answers as a class.

Answers:

- | | |
|--|---|
| 1 In traditional psychology, the main focus | c is on what's wrong with you and how to fix it. |
| 2 Positive psychology | a focuses on what is right with you and how to make it even better. |
| 3 40 % of happiness | b is explained by our genetics. |
| 4 60 % of happiness | f depends on us. |
| 5 Attractive people might have | d some social advantages. |
| 6 Someone trying to become happier by focusing on their appearance | g is on the wrong path. |
| 7 Internal beauty matters | e a lot to our happiness. |

4. Before students start doing the task, elicit the meanings of the below mentioned words. If they don't know them, pre-teach those words as they might block understanding.

Possible blocking words:

pathway (n) /'pɑ:θweɪ/ a series of actions that can be taken in order to achieve something:

onerous chore /'əʊnərəs tʃɔ: / a task/job that you find as difficult to do or needing a lot of effort

overlooked dimension of something /,əʊvə'lʊkt dɪ'menʃən əv 'sʌmθɪŋ / the part or area of something that you have failed to notice or consider

Have students read the questions and then play the second part of the video. As students watch the video they should answer the questions. Get them to compare their answers once they have finished doing the task. If necessary, the video can be played more than once.

Note: Remind students that while watching the video they can just make notes about the answers and then formulate their answers fully. Otherwise, it might be difficult for them to watch and at the same time to write full answers to the questions.

Suggested answers: (The same idea can be given in different words.)

1. They research gratitude because of its links.
2. Researchers wanted to find out if it is a pathway to happiness or not.
3. They have been asked to write about the things that they are grateful for.
4. No, it didn't.
5. 1. Mix it up; 2. Write about surprising things; 3. Write about areas that are overlooked.
6. If people write it more than once, it becomes a chore for them.

5. Divide students into small groups and have them discuss the questions. Encourage them to justify their answers.

Use of English

Aims: By the end of the lesson, students will be better able to develop their test-taking strategies.

Answers:

①

- 1) I am looking forward **to** attending the Positive Psychology conference.
- 2) For me, it is important to connect **with** other people.
- 3) He always looked emotionally strong. However, when he saw his daughter winning the competition, he cried **out of** happiness.
- 4) That's a pity that most people tend **to** find happiness in material wealth.
- 5) Waking up to the songs of the birds makes me more than happy. This feeling also extends **to** my entire day.
- 6) She is like an angel who pours positivity **into** people's lives.
- 7) Yesterday I came **across** interesting research findings about the happiest countries.

②

Psychologists believe that there are 2 types of stress. First type is considered good as it helps you to find solutions in difficult situations, whereas the second type isn't desirable as you 1) **loose** control over your life.

The key here is to 2) **keep** the stress level lower, only then it can help 3) **boost/increase/improve** your performance. If your stress is above the level, it will definitely 4) **decrease** your performance.

Positive psychologists suggest some ways to 5) **ease** stress. Here are some of them:

- Be around reliable people. You will 6) **feel** more secure.
- Get more physical activity. It will improve your mood.
- 7) **build** strong relationships. Having real friends around will make you happier.
- 8) **make** meaningful conversations. It is important for your overall mental health.
- 9) **create** happy memories. Think about what makes you happy and do those things.
- Find ways to 10) **boost/improve** your self-confidence. Confident people are more satisfied with their life.

3

There are times in peoples' lives when they feel **0. powerless**. There might be different reasons behind that. For example, they can feel a lot of pressure as they have lots of things to do, but not enough time or they just feel **1. inconfident** and cannot realise their dreams.

There is not a single **2. solution** to overcome the feeling, however, there are some techniques that might help regain your **3. strength** back.

Experts believe that **4. stressful** life makes you less able to achieve your goals. So, the first thing is to avoid getting stressed. Of course it is not an easy task. You have to decide what is **5. valuable** for you and what things aren't. That might help you to get rid of **6. unnecessary** duties and activities. This will make your job easier but won't give you full control over your life.

You should also try your best to live a **7. meaningful** life. Everyone has a different definition for this term. To my mind, it is a life where you have strong **8. relationships**, where you help others and you know that you can get help from others whenever you need it. It is also a life full of optimism and there is not a place for pessimism. No matter if you are **9. creative**, famous, active or not, or if you are struggling with obesity or not, just love your life. Believe this will help you be more **10. powerful** and bring even more happiness to your life.

4

1

a. Robert asked if I have been to the new art exhibition.

b. **Robert asked if I had been to the new art exhibition.**

2

a. **Umid asked how often I took yoga classes.**

b. Umid asked how often do I take yoga classes.

3

a. **Jeyla asked the barista, "Can you give me a latte, please?"**

b. Jeyla asked the barista, "If she can give me a latte, please?"

4

a. Gisele wanted to know whether I went to school yesterday.

b. **Gisele wanted to know whether I had gone to school the day before.**

Mistake Detector

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



1. If people don't do much physical activity, it means that they are very ~~inactive~~ ^{active}.
2. It is sometimes hard to persuade people to ~~put~~ ^{take} surveys. They think they waste their time by answering those questions.
3. Ughur had a new book in his hand and he asked me if I had read ~~that~~ ^{this} book or not.
4. There are some things in our life that have moral values, which are mostly ~~approve~~ ^{approved} by the society.
5. My friends are very valuable to me. They ~~are~~ count more than anything else.
6. Despite living in two different countries, I still ~~maintain~~ ^{maintain} a close friendship with my childhood friend.
7. Many younger people are getting discouraged by other people. This leads to ~~self-doubt~~ ^{self-doubt} among them and they become unconfident.
8. Raul asked ~~to~~ me how many books I had read the previous year.
9. Sometimes just a simple smile on your face can make a difference in people's lives. Seeing that will definitely ~~boost~~ ^{boost} your happy mood.
10. Audrey asked ~~who does want~~ ^{who wanted} to join the tennis club.

UNIT 9

Media

Topic: Media

Hours: 14

Skills: Reading, Listening, Speaking, Writing

Grammar: Second Conditional in comparison with Zero and First Conditionals

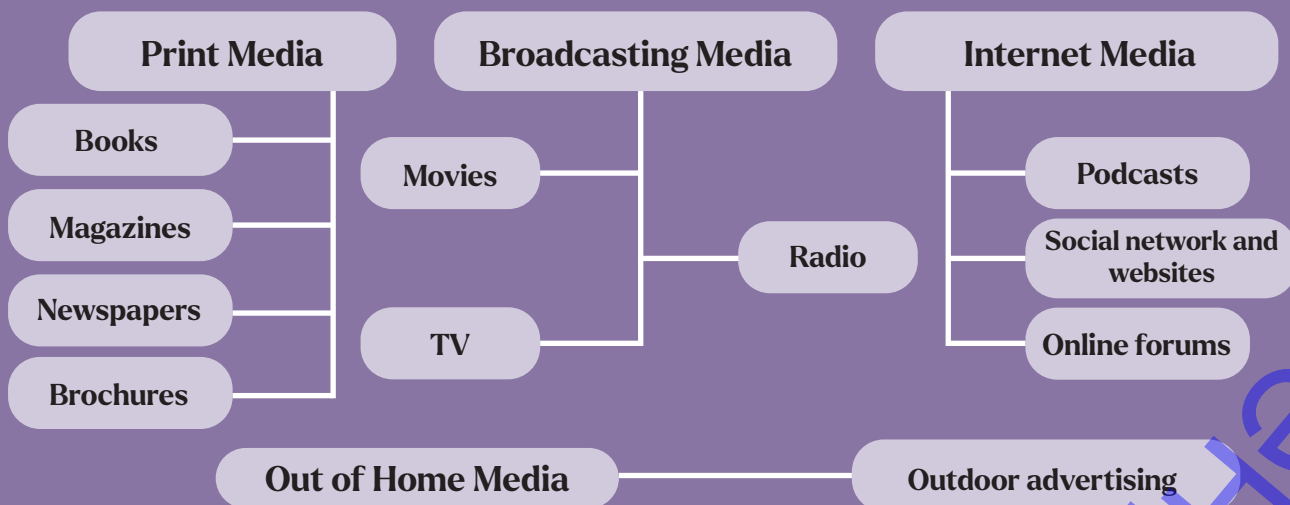
Vocabulary: Words and phrases related to media

Type of Paragraph: Process Paragraphs

Focus on the topic

Divide students into small groups and have them look at the map of Types of Media and complete the gaps with the given words. If you have the opportunity, show that page of the book on the board and write the answers on it.

Types of Media



After checking the answers, put students in small groups and ask them to discuss the question. While they are discussing, monitor and provide assistance if necessary.

- Which types of Media do you use most and why?

Vocabulary

Aims: Students will be better able to guess the meanings of the words/phrases from the context.

