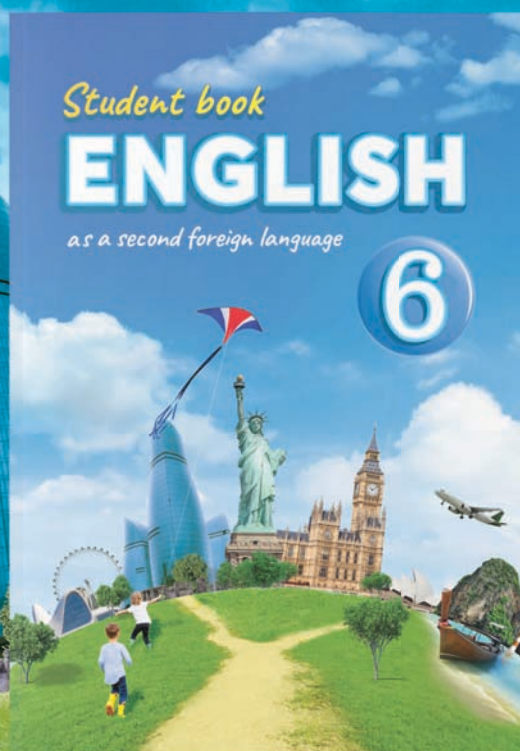


Teacher book

ENGLISH

as a second foreign language

6



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Teacher book

ENGLISH

*as the second foreign language for the 6th
grades of general secondary schools*

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Please send your inquiries, comments and suggestions to us
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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 6, which is compiled according to the English language curriculum confirmed by the Ministry of Education of the Republic of Azerbaijan. The activities included in this course book support sixth grade students' language learning. Integrating the skills of listening, speaking, writing, and reading is crucial for student success. The activities in the textbook will help your students get exposed to standard English language and improve their language skills.

Teacher Book will help you plan your lessons effectively and apply different interaction patterns which will contribute significantly to the learning process. Moreover, this book comprises some useful tips and expansion activities for teaching English effectively. We wish you and your students much success!

*Sincerely,
Authors*

Weeks	Hours	Standarts	Lessons	Grammar	Vocabulary
1	2	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.	School Subjects	Ordinal numbers	School subjects
2					
3	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.2., 2.2.3., 2.2.4., 4.1.2.	What do they Look like?	Basic intensifiers <i>very</i> , <i>really</i>	Appearance
4	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.	My Favourite Sport	Likes/dislikes, do, play, can	Sports
5	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3.	What I Do!	Present Simple (1) adverbs of frequency	Common verbs
6	1		Review/ Summative 1		
7	2	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 4.1.1.	These are my Friends!	Present Simple (2)	Countries, nationalities
8					
9	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.	Seasons and Clothes	Why/because	Seasons, clothes

10	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3.	Celebrations Around the World	adverbs of frequency	Common words
11	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4.	Free Time Activities	Wh questions	Free time activities
12	1		Review/ Summative 2		
13	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.,	My Family	Present Continuous (1) (affirmative)	Family members
14	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4.	In the Street	Present Continuous (2) (Yes/No questions)	Common verbs
15	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 3.1.1., 3.1.3., 4.1.2.	An Open-air Lesson	Present Continuous (3) (negative forms)	Phrases
16	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.2., 2.2.3., 2.2.4., 3.1.1., 3.1.3.	Jobs	Present Simple vs Present Continuous	Jobs
17	1		Review/ Preparation for the Big Summative		
18	1		Big Summative		
19	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4.	My Birthday Party	Verbs that are not used in Present Continuous	Common words

20	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.	Healthy Life	countable nouns / plural forms	Food and health
21	2	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 4.1.2.	Shopping	uncountable nouns many/much	Food, Containers
22					
23	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 4.1.1.	My Kitchen Recipe	few/little	Common phrases
24	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3.	Planning a Day Out	Functions (Making suggestions)	Activities
25	1		1 Review/ Summative 3		
26	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 4.1.1.	At the Restaurant	Functions (How much.../ It is 5\$./Can I order?)	Restaurant
27	1	1.1.1. 1.1.2 2.1.1. 2.2.1. 2.2.3. 2.2.4. 3.1.1. 3.1.3. 4.1.2.	What's the matter?	should/shouldn't	Health problems
28	2	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3.	Transport	Prepositions – <i>by, in, on</i>	Transport
29					

30	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.3.	Save the Earth	and, but, so	Environment
31	1	1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.2., 2.2.3., 2.2.4., 4.1.2.	A Visit to Shusha	be going to	Common phrases
32	1	Review/Summative 4			
33	1	Preparation for the Big Summative			
34	2	Big Summative			

Content Standards

Grade 6

At the end of the year, a pupil demonstrates that he/she:

- understands simple texts;
- has acquired basic pronunciation skills;
- can communicate using basic expressions and very simple structures;
- has acquired early (basic) reading comprehension skills;
- has acquired basic writing skills.

Core and sub standards of instructional content.

1. Listening comprehension

Pupil:

1.1. Demonstrates understanding of simple and short listening passages.

- 1.1.1. Demonstrates understanding of simple texts.
- 1.1.2. Follows instructions and answers simple questions.
- 1.1.3. Selects and points out the pictures of the named objects.

2. Speaking

Pupil:

2.1. Demonstrates acquisition of basic pronunciation skills.

- 2.1.1. Repeats simple words and word combinations.

2.2. Demonstrates communication skills using speech patterns.

- 2.2.1. Names objects and situations (clothes, weather) depicted in the pictures.
- 2.2.2. Lists the characteristics (quality and appearance) of the objects and people s/he named.
- 2.2.3. Communicates using words and basic expressions studied.
- 2.2.4. Communicates using words and word combinations correctly in his/her speech.

3. Reading

Pupil:

3.1. Reads short texts and demonstrates understanding of the content.

3.1.1. Reads new words and word combinations in the text correctly.

3.1.2. Reads new words and word combinations using the dictionary.

3.1.3. Answers the questions about the text he/she has read.

4. Writing

Pupil:

4.1. Demonstrates accuracy in writing.

4.1.1. Writes words, word combinations and sentences that he/she has heard accurately.

4.1.2. Writes the characteristics of the things and situations he/she observes.

4.1.3. Writes descriptive letters.

Some insights into methodology

Find someone who

Find someone who is a mingling activity. Students are given a list of questions and they are supposed to walk around the room and try to find a person who has a certain characteristic.

Teachers can give each student a copy of the question sheet or they can ask students to copy the questions on their notebooks. Then students are asked to 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 write that person’s name next to the question and move on to the next person with the hope that that person says “yes” to the next question in the list. The goal is to meet and talk to as many people as possible within the time limit. Encourage students to ask extra questions related to the answers.

Total Physical Response (TPR)

It is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress.

It is based upon the way that children learn their mother tongue. Parents have ‘language-body conversations’ with their children, the parent instructs and the child physically responds to this. The parent says, “Look at mummy” or “Give me the ball” and the child does so. These conversations continue for many months before the child actually starts to speak itself. Even though he or she can’t speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually, when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom.

In the classroom, the teacher plays the role of parent. She starts by saying a word (‘jump’) or a phrase (‘look at the board’) and demonstrating an action. The teacher then says the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase, you can then ask the students to direct each other or the whole class.

TPR can be used to teach and practise many things:

- Vocabulary connected with actions (smile, chop, headache, wriggle)
- Classroom language (Open your books)

- Imperatives/Instructions (Stand up, close your eyes)

It can be adapted for all kinds of teaching situations. You just need to use your imagination! It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood. It is very effective with teenagers and young learners. It involves both left – and right-brained learning.

Peer-editing

Peer-editing is a teaching technique in which students read and comment on each other's written work. It is a useful and collaborative way of correcting mistakes after an activity. In writing lessons, students can give feedback to each-others' written work. It's simple, impersonal, and by doing this, students analyse their own mistakes, and they have an opportunity to reflect on their own language use. Peer-editing mainly consists of the following steps: peer review training, students reading peers' writing, and students providing feedback to each other.

Teachers should first train learners about peer editing and typically provide practice with a hands-on activity (e.g. reviewing a writing sample chosen by the teacher). In the next step, students read a text written by one of their classmates. Then students provide feedback to a classmate in written and/or spoken form, often discussing and negotiating this feedback.

Scan it for the audio files



Editing and peer-editing checklists

It is advisable to encourage students to edit their writings. To help them with this, have them copy this checklist in their notebooks. In writing tasks, remind them to go through the checklist and edit their work.

You can change the “usage” section each time depending on the focus of the lesson. For example, if the target grammar is Present Continuous, you might want them to only pay attention to this aspect.

Editing

You edit to clean up your writing. To help you edit, think about CUPS!

C

Capitalization

- The first letter of every sentence is a capital letter.
- Proper nouns are capitalized.

U

Usage

- New grammar items are correct.
- New vocabulary is used correctly.
- The word order in the sentences is correct.

P

Punctuation

- End punctuation is correct.
- Commas are used correctly.

S

Spelling

- The spelling of new words is correct.
- The spelling of nouns (verbs/adjectives/pronouns/) is correct.
(Choose one at a time)

Peer Editing Checklist

■ The first letter of every sentence is a capital letter.
(Write **C** on the word if there is a mistake of this kind.)

■ Proper nouns are capitalized.
(Write **C** on the word if there is a mistake of this kind.)

■ New grammar items are used correctly.
(Write **GR** on the word if there is a mistake of this kind.)

■ New vocabulary is used correctly.
(Write **V** on the word if there is a mistake of this kind.)

■ The word order in the sentences is correct.
(Write **WO** on the word if there is a mistake of this kind.)

■ End punctuation is correct.
(Write **P** on the word if there is a mistake of this kind.)

■ Commas are used correctly.
(Write **P** on the word if there is a mistake of this kind.)

■ The spelling of new words is correct.
(Write **SP** on the word if there is a mistake of this kind.)

■ I understood what I read.
(Write **?** on the sentence and **underline** the part of a sentence or the whole sentence if the meaning isn't clear.)

Are you ready for Grade 6?

1

1. What colour are these pencils?
2. How old are you?
3. There is a ball under the chair.
4. I am a student.
5. Lala and Jamil are my friends.
6. My father is a teacher.

2

1. These are black jeans.
2. These are white bears.
3. These are yellow chairs.
4. This is a brown carpet.
5. This is a pink lamp.

3

1. There is a red sofa in the living room?
2. The windows are clean. They are not dirty.
3. The children are in the playground.
4. My glasses are in the wardrobe.
5. Ali and Jason can do puzzles.
6. Are you hungry?

4

1. Can Laman drive a car?
2. Amir and Sabuhi don't like apples.
3. Are there 19 classrooms in our/your school?
4. Does my/your sister play volleyball every day?
5. This bag isn't very heavy.

5

1. My mother's eyes are black.
2. Her sister's hair is long.
3. His brother's wardrobe is clean.
4. Ahmad's shoes are dirty.

6

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

7

1. I want to go to the mountains.
2. I have my lunch at 1 o'clock.
3. My sister rides her bike on Saturdays.
4. May is after April.
5. Arif doesn't want to go fishing.

School Subjects

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

- recognize, pronounce and spell new words on the topic *School Subjects*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on ordinal numbers;
- read for gist and detailed information in the given context;
- say dates in English;
- write about their timetable.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.

Interaction patterns: individual, pair work, small groups.

1. Draw students' attention to the words and pictures. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 1

- | | |
|--------------------------|-----------------|
| 1. Physical Education | 6. Literature |
| 2. Maths | 7. Art |
| 3. Geography | 8. Informatics |
| 4. History of Azerbaijan | 9. English |
| 5. Biology | 10. Azerbaijani |

Before students start doing Task 2, draw their attention to the REMEMBER box. Show them pictures in the box and introduce the words *new* and *old*. You can also find the objects in the classroom that are *new* and *old* and elicit these words.

2. In this task, students should match the sentences with the subjects. There is an example provided. When students are ready, ask them to compare their answers with their partners and then provide whole class feedback.

Answers:

- | | | |
|------------------------|--------------------------|----------------|
| 1. Maths | 4. History of Azerbaijan | 7. Geography |
| 2. Physicals Education | 5. English | 8. Azerbaijani |
| 3. Informatics | 6. Art | 9. Biology |

3. Ask students to read the text quickly and choose the best title for the text. Tell them that the words in the options have been mentioned in the text, but they should pay attention to the overall meaning of the text to choose the best title.

Answer:

B (Back to school)

4. Ask students to read the text again and answer the questions. Encourage them to write full answers to the questions. When students are ready, have them compare their answers with their partners. Then check the answers.

Answers:

1. It is September.
2. Aydin and his friends are in the schoolyard/at school.
3. Karim is Aydin's History teacher.
4. Aydin's favourite subject is Maths.
5. Geography and Biology are new subjects.

Ask students these two questions and write the answers on the board in two different sections.

1. How many lessons has Aydin got? – **five (5)**
2. Which lesson is Biology in order? – **fifth (5th)**

After writing these numbers on the board, tell them that 5 is a cardinal number and 5th is an ordinal number. Tell them that cardinal numbers are numbers that tell you *how many*. We use them to count people or things. Ordinal numbers tell the order.

Then draw students' attention to the GRAMMAR TARGET section. First, introduce them *first*, *second* and *third*. Then explain to them that they need to add *th* to form ordinal numbers of 4-19. Highlight the cases when the spelling changes. (5, 8, 9, 12). Then explain them the rule for *ty* endings. Tell them that they need to change *y* into *i* and add *e + th*.

Optional:

Play a game.

Put students in pairs. One of the pairs will say any cardinal number and the other student will write the ordinal number for that number. Then ask them to swap the roles.

Note: Before students start working in pairs, it is advisable to show the activity in front of the class to make execution easier.

Choose one student and ask him/her to say any number and then write the ordinal number on the board. Make a spelling mistake on purpose. Then draw the student's

attention to the GRAMMAR TARGET section and ask him/her to check if you have written the word correctly. Encourage him/her to correct your mistake. Then have students play the game with their partners.

5. Before students start doing Task 5, draw their attention to the REMEMBER box and show them on the board how to write dates in English. Then tell them that while saying dates in English, ordinal numbers are used. Give examples for both versions of saying the dates.

Then put students in pairs and ask them to say the dates.

Answers:

- | | |
|-----------------|--------------|
| 1. twenty sixth | 3.eighteenth |
| 2. twenty first | 4. eighth |

6. In this task, students should complete the sentences with the words in the box. Before giving whole class feedback, ask students to compare their answers with their partners.

Answers:

- | | | |
|-----------|-----------|-----------------------|
| 1. six | 4. third | 7. fifth |
| 2. first | 5. fourth | 8. sixth |
| 3. second | 6. twenty | 9. Physical Education |

7. Put students in pairs and have them ask and answer the questions. Monitor and make notes for further feedback.

8. Ask students to choose a day and write about their lessons. Encourage them to use target vocabulary and grammar of the lesson. This task can be set as a home assignment as well.

What do they Look like?

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

- recognize, pronounce and spell new words on the topic *What do they Look like?*
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on basic intensifiers;
- listen for specific information in the given context;
- describe people using the target language;
- write a description of their friends.

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

Interaction patterns: individual, pair work, small groups.

1. Draw students' attention to the words and pictures. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 2

- | | |
|---------------------|-----------------|
| 1. straight hair | 6. curly hair |
| 2. beard | 7. bald |
| 3. moustache | 8. fair hair |
| 4. a young man | 9. an old woman |
| 5. a beautiful girl | |

2. Before students start doing the crossword, draw their attention to the REMEMBER box and tell them that we use **beautiful** to describe girls and women, and we use **handsome** to describe boys and men. Then ask students to do the crossword. They can also do the crossword in pairs. When students are ready, give whole class feedback.

Answers:

Across:

1. curly
4. old
5. straight
6. beautiful
8. bald

Down:

2. young
3. moustache
6. beard
7. fair

3. Ask students to look at the pictures and give them 2 minutes to find out what the main differences are among the pictures. If your class is weak, get some quick feedback about the differences. Then play the recording and tell them to choose the right picture according to the description.

