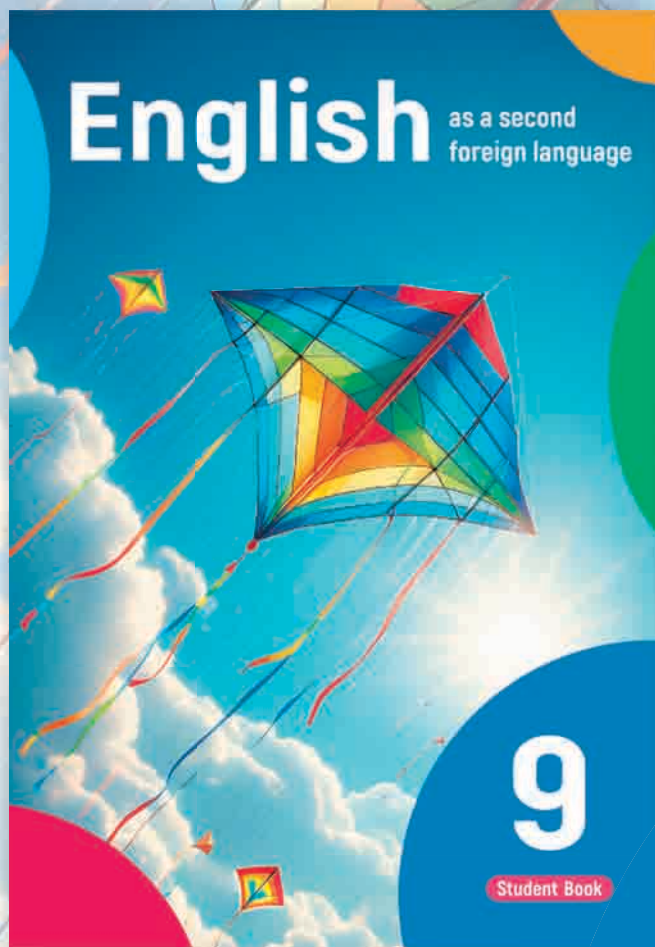


English

as a second foreign language



9

Teacher book

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English

Teacher Book

as a second foreign language for the 9th grades
of general secondary schools

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

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We thank you for the cooperation.



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From Authors

We are excited to introduce a new English course book for Grade 9, which is compiled according to the English language curriculum confirmed by the Ministry of Science and Education of the Republic of Azerbaijan.

The activities included in the course book support ninth grade students' language learning by boosting their language skills of listening, speaking, writing and reading. Teacher Book will help you plan your lessons effectively and apply different interaction patterns that will contribute significantly to the learning process.

We wish you and your students much success!

Sincerely, authors

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B: Reading and presentation of grammar: Verb + object + infinitive with or without *to*

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D: Listening, speaking, reading and writing

1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 4.1.1. 4.1.2.

1

Big Summative 2

Content Standards

The pupil at the end of IX grade is able to:

- divide the content of the text he/she reads and listens to into parts and develop a plan;
- express his/her ideas logically using different constructions;
- distinguish words and word combinations according to their grammatical features and read the sentences with proper intonation;
- retell the text using the logical order in the text;
- describe the facts and events in the text he/she reads;
- write invitations and postcards.

Core standards and sub-standards on content lines

1. Listening

The pupil is able to:

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

1.1.1. complete tasks in order according to instructions;

1.1.2. divide the content of the text he/she listens to into parts.

2. Speaking

The pupil is able to:

2.1. demonstrate accurate pronunciation skills

2.1.1. pronounce short speech patterns accurately;

2.2. demonstrate oral speech knowledge and skills;

2.2.1. name notions related to time and place;

2.2.2. use speech etiquettes according to the topic;

2.2.3. take part in different dialogues;

2.2.4. state his/her attitude about the topic during discussions.

3. Reading

The pupil is able to:

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

- 3.1.1. classify words and word combinations according to their morphological characters;
- 3.1.2. read the text with proper tone, tempo, rhythm and pausation;
- 3.1.3. retell the content of the text in a logical order.

4. Writing

The pupil is able to:

4.1. demonstrate accurate writing skills

- 4.1.1. express his/her opinion on the given topic in a written form;
- 4.1.2. describe different objects and events in a written form;
- 4.1.3. write invitations and postcards.

