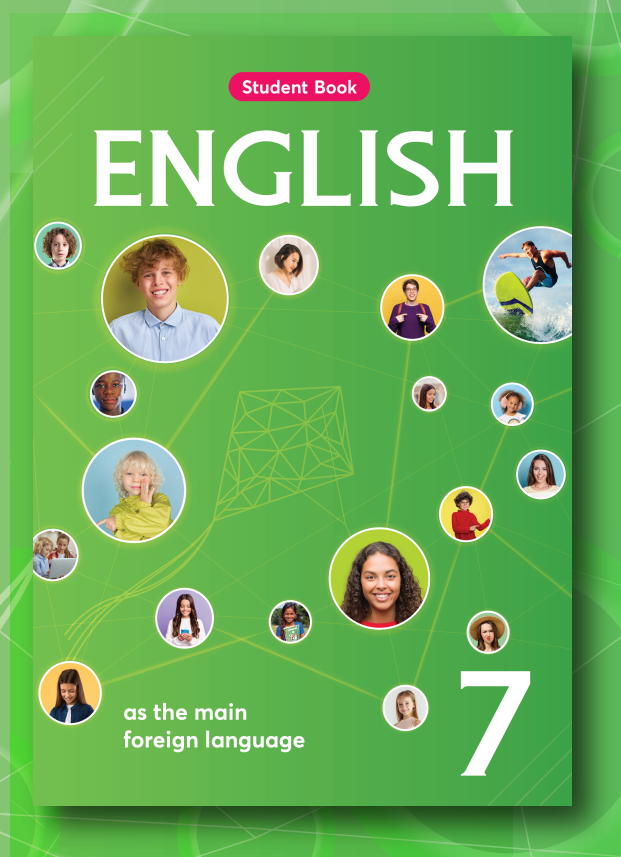


Teacher book

ENGLISH



as the main
foreign language

7

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Gunay Gurbanova
Sevinj Mammadova

Teacher book

English

*as the main foreign language for the 7th grades
of general secondary schools*

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

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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 7, 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 seventh 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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	1	Review		
	1	Test 6		
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Content Standards

Pupil at the end of Grade 7 is able to:

- determine the main idea and logical order in the text he/she listens to and reads;
- use speech etiquettes and speech models in his/her speech;
- express his/her ideas in the given topic in oral and written form;
- use orthographic marks correctly;
- create posters and invitations.

Core standards and sub standards on content lines

1. Listening

Pupil is able to:

- 1.1. understand the content of the text he/she listens to;
- 1.1.1. respond to the questions during the requests;
- 1.1.2. determine the main idea in the text he/she listens to.

2. Speaking

Pupil is able to:

- 2.1. **demonstrate oral speech knowledge and skills**
- 2.1.1. use speech patterns he/she learns in the given topic;
- 2.1.2. use speech etiquettes in dialogues;
- 2.1.3. express his/her ideas on the topic in different forms (changing the person, changing the tense).

3. Reading

Pupil is able to:

- 3.1. understand the content of the text he/she reads;
- 3.1.1. classify word and word combinations according to their morphological characters;
- 3.1.2. read the words in the text with proper tone, rhythm and pause;
- 3.1.3. determine the logical order between the components the text;
- 3.1.4. determines the main idea in the text.

4. Writing

Pupil is able to:

- 4.1. **demonstrate accurate writing skills**
- 4.1.1. express his/her ideas in the given topic in written form;
- 4.1.2. describe different objects and events;
- 4.1.3. use orthographic marks correctly;
- 4.1.4. create posters and invitations.

SCHOOLS AROUND THE WORLD

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 schools around the world.

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

1. Have students work in pairs and discuss the questions.
 - What do you like about your school?
 - What changes would you like to see in your school?
2. Tell students that they are going to read an article about different schools around the world. Before they start reading the article, go through the new vocabulary presented in the boxes.

Possible Blocking Words:

a local person [ə'ləʊkəl pɜːsn] a person who lives in a specific country, city or town you are talking about

the government [ðɪ'gʌvnmənt] the group of people who rule the country

take a nap [teɪk ə næp] have a short sleep

flood [flʌd] flowing of water onto land more than its normal limits

Set a reasonable time limit. Ask students to read the text quickly and match the paragraphs (A-D) to the pictures (1-5). Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

- A. 4
- B. 1
- C. 2
- D. 5

3. Ask students to read the text again and match the sentences (1-5) to the paragraphs. Tell them that there is one extra sentence. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

1. Most students at this school are good at two subjects. – **B**
(*Most of the students of our school study hard and get high grades in mathematics and reading.*)
2. The students at this school can do everything they want. – **C**
(*We can play, walk around, or just take a nap during the lessons.*)
3. The students at this school take tests every week. (extra)
4. The students at these schools don't go to schools, but the schools come to them. – **D** (*The boat schools pick students up from riversides.*)
5. The students do not study at this school anymore. – **A**
(*The government closed the school after 23 years because the villagers were not happy about it.*)

4. Ask students to work individually and find the synonyms of the given expressions in the test. Set a time limit. When they are ready, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

1. organise a meeting (Paragraph C) – call a meeting
2. go to school (Paragraph D) – attend school
3. take students (Paragraph D) – pick students up

5. Have students work in pairs and discuss the questions. Monitor and help them if needed.
- What problems do you think children in the schools you read about have?
 - Which school wouldn't you like to study at? Why?

VOCABULARY

Aims: By the end of the lesson, students will be better able to talk about different schools using the target language.

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

1. Draw students' attention to the adjectives. Play the recording and have them listen and repeat the words. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Track 1

- | | |
|---------------|----------------|
| 1. annoying | 5. fascinating |
| 2. terrifying | 6. delighted |
| 3. freezing | 7. exhausted |
| 4. enormous | 8. incredible |

2. Ask students to work individually and complete the sentences with the words from Task 1. Then have them work with a partner and compare their answers. Then provide whole class feedback.

Answers:

1. Using computers instead of books is really **fascinating**.
2. An idea of a classroom on a boat sounds **incredible/fascinating**.
3. Do you also feel **exhausted** after a long day of school?
4. Our teacher was so **delighted** because we won the first place award in the race.
5. Remember to wear your warm jacket and hat. It's **freezing** outside.
6. The new school building was **enormous**. It was hard to find the way to our classroom in the first week.
7. We could hear the wolves in the forest at night. That was really **terrifying** and we couldn't sleep.

3. Tell students that they are going to listen to four people describing the place where they are. Before you play the recording, have students read the words (a-e). Play the recording. As they listen, they should match the people to the kind of place they are in. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

Speaker 1	c) freezing
Speaker 2	a) enormous
Speaker 3	e) terrifying
Speaker 4	b) incredible

Track 2

Speaker 1. I am in the Ice Hotel with my family. We are all wearing warm coats and caps inside the hotel because it is really cold here.

Speaker 2. Today is my second day at this school. The school is really huge. Yesterday I wanted to go to the teacher's room and imagine what happened. I got lost!

Speaker 3. There is no electricity in this house. At nights, it gets really scary and I often feel frightened.

Speaker 4. What an unusual place! At nights the stars look very close. You cannot believe your eyes.

4. Ask students to work in pairs and talk about the schools. Have them make guesses about the lives of students studying at the schools presented. Encourage them to use the lesson vocabulary. Monitor and feed in with the necessary language.
5. Before starting this mingling activity, make sure that you have everything you need. If your classroom contains a large number of tables and desks, move them to one side of the room. If this is not feasible, consider moving to an empty room or a space outside. Plan how you will present the activity to your students. This might be particularly challenging if your students have never done one before. In this case, present these basic rules:
 - Stand up. No one sits down during this activity.
 - Walk and talk to one of the classmates.
 - When you are finished, move and find another student and talk to him/her.
 - Move around freely and talk to the third student.

Encourage students to use the lesson vocabulary. While they are doing this task, take notes of some of the mistakes. When they are finished, provide them with feedback. Tell them how you think everything went, and what could have made it even better. Point out some problems you noticed, but avoid criticising any student directly. Ask students what they thought of the mingle and if they'd like to do it again.

GRAMMAR A

Aims: By the end of the lesson, students will be better able to ask and answer questions using the target language.

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

Optional warmer:

Point to the picture and ask students the questions below.

- Where do you think the children are?
- What do you think they are looking at on the computer?

1. Have students read the conversation between Megan and Elan and answer the question.

Answer:

c. Megan's forest school

Before you start explaining the target grammar, you might want to revise what an adjective is.

Adjectives are the words that describe nouns. They have the same form in singular and plural.

- Adjectives come before nouns:

A **green** apple

Here GREEN is the adjective describing **apple** which is a noun.

An **old** computer

Here OLD is the adjective describing **computer** which is a noun.

- You put adjectives after these verbs:

BE, BECOME, GET, LOOK, SEEM, SMELL, SOUND, TASTE

- You look tired.
- It's getting dark.
- That sounds nice.

Draw students' attention to the Grammar Target box. Explain to them the differences between the adjectives ending in - ed and - ing. Write some sentences on the board.

2. Then ask students to work individually and complete the table. When they complete the task, ask them to work in pairs and test their partner. Monitor and help with pronunciation.

Answers:

Verb	Adjectives ending in -ed	Adjectives ending in -ing
0. interest	interested	interesting
1. excite	excited	<u>exciting</u>
2. surprise	surprised	<u>surprising</u>
3. shock	shocked	<u>shocking</u>
4. frighten	frightened	<u>frightening</u>
5. annoy	<u>annoyed</u>	annoying
6. bore	<u>bored</u>	boring
7. relax	<u>relaxed</u>	relaxing
8. confuse	<u>confused</u>	confusing
9. worry	worried	<u>worrying</u>
10. terrify	<u>terrified</u>	terrifying

3. Tell students that they are going to listen to four people. As they listen, they should choose the correct option to complete the sentences. Before you play the recording, get students to read the sentences. Have students compare their answers in pairs before you discuss the answers as a class.

Track 3

1. I have no news about my best friend. I heard from him about three years ago. I don't know where he is or what he is doing.
2. Please, don't repeat that word anymore. I don't like it..
3. Oh... I don't know what to do or where to go.
4. Please turn off the TV. I can't watch this film anymore.

Answers:

1. worried
2. annoying
3. bored
4. frightening

4. Have students work individually and choose the correct options to complete the sentences. Have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. confusing
2. tired
3. exciting
4. boring
5. frightened

5. Ask students to work individually and complete the sentences with the right adjective form of the verbs in brackets. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

1. Kate and Jane are so **excited** to meet their new English teacher.
2. It rained all day long and we couldn't go out. It was so **boring**.
3. Why are you so **surprised** ? Your project won because it was the best!
4. Ben never holds the door for the person behind him. It is so **annoying**.
5. Mum is **worried** about you. Why are you so late?

Optional Task:

If you feel that your students still need some more controlled practice, provide them with the hardcopies of the task on Page 23. Explain to them how to do the task. Have them follow the instructions provided.

6. Have students choose five adjectives from the table in Task 2 and write 5 questions to interview their partner. Feed in with the necessary language while students are writing the questions. When they are finished, pair them and ask them to interview each other. Monitor discreetly while students work, making notes of correct language as well as problems for feedback.

I. Choose the correct options to complete the sentences.

II. Walk around the class and ask your classmates the questions. Ask each classmate a different question. Complete the table with their names and answers.

Questions	Names	Answers
1. At which time of the day do you usually feel relaxing/ relaxed ?		
2. What do you find confused/confusing about learning English?		
3. What is the most boring/ bored TV programme?		
4. What sports are you interested/ interesting in?		
5. What exciting/excited things can you do in your country?		
6. What things about the planet make you feel frightened/frightening ?		
7. When was the last time you were very surprised/ surprising ?		
8. Who is the most amazed/ amazing person you know?		
9. What makes you feel annoyed/annoying ?		
10. Are you tiring/tired at the moment?		

III. Work in groups. Tell each other what you learned about your classmates.

GRAMMAR B

Aims: By the end of the lesson, students will be better able to talk about the differences and similarities between studying at young and old ages using the target language.

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

Optional warmer:

Draw students' attention to the picture provided. Ask them the questions below.

- What kind of problems do elderly people often have?
- What kind of problems do young people often have?

1. Ask students to read the conversation quickly and complete the sentence. Have them compare their answers in pairs before discussing the answers as a class.

Answer:

C. grandpa's dream

Draw students' attention to the GRAMMAR TARGET box. Explain to them how to form sentences with *too+ adjective+ infinitive* and *enough+adjective+infinitive*. Write some sentences on the board. Have students suggest some more.

2. Have students read the conversation again and find other examples with **too** and **enough**.

Answers:

1. I think it is never too late to realise your dream.
2. Don't you think I am too tired to study for exams?
3. I know you are brave enough to start a new chapter in your life.

3. Ask students to work individually and complete the sentences with **too** or **enough**. Have students compare their answers in pairs before discussing the answers as a class.

Answers:

1. We need to take a taxi to their house. It's **too** far to walk.
2. Are you tall **enough** to reach that shelf?
3. He isn't fast **enough** to win the race.
4. Jim is **too** young to drive a car.
5. The music is **too** loud to relax. Please, turn the radio off.
6. Mark isn't tall **enough** to play basketball.

4. Have students work individually and complete the sentences with too or enough and the adjectives given in brackets. Have students compare their answers in pairs before discussing the answers as a class.

Answers:

1. Help your brother. He is **too frightened** to continue the game.
2. They were **old enough** to understand politics easily.
3. The questions were **too difficult** to solve. I asked the teacher for help.
4. The film was **too boring** to watch till the end.
5. My friend Jane is **strong enough** to win the race.
6. Our new neighbour is **too impolite** to become friends with.

5. Have students work in pairs and complete the sentences. When they finish, ask them to compare their answers in pairs. Then provide whole class feedback.

Possible answers:

1. The joke was funny enough **to laugh at it.**
2. Mrs Brown is too sick **to go to work.**
3. This math problem is easy enough **to solve it.**
4. This room is too noisy **to study here.**
5. They are brave enough **to join the army.**
6. You shouldn't be too worried **to call them.**

6. Ask students to work in pairs or small groups and talk about the differences and similarities between studying at young and old ages. Encourage them to use the lesson grammar. Monitor discreetly while students work, making notes of correct language as well as problems for feedback.

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 Agora school.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3.

1. Draw students' attention to the picture of Agora school in the Netherlands and have them discuss the questions below.
 - What do you think is special about this school?
 - Would you like to study at this school? Why or why not?
2. Tell students that they are going to listen to a talk about Agora school. As they listen, they should answer the question. When they are done, have them compare their answer in pairs before you discuss the answer as a class.

Answer:

a) its unique learning system

3. Tell students that they are going to listen to the talk again and complete the sentences. Before you play the recording, have students read the sentences. You can play the recording once or twice depending on the level of your students. With the weaker classes, you can pause after each sentence. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

1. The school started in 2014.
2. The number of students at Agora is about 250.
3. Age groups at Agora are from 12 to 18.
4. The students make plans in the morning.
5. During quiet time, students think or read.

Track 4

Agora started in 2014 with 30 students. But now there are about 250 students in this school and the school building looks enormous. Every year more and more young people want to study at this school. Students aged from 12 to 18 study here. They decide what they want to learn by themselves. They can learn about the topics and things they are interested in and that's why they all feel delighted. Here students call their teachers coaches. Coaches help them discover new things. Students at Agora are free enough to get knowledge, think or play different games and have fun. Every morning they spend a few minutes making their plans for the day. Then they have project time. Some students sit at their desks and some others are in the kitchen or computer room. After lunch, they have quiet time. Students think or read during this time. Then they have more project or group work until the end of the day. It may sound too strange to you, but this is all about the Agora school!

4. Divide students into small groups and ask them to describe the pictures of the students studying at Agora. Monitor and feed in with the necessary language if needed.
5. Write "Ideal school" on the board and ask students to say the words they associate with it. Write the words on the board. Then ask students to work in pairs or in small groups and discuss the questions about their ideal schools.
 - What is your ideal school like?
 - What makes your school special?
 - What do the students do there?

Monitor discreetly while students work, making notes of correct language as well as problems for feedback.

You might also consider asking them to draw their ideal school and present it to the class.

WRITING

Aims: By the end of the lesson, students will be better able to apply writing tips learned in Grade 6.

Standards: 4.1.1. 4.1.2. 4.1.3.

Write **and**, **but**, **because**, **so** and **or** on the board and ask students to suggest some sentences which contain these sentence combiners. Then refer students to the table with writing tips studied at Grade 6. Revise the rules and then discuss the sentences written on the board. Comment on the mistakes if any.

Writing Tips!

Use **and** to connect two ideas/sentences. *My school is big and beautiful. The school trip was fascinating and everyone was pleased.*

Use **but** to show contrast. Put a comma before **but**. *I go to school, but my sister doesn't.*

Use **because** to explain why we do something. *I am happy because all my grades are good.*

Use **so** to show a result. Put a comma before **so** if you are connecting two sentences. *I studied well, so all my grades are good.*

And joins two or more similar things in affirmative sentences. *I like math and English.*

Or connects two or more similar things in negative sentences. *There are no tests, homework, or grades at our school.*

Or connects two or more choices or alternatives. *I would like to study at a university in Italy, Canada, or England (I can go to all three places. I'll choose one.)*

1. Ask students to work individually and complete the sentences with **so**, **and**, **or**, **but** and **because**. Have them compare their answers in pairs before discussing the answers as a class.

Answers:

1. People in my village didn't have money to build a school, **so** they used a cave as a school.
2. At the beginning of the year, it was difficult for the students to use smartboards, **but** now all of them can work on the smartboard.

3. The school director was delighted **because** we won the first place award in the math Olympiad.

4. Are there any boat **or** cave schools in your country?

2. Have students work individually and choose the correct options to complete the sentences. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

1. We use at **c** the beginning of the story.

a) after that b) finally **c) first**

2. We use **b** at the end of the story.

a) then **b) finally** c) first

3. We don't put a comma after **b**.

a) luckily **b) then** c) after that

4. We use **c** to show that something happened unexpectedly.

a) fortunately b) finally **c) suddenly**

5. We use **b** to show that some bad things happened.

a) luckily **b) unfortunately** c) finally

3. Ask students to work individually and complete the sentences with **first**, **unluckily**, **then**, **fortunately** and **after that**. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

A group of foreign students visited our school yesterday. It was a task for my class to guide them in the school. 0) First, we showed them the school and visited different classes. 1) **Then** we had lunch together in the canteen. 2) **After that** we attended a PE lesson and played volleyball together. 3) **Unluckily**, one of our classmates hurt his leg. The doctor examined his leg and said everything was OK. 4) **Fortunately**, he could walk and was with us till the end of the day. It was a fun day.

4. Write the words **fact** and **opinion** on the board and elicit what each of them means. Have them provide some facts and opinions about a certain topic (for example, Our school, Our schoolyard, etc.) Then ask students to complete the sentences.

Answers:

1. **A fact** is a true statement. We can test and prove it.

2. **An opinion** is what a person thinks or feels about something. It is not 100% true or false.

Go through the expressions used to express opinions.

5. Have students work in small groups and write their opinions about one of the topics suggested. Ask them to support that opinion. (Tell them to follow OREO tips studied at Grade 6.)

STORY TIME

Aims: By the end of the lesson, students will be better able to develop their reading skills for detailed information by reading the story *Thank you, Mr Falker* by Patricia Polacco.

Standards: 2.1.3. 3.1.2. 3.1.3.

The purpose of this section is not only to help students develop their intensive reading skills, but also enhance their extensive reading skills. Tell your students that it is not necessary to understand each word in the story. It is important to understand the general meaning. Moreover, in each story section, there are tasks presented in illustrations. Those illustrations can help them understand the story better.

The stories are also provided with recordings. It is advisable that you encourage students to listen to the recordings at home, which might help them improve their pronunciation.

1. Tell students that the story - *Thank you, Mr Falker* is written by Patricia Polacco. First, ask your students to read the short text about the author. You might want to ask them some comprehension questions based on that short text.

- Where does the author come from?
- When did she first write a book?

Then read the title of the story and ask them to predict what the story is going to be about. Elicit the answers and write them on the board. Then have them read the first part of the story and do Task 1 on page 20. They should put the pictures in the right order. Have them do the task individually and then compare their answers in pairs or small groups. Once they have finished, check the answers.

Answers:

F, E, B, D, C, A





2. Ask students to answer the questions in Task 2. Encourage them to write full sentences. Set a time limit. When they are done, have them compare their answers with their partners. Then provide whole class feedback.

Answers:

1. What was hard for Trisha at school? - **She couldn't read.**
2. What did Trisha see on the pages? - **She saw only circles on the pages.**
3. How did Trisha feel about herself? - **She felt different and stupid.**
4. Why didn't she want to go to school? - **She didn't want to go to school because kids laughed at her.**
5. Why did the children stop laughing at Trisha? - **Mr Falker told them to stop laughing at Trisha.**

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

What do you think will happen next?

Put students in small groups and have them act out the story. Give them enough time for preparation and rehearsal. While one group is acting out, encourage the other groups to provide feedback. Feedback sessions can be conducted both at the end of the lesson or after each performance.

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 the video aimed at developing the functional use of language for asking for permission.

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

In this section, students have different language practice activities based on the animated videos. 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, the pre-viewing and post-viewing parts can be done during the lessons and while-viewing parts can be set as a home assignment. Pre-viewing activities would be like the warmers that we usually have for other types of activities. They mainly focus on introducing the topic and teaching new vocabulary.

While-viewing activities consist of tasks that students must complete while watching the videos.

Post-viewing activities are prepared to wrap-up the video lesson. They provide a great opportunity to consolidate everything the students have learned in a production or performance activity.

1. Have students work in pairs and discuss the questions. The answers may vary.

- Where are Shams and Katelyn?
- What do you think they are talking about?

2. Ask students to read the task before you play the video. As they watch, they have to complete the sentences with the words from the video. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

1. Katelyn needs a pen because she wants to **take some notes.**
2. Shams advises Katelyn not to open the window because **the papers blow around.**
3. They drink water outside because they don't want to **spill water over the books.**

3. Have students watch the video again and complete the sentences. This task focuses on the development of functional language.

Answers:

1. I'm sorry to **interrupt** you, but could I borrow your pen?
2. I'm sorry, but you'd **better** not.
3. Feel **free** to turn it on.

4. Students watch the video again and this time focus on the language of permission. As they watch, they should answer the questions.

- a) May I..? Could I... ?
- b) I'm sorry, but you'd better not.
- c) Yes, of course!/ Yes, feel free to

Track

- Katelyn:** May I sit here?
- Shams:** Yes, of course!
- Katelyn:** I'm sorry to interrupt you, but could I borrow your pen? I need to take some notes.
- Shams:** Sure. Here you are.
- Katelyn:** Can I open the window? It's hot here.
- Shams:** I'm sorry, but you'd better not. When that window is open, all the papers blow around.
- Katelyn:** Can I turn on the air conditioner?
- Shams:** Yes, feel free to turn it on.
- Katelyn:** I'm sorry to interrupt you again, but can I use that water dispenser?
- Shams:** Sure. Let's drink it outside because there are a lot of books on the table and we can spill water over the books.
- Katelyn:** OK, Shams.

5. Have students work in pairs and role-play the situation. Encourage them to use the functional language studied at this lesson. Monitor discreetly while students work, making notes of correct language as well as problems for feedback. Fast finishers can swap roles and do the roleplay again.

REVIEW

Task 1

1. Students in Brooklyn Free School can make/take a nap during school hours.
2. All of the travellers felt enormous/exhausted after a very long trip to the mountains.
3. What a freezing/fascinating view it is! I would like to visit this place one day!
4. I cannot believe there are cave schools in the world. That's delighted/
incredible!
5. The sound was so loud and terrifying/fascinating. We were really scared.

Task 2

excited
exciting

frightened
frightening

bored
boring

confused
confusing

annoyed
annoying

relaxed
relaxing

1. Don't wear that mask to the party. You look frightening.
2. There was nothing interesting about that show. We all were so bored.
3. I couldn't hear the speaker and felt annoyed because the children were very loud.
4. Can you please explain this question again? It's very confusing.
5. Trisha could finally feel relaxed because she started to read with Mr Falker.