Answers:

1. A 2. B 3. A

Track 3

1.

This is my friend Tom. He lives in Canada. He is very tall and slim. His eyes are brown. He has got long fair hair. He loves Maths and History. He is a really good friend.

2.

This is my English teacher. Her name is Clair. She is a very good teacher. She is young and beautiful. Her hair is short and curly. Her eyes are really beautiful. They are big and blue.

3.

This is my Biology teacher. His name is Rauf. He is a very tall man. He has got a moustache. He doesn't have a beard. He is bald. We love him. He is a very good teacher.

Once you have checked the answers, draw their attention to the GRAMMAR TARGET section and explain them the rules. It is advisable to write examples on the board. Also, explain to them the rule for using more than one adjective. Draw their attention to the REMEMBER box. Give some more examples and elicit some from them.

4. Ask students to look at the pictures and describe them using phrases with adjectives. Have them pay attention to the use of articles. Encourage them to compare their answers in pairs once they are ready. Then check the answers.

Note: If your class is weak, it is advisable to elicit some adjectives to describe things or people and write them on the board. For example: *Eyes can be ...* . (Suggested adjectives are *big, blue, beautiful*)

Hair can be (Suggested answers are *long, fair, curly, straight, short, etc.*)

People can be (Suggested answers are *tall, strong, beautiful, handsome, fit, old, etc.*)

Suggested answers:

1. really beautiful eyes
2. a very old man
3. a really tall/strong boy

5. Ask students to put the words in the correct order to make sentences. Before giving whole class feedback, have them compare their answers in pairs.

Answers:

1. Nurlan has got very big blue eyes.
2. My friend is a very tall boy.
3. Ella has got long curly hair.
4. My mother has got short straight hair.

6. Put students in pairs or small groups. Tell them that in turns they are going to choose a picture and give a short description of it. Their partners should find the picture.

While they are doing the task, monitor and make notes of both good language examples and mistakes. Once they have finished, give whole class feedback.

Note: It is advisable to give some preparation time before students start doing the task. This will ensure secure execution. Also, you can monitor and help weaker students.

7. In this writing task, students should describe one of their friends. Encourage them to use the target language.

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

Optional: Ask students to write a description of their classmates without mentioning their names on small pieces of paper. They should write their own names on the back of the paper. Once they are ready, collect the pieces of paper, shuffle and distribute them among the students. They should read and guess who their friends have described.

Then ask them to find the person whose name is on the back of the paper and check if they have guessed the person correctly.

My Favourite Sport

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

- recognize, pronounce and spell new words on the topic *Sports*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil functional language tasks on expressing likes and dislikes;
- read for gist and specific information in the given context;
- write sentences about people's likes and dislikes;
- ask and answer the questions about the activities they like and dislike.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.

Interaction patterns: individual, pair work, small groups.

1. Draw students' attention to the words and pictures. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 4

- | | | |
|-------------|-----------------|----------------|
| 1. judo | 4. cycling | 7. ice-skating |
| 2. skiing | 5. jogging | 8. handball |
| 3. aerobics | 6. table tennis | 9. boxing |

2. Tell students that they are going to look at the pictures which are not fully given. They should guess what activities are shown in the pictures. Have students compare their answers with their partners before you provide whole class feedback.

Answers:

- | | |
|-----------------|-------------|
| 1. table tennis | 5. cycling |
| 2. boxing | 6. jogging |
| 3. ice skating | 7. handball |
| 4. skiing | 8. judo |

3. Ask students to read the text. They should match the paragraphs with the pictures. Remind them that there are 2 extra pictures.

Answers:

- | | | | |
|------|------|------|------|
| 1. a | 2. f | 3. c | 4. e |
|------|------|------|------|
- Pictures *b* and *d* are extra.

4. Ask students to read the text again and complete the sentences with one word or phrase from the text. Have them compare their answers in pairs before you start checking answers.

Answers:

1. Ilkin and Lala have a tennis table at their home.
2. Mubariz and Amir are tall/strong.
3. Sara and Anar are champions.
4. Sara can play handball, but Anar cannot.
5. Nelly and Anna do aerobics.
6. Anna's favourite hobby is skiing.

Grammar.

Write these sentences on the board and highlight the target functions.

1. Ilkin and Lala *enjoy cycling*.
2. Sara *likes playing* handball very much.
3. Nelly *loves doing* aerobics.
4. Anna *doesn't like going* ice skating.

Draw their attention to the GRAMMAR TARGET section and tell them that for expressing likes they can use *like*, *love* and *enjoy*. Read the first 3 sentences written on the board and tell them that after these verbs we need to use the verbs with *ing* ending. Also, explain to them that they can use *very much* at the end of the sentence. Elicit some sentences from students.

Then introduce the forms for expressing dislikes. Tell them that instead of saying *don't like/doesn't like* they can also use *dislike*.

Elicit some sentences from students. You can show the picture of an activity with your thumb up and down for elicitation.

5. Ask students to complete the sentences with the correct form of *do*, *play* and *go*. Have them compare their answers with their partners when they are ready. Then give whole class feedback.

Answers:

1. I like going jogging in the morning.
2. Alice enjoys playing basketball with her friends.
3. My brother doesn't like doing aerobics.
4. My friends love going cycling in the park.
5. I don't like doing karate. It is not for me.

6. Ask students to look at the pictures and write the sentences about likes and dislikes of the people in the pictures. Tell them to pay attention to the signs on the right corner of each picture. Before checking the answers, encourage students to read their sentences to their partners.

Suggested answers:

1. He doesn't like going skiing.
2. They love doing judo.
3. He doesn't enjoy going jogging.
4. They like playing football.
5. They don't like doing aerobics.
6. He enjoys going cycling.
7. They don't like playing basketball.

7. In this task, students should ask each other questions to find out the students who like doing at least three of the given activities. Encourage them to use different verbs for asking questions.

Note. It is advisable to give some time for preparation. Before students start mingling around, ask them to prepare their questions. Elicit one question and write it on the board. *Do you enjoy going cycling?* Tell them to use the same structure. *Do you like/enjoy/love + do/play/go + activities.*

What I do

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

- recognize, pronounce and spell new vocabulary;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on adverbs of frequency;
- read for gist and detailed information in the given context;
- write sentences using adverbs of frequency;
- ask and answer questions using *how often* and *adverbs of frequency*.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3.

Interaction patterns: individual, pair work, full-class interaction.

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

Track 5

- | | | |
|-----------------------|--------------------|---------------------|
| 1. live in Baku | 4. read books | 7. meet friends |
| 2. work at a hospital | 5. listen to music | 8. walk in the park |
| 3. study at school | 6. visit relatives | 9. have fun |

2. Ask students to work in pairs and match the halves. Tell them that there might be more than one possible answer. When they are done, have a quick pair-check before you provide them with feedback.

Answers:

1. read
2. work
3. listen
4. study
5. meet my friends
6. walk in the park
7. visit his relatives

3. Before students start doing the reading task, show them Amina's photo. Ask them the following questions.

- How old do you think Amina is?
- Where do you think she is from?
- What do you think she likes doing?

Write *I think* on the board and get students to say "I think" when they answer the questions.

Have students work individually and read the text quickly and check their predictions. As students read the text, ask them to choose the best option.

Answer:

a (Amina's life)

4. Ask students to read the text again and answer the questions. Before you check the answers, have them do a quick pair-check.

Answers:

1. Amina lives in Baku.
2. Amina's parents work at a hospital.
3. Amina reads books and listens to music.
4. Amina's favourite music is Azerbaijani music.
5. At weekends, she visits her relatives, meets her friends and walks in the park.

Draw students' attention to the GRAMMAR TARGET section and explain to them the adverbs of frequency. Tell them that we use adverbs of frequency to say how many times we do something. Read the adverbs of frequency and have students repeat them after you. You can also write some more examples on the board. Make sure that the examples are related to your students. For example: *Ali often eats hamburgers. Leyla never plays computer games.*

5. Ask students to work in pairs and do the task. They are required to make sentences about Ali and Murad referring to the table.

Answers:

1. They often read books.
2. They usually listen to music.
3. They often meet friends.
4. They sometimes visit relatives.
5. They never play computer games.
6. They usually/often walk in the park.

As a follow up activity, ask students to work in pairs and tell each other about what they do at weekends. Encourage them to use adverbs of frequency. Monitor and help them if necessary.

Then change one member in each pair and ask students to report to a new partner what their previous partner does at weekends. This will ensure that they practise third person singular, too.

Focus students' attention on the REMEMBER box and teach them to use *How often* when they want to ask how many times people do something. Provide students with some examples.

6. Ask students to work individually and put the words in the right order. When they are done, ask them to have a quick pair-check before you check the answers as a class.

Answers:

1. How often do they walk in the park?
2. How often do you get up late?
3. How often do they ride their bikes?
4. How often do they visit their relatives?
5. How often do you listen to mugham?

7. Ask students to stand up and ask classmates questions with the phrases suggested in the task. Encourage them to use adverbs of frequency while answering the questions. Monitor and take notes of the mistakes so that you can provide students with feedback when they finish the activity.

R

Review 1

1

1. What is his first lesson?

a) Art

b) History

c) Biology

2. Which one is Jane?



3. Which sport does he love doing?

a) boxing

b) ice skating

c) skiing

4. What does she usually do in her free time?

a) listens to music

b) reads books

c) walks in the park

Track 6

1. Look at my timetable. My first lesson isn't Art. It is Biology.

2. This is Jane. She has got long straight hair.

3. My friends love boxing and skiing, but my favourite sport is ice skating.

4. In my free time, I usually listen to music. I never walk in the park.

2

1. It's January twenty seventh./It's the twenty seventh of January.

2. It's July seventeenth./It's the seventeenth of July.

3. It's March eighth./It's the eighth of March.

4. It's October twenty fourth./It's the twenty fourth of October.

5. It's February fourth./It's the fourth of February.

6. It's November thirteenth./ It's the thirteenth of November.

7. It's December thirty first./It's the thirty first of December.

3



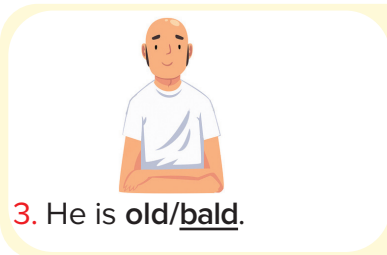
0. She has got curly/straight hair.



1. He has got a black moustache/beard.



2. He has got a beard and moustache/blonde hair.



4

<p>Amy</p> <p>0. Amy has got short hair.</p>	<p>Nick</p> <p>1. Nick has got black hair.</p>	<p>Emily</p> <p>2. Emily has got long black hair.</p>	<p>Bob</p> <p>3. Bob has got fair hair.</p>
<p>Steve</p> <p>4. Steve has got curly hair.</p>	<p>Nancy</p> <p>5. Nancy has got long straight hair.</p>	<p>Richard</p> <p>6. Richard has got a beard and moustache.</p>	<p>Jane</p> <p>7. Jane has got fair hair.</p>

5

0. Naomi **enjoys playing** (enjoy/play) handball.
1. Murad and Ali **like doing** (like/do) sport very much.
2. My brother **doesn't like playing** (not like/play) table tennis.
3. His classmates **enjoy doing** (enjoy/do) judo very much.
4. Tom **doesn't enjoy playing** (not enjoy/play) football.
5. Susan and Emily **love playing** (love/play) basketball.

6

1. How often does he visit his relatives?
2. My parents often listen to mugham.
3. They usually go to the park in the afternoon.
4. How often do you meet your friends?
5. I always read books in the evening.

These are my Friends!

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

- recognize, pronounce and spell new words in the topic *These are my Friends*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on have/has;
- listen for specific information in the given context;
- ask and answer questions in the given context using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 4.1.1.

Interaction patterns: individual, pair work, full-class interaction.

1. Draw students' attention to the words. Tell them that these are the words for countries and nationalities. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 7

- | | | |
|----------------------------|-----------------------|---------------------------|
| 1. Azerbaijan, Azerbaijani | 4. Japan, Japanese | 7. Great Britain, British |
| 2. Turkey, Turkish | 5. Ukraine, Ukrainian | 8. Italy, Italian |
| 3. Pakistan, Pakistani | 6. Brazil, Brazilian | 9. Russia, Russian |

2. Ask students to work in pairs and write the names of countries and nationalities. The first letters are given as a clue.

Answers:

Countries

1. Pakistan
2. Ukraine
3. Azerbaijan
4. Japan
5. Turkey
6. Brazil
7. Italy
8. Russia

Nationalities

1. Pakistani
2. Ukrainian
3. Azerbaijani
4. Japanese
5. Turkish
6. Brazilian
7. Italian
8. Russian

3. Tell students that they are going to listen to Atilla. As they listen, they have to complete the information about his friends. You can play the recording more than once.

When students finish the task, ask them to have a quick pair-check before discussing the answers as a class.

Track 8

Hello! My name is Atilla. I am from Azerbaijan. I have four good friends. They are Akinari, Inaya, Selim and Jane. We study together.

Akinari is from Japan. He is Japanese. He is 7 years old. He has a red kite. He often flies it in the park. It is his favourite activity.





Inaya is from Pakistan. She is Pakistani. She is 12 years old. She eats only Pakistani food. She always cooks Pakistani food for her friends. She loves cooking.

Selim is my best friend. He is from Turkey. He is Turkish. He is 14 years old. He loves computer games. He doesn't have a computer. He usually plays computer games with his friends. His favourite computer game is Minecraft.

Jane is from Great Britain. She is British. She is 15 years old. She loves reading books. She has many books. She often reads them in her free time.

What about you? Do you have any friends? Where are they from? What do they like?

Answers:

				
	1	2	3	4
Name:	Akinari	Inaya	Selim	Jane
Country:	<u>a) Japan</u>	<u>b) Pakistan</u>	Turkey	<u>c) England</u>
Age:	7	<u>d) 12</u>	<u>g) 14</u>	<u>h) 15</u>
Favourite activity:	<u>i) flies a kite</u>	cooking Pakistani food	<u>k) playing computer</u>	reading books

Focus students' attention on the GRAMMAR TARGET section and explain to them the use of *have/has*. In Grade 5, they studied *have got/has got* and at this level, they are expected to know *have/has* and how to form their questions and negative forms.

4. Have students work individually and complete the sentences with *have/has*. Once they are done, ask them to check their answers in pairs.

Answers:

1. Jane and Diego **have** a pet.
2. My father **has** two Pakistani friends.
3. We don't **have** any computers.
4. Julia **has** many books about Japan.
5. My brother Bob and I **have** new bikes.
6. Jack doesn't **have** a kite.

5. Ask students to work individually and complete the sentences with *do/does/don't/doesn't*. Once they finish the task, ask them to have a quick pair-check before you provide them with class feedback.

Answers:

1. **Does** your friend have many lessons? No, he **doesn't**.
2. **Do** Ann and Julia live in Great Britain? Yes, they **do**.
3. **Does** Julia work at school? No, she **doesn't**.
4. **Do** they often play football? Yes, they **do**.
5. **Does** John have a big house? Yes, he **does**.
6. **Do** your friends live in Italy? No, they **don't**.

6. Ask students to work in pairs and find the missing words. The first letters of the words are given as a clue.

Answers:

- | | |
|------------|----------|
| 1. lives | 4. has |
| 2. has | 5. visit |
| 3. doesn't | |

7. Have students go round the class asking and answering questions to find the classmates who say YES to the answers. While the students are doing the task, take notes of the mistakes so that you can provide students with feedback when they finish the activity.

Seasons and Clothes

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

- recognize, pronounce and spell new words on the topic *Seasons and Clothes*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *why* and *because*;
- read for gist and detailed information in the given context;
- write about their favourite seasons using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.

Interaction patterns: individual, pair work.