Some Insight into Methodology

Unnecessary TTT (Teacher Talking Time)

Teacher talking time (TTT) is the amount of time a teacher spends speaking in class, such as when giving instructions, presenting a new language or taking part in discussions.

Excessive TTT can diminish the quality of the learning experience, giving students less time to practise the language in the classroom. Such lessons are mostly teacher-centred and monotonous flow of the lesson leads to loss of concentration, boredom and reduced learning.

Here are some ways that add up unnecessary TTT.

1. Teachers repeat instructions

In the natural environment of the classroom, not all students are always well-focused, thus teachers sometimes feel the urge to repeat instructions. However, this not only might build up a habit of unnecessary repetition of the instructions, but also might result in students switching off as they can get used to teachers repeating themselves.

The best strategy is using instruction checking questions (ICQs) rather than repeating instructions. They can ensure that students understand what is expected of them and can carry out the instructions accurately. Repeating instructions don't have the same effect.

2. Teachers ask long or complicated questions

If the questions that teachers ask are long or complicated, there is a potential that students get confused about the questions. Thus, teachers need to repeat, paraphrase or give extra explanations about the question, which will definitely cause excessive TTT.

It is important to simplify the questions and avoid ambiguity in questions. Once teachers raise their awareness of TTT, they often find better ways to decrease their own TTT.

3. Teachers echo what students have just said during the discussion

There are some effective techniques that could be applied through repetition of students' sentences, such as repetition with the accent of the inaccurate language used to let students realise and correct their mistakes themselves, reformulation with the accent on the inaccurate language use, or just to show some interest in what students have just said. However, teachers sometimes just repeat students' sentences or ideas unnecessarily. It is advisable not to fall into this habit of unnecessary echoing.

4. Teachers' contribution to the class discussion can threaten STT

Students feel motivated when their teachers join the discussion and in most cases, teachers' contribution helps lead a good discussion. With their own contribution, teachers can easily model the behaviour and attitudes they want group members to employ and change the course of the discussion if it has taken the wrong direction. However, too much involvement in the discussion will decrease STT and consequently increase TTT.

It is very important to give students as much space as possible during discussions and get involved in the discussions only if it is really important.

Teachers' questions

Apart from questions that generate interest, encourage students to speak, develop text comprehension skills, teachers also ask questions to check understanding especially, after they have presented a new structure.

Depending on the expertise of the teacher, such questions might vary a lot. If not chosen properly, the questions might not always give the results intended. **'Do you understand?'**, **'Is that clear?'**, **'Does that make sense?'**, **'OK?'** are among those questions even if they seem the right way to check comprehension.

The problem with such questions is that the answer is mostly 'Yes'. However, 'Yes' isn't a reliable indicator. Responding 'No' is a rarer occurrence but can also be an unreliable indicator.

1. Potential problems with a 'Yes' answer

- Students might have chosen this answer as it seems the easiest and less intimidating option;
- Students might think that they have understood, but in fact they haven't;
- Students might have understood some aspects but not completely;
- The positive answer might refer only to the last notion mentioned by the teacher.

2. Potential problems with a 'No' answer

- If an aspect of the target language is unclear, it may cause confusion, and the teacher might need to start the explanation from the beginning.;
- If only one or two students have answered 'No', it would be boring for the other students to listen to the explanation again.

Concept Checking questions (CCQs)

Asking CCQs is a more fruitful technique to check if students have understood the concept or not when presenting a new language.

What is CCQ?

Concept checking is normally achieved by the use of a set of questions designed to ensure comprehension of the target language, raise awareness of its problems and indicate to the teacher that the learners have fully understood. CCQs are therefore, typically designed to be concise and focused, targeting only the core elements of the concept being taught. They are often closed questions that require a simple 'yes' or 'no' answer or a brief response. CCQs can also be open-ended, enabling students to provide more detailed explanations or examples that demonstrate their understanding.

If educators do not get the anticipated response, then it is easy to see where further clarification and instruction may be needed.

The use of CCQs is therefore particularly important after presenting new material and just before students start producing language using the new content. They can also be powerful when used at the end of each lesson or topic as a quick review.

Through CCQs, learners articulate their English knowledge, and teachers clarify and add to that knowledge. This is beneficial for both teachers and students, as teachers can also determine what changes may need to be made to future CCQs. Like all teaching tools, concept checking questions in the language classroom will need to be adjusted for each class based on age, level, and learning goals for the group.