Task 3

1. The news was shocking! We couldn't believe our ears. (shock)
2. My grandpa was so surprised to see all of his grandchildren on the farm. (surprise)
3. I don't want to live here. This place looks so terrifying. (terrify)
4. Stop making that noise! It is annoying. (annoy)
5. We were all worried because Tim was very late. (worry)

Task 4

1. You are **too** sleepy to watch the film.
2. They often take the school bus because it's **too** far to walk.
3. The meat is fresh **enough** to cook for dinner.
4. Your drawing is good **enough** to win the award.
5. My little sister is **too** frightened to see the dentist today.

Task 5 (Answers may vary):

1. These books are interesting enough **to read**.
2. It's too freezing outside **to walk**.
3. This place is too terrifying **to live in**.
4. You should be brave enough **to fight**.
5. These questions are too confusing **to answer**.
6. Mrs Green is tall enough **to join the basketball team**.



Find the mistakes.

Vocabulary

1. It's ~~enormous~~ ^{freezing} outside.
Wear your warmest jacket.
2. I cannot stay in this house. It looks ~~delighted~~ ^{frightening}.
3. ~~Make~~ ^{Take} a nap before your long trip.
4. All our answers were correct and our teacher felt ~~freezing~~ ^{delighted}.

Grammar

1. We didn't know you were in the country.
I felt so ~~surprising~~ ^{surprised}.
2. They asked for another room because that one wasn't ~~enough~~ comfortable **enough**.
3. Stop and wait for your turn! It's so ~~annoyed~~ ^{annoying}.
4. You are **too** young ~~too~~ to attend a university.

Spelling

1. Grandma was ~~worried~~ ^{worried} about his future.
2. This film is ~~to~~ ^{too} boring to watch with friends.
3. What a ~~fascinating~~ ^{fascinating} place to visit this summer!
4. Nick felt ~~exhausted~~ ^{exhausted} after today's match.

A WORLD OF TECHNOLOGY

READING

Aims: By the end of the lesson, students will have developed their reading skills for gist and specific information by reading the text about two young inventors.

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

1. Have students read the statement and discuss it with a partner.
 - It is never too early to start changing the world.
2. Ask students to look at the pictures of the young people in Task 3. Discuss the questions as a whole class.
 - Do you know them? Who are they?
 - What do you think they did to help people?
3. Go through the new vocabulary presented in the boxes.

Possible Blocking Words:

to pay for studies [peɪ fɔːr 'stʌd·ɪz] give money to to study

to build a windmill [bɪld ə'wɪnd.mɪl] make a machine that gets electricity from the wind

to water the farm [wɔː.tər ðɪ'fɑːm] pour water onto plants

to power lamps [paʊər læmps] give energy to lamps

Tell students that they are going to read an article about two people and choose the best title. Ask students to skim the text. Have them compare their answers in pairs before you discuss the answers as a class.

Answer:

c) Young people with great ideas

4. Ask students to read the text again and answer the questions. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

1. **William** liked helping one of his/her parents. (William enjoyed helping his father on the farm after the classes.)
2. **Reyhan** studied very well at school. (She got very good grades in her lessons and her parents were very proud of her.)
3. **Reyhan** talked to one of his/her parents about science. (On the weekends, she often watched TV programmes about science and discussed them with her father.)
4. **William** couldn't go to school because of a problem. (William stopped going to school because his family couldn't pay for his studies.)
5. **Reyhan** thought about people in other countries. (Reyhan thought about people in poor countries.)
6. **William** helped his/her family with his/her invention. (Now William's family had electricity.)
7. **William** often visits other countries. (He often travels abroad and shares his story with young people all over the world.)

5. Ask students to work individually and match the boldfaced words in the article to their definitions. Set a time limit. When the time is up, have students compare their answers in pairs before discussing the answers as a class.

1. drops of water coming from the sky - **raindrops**
2. winners get it at the end of the competition - **prize**
3. connected with the environment or its protection - **green**
4. having very little money - **poor**
5. to tell other people about your ideas and feelings - **share**

6. Ask students to work in pairs and discuss the questions. Monitor discreetly while students work, making notes of correct language as well as problems for feedback.
 - What do Reyhan and William have in common?
 - What problems do the people in poor countries have?
 - What kind of inventions can make their life easier?

Skim-reading is an activity for quickly gaining general information about a whole text. The learner 'skims over the surface' of the text to get a broad picture of the main content or key points. The learner may choose to pay more attention to some parts of the text than others, but reads none of the parts in close detail.

When scanning, the learner looks through a text for particular pieces of information, paying close attention to sections where they expect to find the required information and looking out for words or images that relate to it.

VOCABULARY

Aims: By the end of this lesson, students will be better able to talk about suggested topics using the target language.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 4.1.1. 4.1.2. 4.1.3.

1. Draw students' attention to the new vocabulary. Play the recording and have them listen and repeat the words. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Track 6

- | | |
|----------------|------------------|
| 1. important | 5. user-friendly |
| 2. unimportant | 6. useful |
| 3. possible | 7. useless |
| 4. impossible | 8. strange |

2. Ask students to work individually and choose the correct option. Then have them work with a partner and compare their answers. Discuss the answers as a whole class.

Answers:

1. We heard **strange** noises and we didn't know what to do.
2. The website is very **user-friendly**. It is easy to use it.
3. I don't need this information. It is very **useless**.
4. This device is very **useful**. It helps me a lot.
5. I am sorry I should go now. I have an **important** meeting.
6. I can't finish the project by Friday - it's just not **possible**.
7. It is **impossible**! I don't believe you.

3. Tell students that they are going to hear four people talking in different situations. Before you play the recording, have students read the sentences. Play the recording. As they listen to the recording, they should choose the correct options to complete the sentences. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

- | | |
|-------------------------|-----------------------------|
| 1. c (important) | 3. b (impossible) |
| 2. b (useful) | 4. a (user-friendly) |

Track 7

1. Hi, Helen. I am sorry I can't come now. I am going to the meeting. My director will tell me what I should do next week.
2. Thanks a lot for your advice. I did everything that you said and won the game.
3. I can't meet you tomorrow. I will be busy all day long.
4. I don't know how to use this application. It isn't easy to use it.

4. Ask students to complete the sentences with their own ideas. Monitor and feed in with the necessary language. Answers will vary.

Answers:

1. It was an important day because I passed three exams successfully that day.
2. The website wasn't user-friendly because we couldn't find any useful information.
3. Heavy rain made it impossible to go out.
4. The book was useless because I didn't learn anything from it.
5. The day was strange because I met the same person ten times that day.

5. Ask students to write about suggested topics. They can choose to write about one of the topics or write about each topic.

- a possible hobby you can do.
- important subjects for you.
- useful and useless things in your room.
- your favourite device.

While they are working on the task, monitor and help if necessary.

6. Have students work in pairs. Tell them that they are going to talk to their partners. Student A opens page 133 and Student B page 134. First, Student A asks Student B questions about the things he/she has written in Task 5 and then they change the roles. Monitor discreetly while students work, making notes of correct language as well as problems for feedback.

GRAMMAR A

Aims: By the end of the lesson, students will be better able to express their feelings or reactions using the target language.

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

Optional warmer:

1. Ask students to look at the pictures on Page 28 and tell their partner what they think is unusual about these inventions. Have some pairs share their ideas with the whole class.

Have students read the forum comments and match them to the pictures.

Answers:

1. b)

2. c)

3. d)

4. a)

Draw students' attention to the Grammar Target box. Explain to them the use of *adjectives + to infinitives* to express feelings or reactions. Write some sentences on the board.

2. Ask students to read the text in Task 1 again and find more examples of adjectives + to infinitives. When they complete the task, ask them to work in pairs and share their findings.

Answers:

1. I think it is great to have it. You put the toothpaste inside the toothbrush and push the button. I am sure people will be **happy to use** it because they are in a hurry these days.

2. Do you think it is **easy to ride** it with your family? For my family, it wasn't easy. Last summer we bought one and imagine what happened. I fell and all my family fell after me. My advice: Don't buy it because it is **difficult to turn** it.

3. After school, I was usually hungry. I got home, washed my hands and went to the kitchen. Sometimes the meals were hot and it was **impossible to eat** them. I am **happy to have** this great thing.

4. My brother likes playing spy games and I bought one for him. He can see everything behind him. But there is a problem. It is **difficult to carry** it because it is heavy.

3. Write the example on the board and ask students to change it using an infinitive after the adjective. Have students work individually and change the sentence structures using an infinitive after the adjective. When they complete the task, ask them to compare their answers in pairs before you provide whole class feedback.

Inventing a new device is difficult.

It is difficult to invent a new device.

Answers:

1. It is not easy to ride a family scooter.
2. It is impossible to eat hot meals.
3. It is strange to wear glasswards.
4. It is nice to have a food cooler at home.
5. It is wrong to use a lot of toothpaste everyday.
6. It is possible to make a new invention.
7. It is interesting to see how people use your invention.

4. Ask students to complete the sentences so that they are true for them. After they are done, encourage them to compare their answers with their partners before you provide whole class feedback. Answers will vary.

Possible answers:

1. In my opinion, it is important to get up early in the morning.
2. I think it is interesting to ride one scooter with your family members.
3. I believe it is possible to count the stars in the sky.
4. I am sure it is impossible to fly like birds.
5. I think it is wrong to use a mobile phone during a class time.
6. In my opinion, it is not important to have headphones.

5. Remind students that all inventions they read about in this unit were invented by children or young people. Ask them to talk to their partners and answer the questions. Encourage them to use the new grammar - **adjectives + to infinitives**. Ask some volunteers to share their answers with the whole class.

1. Would you like to invent something? If yes, what would you like to invent?
2. Will it be easy or difficult? Why?

GRAMMAR B

Aims: By the end of the lesson, students will be better able to talk about what people used to do and didn't use to do before certain inventions.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

Optional warmer:

1. Discuss the questions as a class.

- Do you like spending time with elderly people/ your grandparents?
- What do you usually talk about to your grandparents?

Then have students read the conversation quickly and complete the sentence. Have students compare their answers in pairs before discussing the answer as a class.

Answer:

c) airplanes

Draw students' attention to the Grammar Target box. Explain to them how to form sentences with **used to** + infinitive to talk about a past situation that is no longer true. Write some sentences on the board. Have students suggest more examples.

2. Have students read the sentence from the conversation in Task 1 and choose the correct option. When they are ready, discuss their answers as a class.

Answer:

b) He doesn't read books about airplanes anymore.

As a follow up, have students read the conversation again and find more examples of the target language.

3. Tell students that they are going to listen to Sam's grandfather. As they listen, they should complete the sentences. Before you play the recording, get students to read the sentences. Have students compare their answers in pairs before discussing the answers as a class.

Answers:

In his childhood, he used to 1) ride a bicycle, but now he drives a car. Many years ago, he used to 2) watch TV (a lot). But now he reads the news on the 3) Internet.

Track 8

In my childhood, I used to ride a bicycle. I remember I had a green bicycle and I loved riding it very much. Now I don't ride bicycles any more. I have a car and I drive it to work every day. Many years ago, I used to watch TV a lot. But now I don't have much free time. I don't watch TV any more. I read the news on the Internet.

4. Ask students to work individually and complete the sentences with **used to** or **didn't use to** and given verbs. Have them compare their answers with a partner before discussing them as a class.

Answers:

1. My uncle **used to drive** his car a lot, but he doesn't use it anymore these days.
2. Did you **use to have** many bad dreams in your childhood?
3. I **didn't use to travel** to other countries. I first went abroad last year.
4. Bob **used to eat** a lot of ice cream. He doesn't like it any more.
5. The teacher **used to give/ didn't use to give** a lot of homework last year.
6. They **didn't use to drink/ used to drink** orange juice in their childhood. They didn't like it.

5. Have the students complete the sentences with their own ideas. Please note that answers may vary. Ask students to share their answers in pairs.

Possible answers:

1. Before the invention of electricity, people used to **light candles at night**.
 2. Before the invention of the mobile phone, people used to **visit relatives more often**.
 3. Before the invention of email, people used to **send letters**.
 4. Before the invention of books, people used to **tell more stories**.
6. Point to the provided pictures of the inventions and ask students to take a minute to think about the life before them. Have students talk to their partners about what people used to do and didn't use to do before these inventions. Then ask them to compare their answers with a different pair. Monitor discreetly while students work, making notes of correct language as well as problems for feedback.

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 interview with a young inventor; by listening to the passages about different inventors and their inventions.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3.

1. Draw students' attention to the pictures of famous inventors and have them discuss the questions below.

- Do you know any famous inventors?
- What did they invent? Are their inventions useful today?

2. Tell students that they are going to listen to an interview with Tural Khudiyev, a young Azerbaijani scientist. As they listen, they should answer the question. When they are done, have them compare their answers in pairs before you discuss the answer as a class.

Answer:

c) his friends in the USA

3. Tell students that they are going to listen to the interview again. Ask them to read the notes first and clarify any words students might not know such as **store** and **control**.

store (v.) /stɔː/ to keep information or facts in a computer or in your brain

control (v.) /kən'trəʊl/ to stop something from getting worse

You might also want to pre-teach them some vocabulary from the recording.

importance (n.) /ɪm'pɔːtns/ the quality of being important

digital (adj.) /'dɪdʒɪtl/ connected with the use of computer technology

fibre (n.) /'faɪbə/ a material such as cloth

sense (v.) /sens/ to discover and record something

trustworthy (adj.) /'trʌstwɜːði/ able to be trusted

moral (n.) /'mɒrəl/ behaving in ways considered by most people to be correct

Ask students to think about the type of word needed for each gap. Do the first one as an example. You can elicit the names of free time activities. You could ask students to fill in the gaps with guesses or from memory before they listen again. Play the recording. Allow students to compare their answers with a partner before whole-class feedback.

Track 9

Interviewer: Hello, everyone. Today we have a special guest with us- Tural Khudiyev, a young scientist from Azerbaijan. It's so nice to have you with us.

Tural Khudiyev: Thank you. It's a pleasure to be here.

Interviewer: Please tell us about your childhood.

Tural Khudiyev: I can say that I enjoyed my childhood. When I was young, I had dreams for the future. That is why I studied school subjects systematically. I also enjoyed my daily life. I liked playing football and reading books. So, I had a good balance between my studies and free time. In my childhood, I wanted to be an engineer. I loved studying math. But I also understood the importance of learning other subjects such as physics and chemistry. I could see all subjects in different parts of our life. So, all topics were interesting to me.

Interviewer: Please tell us about your work at Massachusetts Institute of Technology.

Tural Khudiyev: I worked with a team of scientists. In June 2021, we created a special digital fibre. The fibre can sense, store, and analyse information. Imagine wearing a shirt on a special day in your life. This shirt can store the music that you listened to that day. You can also use this fibre to find and control health problems.

Interviewer: That sounds really interesting. Do you have a message to young people in your country?

Tural Khudiyev: Make sure that you have clear goals and that you do your best to achieve them. Also, just being a successful person is not enough. Be a trustworthy person and practise good morals in your life.

Interviewer: Thank you for joining us today.

Tural Khudiyev: It's my pleasure.

4. Draw students' attention to the pictures of the inventions made by children. Teach them their names:

1. earmuffs
2. swim fins
3. toy trucks
4. Christmas lights

Tell students that they are going to listen to a recording about children who invented the things in the pictures. Before you play the recording, have students read the notes. As they listen, they should complete the notes. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:



1. Earmuffs/Chester Greenwood
- Became an inventor in **1873**
 - Had a **factory** 10 years later.



2. Swim fins/Benjamin Franklin
- Born on January 17 in **1706**.
 - Became an inventor at the age of **11**.



3. Toy trucks/Robert Patch

- Became an inventor at the age of 6.
- Made a toy truck from a shoe box and bottle caps.



4. Christmas lights/Albert Sadacca

- Became an inventor at the age of 15.
- Before this invention, people used real candles (on Christmas trees)

Track 10

1. Chester Greenwood invented earmuffs in 1873. He was 15 years old when he made this invention. He became the owner of an earmuff factory ten years later.
2. Benjamin Franklin was born on January 17, 1706. He was a very good swimmer. He invented swim fins at the age of 11.
3. Robert Patch was one of the youngest inventors. He invented toy trucks when he was 6 years old. He used a shoe box and bottle caps to make the first toy truck.
4. Albert Sadacca invented Christmas lights at the age of 15. Before his invention, people put real candles on Christmas trees.

5. Ask students to look at the inventions in Task 4 and discuss the questions with a partner. Please note that the answers will vary.
6. Have students discuss the questions about inventions in Task 4 with a partner. Monitor and feed in with the necessary language if needed.
 - Which invention is the most useful? Why?
 - Which invention is the least useful? Why?

WRITING

Aims: By the end of the lesson, students will be better able to categorise sentences in a paragraph into a topic sentence, body sentences and a closing sentence.

Standards: 4.1.1. 4.1.2. 4.1.3.

Focus students' attention on the table containing information about the paragraph structure. Explain to them what a paragraph is referring to the paragraph presented.

Writing Tips!

A paragraph – is a group of sentences about one topic. It has **a topic sentence**, **body sentences** and **a closing sentence**.

It is important to know!

In a paragraph

- all sentences should be about the main idea of the paragraph.
- the first word in each sentence should start in a capital letter.
- each sentence ends with one of these: a full stop (.), a question mark (?) or an exclamation mark (!).

Topic sentence

I think it is great to have a Tooth-O-Matic.

Body sentences

It is very easy to use it. You put the toothpaste inside the toothbrush and push the button.

Closing sentence

I think people will be happy to use it because they are in a hurry these days.



1. Have students work individually and copy the text to their notebooks. They should put full stops and capitalise the first letter in each sentence. When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Answers:

In 1996, 11-year-old Richie Stachowski went on a trip to Hawaii with his family. They liked spending time underwater. Stachowski wished to talk to his family members underwater, but, of course, he couldn't. It gave Stachowski an idea to invent a new device. He tried a lot and finally, invented a Water Talkie. With the help of this device, swimmers can talk underwater. Later, with the help of his mom, Stachowski started a company, Short Stack LLC. In 1999, at age 14, he sold his company to Wild Planet Toys.

2. Ask students to read the sentences and choose the topic that connects them.

Answer:

b) a user-friendly website

3. A. Get students to work in small groups and put the sentences in Task 2 in the correct order. When they are done, have them compare their answers with another group's answers.

Answers:

1

This website
www.signpost.az
is very user-friendly.

2

It is well-designed and
you can find
everything very
easily.

3

Also, colours
are soft and
don't tire your
eyes.

4

But there is one
thing that I like
most about the site
- it has a screen
reader function.

5

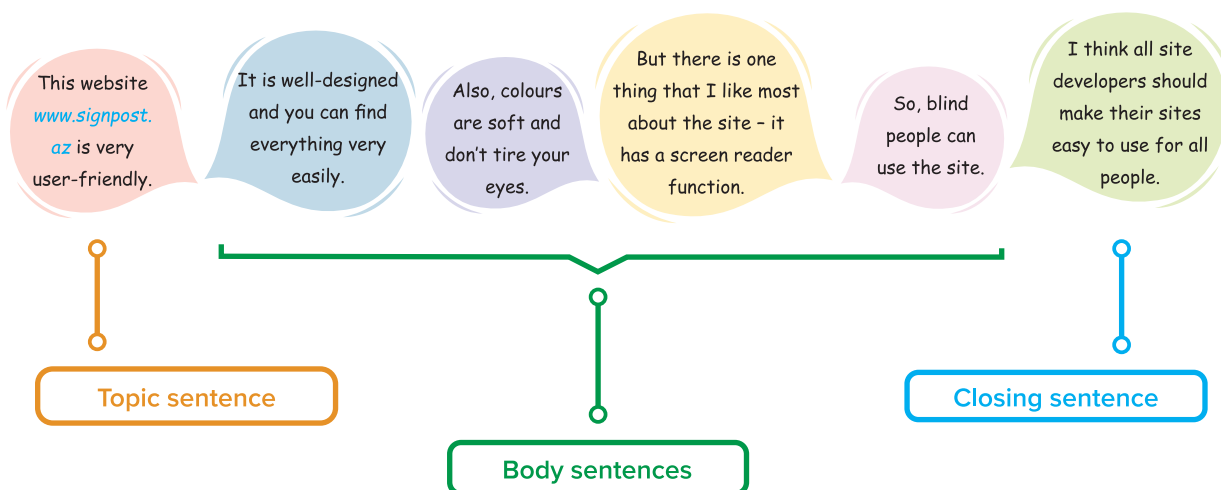
So, blind
people can
use the
site.

6

I think all site
developers should
make their sites
easy to use for
all people.

B. Have students categorise the sentences in Task 2.

Answers:



4. Ask students to work individually and write 3-4 sentences about each topic on a piece of paper. Instruct them to follow the rules presented in Writing Tips on page 34. When they are ready, give them time for revision of their work. Then ask students to place their pieces of writing on the walls and get them to comment on them by using post-it notes.

A topic sentence:

A topic sentence tells the reader the main idea of the paragraph. It is a one-sentence summary of the entire paragraph. Each sentence that follows the topic sentence helps to develop the idea presented in the topic sentence.

Elements of a topic sentence are **the topic** and a **controlling idea**.

the topic the controlling idea

Food coolers are the most useful inventions for children.

From this sentence we know that the paragraph is going to discuss something about food coolers (topic). Specifically, it will explain the reasons why they are the most useful inventions for children (the controlling idea).

Features of a good topic sentence:

1. It should guide the whole paragraph. A well-written topic sentence lets the reader know what the rest of the paragraph will be about.

2. It should not be a well-known fact. A good topic sentence is not a general fact that everyone accepts. For example, Philo Taylor Farnsworth invented the world's first electronic television. It is not a good topic sentence because there is not much to write about the topic.
3. It should be specific. For example, It is great to have a Food Cooler. This is a good topic sentence because it suggests that the paragraph will most likely explain why it is great to have a Food Cooler.
4. It must contain a controlling idea- a group of words or a phrase that helps guide the flow of ideas in the paragraph. It is great to have a Food Cooler.
The underlined words in this sentence are the controlling idea.

Body sentences:

Body sentences describe, explain, clarify, or give examples of the main idea in the topic sentence. They answer questions such as Who? What? When? Where? Why? or How? They explain the topic sentence in greater detail and give the reader more information.

"Unity" is the degree of relationship among the body sentences. Paragraph unity requires the planned development of the controlling idea through details and/or examples. This is achieved when each sentence clearly connects to the topic and possibly to the other sentences as well. The relation to the topic sentence is important because any sentence that is not related to the topic blurs the purpose set in the controlling idea.

A closing sentence:

A closing sentence concludes or wraps up a paragraph. It has 3 main features:

1. It is usually the last sentence of a paragraph.
2. It lets the reader know that the paragraph has ended.
3. It brings the paragraph to a logical conclusion by doing one of these two actions:
 - a) restating the main idea of the topic sentence;
 - b) offering a suggestion, giving an opinion, or making a prediction.

STORY TIME

Aims: By the end of the lesson, students will be better able to develop their reading skills for detailed information by reading the story Thank you, Mr Falker by Patricia Polacco.

Standards: 2.1.3. 3.1.2. 3.1.3.

1. Divide students into small groups and ask them to prepare some questions about the first part of the story. When they are done, have the groups test each other.

You might also ask some questions to check how well your students remember the story.

- Who is the author of the story “Thank you, Mr Falker”?
- Who is the main character in the story?
- What was the problem in the story?
- What do you think Trisha will do in part 2?

Then have them read the second part of the story and do Task 1 on page 38. They should put the pictures in the right order. Have them do the task individually. Then put them in small groups to compare and discuss their answers. Once they have finished, check the answers.

Answers:

E, D, F, B, A, C





2. Ask students to answer the questions in Task 2. Encourage them to write full answers to the questions and compare their answers with their partners. Provide whole class feedback once students have finished doing the task. Encourage them to support their answers.