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

Track 9

1. summer
2. spring
3. winter

4. autumn
5. coat
6. boots

7. scarf
8. raincoat
9. hat

2. Ask students to work in pairs and put the words in the right place.
The answers may vary.

Answers:

in summer

T-shirt
hat
sunglasses
jeans

in spring

jeans
raincoat

in winter

cap
boots
coat
jumper
scarf
jeans

in autumn

jumper
jeans
scarf
raincoat

Draw students' attention to the REMEMBER box and explain the use of the verbs **wear** and **carry**.

3. Tell students that they are going to read short texts about four children. Ask them to read the texts quickly and choose the correct option.

Answer:

b (Favourite seasons)

4. Have students read the instructions and the sentences carefully before they start reading the text for the second time. Explain the words *the same* and *different* referring to the REMEMBER box as in the fifth sentence. The word *the same* is a new one for them.

Ask students to read the texts again and mark the sentences as True or False. When they are done, get them to compare their answers in pairs before you check the answers as a class.

Answers:

1. False (His favourite season is winter.)
2. True
3. False (Her father works in London.)
4. True
5. True (Brenda and Roberto's favourite season is winter.)

Draw students' attention to the GRAMMAR TARGET section and explain to them the use of *Why* and *because*. Provide some examples and write them on the board.

5. Have students work individually and complete the conversations with *Why* and *because*. When they are done, ask them to have a quick pair-check before you provide them with feedback.

Answers:

- | | | |
|----------------|----------------|----------------|
| 1. Why/because | 3. Why/because | 5. Why/because |
| 2. Why/because | 4. Why/because | |

6. Ask students to work in pairs and match the questions to the answers. When they are done, check the answers as a class.

Answers:

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

7. Get students to work individually and write about their favourite seasons. Monitor and help them if needed.

Celebrations Around the World

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

- recognize, pronounce and spell new words on the topic *Celebrations Around the World*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the *adverbs of frequency*;
- read for detailed information in the given context;
- ask and answer questions in the given context using recycled language;
- write about their favourite celebrations using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3.

Interaction patterns: individual, pair work, full-class interaction.

1. Draw students' attention to the words and phrases. Play the recording and ask students to listen and repeat them. Monitor and help with pronunciation if necessary.

Track 10

1. celebrate
2. festival
3. tradition

4. throw water at each other
5. symbol
6. win a prize

7. bonfire
8. lantern
9. decorate

2. Have students work individually and complete the sentences with the words/phrases from Task 1. Once they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answers:

1. People in Azerbaijan **celebrate** Novruz in March.
2. We **decorate** the tree in December.
3. Samani is a **symbol** of Novruz.
4. We decorate eggs in Novruz. It's an old Azerbaijani **tradition**.
5. We jump over the **bonfire** on Tuesdays in March.
6. We usually go to Goychay to see the Pomegranate **festival**.
7. There is a beautiful **lantern** in my room.
8. My brother often wins a **prize**.

3. Before students start reading the texts, ask them the following questions:

- What festivals do people celebrate in different countries?
- What do you know about them?
- What do people do during these festivals?

Tell students that they are going to read texts about different festivals. Have them read the texts and answer the questions. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Indians usually celebrate Holi in February or March.
2. They make bonfires and sing songs.
3. People celebrate the Lantern festival in February.
4. They answer the questions in lanterns and win a prize.
5. Cherry trees are the symbols of the Sakura festival.
6. People decorate cherry trees with lanterns. They drink tea under cherry trees and sing songs.

Draw students' attention to the GRAMMAR TARGET section and explain to them how to use adverbs of frequency with the verb "to be". Read the examples provided in the table. You can also write some more examples on the board.

4. Ask students to work individually and rewrite the sentences using the adverbs of frequency given in brackets. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

1. We usually decorate our home and celebrate my birthday.
2. Japanese people always celebrate Sakura in spring.
3. Our teacher is never late.
4. My sister often rides a bike in the park.
5. Spring is always beautiful in my country.

5. Have students work in pairs and put the words in the right order to make sentences. When they are done, provide students with whole class feedback.

Answers:

1. Simon is never late for school.
2. People are always happy at festivals.
3. My friends often watch films.
4. There are usually some cars in this street.
5. We always enjoy singing songs.

6. Ask students to talk to different students and answer the questions:
What festival do you want to see?
Why do you want to see it?
Monitor and help students if necessary.

7. Have students work individually and write about their favourite celebrations. The provided questions will help them organize their ideas. This task can be set as homework.

Free Time Activities

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

- recognize, pronounce and spell new words on the topic *Free Time Activities*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *Wh questions in Present Simple*;
- listen for gist and detailed information in the given context;
- ask and answer questions in the given context using recycled language;
- write questions using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4.

Interaction patterns: individual, pair work.

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

Track 11

- | | | |
|---------------------|----------------------|----------------------|
| 1. do homework | 4. read a story book | 7. sleep on the sofa |
| 2. go skateboarding | 5. ride a scooter | 8. go rollerblading |
| 3. go dancing | 6. surf the Internet | 9. play a board game |

2. Ask students to work in pairs and find the words. When they are doing this task, ask them to cover Task 1 so that they can check how well they remember the words.

Answers:

- | | | |
|----------------------|----------------------|----------------------|
| 1. surf the Internet | 4. go skateboarding | 6. play a board game |
| 2. ride a scooter | 5. sleep on the sofa | 7. read a story book |
| 3. go rollerblading | | |

3. Tell students that they are going to listen to a conversation between Nick and Sally. As they listen, they have to choose the correct opinion.

Answer:

a (Weekends)

4. Before you play the recording again, have students read the sentences. As they listen, they have to mark the sentences as True or False. Depending on your students'

level, you may decide how many times you should play the recording. Once they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answers:

1. True
2. False (she usually goes skiing with her friends.)
3. False (She usually goes skateboarding in the park next to her school.)
4. True

Track 12

Nick: What do you usually do at weekends, Sally?

Sally: In summer, I usually go horse riding. I love riding horses.

Nick: That sounds interesting. What about winter? What do you usually do at weekends in winter?

Sally: I go skiing. I love skiing on snowy mountains in winter.

Nick: Who do you go skiing with?

Sally: I usually go skiing with my friends. What about you? What do you usually do at weekends in winter?

Nick: In winter, I usually stay at home. I like surfing the Internet at weekends in winter. What about autumn? What do you usually do at weekends in autumn?

Sally: In autumn, I usually go skateboarding.

Nick: Where do you usually go skateboarding?

Sally: I usually skateboard in the park near our school.

Nick: What about spring? What do you usually do at weekends in spring?

Sally: I go jogging with my friends. It's fun to go jogging in green parks in spring.

Focus students' attention on the GRAMMAR TARGET section. Explain to them how to form *WH* questions (Special Questions). Elicit some more examples from them. Also, teach them to ask questions *Who.....with?* Refer to the REMEMBER box.

5. Ask students to work individually and complete the questions with the question words. When they are done, have a quick pair-check before you check the answers as a class.

Answers:

1. Who do they live with?
2. Where do you live?
3. What does he enjoy doing?
4. What subjects do they like?
5. When do you go to school?
6. Who does he play football with?
7. Where do they ride horses?

6. Ask students to work in pairs. Student A looks at Page 36 and Student B opens Page 90.

They should ask each other questions to find the missing information. While they are doing the task, monitor and help them if necessary.

7. Ask students to write 5 WH questions to ask their partners. Monitor and help if necessary. Once students are ready, put them in pairs and have them take turns and ask and answer each-other's questions. Monitor and make notes for further feedback.



Review 2

1

Name: Aysar
Country: 1) Pakistan
Age: 2) 14
Free time activities: reading story books and 3) surfing
the Internet
Favourite season: 4) spring
People celebrate Kalash in 5) May/Spring



Track 13

My friend's name is Aysar. He is from Pakistan. He is 14 years old. In his free time, Aysar usually reads story books. He also likes surfing the Internet. He has many friends in different countries. Aysar's birthday is in winter, but his favourite season is spring. He likes spring because his favourite festival Kalash is in May. He likes celebrating Kalash very much.

2

Countries	Nationalities
<u>1. Brazil</u>	Brazilian
Japan	<u>2. Japanese</u>
Pakistan	<u>3. Pakistani</u>
<u>4. Britain</u>	British
Italy	<u>5. Italian</u>
<u>6. Russia</u>	Russian
Turkish	<u>7. Turkish</u>
Ukraine	<u>8. Ukrainian</u>

3

0. This bag is my brother's festival/present.
1. In Nowruz, people jump over the bonfire/lanterns.
2. Santa Claus is a symbol/tradition of New Year.
3. People in the USA celebrate/decorate Halloween in October.
4. Children like celebrating/decorating a Christmas tree.
5. My classmate often wins prizes/traditions.

4

1. Azerbaijani people always decorate eggs in Nowruz.
2. My classmates are never late for lessons.
3. Streets in Baku are usually full.
4. I always enjoy reading story books.
5. My brothers often do their homework in the afternoon.
6. They are never tired after work.

5

0. do *g*
1. read *c*
2. sleep *a*
3. surf *d*
4. play *b*
5. listen *h*
6. go *f*
7. carry *e*

- a) on the sofa
- b) a board game
- c) story books
- d) the Internet
- e) an umbrella
- f) dancing
- g) homework
- h) to music

6

1. What subjects does my/your brother love?
2. Who does Julia live with?
3. What does Murad like?
4. At what time do they usually get up?
5. Why do I usually carry an umbrella?
6. Where do his parents live?

7

Answers may vary.

My Family

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

- recognize, pronounce and spell new words on the topic *My family*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *Present Continuous*;
- read for specific information in the given context;
- write sentences using recycled language;
- speak about the things their family members or friends might be doing at the moment.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.

Interaction patterns: individual, pair work, small groups.

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

Track 14

1. grandparents	5. father	9. uncle's wife	13. sister
2. grandfather	6. mother	10. son	14. cousin
3. grandmother	7. aunt	11. daughter	15. nephew
4. parents	8. uncle	12. brother	16. niece

2. Ask students to work in pairs and find the words. Then check the answers as a class.

Answers:

1. grandparents	4. niece
2. uncle	5. nephew
3. grandmother	6. daughter/ son

As a follow up activity, you can ask students to work in groups and write the sentences as given in Task 2. Then they read the sentences and other groups find the family members.

3. Tell students that they are going to read a text about Julia's family. As they read, they should match the names to the numbers given in the picture. When they are done, have them do a quick pair-check before you discuss the answers as a class.

Answers:

Dolly 2	Joe 4	Rose 3	Pete 7
Don 1	Bob 5	Jules 6	Kate 8

Draw students' attention to the GRAMMAR TARGET section and explain to them how to form Present Continuous. Provide some more examples.

Then focus the students' attention on the REMEMBER box and teach them the spelling rules about adding *-ing* to the verbs in Present Continuous.

4. Ask students to write *-ing* forms of the verbs in their notebooks. They can refer to the table with the spelling rules given in the REMEMBER box. When they are done, ask them to do a pair-check before you check the answers.

Answers:

1. raining	7. jumping	13. dancing
2. standing	8. sitting	14. riding
3. wearing	9. crying	15. studying
4. writing	10. eating	16. swimming
5. running	11. sleeping	17. looking
6. reading	12. snowing	18. making

5. Ask students to complete the sentences with the verbs given in brackets. They should use Present Continuous.

Answers:

1. are baking	3. are visiting	5. is raining	7. is cooking
2. is working	4. is reading	6. are watching	8. am writing

6. Ask students to write sentences about the pictures. Tell them that they should make the sentences in Present Continuous. Once they are ready, encourage them to read their sentences to their partners.

Answers:

1. He is riding a bike.	5. It is snowing.
2. She is doing her homework.	6. He is swimming.
3. They are flying a kite.	7. They are reading a book.
4. They are eating a cake.	

7. Ask students to think about their family members or friends and make up sentences about what they think they are doing now. While they are writing sentences, monitor and help if needed. Then put them in pairs and ask them to tell each other about what they think their family members or friends are doing now.

In the Street

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

- recognize, pronounce and spell new words on the topic *In the Street*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *Yes/No questions in Present Continuous*;
- listen for specific information in the given context;
- ask and answer questions in the given context using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4.

Interaction patterns: individual, pair work.

1. Draw students' attention to the phrases. Play the recording and have them listen and repeat them. Monitor and help them with pronunciation if necessary.

Track 15

- | | | |
|---------------------|----------------------|-------------------------|
| 1. cross the road | 4. talk to a friend | 7. sell flowers |
| 2. get on the bus | 5. talk on the phone | 8. walk with a friend |
| 3. read a newspaper | 6. walk a dog | 9. wait at the bus stop |

2. Have students work in pairs and match the halves. There may be more than one possible answer.

Answers:

- | | |
|------------------------------|-----------------------------|
| 1. h (talk on the phone) | 5. c, i (talk to a friend) |
| 2. a (walk a dog) | 6. e (get on the bus) |
| 3. d (sell flowers) | 7. f (read a newspaper) |
| 4. c, i (walk with a friend) | 8. g (wait at the bus stop) |

3. Tell students that they are going to listen to a conversation between Steve and Fiona. As they listen, they need to find who Steve is in the picture.

Track 16

Steve: Hi, Fiona.

Fiona: Hi, Steve. Where are you?

Steve: I am in Oxford Street now. Guess! What am I doing?

Fiona: Hmm... Are you walking with your friends?

Steve: No, I'm not.

Fiona: Are you skateboarding?

Steve: No, I'm not.

Fiona: Then, what are you doing?

Steve: I am selling flowers and talking to you.

Answer:

5



Draw students' attention to the GRAMMAR TARGET section and read the two questions from the conversation. Explain to your students the question forms of Present Continuous. Write some more questions on the board and teach them how to give short answers. Refer to the table on Page 44.

4. Have students work individually and complete the questions and answers. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|--|------------------------|
| 1. <u>Is</u> Jack waiting for a bus? | No, he <u>isn't</u> . |
| 2. <u>Are</u> Ann and Kate walking in the park? | Yes, they <u>are</u> . |
| 3. <u>Is</u> your friend talking on the phone now? | Yes, she <u>is</u> . |
| 4. <u>Is</u> your teacher reading a book? | No, he <u>isn't</u> . |
| 5. <u>Are</u> you doing homework? | Yes, I <u>am</u> . |
| 6. <u>Is</u> Steve working now? | Yes, he <u>is</u> . |

5. Ask students to work in pairs and put the words in the right order to make questions. When they are done, you can ask pairs to compare their answers with another pair sitting nearby.

Answers:

- | | |
|--------------------------------------|--|
| 1. Are your cousins watching TV now? | 4. Is the cat sleeping under the tree? |
| 2. Is she listening to music now? | 5. Are your brothers playing football now? |
| 3. Are they having breakfast now? | 6. Is his grandfather working? |

6. Have students work individually and write questions in Present Continuous. When they are done, get them to have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|-------------------------------------|------------------------------------|
| 1. Is it snowing? | 4. Is John selling flowers? |
| 2. Are they drinking tea? | 5. Is Jane walking in the street? |
| 3. Are you waiting at the bus stop? | 6. Is your niece eating chocolate? |

7. Ask students to work in pairs. Student A looks at the picture on Page 45 and Student B looks at the picture on Page 90. Tell them to ask and answer questions to find the differences in the pictures. Monitor and help them if needed.

An Open-air Lesson

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

- recognize, pronounce and spell new words on the topic *An Open-air Lesson*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *Present Continuous negative form*;
- read for detailed information in the given context;
- write about the things their classmates are/aren't doing using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 3.1.1., 3.1.3., 4.1.2.

Interaction patterns: individual, pair, group work.

1. Draw students' attention to the phrases. Play the recording and have them listen and repeat them. Monitor and help them with pronunciation if necessary.

Track 17

- | | | |
|-----------------------|-------------------|----------------------------|
| 1. have a lesson | 4. study plants | 7. wear casual clothes |
| 2. wear a uniform | 5. sit on the hay | 8. study foreign languages |
| 3. sit under the tree | 6. have a rest | 9. have a good time |

2. Have students work in pairs and complete the phrases. When they are done, check the answers as a class.

Answers:

1. have

a lesson

a rest

a good time

2. wear

a uniform

casual clothes

3. study

foreign languages

plants

3. Have students look at the picture next to the text. Ask them the following questions below.

- Where are the children and their teacher?
- What are they doing?