Some examples of CCQs

1. Target language: Farida **used to** have long hair.

Our focus is '**used to**' for past habits. We use '**used to**' when we refer to things in the past which are no longer true. It can refer to repeated actions or to a state or situation. So, we need to ask questions that confirm the students understand the usage of '**used to**'.

First, let's consider the facts about this sentence:

1. *Farida had long hair in the past.*
2. *Farida doesn't have long hair now.*

Now that we have established the facts, we can turn these facts into **CCQs**:

1. Does Farida have long hair now? - No
2. Did Farida have long hair in the past? - Yes

1. Target language: Farida **used to** play the piano.

First, let's consider the facts about this sentence:

1. *Farida played the piano in the past.*
2. *Farida stopped playing the piano.*
3. *She doesn't play the piano anymore.*

Now that we have established the facts, we can turn these facts into **CCQs**:

1. Did Farida play the piano in the past? - Yes
2. Does she still play the piano? - No
3. Did she stop playing the piano? - Yes

The Golden Rules for using CCQs

1. Plan CCQs in advance.

Asking effective CCQs can even put experienced teachers into trouble. Thus, it is very important to plan CCQs in advance. This will encourage an organised and fun class while ensuring the students get the most out of their lessons and time.

2. Use simple language and make the questions as clear as possible.

A CCQ that is more complicated than the concept it's supposed to check can confuse learners. If learners have difficulty understanding the question itself, it won't help improve their understanding of the material.

If the questions have more than one correct answer, they might fail to check the concept accurately. Ambiguity in CCQs can result in misunderstandings about whether learners have truly grasped the content. Thus making CCQs clear and straightforward is very essential.

3. Avoid using the target language.

When the target language itself is used in CCQs, in most cases, the question just checks a very simple understanding of the sentence introduced rather than the concept itself. For example, to check understanding of the First Conditional:

"If the weather is sunny, we will go to the beach."

-What will we do if the weather is sunny?

This CCQ won't help students to understand the use of the First Conditional. So, we need to formulate our questions in another way. Here are some possible CCQs:

"If the weather is sunny, we will go to the beach."

-Are we talking about the present or future? (Future)

-Is it possible that the weather is going to be sunny? (Yes)

-How possible is it? (50/50)

-What will be the result? (We will go to the beach.)

4. Aim to have more than one CCQ.

Asking only one CCQ might not be enough to fully check understanding. Thus, prepare 3 or 4 CCQs. More questions also mean that you will have more chances to aim the questions at weaker as well as stronger students.

Avoid asking CCQs if the concept is better to be checked visually.

Sometimes there are easier ways to explain the target language. This is mostly true about explaining vocabulary items. For example, for concrete nouns, using pictures will work better than asking CCQs. If needed, after showing the picture, some CCQs might be asked. For example, if the target word is 'waterfall', just showing the photo will be enough to cover the meaning. However, if the word is 'polar bear', after showing the picture of it, it could be helpful if you ask some CCQs:

- Do they like hot places? - No

- Can they be brown? - No

Concept Checking Questions or Comprehension Questions

The purpose of comprehension questions is to check the learners' understanding of the text, either spoken or written.

*"My sister likes wearing **loose** clothes, but I don't."*

Teacher: *What kind of clothes does my sister like wearing?*

Student: *She likes wearing loose clothes.*

This shows the student has understood the text they have read but does not show they know what the word **loose** means. To cover the meaning of the word **loose**, teacher can ask CCQs such as:

-Do loose clothes fit the body too closely? – No

-Do they look smaller or larger on you? – Larger

Concept Checking Questions or Eliciting Questions

An elicitation question is used to find out what students already know, whereas a CCQ is used to check that the students have understood the newly presented language. For example, the teacher has already taught the words 'loose' and 'tight' in previous lessons. In the current lesson, the teacher just needs to elicit those words. Thus, the teacher asks elicitation questions:

Teacher: *What do we call clothes that don't fit the body too closely?*

Student: *Loose*

Teacher: *What about the clothes that fit the body closely?*

Student: *Tight*

Instruction Checking Questions (ICQs)

Don't start giving the instructions until you have the students' full attention. Make sure that they have stopped what they are doing, are turned towards you, and are listening.

If you have a long, complicated activity, don't explain everything at once. Give your instructions in well-thought-out stages. Only give new instructions when students have completed each stage. Before setting the students off on a task or activity, check that they really understand what you want them to do. A simple way of checking is to ask one or two students to repeat the instructions. However, this only really confirms they have heard what you have said. It doesn't demonstrate understanding. For that, ask some well-thought-out ICQs.