Answers:

1. Why did Trisha hide under the stairs? She hid under the stairs because she didn't want Eric to find and make fun of her.
2. What do you think happened to Eric in Mr Falker's office? Mr Falker talked to him and explained that it wasn't the right behaviour.
3. Why couldn't Trisha read? Trisha didn't see the letters or numbers the way other people saw.
4. Why did Trisha's teachers cry? They were happy that Trisha could finally read.
5. Whose life is this story about? The story is about Patricia Polacco's life.

3. Ask students to work in pairs and discuss the question. When they are done, ask them to share their ideas as a class.
- What lesson did you learn from the story?
- As a follow up, encourage students to brainstorm some ideas on how they can support students with learning difficulties in their school.

TIME TO WATCH

Aims: By the end of the lesson, students will be better able to develop their listening skills for detailed and specific information by watching the video aimed at developing the functional use of language for expressing anxiety.

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

1. Have students work in pairs and discuss the questions. The answers may vary.
 - How does Katelyn feel?
 - What do you think happened?
2. Ask students to read the task before you play the video. As they watch, they have to answer the questions. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

1. Why was Katelyn worried? - She needed to prepare a presentation, but her computer didn't work.
2. Why was Daniel late? - The bus broke down.
3. What was wrong with Katelyn's computer? - She needed to charge her computer./ It was out of charge.

3. Have students watch the video again and complete the sentences with the given words.

Answers:

1. "Don't **panic** Katelyn. I'll help you," said Daniel.
2. Daniel was late and Katelyn felt **worried**.
3. "**Calm** down, Katelyn," Shams said.
4. Shams looked at Katelyn and said, "I know everything is **alright**."
5. **Thank** God Daniel isn't in danger.

4. Students watch the video again and this time focus on the language that they can use to express anxiety. As they watch, they should answer the questions.

Answers:

1. What other expression in the video means the same as What's wrong? – **What's the matter with you?**
2. What expressions in the video mean the same as Don't worry? – **Don't panic./ Calm down.**
3. What word in the video means the same as worried? – **upset**

Track

- Shams:** What's the matter with you, Katelyn? You look upset.
- Katelyn:** I need to make a presentation about great inventors for tomorrow, but my computer isn't working.
- Shams:** Don't worry, Katelyn. Just ask Daniel to look at it.
- Katelyn:** Daniel is not at home. I called him a minute ago, but he didn't answer.
- Shams:** Don't panic. I'm sure he will be at home soon.
- Katelyn:** I am worried about him. It is too late.
- Shams:** Calm down, Katelyn. You will make yourself ill. I am sure everything is alright.
- Katelyn:** Wait. Someone is knocking at the door. Oh, it's Daniel. Talk to you later. Where were you, Daniel? I called you, but you didn't answer.
- Daniel:** The bus broke down and my phone ran out of power, so I couldn't call.
- Katelyn:** Thank God you are OK. Please come and have a look at my computer.
- Daniel:** What's wrong with it?
- Katelyn:** I tried to turn it on, but it didn't work. I don't know why.
- Daniel:** Oh dear, you just need to charge your computer.
- Katelyn:** I hope one day they will invent a computer that needs no charging.

5. Have students work in pairs and role-play the situation. Encourage them to use the functional language studied at this lesson. Monitor discreetly while students work, making notes of correct language as well as problems for feedback. Fast finishers can swap roles and do the roleplay again.

REVIEW

Task 1

1. January 27 is a very useless/unimportant/important day for me. I got a gold medal that day.
2. Today many websites are user-friendly/impossible/possible. Everyone can use them easily.
3. We are completely different people. Our friendship is possible/impossible/unimportant.
4. You can find a lot of impossible/useful/unimportant information in this book. Take it home and read it.
5. It is unimportant/impossible/possible. It can't be Jack. Jack is in England now.
6. I need to go because I have an important/impossible/unimportant meeting.

Task 2

- | | |
|---|--|
| 1. Riding a horse is difficult.
<u>It's difficult to ride a horse.</u> | <u>It is possible to use different books at the lesson.</u> |
| 2. Travelling without friends is boring.
<u>It is boring to travel without friends.</u> | 5. Eating a lot of hamburgers is not good.
<u>It isn't good to eat a lot of hamburgers.</u> |
| 3. Coming to the lessons on time is important.
<u>It's important to come to lessons on time.</u> | 6. Making friends is useful.
<u>It is useful to make friends.</u> |
| 4. Using different books at the lesson is possible. | |

Task 3

1. Jason used to eat a lot, but he is on a diet now.
2. Sarah used to ride a bicycle, but last year she bought a car.
3. My grandparents used to live in the village. They moved to the city two years ago.
4. My uncle used to work as a waiter in a restaurant. He doesn't work there any more.
5. Nelly used to meet her classmates very often. Now they don't meet at all.
6. I used to watch cartoons in my childhood. I don't like them anymore.

Task 4

1. I **didn't** use to like country life, but now I want to live there.
2. What sports **did** you use to do in your childhood?
3. These days I run a lot. I **didn't** use to run before.
4. **Did** you use to play football in your childhood?
5. Anar **used** to work as a waiter, but now he is a hotel manager.
6. Andrew used **to** watch football matches at the stadium. He doesn't like it anymore.

Task 5

He *didn't use to drink coffee 15 years ago.*

He *didn't use to play chess 15 years ago.*

He *used to eat a lot of ice cream 15 years ago.*

He *used to have a parrot 15 years ago.*

He *used to wear glasses 15 years ago.*

He *didn't use to do sport 15 years ago.*



Find the mistakes.

Vocabulary

1. Your help was ~~useless~~ ^{useful}.
You saved my life.
2. I am sorry I need to go now. I have an ~~impossible~~ ^{important} meeting in 5 minutes.
3. This device is ~~useless~~ ^{user-friendly}.
You can use it easily.
4. Heavy snow made ~~impossible~~ ^{impossible} it ~~possible~~ to walk easily.

Grammar

1. It is important ~~to~~ wear warm clothes in winter.
2. It is impossible ~~to carry~~ ^{to carry} carrying that heavy bag.
3. Rebecca didn't ~~used~~ ^{use} to play the guitar in her childhood.
4. What ~~do you used~~ ^{did you use} to do 20 years ago?

Spelling

1. This plan is ~~unimportant~~ ^{unimportant} animportant.
2. We heard ~~streng~~ ^{strange} voices in the forest.
3. There is a lot of ~~usefull~~ ^{useful} information in this book.
4. There are a lot of ~~use-friendly~~ ^{user-friendly} websites.

UNIT 3

WHAT A TALENT!



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 article about 3 talented people.

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

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

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

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

Find someone who	Names	Extra notes
<p>1. is good at playing musical instruments.</p> <p>5. runs very fast.</p> <p>3. can sing songs very well.</p> <p>4. can tell funny jokes.</p> <p>2. can draw pictures well.</p> <p>6. makes up interesting stories.</p>		

Tell students that they need to ask their classmates questions.

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

Are you good at playing any musical instruments?

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.

Before students start reading the text, refer them to the sticky notes. Ask them concept checking questions to make sure that they have understood the meanings of the words.

Possible Blocking Words:

exhibition [ˌeksɪˈbɪʃən] a public show of art or other things

extraordinary (adj.) [ɪkˈstrɔːdnəri] very unusual, special or strange

waking hours [ˈweɪkɪŋ ˈaʊəz] used to refer to a period of time when you are awake

unique (adj.) [juːˈniːk] being the only existing one of its type or unusual

2. Have students read the first paragraph of the text and choose the wrong statement. Once students are ready, check the answers and encourage them to justify their answers.

Answer:

c) - is a wrong statement. (It is not mentioned whether discovering one's abilities at an early age is a good or bad thing.)

True statements

- a) (We all have talents within us of different types and degrees.)
b) (Some people never discover their abilities at all.)

3. Ask students to read the text again and find and correct the wrong statements. Remind them that there are 4 wrong statements. Students do the task individually and compare their answers with a partner when they have finished doing the task. Check the answers as a class and encourage them to justify their answers to prove that statements are True or False.

Answers:

Lee Hadvin

- a) He can draw beautiful pictures in his sleep. (He draws pictures in his sleep. During his waking hours, he isn't as creative as he is in his sleep.)
b) His early drawings weren't colourful. (In his early drawings, he didn't use any bright colours like red or green, but later he started to use them as well.)

Scott Flansburg

- a) He holds the Guinness World Record because he can calculate without using

the calculator very fast. (Scott Flansburg is a human calculator. He holds the Guinness World Record for “the fastest calculation”.)

Derec Paravicini

b) He is confident about his abilities. (He says he is never nervous in concerts because he knows he can do it.)

4. Have students find the right forms of the words given in the table. They can do the task relying on their own background knowledge. However, if they have difficulty, refer them to the text as the forms of the words they need have been used in the text. Once students are ready, have them compare their answers in pairs. Then provide whole class feedback.

Answers:

	Verb	Noun	Adjective
1	<u>calculate</u>	calculator/ <u>calculation</u>	✗
2	draw	<u>drawing</u>	✗
3	<u>memorise</u>	memory	<u>memorable</u>

5. Ask students to complete the sentences with the correct forms of the words from Task 4. To be able to do the task they need to pay attention to the grammatical meanings of the surrounding words and word combinations. For example, if a gap is placed after an adjective, the required form is probably a noun; or if it is an imperative sentence and the first word is missing, the required word is a verb. You can elicit some of these rules to make execution of the task easy in case you have a weaker class.

Answers:

1. Our math teacher is great. She teaches us the secrets of fast calculation without using a calculator.
2. In 2012, I was in the final concert of Eurovision. It was a very memorable day for me.
3. This artist uses only a pencil and draws animal pictures. His drawings are very realistic.

4. She has got a very good memory. She can memorise long poems very easily.
5. Please, calculate and tell me how much you spent yesterday.

6. Get students to write 5-6 sentences about a person with an extraordinary ability. This person can be someone who they know well or any famous person.

Note: This task can be set as a home assignment. This will encourage students to search the Internet and find interesting facts about people with extraordinary abilities.

Once students are ready, get them to exchange their work with a partner. They should read the facts and share them with the whole class.

Note: If time doesn't allow, you might put students in small groups to exchange the information they have and then nominate random students to share the most interesting facts with the whole class.

VOCABULARY

Aims: By the end of this lesson, students will be better able to talk about the suggested topics using the target language.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 4.1.1. 4.1.2. 4.1.3.

1. Draw students' attention to the words and their definitions. Give them some time to read the definitions and then ask some concept checking questions to make sure that they have understood the meanings of the words. Then play the recording and have them listen and repeat the words. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Track 12

- | | | |
|--------------------------------|-----------------|------------------|
| 1. give up | 4. make it | 7. believe in sb |
| 2. work on sth | 5. put sth off | 8. take up sth |
| 3. look forward to (doing) sth | 6. find out sth | |

2. Ask students to complete the sentences with the words from Task 1. Have them do the task individually and then compare their answers in pairs. Check the answers as a class once students have finished comparing their answers with each other.

Answers:

1. Do it now. Don't **put** it **off** for tomorrow. Tomorrow we are going to have guests.
2. You play well, but it is not enough to win the competition. You should also **believe in** yourself.
3. Sometimes I feel bored, so I want to **take up** a new activity.
4. Try as hard as you can. Successful people never **give up**.
5. You cannot calculate anything without a calculator. You need to **work on** calculating without calculators.
6. I **look forward to** listening to my sister in the concert. It is going to be a very big moment for our family.
7. Ilham Zakiyev proved that every one can **make it**. They just need to work hard and be happy with their success.

3. Tell students that they are going to read about a girl named Julia. As they read her conversation with her uncle, they should complete the sentences with the phrases in the box. Students should do the task individually. Provide whole class feedback once students are ready.

Answers:

- | | | |
|----------------------|--------------------|--------------------|
| 1. <u>find out</u> | 3. <u>put off</u> | 5. <u>make it!</u> |
| 2. <u>believe in</u> | 4. <u>give up!</u> | |

4. Tell students that they are going to listen to 4 speakers. Remind them that there is one extra statement. As they listen, students should match the speakers to the statements. Give students some time to read the statements before you play Track 13. If it is necessary, the recording can be played more than once. Check the answers as a class after students compare their answers with a partner.

Answers:

Speaker 1	b) This person doesn't want to give up.
Speaker 2	c) This person is looking forward to something.
Speaker 3	a) This person needs to work on something.
Speaker 4	d) This person doesn't believe in himself/herself.

Statement e) is extra.

Track 13

1. I cannot work with my hands. But I want to start drawing with my toes. I don't draw very well now, but I'll never stop trying.
2. I want to enter my invention into a European competition for new green technology. The competition is on January 1. I am very excited. I want that day to come soon.
3. My dancing technique is good, but I still need to improve my moves.
4. People always praise me for my singing ability. But I am not sure I sing well.

5. Ask students to complete the sentences with their own words. Get them to peer-edit their sentences once they finish doing the task.

Students' own answers

6. Divide students into pairs and ask them to speak about something they
- | | |
|--------------------------|----------------------------|
| 1. always put off doing. | 4. should work on. |
| 2. never give up doing. | 5. want to take up. |
| 3. want to find out. | 6. look forward to seeing. |

GRAMMAR A

Aims: By the end of the lesson, students will be better able to talk about past events using the target language.

Standards: 3.1.2. 3.1.3. 4.1.1. 4.1.3.

1. Ask students to read the text about Celine. They should read the text and choose the correct options that can complete the statement. Students do the task individually and then compare their answers in pairs. Feedback as a class.

Answers:

In the text, we can find information about

2. the effect of the noise.
3. who was in the hospital with her.
5. how she first started to play the violin.

Write the first sentence of the text on the board and introduce the structure of Past Continuous.

Draw their attention to the *GRAMMAR TARGET* box and then say a verb and elicit some correct sentences in Past Continuous.

Then draw their attention to the Notes section in the *GRAMMAR TARGET* box and give some examples to make understanding easier.

2. Have students look at the underlined verbs in Task 1 and match them to **a** or **b** in the Notes section in the *GRAMMAR TARGET* box.

Answers:

It was raining heavily and I was watching TV in my room. - **a)**

My little sister was crying. - **b)**

My parents were talking to the doctor. - **b)**

My friends were sitting next to my bed and my granny was holding my hand. - **b)**

3. Ask students to complete the sentences with **was** and **were**. Tell them that they can refer to the *GRAMMAR TARGET* box, if necessary. Get them to compare their sentences once they finish doing the task. Then feedback as a class.

Answers:

1. I was cleaning my room at 2 o'clock yesterday.
2. Samir and Gunel were walking in the park.
3. What were you doing at that time?
4. Why was she crying?

4. Ask students to look at the photos and describe what people were doing. Tell them to use Past Continuous. They do the task individually and have a pair check once they are ready. When students are ready, nominate random students to write the answers on the board. Altogether discuss and decide if the answers are correct.

Answers:

1. Kate and her son were planting a tree.
2. My grandmother was baking a cake in the kitchen.
3. John and his uncle were playing chess.
4. My granddad was working in the garden.
5. My aunt was having an online meeting.

5. Tell students to read 4 answers and write questions to them. They should find those mistakes and correct them. The task should be done individually. Once students are ready, have them compare their answers with a partner and then provide whole class feedback.

Answers:

1. My friends were planting trees in the park. – What were my friends doing in the park?
2. Alex was flying to Turkey with his friends. – Where was Alex flying?
3. Kamran and Jeyla were going to the exhibition. – Who was going to the exhibition?
4. My sister was singing a song at 3 o'clock yesterday. – When was my sister singing a song?

6. Ask students to write 4 questions in Past Continuous to ask a classmate. Monitor and help them with the task if necessary. Then divide students into pairs and have them ask each other the questions. Once they have finished, nominate random students to share their partner's answers with the whole class.

GRAMMAR B

Aims: By the end of the lesson, students will be better able to talk about a funny event using the target language.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.3.

Optional warmer:

Write these questions on the board and ask students to discuss them in pairs.

- What do you buy for your friends on their birthdays?
- What presents do you like getting on your birthdays?

1. Ask students to read the text about Maryam's birthday present for Leyla. They should read the text and complete the statements with a name from the text. Students do the task individually and then compare their answers in pairs. Feedback as a class.

Answers:

- | | |
|--|---|
| 1. It is <u>Leyla's</u> birthday today. | 4. <u>Dad</u> brought a box. |
| 2. <u>Nariman</u> filled the legs of the doll with cotton. | 5. <u>Mom</u> closed the box with a ribbon. |
| 3. <u>Nariman</u> worked with cotton. | 6. <u>Nariman</u> brought a card. |

Refer students to the GRAMMAR TARGET box and have them read **rule a)** and the example sentence first. Then tell them that both actions in the sentence happen at the same time. Elicit some sentences where they apply the rule.

Then ask them to read **rule b)** and the example sentences. Then tell them in these sentences shorter actions interrupt longer actions. Elicit some sentences where they apply the rule.

At the end, refer them to the Notes section and give them some time to read the rules. Ask them questions to be sure that they have understood the rules.

2. Ask students to look back at the text and find examples of a time clause with parallel actions in the main and dependent clauses and which shows one action interrupted the other. Have students do the task individually and then compare their answers in pairs. Feedback as a class.

a) While I was knitting the arms, he was filling the legs with cotton.

While we were knitting the hair, dad was decorating the box.

b) We all were working when dad entered the room with a big box.

She was decorating the box with a ribbon when Nariman stopped her.

3. Have students complete the sentences with **when** or **while**. Remind them that sometimes both are possible. This task should be done individually. Tell them that they can refer to the GRAMMAR TARGET box in case they need help. While they are doing the task, monitor and help if necessary.

Answers:

1. **When/While** I was roller skating, my friends were riding their bicycles.
2. I was still playing the piano **when** everybody started clapping.
3. Elnur hurt his leg **when/while** he was playing football.
4. Ulvi and Kamil were waiting at the bus stop **when** the rain started.

Track 14

Alex was talking on the telephone while Celine was helping Mrs Shelly to gather leaves. At that time Kamal was sleeping under the tree. Leyla and Kody were drawing something when they saw a snake near Kamal. Then they saw Akinary behind the tree. She was laughing and showing them to Peter. Peter had a small device in his hand. While he was playing with that device, the snake was moving closer and closer to Kamal. While all these were happening, Freddy was calmly playing his guitar. When he saw that Leyla and Kody were very afraid, he stood and picked the snake and took it to the teacher. It was a toy snake and Peter was controlling its movement. After the teacher talked to Peter and Akinary, they understood their mistake and said sorry to everyone.

4. Tell students that they are going to listen to a story about a school trip. As they listen, they should find people's names. Play Track 14 and ask students to do the task. If it is necessary, the recording can be played more than once.

Answers:

- | | | |
|-----------|---------------|------------|
| 1. Alex | 4. Mrs Shelly | 7. Akinary |
| 2. Freddy | 5. Kamal | 8. Kody |
| 3. Celine | 6. Peter | 9. Leyla |

5. Put students into small groups and have them ask and answer the questions. Encourage them to use **when** and **while**. While students are doing the task, monitor and make notes for the feedback stage.

Students' own answers

6. Put students into small groups and have them make up a story about a funny event. They should use Past Simple and Past Continuous. Monitor and help students if necessary. Once students are ready, have them share their stories with the whole class.

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 conversation about an Azerbaijani artist.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.3. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Put students into pairs and ask them to discuss the questions. Encourage them to justify their ideas. While they are discussing the questions, monitor and help if necessary. Nominate random students to share their answers with the whole class. Get more ideas about the fourth question from students.

- Do you like visiting museums? Why or why not?
- Which famous Azerbaijani artists do you know?
- How can an artist become very famous?
- What makes these carpets special?

2. Tell students that they are going to listen to the conversation between Alina and Kamil. As they listen, they should decide which picture isn't about the conversation. Play the recording and have students do the task individually and then compare their answers in pairs. Provide whole class feedback.

Note: If you have a weaker class, ask some questions about the main things in the pictures very quickly.

Answer:

c.

3. Have students read the statements and then play the recording again. As they listen they should decide if the statements are True or False. Once students are ready, have them compare their answers with a partner. Then provide whole class feedback.

Answers:

1. F (Alina was in the museum yesterday.)
2. F (Alina was listening to his interview with the journalists.)
3. T (He had exhibitions in Norway, France and some other countries.)
4. T (He will add the information about Faig Ahmad's exhibition to his presentation.)
5. F (Alina took his photo.)

Track 15

- Alina:** What are you doing, Kamil?
- Kamil:** I am preparing a presentation about Faig Ahmad.
- Alina:** Oh, really. I like his works very much. He is very talented.
- Kamil:** Do you know about him?
- Alina:** Yes, I even met him yesterday in the carpet museum. I was looking at the carpets when I suddenly saw him. He was giving an interview to the journalists. He was talking about his works in the foreign museums.
- Kamil:** Does he have carpets in foreign museums?
- Alina:** Yes, he does. I learned about that yesterday. While he was answering the questions, I was listening to him. He talked about his exhibitions in Norway, France and some other countries. I don't remember all the countries.
- Kamil:** I'll add this information to my presentation. Thank you, Alina, very much.
- Alina:** You are welcome, Kamil. Yesterday, I took his photo in the museum. Do you want to add that photo to your presentation as well?
- Kamil:** That'd be great, Alina.

4. Ask students to look at the pictures and with the help of the key words write sentences about the children. 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. Tim can create sand art in the glass.
2. Farida can design fruit and vegetables in the shape of animals.
3. Vusal can make toys from wood.

5. Have students mingle around and ask each other the questions. Encourage them to get detailed answers. While they are discussing the questions, monitor and take notes to be discussed in the feedback stage. Nominate random students to report what they have discovered about their classmates.
6. Divide students into small groups and ask them to prepare a presentation about a famous Azerbaijani artist. Tell them that the presentation can be in different forms. It can be a poster, powerpoint presentation or an oral presentation, etc.
- Note:** Preparation for this task can take some time. You could do this as a class project and set a deadline. Set realistic deadlines, neither too long, nor too short. Generally, 3-4 days would be alright.

WRITING

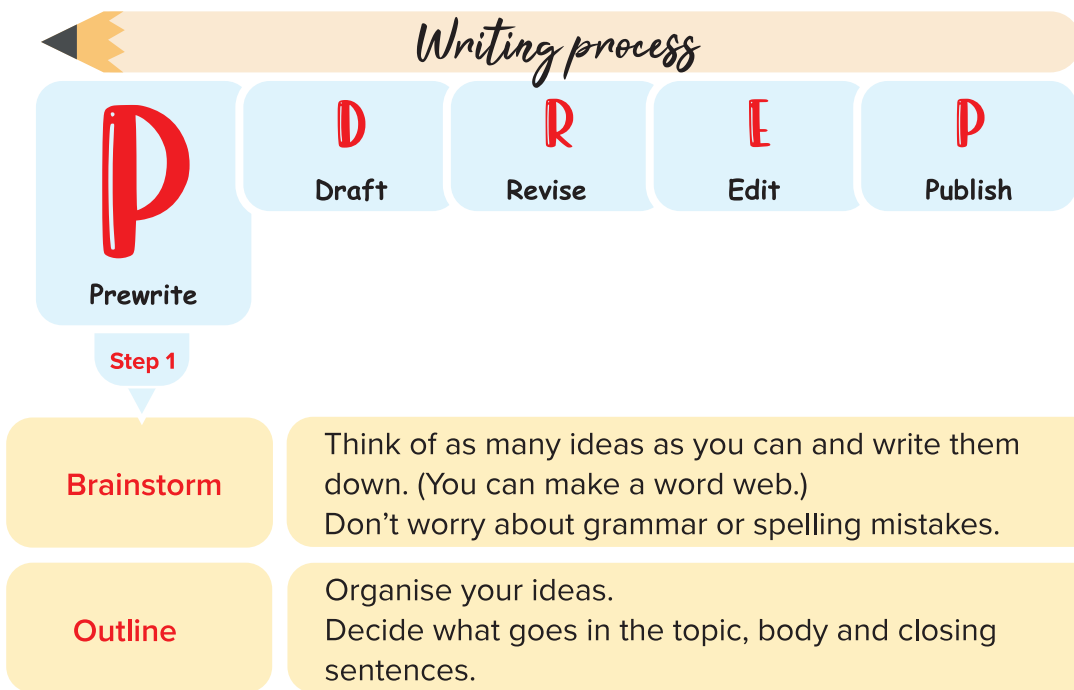
Aims: By the end of the lesson, students will be better able to brainstorm their ideas about the suggested topics and outline their sentences.