Then have them read the text and answer the questions given below it. When they are done, have a quick pair-check before discussing the answers as a class.

Answers:

- | | |
|---|---|
| 1. Their lesson is about plants. | 4. Yes, she does. She likes open-air classes because it's fun to have open-air classes. |
| 2. The students are wearing casual clothes. | |
| 3. Mason is having a rest. | |

Draw students' attention to the GRAMMAR TARGET section. Read the sentences taken from the text. Explain to the students how to form the negative forms of the sentences in Present Continuous.

4. Have students work individually and make the sentences negative. They can refer to the table given in the GRAMMAR TARGET section.

Answers:

1. My friends **aren't (are not)** wearing uniforms.
2. The students **aren't (are not)** listening to the teacher.
3. Murad **isn't (is not)** speaking Spanish.
4. They **aren't (are not)** eating a cake.
5. Jenny and Jeff **aren't (are not)** playing chess.
6. We **aren't (are not)** wearing jeans.
7. I'm **not (am not)** drinking juice.
8. Kate **isn't (is not)** listening to music.

5. Ask students to work in pairs and complete the sentences with the affirmative or negative forms of the verbs given in brackets. When they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answers:

1. George **isn't playing** football. He **is playing** volleyball.
2. My grandmother **isn't reading** a newspaper. She **is reading** a book.
3. My cousins **aren't drinking** tea. They **are drinking** juice.
4. My sisters **aren't eating** apples. They **are eating** oranges.
5. The students **aren't wearing** casual clothes. They **are wearing** uniforms.
6. The grandfather **isn't sleeping**. He **is watching** TV.
7. We **aren't studying** Chinese. We **are learning** Japanese.

6. Have students read the text and complete the gaps with the affirmative or negative forms of the verbs given in brackets. When they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answers:

- | | | |
|------------------|--------------------|--------------------|
| 1. is raining | 4. aren't studying | 7. are listening |
| 2. isn't snowing | 5. are studying | 8. isn't listening |
| 3. are sitting | 6. is speaking | 9. is talking |

7. Ask students to work in groups and make up sentences about their classmates. Encourage them to use Present Continuous affirmative and negative forms. Monitor and help them if necessary. As a follow up activity, you can ask students to write sentences about their family members. These questions might help them plan their ideas.

- What are their family members doing now?
- What aren't they doing now?

It can also be set as homework.

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

- recognize, pronounce and spell new words in the topic *Jobs*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *Present Continuous and Present Simple*;
- read for detailed information in the given context;
- speak about people's jobs using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.2., 2.2.3., 2.2.4., 3.1.1., 3.1.3.

Interaction patterns: individual, pair, small groups.

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

Track 18

- | | | |
|------------------|--------------|-------------|
| 1. an engineer | 4. an artist | 7. a farmer |
| 2. a firefighter | 5. a waiter | 8. a singer |
| 3. a pilot | 6. a poet | 9. a doctor |

2. Have students work individually and complete the sentences with the words from Task 1. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

- | | | | |
|-------------|-------------|--------------|------------------|
| 1. a farmer | 3. a waiter | 5. a pilot | 7. a singer |
| 2. a doctor | 4. a poet | 6. an artist | 8. a firefighter |

3. Tell students that they are going to read texts about 4 different people. Before they read the text, ask them to look at the pictures and guess what their jobs are. Have them read the texts quickly and check their predictions. Then ask them to read the texts again and answer the questions. When they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answers:

- | | | | |
|----------|----------|---------|--------|
| 1. Amina | 2. Steve | 3. Alex | 4. Ann |
|----------|----------|---------|--------|

Draw students' attention to the GRAMMAR TARGET section and explain to them the differences between Present Simple and Present Continuous. Write some more examples on the board and focus on the differences in meaning and forms.

4. Ask students to work individually and complete the sentences with the Present Simple or Present Continuous forms of the verbs given in brackets. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

- | | | | |
|---------------|---------------|----------------|-------------|
| 1. walk | 3. is drawing | 5. watch | 7. read |
| 2. is raining | 4. goes | 6. are playing | 8. am doing |

5. Have students work individually and choose the correct options. When they are done, discuss the answers as a class. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

- A: What fruit is/does Nick like?
B: He likes apples, but now he eats/is eating an orange.
- A: What does your uncle do/is your uncle doing?
B: He is a pilot. He often is visiting/visits other countries.
- A: Look at that artist! He is drawing/draws your picture now.
B: He doesn't draw/isn't drawing my picture.
- A: What does that man do/is that man doing there?
B: He carries/is carrying a big box.

6. Divide students into small groups and ask them to make sentences about the people in the pictures. Tell them to use Present Simple and Present Continuous in their sentences. Answers may vary.

Possible answers:

- Nick is a teacher. He works at school. He teaches children. Now he is playing with his son.
- Emily is an artist. She paints pictures. At the moment, she isn't painting pictures. She is playing the guitar.
- Jeremy is a waiter. He works at a restaurant. At the moment, he is riding a bike. He isn't working now.
- Nicole is a singer. He sings songs. At the moment, he isn't singing songs. He is roller-skating.
- Emma is a doctor. She works at a hospital. At the moment, she isn't working. She is reading a book to her children.

7. Ask students to think about 3 people they know. With weaker groups, ask your students to write sentences answering these questions.

- What are their jobs?
- What do they usually do?
- What are they doing now?

Ask students to work in pairs and tell their partner about the people. Monitor and help with necessary vocabulary if needed.



Review 3

1

Conversation 1

Kate

1. 28

2. an engineer

3. studying plants

4. She is sitting under the tree.

Conversation 2

Megan

5. 35

6. a doctor

7. She likes walking her dog.

8. She is talking to her friend.

Track 19

1.

My name is Kate. I am 28 years old. I live in London. I am an engineer. I love studying plants in my free time. I am in the park now. I am not studying plants at the moment I am sitting under the tree.

2.

My aunt's name is Megan. She is 35 years old. She is a doctor. She has a dog. She likes walking her dog in the park. She is in the park now, but she is not walking her dog. She is talking to her friend.

2

1. This is my aunt's notebook. There are a lot of poems. She likes writing poems. She is a **poet**.
2. My grandfather is a **pilot**. He flies very big planes.
3. My father is **a farmer**. There are a lot of animals on his farm. He also grows vegetables and plants.
4. My friend is **a singer**. Her voice is very good. She sings Azerbaijani songs.


3

1. Kevin is sitting on the hay.
2. Jeyla is sitting under the tree.
3. Amy is talking on the phone.
4. My family and I are waiting at the bus stop.
5. Kamal is reading a newspaper.

4

1. Elza ******* a cake at the moment.
a) is baking b) bakes c) bake
2. My sister is a farmer. She ******* plants and vegetables.
a) grows b) is growing c) don't grow
3. It is sunny today. It *******.
a) doesn't rain b) isn't raining c) rains
4. I often ******* casual clothes.
a) am wearing b) wear c) am not wearing

5

1. Elina/read a newspaper  Is Elina reading a newspaper?
2. Babek/sell flowers  Babek isn't selling flowers.
3. Sam/sit on the hay  Is Sam sitting on the hay?
4. Nicole/play the guitar  Nicole isn't playing the guitar.

6

0. Narmin (listen) to music now.
Narmin is listening to music now.
1. I always (do) aerobics in the morning.
I always do aerobics in the morning.
2. Look! She (sleep) on the sofa.
Look! She is sleeping on the sofa.
3. She usually (wear) casual clothes.
She usually wears casual clothes.
4. In summer, I (visit) my grandparents.
In summer, I visit my grandparents.
5. Sorry, but I cannot go out. I (watch) a very interesting film at the moment.
Sorry, but I cannot go out. I am watching a very interesting film at the moment.

My Birthday Party

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

- recognize, pronounce and spell new words on the topic *My Birthday Party*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the verb forms with *like, need, love, want*;
- listen for detailed information in the given context;
- ask and answer the questions in the given context using recycled language;
- write about their birthday plans using recycled language;
- speak about their birthday party plans using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4.

Interaction patterns: individual, pair work, full-class interaction.

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

Track 20

- | | | |
|--------------|-------------------|-------------------------|
| 1. excited | 4. invite friends | 7. make decorations |
| 2. surprised | 5. have a party | 8. make a wish |
| 3. confused | 6. get a present | 9. blow out the candles |

2. Have students work individually and complete the sentences with the words/phrases from Task 1. When they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answers:

1. Look at the cake! I want to **blow out the candles** on it.
2. Today is my birthday and I want to **get a present** from my father.
3. I need to buy some balloons. I want to **make decorations** in my room.
4. Close your eyes and **make a wish**. Then you can blow out the candles.
5. Today is my mother's birthday. We want to **have a party** and invite her friends.
6. Please, help me. I am **confused**. I don't know what to buy for my friend.

3. Ask students to describe the picture in the task. Then tell them that they are going to listen to a conversation between Lia and Kate. Before you play the recording, have students read the sentences. As they listen, they should decide whether the sentences are true or false. You can play the recording more than once depending on your students' level. When they are done, have them check their answers in pairs before you discuss the answers as a class.

Track 21

Kate: What are you doing, Lia?

Lia: I am making a birthday card.

Kate: A birthday card? Why do you need a birthday card?

Lia: I want to have a birthday party and invite my friends. They need to know my party date and time. Why are you so surprised?

Kate: I am not surprised, Lia. I am confused now. Your birthday is in winter, but it's summer now.

Lia: I know, but I am so excited! I want to make cards now. I want to give the cards to my friends on Sunday.

Kate: I like your card. Do you need a birthday cake?

Lia: Yes, I do. I need a very big and delicious cake for my party. I also need some decorations.

Kate: I can help you. I can make decorations before the party. I love parties!

Lia: You are so funny, Kate. Thank you!

Answers:

1. False (She wants to invite her friends.)
2. False (They need to know the date and time of the party.)
3. True
4. True
5. False (She can help her.)

Draw students' attention to the GRAMMAR TARGET section. Explain to them that not all the verbs can be used in Present Continuous. Provide them with some more examples.

4. Ask students to work individually and do the task. They should choose the correct options. Have a quick pair-check when they complete the task.

Answers:

- | | | |
|-------------------|----------------|--------------|
| 1. need | 3. want | 5. is baking |
| 2. Are you making | 4. Do you love | |

5. Ask students to walk and ask three classmates what they like/dislike about birthday parties. Monitor and help them if needed. Take notes of the mistakes and provide your students with feedback.

6. Ask students to work individually and make their birthday party plans. The questions provided will help them better plan their parties. Then ask them to share their plans with a partner. Encourage them to use the lesson grammar and vocabulary.

7. Have students work in groups and plan a class party. Ask them to prepare a presentation about their plans. They should present what they want and need for their party. Help with the necessary language if needed.

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

- recognize, pronounce and spell new words on the topic *Healthy Life*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *the plural forms of nouns*;
- read for specific information in the given context;
- ask and answer the questions in the given context using recycled language;
- write about their plans for a healthy life using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.

Interaction patterns: individual, pair, full-class interaction.

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

Track 22

- | | | |
|------------|----------|-----------------|
| 1. healthy | 4. teeth | 7. mushrooms |
| 2. bones | 5. beans | 8. sunlight |
| 3. brain | 6. nuts | 9. blackberries |

2. Ask students to complete the sentences. The provided pictures will help them do the task.

Answers:

- | | |
|--------------|----------|
| 1. mushrooms | 3. teeth |
| 2. bones | 4. Nuts |

3. Have students work in pairs and do the crossword. Ask them to cover Page 57 while doing the crossword. Tell them that the picture clues are given to help them find the words.

Answers:

- | | | |
|-----------------|----------|-------------|
| 1. blackberries | 4. nuts | 7. healthy |
| 2. brain | 5. beans | 8. bones |
| 3. mushrooms | 6. teeth | 9. sunlight |

4. Ask students to read the conversation between Simon and Helen and complete the sentences. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Helen goes jogging on sunny days because sunlight has vitamin D.
2. Vitamin D is good for bones and teeth.
3. Carrots are good for eyes.
4. Blackberries, oranges and lemons have vitamin C.
5. Bananas, beans and nuts are good for the brain.

Draw students' attention to the GRAMMAR TARGET section and explain to them the plural forms of nouns. Write some more examples on the board.

5. Have students work individually and change the underline words into plural. Remind them that they need to change *is* and *has* as well. When they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answers:

1. My teeth are white and strong.
2. There are blackberries in the forest.
3. Oranges have vitamin C.
4. I can eat carrots every day!
5. These strawberries are really delicious!

6. Ask students to walk and talk to classmates. Encourage them to ask questions. Monitor and help if needed.

7. Have students work individually and write sentences about their plans. The question will help them organise their ideas.

Shopping

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

- recognize, pronounce and spell new words on the topic *Shopping*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *countable and uncountable nouns*;
- listen for detailed information in the given context;
- write sentences using recycled language;
- ask and answer the questions in the given context using recycled language;

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 4.1.2.

Interaction patterns: individual, pair work.

1. Draw students' attention to the words and phrases. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 23

1. do the shopping	4. pasta	7. bottle	10. jar
2. shopping list	5. jam	8. carton	11. juice
3. rice	6. packet	9. milk	12. water

2. Ask students to work individually and complete the sentences. When they are done, have them check their answers in pairs. Then discuss the answers as a class.

Answers:

- | | |
|--------------------------------|--------------|
| 1. pasta, water | 4. juice |
| 2. shopping list, the shopping | 5. jam, milk |
| 3. rice | |

3. Draw students' attention to the picture in Task 3. Ask students the following questions:

- Where do you think Jack is?
- What is he doing?
- What do you think he is talking about?

Then tell students that they are going to hear a conversation between Jack and his mother. Before they listen to the recording, ask them to read the questions. As students listen to the recording, ask them to write short answers to the questions. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Where is Jack? – He is in the supermarket.
2. Where is Jack's shopping list? – At home/on the table

3. How many packets of pasta do they need? – **three**
4. How many jars of cherry jam do they need? – **one**
5. Why does Jack need a bottle of cold water? – **It is hot.**

Track 24

- Jack:** Hi, mum!
- Mother:** Hi, Jack! Where are you?
- Jack:** I am in the supermarket, mum. I can't find my shopping list.
- Mother:** Oh, I can see it on the table.
- Jack:** Mum, can you read the shopping list? What do we need?
- Mother:** We need three packets of pasta, one packet of rice, two cartons of milk and one jar of cherry jam.
- Jack:** Three packets of pasta, one packet of rice, two cartons of milk and two jars of cherry jam. Is that right?
- Mother:** Jack, we need one jar of the jam, not two.
- Jack:** Ok, mum. I also need a bottle of cold water. It's too hot in the market.
- Mother:** Thanks for doing the shopping, Jack.
- Jack:** You are welcome. See you, mum.
- Mother:** See you, Jack.

Draw students' attention to the GRAMMAR TARGET section and explain to them the rules about countable and uncountable nouns. Write some more sentences on the board focusing on the differences between *How many* and *How much*.

4. Have students work individually and complete the sentences with *How many* and *How much*. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

1. **How much** jam do you need?
2. **How much** water do you drink every day?
3. **How many** cartons of juice do you have?
4. **How many** lanterns do you see in the sky?
5. **How much** pasta does your brother eat for lunch?

5. Ask students to work in pairs and write sentences about the pictures.

Answers:

- | | |
|-----------------------------------|------------------------------------|
| 1. There are five jars of jam. | 3. There are five cartons of milk. |
| 2. There are six packets of rice. | 4. There are ten bottles of water. |

6. Divide students into pairs. Student A looks at Page 62 and Student B looks at Page 90. They should ask each other questions to complete the shopping list. Monitor and help them if needed.

7. This can be set as homework. They can write a shopping list at home and the next day ask each other about what they have got on the list.