Let's look at some ICQs you could use to evaluate the student's understanding of the instructions. The questions could be addressed to the class in general or you could nominate particular students to answer each question.

- When should you start...?
- When should you stop...?
- Are you allowed to speak (L1)?
- When can you speak (L1)?

- What do you need to have with you?
- Do you need your pen/book?
- What should you do first/next/after that?
- Which page should you look at?
- Which exercise should you do?
- Should you do exercise A/B/C...?
- Should you do this one or that one?
- What should you write in the gaps?
- Where should you write the correct words/answers?
- What should you do when you have finished reading/writing?
- Who should you discuss your answers with?
- Do you need to move around the room to discuss your answers?
- What should you do when you have finished discussing with your partner?
- What should you do when you get your worksheet/card?
- What should you do if there is vocabulary you don't understand?

In reality, you may not want or have time, to ask all the questions mentioned above – so based on your knowledge of the students you need to decide which ICQs are most important to the activity and the personalities in your class. You might also, of course, come up with some completely different questions of your own.

Lesson 1A

Shopping Trends

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

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

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

Interaction patterns: individual, pair, group

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

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

Track 1

- | | |
|-------------------|----------------------|
| 1. <i>range</i> | 5. <i>quality</i> |
| 2. <i>to suit</i> | 6. <i>reasonable</i> |
| 3. <i>to fit</i> | 7. <i>loose</i> |
| 4. <i>price</i> | 8. <i>tight</i> |

2. Ask students to complete the sentences with the words/phrases from Task 1. Remind them that they might need to change word forms. Have students do the task individually and then compare their answers in pairs. Provide whole class feedback once everyone is ready.

Answers:

1. In this season, vegetables are very **reasonable**. They are cheaper than they were in winter.
2. The bag was of such poor **quality**.
3. The new shop has a wide **range** of sports clothes.
4. Wow! This dress **suits** you! Don't even think. Just buy it.
5. You can't be serious. These trousers don't **fit** you. Try a bigger size.
6. **Prices** in bazaars are often lower than they are in big supermarkets.
7. I don't like **tight** trousers. They are too close to the body.

3. Tell students that they are going to listen to a talk in the shop between a shop assistant and a shopper. They need to complete the gaps as they listen to the talk. Give students some time to read the sentences and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

The girl wants to buy the **1) violet dress**.

She likes it because it **2) fits** well and its

3) colour is beautiful.

It costs \$ **4) 25**.

She bought **5) green shoes** yesterday.

She didn't like **6) the trousers**. They were a bit **7) tight**.

The shop also has a range of **8) belt collections**. Their prices are **9) reasonable**.



Track 1

A: Would you like to try these on as well? I am sure they will also suit you.

B: Well, I think there is no need. I like this dress. It fits well. The colour is also beautiful. How much does it cost?

A: \$25. The price is lower, but the quality is very good.

B: Yesterday I bought a pair of green shoes. I am sure they will match with this dress. The price of the dress is reasonable. So, no need to waste time.

A: The trousers also looked good on you. Would you like to take those as well?

B: No, only the dress, please. The trousers were a bit tight. I don't like tight trousers.

A: We have a wide range of belt collections. Would you like to have a look? We can find a matching belt for your dress. The prices of belts are very reasonable.

B: That would be great. A belt with this dress will be nice.

4. Put students in pairs and have them discuss the questions. While they are working on the task, monitor and take notes for the feedback stage. Once students have finished doing the task, nominate random students to share their answers with the whole class.

- What is important for you when you choose clothes?
- Do you like loose clothes? Why or why not?
- Is quality more important than design? Why or why not?
- What do you do with your clothes that don't fit you anymore?

Lesson 1 B

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

- develop their reading skills for detailed information by reading the descriptions of people and social media ads;
- ask and answer the questions related to the topic.

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

Interaction patterns: individual, pair, group

1. Put students into pairs and have them discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.
 - Is it easy for you to choose clothes? Why or why not?
 - What is your favourite clothes shop? Why?
 - Do you like clothing accessories like hats, belts and scarves? Why or why not?
2. Tell students that they are going to read about 4 people who are all looking for a clothes shop. There are social media ads for 6 shops. The students should decide which shop (A-F) would be the most suitable for people (1-4). Remind students that there are two extra ads. Once students are ready, get them to compare their answers with a partner. Then provide whole class feedback.