Standards: 4.1.1. 4.1.2. 4.1.3.

Refer students to the table containing information about the writing process. Explain to them that there are 5 main steps to follow in the writing process. They are going to learn about the first step.

Writing Tips!

When we write, we follow some steps.



1. Ask students to brainstorm their ideas about birthday presents to their friends. They should suggest a present and in brackets mention why they want to buy this particular present. As they are doing the task, monitor and help if necessary. Once students are ready, have them compare their suggestions with other students.

Students' own answers

2. This task is designed to teach students how to eliminate the long list of present ideas. Students should complete the sentences with their own ideas. They should specify why they have decided against buying this particular present. Have students do the task individually and encourage them to exchange their sentences with a partner and give feedback to each other.

Students' own answers

3. Draw students' attention to the example of the outline and give them time to read it. Ask them some questions to elicit the key principles. Then have students complete the sentences with their own ideas.

Students' own answers

4. A: Have students brainstorm their ideas about their favourite free time activity. While they are doing the task, monitor and help if necessary.
B: Ask students to look at the sample outline paragraph and outline what they have brainstormed about their free time activities. While they are doing, monitor and help if necessary.
5. Ask students to write their answers to the questions. Encourage them to justify their answers. It is a skill that will be very useful while writing a paragraph.

STORY TIME

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 story *Better Than You* by Trudy Ludwig.

Standards: 2.1.3. 3.1.2. 3.1.3.

Before students start reading the story, refer them to the “Meet the Author” section and give them some time to read the given information about Trudy Ludwig. Although there is a track of the story, it is advisable to encourage students to listen to the track at home. It might help them improve the use of basic pronunciation features.

1. Tell students that the story – *Better Than You* by Trudy Ludwig is given in 2 parts. Ask them to read the first part of the story and do task 1 on page 56. They should put the pictures in the right order. Have them do the task individually and then put them in small groups to compare and discuss their answers. Once they have finished, check the answers.

Answers:

1. D

2. F

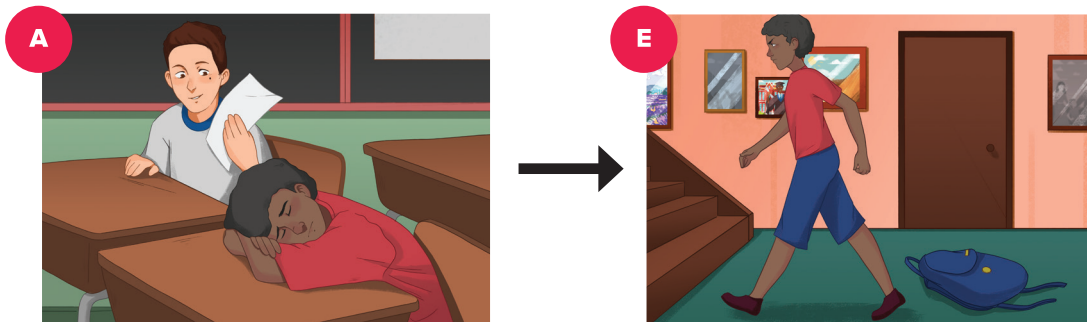
3. C

4. B

5. A

6. E





2. Ask students to complete the notes with the information from the story. Have students do the task individually and then compare their answers in pairs. Provide whole class feedback once students have completed the task.

Answers:

1. Two things that Jake can do well are a) sport and b) math.
 2. Two things that Tyler can do well are a) writing stories and b) playing the guitar.
 3. Tyler's dream was to play basketball like an NBA star.
 4. Tyler thinks teachers shouldn't ask kids to check each other's tests.
 5. Tyler felt stupid when he couldn't do the math test well.
3. Put students in small groups and have them discuss the questions. While they are discussing the questions, monitor and take notes for the feedback stage.

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 the video aimed at developing the functional use of language for inviting.

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

1. Divide students into small groups and have them look at the picture and discuss the questions. Once students have finished discussing the questions, nominate random students to share their ideas with the whole class.
2. Before playing the video, ask students to read the sentences. Then play the video and ask them to complete the sentences. Have students compare their answers in pairs and then provide whole class feedback.

Answers:

1. The concert is on Sunday.
2. It begins at 7 o'clock.
3. Daniel can't come to the concert because he is going to prepare a presentation.
4. Yahya remembers his grandmother when he hears Sari Gelin.

3. Play the video again and ask students to complete the sentences. Have them check their answers by looking at the audio scripts on Page 143 (Student Book).

Answers:

1. Would you like to come to a concert?
2. With great pleasure.
3. Do you fancy coming?
4. I'd like to come, but I have a plan.

Audio script of the video task

Shams: Would you like to come to a concert on Sunday?
Katelyn: I'd love to come, thanks. What time does it start?
Shams: At 7 o'clock.

Katelyn: It works for me.

Yahya: How about you, Daniel? Do you fancy coming?

Daniel: I'd like to come, but I have a plan for Sunday. I am going to prepare a presentation for Monday.

Katelyn: The music is great.

Yahya: It's called Sari gelin, the traditional Azerbaijani song. My grandmother used to sing it to me when I was a child and she says her grandmother also used to sing it to her.

Katelyn: That's so lovely. I'll play it to Daniel on Youtube. I am sure he will love it.

Katelyn: Thank you very much. I had a wonderful time.

Shams: It was my pleasure.

4. Have students answer the questions. Refer them to the audio script if they need help. After they have found answers to the questions, get them to compare their answers in pairs. Check the answers as a class.

Answers:

1. Would you like to ...?; How about you?; Do you fancy...?
2. I'd like to come, but... .
3. With great pleasure.; I'd love to come, thanks.

Note: It is advisable to draw students attention to the verb forms in the expressions. Write the sentences on the board and highlight the verb forms.

Would you like + **to do something**?

How about + **doing something**?

Do you fancy + **doing something**?

5. Divide students into groups of 3 and ask them to get acquainted with their roles and give them some time to get prepared for their roles. While they are working on their roles, monitor and help if necessary. Then have them roleplay the situation. To give each student the chance to practise all functions, ask them to change their roles.
- To save time, you could have students roleplay their roles to another group. Encourage them to give feedback to each other.

REVIEW

Task 1

1. Next week I am giving a concert in Baku Crystal Hall. I am **looking forward to** playing in that big concert hall
2. I am sure I will be a champion one day. Nothing can stop me! I will never **give up**.
3. Never **put off** your tasks till tomorrow. Tomorrow will bring new tasks.
4. I never get bored because I always **take up** new hobbies.
5. Amir was always successful in his exhibitions. I am sure he will **make it** this time as well.
6. I learned new drawing techniques from my teacher yesterday. I am now **working on** those techniques.
7. The secret of this music band is simple. They **believe in** themselves. They know they can sing very well

Task 2

1. With the help of these computer programmes, I can **calculate** big numbers very easily.
2. The last day of the camp was **memorable** for me.
3. My art teacher has interesting **drawings**. She will show them in the school exhibition.

Task 3

1. Last week I **visited** my grandfather.
2. Nazrin **was playing** chess at 3 o'clock yesterday.
3. I fell into the pool while I **was running** from a dog.
4. In 2004, Kamal **had** his first concert.
5. How **did you feel** when Ell and Nikki **won** the Eurovision Song Contest?
6. Which regions **did you visit** last summer?

Task 4

- | | |
|-----------------------|--|
| 1. to sleep/to knock | A man knocked on the door while the baby was sleeping. |
| 2. to drive/to write | The woman was driving a car while the man was writing something. |
| 3. to surf/ to attack | The shark attacked the man while he was surfing. |



Find the mistakes.

Vocabulary

1. He never stops trying because he doesn't like ~~giving up~~ ^{take up} working on.
2. Jamal wants to ~~put off~~ ^{take up} tennis. There is a new tennis club at their school.
3. Success doesn't come easily. Continue doing until you ~~look~~ ^{make} it!
4. I am ~~making~~ ^{looking} forward to the start of the competition.

Grammar

1. It ~~rained~~ ^{was raining} when the accident happened.
2. I was knitting a doll while my mom ~~baked~~ ^{was baking} a cake.
3. All students ~~listened~~ ^{were listening} to their teachers when the director entered the room.
4. What ~~did~~ ^{were} you ~~do~~ ^{doing} at 2 o'clock yesterday?

Spelling

1. My dad taught me to ~~believe~~ ^{believe} in myself.
2. I was ~~cuting~~ ^{cutting} my doll's hair when Anar came home.
3. ~~Way~~ ^{While} I was doing my home task, Tim was watching his favourite show.
4. In summer, I am ~~up~~ ^{up} planning to take ~~up~~ ^{up} golf.



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 interview with a young travel blogger.

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

1. Have students discuss the questions with a partner. Then ask some volunteers to share their answers with the whole class.
 - Do you like reading travel blogs? Why or why not?
 - Do you know any travel bloggers? Who are they?
2. Tell students that they are going to read an interview with a young travel blogger and match the questions to the paragraphs.
Before they start reading the text, go through the new vocabulary presented in the boxes.

Possible Blocking Words:

to increase /ɪn'kri:s/ to become big in number

to interact /,ɪn.tə'rækt/ to talk with other people

to ignore /ɪg'nɔ:r/ to pay no attention

to inspire /ɪn'spaɪər/ to make (someone) want to do sth

Ask students to skim the text and match the questions to the paragraphs. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

1. f

2. e

3. g

4. b

5. a

6. c

3. Ask students to read the text again and decide if the sentences are true or false. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

1. **TRUE** (In my childhood, I wanted to travel the world as a pilot.)
2. **TRUE** (Their (His followers') number increases every day.)
3. **FALSE** (I decided to post in English because I wanted to reach the whole world, not just my home country. It was difficult in the beginning, but I'm glad I made it. Now I can interact with so many different people through my blog.)
4. **FALSE** (I don't really care what others are saying about me.)

4. Ask students to work individually and match the boldfaced words in the text to their definitions. Set a time limit. When the time is up, have students compare their answers in pairs before you provide whole class feedback.

Answers:

1. larger than usual size - **oversized**
2. all of something - **whole**
3. happening in the very near past - **recent**

5. Ask students to work in pairs and discuss the questions. Monitor and help if needed.
- What kind of lifestyle do you think travel bloggers have?
 - Would you like to have your own blog? Why or why not?

VOCABULARY

Aims: By the end of this lesson, students will be better able to talk about their holiday using the target language.

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

1. Draw students' attention to the new vocabulary. Play the recording and have them listen and repeat the words and phrases. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Track 22

1. travel agency
2. organise a tour
3. tour guide
4. go on a cruise
5. destination
6. luggage
7. single ticket
8. return ticket

2. Ask students to work individually and complete the sentences with the words or phrases from Task 1. Then have them work with a partner and compare their answers. Discuss the answers as a class.

Answers:

1. I often travel with a lot of **luggage**.
2. When will you arrive at your last **destination**?
3. We would like to **go on a cruise** because we enjoy the sea view.
4. I need to be back here on the tenth of June. Can you book **a return ticket** for me, please?
5. We would like to see the sightseeing of the city. I will ask the travel agent to **organise a tour** for us.
6. The **tour guide** gave a lot of interesting information about the history of Azerbaijan.
7. Please wait for me at the **travel agency**. Let's book the tickets together.

3. Tell students that they are going to hear a conversation in a travel agency and complete the notes. Before you play the recording, have students read the notes (1-7).

Play the recording. If needed, play the recording again. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

1. Got a **single** ticket.
2. Paid extra \$ **300** at the airport.
3. Holiday destination: **Sunny Island**
4. The hotel room didn't have a(n) **sea view**.
5. The hotel food was **terrible**.
6. Mrs Harmer wants **her money back**.
7. Her contact number: **058 345 677 21**

Track 18

- Travel agent:** Can I help you?
- Mrs Harmer:** Yes, you can actually. This is the brochure of the holiday you sold us.
- Travel agent:** Oh, yes. I remember you, Mrs Harmer. I believe you had a great time.
- Mrs Harmer:** No, I didn't. I am very angry about it. I want to complain about your service.
- Travel agent:** What was the problem?
- Mrs Harmer:** First, I got a single ticket instead of a return ticket. I paid \$ 300 at the airport and changed the ticket. When I got to Sunny Island, I was shocked. The hotel wasn't as nice as it's in the brochure. The hotel room was very small and had no sea view. And the hotel food was terrible. I stayed there for 10 days from the seventh to the seventeenth of July.
- Travel agent:** I am really sorry about it.
- Mrs Harmer:** We didn't have any tour guides. Now I want my money back.
- Travel agent:** OK, I'll speak to the company director. Can I have your phone number? I'll contact you soon.
- Mrs Harmer:** OK. It's 058 345 677 21.
- Travel agent:** So, 058 345 677 21. I'll see what I can do.

4. **A.** Have students work individually and match the halves. When they finish the task, get them to compare their answers in pairs. Then feedback as a class.

Answers:

1. f) pack luggage
2. e) go on a cruise
3. b) visit a travel agency
4. d) arrive at a destination
5. a) ask for a tour guide
6. c) organise a tour

- B.** Tell students that they are now going to complete the sentences with the phrases from Task 4A. Tell them that in some sentences they may need to change the verb forms.

Answers:

1. We **asked for a tour guide** because we wanted someone to show all the places of interest.
2. She **packed luggage** into the boot of the car.
3. She wanted to see the ocean, so she saved all her money to **go on a cruise**.
4. **I visited a travel agency** because I wanted to book a flight to Italy.
5. We were exhausted when we **arrived at the destination** after two days.
6. They asked the travel agent to **organise a tour (book a ticket)** for them.

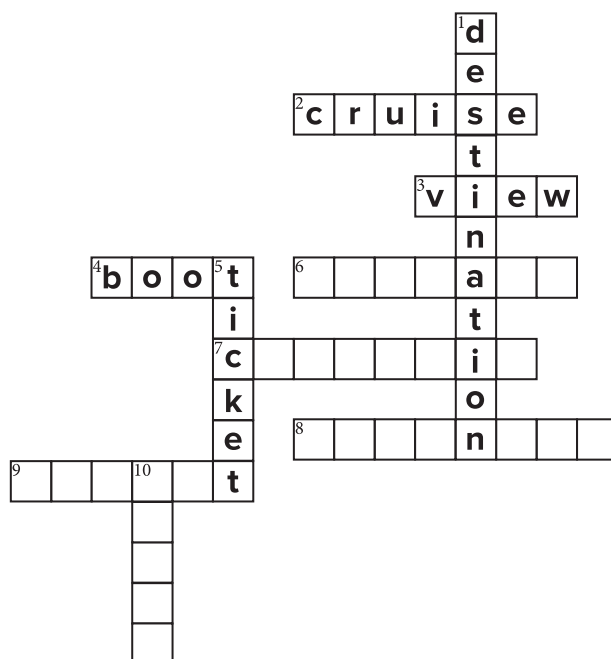
5. Tell the students that they are going to act out a situation with a partner. Ask them to read the roles. Set a time limit for them to practise the conversation before presenting to the whole class. Monitor and guide them. Fast finishers can swap roles and do the roleplay again.

If you see that your class needs more practice with the lesson vocabulary, they can do the crossword provided on the next page. Divide students into small groups and set a reasonable time limit. The group that completes the crossword first, becomes a winner.

Half a Crossword:

Student A

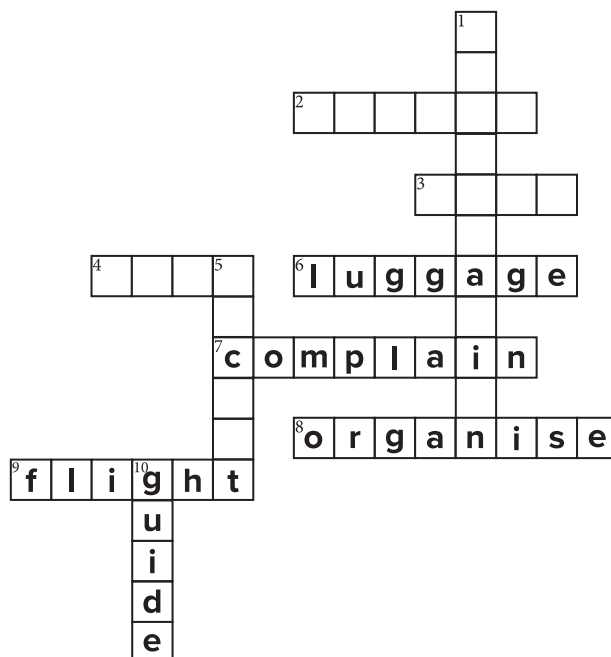
You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like **What's 3 across?** or **What's 5 down?** You and your partner should answer by describing the missing word, e.g. **"We use it for writing."** - pencil



Half a Crossword:

Student B

You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like **What's 3 across?** or **What's 5 down?** You and your partner should answer by describing the missing word, e.g. **"We use it for writing."** - pencil



GRAMMAR A

Aims: By the end of the lesson, students will be better able to ask and answer alternative questions in the context of “Holiday”.

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

Optional warmer:

1. Show a photo of yourself (or any person) taken during the holiday. Encourage students to ask you questions about that holiday. Answer their questions.

Tell students that they are going to read a conversation between Nadir and Steve and answer the question.

Answer:

c) A trip with friends

Draw students’ attention to the Grammar Target box. Explain to them the structure of alternative questions. Write some sentences on the board.

2. Ask students to read the conversation in Task 1 again and find more examples of alternative questions. When they complete the task, ask them to work in pairs and share their answers. Feedback as a class.

Answers:

- Did you travel with your friends or with your family?
- Did you stay in a hotel or in a hostel?
- Are you going to stay in Baku or travel?

3. Have them work individually and put the words in the correct order to make alternative questions. When they are done, ask them to compare their answers in pairs before you discuss the answers as a class.

Answers:

1. Does Tim often travel by plane or by car?
2. Did the children play football or basketball?
3. Is your sister older or younger than you?
4. Do you usually visit warm or cold countries?

5. Were the children at the cinema two days ago or yesterday?
6. Did your grandparents use to live in a city or in a village?

4. Write this sentence on the board and ask students to change it to the alternative question.

My sister eats eggs or cereal for breakfast.

Does your sister eat eggs or cereal for breakfast?

Ask them to work individually to make alternative questions. Check answers as a class.

Answers:

1. We will stay in a hotel or at our friend's house.
Will you stay in a hotel or at your friend's house?
2. There were enormous mountains or green forests on our way.
Were there enormous mountains or green forests on your way?
3. The travellers used suitcases or backpacks to carry their things.
Did the travellers use suitcases or backpacks to carry their things?
4. My friends are planning to have a picnic on Saturday or Sunday.
Are your friends planning to have a picnic on Saturday or Sunday?
5. The tourists usually buy Azerbaijani carpets or scarves.
Do tourists usually buy Azerbaijani carpets or scarves?
6. The best time to travel to Moscow is winter or spring.
Is the best time to travel to Moscow winter or spring?

5. Tell students that they are going to work in pairs. Their task is to ask and answer alternative questions about their partner's last holiday and next holiday plans.

Do the first one as a whole class before they start working in pairs.

Possible answers:

1



- Did you travel by car or by plane during your last holiday?
- Are you going to travel by car or by plane next holiday?

2



- Did you have your holiday in a big city or in the countryside?
- Are you going to have your holiday in a big city or in the countryside?

3



- Did you have hand luggage or many suitcases?
- Are you going to have hand luggage or many suitcases?

4



- Was your holiday at the seaside or in the mountains?
- Are you going to have a holiday at the seaside or in the mountains?

5



- Did you go on a cruise or travel by train?
- Are you planning to go on a cruise or travel by train?

6



- Was your last holiday in winter or in summer?
- Are you planning to have a holiday in summer or in winter?

If you see that your students need more practice with alternative questions, hand out the hardcopies of the task below. Have them work in pairs or in small groups and write as many alternative questions as they can. The pair or the group with the most number of correct questions wins.

Work in groups. Look at the picture and make as many alternative questions as possible.



GRAMMAR B

Aims: By the end of the lesson, students will be better able to ask and answer tag questions in the context of “Holiday”. By the end of the lesson, students will be better able to ask and answer tag questions in the context of “Holiday”.

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

Optional warmer:

1. Draw students’ attention to the picture provided. Discuss the question below as a class:

Do you think they are enjoying their holiday? Why or why not?

Then have students read the email quickly and complete the sentence. Have students compare their answers in pairs before discussing the answer as a class.

Answer:

c) Jamila and Jessica were on holiday together.

Draw students’ attention to the Grammar Target box. Explain to them what tag questions are and how to form them. Write some sentences on the board. Have students suggest more examples.

2. Have students read the email again and find other examples of tag questions.

When they are ready, discuss the answers as a class. Pay attention to the structure of each tag question.

Answers:

New message

← → ↻

To Jessica


Subject My holiday

Dear Jessica,

We had a great holiday! **It was fascinating, wasn't it?** We spent a lot of time in the mountains, didn't we? We didn't feel bored at all, did we? I am sure we'll never forget those days. The weather was cold, wasn't it? We were lucky to have warm clothes. I took some photos and I am sending them to you. **You also took some photos, didn't you?** Please send them to me when you have time.

Write to me soon!

Best,
Jamila



3. Tell students that they are going to listen to six sentences. As they listen, they should complete the sentences. Before you play the recording, get students to read them. Have students compare their answers in pairs before discussing the answers as a class.

When you discuss the answers as a class, ask students to pay attention to the meaning of each completed sentence and decide if they mean “**Is that right?**” or “**Do you agree?**”.

Answers:

1. Ben was the winner of the Olympic Games last year, wasn't he? **Is that right?**
2. You cannot travel there by ship, can you? **Is that right?**
3. The new book isn't interesting enough, is it? **Do you agree?**
4. Mr Barry and his class will go hiking next month, won't they? **Is that right?**
5. This mask looks terrifying, doesn't it? **Do you agree?**
6. The film is too boring to watch, isn't it? **Do you agree?**

Track 19

1. Ben was the winner of the Olympic Games last year, wasn't he?
2. You cannot travel there by ship, can you?
3. The new book isn't interesting enough, is it?
4. Mr Barry and his class will go hiking next month, won't they?
5. This mask looks terrifying, doesn't it?
6. The film is too boring to watch, isn't it?

4. Ask students to work individually and complete the questions. Once students are ready, have them compare their answers in pairs. Then provide whole class feedback.

Answers:

1. Leyla works hard, doesn't she?
2. Mr Burton and his family went hiking last year, didn't they?
3. This football match will be exciting enough, won't it?
4. It isn't raining now, is it?
5. The travellers were exhausted after the long walk, weren't they?
6. You cannot take a nap during the show, can you?

5. Have students match the halves to make tag questions. Ask them to share their answers in pairs before you provide whole class feedback.

Answers:

- | | |
|---|---|
| 1. Bella and her sister speak four languages, don't they? | d |
| 2. Farid was in the park yesterday evening, wasn't he? | h |
| 3. Marie's son always visits her, doesn't he? | i |
| 4. This cake tastes delicious enough, doesn't it? | g |
| 5. The passengers were excited to hear the news, weren't they? | c |
| 6. Your cousins don't come to your party every year, do they? | a |
| 7. Jim won't join us tomorrow, will he? | e |
| 8. Steve doesn't live in Azerbaijan, does he? | b |

6. Have students write tag questions to ask their partners about their last holiday and next holiday plans. You may want to write some samples on the board before they start working individually.

Suggested sentences:

You travelled by car on your last holiday, didn't you?

The weather wasn't warm on your last holiday, was it?

You will visit your grandparents on your next holiday, won't you?

You are not going to travel to another city on your next holiday, are you?

After they are done, have them work in pairs and ask each other the questions.

A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree?" They are very common in English.

Answering Tag Questions

Often, we just say Yes or No. Sometimes we may repeat the tag and reverse it. (For example, They don't live here, do they? Yes, they do.)

Intonation

We can change the meaning of a tag question with the musical pitch of our voice. With rising intonation, it sounds like a real question. But if our intonation falls, it sounds more like a statement that doesn't require a real answer.