My Favourite Recipe

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

- recognize, pronounce and spell new words on the topic *My Favourite Recipe*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *a few* and *a little*;
- listen for gist and specific information in the given context;
- ask and answer the questions in the given context using recycled language;
- write a recipe using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 4.1.1.

Interaction patterns: individual, pair work.

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

Track 25

- | | | |
|------------------------|--------------------|------------------------|
| 1. write a recipe | 4. add flour | 7. beat eggs |
| 2. pour milk | 5. mix ingredients | 8. a pinch of salt |
| 3. a tablespoon of oil | 6. fry pancakes | 9. get from the fridge |

2. Have students work individually, cover Task 1 and match the halves in Task 2. Get them to have a quick pair-check before you discuss the answers as a class.

Answers:

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

3. Tell students that they are going to hear a conversation between two girls. As they listen, they need to answer the question.

Track 26

Samantha: Hey, I can smell pancakes. Are you frying pancakes, Carly?

Carly: Yes, I am. Come and look.

Samantha: Wow! They look delicious! What ingredients do you need for pancakes?

Carly: You need a few ingredients – two eggs, one tablespoon of sugar, a pinch of salt, one glass of milk, a tablespoon of oil, and a little flour. One glass of flour is OK.

Samantha: Can you please write the recipe for me?

Carly: Sure. First, beat the eggs. Next, add sugar and salt. Pour the milk and mix the ingredients. Then add oil and flour. Last, fry the pancakes.

Samantha: Thanks, Carly! Can I eat the pancakes now?

Carly: First, get the juice from the fridge for me and we can eat the pancakes!

Answer:

b) Cooking pancakes

4. Before you play the recording, ask students to read the task. Play the recording and ask students to complete the gaps in the recipe. When they are done, have a quick pair-check before you check the answers as a class.

Ingredients:

- a) two eggs
- 1 tablespoon of b) sugar
- a pinch of salt
- c) one glass of milk
- a tablespoon of d) oil
- a little flour

Steps:

- First, beat the e) eggs
- Next, add sugar and f) salt. Pour the milk and g) mix the ingredients.
- Then, add oil and h) flour.
- Last, fry the pancakes.

Draw students' attention to the GRAMMAR TARGET section and explain to them the use of *a few* and *a little* with nouns. You can provide some more examples on the board.

5. Ask students to work individually and complete the sentences with *a few* and *a little*. When they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answers:

1. There are a few apples in the tree.
2. I can see a little milk in the carton.
3. This recipe has a few ingredients.
4. Don't add much sugar. It is delicious with a little sugar.
5. We need to go shopping. There is a little salt in the jar and a few eggs in the fridge.

6. Have students work in pairs and ask and answer questions about the things in the fridge. Encourage them to use *how many*, *how much*, *a few* and *a little*. Monitor and help if needed.

7. Before students do Task 7, draw their attention to the REMEMBER box and teach them to use the words *first*, *next*, *then*, *last* to describe how to make something in order. Ask students to work individually and to write their favourite recipe. When they are done, have students share their recipes in groups.

Planning a Day Out

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

- recognize, pronounce and spell new words on the topic *Planning a Day Out*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil tasks on functional language *Making Suggestions*;
- read for gist and specific information in the given context;
- speak about their plans and make suggestions to plan a day out.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3.

Interaction patterns: individual, pair, group work.

1. Draw students' attention to the words and pictures. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 27

- | | |
|----------------------|-----------------------|
| 1. an amusement park | 6. build a sandcastle |
| 2. take photos | 7. visit a museum |
| 3. take a sunbath | 8. interesting |
| 4. go sightseeing | 9. boring |
| 5. have a picnic | 10. rides |

2. Ask students to complete the sentences with the words from Task 1. Tell them that the first letter in each word is given and they might need to write some words in plural forms. Have students compare their answers and then give whole class feedback.

Answers:

1. We often go to the park and have a picnic there.
2. On the beach, we can take a sunbath and build a sandcastle.
3. I love visiting museums. It is very interesting.
4. I like going sightseeing. There are a lot of beautiful places in our city.
5. We can enjoy games and different rides in the amusement parks.

3. Ask students to read the conversation among 3 children and choose the best title. While checking answers encourage them to support their answers.

Answer:

B

4. Draw students' attention to the table in Task 4. Tell them that there are 3 children and 4 different activities. Students should read the conversation again and say who wants to do the mentioned activities. Before checking answers, give them time to compare their answers in pairs.

Answers:



Anar likes:

- visiting museums.
- taking photos.
- going to the amusement parks.
- having a picnic.



Rosie likes:

- visiting museums.
- going to the amusement parks.
- having a picnic.



Gulnar likes:

- visiting museums with her teacher and classmates.
- going to the amusement parks.
- having a picnic.

Draw students' attention to the first column of FUNCTIONAL LANGUAGE section – making suggestions – and explain how they can make suggestions in English. Emphasize the use of the verb forms. They are highlighted in green there. You can also write those sentences on the board.

Then tell them that there are some set expressions for accepting or objecting suggestions. Have them read the expressions in the second and third columns of the box and then elicit some answers. For example: say: "Let's watch a movie". With your mimes show that you don't accept the suggestion and elicit an expression for not accepting suggestions such as *It is a bad idea!*, *It sounds boring.*, etc.

5. Ask students to look at the pictures and complete the sentences. Have them work individually. Give whole class feedback once they are ready.

Answers:

- | | |
|--|---|
| 1. Let's <u>go to the amusement park</u> . | 3. We can <u>go to the beach</u> . |
| 2. Why don't we <u>have a picnic</u> ? | 4. What about <u>going to museums</u> ? |

6. In this task, students should choose the correct option to complete the sentences. Have students work on their own and once they are ready, they can compare their answers with their partners. Provide whole class feedback at the end.

Answers:

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

7. Tell students that they are going to plan a day out. Firstly, give them some time to think about what they can suggest, then put them into small groups. Ask them to plan a day out. Encourage them to use the target language.



Review 4

1

Track 28



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

Track 28

1.
– Are you making decorations?
– My decorations are ready. I need to make cards and invite my friends to my party.
2.
– What do you do to have strong teeth, Kevin?
– I eat many vegetables every day.
3.
– I want to eat pasta for lunch. I need to go to the market.
4.
– Stop, Ben! You should mix the ingredients and then pour the oil.
5.
– Jane, let's visit a museum this Saturday.
– I have a plan for Saturday. I want to have a picnic with my friends.

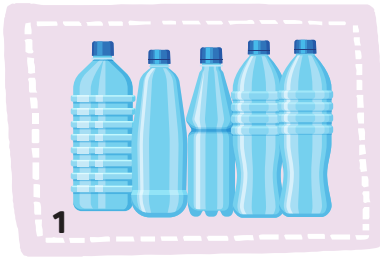
2

1. My cousins need/are needing to eat healthy food.
2. Are you liking/Do you like amusement parks?
3. My sister wants/is wanting to visit a museum on Sunday.
4. Is your friend loving/Does your friend love baking pancakes?
5. I am very tired. I need/am needing to have a rest.

3

Add -s		Add -es	Add -ies
vitamins	presents	tomatoes	parties
museums	peppers	potatoes	blackberries
eggs	bones		strawberries
picnics			

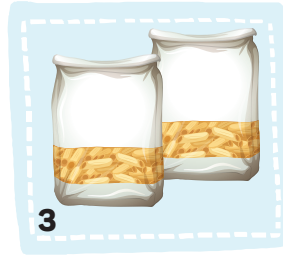
4



1



2



3



4



5

1. There are 5 bottles of water.
2. There are 4 cartons of juice.
3. There are 2 packets of flour.
4. There are 8 jars of jam.
5. There are 4 packets of rice.

5



1



2



3



4

1. First, she beats the eggs.
2. Next, she adds sugar.
3. Then, she pours some milk.
4. Last, she adds the flour.

6

1. I want to make a cake, but there is a little flour in the packet.
2. There are a few trees in the garden. I can see two or three.
3. We need to buy some milk. There isn't much milk in the fridge.
4. Kate doesn't know many people in Baku. She knows only Sona and Murad.
5. Please don't put much salt. I don't like it.

7

Possible answers

1. Let's visit the museum!
2. What about going for a walk?
3. Why don't we go to the beach?
4. We can go to the cinema.

At the Restaurant

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

- recognize, pronounce and spell new words on the topic *At the Restaurant*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil tasks on functional language *Ordering Food*;
- listen for specific information in the given context;
- categorize food into starter, main course, desserts and drinks;
- simulate restaurant conversation;
- ask and answer questions in the given context.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 4.1.1.

Interaction patterns: individual, pair work.

1. Draw students' attention to the words and pictures. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 29

- | | |
|---------------------|-------------------|
| 1. main course | 5. customer |
| 2. starter | 6. waitress |
| 3. look at the menu | 7. delicious |
| 4. pay the bill | 8. order the food |

2. Ask students to complete the sentences with the words from Task 1. Tell them that sometimes they need to write plural forms of the words there. Have students compare their answers and then give whole class feedback.

Answers:

1. Soup and salad are starters.
2. Customers look at the menu and order the food.
3. This cake is very delicious. I like the taste of it very much.
4. We have strawberry ice cream for the dessert.
5. I want to pay the bill.
6. For the main course, I want dolma.

3. Tell students that they are going to listen to the conversation and complete the gaps. Before playing the recording, ask students to read the conversation and guess what parts of speech can be used in the gaps.

Conversation 1

1. – Can I have a **menu**, please?
– Here you are!
2. – Are you ready to order?
– Yes, I want **chicken** soup for my starter.
3. – What would you recommend?
– Sabzi plov is very **delicious**.
– Sabzi plov for the main course then.
4. – Would you like anything else?
– **Orange** juice, please.

Conversation 2

1. – Are you ready to order your dessert?
– I would like to have an **apple** pie and hot chocolate please.
2. – Here are your **orders**. Enjoy your meal!
– Thank you very much.
3. – Can I have the bill please?
– Yes, that will be **12** manats.
4. – Here you are!
– Have a **good** day!

Track 30

Conversation 1.

Customer: Can I have a menu, please?

Waiter: Here you are!

... (pause)

Waiter: Are you ready to order?

Customer: Yes, I want chicken soup for my starter.

Waiter: Chicken soup. What would you like for the main course?

Customer: What would you recommend?

Waiter: Sabzi plov is very delicious.

Customer: Yes, I like plov very much. Sabzi plov for the main course then.

Waiter: Would you like anything else?

Customer: Orange juice, please.

Conversation 2.

Waiter: Are you ready to order your dessert?

Customer: Yes, I would like to have an apple pie and hot chocolate please?

...(pause)

Waiter: Here are your orders. Enjoy your meal!

Customer: Thank you very much.

... (pause)

Customer: Can I have the bill, please?

Waiter: Yes, that'll be 12 manats.

Customer: Here you are. Have a good day!

Waiter: Have a good day!

Draw students' attention to the FUNCTIONAL LANGUAGE section and encourage them to read the expressions given there. Tell them that at the restaurant customers look at the menu, choose the food and order it. Meanwhile, waiters take the order and they can also recommend some food. Once customers have finished, they ask for the bill and waiters bring the bill.

4. Ask students to read the sentences and decide if waiters or customers can say them. Have students do the task on their own and then compare their answers with their partners. Provide whole class feedback once everyone is ready.

Answers:

1. I'd like lavangi, please. Customer
2. It is 5 manats. Waiter
3. What would you recommend for the starter? Customer
4. Would you like to look at the menu? Waiter
5. Hot chocolate, please. Customer
6. Anything else? Waiter
7. Would you like tea with your cake? Waiter

5. Tell students that they are going to read a conversation given in a jumbled order. They need to put the sentences in the correct order. The first sentence is marked. Once students are ready, provide whole class feedback.

Optional:

Put students in pairs and ask each pair to act out the dialogue.

Answers:

- 1 – a) Are you ready to order?
- 2 – e) Yes, choban salad for the starter, please.
- 3 – b) What about the main course?
- 4 – f) What would you recommend?
- 5 – c) Our kababs are very delicious.
- 6 – h) Ok, chicken kabab then, please.
- 7 – g) Would you like a drink with your meal?
- 8 – d) Yes, fruit juice, please.

6. Tell students to prepare a menu. Ask them to follow the categories on the sample Menu and think of food. They can also choose a name for their restaurants. Set time for this task as some students can unnecessarily spend too much time on this activity. Monitor and help if necessary.

7. Once students have prepared their menu card, put them in pairs and give them their roles.

Student A: You are a waiter/waitress. Give your menu to the customer and take his/her order.

Student B: You are a customer. Look at the menu and order the food. Change your roles.

Note: If you have a weaker class, give them some time to prepare for their roles. Monitor and help if necessary.

Note: In such kind of activities, due to time constraints, sometimes it is difficult or impossible to listen to all pairs. The easy and effective solution is having one pair act their dialogue out for another pair.

What's the matter?

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

- recognize, pronounce and spell new words on the topic *What's the matter?*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *should* and *shouldn't*.
- fulfil tasks on functional language *asking about health problems and answering questions*;
- read for detailed information in the given context;
- listen for specific information in the given context;
- write about different health problems and give advice in certain situations;
- simulate a conversation about health problems;
- ask and answer questions in the given context.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.2.

Interaction patterns: individual, pair work, small groups

1. Draw students' attention to the words and pictures. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 31

- | | | |
|---------------------|----------------------|---------------------|
| 1. a headache | 5. a stomach ache | 9. a temperature |
| 2. a backache | 6. an earache | 10. a cough |
| 3. a sore throat | 7. a toothache | 11. have got a cold |
| 4. have got the flu | 8. take a painkiller | 12. It hurts! |

2. Put students in pairs or in small groups and have them mime Task 1 words. The other students should find the word. It is advisable to show how to do the activity. For example: Put both of your hands on your head and have a very sad expression on your face. Then ask them to guess what problem you have described. Elicit – *You have got a headache!*

Encourage them to use sentences rather than separate words or phrases.

Monitor and help if necessary.

3. Before students start doing Task 3, draw their attention to the REMEMBER box and encourage them to read the sentences. Give explanation if necessary.

Then tell students that they are going to read a conversation between 2 children. There are 5 questions below the conversation. Students should answer the questions. Also, tell them that 2 of the questions don't have answers in the conversation. Before checking the answers, ask students to compare their answers with their partners.

Answers:

1. What problems does Paul have? – **He feels sick; He has got a headache, a temperature, a sore throat, a backache, a stomach ache and an earache.**
2. What does Ellis advise Paul? – **She advises him to take a painkiller and go to the doctor.**
3. How many lessons does Paul have? – **No answer.**
4. When do Paul's lessons finish? – **His lessons finish at one.**
5. Who is Paul's teacher? – **No answer.**

Draw students' attention to the GRAMMAR TARGET section and tell them that we use *should* and *shouldn't* to give advice to someone. *You should* – means it is a good idea for you. *You shouldn't* – means it is a bad idea for you. Give some examples and also, elicit some from them. Show a photo in Task 2 and say: "*He has got a toothache. What should or shouldn't he do?*" Write the beginnings on the board: *He should..; He shouldn't.* Suggested answers are *go to the doctor, take a painkiller, eat sweets, etc.*

4. Ask students to complete the gaps with *should* or *shouldn't*. Have them compare their answers and then provide whole class feedback.

Answers:

- | | |
|---|--|
| 1. A: I have got a toothache.
B: You <u>shouldn't</u> eat sweets. | 6. A: All my body hurts. I have got a temperature, too.
B: You <u>should</u> go to the doctor. |
| 2. A: I have got a backache.
B: You <u>shouldn't</u> carry heavy things. | 7. A: My eyes hurt.
B: You <u>shouldn't</u> play games on your telephone. |
| 3. A: I have got a headache.
B: You <u>should</u> take a painkiller. | 8. A: My legs hurt.
B: You <u>shouldn't</u> play football. |
| 4. A: I feel tired.
B: You <u>should</u> have a rest. | |
| 5. A: I have got a temperature and a bad cough.
B: You <u>shouldn't</u> go to school. | |

5. In this task, students should listen and choose the correct answer. Before playing the recording have them look at the pictures and define problems in each picture. Then play the recording and have them do the task. Once they have finished, ask them to compare their answers in pairs. Check answers and encourage them to support their answer.