Standards: 1.1.2. 2.1.1. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

1. Tell students that they are going to read 3 posts about different topics. Students should read the posts and answer the questions. Once they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. Why doesn't Ellis like the programme? – **The presenter of the programme is very rude.**
 2. What does Jessica complain about? – **She is complaining about paparazzis.**
 3. How did Harry overcome his problem? – **He overcame his problem with the help of his aunt.**
2. Have students read the posts in Task 1 again paying attention to the boldfaced words/phrases. Ask them to choose the best definition that matches the meaning of each boldfaced word or phrase. Ask them to compare their answers in pairs once they have finished doing the task. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

- | | |
|--|--|
| 1. put somebody down (phr. v.) | a) praise somebody |
| 2. self-esteem (n.) | b) respect for yourself |
| 3. harass (v.) | a) annoy or trouble somebody repeatedly |
| 4. consequence (n.) | a) a result of a situation or an action, often a bad one |
| 5. handle (v.) | b) deal with something |
| 6. to be exposed to sth (phr. v.) | a) experience something or be affected by something |
| 7. cyberbullying (n.) | b) the activity of using the Internet to harm other people |
| 8. get somebody down (phr. v.) | a) make someone feel unhappy or stressed |

Track 28

1. **put somebody down** – make somebody feel silly
2. **self-esteem** – respect for yourself

3. **harass** – annoy or trouble somebody repeatedly
4. **consequence** – a result of a situation or an action, often a bad one
5. **handle** – deal with something
6. **to be exposed to something** – experience something or be affected by something
7. **cyberbullying** – the activity of using the Internet to harm other people
8. **get somebody down** – make someone feel unhappy or stressed

3. Ask students to complete the sentences with the words/phrases from Task 1. Remind them that they might need to change word forms. Students should do the task individually and then compare their answers in pairs.

Answers:

1. With his comments, he just wants to **put** you **down**. Don't let him make you feel silly.
2. If students are **exposed to** a foreign language for a long time, they have a better opportunity to learn it.
3. To be **cyberbullied** by someone must be the most awful experience. Why are people so cruel on social media?
4. The research showed that if children's opinions and choices mattered, they had higher **self-esteem**.
5. There are a lot of websites that offer help on how to **handle** difficult situations like these. Get help from them.
6. For the most part, students do not recognise the negative **consequences** of social media on their academic performance.
7. It is not always paparazzi who **harass** celebrities. Sometimes celebrities continue troubling and annoying journalists unless they get what they want.

Note: It is advisable to teach students the forms of the words and the most common collocations of the new vocabulary, specially those which will be used throughout the unit. Here are some of them.

Verb	Noun
expose	exposure
harass	harassment
cyberbully	cyberbullying

handle + noun collocations

to handle	stress problems
-----------	-----------------

verb + consequences collocations

accept suffer face take consider	consequences
--	--------------

Reading

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and detailed information by reading the text about cyberbullying.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.3.

Optional warmer:

Write this question on the board and have students discuss it in pairs or in small groups. Get feedback from random students.

- What things can make people unhappy on social media?

Before having students do the reading task, make sure that they know the meanings of the blocking words.

Possible Blocking Words:

ashamed (adj) /ə'ʃeɪmd/ feeling guilty or embarrassed about something you have done

criticise (v) /'krɪtɪsaɪz/ to express disapproval of someone or something

embarrass (v) /ɪm'bærəs/ to cause someone to feel anxious, ashamed, or uncomfortable

escape (v) /ɪs'keɪp/ to get free from something, or to avoid something

fault (v) /fɔ:lt/ a mistake, especially something for which you are to blame

ignore (v) /ɪg'nɔ:r/ to intentionally not listen or give attention to

loss (n) /lɒs/ the fact that you no longer have something or have less of something

1. Tell students that they are going to read a text about Cyberbullying. They should read the paragraphs and match them to the headings. Remind them that there is one extra heading. Have students compare their answers in pairs once they are ready. Give whole class feedback at the end.

Answers:

1. B
2. C
3. D
4. A
5. Extra heading

2. Ask students to read the text again and match the ideas to the psychologists. Remind them that there is 1 extra idea. They should do the task individually and then compare their answers in pairs. Check the answers as a class.

Answers:

- 1 Nixon Charisse **a** People think that they are being cyberbullied because of their own faults.
- 2 Donna Wick **b** Some people cannot share their disagreements, so they prefer cyberbullying.
- 3 Steiner-Adair **c** People who don't believe in their own abilities prefer to criticise others.

Extra idea:

- d** When people feel better about their lives, they cyberbully others.

3. Put students in small groups to discuss the questions. Monitor and make notes for the feedback stage. Nominate random students to share their partners' answers with the whole class.

Student's own answers.

4. This task has two stages.

A: First, ask students to list the advantages and disadvantages of social media. While they are working on their list, monitor and help if necessary.

Note: This can be done in small groups as well.

B: Once their list is ready, have them compare and contrast their lists to find similarities and differences.

5. Ask students to write their answers to the questions. Monitor and help them if necessary. Encourage them to peer-edit their answers.

Student's own answers.

Grammar A

Aims: By the end of the lesson, students will be better able to talk about imaginary and unreal situations using Second Conditional.

Standards: 2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.3.

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

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

- Why do you think some people like posting questions on their social media pages?
- Do you think word games are interesting? Why?/ Why not?

2. Tell students that they are going to read a report about an Instagram post. They should read the post and decide if the sentences are True or False. Have them do the task individually and then compare their answers in pairs.

Answers:

1. T (Last week I posted "What would you do if..?" questions on my Instagram page...)
2. F (More than 20.000 people took part in the game.)
3. T (... but this one was definitely a hit.)
4. F (These are the types of questions that people never thought they would have to answer in a billion years...)

3. Ask students to look back at the underlined sentences in the report and complete the sentences with the correct form of the verbs. Have students do the task individually. Check answers once students finish doing the task. Write the questions on the board as you might want to explain the grammar rule referring to those sentences.

Answers:

1. What **would you do** if you **won** the lottery?
2. If I **could**, I **would live** on another planet.
3. I **would sing** this song if I **knew** the lyrics.
4. If you **played** video games less, your eyes **wouldn't get** red.

Before students start doing the rest of the tasks on page 157, refer students to Grammar Target on page 188-189

Introduce the structure – **If + Past Simple /would/could/might + bare infinitive**

Highlight the key structures on the sentences from Task 3. Then elicit some sentences from students.

Draw students' attention to the "Important notes" section in the *Grammar Target* box. Ask questions to ensure that they have understood the notes.

4. Ask students to complete the sentences with the right forms of the verbs. Students do the task individually and then compare their answers in pairs. Once they are ready, check the answers.

Answers:

1. If I **were** a child of a famous person, I **would enjoy** the fame.
2. If anyone **harassed** me on social media, I **would block** them forever.
3. If I **had** time, I **would go** to the festival with you.
4. What **would** you **do** if you **were invited** to a famous TV programme?
5. If you **created** an app, what **would** it **be**?

5. Ask students to complete the sentences with their own words. Tell them that they can refer to the Grammar target on page 188, if necessary. Get them to peer-edit their sentences once they finish doing the task.

Student's own answers.

6. Have students write 4 *What would you do if...?* questions to ask their friends. If they have difficulties, refer them to Task 2. While they are writing their questions, monitor and help if necessary.

Once students are ready, have them role-play the situation. First, give them some time to get acquainted with their roles and then have them do the tasks.

Grammar B

Aims: By the end of the lesson, students will be better able to talk about general truth, realistic possibility and unreal situations using Conditionals.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.4.

1. Before students start discussing the question, refer them to the sticky notes and explain the meaning of the word *computer literate*.

Then have students discuss the question.

- How important is it to be computer literate?

2. Tell students that they are going to read the conversation between Rumi and Brielle. Students should read the conversation and complete the sentences with the words from the conversation. Have students compare their answers in pairs before you start checking the answers.

Answers:

1. Brielle asks if Rumi can help her with her project.
2. Brielle needs to create a brochure.
3. Brielle cannot deal with her school project because she is not good at using technology.
4. Rumi cannot help Brielle as he broke his arm.
5. Rumi suggests that Brielle should ask Mia for help.

3. Ask students to look at the numbered sentences in the conversation and answer the question.

Answers:

1. ...if I have free time in the evening, I always watch movies. – a) Zero Conditional.
2. If I find some free time, I will also watch a movie this week. – b) First Conditional
3. I really would help if I could. – c) Second Conditional

4. Ask students to look back at the conversation and find the sentences with the same structure. This task can be done in pairs as well. Once students are ready, check the answers.

Answers:

1. Listen, if I were you, I would ask Mia to help.
2. If she has free time, she will help you for sure.
3. Whenever she can, she is always ready to help others.
4. Tell me if she agrees.
5. If I can, I will also join you just to give some ideas on the design.

Before students start doing the rest of the tasks on page 159, refer them to Grammar Target on page 189

Note: The grammar items – Zero, First and Second Conditionals have already been taught. The main aim here is to show the differences in the use of the mentioned grammar items and learn them in comparison.

Write these 3 sentences on the board and highlight the key structures. Then ask Concept Checking Questions.

Zero Conditional – If the weather **is** fine, he always **walks** in the park.

First Conditional – If the weather **is** fine, he'll **walk** in the park.