- Put the cards on the desk (facing down). One student picks up a card and forms a tag question. For example:

a card: does she?

Possible answer: Your sister doesn't go to school, ...

a card: do we?

Possible answer: We don't have much time,

- Then it's the next student's turn until all the cards have been used.

do they?	wasn't he?	did they?	should they?	can't they?
is he?	does she?	were we?	didn't we?	doesn't it?
can you?	aren't they?	doesn't he?	was she?	did you?
did it?	shouldn't they?	isn't it?	don't they?	weren't they?
are they?	didn't it?	can they?	are we?	don't you?
should we?	is it?	did I?	didn't I?	can he?

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 a blogger.

Standards: 1.1.1. 1.1.2. 2.1.3.

1. Have students work in pairs and discuss the questions. When they are done, assign some volunteers to share their ideas with the whole class.
 - Do tourists like visiting Azerbaijan? Why or why not?
 - What do you think they like most in Azerbaijan?
 - What can Azerbaijani people do to have more tourists?
2. Tell students that they are going to listen to a talk and as they listen, they should answer the question. Have them go over the options, before you play the recording. When they are done, have them compare their answers in pairs before you discuss the answer as a class.

Answer:

b) A local travel blogger

3. Tell students that they are going to listen to the talk again and answer the questions. Before you play the recording, it is necessary that they read the questions carefully. Depending on the level of your students, you might want to play the recording once or twice.

Answers:

- | | |
|--|--|
| 1. When Aida started blogging, she ★★★. <ul style="list-style-type: none">a) was an English teacher at schoolb) was studying at schoolc) was taking English classes | 2. When Aida was a child, ★★★. <ul style="list-style-type: none">a) her family often went abroadb) her father made a lot of moneyc) her family travelled within Azerbaijan |
| 3. What does Aida say about her blog? <ul style="list-style-type: none">a) Her posts never get many likes.b) She only shares photos in her blog.c) One of her recent posts got a lot of likes. | 4. In the future, Aida is planning ★★★. <ul style="list-style-type: none">a) to write her own travel bookb) to start her own businessc) to change her blog's name |

Track 20

Two years ago, I decided to have my travel blog. That time, I was studying in the tenth grade and planning to become an English teacher. One day I saw a travel blog on the

Internet and decided to take up blogging.

When I was a child, I often travelled with my family. We didn't have enough money to travel abroad, so we visited different regions of Azerbaijan. My father loved taking photos of the places we visited.

My blog is in English and a lot of people from all over the world follow my blog. I often share photos of unusual places in Azerbaijan. Last month, I got more than 15,000 likes for a picture I took in Lerik. I also like sharing information about interesting traditions in different regions of Azerbaijan. My followers enjoy reading this information and they often leave comments comparing their culture with Azerbaijani culture.

I have some plans for the future. I am planning to open my own travel agency. I even have a name for it – Incredible Tours. I want to organise interesting tours to different parts of Azerbaijan. I have enough information about every corner of my country. Sometimes my parents say that I should write a travel book about our country, but I don't think I'll do it because writing books is not for me.

4. Tell students to imagine that they want to create a blog about Azerbaijan. Give them some time to think about its details. Then pair them and have them share their ideas. They can refer to the suggested ideas presented in pictures.

5. Divide students into pairs or small groups and have them discuss the questions.

- What do you think tourists should know about Azerbaijan before their visits?
- What are the three most important words or sentences they should learn in Azerbaijani?
- What do you think they shouldn't do in Azerbaijan?

Before they start, remind them to use functional language. Write the following on the board and have them use them while they are doing the task. Monitor discreetly during this stage and take notes of both good language and problems for later feedback.

Giving your opinion	Disagreeing
I think that.... As I see it, Personally, I believe... In my opinion....	I take your point, but... I understand what you are saying, but... I see what you mean, but ...

Functional language is the language that we use to perform various functions, such as making requests, giving advice, complaining, agreeing, asking permission, etc. Learning functional language gives students of English the skills to communicate effectively in various everyday situations.

WRITING

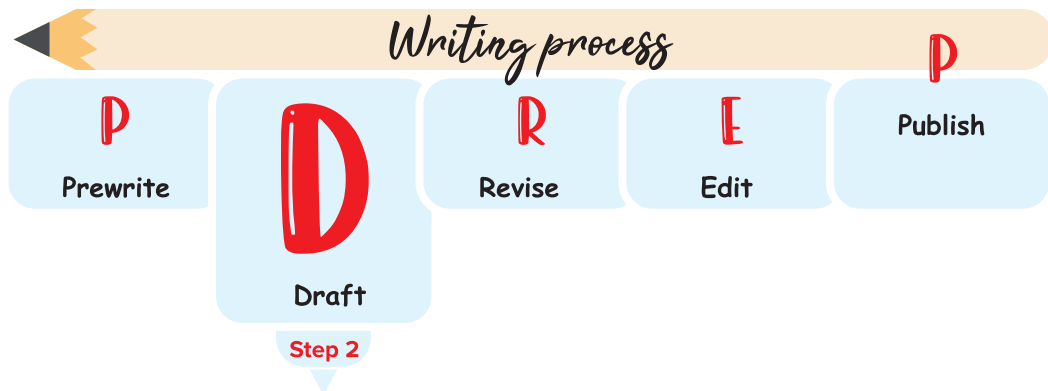
Aims: By the end of the lesson, students will be better able to write their first drafts based on what they have brainstormed and outlined.

Standards: 4.1.1. 4.1.2. 4.1.3.

Draw students' attention to the Writing Tips box and explain to them what they are expected to do at the drafting step of the writing process.

Writing Tips!

When we write, we follow some steps.



- Use your notes from brainstorming and outlining steps.
- Turn your ideas into sentences and your sentences into a paragraph.
- Just write. Don't worry about mistakes.
- Include main ideas and details.
- Leave some space after each line. It will make editing easier.

Drafting occurs when you put your ideas into sentences and paragraphs. Here you focus on explaining and supporting your ideas. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications. Don't pay attention to such things as spelling at this stage. This draft tends to be writer-centred: it is you telling yourself what you know and think about the topic.

1. Have students work individually and add more ideas to the word web. When they are done, ask students to work in pairs and compare the ideas. Then ask each pair to come to the board and write the words. Make sure that each word is written only once.
2. Ask students to work individually and complete the sentences. When they are done, ask students to work in pairs and compare the ideas. Answers will vary.

Possible answers:

1. The most important thing is **a mobile phone**. I cannot travel without it.
2. It is important to take **an ID card** because **I cannot go abroad without it**.
3. It is not important to take a **toothbrush** because there will be toothbrushes in the hotel.
4. You can find **a hairdryer** in the hotels, so there is no need to take it.
5. I don't think **the information on travel blogs** is useful.

3. A. Divide students into small groups and have them complete the word web. When they are ready, have the groups compare their ideas with other groups.

Possible answers:

You can use a mobile phone to

- book a flight
- find a hotel
- transfer money
- look at the map
- take photos
- use a Google translator

- B. Ask students to write the outline based on the completed word web.
Answers will vary.
- C. Set a reasonable time limit and have students write their first draft. Monitor and help if needed. When groups are ready, ask students to place their pieces of writing on the walls. Get them to comment on them by using post-it notes.

STORY TIME

Aims: By the end of the lesson, students will be better able to develop their reading skills for detailed information by reading the story *Better Than You* by Trudy Ludwig.

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

1. Divide students into small groups and ask them to prepare some questions about the first part of the story. When they are done, have the groups test each other. You might also ask some questions to check how well your students remember the story.

Suggested questions:

- Who is the author of the story “Better than you”?
- Who is the main character in the story?
- What was the problem in the story?
- What do you think Tyler will do in part 2?

Then have them read the second part of the story and do Task 1 on page 74. They should put the pictures in the right order. Have them do the task individually. Then put them in small groups to compare and discuss their answers. Once they have finished, check the answers as a whole class.

Answers:

1. A

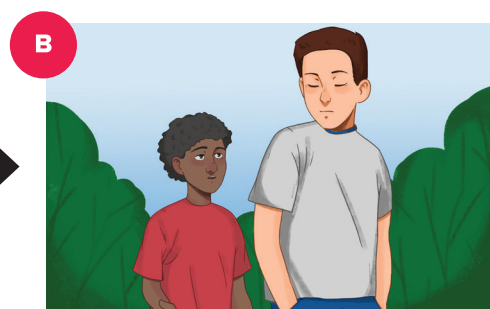
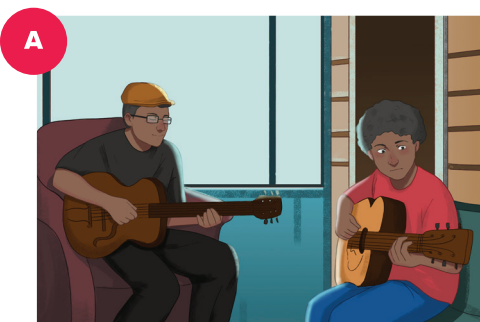
2. E

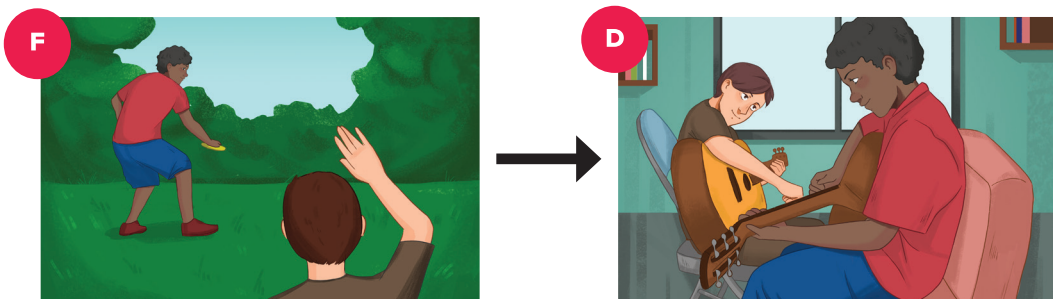
3. C

4. B

5. F

6. D





2. Ask students to answer the questions. Encourage them to write full answers to the questions and compare their answers with their partners. Provide whole class feedback once students have finished doing the task. Encourage them to support their answers.

Answers:

1. What helped Tyler feel better? **He played the guitar with Uncle Kevin and it helped him feel better.**
 2. Did Jake treat others the same way he treated Tyler? **Yes, he did. (Once Carlos told Oscar that he didn't like Jake at all because he always annoyed him.)**
 3. Why did Uncle Kevin say that Jake was like a pufferfish? **The pufferfish puff up their bodies to make themselves bigger than they actually are. Jake did the same. He made himself look better at everything.**
 4. What did Niko and Tyler have in common? **They were interested in playing the guitar.**
3. Have students work individually and think of another ending for the story. Then have them share the endings in pairs. You might also want to ask students to write their endings on a piece of paper and post it on the wall. Invite all students to read the endings on the wall and vote for the best ending.
 4. Have students work individually and make a list of their strengths and weaknesses. Then ask them to discuss their list with a partner. Encourage them to come up with some ideas about how they can deal with their weaknesses.

TIME TO WATCH

Aims: By the end of the lesson, students will be better able to develop their listening skills for detailed and specific information by watching the video aimed at developing the functional use of language for giving thanks.

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

1. Have students work in pairs and discuss the questions. The answers may vary.
 - What special day are they celebrating?
 - Why do you think Yahya is happy?
2. Ask students to read the task before you play the video. As they watch, they should match the presents to the children. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

- | | | |
|------------|---|-----------|
| 1. Katelyn | → | a) a book |
| 2. Shams | → | b) a ball |
| 3. Daniel | → | c) a cup |

3. Have students watch the video again and complete the sentences.

Answers:

1. Thank you **very much** for the lovely cup.
2. Not at **all**.
3. You're welcome. It's my **pleasure**.
4. Thanks a lot **for** giving me this book.

4. Students watch the video again and this time focus on the language that they can use to give thanks. As they watch, they write the expressions they can use when someone is thanking them for something.

Answers:

- a) You are welcome.
- b) Not at all.
- c) It is my pleasure.

Track

- Yahya:** Dear Katelyn, thank you very much for the lovely cup. It is so beautiful that I'll be afraid to use it. I don't want to break it.
- Katelyn:** Not at all! I am glad you liked it. I bought it in England. I hope you will use it for many years.
- Yahya:** Daniel, thanks a lot for the ball.
- Daniel:** Look here. There is a famous footballer's signature on it.
- Yahya:** Wow. It is Ronaldinho's signature. You know he is my favourite footballer. Many thanks for this great present.
- Daniel:** You're welcome. It's my pleasure.
- Shams:** And here is my present. Please see what is inside.
- Yahya:** Wow! What a nice present!
- Shams:** It is a new book by your favourite author Chingiz Abdullayev.
- Yahya:** Thanks a lot for giving me this amazing book.
- Shams:** It is my pleasure.

5. Have students work in pairs and role-play the situation. Encourage them to use the functional language studied at this lesson. Monitor discreetly while students work, making notes of correct language as well as problems for feedback. Fast finishers can swap roles and do the roleplay again.

Functional language is language that you need in different day-to-day situations. For example, greeting, introducing yourself, asking for or giving advice, explaining rules, apologising, or agreeing and disagreeing.

Why is it important to learn functional language?

The more functional language you know, the more real-life situations you can interact in. You can learn different expressions for different contexts. Some expressions are more suitable for a formal situation than an informal one, some you use with close friends and others with strangers. If you are learning a new language, it's as important to learn functional language as it is to learn vocabulary, or even grammar.

REVIEW

Task 1

1. Would you like to fly or do you prefer going on **a cruise**?
2. I am not sure about my return date, so I will book **a single ticket**.
3. This is the best **travel agency** in the city. They organise the best tours.
4. Your last **destination** was Canada, wasn't it?
5. You should ask for a **tour guide** to learn about the history of this fascinating place.

Task 2

- | | |
|-------------------------------------|---|
| 1. one country/more countries | <u>Would you like to visit one or more countries?</u> |
| 2. one week/two weeks | <u>Would you like to stay there for one or two weeks?</u> |
| 3. a single ticket/ a return ticket | <u>Would you like to book a single or a return ticket?</u> |
| 4. by plane/go on a cruise | <u>Would you like to travel by train or to go on a cruise?</u> |
| 5. a hotel room/a cottage | <u>Would you like to stay in a hotel room or in a cottage?</u> |

Task 3

1. You can book a hotel room for us, **can't you**/can you?
2. James was in the same flight with you, was he/**wasn't he**?
3. You want a return ticket, do you/**don't you**?
4. His uncle and cousins are going on a cruise this weekend, isn't he/**aren't they**?
5. Romania will not be your last destination, **will it**/won't it?
6. Mrs Green stayed there for three weeks, **didn't she**/doesn't she?

Task 4

1. You are from New Zealand, aren't you?
2. Travelling by train is cheaper than travelling by plane, isn't it?
3. You got a single ticket to Italy, didn't you?
4. Farid and his cousins weren't in the travel agency, were they?
5. The tour guide will talk about the history of the country in English, won't he/she?
6. Laman cannot join us on a tour, can she?



Find the mistakes.

Vocabulary

1. We had a ^{return} ~~single~~ ticket.
So, we travelled to Moscow and back with that ticket.
2. We met our friends at the travel ^{agency} ~~agent~~.
3. We'd like to have a ^{tour} ~~travel~~ guide.
4. I went ^{on} ~~to~~ a cruise by myself.

Grammar

1. You ^{weren't} ~~were~~ here before, were you?
2. ~~Can~~ Bella ~~can~~ play football or basketball?
3. Jim booked the ^{didn't} ~~doesn't~~ tickets, doesn't he?
4. ~~Do~~ you want coffee or tea?

Spelling

1. Leyla was so excited to go on her first ^{cruise} ~~cruse~~.
2. Serbia was our last ^{destination} ~~destinate~~.
3. I always travel with ^{luggage} ~~lugage~~ a lot of luggage.
4. Will you book your tickets at the travel ^{agency} ~~agensy~~?

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 friends.

Standards: 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.2. 4.1.3.

1. Have students work in pairs and discuss the questions. Once they finish, nominate random students to share their answers with the whole class.
 - Is it important to have friends? Why or why not?
 - Do you have a close friend? Who is he/she?
2. Before students start reading the article, teach them the words presented in the boxes.

Possible Blocking Words:

to pay for studies [peɪ fɔːr 'stʌd·ɪz] give money to study

to build a windmill [bɪld ə'wɪnd.mɪl] make a machine that gets electricity from the wind

to water the farm [wɔː.tər ðɪ'fɑːm] pour water onto plants

to power lamps [paʊər læmps] give energy to lamps

Ask students to read the article and choose the best title. Then have them compare their answers in pairs before you discuss the answer as a class. Encourage students to justify their answer.

Answer:

b) How our friendship started

3. Have students read the article again and write the names to complete the sentences. Set a time limit and ask them to compare their answers when they are done.

Answers:

1. **Khalida** was the only quiet student in the beginning.
2. **Latifa** didn't calm down for a month.
3. **Ayan** studied very well.
4. **Elay** made his classmate angry.
5. **Khalida** lives in a new place.
6. **Elay** shared a birthday cake with his friend.

4. Ask students to complete the sentences with the words/phrases from the article. Set a time limit and ask them to compare their answers when they are done.

Answers:

1. Khalida was sitting at **the last desk**.
2. Latifa stopped crying after Khalida gave her **a little doll**.
3. Khalida and Latifa enjoy **talking about their classes**.
4. The teacher changed Elay's seat because she wanted to **punish him**.
5. On his birthday, Elay gave **two slices of cake** to Ayan.

5. Have students work individually and write answers to the questions. By answering these questions, they will find out how much they know about their best friends.

Answers will vary:

1. When did you first meet him/her?
2. What year/month/day was it?
3. How old was he/she when you first met?
4. What was he/she wearing that day?
5. Who spoke first? What did you/he/ she say first?

6. Get students to work in pairs and tell their partner about their best friends. They can refer to the sentences they wrote in Task 5.

Personalisation happens when activities allow students to use language to express their own ideas, feelings, preferences and opinions. Personalisation is an important part of the communicative approach, since it involves true communication, as learners communicate real information about themselves. For example, the students have read a text about best friends. After doing while reading tasks, in pairs they talk about their best friends.

VOCABULARY

Aims: By the end of this lesson, students will be better able to describe their friend's character using the target language.

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

1. Draw students' attention to the new vocabulary. Play the recording and have them listen and repeat the words. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Track 22

- | | | | |
|--------------|---------------|-------------|---------------|
| 1. confident | 3. optimistic | 5. reliable | 7. patient |
| 2. generous | 4. serious | 6. honest | 8. fun-loving |

2. Ask students to work individually and choose the correct option to complete the sentences. Then have them work with a partner and compare their answers. Discuss the answers as a whole class.

Answers:

1. fun-loving 2. generous 3. reliable 4. honest 5. serious

3. Tell students that they are going to listen to 5 people talking about their friends and they should match them to the kind of friends they have.

Before you play the recording, have students read the words (a-f). Play the recording. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

Speaker 1	c) serious
Speaker 2	a) optimistic
Speaker 3	f) reliable
Speaker 4	b) patient
Speaker 5	e) fun-loving

Track 23

Speaker 1. My friend Murad doesn't smile often. He never makes jokes or listens to them.

- Speaker 2.** My friend Jane thinks positively about the future. She often says that everything will be alright.
- Speaker 3.** I can tell all my secrets to Kamila. I know she will never share them with anybody else.
- Speaker 4.** My friend Nur never panics in danger. She just waits calmly.
- Speaker 5.** I enjoy spending time with my friend Katelyn. I always laugh a lot when we are together.

4. Ask students to complete the sentences with the words from Task 1. Then have them work with a partner and compare their answers. Discuss the answers as a whole class.

<p>0</p> <p>What's Nick like?</p> <p>He is sure of himself. He is a <u>confident</u> person.</p>	<p>1</p> <p>What's Sarah like?</p> <p>She believes everything will be great in the future. She is very <u>optimistic</u>.</p>	<p>2</p> <p>What's Alex like?</p> <p>He's nice, but he is very <u>serious</u>. He doesn't laugh much.</p>
<p>3</p> <p>What's Kate like?</p> <p>She is a nice person, but she can't keep secrets. She isn't <u>reliable</u>.</p>	<p>4</p> <p>What's Akio like?</p> <p>I like him a lot. He never tells lies. He is <u>honest</u>.</p>	<p>5</p> <p>What's Julia like?</p> <p>She is a great person. She always helps the poor. She gives them money and food. She is <u>generous</u>.</p>

5. Tell students that they are going to talk to their partners about their best friends. Set a time limit and give them some time to prepare their speech. Encourage them to use the new vocabulary. Once the time is up, get them to talk with their partner. Swap the pairs after a certain time limit. Monitor discreetly while students work, making notes of correct language as well as problems for feedback. Write up some sentences that contain mistakes which you noted during the activity. Ask students to come to the board and correct them.

GRAMMAR A

Aims: By the end of the lesson, students will be better able to talk about their friends using the target language.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

Optional warmer:

1. Focus students' attention on the picture in Task 1 and have them describe it.

Tell them that they are going to read a conversation between two friends. As they read the conversation, they should answer the question. Set a reasonable time limit and check their answers when the time is up.

Answer:

b) Murad's favourite school subject

Draw students' attention to the Grammar Target box. Explain to them how to form Zero Conditionals. Focus on punctuation as well. Write some sentences on the board.

2. Ask students to read the conversation again and to find other examples of the Zero Conditional.

Answers:

Emily: Murad, why do you love Chemistry classes most of all?

Murad: Chemistry lessons help me understand how everyday things work. For example, if you cut an onion, it makes you cry. But did you know this happens because of a chemical reaction? There is sulphur in onions and it turns to sulphuric acid in your eyes. **If you cut the onion under water, the sulphur reacts with the water** and not your eyes.

Emily: That sounds interesting.

Murad: I'll give another example of Chemistry in our life. **If you put ice into a glass of water, the ice floats.** This is so because the density of the ice is lighter than the water.

Emily: Let's take our seats. The Chemistry class starts now.



3. Have students work individually and match the sentence halves. Get them to compare their answers in pairs before you provide whole class feedback.

Answers:

1. e If you heat ice, it melts.
2. g If it is too cold, rivers freeze.
3. a If babies are hungry, they cry.
4. d If people eat too much, they get fat.
5. f If you mix oxygen and hydrogen, you get water.
6. c If snakes are scared, they bite.

4. Ask students to work individually and complete the sentences with the verbs in the correct forms. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

1. get 2. breaks 3. boils 4. die 5. put 6. don't go

5. Ask students to work individually and complete the sentences with their own words. Have students compare their answers in pairs before you discuss the answers as a class. Answers will vary.

Possible answers:

1. My friend is always angry if I am late.
2. I am always happy if my friend gets high grades.
3. My friend doesn't go to school if he/she is ill.
4. I always help my friend if he/she needs my help.
5. My friend calls me if he/she wants to talk.
6. I don't speak to my friend if he/she makes me angry.

6. Have students work in pairs and complete the questions with the correct form of the verbs given in brackets. When they are done, check the answers as a class.

Possible answers:

1. What subject does your friend prefer studying if he/she has free time?
2. What does your friend like doing if the weather is nice?
3. What do you do if you are not ready for the lesson?
4. How do you feel if you make a lot of mistakes in the test?
5. What do you do if your friend has problems?
6. What do you do if your best friend feels upset?
7. How do you feel if you don't see your best friend for many days?

Divide students into new pairs and have them ask and answer the questions. Monitor discreetly while they work, making notes of correct language as well as problems for feedback.

GRAMMAR B

Aims: By the end of the lesson, students will be better able to tell a chain story using the target language.

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

Optional warmer:

Write these questions on the board and have students work in pairs and answer the questions.

- How often do you write emails?
- When did you last write an email?
- What was it about?

1. Tell students that they are going to read Jessica's email to Leyla. As they read, they should answer the question. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answer:

c) She wants to become friends with her.

Draw students' attention to the Grammar Target box. Explain to them how to form First Conditionals. Focus on Punctuation as well. Write some sentences on the board.