Answers:

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

Track 32

1.

Mom: Mike, what is the matter with you?

Mike: Mom, I don't feel well.

Mom: Have you got a headache again?

Mike: No, it isn't that.

Mom: What's then? Do your legs hurt?

Mike: No, mom. I have a toothache today.

Mom: Oh dear, you shouldn't eat much sweets. Let's go to the doctor.

2.

Kelly: Leyla, these cookies are yummy. Do you want to eat?

Leyla: Yes, they smell tasty. But I cannot eat.

Kelly: Why? Have you got a toothache?

Leyla: No, I don't. I have got a stomach ache.

I shouldn't eat sweet things.

Kelly: Oh, sorry to hear!

3.

Doctor: Have you got a cough?

Jack: No, doctor, I haven't.

Doctor: Does your stomach hurt?

Jack: No it doesn't. I just have got a temperature.

Doctor: You should drink a lot of water.

4.

Dad: What's the matter with you, Shams?

Shams: I cannot walk, dad.

Dad: Do your legs hurt?

Shams: No. I don't have any problems with my legs.

Dad: What's then, dear?

Shams: I have got a backache.

Dad: Shams, come and lie. You shouldn't walk.

6. Ask students to look at the pictures and write what problems the people have. They should also give advice to them. Once they have finished, ask students to compare and discuss their answers. Then provide whole class feedback.

Note: In this task, advice given by students might vary.

Suggested answers:

1. She has got a stomach ache. She shouldn't eat much. She should rest. She should take a painkiller.

2. He has got a temperature. He should drink a lot of water. He should go to the doctor.

3. She has got a sore throat. She shouldn't drink cold water.

4. He has got the flu. He should drink hot tea with lemon. He should have a rest.

5. She has got a headache. She should take a painkiller. She should sleep.

7. Put students in pairs and give them their roles. Have them work together and assist them if necessary.

Note: In such kind of activities, due to time constraints, sometimes it is difficult or impossible to listen to all pairs. The easy and effective solution is having one pair act their dialogue out for another.

Student A: You are a doctor. Ask Student B about his/her health problem. Give him/her advice. Use should/shouldn't.

Student B: Describe your health problems. Get advice.

LESSON
20

Transport

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

- recognize, pronounce and spell new words on the topic *Transport*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on prepositions;
- read for detailed and specific information in the given context;
- listen for specific information in the given context;
- ask and answer questions in the given context.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3.

Interaction patterns: individual, pair work, small groups.

1. Draw students' attention to the words and pictures. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 33

- | | | |
|-----------------------|--------------|------------------|
| 1. boat | 4. ambulance | 7. give the way |
| 2. train | 5. motorbike | 8. lorry (truck) |
| 3. subway/underground | 6. road | 9. go on foot |

2. Ask students to look at the pictures and complete the sentences. Give them some time to do the task and then put them in pairs to peer check each-other's task. If necessary provide whole class feedback.

Answers:

1. I have a new **motorbike**. I love riding it.
2. My grandfather loves sailing his **boat** in the Kur river.
3. I live near a hospital. I see a lot of **ambulances** every day.
4. Cars should **give the way** to ambulances.
5. I have a new toy. Look, it is a **train**.
6. I like going to school on the **subway/underground**.

3. Ask students to read the text about different people and fill in the table. They should find out what jobs people do and what transport they use. They should do the task on their own and then compare their answers with their partners. Once they have finished, provide whole class feedback.

Answers:

People	Jobs	Transport they use
1. Kelly	<u>teacher</u>	<u>motorbike</u>
2. Kelly's father	driver	<u>lorry/truck</u>
3. Kelly's brother	<u>policeman</u>	<u>boat</u>
4. John	<u>doctor</u>	<u>bike/ambulance</u>
5. Kevin	<u>waiter</u>	car/subway
6. Togrul	engineer	<u>train</u>

4. Then ask students to read the text again and answer the questions. Encourage them to write full answers to the questions. Have them compare their answers in pairs before giving whole class feedback.

Answers:

1. It takes Kelly 40 minutes to go to work on foot.
2. Kelly doesn't go to work by motorbike on rainy days.
3. John likes riding a bike because it is good for health.
4. John takes sick people to the hospital in the ambulance.
5. Kevin likes driving a car because he can listen to music in the car without his earphones.
6. Togrul doesn't like travelling by bus because they are not comfortable.

Draw students' attention to the GRAMMAR TARGET section and explain to them the rules. Write examples on the board and highlight different prepositions. Tell them that we say *go and travel by + means of transport*, but *go on foot*. Also, tell them that we use *in* or *on* when we are inside of any transport. Give examples.

Then write 4 verbs – *drive, ride, fly* and *sail* and give them examples with which means of transport each verb is used. Elicit some answers from them. Say *a car/a bus* and elicit the verb *drive*, say *a bike/motorbike* and elicit the verb *ride*, etc.

5. Ask students to complete the sentences with the prepositions *by, in* and *on*. In case they have difficulty, encourage them to look at the GRAMMAR TARGET section. They should do the task individually and then compare in pairs. Once they have finished, check answers and provide explanations if necessary.

Answers:

1. I often travel to Turkey by plane.
2. Do you go to school on foot or your bike?
3. I love sailing on the boat. It is very interesting.
4. I am on the train now. I am going to Ganja.
5. Mom, Altun is waiting for you in the car.

6. In this task, students should listen to 3 people and decide which transport they are using at the moment. Before playing the recording, make sure that they know the vocabulary given in this task. You can elicit the vocabulary by showing the pictures. Then play the recording and have them choose the right answer for each question.

Answers:

1. a 2. b 3. b

Track 34

1.

My school is far from my house. My father takes me to school. He has a black car and a motorbike. It takes 20 minutes to go to the school by car. Today I am going to school by bus. My father is in Turkey.

2.

I am an engineer. I travel to different countries. I often travel by plane, but today I am going to Tbilisi by train. It

takes 12 hours to go to Tbilisi from Baku. There are also buses to Tbilisi from Baku.

3.

My uncle is a driver. Everyday he takes people to different places. His car is very tidy and clean. He isn't driving his car now. He is walking to the supermarket.

7. Before asking students to do Task 7, draw their attention to the REMEMBER box and by using TPR (see Page 11) explain to them the difference between *far* and *near*. Then introduce the expression *it takes me*. Ask the question *How long does it take?* and get answers from them.

Then explain how they can do a class survey. Have them mingle around and ask the questions to their classmates. They should ask the questions, at least, to 5 students. If time allows, put students in small groups and encourage them to prepare a short report based on their surveys. In their report, they can include:

- How many students go by bus/train/bike, etc.
- How many students go on foot?
- How long do they spend on transport?

This stage can be set as a home assignment as well. In this case, they will write a report about their own survey.

Save the Earth

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

- recognize, pronounce and spell new words on the topic *Save the Earth*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the use of *and, but, so*;
- read for detailed information in the given context;
- write sentences using recycled language;
- ask and answer the questions in the given context using recycled language;
- write a letter using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.3., 4.1.3.

Interaction patterns: individual, pair, group work, full-class interaction.

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

Track 35

- | | | |
|------------|--------------|----------|
| 1. habitat | 4. the Earth | 7. catch |
| 2. save | 5. throw | 8. lose |
| 3. protect | 6. pollute | 9. share |

2. Have students work in pairs and match the words with their definitions. When they are done, check the answers as a class.

Answers:

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

3. Have students look at the pictures in Task 3 and answer the questions below.

- What do you see in the pictures?
- What do you think the text is about?

Then ask students to read the text and answer the questions. When they are done, have a quick-pair-check. Encourage them to say complete sentences not just words when discussing answers.

Answers:

1. We share the planet with animals and plants.
2. They are not happy in zoos because they want to live in forests, oceans and seas. They want to live in their homes.

3. People cut trees and pollute seas and oceans.
4. We should save water because in some countries people cannot find clean water.
5. We shouldn't cut trees. We shouldn't throw plastic to oceans and seas. We should save water.

Draw students' attention to the GRAMMAR TARGET section and explain to them the use of connectors *and*, *but* and *so*. Write some examples on the board and elicit some more from students.

4. Ask students to work individually and join the sentences with the connectors *and*, *but* and *so*.

Answers:

1. I eat fruit and vegetables every day, so I am healthy.
2. We share the planet with animals, but we don't help them.
3. Sea animals eat plastic and they lose their lives.
4. I ride a bike and play tennis.
5. People build zoos for animals, but animals want to go to their habitats.

5. Have students work individually and complete the sentences. Monitor and help if needed. When they are done, ask them to compare their answers with a partner. Answers may vary.

Possible answers:

1. I am tired, but I want to/should study.
2. It's sunny today, so I need to wear my sunglasses.
3. We shouldn't cut trees and throw plastic to the seas.
4. The water is dirty, so we shouldn't drink it.
5. Olivia can drive a car, but she can't ride a bike.

6. Ask students to walk around and talk to their classmates. Monitor and help them if needed. You can also take notes of their mistakes so that you can provide feedback after they finish doing this task.

7. Have students work in groups and write a letter to the people who kill animals, cut trees and pollute seas and oceans. Ask them to mention the reasons why those people should stop it. When they are done, have groups peer-edit other group's letters. Monitor and provide the groups with feedback.

A Visit to SHUSHA

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

- recognize, pronounce and spell new words on the topic *A Visit to Shusha*;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the verb form *to be going to*;
- listen for gist and detailed information in the given context;
- write sentences using recycled language;
- ask and answer the questions in the given context using recycled language;
- write about their plans using recycled language.

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

Interaction patterns: individual, pair work, full-class interaction.

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

Track 36

- | | |
|-----------------------------|----------------------|
| 1. guess the answer | 5. mosque |
| 2. spend a holiday | 6. church |
| 3. can't believe one's ears | 7. admire the nature |
| 4. stay in a cottage | 8. waterfall |

2. Ask students to work individually and match the halves. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

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

3. Tell students that they are going to listen to a conversation between two girls. As they listen, they need to answer the question.

Track 37

- Shams:** Nur, do you know where we are going to spend our summer holiday this year?
- Nur:** I have no idea. Where are we going?
- Shams:** Listen to this music and guess the answer!
- Nur:** I can't believe my ears! Are we going to see Garabagh this summer?
- Shams:** Yes, we are! Dad says we are going to stay in a cottage in Shusha next month!

- Nur:** Wow! I love this plan! Are we going to ride a horse on Jidir Duzu? Wow! This is great! I know so much about Garabagh! This is the land of Khurshud Banu Natavan, Uzeyir Hajibayov, Bulbul, and Niyazi.
- Shams:** Yes, it is! There are also very beautiful mosques, churches, museums, and waterfalls there.
- Nur:** I can't wait!

Answer:

c (Summer holiday plans)

4. Play the recording again. Ask students to listen to the conversation and decide if the sentences are true or false. When they are done, have a quick pair-check before discussing the answers as a class.

Answers:

1. False (She has no idea about holiday plans.)
2. True
3. True
4. False (She wants to ride a horse on Jidir Duzu.)
5. True

Draw students' attention to the GRAMMAR TARGET section and explain to them the rule. Tell them that they can use *be going to* to talk about future plans. Write some more examples about your future plans and elicit what they are going to do in the future.

5. Ask students to work in pairs and talk about the people's plans. Encourage them to use *be going to*.

Answers:

- | | |
|--|---------------------------------------|
| 1. Fred is going to eat the chocolate. | 4. Shams is going to walk her dog. |
| 2. Helen is going to sleep. | 5. Harry is going to do the shopping. |
| 3. Ben is going to fly the kite. | |

6. Have students stand up and ask their classmates questions. They should find someone who says yes to the question. Encourage them to ask as many students as possible. Before they start this task, demonstrate the task by asking one of the students the first question.

7. Divide students into small groups and ask them to plan a trip to Garabagh. Have them make a poster and write their plans on it. Monitor and help them if needed. When they are ready, ask them to have a group presentation and share their plans with other groups.

As a home assignment, you can ask your students to write about their plans for summer holiday.



Review 5

1. Mike is from the USA.
2. Mike's father is a doctor.
3. Mike's father likes walking.
4. Farid is planning to invite Mike and his family to Gabala/ take Mike and his family to his grandparent's house.

Track 38

Hi! My name is Farid. My friend's name is Mike. Mike is from the USA, but he lives in Azerbaijan with his family. His father is a doctor and he works at a hospital in Baku. Everyday, Mike's father goes to the hospital on foot. He likes walking a lot. He says it's healthy to walk.

I am going to invite Mike and his family to Gabala. I am planning to take them to my grandparent's house.

2

- | | |
|----------|----------|
| 0. spend | <i>f</i> |
| 1. pay | <i>d</i> |
| 2. order | <i>a</i> |
| 3. take | <i>b</i> |
| 4. go | <i>c</i> |
| 5. lose | <i>g</i> |
| 6. cut | <i>h</i> |
| 7. stay | <i>e</i> |

- a) the food
- b) a painkiller
- c) on foot
- d) the bill
- e) in a cottage
- f) a holiday
- g) habitats
- h) trees

3

1. I go to school on foot, but my classmates go to school by bus.
2. Look! Ms. Turner is in that taxi.
3. My grandparents are on the train now.
4. Murad is going to Ganja by plane.
5. Mike is doing his homework in the car.
6. There are many cars on the road.

4

1. A: I've got a headache.
B: You should take a painkiller.
2. A: I've got a cough.
B: You shouldn't drink cold water.
3. A: I've got a backache.
B: You shouldn't walk.
4. A: I've got the flu.
B: You should stay at home.
5. A: I've got a toothache.
B: You shouldn't eat chocolate.

5

1. It's cold today, so we **should stay at home.**
2. The weather is nice today and we **are going to walk in the park.**
3. The lesson is interesting, but **I want to go home.**
4. People keep animals in zoos, but animals **want to go back to their homes.**
5. I am bored, so I **want to listen to my favourite music.**
6. My classmates do homework and they **get good grades.**

6

1. My classmates/watch football tomorrow.
My classmates are going to watch football tomorrow.
2. I/visit/my grandparents next week.
I am going to visit my grandparents next week.
3. You/stay in this cottage?
Are you going to stay in this cottage?
4. We/not/travel by train.
We are not going to travel by train.
5. They/not/drive a car tomorrow.
They are not going to drive a car tomorrow.
6. They/ride their bikes tomorrow?
Are they going to ride their bikes tomorrow?

7



Answers may vary.

Answers for the tests

Test 1 (Lessons 1-4)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. c | 3. b | 5. a | 7. a | 9. b | 11. a | 13. c |
| 2. b | 4. b | 6. b | 8. c | 10. c | 12. b | 14. c |

Test 2 (Lessons 5-8)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. b | 3. a | 5. b | 7. b | 9. b | 11. b | 13. a |
| 2. b | 4. b | 6. c | 8. c | 10. c | 12. c | 14. c |

Test 3 (Lessons 9-12)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. b | 3. b | 5. a | 7. b | 9. a | 11. c | 13. c |
| 2. a | 4. c | 6. c | 8. d | 10. d | 12. c | 14. c |

Test 4 (Lessons 13-17)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. b | 3. b | 5. a | 7. a | 9. a | 11. c | 13. d |
| 2. b | 4. a | 6. b | 8. d | 10. b | 12. c | 14. a |

Test 5 (Lessons 18-22)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. b | 3. b | 5. c | 7. c | 9. b | 11. b | 13. a |
| 2. b | 4. b | 6. c | 8. c | 10. a | 12. b | 14. a |

Assessment test samples

Small Summative 1 (Lessons 1-4)

Variant A

Name: _____

Class: _____

Date: _____

1. Listen and circle the right word. You will hear the recording TWICE.

1. Maleyka is **11/13** years old.
2. Maleyka and her sister live in **Baku/Gabala**.
3. Maleyka has got **brown/blue** eyes.
4. Maleyka's sister doesn't like **cycling/ice-skating**.
5. Maleyka's sister loves **visiting her relatives/meeting her friends**.