Second Conditional – If the weather **was** fine, he **would walk** in the park.

5. Have students read the sentences and then play the recording. As they listen they should complete the sentences. Students do this task individually and compare their answers in pairs. Check the answers as a class.

Answers:

1. If I **were you**, I **wouldn't** buy an electronic book.
2. **Unless** you hide yourself, the paparazzi **will continue** to harass you.
3. If you **don't have self-esteem**, others **won't** respect you either.
4. If you **spent less money** on useless things, you **could save up** for a computer.
5. If he **is sad**, he always **tends to** get others down as well.

Track 29

1. If I were you, I wouldn't buy an electronic book.
2. Unless you hide yourself, the paparazzi will continue to harass you.
3. If you don't have self-esteem, others won't respect you either.
4. If you spent less money on useless things, you could save up for a computer.
5. If he is sad, he always tends to get others down as well.

6. Ask students to read the situations and with the help of the key words make up sentences using Zero, First or Second Conditionals. Have them compare their answers with a partner once they have finished doing the task. Provide a whole class feedback at the end.

Answers:

1. **If I eat oranges, I get an allergy.**
2. **If I eat this orange, I will get an allergy.**
3. **If she played less, she would succeed in the exam.**
4. **If I were you, I would use posters to advertise the product.**

7. Ask students to open page 175 to play the board game. They have already been acquainted with the rules how to play a board game from the previous lesson. However, if it is necessary, explain the rules once more.

Listening

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific and detailed information by listening to the talk about different types of books.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 4.1.1. 4.1.3. 4.1.4.

1. Divide students into small groups and have them discuss the questions. Once they are ready, nominate random students to share their ideas with the whole class.

Note: Before students start discussing the questions, make sure that they know what is described in the pictures.

- 1.**E-books:

- 2.** Have students look at the underlined words and guess their meanings. The task can be done individually or in pairs. Check the answers as a class.

Answers:

- 1.a)** **2.b)** **3.a)**

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

Answers:

1. **T** (Though analysts once predicted that e-book sales will outsell printed books by 2015, physical books still sell more)
2. **T** (...it is partly due to the fact that people like to have a record of what they've read and to signal about it to the rest of the world.)
3. **F** (There is also a risk that your e-book collection can completely disappear.)
4. **F** (When people read from a screen they tend to read quickly in order to understand main points; thus they skip details.)
5. **F** (On the other hand, deep reading happens when people get fully involved in a novel or read a very important document, and on the internet they don't do that.)
6. **T** (The people who had read the paperback books were more likely to remember the plot points in the correct order.)

Track 30

Part 1

Though analysts once predicted that e-book sales will outsell printed books by 2015, physical books still sell more. Meryl Halls, managing director of the Booksellers' Association in the U.K., says it is partly due to the fact that people like to have a record of what they've read and to signal about it to the rest of the world. There is also a risk that your e-book collection can completely disappear. As it happened with Microsoft's e-book in 2019.

Scientifically, there are 2 main reasons why people are more inclined to read physical books. First,

people's paper brain and e-book brain are not the same. When people read from a screen, they tend to read quickly in order to understand points; thus, they skip details. They can also easily switch from one line to the other or do completely different things in between. "It is a 'bi-literate' brain," Manoush Zomorodi, managing editor of New Tech City, said in one report.

"On the other hand, deep reading happens when people get fully involved in a novel or read a very important document, which requires deep understanding and on the Internet they don't do that," Zomorodi says.

Second reason is that reading on paper guarantees a better memory of the story. This was proven in a study done by The Guardian in Norway. Several people were asked to read a short story either on an e-book or in a paperback book. The people who had read the paperback books were more likely to remember the plot points in the correct order.

4. Have students read the sentences and then play the second part of the recording. As they listen they should complete the sentences. Once they have finished doing the task, get them to compare their answers with a partner. Then provide whole class feedback.

Answers:

- | | | |
|----------------------|-------------------------|-----------------------------|
| 1. to carry. | 3. interactive screens. | 5. meaningful imagery |
| 2. reading disorders | 4. imaginations. | 6. visual process to start. |

Track 31

Part 2.

We haven't exactly been positive about e-books up to this point, but they do have their advantages. The most obvious, of course, is the fact that they are very light, which makes them easy to carry. Also, the range of text size and line spacing options in e-books means that readers with poor eyesight as well as those with reading disorders can benefit greatly.

Language learners can also benefit greatly from interactive screens. By clicking a word within a text in a different language, a reader can look up its meaning.

And what of audiobooks? Don't think we've forgotten. Much like e-books, audiobooks offer an alternative for people who struggle with reading on paper. However, you might be surprised to find that one study claims audiobooks are the most effective form of consuming books when it comes to activating our imaginations.

The study, published in the Journal of Verbal Learning and Verbal Behaviour found that human brains are actually more likely to create meaningful imagery when listening to a story, rather than reading it. It allows more power for our brain's visual processes to start.

Whatever way you decide to consume a book, it will fire up your imagination and help you create a new world. As for which one is best, you decide. The science is just there to point you towards what's best for you.

5. Have students complete the sentences with their own ideas. While they are doing the task, monitor and help if necessary. Encourage them to exchange their sentences with a partner and give feedback to help their partners to improve their sentences.
6. Divide students into small groups and ask them to create a brochure about the advantages of printed books, e-books and audio books. Encourage them to use colourful pencils and decorate their posters with pictures and emojis.

Note: With weaker classes, first, you might want to brainstorm the advantages of printed books, e-books and audio books. This will help weaker students to carry on the task.

Writing

Aims: By the end of the lesson, students will be better able to write a process paragraph instructing an elderly person how to send an email.

Standards: 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.3. 4.1.4.

Refer students to the table containing information about process paragraphs. Explain to them their purpose and different types.

Process Paragraph

Purpose: A Process paragraph explains something in step-by-step detail, or shows how something happens.

Key features: A Process paragraph has the following features:

- a series of connected steps
- logical and chronological order
- time words and transitional expressions to show the sequence

Types: A Process paragraph has two kinds:

- **Informational.** (A process is explained to a reader.)
- **Directional.** (A set of instructions are given to a reader.)

Before students start reading the paragraph, write the question on the board and have them discuss it with a partner. Then nominate random students to share their ideas with the whole class.

Do you believe all the news you read on the internet? Why? Why not?

1. Ask students to read the paragraph and answer the questions. They can answer the questions by discussing them with a partner. Check the answers as a class once students are ready

Answers:

1. Is the paragraph Informational or Directional or a combination of both? Why? – **The paragraph is a combination of both Informational and Directional Process paragraphs. They give directions on how to spot fake news and at the same time introduce information about different aspects of fake news.**
2. What is the purpose of the author? – **The purpose of the author is to show the reader how they can spot fake news on the internet.**
3. How many tips have been given? – **3 (First thing you need to do is to check the source of the news; The other important tip is watching out for fake photos; Finally, check if the story is on other news sites that you know and trust.)**
4. Which transitional words or expressions are used? –



How to Spot Fake News

Read and follow these main tips for spotting fake news if you don't want to get fooled. **First thing you need to do** is to check the source of the news. Look at the website where the story comes from. Fake news websites often use addresses that sound like real newspapers, but don't have many real stories about other topics. If you aren't sure, click on the 'About' page and look for a clear

description of the organisation. **The other important tip is** watching out for fake photos. Many fake news stories use images that are Photoshopped or taken from an unrelated site. Sometimes, if you just look closely at an image, you can see if it has been changed. Or use a tool like *Google Reverse Image* search. It will show you if the same image has been used in other contexts. **Finally**, check if the story is on other news sites that you know and trust. If you find it on many other sites, **then** it probably isn't fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story. If you know these things about online news and can apply them in your everyday life, then you have the control over what to read, what to believe and most importantly what to share.

2. Ask students to read the questions and write their answers in the form of instructions. Encourage students to use the transitional words and phrases for giving advice. This task can be done individually or in pairs. Once students are ready, get them to exchange their instructions and give feedback to each other.

Student's own answers.

3. Tell students to imagine that their grandfather needs to send an email, but he doesn't know how. They should write a process paragraph that gives instructions on how to write an email. While they are doing the task, monitor and help if necessary. Once they are ready, have them look at the Process Checklist and edit their paragraph if necessary.

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

4. Once students are ready, have them exchange their paragraphs with a partner. Get them to give their suggestions to improve the paragraphs.

Time to watch

Aims: By the end of the lesson, students will be better able to develop their listening skills for specific and detailed information by watching some episodes from the TV show “What would you do?”.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4.

The aim of this section is to provide further practice in listening skills. In the classrooms equipped with smartboards, this section can be done during the class time. However, if you don't have the necessary equipment to show the videos during the lessons, it can be set as a home assignment.

1. Tell students that they are going to watch a video about a programme. First, they need to get some information about the programme. Ask them to read the text and complete the sentences with the words from the text.

Answers:

Name of the Show: What would you do?

The show has been on TV since **1) 2008**.