2. Ask students to read the conversation again and to find other examples of the First Conditional.

New message

← → ↺

☆ ☰

To Leyla

Subject

Dear Leyla,

Hope you are doing well.

Do you remember me? We met at Nick's birthday party last week. I want to become friends with you. You know I am living in Baku now and I don't have any friends here. Nick says you are a fun-loving person. **If we become friends, we'll have a lot of fun together.** Nick also says you love watching comedy films. I like them, too. **If we become friends, we'll watch them together at the cinema.** If I have free time tomorrow, I'll write again.

Please write back to me.

Best,

Jessica

▼ | 📎 🖼️ 😊 🔍

Send

3. Tell students that they are going to listen to a telephone conversation between Leyla and Jessica. As they listen, they should complete the sentences. Before you play the recording, have students read the sentences. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

1. If they become friends, they will study or **do sports** together.
2. If Leyla studies math with Jessica, she **will get better grades**.
3. Jessica will call Leyla if she **can't come**.

Track 24

Leyla: Hi, Jessica. It's Leyla. How are you?
Jessica: Hi, Leyla. I am fine thanks. What about you?
Leyla: I am very well, thanks. I got your email. I think we can become very good friends. I am sure if we become friends, we'll have a great time. We can study or do sports together.
Jessica: That's great.
Leyla: Nick says you know math very well, but I am not good at it. If we study it together, I will get better grades.
Jessica: That's a great idea. We can meet tomorrow and study math together.
Leyla: We'll meet in the library at 2 o'clock if you don't mind.
Jessica: That's OK with me. I'll call you tomorrow morning if I can't come.
Leyla: Okay.

4. Have students work in pairs. They should match the two parts of each sentence and make them into one sentence using **if**. They can put **if** at the beginning or in the middle. Ask pairs to compare their answers with another pair before you discuss the answers as a class.

Answers:

1. c If you are honest, you will never tell lies.
2. a If you are lucky, you will win the game.
3. g I will not water the trees if it rains tomorrow.
4. d If we study hard, we will do well in our exams.
5. b If they are late, their teacher will be angry.
6. e We will put on our coats if the weather is cold.

Put on the board the sentence "If I become friends with a famous person, they will show me on TV." and explain that the students are going to make a story one by one using this same structure. The catch is that every student needs to use the second part of the phrase said by a previous student as the first part of his/hers.

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 song about friendship.

Standards: 1.1.1. 1.1.2. 2.1.3. 4.1.1. 4.1.2. 4.1.3.

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

- Why do people need friends?
- What can happen if a person has no friends?

2. Tell students that they are going to listen to a song. As they listen, they should complete the sentence.

Answer:

b) The song is about true friends.

3. Tell students that they are going to listen to the song again and complete the gaps. Before you play the recording, have students read the lyrics and try to guess which words can fit into the gaps. Play the song and tell students to complete the gaps. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

Oh-oh-oh

If you ever find yourself stuck in the middle of the **1) sea**,

I'll sail the world to find you.

If you ever find yourself lost in the **2) dark** and you can't see,

I'll be the light to guide you.

Find out what we're made of

When we are called to help our friends in **3) need**

You can count on me like 1, 2, 3

I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

'Cause that's what friends are supposed to do, oh yeah

Ooh-ooh-ooh-ooh-ooh

Ooh-ooh-ooh-ooh-ooh

Ooh, yeah, yeah
If you're tossing and you're turning
And you just can't fall asleep
I'll sing a **4) song** beside you
And if you ever forget how much you really mean to me
Every day I will remind you, oh
You'll always have my shoulder when you **5) cry**
I'll never let go
Never say goodbye
You know...
You can count on me, 'cause I can count on you.

4. Tell students that some words in the lyrics in Task 3 are underlined. Have them work individually and match them to their definitions. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

- a) not remember to do something – **forget**
- b) believe that someone will help you – **count on sb**
- c) travel on water – **sail**
- d) help somebody remember something – **remind**
- e) not able to move – **stuck**
- f) show somebody the way to a place – **guide**
- g) move from side to side or back and forth – **toss**

5. Divide students into groups and ask them to complete the lines from the song with their own ideas about friends. Set a time limit. Monitor and feed in with the necessary vocabulary if needed.
6. Play the music and have the groups sing their songs. You can vote for the group with the best lyrics.

WRITING

Aims: By the end of the lesson, students will be better able to revise and edit their first drafts on the suggested writing topics.

Standards: 4.1.1. 4.1.2. 4.1.3.

Writing Tips!

When we write, we follow some steps.



Think about what to change or develop in your writing to make it better.

Use this letter guide while revising your writing:

DARE

D Delete unnecessary information.

A Add more important details or linking words such as **but**, **and**, **so**.

R Rearrange text to make it logical and effective.

E Exchange words for clearer or stronger ones.

This is the last step of the writing process.

Use this letter guide while editing your writing: **CUPS**

C Capitalization

U Usage

P Punctuation

S Spelling

Draw students' attention to the Writing Tips box and explain to them what they are expected to do at the revising and editing stages of the writing process.

Editing and Revision go hand in hand, and even the best writers (professionals, too) may go through these steps many times with the same piece of writing. You can distinguish the steps from one another like this. Revising is more about content, flow, word choice and organisation. Editing is more about grammar, punctuation, spelling and formatting. It is possible to edit and revise at the same time, but writers may find even better results by taking each step separately.

1. Have students work individually and rewrite the sentences by replacing the underlined words with better words. Get them to compare their answers in pairs before you discuss the answers as a class.

Answers:

1. My friend's name is Julia. She is reliable. You can always trust her.
2. Emin isn't fun-loving. He is very serious.
3. This song is about online friends.

2. Ask students to read the sentences and add one of the words in the box to each sentence. Tell them that there is one extra word which they don't need to use.

Answers:

1. If I go to the party today, I will talk to him about our plans.
2. Jamal is fun-loving, but Karim is serious.
3. She is a generous person, so she will help you with great pleasure.

3. Have students read the topic sentences and choose the sentences that support them. When they are ready, get them to compare their answers in pairs before you discuss the answers as a class.

1

I have 3 friends.

0. A They are my classmates.
1. C All of them study very well.
2. F We always go to the park when the weather is nice.
3. G I like spending time with them.

2

It is important to have reliable friends.

1. B You have a better time with such people.
2. D You can tell them your secrets.
3. E If you have such friends, you feel safe because you can always trust them.

4. Have students work in pairs and edit the text. Tell them to use the letter guide **CUPS**. When they are done, ask them to compare their answers with another pair. Then discuss the mistakes as a class.

Answers:

My friend **Kevin** is a very generous person. **He** is always **ready** to help people. He helps all his classmates with their home tasks. **He** is also very **patient**. **When** he explains something to us, he never gets angry. All our classmates love him. It is important to have good friends around us.

5. Have students work individually and write a paragraph about their best friend. They should go through all the stages of the writing process on the same piece of paper. When they are done, ask them to post their written work on the walls of the classroom. Invite all students to read the written works and comment on them by using post-it notes.

Peer editing is an excellent strategy which helps the writer receive input and guidance. It also helps the peer editor understand how to improve his or her own writing.

Here is the peer editing checklist that a peer editor can use to provide feedback.

Peer editing checklist

- There are linking words.
- The topic sentence is effective.
- There are clear and strong words.
- Transitions and other linking devices connect ideas.
- There are complete sentences.
- There aren't any spelling mistakes.
- All sentences and proper nouns begin with a capital letter.
- Each sentence has end punctuation.

Editing symbols are used to identify mistakes and to state the needed correction. Listed below are the most common proofreading symbols, along with explanations and examples of each.

Symbol	Explanation of the Symbol	Example
¶	Begin a new paragraph	¶ He explained the rules of
≡	Capitalize a lowercase letter	Henderson middle School
/	Use a lowercase letter	great skiing trips in the winter
^ or v	Insert a missing word, letter, or punctuation mark	My friend Joe ^{has} a new green car.
○	Close up space	Some body will help you soon.
⓪	Delete and close up	taught my sister etiquette
—	Delete a word, letter, or punctuation mark	Joy gave two too many reasons.
ⓈⓅ	Spell out	ⓈⓅ the 30 ^{thirty} inches of fabric
↺	Change the order of letters or words	In the up of leaving, he forgot
ⓉⓇ	Move the circled words to the place marked by the arrow (write <i>tr</i> in the margin.)	The young boys threw <u>the cows</u> <u>over the fence</u> <u>some hay</u> ⓉⓇ
⊙	Add a period	The problem was easily solved. ⊙
↵	Add a comma	Well, I'll give it a chance.
#	Add a space	Toni used the # money to start
:	Add a colon	The letter read: "Dear Mr. Yen"
;/	Add a semicolon	I'll help you now; it's not hard.
⌵	Add a hyphen	lives on Twenty [⌵] third Street
↘	Add an apostrophe	Jonathan [↘] s new computer
“ ”	Insert quotation marks	Sally said, "Good morning."
ⓈⓉⓎ	The stet in the margin means "stay;" let marked text stay as written. Place three dots under original text.	ⓈⓉⓎ My father was rather ^{...} angry at . . .

STORY TIME

Aims: By the end of the lesson, students will be better able to develop their reading skills for detailed information by reading the story *Kindness* by Jacqueline Woodson.

Standards: 2.1.3. 3.1.2. 3.1.3.

Tell students that the story - *Each Kindness* is written by Jacqueline Woodson. First, ask your students to read the short text about the author. You might want to ask them some comprehension questions based on that short text.

- What was her childhood dream?
- What was her favourite topic?
- Why did she love English lessons?

Then read the title of the story and ask them to predict what the story is going to be about. Elicit the answers and write them on the board.

1. Have students read the first part of the story and do Task 1 on page 92. They should put the pictures in the right order. Have them do the task individually and then compare their answers in pairs or small groups. Once they have finished, check the answers as a class.

Answers:

1. A

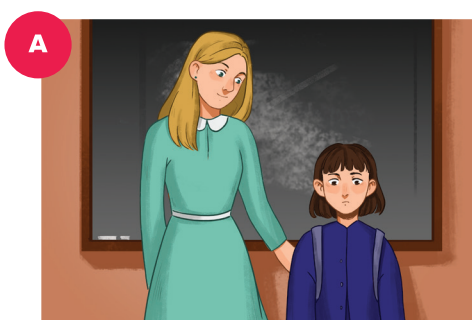
2. E

3. B

4. C

5. D

6. F





2. Ask students to read the story again and answer the questions.

Answers:

1. What was the weather like on Maya's first day at school? **It was snowy.**
2. How did Maya feel on the first day? **She felt shy/ alone.**
3. What didn't the children like about Maya? **Her clothes were old and her shoes were spring shoes.**
4. Why did Maya show a small ball to the girls? **She wanted to play with them.**
5. What did Chloe and her friends love doing? **They loved whispering about Maya and laughing at her clothes.**

3. Divide students into small groups and have them discuss the questions. When they are done, ask some volunteers to share their ideas with the whole class.

- Who do you think had a problem? Maya or her new classmates? Why?
- What do you think is going to happen in the next part of the story?

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 the video aimed at developing the functional use of language for offering help.

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

1. Draw students' attention to the picture and have them discuss the questions.

- Why do you think Yahya is in Daniel's house?
- What are they doing?

2. Play the video and ask students to complete the sentences. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

1. It took Yahya **15 minutes** to get to Daniel's house.
2. Daniel asked Yahya to **carry the box**.
3. Katelyn finished packing **the clothes** in the bedroom.
4. Shams decided to **make some tea**.

3. Ask students to complete the sentences according to the video. Then play the video and have them check their answers.

Answers:

1. Would you like a hand **to carry** those bags?
2. Is there **anything** I can do?
3. I'll make myself **useful** by making some tea.
4. That would be **great**.

4. Have students work individually and answer the questions. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

- a) What other expressions in the video mean the same as Can I help you?
Would you like a hand? Is there anything I can do? Do you need any help?
- b) What expressions in the video can you use when someone offers to help you? **That's very kind of you./That would be great/ lovely.**
- c) What expressions in the video did they use to thank someone for their help?
Thanks for your help./ Thanks a lot.

Track

Yahya: Shams says you are moving to a new house. Would you like a hand?

Daniel: That's very kind of you, Yahya. It'll be great if you help.

Yahya: Then, I'll be there in 15 minutes.

15 minutes later

Daniel: Thanks for coming, Yahya. Could you please carry this box?

Yahya: Certainly. Would you like a hand to carry those heavy bags?

Daniel: That would be great.

Shams: Is there anything I can do?

Daniel: Thanks a lot, Shams. Could you please help Katelyn? She is packing the clothes in the bedroom.

Shams: Sure. Katelyn, do you need any help?

Katelyn: That's very kind of you, but I finished packing clothes just now.

Shams: Then, I'll make myself useful by making some tea.

Katelyn: Thank you, Shams. That would be lovely.

Daniel: Thanks for your help, dear friends.

5. Have students work in pairs and role-play the situation. Encourage them to use the functional language studied at this lesson. Monitor discreetly while students work, making notes of correct language as well as problems for feedback. Fast finishers can swap roles and do the roleplay again.

REVIEW

Task 1

- | | |
|---------------|--|
| 1. fun-loving | d) When I am with her, we have a great time. She makes me laugh a lot. |
| 2. generous | c) She is a great person. Yesterday she gave all her money to a homeless person. |
| 3. optimistic | a) Her favourite sentence is "All the best things are on the way." |
| 4. serious | b) Yesterday I told him a joke and he didn't laugh. In fact, he never laughs at any jokes. |
| 5. reliable | h) She knows all my secrets and never tells them to anyone. |
| 6. honest | e) He is my role model because he never tells lies. |
| 7. patient | f) I am always late for meetings. He always waits for me and never gets angry. |

Task 2

1. What happens if you don't walk much?
2. What happens if you don't go to school for a week?
3. What happens if you forget your friend's birthday?
4. What happens if you don't come home on time?
5. What happens if you are late for school?

Task 3

1. What will you do if you have a lot of homework for tomorrow?
2. What will you do if you can't sleep tonight?
3. What film will you watch if you have free time tonight?
4. What will you do if you win a prize next month?
5. If you are tired after today's classes, what will you do?

Task 4

1. If it snows this winter, I **will make** a snowman.
2. If you don't put ice cream in the freezer, it **melts**.
3. If I stay at home tonight, I **will watch** a film.
4. If I don't study well, my teacher **gets/ will get** sad.
5. If I meet him this week, I **will be** happy.

Task 5

1. If the weather is hot today, we will go to the park.
2. If we ride our bicycles, it will be fun.
3. If we are cold, we will put on our coats.
4. If my friends are hungry, I will invite them to a restaurant.
5. If we get tired, we will have a break.
6. If one of the bicycles breaks, we will get upset .
7. The day will be great if it doesn't rain.



Find the mistakes.

Vocabulary

1. ~~Reliable~~ ^{Fun-loving} people enjoy telling jokes.
2. ~~Generous~~ ^{Optimistic} people think positively about the future.
3. ~~Honest~~ ^{Patient} people can wait for others for a long time and never get angry.
4. ~~Fun-loving~~ ^{Reliable} people will never share your secret with others.

Grammar

1. If you ~~will be~~ ^{are} late, I will be angry.
2. I will put on a coat, ~~if~~ it snows.
3. If the students make noise, teachers ~~will be/are~~ angry.
4. ~~If/When~~ babies are hungry, they cry.

Spelling

1. My uncle is very ~~serious~~ ^{patient}. He never smiles.
2. Please be ~~patint!~~ ^{patient}. Don't get angry so quickly.
3. My sister is an ~~optimistik~~ ^{optimistic} person.
4. Be ~~confidend~~ ^{confident} and believe in yourself!

UNIT 6

LIFE IN THE FUTURE



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 a future city.

Standards: 2.1.3. 3.1.2. 3.1.3. 3.1.4. 4.1.2. 4.1.3.

1. Put students into small groups and ask them to discuss the questions. As they are doing the task, monitor and help if necessary. Nominate random students to share their ideas with the whole class once they have finished doing the task.
 - What aspects of modern life do you like? Why?
 - What aspects of modern life don't you like? Why?
 - Do you like virtual reality games? Why? Why not?

Before students start reading the text, refer them to the sticky notes. Ask them concept checking questions to make sure that they have understood the meanings of the words.

Possible Blocking Words:

car park /'kɑ: pɑ:k/ an area for leaving your car for a period of time

futuristic (adj.) /'fju:tʃə'rɪstɪk/ extremely modern and unusual in appearance that seems to belong to the future

fitting room (n.) /'fɪtɪŋ ru:m/ a room in a clothes shop where you can put on \ clothes before you buy them

space (n.) /speɪs/ an empty area

traffic jam (n.) /'træfɪk/ /dʒæm/ a long line of vehicles on a road that cannot move or only move together very slowly

virtual (adj.) /'vɜ:tʃʊəl/ 1. used to describe sth that we do on the computers or see on the internet 2. created by computer technology and not existing in the physical world

2. Have students read the text and decide what it is mainly about. Once students are ready, check the answers and encourage them to justify their answers.

Answer:

d) Futuristic life in one city

3. Ask students to read the text again and decide if the statements are True, False or Not Given. Remind them that there are 4 wrong statements. Students do the task individually and compare their answers with a partner when they have finished doing the task. Check the answers as a class and encourage them to justify their answers.

Note: Refer students to the TIPS section and explain to them how they can decide if the statements are Not Given.

Answers:

1. NG (There is no information in the text if there are trees inside as well.)
2. T (If you go inside, all the rooms have perfect views. If you are bored, with just one click you can change the view.)
3. F (People don't drive cars because robots fly them in the air.)
4. NG (There is no information if car parks take a lot of space or not.)
5. F (An app takes a photo of you and then it helps you to choose the right clothes.)
6. T (They also have more time for leisure activities.)
7. NG (There is no information in the text about the location of the farmlands.)

4. Have students complete the sentences with the words from the text. Tell them that the given paragraph is a paraphrased form of the paragraph from the text. Once students are ready, get them to compare their answers in pairs. Then provide whole class feedback.

Answers:

Robots do a lot of jobs in different places, so people work **1) less**. This gives them the chance to have **2) more time** for their favourite activities. It is hard to believe, but in my future city, people eat only organic food. They grow their own food on the farmlands. They also grow **3) flowers**, so the city looks colourful and smells perfect.

5. Put students into small groups and have them discuss the questions. As they are discussing the questions, monitor and take notes for the feedback stage.
- Can you live in such a city?
 - What aspects of life in this city attract you most?
 - What aspects don't look futuristic?
6. Ask students to complete the sentences with their own ideas. Monitor and help if necessary. Once they are ready, encourage them to exchange their sentences with a partner and give feedback to each other.

Answers will vary:

VOCABULARY

Aims: By the end of this lesson, students will be better able to talk about a movie using the target language.

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

1. Draw students' attention to the words and their definitions. Give them some time to read the definitions and then ask some concept checking questions to make sure that they have understood the meanings of the words. Then play Track 28 and have them listen and repeat the words. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Track 28

- | | |
|--------------------|--------------------|
| 1. science fiction | 5. special effects |
| 2. adventure films | 6. reviews |
| 3. mystery movies | 7. film critic |
| 4. documentaries | 8. to star |

2. Before students start doing the task, draw their attention to the note section with a new word. Explain the meaning of the word and provide some examples. Then ask students to complete the sentences with the words from Task 1. Have them do the task individually and then compare their answers in pairs. Check the answers as a class once students have finished comparing their answers with each other.

Answers:

1. The animals in the Jungle Book look so real. The **special effects** are really good in this movie.
 2. Judith Crist is a famous **film critic**. She writes **reviews** and publishes them in New York magazine.
 3. I always forget this actor's name. He **starts** in the Harry Potter movies.
 4. I like **mystery movies**. It is interesting to see how the main characters solve the problems.
 5. There are scenes about space travel between planets in Star Wars. It is a very famous **science fiction** movie.
 6. I like **documentaries** about presidents because we can learn a lot from them.
3. Ask students to match the sentences to the type of movies. Students should do the task individually. Provide whole class feedback once students are ready.

Answers:

1. In these types of movies, we can see detectives. – **Mystery movies**
2. These types of movies are very scary. – **Horror movies**
3. In these types of movies, there are drawings, not real people. – **Cartoons**
4. In these types of movies, people sing songs and dance. – **Musicals**
5. In these types of movies, we can get information about famous people. – **Documentaries**
6. These types of movies can be about space travel or robots – **Sci-fi movies**

4. Tell students that they are going to listen to 4 speakers. Remind them that there is one extra statement. As they listen, they should match the speakers to the statements. Give students some time to read the statements before you play Track 29. If it is necessary, the recording can be played more than once. Check the answers as a class after students compare their answers with a partner.

Answers:

Speaker 1	c) This person watched a comedy film.
Speaker 2	b) This person is talking about a film critic.
Speaker 3	a) This person is watching a movie at the cinema.
Speaker 4	e) This person is talking about special effects in one film.

Statement d) is extra.

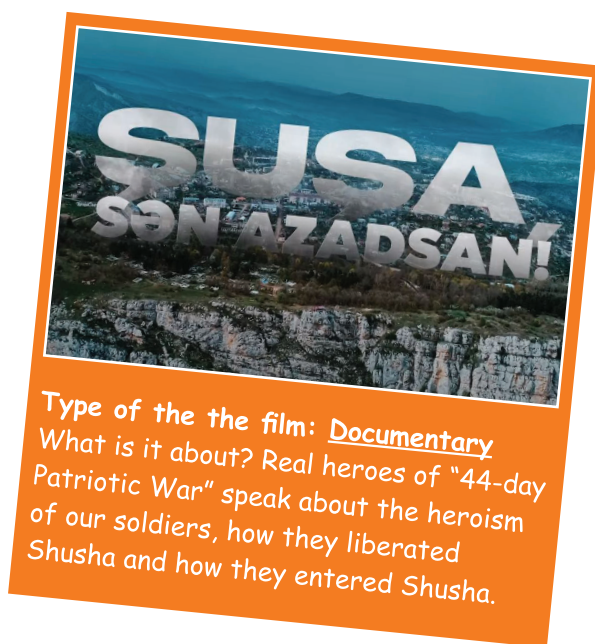
Track 29

1. The film was just great. We laughed a lot. It is in the cinemas till the end of the week. Watch it. I am sure you will like it.
2. Her reviews are always interesting. I always read her reviews about the movies before I watch them.
3. The boys in the front seat are very tall. I can't see the screen very well. There are some empty seats. Can we change our seats?
4. If a film has 3D animation in it, it is very interesting to watch. The film Hugo is a great example of it. The scenes are so realistic.

5. Put students into pairs. Student A opens Page 132 and Student B opens Page 135. Tell students that they both have missing information on their cards about movies. They need to ask each other questions to complete the missing information. Before they start doing the task, explain the meaning of the word - *to liberate* and provide some examples. Then have students do the task.

Note: In weaker classes, students might need some preparation time to form their questions. Give them some time and provide assistance if necessary. Then have them work in pairs to complete the missing information.

Answers:





Type of the the film: adventure
 Actors: Mia Wasikowska, Johnny Depp
 and Helena Bonham Carter
 What is it about?: Alice is a teenager
 in this film and she goes back to the
 Wonderland. She visited this magic land
 13 years ago, but she doesn't remember
 anything about it.



Type of the the film:
Scientific fiction
 Actors: Tye Sheridan and
 Olivia Cooke
 What is it about?: The
story takes place in 2045.
People have a virtual
world, OASIS. They
can do everything in this
world. The creator of
this world dies and a new
competition starts to find
a new owner.

6. Have students draw a table similar to the one given in the book and fill in the information about a movie. While they are doing the task, monitor and help if necessary.

Once students have finished writing about a movie, you can play a guessing game. A student gives information about the movie without mentioning its name and the others try to guess its name. To save time, the task can be done in small groups as well.

Note: This task can be set as a home task. This will encourage them to do some research about the movies they are going to write about. This will help them to be more autonomous learners.

Student's own answers:

GRAMMAR A

Aims: By the end of the lesson, students will be better able to talk about future events using the target language.

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

Optional warmer:

Write these questions on the board and ask students to discuss them in pairs. Once they are ready, nominate random students to share their ideas with the whole class.