(___/25)

2. Read the text and complete the sentences with one word from the text.

I have 2 best friends – Kamal and Sarah. We study at the same school. Kamal is a very tall boy. He is very fit and strong. He goes jogging in the park every day. Sometimes he plays handball in the sports club. He also likes basketball very much, but he cannot play it. Kamal loves reading books in his free time. His favourite subjects are Literature and P.E. He doesn't like Art lessons. He cannot draw.

Sarah is a very beautiful girl. She is tall and fit. She loves ice-skating very much. She also plays handball. She often plays with Kamal. She likes listening to music in her free time. She can sing songs. Music is her favourite lessons. She also likes Art lessons. She can draw beautiful pictures. I love all her pictures.

1. Kamal and Sarah go to the same _____.
2. Kamal and Sarah are _____ and fit.
3. Kamal cannot _____, but Sarah can.
4. Kamal and Sarah play _____ together.
5. Sarah's favourite subject is _____.

(___/25)

3. Use the words in brackets and rewrite the sentences.

0. My brother listens to mugham. (always)

My brother always listens to mugham.

1. Claire has got beautiful eyes. (really)

2. Naim is late for his lessons. (**never**)

3. I go jogging in the evening. (**often**)

4. After school, I walk in the park with my friends. (**sometimes**)

5. Hasan loves playing table-tennis. (**very much**)

(___/15)

4. Complete the sentences with the words in the box. There are 2 extra words.

Art	tall	straight	relatives	subject	Literature	fair	old
-----	------	----------	-----------	---------	------------	------	-----

0. Anar is a very tall boy. He always plays basketball.

1. Kamilla's favourite _____ is Biology. She loves learning about trees and flowers.

2. Our first lesson is _____. All my classmates love drawing.

3. My hair is curly, but I like _____ hair.

4. In summer, we visit our _____.

5. My grandfather is 75. He is _____ but strong.

(___/15)

5. Answer the questions about your friend.

1. Who is your best friend?

2. How old is he/she?

3. What is his/her favourite subject?

4. Which sports does he/she like?

5. What does he/she like doing in his/her free time?

(___/20)

This is the end of the test.

Total (___/100)

Name: _____

Class: _____

Date: _____

1. Listen and circle the right word. You will hear the recording TWICE.

1. Maleyka's sister is **11/13** years old.
2. Maleyka and her sister are from **Baku/Gabala**.
3. Maleyka's sister has got **black/blue** eyes.
4. Maleyka likes **cycling/ice-skating**.
5. Maleyka loves **visiting her relatives/meeting her friends**.

(____/25)

2. Read the text and complete the sentences with one word from the text.

I have 2 best friends – Jason and Sama. We study at the same school. Jason is a very tall boy. He is very fit and strong. He goes jogging in the park every day. Sometimes he plays basketball in the sports club. He also likes football very much, but he cannot play it. Jason loves reading books in his free time. His favourite subjects are Literature and P.E. He doesn't like Art lessons. He cannot draw.

Sama is a very beautiful girl. She is tall and fit. She loves ice-skating very much. She also plays basketball. She often plays with Jason. She likes listening to music in her free time. She can also sing songs. Music is her favourite lesson. She also loves Art lessons. She can draw beautiful pictures. I love all her pictures.

1. Jason and Sama go to the same _____.
2. Jason and Sama are tall and _____.
3. Sama can _____, but Jason cannot.
4. Jason and Sama play _____ together.
5. Sama's favourite subject is _____.

(____/25)

3. Use the words in brackets and rewrite the sentences.0. My brother listens to mugham. (**always**)My brother always listens to mugham.1. Kate has got long hair. (**really**)

2. Naim is late for his lessons. (**never**)

3. Laman loves doing aerobics. (**very much**)

4. Amina goes jogging in the evening. (**often**)

5. In the evenings, I walk in the park with my sister. (**sometimes**)

(___/15)

4. Complete the sentences with the words in the box. There are 2 extra words.

Art	tall	straight	relatives	subject	Literature	fair	old
-----	------	----------	-----------	---------	------------	------	-----

0. Anar is a very tall boy. He always plays basketball.

1. Ugur's favourite _____ is Geography. He loves learning about countries.

2. Our first lesson is _____. All my classmates love drawing.

3. My hair is black, but I like _____ hair.

4. My grandfather is 75. He is _____ but strong.

5. On holidays, we visit our _____.

(___/15)

5. Answer the questions about your friend.

1. Who is your best friend?

2. How old is he/she?

3. What is his/her favourite subject?

4. Which sports does he/she like?

5. What does he/she like doing in his/her free time?

(___/20)

This is the end of the test.

Total (___/100)

Name: _____

Class: _____

Date: _____

1. Listen and circle the right word. You will hear the recording TWICE.

1. Yusif is ____ years old.
2. His favourite season is _____.
3. His favourite festival is _____.
4. People celebrate this festival in _____.
5. People listen to music and _____ during this festival.

(____/25)

2. Read the text and answer the questions.

Carnival (Rio de Janeiro, Brazil)

People celebrate Carnival in Rio de Janeiro, Brazil. It is a big festival for Brazilians and tourists. Every year in February the festival starts. People celebrate it for four days. Hundreds of people are on the streets and they are very happy. They enjoy listening to music and singing songs. 200 samba schools dance during the festival. Each school has their costumes. It is fun to see this festival.

1. Where do people celebrate Carnival?

2. What month do people celebrate it?

3. How many days does the festival last?

4. What do people like doing on the streets?

5. How many samba schools come to the festival?

(____/25)

3. Write questions to the underlined words.

0. They usually get up at 8 o'clock.
What time do they usually wake up?
1. My brother likes reading story books.

2. She wants to go home because she is tired.

3. My friend lives in Japan.

4. We like English and Geography.

5. Julia and Jane live with their grandparents.

4. Complete the sentences with the words in the box. There are 2 extra words.

bonfire present decorate prize homework sofa symbol scarf

0. Samani is the symbol of Nowruz.

1. I want to buy a _____ for my little sister. Today is her birthday.

2. My teacher gives a lot of _____.

3. We _____ eggs in Nowruz.

4. I want to jump over the _____.

5. Julia likes her _____. It keeps her warm.

(___/15)

5. Answer the questions about yourself.

1. What is your favourite season?

2. Why do you like this season?

3. What is your favourite festival?

4. What do people do during this festival?

5. What do you usually do in your free time?

(___/20)

This is the end of the test.

Total (___/100)

Name: _____

Class: _____

Date: _____

1. Listen and complete the sentences. You will hear the recording TWICE.

1. Yusif is _____ years old.
2. His favourite season is _____.
3. His favourite festival is _____.
4. People celebrate this festival in _____.
5. People listen to music and _____ during this festival.

(____/25)

2. Read the text and answer the questions.

People in Britain celebrate May Day on the first day of May. This is a very old festival. People decorate the streets and houses with flowers in some parts of Britain. In other parts of Britain, people dance on the streets. There is a May Queen with a crown in this festival. She wears a white dress and a crown of flowers and walks on the streets. Tourists enjoy being in Britain during this festival because they have a great time there.

1. Where do people celebrate May Day?

2. What month do people celebrate it?

3. What do people do during this festival?

4. What does the May Queen do?

5. Why do tourists like going to Britain during May Day?

(____/25)

3. Write questions to the underlined words.0. They usually get up at 8 o'clock.What time do they usually wake up?1. My brothers like playing board games.2. They want to go home because they are tired.3. My uncle lives in Gusar.

4. My friends like learning English and Geography.

5. Julia lives with her aunt.

(____/15)

4. Complete the sentences with the words in the box. There are 2 extra words.

bonfire present decorate prize homework sofa symbol scarf

0. Samani is the symbol of Nowruz.

1. I want to buy a _____ for my little sister. Today is her birthday.

2. My teacher gives a lot of _____.

3. We _____ eggs in Nowruz.

4. I want to jump over the _____.

5. Julia likes her _____. It keeps her warm.

(____/15)

5. Answer the questions about yourself.

1. What is your favourite season?

2. Why do you like this season?

3. What is your favourite festival?

4. What do people do during this festival?

5. What do you usually do in your free time?

(____/20)

This is the end of the test.

Total (____/100)

Name: _____

Class: _____

Date: _____

1. Listen and match people to the sentences. One sentence is extra. You will hear the recording TWICE.

Speaker 1. _____	a) This person is reading a newspaper.
Speaker 2. _____	b) This person is dancing.
Speaker 3. _____	c) This person is walking with a friend.
Speaker 4. _____	d) This person is doing the homework.
Speaker 5. _____	e) This person is crossing the road.
	f) This person is waiting for a friend.

(____/25)

2. Read the text and answer the questions.

It is Sunday morning. Jack and his family are at home. His uncle Kevin and his children are visiting them. Jack and his cousin Tom are in Jack's room. They are playing a board game. Jack's sister, Lily, is in the living room with her two cousins Nelly and Kate. They are watching a film on TV. The film is very interesting. Jack's parents and his uncle are on the balcony. The weather is nice. They are sitting at the table and drinking tea. Huffy, the family dog, is sleeping on the carpet.

1. What day is it today?

2. Who is visiting Jack's family?

3. What are Jack and Tom doing?

4. Where are Lily and her two cousins?

5. Who is Huffy?

(____/25)

3. Write questions to the underlined words.

0. I am tired after school. (**often**)

I am often tired after school.

1. People are on the streets during the festival. (**usually**)

2. We celebrate Nowruz in March. (**always**)

3. I ride a bike in the park. (**often**)

4. It is interesting to answer the questions. (**usually**)

5. I am late for the lessons. (**never**)

4. Complete the sentences with the words from the box. Two words are extra.

songs bonfire relatives fun umbrella prize sunglasses holidays

0. We like celebrating holidays.

1. All my friends are at the party. We are having _____.

2. I often visit my _____. I love them very much.

3. Take your _____. It is raining.

4. My friend Shams loves singing _____.

5. It is sunny and I am wearing my _____.

(___/15)

5. Answer the questions about yourself.

0. What do you like doing at weekends?

1. Who is your favourite relative?

2. Why do you like him/her?

3. What is your favourite season?

4. Why do you like it?

(___/20)

This is the end of the test.

Total (___/100)

Name: _____

Class: _____

Date: _____

1. Listen and match people to the sentences. One sentence is extra. You will hear the recording **TWICE**.

Speaker 1. _____	a) This person is dancing.
Speaker 2. _____	b) This person is reading a newspaper.
Speaker 3. _____	c) This person is waiting for a friend.
Speaker 4. _____	d) This person is walking with a friend.
Speaker 5. _____	e) This person is crossing the road.
	f) This person is doing the homework.

(____/25)

2. Read the text and answer the questions.

It is Sunday morning. Jack and his family are at home. His uncle Kevin and his children are visiting them. Jack and his cousin Tom are in Jack's room. They are playing a computer game. Jack's sister, Lily, is in the living room with her two cousins. They are reading a story book. It is very interesting. Jack's parents and his uncle are on the balcony. The weather is hot. They are sitting at the table and drinking tea.

Huffy, the family dog, is sleeping on the carpet.

1. Where are Jack and his family?

2. Where are Jack and Tom?

3. What are Lily and her cousins doing?

4. What is the weather like today?

5. What is Huffy doing?

(____/25)

3. Write questions to the underlined words.

0. I am tired after school. (often)

I am often tired after school.

1. The streets are full during the festival. (**often**)

2. People in Azerbaijan celebrate Nowruz in March. (**always**)

3. My friends ride their bikes in the schoolyard. (**never**)

4. It is interesting to read story books. (**usually**)

5. John is late for the lessons. (**always**)

(___/15)

4. Complete the sentences with the words from the box. Two words are extra.

songs bonfire relatives fun umbrella prize sunglasses holidays

0. We like celebrating holidays.

1. My friend Shams loves singing _____.

2. I often visit my _____. I love them very much.

3. All my friends are at the party. We are having _____.

4. It is sunny and I am wearing my _____.

5. Take your _____. It is raining.

(___/15)

5. Answer the questions about yourself.

0. What do you like doing at weekends?

1. Who is your favourite relative?

2. Why do you like him/her?

3. What is your favourite season?

4. Why do you like it?

(___/20)

This is the end of the test.

Total (___/100)

Name: _____

Class: _____

Date: _____

1. Listen to Nick and complete the sentences. You will hear the recording TWICE.

Age	1)
Free time activity	2)
Favourite fruit	3)
Favourite drink	4)
Vitamin D is good for	5)

(___/25)

2. Read the texts and answer the questions.

Samantha

The weather is usually hot in summer in my country. I love hot weather and like going to the beach on hot summer days. I usually go to the beach with my family. We are good swimmers and we love swimming in the sea. My brother likes making sandcastles and my father usually helps him. They usually make very big sand castles. My sister doesn't like it. She loves swimming and taking a sunbath.

Kate

Summer is my favourite season because I have a lot of free time in this season. I do different things with my sisters. We often go sightseeing, visit museums and amusement parks. I usually take a lot of photos. I never go to the beach because I can't swim.

1. Who does Samantha go to the beach with?

2. What does Samantha and her family like doing?

3. What doesn't Samatha's sister like?

4. Why does Kate love summer?

5. Why doesn't Kate go to the beach?

(___/25)

3. Complete the sentences with many, much, a little or a few.

0. There are a few apples on the table.

1. There is only _____ milk in the bottle.

2. They don't have _____ friends in London. They know only Bob and Kate.

3. I want to make pancakes, but there isn't _____ sugar in the packet.

4. Add _____ tablespoons of oil. Don't add _____ oil.

(____/15)

4. Complete the sentences with the words from the box. Two words are extra.

presents	eggs	candles	recipe
wish	ingredients	healthy	shopping

0. I often do the shopping. I love buying new things!

1. It's your birthday! Close your eyes and make a/an _____.

2. This cake is delicious. Please take a pen and write its _____.

3. Today is my birthday! I want to get a lot of _____.

4. I eat fruit and vegetables because I want to be _____.

5. Look at your birthday cake! Please come and blow out the _____ on it!

(____/15)

5. Answer the questions about yourself.

1. What do you do to be healthy?

2. What do you want to do to be healthy?

3. What's your favourite recipe?

4. What do you need to have for it?

5. Where do you like going with your friends? Why?

(____/20)

This is the end of the test.

Total (____/100)

Name: _____

Class: _____

Date: _____

1. Listen to Nur and complete the information. You will hear the recording TWICE.

Age	1)
Free time activity	2)
Favourite fruit	3)
Favourite drink	4)
Vitamin D is good for	5)

(___/25)

2. Read the texts and answer the questions.

Samantha

The weather is usually hot in summer in my country. I love hot weather and like going to the beach on hot summer days. I usually go to the beach with my family. We are good swimmers and we love swimming in the sea. My brother likes making sandcastles and my father usually helps him. They usually make very big sand castles. My sister doesn't like it. She loves swimming and taking a sunbath.

Kate

Summer is my favourite season because I have a lot of free time in this season. I do different things with my sisters. We often go sightseeing, visit museums and amusement parks. I usually take a lot of photos. I never go to the beach in summer because I don't like taking a sunbath.

1. What's the weather like in summer in Samantha's country?

2. What does Samantha's brother love doing?

3. What does Samantha's sister like doing?

4. Who does Kate spend her time with in summer?

5. Why doesn't Kate go to the beach?

(___/25)

3. Complete the sentences with many, much, a little or a few.

0. There are a few apples on the table.
1. Add _____ tablespoons of oil. Don't add _____ oil.
2. There isn't _____ milk in the bottle.
3. I don't know _____ people here. I know only Bob and Kate.
4. I want to make pancakes, but there isn't _____ flour in the packet.