The show is hosted by **2) John Quinones**.

The **3) cameras** are set beforehand in different places where film actors are going to act out disturbing scenarios. The show's purpose is to discover people's **4) reactions** to strangers.

2. Tell students that the boldfaced words/phrases in these sentences have been used in the video they are going to watch. They should read the sentences and match them with the sentences that have similar meanings. Have students do the task individually and then check the answers. Elicit the meanings of the underlined words to be sure that they have understood them.

Answers:

- | | |
|--|---|
| 1 He lost track of it. | c He couldn't remember it. |
| 2 He ignores her. | d He gives no attention to her. |
| 3 It hits close to home for her. | g It affects her deeply and emotionally as it involves her directly. |
| 4 He treats her unfairly. | f He behaves toward her very badly. |
| 5 It bothers other diners. | b It causes problems for others. |
| 6 He is indignant with other people. | e He is angry with others. |

Before students watch the video, tell them not to panic when they listen to an authentic speech and not to try to understand each word. They should stay relaxed and keep listening.

3. Students should watch the video and answer the questions. Have them read the questions first and then play the first part of the video. Once students are ready, get them to compare their answers in pairs and then check the answers as a class.

Answers:

1. What is the old man doing? – **He is counting his coins to pay for his shopping.**
2. Why does the cashier seem unhappy? – **She thinks that it will take a lot of time to count the coins as the man tends to lose track of his counting.**
3. How do people offer their help to the old man? – **Some people offer to count his coins, others pay the amount that he lacks and one person offers to bag his shopping.**
4. What did some people do when they didn't want to help? – **What did some people do when they didn't want to help?**

4. Tell students that they are going to watch the second part of the video. The scene is filmed in the restaurant and there might be a lot of people in different scenes. They need to pay close attention to people's words whose names are mentioned in the task. Play the video and have them do the task. If it is necessary the video can be played more than once. Check the answers as a class once students are ready.

Answers:

1. Just seems like it is going to be a **slow process.**
2. If you overheard this man being **impatient** and indignant with a customer who has Down syndrome, what would you do?
3. People with Down syndrome have a **guardian**, where is yours?
4. My number one model is **treat** everybody the way you would like to be **treated.**
5. After the actor leaves the restaurant, he gives Peter one more sign of **support.**
6. My message is to be **kind** to everybody.

5. Divide students into small groups and have them discuss the question. Encourage them to justify their answers. While they are doing the task, monitor and make notes to be discussed in the feedback stage.

6. Ask students to read the situations, try to imagine themselves in those situations and answer the questions. The task can be done in pairs or in small groups. While they are doing the task, monitor and make notes to be discussed in the feedback stage. Provide a whole class feedback at the end. Highlight good language uses and areas for improvement.

Use of English

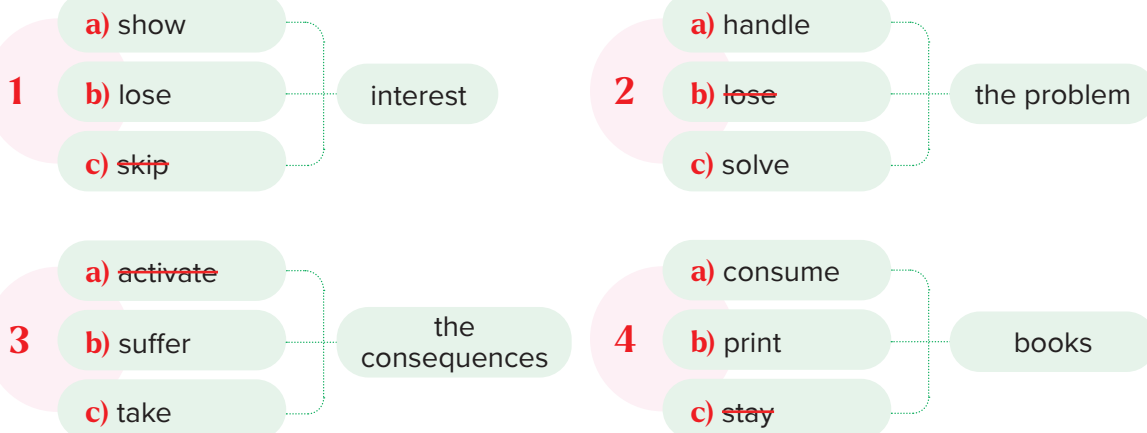
Aims: By the end of the lesson, students will be better able to develop their test-taking strategies.

Answers:

①

1. Children who cannot disagree with their peers in real life are more inclined **to** cyberbully.
2. During Garabagh war II, our heroic soldiers bravely fought **against** Armenian armed forces.
3. Some teenagers tend **to** compare themselves with their peers.
4. Aida was so involved **in** reading that she didn't see me.
5. If children have longer screen time, they can suffer **from** anxiety.
6. Social media is a great tool to communicate **with** the friends who live abroad.

②



③

Social media doesn't only make us feel lonely, but it also 1. **decreases** self-esteem, with all the influencers doing things the average person can't do. However, social media also 2. **connects** people together and teaches them how to interact with others. It is also a good source of 3. **entertainment** as many people have fun using social media. In my opinion, social media is neither good nor bad.

If you know how to use social media, it is actually a good tool. You can learn a lot by **1. following** interesting pages. However, you should also be aware that there are a lot of people who are ready to **2. cyberbully** you by writing threatening comments. Even if these comments are **3. upsetting**, try not to let them get you down.

4

1. If she **read** books, she **would be** able to (to be) able to join the conversation. (She doesn't like reading.)
2. If your advertisement campaign **is** successful, you **will become** famous. (This person is working hard on a campaign.)
3. If there **were** fewer ads on TV, kids **wouldn't demand** many things from their parents. (Kids watch TV ads and ask their parents to buy them.)
4. If we **find** tickets, we **will go** to the cinema tonight. (We are heading to the ticket office.)
5. If actors **win** an Oscar award, they **give** a speech. (It has always been like that.)

Mistake Detector

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



1. The arrival of satellite television changed the face of broadcasting media.
2. Today, young people have more opportunities to learn English. They are constantly exposed ^{to} ~~with~~ the language through the media.
3. Cyberbullying is a form of aggression. People who ^{cyberbully} ~~cyberbullying~~ cannot control their negative feelings and emotions.
4. If you don't have a purpose in life, life will become ^{useless} ~~useful~~ for you . You will probably lose interest in everything and live a boring life.
5. The Internet has completely changed the way we ^{communicate} ~~communication~~ with others . Now it is very easy to interact with people all over the world.
6. ^{were} ~~am~~ If I ~~am~~ you , I would never blame her for this situation. It is not her fault that people are aggressive and can easily upset others.
7. When people ~~will~~ have healthy self-esteem, they tend to feel positive about themselves and about life in general.
8. If people are threatened on social media, it is quite normal that they feel fear for their ^{safety} ~~safe~~ .
9. Some teenagers find social media a valuable source of self-expression and helpful in making them feel less lonely and more connected. They also claim that social media helps them ^{avoid} ~~skip~~ depression.
10. Whenever I start listening to an audio book, I ~~will~~ sleep immediately. I think audio books aren't for me.

Time to Watch Audio Scripts

Unit 1

Part 1

Some people call me a dreamer, but, I mean, aren't we all dreamers? But even dreams need to be put into action. I became a middle school teacher because I wanted to make a difference in the lives of my students at a time when it mattered most, when their self-value and their self-worth was being challenged every day. I just wanted to help them open their eyes to see the beauty in the world, the beauty in others and, more importantly, the beauty in themselves, to help them recognise that who they are, what they do matters. So, I started a project - Acts of kindness cards – each card with a different act of kindness with really simple instructions: Perform the act and pass the card to someone else to keep the kindness going. Why cards? Because kindness as a term could sometimes be so broad and I wanted to be able to bring it down to their level, make it more specific, show them that it could be something as small as opening the door for someone or inviting someone to sit at lunch with you, to show them that one act can have a profound impact and help them see all the amazing opportunities that are there all the time. So, what happened? I mean their self-value increased tremendously. They started feeling powerful and they started getting excited about different acts of kindness that they would see. They began to see the ripple effect of kindness and that kindness is infectious and to them, that was the coolest thing ever. But the truth is I didn't realise the potential of these cards until one day I was coming home from school and it was really hot and there were these community service workers on the street. So, I ran in my house and I got a bunch of drinks and I brought it out to them. They were so grateful, so shocked that they were so grateful. And I happened to go into my pocket and I had in my pocket eight acts of kindness cards and right there eight community service workers. And so, I gave each and every one of them a card. And one of the guys approached me with tears in his eyes and he grabbed onto his card and he started screaming. How did you know to give me this card? How did you know to give me this card? For the past couple weeks, I've been thinking about calling my parents. It's been 10 years since I've spoken to them and on my card it says, "Call your mother and father to tell them how much you love them." That was it. That was all he needed: a reminder, a push in the right direction, something to show that, you know, this is kindness. And we start doing kindness and looking for it. We start seeing opportunities everywhere. (Music)

Part 2

One act of kindness can go on and on and sometimes, like a boomerang, come back to us at a time when we need it the most. When I put this film up, I figured maybe, it'll, you know, a few people will stumble upon it. Little did I know that over 20 million people would be inspired. Thank you!