- Do you think virtual reality games are fun? Why or why not?
- Would you like to visit an exhibition of virtual reality games? Why or why not?

1. Explain to students the phrase - *to see sb off* and provide some examples. Then ask students to read the conversation between Gulchin and Aliya. Students should read the conversation and answer the questions. Have them compare their answers in pairs before providing whole class feedback.

Answers:

1. When is the exhibition? – The exhibition is on Sunday at 3 p.m.
2. Why can't Gulchin visit the exhibition with Aliya? – She has to see Sheng off.
3. Who does Gulchin want to go to the exhibition with? – She wants to go there with Karim.
4. What are Aliya's plans for Sunday evening? – She is going to have dinner after the exhibition.



GRAMMAR TARGET

Future plans and arrangements

Write these sentences on the board and explain to students different Future Forms. Have them read the explanations after each example and then give some more examples to make understanding easier.

I am visiting an exhibition with Maryam at 3 p.m.

The plane leaves at 2:30.

We are going to have dinner after the exhibition.

2. Have students read conversation again and find the examples of a ready plan and a scheduled event. Once students are ready, ask them to compare their answers in pairs. Then check the answers.

a) a ready plan

Aliya, what are you doing on Sunday?

Where is he going?

He is flying back to his country.

b) a scheduled event.

The exhibition closes at 8 p.m.

- 3.** Ask students to complete the sentences with Present Continuous or Present Simple. Tell them that they can refer to the GRAMMAR TARGET box if necessary. Get them to compare their sentences once they finish doing the task. Then feedback as a class.

Answers:

1. The bus leaves at 9 p.m.
2. I am going to the concert with Kamila. It is on January 31.
3. Ughur is flying to the Maldives next month.
4. The doors close 5 minutes before the show starts. Don't be late!

- 4.** Ask students to complete the sentences with the correct future forms of the verbs from the box. They do the task individually and have a pair check once they are ready. Check answers as a class.

Answers:

Kevin: What **1) are** you doing tonight?
Harper: Nothing special. Yesterday I bought a new book. I **2) am going to read** that book.
Kevin: What about watching the new movie? It is on the MovieBuff channel.
Harper: When **3) does** it start?
Kevin: At 8:30.
Harper: What is the movie about?
Kevin: It is a Sci-fi movie. I know you love such films.
Harper: Wonderful. I **4) will call** Luna. She also loves Sci-fi.

- 5.** Divide students into pairs and have them read their roles. Give them some time to prepare for their roles. Monitor and provide assistance if necessary. Have them do the task once they are ready. Encourage them to use Future forms.
- 6.** Have students work in pairs and ask each other the questions. Encourage them to use different future forms. Monitor and help them with the task if necessary. Also, make notes for the feedback stage.

GRAMMAR B

Aims: By the end of the lesson, students will be better able to talk about present and future possibilities using the target language.

Standards: 1.1.1. 1.1.2. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

Optional warmer:

Write these questions on the board and ask students to discuss them in pairs.

- What kind of movies do you like watching?
- What is more important - the plot of the movie or the stars?

1. Ask students to read the conversation between Samuel and Vusal. They should complete the statements with the words from the conversation. Students do the task individually and then compare their answers in pairs. Feedback as a class.

Answers:

1. Vusal liked **the effects** of the film.
2. Vusal thinks **the actors' performance** wasn't very good.
3. **Samuel** couldn't watch the film.
4. Vusal wants to watch another movie **this Saturday**.



GRAMMAR TARGET

Future plans and arrangements

Refer students to the GRAMMAR TARGET box and have them read rules and the example sentences. Provide some more examples and ask concept checking questions to ensure that students have understood the rules.

2. Ask students to look back at the conversation and find examples of future prediction, promise and future possibility. Have students do the task individually and then compare their answers in pairs. Feedback as a class.

a) future prediction

I am sure that some people will like the actors' performance.

b) promise

I will tell you if I like that or not after I watch it.

c) future possibility

We may meet this Saturday for a new movie.

3. Tell students that they are going to listen to a talk. As they listen, they should answer the questions. Play Track 30 and ask students to do the task. If it is necessary, the recording can be played more than once. Have students compare their answers in pairs before providing whole class feedback.

Answers:

1. Which 2 ideas does Lamiya suggest? – **She suggests going to the cinema or bowling.**
2. What idea does Daniel like? – **He likes the idea of going to the cinema.**
3. Why can't Lamiya go to the boulevard? – **She can't go because her legs hurt.**
4. When do friends agree to meet? – **They are going to meet at half past 12.**

Track 30

Daniel: Lamiya, where might we go tomorrow?

Lamiya: I don't know, but we could go to the cinema or we may go bowling.

Daniel: Oh, you know bowling isn't for me, but going to the cinema is OK. What is on in the cinema?

Lamiya: The new Disney film Moon Knight is on this week. We might watch it.

Daniel: That sounds interesting. The weather seems fine. We could walk in the boulevard after the movie.

Lamiya: I am afraid, I can't. My legs hurt me after the last basketball match. I can't walk much.

Daniel: Sorry to hear that.

Lamiya: But we may have pizza for lunch and then watch the movie.

Daniel: Great! So, are we meeting in the cafe?

Lamiya: Yes, let's meet at half past 12 in our favourite cafe. Please, don't be late.

Daniel: Don't worry. I won't.

4. Have students complete the sentences with **might/may/could** or **will**. Remind them to look at the instructions given in the brackets at the end of each sentence. Also, tell them that sometimes more than one option is possible. This task should be done individually. Tell them that they can refer to the GRAMMAR TARGET box in case they need help. While they are doing the task, monitor and help if necessary.

Answers:

1. You **might/could/may** miss the plane if you don't leave now. (it is possible)
2. It **won't** snow this month. The weather seems fine. (negative future prediction)
3. I **might not/may not** watch the football game on Sunday. I am too busy. (negative possibility)

4. Don't worry. I **will** buy a present for her. (promise)
5. I **won't** stop acting until I get an award. (promise/negative form)

5. Have students read the answers and write questions. Ask them to use **might/may** or **will**.

Once students are ready, get them to compare their answers with a partner and then provide whole class feedback.

Answers:

1. **How do you think the weather might be today?** - I think it will be sunny today.
2. **Where will you go next summer?** I think I may visit Prague next summer.
3. **What will you eat?** I may eat sushi for dinner.
4. **What might we buy her?** I think we could buy her a book.

6. Have students complete the sentences with their own words. Monitor and help students if necessary. Once students are ready, encourage them to give feedback on each other's sentences.

Student's own answers:

Games for practising **Present/Future Possibility** and **Future Prediction**

1. **Guess what it is!**

The game is designed to help students practice may and might for **Present/Future Possibility**.

Students play a guessing game where they take it in turns to pick up a card and describe the everyday object on the card, e.g. 'I always carry this because I might need to buy something'.

The first student to guess the object (a wallet) wins and keeps the card. The student with the most cards at the end of the game wins.

Preparation: prepare 3 sets of cards from small pieces of paper and write different everyday objects on them. Put each set of cards into different envelopes.

Suggestions for the objects: a wallet; a bag; a key; a remote control; ear phones; sunglasses; a pen; a bottle of water; some food; a notebook; a map; a raincoat; a credit card; a charger.

Procedure: Divide students into 3 groups and give them the envelopes with the cards. Tell them to take it in turns to pick up a card from the envelope and describe the object on the card.

2. A fortune teller

The game is designed to help students practice will for **Future Predictions**.

One student in a pair pretends to be a fortune teller and makes predictions about the other student based on the numbers he/she has chosen.

Preparation: print the worksheets.

Procedure: Divide students into pairs: a fortune teller and a listener. Give students the worksheets. The listeners choose 5 numbers from 1-8. Then the fortune tellers should make predictions based on the information provided in the worksheet relevant to the numbers the listeners have chosen. The listeners should ask questions to fortune tellers about their predictions. Encourage them to use the useful language tips on their worksheets.

Worksheet for Fortune tellers

1.	get a present (specify the present and the time)
2.	visit a country (specify the country and the time)
3.	buy an expensive thing (specify the thing and the time)
4.	lose an amount of money (specify the amount and the time)
5.	own a pet (specify the pet and the time)
6.	meet a celebrity (specify the person and the time)
7.	share a post about something (specify the topic of the post and the time)
8.	have a disagreement about something with a person (specify the topic of the disagreement and the time)

Worksheet for Listeners

Questions starters:

Do you think it/he/she/they might/could

Will it/he/she/they

For example: Do you think I could do this sport well?

Will I do this alone or with other people?

Extra details

Whenever appropriate ask extra questions about:
the colour, place, people, price.

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 passage about a cinema.

Standards: 1.1.1. 1.1.2. 2.1.2. 2.1.3.

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

- Are there many cinemas in your hometown?
- Do you like going to the cinemas? Why/Why not?
- How is it different to watch a movie at the cinema?

Nominate random students to share their partners' ideas with the whole class.

2. Before students start doing the listening task, draw their attention to the description of the words - **to press** and **an operator**. Provide some examples to make sure that they have understood the meanings of the words.

Tell students that they are going to listen to the talk of the operator of a cinema. As they listen, they should decide which number the caller choses. Play the recording and have students do the task individually and then compare their answers in pairs. Provide whole class feedback at the end.

Answer:

a) 1

3. Have students listen to the recording again and complete the missing information in the table. Once students are ready, have them compare their answers with a partner. Then check answers as a class.

Answers:

The name of the cinema: 1) City Cinema

Ticket prices: change according to the type of movie and 2) the time

Film festivals: Each year in 3) spring
This week is 4) British films week.

Ticket price this week: 5) 6 manats. For students, it is 6) 3.50

Cafe: The old cafe is closed for 7) 2 months.

Track 31

Thank you for calling City Cinema. If you want to get information about our cinema press 1. If you want to talk to the operator press 2.

The cinema is open from 9 am till 11 pm. You can find different types of movies in our cinema. The ticket price depends on the movie and time you choose. It changes between 2 manats and 10 manats.

Every spring we have film festivals and we show movies from different countries. This week we show British movies. The tickets cost 6 manats. But we have special discounts for students this week. The student tickets cost 3.50.

Don't forget to visit our new cafe. It is next to the main hall. The old cafe won't work for 2 months.

If you want more information about our cinema and schedule, please visit our website.

4. Tell students that they are going to look at the pictures taken from the website of the City Cinema. They should match the pictures to the sentences. Students do the task individually or in pairs. Once they are ready, check answers as a whole class.

Answers:

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

5. Have students mingle around and ask each other the questions. Encourage them to get detailed answers. While they are discussing the questions, monitor and take notes to be discussed in the feedback stage.
6. Put students into pairs. Ask Student A to open page 133 and Student B 134. Tell students that they both have missing information on their cards about cinema schedules. They need to ask questions to complete the missing information. While students are doing the task, monitor and make notes for the feedback stage.

WRITING

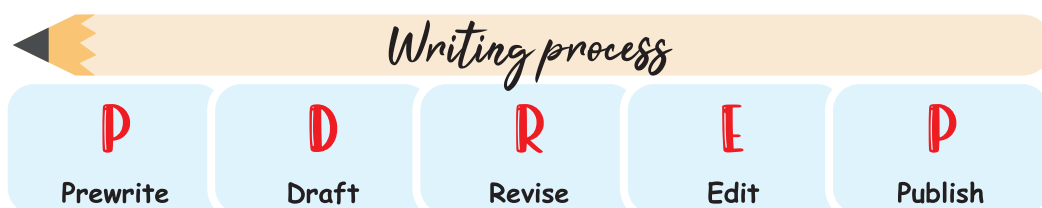
Aims: By the end of the lesson, students will be better able to write a letter to their future self by following the main guidelines about writing letters.

Standards: 4.1.1. 4.1.2. 4.1.3.

Refer students to the table containing information about writing a letter. Tell them to pay special attention to the notes.

Writing Tips!

When we write, we follow some steps.



Writing a letter

	12.07.2021	<i>Date</i>
<i>Greeting</i>	Dear Katie,	
<i>Opening sentence</i>	I am so glad to write to you.	
<i>Body of the letter</i>	<hr/> <hr/> <hr/>	
<i>Closing sentence</i>	I am looking forward to hearing from you.	
<i>Ending the letter</i>	Best regards,	
	John	

1. Ask students to draw a table similar to the one given in the book. They should then categorise the words and phrases into the right column. As they are doing the task, monitor and help if necessary. Once students are ready, have them compare their tables in pairs. Then check the answers.

Answers:

Greetings	Opening sentence	Closing sentence	Ending the letter
0. Dear ..., Hi/Hello	<ul style="list-style-type: none"> I am writing to tell you about my future plans. I have got some good news for you. 	<ul style="list-style-type: none"> Well, that's all for now. I am looking forward to hearing from you. 	<ul style="list-style-type: none"> Take care. Bye for now.

2. Ask students to read the letter and complete the plan of the body of the letter. Have students do the task individually and then compare their answers in pairs. Ask some questions about the content of the letter and then provide whole class feedback.

Answers:

0. My education plan

1. my friends now and in the future

2. my wish about my hobby

3. a question to my future self

Letter

June 8, 2021

Dear me in the future,

I am writing to you about my future plans.


In 5 years, I will be a student at the best engineering university. I study my lessons very well now and I hope you are happy with your younger self.

I have very good friends at school. I will still be friends with them even 5 years later. But of course, I might have new friends from the university as well.

I love tennis very much, but I cannot play it well now. In 2026, I am sure that I will play tennis very well. I might even enter some competitions.

What new plans do you have about your future life? Please, when you finish reading this letter, write a new letter to your Future Self.

Lots of love,
You from past :)



3. Ask students to write a letter to their Future Selves. Tell them to look at the sample letter if necessary.

Once students are ready, have them exchange their letters and give feedback to each other.

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

STORY TIME

Aims: By the end of the lesson, students will be better able to develop their reading skills for detailed and specific information by reading the story *Kindness* by Jacqueline Woodson.

Standards: 2.1.3. 3.1.2. 3.1.3.

- Before students start reading the story, ask them some questions about the author and the first part of the story. Then tell them to read the second part of the story - *Each Kindness* by Jacqueline Woodson. They should put the pictures in the right order. Have them do the task individually and then put them in small groups to compare and discuss their answers. Once they have finished, check the answers.

Answers:

1. B

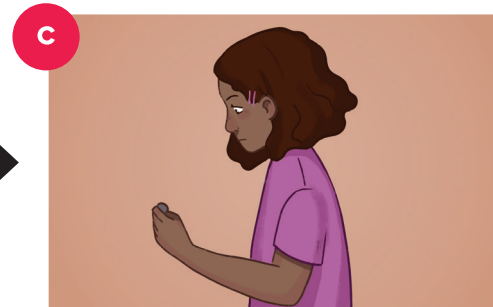
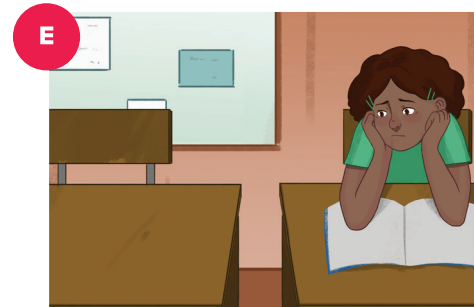
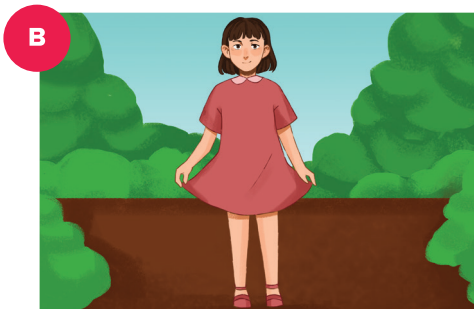
2. D

3. A

4. F

5. E

6. C



2. Ask students to complete the sentences with the words from the story. Have students do the task individually and then compare their answers in pairs. Give whole class feedback once students have finished doing the task.

Answers:

1. Kendra called Maya Never New because she never wore anything new.
2. The topic of Mr Albert's lesson was Kindness.
3. Chloe gave the stone to her classmate because she didn't remember any kind acts of hers.
4. Chloe hoped to see Maya again because she wanted to be kind to her.
5. Chloe was unhappy at the end of the story because she missed the chance of kindness with Maya.

3. Put students in small groups and have them discuss the questions. While they are discussing the questions, monitor and take notes for the feedback stage.

- What kind of person do you think Maya was? Why?
- What acts of kindness do you think Chloe thought when she threw the stones to the lake at the end of the story?
- What was your last act of kindness? How did you feel?

TIME TO WATCH

Aims: By the end of the lesson, students will be better able to develop their listening skills for detailed and specific information by watching the video aimed at developing the functional use of language for asking for advice.

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

1. Divide students into small groups and have them look at the picture and discuss the questions. Once students have finished discussing the questions, nominate random students to share their ideas with the whole class.
 - Where are the children?
 - What do you think they are talking about?
2. Before playing the video, ask students to read the sentences. Then play the video and ask them to complete the sentences. Have students compare their answers in pairs and then give whole class feedback.

Answers:

1. Daniel thinks that it is not a good idea to go to Australia because it's winter there now.
2. To go to Kenya, tourists need to have all the vaccinations against different diseases.
3. It is a good idea to hire a car in Italy.
4. Tourists love seeing Niagara Falls in Canada.

3. Play the video again and ask students to complete the sentences. Have them check their answers by looking at the audio scripts on page 143.

Answers:

1. I wouldn't advise you to go to Australia at this time of year.
2. You'd better go there in October.
3. What about somewhere in Europe?
4. I recommend you go to Italy.

Audio script

Shams: Daniel, I need your advice. My family is planning to go abroad this summer. You travel a lot and you know a lot about different countries. Please advise where to go.

Daniel:	I wouldn't advise you to go to Australia at this time of year because it is winter there now. You'd better go there in October. October is the start of their summer.
Yahya:	What about Kenya? You travelled there two years ago. Did you enjoy your visit?
Katelyn:	It was great to be there, but you need to get all the vaccinations against different diseases before you travel there.
Shams:	What about somewhere in Europe?
Daniel:	I recommend you go to Italy. You know we visited Italy last year. We had a great time there. You can hire a car when you get there and visit different cities in Italy.
Yahya:	How about Canada?
Katelyn:	That'll be a good choice. You can visit Niagara Falls while you are there. There are a lot of excellent hotels and you can stay in one of them.
Yahya:	Thanks a lot for your advice.

4. Have students answer the questions. Refer them to the audio script if they need help. After they have found answers to the questions, get them to compare their answers in pairs. Check the answers as a class.

Answers:

1. I need your advice; Please advise ..; What about...;
2. I wouldn't advise you ...;
3. You'd better ...; You need to...; I recommend you...; You can...;

Note: It is advisable to draw students attention to the verb forms in the expressions. Write the sentences on the board and highlight the verb forms.

Please advise + **where/how/when** + **to do something**

What about + **something/ doing something?**

You'd better + **do something**

You need + **to do something**

I recommend you + **do something**

You can + **do something**

5. Divide students into pairs and ask them to get acquainted with their roles. Give them some time to get prepared for their roles. While they are working on their roles, monitor and help if necessary. Then have them act out the situation. To give each student the chance to practise all functions, ask them to change their roles. To save time, you could have pairs act out their roles to another pair. Encourage them to give feedback to each other.

REVIEW

Task 1

1. There are a lot of funny moments in this type of movie. – **Comedies**
2. This film shows the real facts about the Brazilian football player Pele's life. - **Documentaries**
3. I will never watch such movies. They are very scary. – **Horror movies**
4. If you enjoy music and dancing in the movie, then you should watch it. – **Musicals**
5. The story takes place in 2095. People together with robots try to build a new city. – **Sci-fi movies.**

Task 2

1. I am going to enter my name into the competition.
2. I am going to visit Cannes during the film festival week.
3. I'll buy a ticket as well.
2. The Award Ceremony takes place on July 27.

Task 3

1. I want to study German. There is a new course. It is possible to join that course next week.
Might
I might take the new course.
2. If it is sunny tomorrow, I want to go to the park. It is possible.
Could
If the weather is fine, I could go to the cinema.
3. If it is sunny tomorrow, I want to go to the park. It is possible.
Could
If the weather is fine, I could go to the cinema.
4. Tomorrow is the final day of the competition. Can he win the competition? Do you think it is possible?
Might
Do you think he might win the competition?

Task 4

1. A: What are you doing tomorrow?
B: I am going on a cruise with my cousins.
2. A: You never come when we organise a tour.
B: I promise I will join you this time.
3. A: What clothes should I take with me?
B: I am not sure, but I think that it may rain. Take a rain coat.
4. A: Who do you think might win the competition?
B: I am sure that Nilay will win.



Find the mistakes.

Vocabulary

- Documentaries*
1. Adventure ~~movies~~ are about real people.
 2. Film critics write ^{reviews} ~~stories~~ ^{about} of the films.
 3. Who ^{stars} ~~actors~~ in Harry Potter?
 4. A film ^{critic's} ~~star's~~ job is to write his/her opinion about the movies.

Grammar

- Do you think the weather might*
1. ~~May the weather~~ be fine tomorrow?
 2. I promise I ^{will} ~~might~~ come to your party.
 3. On November 3, I ^{am} ~~will~~ ^{going to fly} fly to Turkey with my brother.
 4. I ^{might not} ~~couldn't~~ watch the movie with you today. I am very busy.

Spelling

- documentaries*
1. I like ~~dokumentaries~~ very much.
 2. She ^{might} ~~mayt~~ come tomorrow.
 3. Critics wrote good ^{reviews} ~~rewievs~~ about the movie.
 4. ^{Special} ~~Speshial~~ effects make this movie more interesting.

Tests

UNIT

1

Read the passage and do Tasks 1-7.



Students attend the greenest school on earth in Bali, Indonesia. The school is on a tropical island. In 1975, a Canadian man called John Hardy came to the island. He liked the place very much and decided to build a school with natural materials. Now it has about 300 students aged 6-18, from over 45 different countries. They study Mathematics, Science, languages and other subjects. They also learn about how to take care of the earth. They plant rice in the school garden after the classes. The students say it is fun to study at the greenest school in the world.

1. Choose the correct title.

- a) Schools in Indonesia
- b) People in Indonesia
- c) **A school in Bali**
- d) Canadians on an island

2. Choose the synonym of the phrase "go to school".

- a) **attend school**
- b) like school
- c) enjoy school
- d) leave school

3. Choose the correct definition of the word "island".

- a) a small lake near a big city
- b) a big land near an ocean
- c) a long river near a village
- d) **a small land surrounded by water**

4. Choose the correct answer to the question.

How many students study at this school?

- a) forty five
- b) **three hundred**
- c) six
- d) eighteen

5. Choose the INCORRECT sentence.

- a) Students learn how to save the planet.
- b) **A man from Bali started the school.**
- c) Students learn math at this school.
- d) The school has its rice garden.

6. Complete the sentence.

Students ★★★.

- a) come from the same country
- b) prefer eating rice
- c) like studying at this school
- d) enjoy growing different plants

7. Write the answer to the question according to the passage.

What is special about this school? – Answers will vary.

8. Read the conversation and choose the correct option to complete the gaps.

A: You were great today! I couldn't believe it! I was ★★★ to see how well you answered the questions.

B: Thanks! The questions were really ★★★, but I could answer them.

- a) surprised/confusing
- b) surprising/ confused
- c) surprising/confusing
- d) surprised/confused

9. Choose the correct option to complete the sentence.

The field trip was really ★★★. I learned a lot of things.

- a) excited
- b) excite
- c) excit
- d) exciting

10. Choose the INCORRECT option.

- a) My grandfather is too old to learn English.
- b) The children are clever enough to study math.
- c) They are young enough to attend a school.
- d) The boys are too lazy for doing sports.

11. Choose the correct option to complete the conversation.

A: Sam is 12 years old. He wants to work in a factory.

B: But ★★★.

- a) he is too young to work there.
- b) he is young enough to work there.
- c) he is too old to work there.
- d) he is old enough to work there.