(____/15)

4. Complete the sentences with the words from the box. Two words are extra.

presents	eggs	candles	recipe
wish	ingredients	healthy	shopping

0. I often do the shopping. I love buying new things!
1. Look at your birthday cake! Please come and blow out the _____ on it!
2. It's your birthday! Close your eyes and make a/an _____.
3. I eat fruit and vegetables because I want to be _____.
4. This cake is delicious. Please take a pen and write its _____.
5. Today is my birthday! I want to get a lot of _____.

(____/15)

5. Answer the questions about yourself.

1. What do you do to be healthy?

2. What do you want to do to be healthy?

3. What's your favourite recipe?

4. What do you need to have for it?

5. Where do you like going with your friends? Why?

(____/20)

This is the end of the test.

Total (____/100)

Name: _____

Class: _____

Date: _____

1. Listen to Amina and choose the correct options.

1. Amina is a *teacher/doctor*.
2. She goes to work at *7/8* o'clock everyday.
3. She often goes to work by *bus/car*.
4. *Amina/Her brother* has a car.
5. Amina loves travelling by *train/car*.

(____/25)

2. Read the texts and answer the questions.

Dear Kate,

Hope you are doing well.

I am very sad these days. I am reading a book about the problems animals have. We throw plastic to oceans and seas; and fish eat it and lose their lives. We cut trees in the forests and animals lose their habitats. Animals are making our world very beautiful. Why are we doing it?

Please write to me about what we can do to help them. How can we save them?

Best,

Julia

1. Julia is feeling _____ these days.
2. Her book is about _____.
3. Two bad things people do:
 - a) _____
 - b) _____
4. Julia wants to _____.
 - a) save animals
 - b) help Kate
 - c) write a book

(____/25)

3. Read the problems and write what these people should or shouldn't do.

0. Jane has got the flu.

She should drink tea with lemon.

1. Bob has got a headache.

2. David has got a temperature.

3. Lala has got a sore throat.

4. Aytan has got an earache.

5. Mr Thomson has got a backache.

(___/15)

4. Read the problems and write what these people should or shouldn't do.

0. admire d

1. protect _____

2. take _____

3. go _____

4. spend _____

5. stay _____

a) a painkiller

b) on foot

c) a holiday

d) the nature

e) in a cottage

f) the Earth

(___/15)

5. Answer the questions about yourself.

1. How do you come to school every day?

2. What are you going to do after the lessons?

3. What are your holiday plans?

4. What are you doing to save our planet?

5. What should you do to be healthy?

(___/15)

This is the end of the test.

Total (___/100)

Name: _____

Class: _____

Date: _____

1. Listen to Amina and choose the correct options.

1. Amina is a *teacher/doctor*.
2. She goes to work at *7/8* o'clock everyday.
3. She often goes to work by *bus/car*.
4. *Amina/Her* brother has a car.
5. Amina loves travelling by *train/car*.

(____/25)

2. Read Julia's email to her friend and complete the sentences.

Dear Kate,

Hope you are doing well.

I am very sad these days. I am reading a book about the problems animals have. We throw plastic to oceans and seas; and fish eat it and lose their lives. We cut trees in the forests and animals lose their habitats. Animals are making our world very beautiful. Why are we doing it?

Please write to me about what we can do to help them. How can we save them?

Best,

Julia

1. Julia is feeling _____ these days.
2. Her book is about _____.
3. Two bad things people do:
 - a) _____
 - b) _____
4. Julia wants to _____.
 - a) save animals
 - b) help Kate
 - c) write a book

(____/25)

3. Read the problems and write what these people should or shouldn't do.

0. Jane has got the flu.

She should drink tea with lemon.

1. Bob has got a headache.

2. David has got a temperature.

3. Lala has got a sore throat.

4. Aytan has got an earache.

5. Mr Thomson has got a backache.

(___/15)

4. Read the problems and write what these people should or shouldn't do.

0. admire d

1. stay _____

2. go _____

3. take _____

4. spend _____

5. protect _____

a) a painkiller

b) on foot

c) a holiday

d) the nature

e) in a cottage

f) the Earth

(___/15)

5. Answer the questions about yourself.

1. How do you come to school every day?

2. What are you going to do after the lessons?

3. What are your holiday plans?

4. What are you doing to save our planet?

5. What should you do to be healthy?

(___/15)

This is the end of the test.

Total (___/100)

Name: _____

Class: _____

Date: _____

1. Listen and match the speakers.

Speaker 1. _____	a) This person is at a birthday party.
Speaker 2. _____	b) This person is doing the shopping.
Speaker 3. _____	c) This person is ordering the food.
Speaker 4. _____	d) This person is talking to the doctor.
Speaker 5. _____	e) This person is preparing a cake.

(____/25)

2. Read the text and complete the sentences with the words from the text.

My name is Ulkar. I am from Baku, but I live in Kalbajar. I am a teacher at school. The school isn't very far from my home. I go there by bike. I feel happy on my bike. I also love going to work on foot. It takes me 30 minutes to go to work on foot. The nature is very beautiful in Kalbajar.

My brother Karim is an engineer. He works with 20 young engineers from different countries. They are building new buildings in Kalbajar. Now they are building a very big school in the center of Kalbajar. I am going to work at that new school next year.

1. Where is Ulkar from?

2. Where does she work?

3. How does she go to work?

4. What is Karim's profession?

5. Who does Karim work with?

(____/25)

3. Match the halves.

0. visit <u>a</u>	a) museums
1. go	b) the food
2. pay	c) the nature
3. order	d) the bill
4. get	e) presents from friends
5. admire	f) sightseeing

(___/15)

4. Choose the correct option.

0. Do you go to school *on/by* bus?
1. My friends *want/are wanting* to come to my birthday party.
2. You *need/are needing* Vitamin D for strong bones.
3. My *teeth/tooth* are white and strong.
4. *Let's/What about* go to the amusement park.
5. You have a sore throat. You *should/shouldn't* drink cold water.

(___/15)

5. Write your answers to the questions.

1. Where are you planning to go this summer?

2. What things are you planning to do there?

3. What do you like about birthday parties?

4. How long does it take you to come to school?

5. What do you do to be healthy?

(___/20)

This is the end of the test.

Total (___/100)

Name: _____

Class: _____

Date: _____

1. Listen and match the speakers.

Speaker 1. _____	a) This person is doing the shopping.
Speaker 2. _____	b) This person is ordering the food.
Speaker 3. _____	c) This person is preparing a cake.
Speaker 4. _____	d) This person is at a birthday party.
Speaker 5. _____	e) This person is talking to the doctor.

(____/25)

2. Read the text and complete the sentences with the words from the text.

My name is Ulkar. I am from Baku, but I live in Kalbajar. I am a teacher at school. The school isn't very far from my home. I go there by bike. I feel happy on my bike. I also love going to work on foot. It takes me 30 minutes to go to work on foot. The nature is very beautiful in Kalbajar.

My brother, Karim, is an engineer. He works with 20 young engineers from different countries. They are building new buildings in Kalbajar. Now they are building a very big school in the center of Kalbajar. I am going to work at that new school next year.

1. Where is Ulkar from?

2. Where does she work?

3. How does she go to work?

4. What is Karim's profession?

5. Who does Karim work with?

(____/25)

3. Match the halves.

0. visit <u>a</u>	a) museums
1. get	b) sightseeing
2. pay	c) the food
3. order	d) the bill
4. go	e) the nature
5. admire	f) presents from friends

(___/15)

4. Choose the correct option.

0. Do you go to school **on/by** bus?
1. **Let's/What** about having apple pie?
2. My friends **like/are liking** birthday parties.
3. **Do you need/Are you needing** anything else?
4. You have a backache. You **should/shouldn't** carry heavy things.
5. My **teeth/tooth** are white and strong.

(___/15)

5. Write your answers to the questions.

1. Where are you planning to go this summer?

2. What things are you planning to do there?

3. What do you like about birthday parties?

4. How long does it take you to come to school?

5. What do you do to be healthy?

(___/20)

This is the end of the test.

Total (___/100)

Answers for the assessment test samples

Small Summative 1 Variant A

1

1. 13
2. Baku
3. blue

4. cycling
5. meeting her friends

2

1. school
2. tall
3. draw

4. handball
5. Music

3

1. Claire has got really beautiful eyes.
2. Naim is never late for his lessons.
3. I often go jogging in the evening.
4. After school, I sometimes walk in the park with my friends.
5. Hasan loves playing table-tennis very much.

4

1. subject
2. Art
3. straight

4. relatives
5. old

5

Answers will vary.

Small Summative 1 Variant B

1

1. 11
2. Gabala
3. brown
4. cycling
5. visiting her relatives

2

1. school
2. fit
3. draw
4. basketball
5. Music

3

1. Kate has got really long hair.
2. Naim is never late for his lessons.
3. Laman loves doing aerobics very much.
4. Amina often goes jogging in the evening.
5. In the evenings, I sometimes walk in the park with my sister.

4

1. subject
2. Art
3. fair
4. old
5. relatives

5

Answers will vary.

Small Summative 2 Variant A

1

- | | |
|-----------------|-----------|
| 1. 14 | 4. Shusha |
| 2. spring | 5. dance |
| 3. Khari Bulbul | |

2

- | | |
|---------------------------|---|
| 1. Rio de Janeiro, Brazil | 4. listening to music and singing songs |
| 2. February | 5. 200 |
| 3. four | |

3

1. What does my brother like (doing)?
2. Why does she want to go home?
3. Where does my friend live?
4. What do we like? (What subjects do we like?)
5. Who do Julia and Jane live with?

4

- | | |
|-------------|------------|
| 1. present | 4. bonfire |
| 2. homework | 5. scarf |
| 3. decorate | |

5

Answers will vary.

Small Summative 2 Variant B

1

1. 14
2. spring
3. Khari Bulbul
4. Shusha
5. dance

2

1. Britain
2. May
3. decorate streets and houses with flowers; dance on the streets
4. She wears a white dress and a crown of flowers and walks on the streets.
5. because they have a great time there

3

1. What do my brothers like (doing)?
2. Why do they want to go home?
3. Where does my uncle live?
4. What do my friends like learning?
5. Who does Julia live with?

4

1. present
2. homework
3. decorate
4. bonfire
5. scarf

5

Answers will vary.

Big Summative 1 Variant A

1

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

2

1. Sunday
2. Jack's uncle with his children
3. They are playing a board game.
4. in the living room
5. the family dog

3

1. People are usually on the streets during the festival.
2. We always celebrate Nowruz in March.
3. I often ride a bike in the park.
4. It is usually interesting to answer the questions.
5. I am never late for the lessons.

4

- | | |
|--------------|---------------|
| 1. fun | 4. songs |
| 2. relatives | 5. sunglasses |
| 3. umbrella | |

5

Answers will vary.

Big Summative 1 Variant B

1

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

2

1. at home
2. in Jack's room
3. They are reading a story book.
4. hot
5. Huffy is sleeping on the carpet.

3

1. The streets are often full during the festival.
2. People in Azerbaijan always celebrate Nowruz in March.
3. My friends never ride their bikes in the schoolyard.
4. It is usually interesting to read story books.
5. John is always late for the lessons.

4

- | | |
|--------------|---------------|
| 1. songs | 4. sunglasses |
| 2. relatives | 5. umbrella |
| 3. fun | |

5

Answers will vary.

Small Summative 3
Variant A

1

1. 15
2. jogging
3. apples (bananas)

4. milk
5. bone

2

1. with her family
2. swimming
3. making sandcastles
4. because she has a lot of free time in summer
5. because she can't swim

3

1. a little
2. many
3. much
4. a few; much

4

1. wish
2. recipe
3. presents

4. healthy
5. candles

5

Answers will vary.

Small Summative 3 Variant B

1

- | | |
|--------------------|----------|
| 1. 15 | 4. milk |
| 2. jogging | 5. bones |
| 3. apples(bananas) | |

2

1. hot
2. making sandcastles
3. swimming (taking a sunbath)
4. with her sisters
5. because she doesn't like taking a sunbath

3

1. a few; much
2. much
3. many
4. much

4

- | | |
|------------|-------------|
| 1. candles | 5. recipe |
| 2. wish | 6. presents |
| 3. healthy | |

5

Answers will vary.

Small Summative 4 Variant A

1

- | | |
|-----------|----------------|
| 1. doctor | 4. her brother |
| 2. 8 | 5. car |
| 3. bus | |

2

1. sad
2. the problems animals have
3. a) throw plastic to oceans and seas
b) cut trees in forests
4. a) save animals

3

Answers may vary. Possible answers.

1. He should take a painkiller.
2. He should stay in bed.
3. She should drink hot tea with lemon.
4. She should visit a doctor.
5. He shouldn't carry heavy things.

4

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

5

Answers will vary.

Small Summative 4 Variant B

1

- | | |
|-----------|----------------|
| 1. doctor | 4. her brother |
| 2. 8 | 5. car |
| 3. bus | |

2

1. sad
2. the problems animals have
3. a) throw plastic to oceans and seas
b) cut trees in forests
4. a) save animals

3

Answers may vary. Possible answers.

1. He should take a painkiller.
2. He should stay in bed.
3. She should drink hot tea with lemon.
4. She should visit a doctor.
5. He shouldn't carry heavy things.

4

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

5

Answers will vary.

Big Summative 2 Variant A

1

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

2

1. Baku
2. Kalbajar/at school
3. by bike
4. an engineer
5. 20 young engineers (from different countries)

3

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

4

- | | |
|----------|--------------|
| 1. want | 4. Let's |
| 2. need | 5. shouldn't |
| 3. teeth | |

5

Answers will vary.

Big Summative 2 Variant B

1

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

2

1. Baku
2. Kalbajar/ at school
3. by bike
4. an engineer
5. 20 young engineers (from different countries)

3

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

4

- | | |
|----------------|--------------|
| 1. What about | 4. shouldn't |
| 2. like | 5. teeth |
| 3. Do you need | |

5

Answers will vary.

Audio scripts of the listening tasks in assessment test samples

Track 1

My name is Maleyka. I am 13 years old. I have a sister. She is 11 years old. We are from Gabala, but we live in Baku.

I am very different from my sister. She has got big brown eyes and long curly hair. My eyes are blue and my hair is short. I love cycling very much, but my sister doesn't. She loves ice-skating.

Every evening she listens to music, but I enjoy reading books.

I like visiting my relatives, but she enjoys meeting her friends.

Track 2

Hi! My name is Yusif. I am from Azerbaijan. I'm 14 years old. My birthday is in winter, but it isn't my favourite season. I love spring very much.

My favourite festival is the Khari Bulbul festival. People in my country celebrate it in Shusha. We celebrate it in May every year. We listen to music and dance on Jidir Duzu. We have a great time there.

Track 3

Speaker 1: Now I am with Ann. We are walking in the park.

Speaker 2: Please, don't talk. I am reading the news.

Speaker 3: I am busy. I am doing Math tasks.

Speaker 4: Listen to music and dance with me!

Speaker 5: I hope she is coming. It's 10 o'clock.

Track 4

Hi! My name is Nur. I am 15 years old. I want to be healthy. In my free time, I go jogging and I eat only healthy food. I love eating fruit and vegetables. Apples and bananas are my favourite fruit. I also like drinking milk. I drink two glasses of milk every day. Milk has vitamin D and it's good for bones.

Track 5

Hi! My name is Amina. I am a doctor. I work in a big hospital. I go to work at 8 o'clock every day.

I often go to work by bus, but sometimes I drive to work. I don't have a car. It is my brother's car. I love travelling by car because I can listen to music in the car.

Track 6

Speaker 1: I'd like to have an apple pie and hot chocolate, please.

Speaker 2: I have got a temperature and a very bad cough. What should I do, Mrs Smith?

Speaker 3: Make a wish, Ella and then blow out the candle.

Speaker 4: Mom, I am beating the eggs, can you please, bring some strawberries.

Speaker 5: Excuse me, where can I find olive oil?

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İNGİLİS DİLİ 6

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İngilis dili (ikinci xarici dil) fənni üzrə dərsliyin (qrif nömrəsi: 2021-079)

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