Unit 2

Part 1

My name is Pauline. I'll soon take my exam in equity sciences and I've also trained as a horse physiotherapist.

Everyone here watched the celebrations for the Queen's diamond jubilee and I was practically fascinated by a very special horse. The horse and its rider were in wonderful partnership. In front of the Queen, this horse performed the dance in such a natural and effortless way as if this kind of folklore seemed to be inherent in it. Finally, I found more information in the university's library .

These Garabagh horses are a very old breed. Early explorers already described with great enthusiasm the golden horse they found in the Caucasus area. I am now driving to a gentleman who knows a lot more about all this. His knowledge comes from direct experience. Sir Michael Oswald has been the director of the royal studs for more than 30 years. How was it back then when the Queen was given the Garabagh stallion?

I know not very much about the Garabagh horses, but I do know that two were brought over in 1956 two stallions and they were given to the Queen. The Garabagh was extremely successful as a stallion standing at windler breeding, riding horses. Prince Philip Duke of Edinburgh rode a Garabagh horse for many years.

So, I've made my decision. It's Azerbaijan I want to go to and my thoughts are already on the road. It is 5 000 kilometers away on the Caspian sea, a different world for me. Over the next few weeks, I will hear a lot more amazing tales about these horses.

Part 2

I arrive in Baku. My English doesn't help me a lot, but at least, hey, I can read the word taxi.

Looking at the bay, it feels a little like sitting at cardigan bay in my Welsh university town. So, let's go on a search for these horses here. My journey takes me to the country's southern region. Flocks of sheep are grazing on the meadows. A warm wind is blowing across the plain.

And suddenly, they're in front of me. There must be far more than 200 Garabagh mares very well protected day by day by several gauchos.

The extensive area has around 2600 hectares and is located in the Aghjabadi province. The stud farm's managers have been noting down all the breeding activities and looking after the well-being of the horses since 1949. Beside the workers, there's Safa, 15 years old. The Garabagh horses and Safa. Safa and the Garabagh horses- they exist together. Safa lives with his parents and younger sister Leila near the stud farm. At night he's at home, but during the day he's with the horses. Every day he loves the horses. I envy him somehow.

And then it's my turn on a Garabagh horse for the first time. Of course, I have great respect, but my joy is simply impossible to describe.

We're going to leave the coral for exploring the plains around. I totally enjoyed the ride with Safa. He shows me around on this stud farm. And hardly anyone knows each corner of the extensive area as well as he does. Flying changes every stride, a gentle leg pressure and my Garabagh horse is immediately in harmony with me and I feel fantastic.

Part 1

I had a great pleasure to live in Spain for two years. In Spain, when you come into a shop, you say Hola. The cashier replies Hola and then everyone else in the shop replies Hola. It looks a little bit like this and you feel very much welcome. I was in Spain this summer. I came back to Norway where I live and then I went into a grocery store and then I said Hi. Suddenly, people are wondering why he is saying Hi because they're expecting me to start a conversation to ask a question. Greetings mean something different. They're much more purposeful, they're much more pragmatic. And this is one of the first things you realize when you move to a different culture. Yeah it's the outer shelf of culture. And it's not just about greetings. It's about how you do it and when you do it. I was born and raised in a French-speaking part of Canada. And like in that part of the world, like in many other places around the world, when you leave an event or you leave a party, you're gonna go around and say goodbye to everyone. So, you're gonna go around and shake hands with every man and kiss every woman. It's expected, it's welcome, it's part of the cultural rituals and norms. Actually, if you don't do this, you will feel a little bit uneducated. If you do this in Scandinavia, you're weird. Why would you go and disturb someone in the middle of a conversation just to say goodbye when you know you're going to see the person again yeah? Greetings is the outer shelf of culture and this is one of the first challenges you will meet changing culture.

Part 2

If you come from a culture where the emotion is very obvious, when you meet someone and you're very happy, you're showing it to the person. You're showing you're very happy. Maybe, you're gonna hug the person. You're showing it very clearly. If you're angry, you're going to do the same. You're going to show that you're angry and the person will see it very clearly. So, if you come from a culture like this and you move into a culture where emotions are much more subtle and you try to interpret the behaviors of others, it may look something like this for you.

So, you see that maybe the person is very happy or very angry. However, based on your own cultural perspective, you won't be able to identify that. Because happiness and being angry is expressed in such a much more obvious way, you may end up completely misinterpreting the emotional feedback you get from another person. I like to see cultures as extremes or I like to represent extremes of culture so that people see the differences. And today I'm going to be using fruit to sort of express different types of culture extremes. The first one is the warm culture. It's the culture which is very soft from the outside. You feel very welcome and I want to use the peach to represent this. Yeah and we can think here about for example an American woman, you don't know her very well and she wants to show that she's happy to see you. So, she will be doing something like- Oh my God! I'm so happy to see you and come closer to you. Maybe, hug you and say you know that I love you. And you feel very softened. She really wants you to be there. And so, that's the soft culture.

The other culture I like to represent is the coconut culture. And a coconut culture is

different. It's a bit of the faces we saw just now. It's much more subtle emotions. You have more physical distance. You may not invite people easily to your activity. There's a distance. Actually, these are the cultures that very often we consider as cold culture. But these people are not cold. It's just that it takes more time to build up trust to actually get to know the people. Once you crack the cold after a few months or a few years, yeah you're coming into that coconut and it's beautiful inside. It's great inside the coconuts. The same is in this culture. In the peach culture. when you try to get to know the person, very often you're going to hit the stone and it's actually quite difficult to get to know these people. So it's just an inversion. Being aware of this, when you move to a different culture, when you try to learn a different culture will give you tools not to misinterpret the behaviors of others.

Challenge yourself to see the world from the perspective of others. Challenge yourself to be more aware of your own biases, of your own expectations and in the way you perceive other people's behaviors. If we all do this, we're going to solve some of the biggest challenges our societies and generations are facing. Thank you!

Unit 4

Part 1

As a UN messenger of peace, I have travelled all over the world for the last two years documenting how this crisis is changing the natural balance of our planet. I've seen cities like Beijing choked by industrial pollution, ancient boreal forests in Canada that have been clear-cut and rainforests in Indonesia that have been incinerated. And in India I met farmers whose crops have been literally washed away by historic flooding, in America I have witnessed unprecedented droughts in California and sea level rise flooding the streets of Miami and Greenland and in the Arctic I was astonished to see that ancient glaciers are rapidly disappearing well ahead of scientific predictions. All that I have seen and learned on my journey has absolutely terrified me.

Part 2

There is no doubt in the world scientific community that this is a direct result of human activity and the effects of climate change will become astronomically worse in the future. Our planet cannot be saved unless we leave fossil fuels in the ground where they belong. Now think about the shame that each of us will carry when our children and grandchildren look back and realise that we have the means of stopping this devastation but simply lack the political will to do so. Yes we have achieved the Paris agreement. More countries have come together here to sign this agreement today than for any other cause in the history of humankind and that is reason for hope. But unfortunately, the evidence shows us that will not be enough. A massive change is required right now- one that leads to a new collective consciousness; a new collective evolution of the human race inspired and enabled by a sense of urgency from all of you. We can congratulate each other today, but it will mean absolutely nothing if you return to your countries and fail to push beyond the promises of this historic agreement. Now is the

time for bold unprecedented action. It is time to declare no more talk, no more excuses, no more 10-year studies, no more allowing the fossil fuel companies to manipulate and dictate the science and policies that affect our future.

The world is now watching. You will either be lauded by future generations or vilified by them. You are the last best hope of earth. We ask you to protect it or we and all living things we cherish are history.

Unit 5

Part 1

I come from a remote mountain village in Lachin region of Azerbaijan. I lived in this village for eight years. Our village had a beautiful nature. We had a beautiful house. We had a healthy life, green mountains. We had springs, waterfalls. We had a beautiful river. The nature was like a little paradise. We had a happy life there. We were living our lives peacefully in that part of the world.

A few months after the Khojaly massacre in fact Lachin, including our village, was attacked and occupied by Armenia. From Lachin, we escaped to Aghjabadi. All IDPs- Internally Displaced People from the Lachin region ended up settling there in that empty land temporarily.

The place we ended up was an extremely warm place in summer, in winter extremely cold. We didn't have drinkable water nearby. We had to go six-seven kilometres to get drinkable water from one artesian well. Just plain soil, middle of nowhere. We didn't have any infrastructure. So, we didn't have school. We didn't have a hospital. Many of my wishes as a child died. I could not realise. When I look at that picture, I want to forget. I just don't want to even remember the details of life there.

All we had were some textbooks given to us as humanitarian aid. Some textbooks were given to us by the Ministry of Education and I remember my father would tell us, "Well here are the books you can study by yourself. We don't have a school. But you have to study. Your future, brighter future will come with education. You have to study these things."