12. Match the sentences. One is extra.

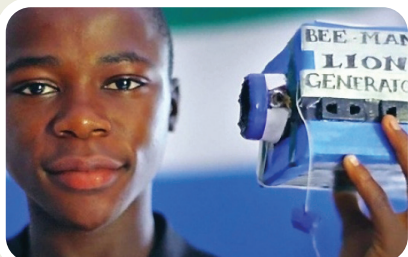
- 1) Don't talk when you are eating.
- 2) Please turn off the TV. I can't watch this scary film.
- 3) Put on your coat and then go out.
- 4) Wow! What a big building!
- a) It is terrifying.
- b) It is exhausting.
- c) It is enormous.
- d) It is freezing outside.
- e) It is annoying.

- a) 1 e; 2 a; 3 d; 4 c
- b) 1 c; 2 e; 3 b; 4 a
- c) 1 b; 2 c; 3 a; 4 d
- d) 1 a; 2 d; 3 b; 4 e

Tests

UNIT 2

Read the passage and do Tasks 1-7.



Kelvin Doe is an inventor from Sierra Leone. He was born in Sierra Leone's capital, Freetown, in October 1996.

Once there was no electricity in Kelvin's town for weeks and he was really tired of reading by candlelight. In his childhood, he collected metal and old materials in the

streets. At the age of 13, Kelvin designed and built a battery from old materials and powered lights in his home. Why did he build batteries? He did it because he couldn't afford to buy them.

Kelvin had a dream. He wanted to become a DJ. So, he built his own radio station. Now people in his town call him DJ Focus. He attends kids' birthday parties as a DJ and gets some money for it.

1. Choose the best title.

- a) The best DJ in the world
- b) **A creative young boy**
- c) A town with inventors
- d) Young boys in Sierra Leone

2. Choose the synonym of the phrase "have enough money".

- a) collect
- b) **afford**
- c) design
- d) build

3. Choose the correct definition of the word "to power".

- a) buy energy for
- b) take energy from
- c) leave energy for
- d) **give energy to**

4. Choose the **INCORRECT** sentence.

- a) Kelvin made batteries himself.
- b) People in Freetown had no electricity for weeks.
- c) **Kelvin enjoyed reading by candlelight.**
- d) He is working as a DJ at the present.

5. Complete the sentence.

With the batteries Kelvin built, his family ★★★.

- a) built a radio station
- b) invited a DJ
- c) made money
- d) **had electricity**

6. Choose the correct answer to the question.

Why didn't Kelvin buy batteries?

- a) **He didn't have money for that.**
- b) There were no batteries in his town.
- c) He didn't need them.
- d) He had enough batteries at home.

7. Write the answer to the question.

Do you think Kelvin is successful? Why or why not? – **Answers will vary.**

8. Choose the CORRECT sentence.

- a) **It is impossible to live without water.**
- b) Living without water it is impossible.
- c) It is impossible without water to live.
- d) It is impossible live without water.

9. Choose the line of adjectives.

- a) **important, useful, strange, useless, possible**
- b) impossible, use, useless, unusual, help
- c) user-friendly, strange, surprise, impossible
- d) power, poor, share, useful, impossible

10. Read the sentence and choose the correct option.

My grandmother used to ride a horse to work.

- a) She still rides a horse to work.
- b) **She often rode a horse to work in the past.**
- c) She never rode a horse to work.
- d) She likes riding a horse to work.

11. Choose the correct option.

I ★★★ chocolate cake in my childhood because I didn't like it.

- a) **didn't use to eat**
- b) didn't used to eat
- c) used to eat
- d) use to eat

12. Choose the correct alternative.

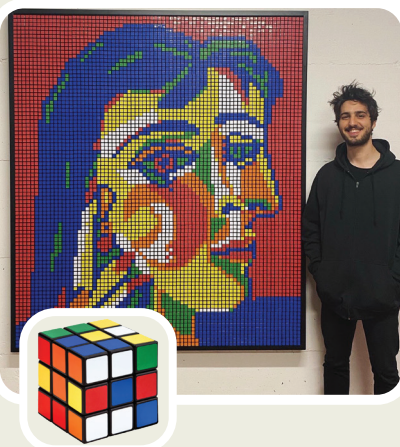
In my childhood, I used to do puzzles a lot.

- a) In my childhood, I had many puzzles.
- b) I didn't often do puzzles in my childhood.
- c) In my childhood, I did puzzles a lot. Now I do them, too.
- d) **I often did puzzles in my childhood.**

Tests

UNIT 3

Read the passage and do Tasks 1-7.



Giovanni Contardi is a young Italian artist. His art is unusual because he creates mosaic art with cubes. He says, "I didn't invent this kind of art, but I was one of the first to share it using social media and luckily, it brought me success and a job."

His interest in cubes started in 2009. One of his classmates brought a cube to school and solved it in about one minute. Giovanni was fascinated and he asked his classmate to teach him to solve the cube. He learned

it very quickly and soon the two classmates started challenging each other.

After a while, Giovanni got even more interested in solving cubes and he wanted to enter a competition. So, he started training with the cube 3 hours a day.

In 2012, he broke the world record for solving the cube with just one hand in 9.43 seconds.

Now he is delighted with his life because he can earn money and do his favourite job. His works are very famous on social media.

Adapted from:

<https://www.dareclan.com/post/giovanni-contardi-my-idea-of-art-goes-through-the-rubik-s-cube>

1. Choose the correct title.

- a) Success in the competitions
- b) The world record
- c) A young teacher
- d) **Unusual art**

2. Choose the synonym of the phrase "to enter the competition".

- a) to win the competition
- b) **to participate in the competition**
- c) to train for the competition
- d) to leave the competition

3. Choose the correct definition of the word "to challenge".

- a) **to invite sb to compete**
- b) to teach sb
- c) to learn sth very quickly
- d) to do sth very well

4. Choose the **INCORRECT** sentence.

- a) Giovanni learned to solve puzzles from his classmate.
- b) Thanks to social media, Giovanni could make his works famous.
- c) **Giovanni is the first artist to create mosaic art with cubes.**
- d) Giovanni was the best in the cube solving competition in 2012.

5. Choose the correct title.

With the help of his classmate, Giovanni ★★★.

- a) entered the competition
- b) learned to solve cubes
- c) break the world record
- d) shared his works on social media

6. Choose the correct answer to the question.

Why did Giovanni start working on his skills of solving cubes?

- a) He wanted to be better than his classmate.
- b) He wanted to take part in the competition.
- c) He wanted to create mosaic art.
- d) He wanted to earn money.

7. Write the answer to the question.

Do you think creating mosaic art with the cubes is unusual? Why or why not?

8. Choose the correct verb form.

I am looking forward ★★★ her.

- a) to meet
- b) meeting
- c) to meeting
- d) meet

9. Choose the correct option.

When I ★★★ a scarf, I ★★★ my finger.

- a) knit, was hurting
- b) was knitting, hurt
- c) knitted, was hurting
- d) was knitting, was hurting

10. What ★★★ when Jahan ★★★ you?

- a) did you do, was calling
- b) were you doing, was calling
- c) do you do, called
- d) were you doing, called

11. Choose the correct preposition.

Schools should teach children to believe ★★★ themselves.

- a) in
- b) to
- c) for
- d) with

12. Choose the correct preposition.

If you are bored, take ★★★ new hobbies.

- a) in
- b) off
- c) up
- d) on

Tests

UNIT 4

Read an internet article and do Tasks 1–7.



Aziza Ramikhanova and her son Amiraslan from Azerbaijan have millions of followers on social networks. Amiraslan is a professional chef. Together with his mother, he prepares tasty meals and shares their recipes on his Youtube channel called *Country Life Vlog*¹.

Aziza Ramikhanova is also a talented cook. Her recipes are popular at all weddings in Hil village.

The Ramikhanovs usually film their videos on their farm near their village. They have a special farm house for their vlog and it makes the videos more exciting.

The family makes two cooking videos a week. The number of their followers is increasing day by day. They prefer cooking vegetables from their garden.

Everything is so fresh and natural! This is the reason why so many people from all over the world follow their vlog.

It's a good idea to visit Azerbaijan. A trip to Hil village will give you a great chance to meet friendly locals and try some of the best food recipes.

¹ Vlog – a website or social media account where a person posts short videos

1. Choose the best title.

- a) A village in Azerbaijan
- b) The best blog about Azerbaijan
- c) The best place to eat in Azerbaijan
- d) **Famous food bloggers from Azerbaijan**

2. Choose the **INCORRECT** sentence.

- a) A lot of people know the family.
- b) **The family makes their videos in different villages.**
- c) They make meals from healthy food.
- d) Both the mother and her son do the same job.

3. Choose the correct answer to the question.

How often do they post videos?

- a) every day
- b) every two weeks
- c) every month
- d) **every week**

4. Choose the definition of the word "professional".

- a) A person who has many jobs c) A person who can speak many languages
b) A person who knows Science well d) A person who does his/her job very well

5. Choose the opposite for the word "foreigners".

- a) locals b) tourists c) travellers d) followers

6. Match the words from the text to their definitions. One definition is extra.

1. popular d) liked or enjoyed by many people
2. special e) different from others
3. fresh b) new; newly made
4. tasty a) delicious; having a pleasing flavour

7. Write the answer to the question according to the passage.

Why do people like watching the family's videos? – Answers will vary.

8. Choose the correct ending.

The friends were excited, ★★★?

- a) were they? b) did they? c) weren't they? d) didn't they?

9. Choose the correct option.

What was the weather like yesterday? Was it warm ★★★ cold?

- a) and b) so c) or d) but

10. Read the definition and choose the correct word.

The place where someone is going to

- a) destination b) travel agency c) luggage d) cruise

11. Choose the correct preposition.

To go ★★★ a cruise.

- a) to b) by c) on d) with

12. Match the halves. Three options are extra.

- | | |
|--|-----------------|
| 1) My teacher speaks five languages, | g) doesn't she? |
| 2) Omar was at the birthday party yesterday, | f) wasn't he? |
| 3) They didn't watch that film last weekend, | c) did they? |
| 4) You won't visit them, | a) will you? |

Tests

UNIT 5

Read the passage and do Tasks 1-7.



Angela

Kelly

It happened about 35 years ago. We studied at the same school but in different classes. Once there was a basketball match. One of my classmates had a terrible stomach ache and couldn't participate in the match. So, my Physical Education teacher asked me to play instead of her. I did my best, but unfortunately, my team lost. I

was very upset and started crying. A girl from the other team came up to me and calmed me down. Her name was Angela. She talked to me and I became better. That was the day when I found my true friend.

It was a strange day. That day my team lost the match, but I won a reliable friend like Angela. We are more like sisters than friends. Everyone in my family loves her and she is always with me on special days. I hope we will never separate.

1. Choose the best title.

- a) Unlucky players
- b) My best friends
- c) A basketball match
- d) The day when I met my friend

2. Choose the synonym of the word "unhappy".

- a) special
- b) true
- c) upset
- d) better

3. Choose the correct definition of the word "calm someone down".

- a) make someone feel excited
- b) make someone feel proud
- c) help someone become less angry or sad
- d) help someone become more interested

4. Choose the **INCORRECT** sentence.

- a) They met about 35 years ago.
- b) After the match, Kelly didn't feel well.
- c) Kelly and Angela played in the same teams.
- d) Kelly's family members know Angela.

5. Complete the sentence.

Kelly participated in the basketball match because ★★★.

- a) she loved playing basketball
- b) her teacher couldn't go to the match
- c) her classmates wanted it
- d) her classmate had a health problem

6. What does Kelly mean in this sentence?

“We are more like sisters than friends.”

- a) They like their sisters.
- b) **They are very close friends.**
- c) They are real sisters.
- d) Their sisters are their best friends.

7. Complete the sentence according to the passage.

The friends often meet on special days.

8. Choose the correct option to complete the sentence.

The children will become upset ★★★ they don't get any presents tomorrow.

- a) but
- b) **if**
- c) so
- d) because

9. Choose the CORRECT sentence.

- a) If you will not water a flower, it dies.
- b) You don't water a flower, it dies.
- c) **If you don't water a flower, it dies.**
- d) You don't water a flower if it will die.

10. Choose the CORRECT sentence.

- a) **If I study more, I will pass the exams successfully.**
- b) I study more, I will pass the exams successfully.
- c) If I will study more, I pass the exams successfully.
- d) I will pass the exams successfully, if I will study more.

11. Choose the line of adjectives that describe characters.

- a) fun-loving, friendly, long, talkative
- b) serious, honest, optimistic, useful
- c) **generous, confident, patient, honest**
- d) reliable, possible, kind, confident

12. Match the words to the situations. One situation is extra.

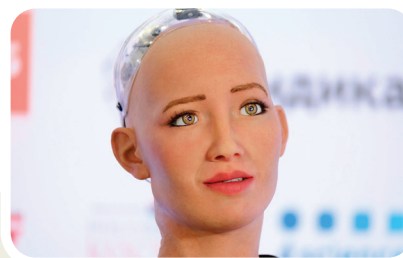
- | | |
|---------------|---|
| 1) reliable | a) Umid always repeats one sentence. “Everything will be really good.” |
| 2) generous | b) Latifa always tells jokes. Her jokes are always funny. |
| 3) optimistic | c) I can tell Etibar all my secrets because he never shares them with others. |
| 4) honest | d) My grandma often helps poor people. She gives them food and money. |
| | e) My friend Samira never tells lies. |

- a) **1 c; 2 d; 3 a; 4 e**
- b) 1 b; 2 a; 3 d; 4 e
- c) 1 c; 2 b; 3 d; 4 a
- d) 1 a; 2 d; 3 b; 4 c

Tests

UNIT 6

Read the passage and do Tasks 1-6.



Some robots make us feel like the future is already here. One of these smart robots is Sophia.

When in 2016 Hanson Robotics developed their human-like robot Sophia, the world was fascinated with her. She is the world's first robot citizen.

Now Sophia is very famous in all parts of the world because she often appears in TV shows and interviews. She also speaks at the conferences.

Sophia can answer certain questions and even have simple conversations.

Sometimes her conversations don't make sense, but some are logical and even funny.

There are cameras in Sophia's eyes, so she can see things and follow moving objects. She can even recognize people.

In 2018, the company added functional legs to their human-like robot. After that, Sophia started walking.

Scientists believe that such robots might help to take care of ill and elderly people.

1. Choose the correct title.

- a) The future of smart robots
- b) The first human-like robot
- c) An interview with Sophia
- d) Hanson Robotics' human-like robot

2. Choose the synonym of the phrase "doesn't make sense".

- a) not loud
- b) not funny
- c) not logical
- d) not simple

3. Choose the correct definition of the word "functional".

- a) working in the necessary way
- b) long and attractive
- c) looking strange
- d) starting by itself

4. Choose the **CORRECT** sentence.

- a) All human-like robots get citizenship.
- b) Hanson Robotics developed a walking robot in 2016.
- c) TV shows brought popularity to Sophia.
- d) Sophia can give logical answers to all the questions in the interviews.

5. Complete the sentence.

With the help of the cameras in her eyes, Sophia ★★★.

- a) can move things with her eyes

- b) can move her eyes if anything changes its place
- c) **can move her place**
- d) can know where she is

6. Write the answer to the question.

Do you think Sophia is smart? Why or why not?

7. Choose the correct option.

I promise I ★★★ help you tomorrow.

- a) might
- b) could
- c) **will**
- d) may

8. Choose the correct option.

What ★★★ on Sunday?

I have no plans. If you want, we can meet.

- a) **are you doing**
- b) will you do
- c) do you do
- d) did you do

9. Choose the correct definition of the word “a film critic”.

- a) Someone who writes stories of the films.
- b) Someone who shares movie posters.
- c) **Someone who shares their opinions about a movie.**
- d) Someone who meets with stars.

10. Match the halves.

- | | |
|-----------------------|-------------------------------------|
| 1. Try on | a) a lot of space |
| 2. Take | b) abroad |
| 3. Go | c) clothes |
| 4. Buy | d) online |
| a) 1-d, 2-c, 3-a, 4-b | c) <u>1-c, 2-a, 3-b, 4-d</u> |
| b) 1-c, 2-d, 3-a, 4-b | d) 1-d, 2-a, 3-b, 4-c |

11. Choose the correct sentence.

- a) Might this actor win an award?
- b) **Please don't be late because my plane leaves at 7 p.m.**
- c) The sky is clear, so tomorrow it couldn't rain at all.
- d) I see my friend off at 3 o'clock and after that I am free.

12. Choose the correct preposition.

The train leaves according ★★★ a schedule.

- a) **to**
- b) on
- c) at
- d) with

EXAMPLE OF SMALL SUMMATIVE ASSESSMENT

Small Summative 1 (UNIT 1)

Name: _____ Class: _____ Date: _____

1. Listen to a talk and complete the notes. You will hear the recording TWICE.

1. Popular type of transportation in India: _____
2. The place where a lot of children work: _____
3. Ms Khuran's profession: _____
4. The year when Ms Khuran died: _____
5. The number of students at Ms Khuran's schools: more than _____

(_____/20)

2. Read the text and answer the questions.

Australia is a huge country. Many children live far away from big cities and towns. So, it is difficult for them to travel to school. In the past, children got their education through the School of the Air. Then there was no Internet. So, they communicated with their teachers and classmates on the radio.

Now, everything is different. Students don't need radios any more. They take online classes and can see their teachers on the screen. Once or twice a year, all the students from the School of the Air get together and have different fun activities.

1. What problems do Australian children have?
_____.
2. What did the children use to speak to their teachers and classmates?
_____.
3. How different is their education today?
_____.
4. How often do students meet their teachers face to face now?
_____.
5. What do the students do when they meet each other?
_____.

(_____/20)

3. Underline the correct option.

1. Please don't eat when others are talking. It's *fascinating/annoying/freezing*.
2. Most people feel *enormous/delighted/exhausted* after a long trip.
3. His parents were so *delighted/annoyed/terrified* because he won a gold medal.
4. Don't forget to wear your warm coat. It's *fascinating/annoying/freezing* outside.
5. The hotel was *enormous/freezing/exhausted*. It was really hard to find our room.

(____/15)

4. Underline the correct adjectives.

1. I want to go home. The film is not *interested/interesting*.
2. The footballers were really *exhausting/exhausted* at the end of the match.
3. The children heard the noise and they got *frightened/frightening*.
4. The students were *confused/confusing*. They didn't know what to do.
5. We were so happy because the news was *excited/exciting*.

(____/15)

5. Complete the sentences with *too* or *enough*.

1. Mr Brown is 50 years old. He is _____ old to join a football team.
2. The friends are brave _____ to save the animals from the forest fire.
3. This task is easy _____ to do. Don't ask for help.
4. Please take those books from the shelf. I am _____ short to get them.
5. The music is loud _____. I can hear it now.

(____/15)

6. Write about your school.

(____/15)

This is the end of the test.

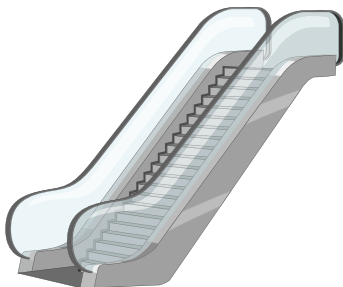
(____/100)

EXAMPLE OF BIG SUMMATIVE ASSESSMENT

Big Summative 1 (UNITS 1,2,3)

Name: _____ Class: _____ Date: _____

1. Listen to a talk and complete the notes. You will hear the recording TWICE.

<ol style="list-style-type: none">1. The inventor came from: _____2. Year of the invention: _____3. The first person who used the escalator: _____4. People called it: the Flying _____5. The place where people used it: _____ the building	
--	--

(____/20)

2. Read the text. Write True or False.

Adam Kirby's parents understood he was different when he started reading at the age of nine months. At the age of one, he could name the countries by their shape and put them in the right place on a puzzle. At two, he could spell over 100 words and count to over 1,000 in English and up to 20 in Spanish and Japanese.

A two-year-old boy from the United Kingdom is the second-youngest member of Mensa, the organisation for people with the highest IQs.

My wife and I are not Mensa members. "We're both brilliant," Adam's father Dean said, "but Adam is much cleverer at his age than we were."

1. Adam could read before his first birthday. _____
2. When he was one year old, he prepared puzzles about countries. _____
3. When he was two years old, he could speak Japanese and Spanish very well.

4. Adam isn't the only young member of Mensa. _____
5. Adam is the only member of Mensa in his family. _____

(____/20)

3. Underline the correct word to complete the sentences.

1. I visited the website and **found out/made it** some information about the great inventor.
2. I often felt bored last year. So, I decided to **put off/take up** dancing.
3. Our friends are planning to visit us soon. We look forward to **see/seeing** them.
4. There were a lot of problems, but my grandfather never **gave up/took up**.
5. Work hard and believe **on/in** yourself.

(____/15)

4. Complete the sentences with used to + a verb from the box. Some verbs are extra.

drink
have

like
ride

eat
jump

drive
live

1. Lisa _____ a lot, but now she is on a diet.
2. Ali _____ a bike to work, but now he has a car.
3. My cousins _____ in the village. Now they are staying with us in the city.
4. My brother _____ cartoons a lot. Now he doesn't like them at all.
5. My friend _____ milk a lot. Now he doesn't like it at all.

(____/15)

5. Complete the sentences with the Past Simple or Past Continuous forms of the verbs in brackets.

1. The friends _____ (wait) at the bus stop when the rain _____ (start).
2. When I _____ (enter) the room, the child _____ (sleep).
3. Bob _____ (hurt) his leg while he _____ (run).
4. While Julia _____ (cook) dinner, her children _____ (watch) TV.
5. What _____ (you/do) at 10 o'clock yesterday?

(____/15)

6. Make up a story about a strange event. Use Past Simple and Past Continuous.

This is the end of the test.

(____/15)

(____/100)

THE TRACKS OF THE SUMMATIVES

Track 1

India is a big country with billions of people. Millions of these people use trains to get around in this country. Many poor people live near these train platforms. They have children, but very little money. They can't afford to send their children to school. The children need to make money, so they go to the train platforms and work there. These children can't study because they spend all their time on train platforms.

One day, a teacher called Miss Khuran started reading stories to them. Then she decided to create a school on the train platform to help poor children. Miss Khuran died in 2010. More than 4.000 students get free education in her schools today.

Track 2

A man from the USA invented an escalator in 1859. The first escalator wasn't for tall buildings and it wasn't electric. It was for the king of France in the 1750s. It went up one floor, from the first floor to the second. People called it the Flying Chair. The Flying Chair was on the outside of the building. Men pulled it up and down when the king wanted to change floors.

KEYS FOR THE SUMMATIVES

Small Summative 1 (UNIT 1)

Task 1

1. trains
2. train platforms
3. teacher
4. 2010
5. 4.000

Task 2

1. Many children live far away from big cities and towns. So, it is difficult for them to travel to school.
2. They used radios to speak to their teachers and classmates.
3. Students don't need radios any more. They take online classes and can see their teachers on the screen
4. Once or twice a year, students meet their teachers face to face.
5. They do different fun activities when they meet each other.

Task 3

1. annoying
2. exhausted
3. delighted
4. freezing
5. enormous

Task 4

1. interesting 2. exhausted 3. frightened 4. confused 5. exciting

Task 5

1. too 2. enough 3. enough 4. too 5. enough

Task 6 (Students' own answers):

Big Summative 1 (UNITS 1,2,3)

Task 1

1. the USA 2. 1859 3. the king of France 4. chair 5. outside

Task 2

1. T 2. F 3. F 4. F 5. T

Task 3

1. found out 2. take up 3. seeing 4. gave up 5. in

Task 4

1. used to eat 3. used to live 5. used to drink
2. used to ride 4. used to watch

Task 5

1. The friends **were waiting** at the bus stop when the rain started.
2. When I **entered** the room, the child **was sleeping**.
3. Bob **hurt** his leg while he **was running**.
4. While Julia **was cooking** dinner, her children **were watching** TV.
5. What **were you doing** at 10 o'clock yesterday?

Task 6 (Students' own answers):

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Buraxılış məlumatı

İNGİLİS DİLİ 7

Ümumi təhsil müəssisələrinin 7-ci sinifləri üçün
İngilis dili (əsas xarici dil) fənni üzrə dərsliyin (qrif nömrəsi: 2022-032)

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