At one point, I was going through these textbooks, looking at the pictures, colored pictures. And I saw an image of a train, cars, TV, radio and I looked at the textbook, the cover of the textbook said Physics. When I realised that those pictures were in a Physics textbook, that was the first time I realised that I should study Physics.

So, I took these books. I asked my father. My father said, "If you want to study Physics, you have to study math, you have to study Geometry, etc. Then you can study Physics."

So, I took these textbooks. I started from the first grade all the way to 11th grade.

When I was preparing for university, kids who were my age knew that I was preparing for entering a university. They would know that I was doing something almost sacred, but they did not believe that it was possible for a person who is not going to school, doesn't have a mentor, just taking by himself the textbooks and studies by himself and

can enter a university. But this happened. When this happened, I remember the news spread everywhere. Like in our region, in this IDP settlement, everyone knew that there's a kid who studied by himself that he didn't go to any school and he entered the top university of the country. I would say thousands of IDP kids started to see me as an example, as a role model and this in itself put additional responsibility on my shoulders to do my best because I realised that I could not fail. If I failed, that failure would not be just my failure. It would be a failure of those thousands of children, so I kept going.

Part 2

I was 17 years old when I moved to Baku. That's when I entered Baku State University. When I came to Baku, my goal was to study well and have the highest grades possible. I was studying very well. At the same time, I set another goal for myself to get an even better world-class education abroad.

And I applied to the Abdulsalam International Centre for Theoretical Physics in Italy and I got admitted into a year-long diploma program to study High Energy Physics. But this wasn't enough for me. I wanted to pursue my academic goals at the Phd level. I approached my professors there. They recommended me to apply to graduate schools in the United States and I did and I got admitted into the Phd program of Syracuse University in New York State.

10 years I lived in the United States and during this period I feel like I went through a complete transition of changing- like I went into the United States as one person and came out of it a completely different person.

While studying in the United States, I never forgot that I was a role model for kids I left in the IDP settlement. So, when I was working toward achieving my goal, I faced many challenges. While overcoming those challenges, I always remember that there are thousands of IDP kids back in my country, in my settlement I left behind that look up on me as a role model. So, I knew that I could not fail and my ultimate goal was to achieve all this, get experience, get world-class education, become a world-class scientist, educator and return back to my country to serve my country.

Unit 6

Part 1

So, Bike to School Day is an international event celebrated all across the United States and probably some other countries and it's to celebrate walking and biking to school. We have Walk to School Day and Bike to School Day. Today is Bike to School Day and we want to encourage children and teachers and all people to ride their bikes to school because the more people that walk to school and bike to school, the less CO2 we have in the air, the less congestion we have around schools.

Part 2

It's a lot of fun and we want kids to learn how to be independent and bike safely. So, we've been working with Riverside Elementary School for four weeks now, with the fourth graders to do bicycle safety.

We learned the hand signals. We learned all the signs and what to do on them. Stop is this and the right is this.

We had about 60 helmets that were donated this morning through Safe Kids and also through our cause Safety Town, through Via Christie to kids who were in need of helmets and we made sure that each one of those helmets was fit correctly to the child and the adults that needed those helmets. The first thing of safety we want to remember is- to always put a helmet on to protect your head well.

Today was special because I finally got to ride my bike to school.

Bike month is a national month. We celebrate it every year in Wichita as do communities across the nation and community partners come together. We plan a real array of activities.

I like to ride my bike with all my friends invited to school.

We have amazing partners including Bike Walk Wichita, the Health and Wellness Coalition, the Fire Department, the Police Department and via Christie and Safe Kids many many others are also helping with this. So, we couldn't do it without all of our wonderful partners. Bike Walk Wichita is an organisation who is refurbishing bikes and then they actually donated eight bicycles to students here at Riverside Elementary School. So, those bicycles will be given away to those students so that they can then begin to ride as well. We also provided them with reflective sack packs and an activity book to help them learn about being safe on their bikes and then the fourth graders got a really cool reflective vest that they can wear when they bicycle.

I was proud of myself because I went the whole way and never really stopped.

Unit 7

Part 1

Presenter: Finally, tonight, - building the bridges across the generation gap and the technology devices. The NewsHour's Mary Jo Brooks has our report.

Reporter: Twice a week 24-year old Courtney Kershaw and 89-year old Dorothy Stone head out on Errand. On the day we visited, there was a trip to the nail salon and grocery store.

Kershaw works for a Denver based concierge business called Capable Living, which provides services for senior citizens who live in their own homes. Fees start at a 1,000 \$ a month.

What's unique is that employees are all young people, so-called millennials who were born at the end of the last century. The goal of the company is not only to provide services but to build bridges between a generation obsessed with smartphones and selfies with one that was raised in an entirely different era.

Courtney Kershaw: Some of my favourite things were you telling me about when you were my age and how you fill up the car for ten cents and go driving around all day.

Dorothy Stone: When I was her age, the war was going on, so it was sort of a different situation, too, as far as young girls were concerned.

Reporter: Amanda Cavalieri founded Capable Living five years ago when she was just 20 years old. She now travels around the country speaking to young entrepreneurs and college students about the benefits and business opportunities for millennials who work with seniors.

Amanda Cavalieri: Most of my good friends never thought of this as a career like myself, and most of them are on completely different paths. But there is a huge opportunity for millennials to get into this space. And on the business side, the financial side, there is a large opportunity.

Reporter: Cavalieri points to demographic data that shows in 10 years, millennials will make up 75% of the workforce, while Baby boomers will be retiring from their careers. She thinks it's just good business sense for young people to start developing services for this older generation, and it makes good life sense for the two groups to interact.

Part 2:

Amanda Cavalieri: Elders are able to pass down their experiences and their stories, and they are relevant, again, and it is being relevant that gives them meaning and purpose. And I do believe that those younger older connections are very very important to us to grow as a society.

An old lady: This happens to be me when I was, I don't know, probably six months old.

Student 1: You are really adorable

Reporter: One of Cavalieri's newest projects is to start a non-profit Cyber Seniors programme in Denver. She plans to model it after one in nearby Boulder, where high school volunteers work with seniors on computer and internet issues.

Bruce Mackenzie lives in the Fraser Meadows Retirement Community.

Bruce Mackenzie: I am taking a class at the University called Hip Hop 101, and I didn't know how to listen to the rap songs that are on hip hop and Brian showed me how to go to YouTube which I never knew anything about.

So, I go to YouTube now, and I can listen to all these rap songs for my class.

Reporter: Mackenzie and other residents work with students from nearby New Vista high school once a week. Kevin Bunnell loves it.

Kevin Bunnell: This young woman and man are just delightful. They are bright. It makes me feel 10 years younger every time they come.

And the students are equally enthusiastic.

Student 1: I am just a high school student and here I am getting to connect these people who don't really know anything about technology and I have the power to connect them and it is a really special feeling.

Student 2: I am learning a lot from them and they're learning from me. I have actually found through this that I think I like older people more than younger people.

Amanda Cavalieri: Elders and children have a very natural bond that we have lost through the industrial revolution and then even more with the information age. But I believe that the technology that once displaced elders can now connect us again.

Reporter: Cavalry's latest project is to develop a smartphone app so millennials can interview, record and preserve the stories of senior citizens. She hopes to begin a pilot program in 2 schools later this winter.

I'm Mary Joe Brooks in Denver for the NewsHour.

Part 1

Hi, I am Mark Holder and I am the happiness doctor. Welcome to my video series on the science of happiness. These video series was designed in order not just to give you a better understanding of happiness but to give you the research-based tools so that you can increase your own happiness and the happiness of people in your life that you care about. Traditionally, health care fields like psychology, like medicine have focused on what is wrong with you and how do we fix it. They are really about deficits, disease and dysfunction. Positive psychology is a newly emerging field that's a complement to this approach. It is not about what is wrong with you and how do we fix it. It is about what's right with you and how do we make it even better.

One of the things I am most frequently asked about is what people can do to increase their happiness. There is now 25 years of research in Positive psychology and the question is: What does it tell us?, What is the single most important thing you can do to increase your happiness? Some scientists have estimated that up to 40 percent of your happiness is explained by your genetics. My point is to revisit that statistic of 40 percent of your happiness is genetic. This suggests that 60 percent, maybe even more of your happiness is not genetic and therefore, maybe there's things you can do about it. Well, science says there are things you can do.

There is many social benefits of being beautiful. People who are rated as more attractive by themselves and by others, have certain advantages, social benefits. Are beautiful people happier? The short answer is - No. Research in adults shows that beautiful people are not more happy and our own results show that children are not happier than those who are judged more attractive by themselves and others. So, if you're, if you're trying to become happier by focusing on attractiveness and beauty, research suggests you're probably on the wrong path.

I know that external beauty - attractiveness is not strongly linked to happiness. What about internal beauty? When I think of internally beautiful people, I think of people who help others. They're kind, they feel and express gratitude, they volunteer, they're spiritual, they have an ability to love and be loved by others and they have goals that are oriented toward the community, goals that help other people. What's interesting is each one of those aspects of internal beauty is linked to happiness. So, we may not get closer to happiness by focusing on what we look like on the outside but nurturing our internal beauty really does matter.

Part 2

Thank you! That is at the essence, the root of gratitude. And people in positive psychology are researching gratitude because of its links. So, does this mean that gratitude is a pathway to happiness. Well, investigators have looked at that. And one of the ways they have done it is through looking at gratitude lists. People are instructed to write about three, four, five things that they're grateful for once a week. And, when they do that, their happiness is increased compared to if they write about how their furniture is arranged in their home or for example, about things that annoy them. And gratitude is special. So, for

example, when people write about gratitude, it increases happiness. But when they write about things they're proud of, it doesn't increase their happiness. So, is it that simple? All we need is a gratitude list and we'll be happier? That is not quite that simple. And let me give you some suggestions on how your gratitude list can increase your happiness. First off, mix it up. Don't just write about things from one dimension of your life. Mix it up. Write about the people in your life, your friends and your family you're grateful for, write about your work or your schooling, write about things in your past or the present that you're grateful for and write about things that you're hopeful for in the future that you're grateful will be happening. Mix it up.

Secondly, write about things that are surprising, unusual or improbable.

The third thing is, focus on dimensions that you don't normally express much gratitude about. So, if you normally give a lot of thanks to your friends and family, but you kind of ignore school or work, focus on those and that will increase your gratitude more by focusing on things that normally maybe go a bit unnoticed.

So, the research clearly shows a link between happiness and gratitude. For example, people who write a gratitude list once a week tend to be happier. If it works so well doing it once a week, imagine if you did it say three times a week or what if you did it every day. Well, researchers tested this and what they found out is when people did it more frequently, they were actually less happy. It seemed to become an onerous chore when you had to write a gratitude list more often. The sweet spot seems to be about once a week. So, we have all heard the saying that Everything in moderation. Well, when it comes to happiness, maybe we should say that everything in moderation including the expression of gratitude.

Unit 9

Part 1

John (actor): One, two, three, four,...

Lynn (actor): You know sir, we don't have all day.

John (actor): Hold your horses. I just need to count it out. Now, where was I, one, two..

Lynn (actor): You don't have cash or a credit card?

John (actor): No, this is all I have. What was that total again? I can't seem to remember.

John Quinones (presenter): Cha-ching or kurplank, it's money all right? But some people have taken to coin shaming those paying with changes. Today, however, it is our shopper who is sorting cent by cent.

John (actor): Six dollars. One, two.. I have lost track.

John Quinones (presenter): If you saw an elderly man, ...

Lynn (actor): Can't you see you're holding up the line.

I'm sorry but I won't be much longer.

John Quinones (presenter): ... struggling to gather his changes.

Lynn (actor): Sir, you can't pay with just change.

John Quinones (presenter): ... what would you do?
Our hidden cameras are rolling at the shopper's value in Picayune, Mississippi.
Lynn (actor): All right, your total to be 12.33.
John (actor): Okay, let me just get my change out.
John Quinones (presenter): This first shopper looks on as John digs through his coins.
Lynn (actor): Are you paying with all change to this?
John (actor): Oh, yes ma'am. I think that's the best I can do.
Lynn (actor): This is going to take a really long time.
John (actor): I'm gonna move as fast as I can.
John Quinones (presenter): Almost immediately, ...
John (actor): I'm sorry, sir, I go as fast as I can.
John Quinones (presenter): ... he picks up on John's need for assistance.
John (actor): What was the total again?
Lynn (actor): 12.33.
John (actor): 12.33. I just can't seem to remember.
1st shopper: Want me to help you?
John (actor): Yeah, I need a hand. Thank you for your help,
John Quinones (presenter): He steps right in and gets to work. But when Lynn questions his motives, ...
Lynn (actor): Why are you helping him?
John Quinones (presenter): ... he hits her with the silent treatment.
Lynn (actor): Really, don't you have better things to do sir?
John Quinones (presenter): He totally ignores her.
As for the woman in the back of the line,
Lynn (actor): We need two more dollars.
John Quinones (presenter): Oh, wow, look at this. Wow.
She has no problem giving her two cents.
2nd shopper: There.
Lynn (actor): Ma'am, why are you giving him money?
2nd shopper: Because I have it to give.
Lynn (actor): Well, why are you helping this old man?
2nd shopper: God helps me every day.
John (actor): Right, right!
2nd shopper: You need to keep your opinion to yourself. You're a worker here, he is a customer.
John (actor): Thank you so much!
2nd shopper: You're very welcome.
John (actor): God bless you god bless you!
John Quinones (presenter): Time for us to exchange thanks with this tag team.
2nd shopper: What's going on here? I'm sorry..
John Quinones (presenter): It touched you that much.
2nd shopper: Yes, it does. You know I'm ...

John Quinones (presenter): It's very kind of you!
John Quinones (presenter): We're at it again.
Lynn (actor): This is just taking too long.
John (actor): I'm doing the best that I can.
John Quinones (presenter): Here she comes.
3rd shopper: Do you need some help?
John (actor): I could use some help ma'am.
3rd shopper: Ok.
John Quinones (presenter): And no matter how rude our cashier gets, ...
Lynn (actor): But he's paying at all change. It's annoying. It doesn't annoy you?
3rd shopper: I have all the time in the world.
John Quinones (presenter): This shopper has no trouble keeping her cool.
Lynn (actor): Why would you help someone you don't know?
3rd shopper: This is kind of my job. I'm a CNA nursing assistant.
Lynn (actor): Oh, CNA.
John (actor): How short am I right now?
John Quinones (presenter): And she doesn't stop there.
Lynn (actor): You're only eight dollars.
3rd shopper: Here!
Lynn (actor): You're gonna pay for him?
3rd shopper: Uh-huh. I'll even bag it for you.
John (actor): You are, ma'am, so kind. Thank you so much!
3rd shopper: You're welcome.
John Quinones (presenter): How are you?
3rd shopper: Oh, my god! In our little town?!
John Quinones (presenter): In your little town. Despite everything she said, you didn't feel like yelling at the cashier?
3rd shopper: No, I've been in Walmart myself and not have enough money and the people behind me will pay, you know.
John Quinones (presenter): You are paying it forward.
3rd shopper: Yeah.
John Quinones (presenter): Some shoppers steer clear of the chain situation by switching lanes. All right, let them go let them go.
But the majority of people are willing to spare their time. Good people. There, certainly, was no shortage of them here, today.
Part 2
John Quinones (presenter): The smell of barbecue is in the air at the Minuteman restaurant and pie shop in Morristown, New Jersey.
Lauryn (actor): Hi, Peter. You are by yourself today?
Peter (actor): Yep.
Lauryn (actor): Sounds good. Right this way.
John Quinones (presenter): And this hungry regular can't wait to order.

Lauryn (actor): What can I get for you?

Peter (actor): Maybe a burger.

Lauryn (actor): Always a good choice.

John Quinones (presenter): As Peter makes up his mind, ...

Peter (actor): Ashley, can you tell me the special list?

Lauryn (actor): Well, we have a delicious pulled pork sandwich

John Quinones (presenter): ... our diner decides his time is up.

Mike (actor): Hello, hi, excuse me, Miss. Yes, how long do you think you're going to be with him?

Lauryn (actor): I'm sorry, what?

Mike (actor): Well, it just seems like it's going to be a slow process.

John Quinones (presenter): It happens more often than you think. People with Down Syndrome being bullied and treated unfairly. If you overheard this man being impatient and indignant with a customer who has Down syndrome, ...

Peter (actor): Is there a problem, sir?

Mike (actor): I wouldn't expect you to understand.

John Quinones (presenter): ... what would you do?

Peter (actor): Can I have ...

John Quinones (presenter): Peter is having trouble deciding what to order.

Peter (actor): Ashley, can you tell me about your sandwiches?

Lauryn (actor): Sure. We have many. We have wraps. If you like wrap, instead

John Quinones (presenter): While the surrounding tables don't seem to mind, ...

Lauryn (actor): Hamburger? Okay. How would you like that cooked?

John Quinones (presenter): ... our impatient customer certainly does.

Mike (actor): Excuse me, Miss, hello, hi, yeah, I've been sitting here for like 15 minutes.

Lauryn (actor): I'll be right with you, sir.

Mike (actor): He's so slow. Can you please take my order first?

Lauryn (actor): I'll be right with you, okay.

Mike (actor): You probably can't even read the menu. I'm in a hurry

John Quinones (presenter): This woman does her best to tune him out.

Mike (actor): Please, can you come over and take my order. This is so stupid.

Lauryn (actor): Okay. I'm gonna put this in and I'll be right back, okay?

Mike (actor): Don't people ...

John Quinones (presenter): but when he redirects his anger from Lauren, ...

Mike (actor): ... people with Down Syndrome have a guardian. Where's your guardian?

Peter (actor): I'm trying to enjoy my night.

Mike (actor): Well, you're, you're slowing everything down. These people haven't received an order, these people haven't received.

John Quinones (presenter): ... she decides she has had enough.

Mike (actor): None of us have gotten any.

Amanda (diner): Stop it! Stop it!

Mike (actor): Are you talking to me now?

Amanda (diner): Yes.

Mike (actor): He's taking forever.

Amanda (diner): Stop it!

Mike (actor): He should have somebody with him ma'am.

Amanda (diner): You are being very rude! Now, stop it!

Mike (actor): I am in a hurry. I have a business appointment.

Amanda (diner): Then you need to leave

John Quinones (presenter): Turns out for her this situation hits close to home.

I'm John Quinones, they're actors.

Amanda (diner): I used to teach mentally challenged children. And I'm sorry, I'm shaking, but I don't like to have confrontations with people.

My number one motto - treat everybody the way you would like to be treated.

John Quinones (presenter): The Golden Rule!

Amanda (diner): Yes.

John Quinones (presenter): He offers Mike a tip.

Robert (diner): Why don't you talk to the boss if you have a problem instead of bothering these people?

Mike (actor): He is I mean, I've been sitting here. I don't even know that people with Down Syndrome could even go out by themselves.

Robert (diner): If you worked for me, I'd fire you.

Mike (actor): You, you'd fire me?!

Robert (diner): Absolutely!

Mike (actor): All right, that's it! I'm not going to patronise this place if they let people like that in here,

John Quinones (presenter): And after he leaves he gives Peter one more sign of support.

John Quinones (presenter): Hi, how are you sir? I'm John Quinones.

Robert (diner): How are you?

John Quinones (presenter): You defended a stranger.

Robert (diner): So, what? He needed it. It's not fair what he was doing.

John Quinones (presenter): And he wasn't the only one. Throughout the day customers refused to ally with Mike.

Diner: I think you should apologise to this guy.

Mike (actor): I should apologise?

Diner: Yeah, I think you should.

Peter (actor): This guy is annoying me.

Diner: Don't worry about it, just sit down and relax.

I hope I'm not bothering you.

Diner: Not, at all! Not, at all! Good to see you, buddy.

John Quinones (presenter): You threw him out, you told him to get out of here.

Jason (diner): Oh, I told. I might have used some foul language. I don't even remember.

John Quinones (presenter): What was your message?

Jason (diner): You got to be kind to everybody.

John Quinones (presenter): One in every 700 births is a down syndrome.

Jason (diner): My boss has a niece with Down Syndrome and they're human beings we all are.

EXAMPLE OF SUMMATIVE ASSESSMENT TESTS

Name: _____ Class: _____ Date: _____

Listening

1. Listen to the talk and choose the best option to complete the sentences.

1. There is only one in the “train street”.

- A. dangerous shop
- B. train
- C. railroad track
- D. closed cafe

2. The street ...

- A. has become famous thanks to social media.
- B. is the worst part of the town.
- C. was once known as a tourist attraction.
- D. isn't special at all.

3. Tourists should arrive at the street 30 minutes before the train arrives in order

- A. to sit on the train tracks.
- B. to find a good position for viewing.
- C. not to risk your life.
- D. to walk on the tracks.

4. The train

- A. stops to give the tourists the best experience of Instagram selfies.
- B. stops not to risk the lives of tourists.
- C. decreases its speed as it passes through the street.
- D. decreases its speed to let the tourists sit on the train.

Reading

1. Read the paragraphs and choose 2 topics that haven't been mentioned.

- A. The organisers of the first International Culinary Festival
- B. The duration of the festival
- C. The names of the dishes
- D. The purpose of the pavilions
- E. The attending countries
- F. The place of the pavilions
- G. The theme of the interactive presentation
- H. The duration of the masterclasses

(____/10)

On May 5-8, 2022 Shusha hosted the first International Culinary Festival with the participation of expert cooks from Germany, Austria, China, France, Georgia, Iran, Israel, Italy, Malaysia, Turkey, Japan, Belgium, Czech Republic, Canada, Republic of Korea, Kazakhstan, Uzbekistan, Russia, Turkey, and other countries.

The festival was organised by the Heydar Aliyev Foundation and the State Tourism Agency of the Republic of Azerbaijan.

The festival was also attended by famous food bloggers from different countries who shared their experiences with their followers. The festival became the first of its kind hosted in Shusha after its liberation from the Armenian occupation in 2020 and served as a great example of friendship and multiculturalism among all nations.

Visitors to the festival had the unique opportunity to enjoy many delicious samples of both national and international cuisines, served at special pavilions.

Participants were also given masterclasses led by famous culinary experts. By participating in the master classes of professional cooks, guests had a chance to learn how to prepare dishes.

Different regions of Azerbaijan presented their local cuisine to the visitors. They showed the visitors the rich Azerbaijani cuisine.

Along with the dishes of the peoples of the world, the material and spiritual values of different countries were presented during the festival. According to this concept, the pavilions were organised in different formats in recreation and entertainment areas. In each pavilion, the guests had the chance to get acquainted with the architectural style characteristic of a particular country and national music. Numerous concerts, exhibitions, and other events were organised in pavilions.

As part of the festival, Azerkhalcha held various interactive presentations about the traditions of carpet weaving. Azerkhalcha presented an interactive performance related to the carpet weaving process.

The guests were shown the processes of shearing and cleaning wool, making thread and dyeing it with natural dyes, and many other stages of the carpet weaving art.

The festival also featured an open-air "Shusha". Spring Legend" with the participation of Azerbaijani artists and sculptors. The artists created a series of artworks inspired by Shusha's breathtaking nature.

2. Read the paragraphs again. Are the sentences True, False or Not Given?

1. A similar event was organised in Shusha in 2020. _____
2. Visitors were introduced to only Azerbaijani dishes. _____
3. Azerbaijani cooks gave master classes. _____
4. The pavilions featured the values of the attending countries. _____
5. Azerkhalcha demonstrated all the stages of carpet creation. _____
6. "Shusha. Spring Legend" was organised in nature. _____

(____/30)

Grammar

1. Choose the best option to complete the sentences.

1. _____ he is very young, he has had the opportunity to visit many countries.

a) Though b) In spite of c) Despite d) Due to

2. Open air festivals have the risk of failure because of bad weather conditions, _____ it is not the case with the events organised in closed areas.

a) though b) in spite of c) despite d) while

3. Open air festivals have the risk of failure because of bad weather conditions, _____ it is not the case with the events organised in closed areas.

a) despite b) whereas c) but d) due to

4. _____ the differences in culture, the family were able to get adapted to their new neighbourhood.

- a) Although b) While c) Despite d) Even though

5. _____ Shusha was ready to host the 4th Kharibulbul Music Festival in 1992, the festival didn't take place because of the occupation of the town.

- a) Even though b) Despite c) While d) In spite of

(____/20)

Vocabulary

1. Complete the sentences with the words/phrases in the box. There are extra words/phrases.

annual extinct indigenous loyal homesick weird

1. Some tribal languages are in danger of becoming _____.
2. Gabala Music Festival is a (an) _____ festival which brings together famous musicians from all over the world each summer.
3. All her classmates and teachers were worried about her _____ behaviour.
4. As I was looking at my old photos in Shusha, I began to feel more and more _____.

Vocabulary

2. Read the sentences below and complete the gaps with an appropriate form of the word given in brackets.

1. All the tickets to the concert of my favourite band were sold. It was a big _____ for me. (disappoint)
2. White doves _____ peace in some cultures. (symbol)
3. There are certain _____ between Eastern and Western cultures. (similar)
4. What is the most famous football _____ in your country? (celebration)

(____/8)

This is the end of the test.

TRACK OF THE SUMMATIVE ASSESSMENT TESTS

Audio script:

A street in Hanoi, Vietnam, has become popular among tourists in recent years as a place to get the perfect selfie for Instagram. The famous street called "train street" has a single railroad track with shops and cafes that are dangerously close to the tracks.

The unique neighbourhood was once known as the worst part of the town, but social media turned the area into a tourist attraction.

Twice a day a speeding bright blue train passes through a narrow street where people live, work and play. Instagrammers get their cameras ready to shoot before it arrives. It is advisable to be there at least 30 minutes before the expected arrival to get a good viewing spot. Best photos can be taken by walking to the top of the street and sitting on the train tracks, with your back to the train. This is a special experience, but safety has to come first. The train slows down, but it won't stop. So, don't risk your life for a selfie on the tracks.

KEYS OF THE SUMMATIVE ASSESSMENT TESTS

<p>Listening</p> <p>1. C 3. B 2. A 4. C</p>	<p>Grammar</p> <p>1. A 4. C 2. D 5. A 3. A</p>
<p>Reading</p> <p>1. 1. C 2. H</p> <p>2. 1. F 4. T 2. F 5. NG 3. NG 6. T</p>	<p>Vocabulary</p> <p>1. 1. extinct 3. weird 2. annual 4. homesick</p> <p>2. 5. disappointment 7. similarities 6. symbolises 8. celebration</p>