1. Kate



C. You have a special day, don't you? You want to be comfortable but chic in your shoes. The collection of footwear in Chic&Classy will match your style on your special days. We also have a jewellery section. You will be happy to spend money in our shop.

2. Briar



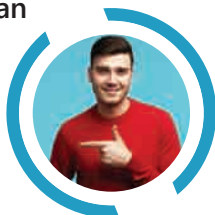
D. Snow is great, isn't it? But you couldn't find your gloves and scarves. Well, it is also a bit colder inside, isn't it? You need some comfy and hot clothes. Don't worry! You will find all these things in one shop. Prices will make you happy here. Just visit FrozyComfy.

3. Alina



A. Do you want sportswear or shoes for a reasonable price? Then you have to visit MoonFlower. We also offer a wide range of accessories to match your sports style. We have good news for you! Starting from next week you can also choose your party shoes from our shop.

4. Kamran



F. You liked DJ Jeffrey's style in his show, didn't you? Did you like his loose clothes or extraordinary accessories more? They suited him well, didn't they? Well, his choice was from Wear&Go. All our accessories are special. You cannot find them in other shops. Just give us a visit, will you?

3. Ask students to complete the questions about the shops in the reading task. Monitor and provide assistance if necessary. When students are ready, put them in pairs and have them take turns to ask and answer their questions. While students are asking and answering the questions, monitor and take notes to be discussed in the feedback stage.

Students' own answers

4. Ask students to pay attention to the highlighted sentences in the ads A and F in Task 2 and complete the sentences.
Have your class do the task individually and then compare their answers with a partner. Once students have finished doing the task, check the answers as a class.

1. Do you want to buy a hat or a scarf?

2. You bought it online, didn't you?



GRAMMAR TARGET

Alternative and Tag questions

Introduce the new grammar to students and give them some time to read the rules and examples on Page 95.

5. Have students look at the text and find other examples of **alternative** and **tag questions**. The task is better to be done individually; however, it can also be set as pair work.

Answers:

Alternative questions

Do you need oversize clothes or party wear?
What about shoes or bags?
Did you like his loose clothes or extraordinary accessories more?

Tag questions

You also want jewellery, don't you?
You have a special day, don't you?
Snow is great, isn't it?
Well, it is also a bit colder inside, isn't it?
You couldn't find the right present, could you?
They suited him well, didn't they?
Just give us a visit, will you?

Lesson 1c

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

- develop their listening skills for detailed information;
- write and ask *Alternative and Tag* questions.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Ask students to change the statements into general questions. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on Page 95 in case they need to. Provide whole class feedback once students are ready.

Answers:

- | | |
|---------------------------------------|--|
| 1. This shop sells masks. | <u>Does this shop sell masks?</u> |
| 2. They liked its colour. | <u>Did they like its colour?</u> |
| 3. It didn't fit her. | <u>Didn't it fit her?</u> |
| 4. He likes tight shirts. | <u>Does he like tight shirts?</u> |
| 5. His trousers are old-fashioned. | <u>Are his trousers old-fashioned?</u> |
| 6. They have nice belts in this shop. | <u>Do they have nice belts in this shop?</u> |

2. Ask students to change the general questions they have written in Task 1 into alternative questions using the key words provided. Have students do the task individually and then compare their answers in pairs. Tell your class to refer to the Grammar Target on Page 95 if they need to. Once students are ready, check the answers. It is advisable to write the sentences on the board. It will help students understand their mistakes better if they have any.

Answers:

- | | |
|---------------|--|
| 1. hats | <u>Does this shop sell masks or hats?</u> |
| 2. design | <u>Did they like its colour or design?</u> |
| 3. suit | <u>Didn't it fit or suit her?</u> |
| 4. loose | <u>Does he like tight or loose shirts?</u> |
| 5. modern | <u>Are his trousers old-fashioned or modern?</u> |
| 6. sunglasses | <u>Do they have nice belts or sunglasses in this shop?</u> |

3. Ask students to write alternative questions using the given key words. Tell them that they need to add auxiliaries, pronouns, prepositions and the particle *or* whenever necessary. While students are working, monitor and provide assistance if necessary. Once students are ready, ask them to compare their answers with a partner. Then check the answers as a class.

Answers:

1. Where/ usually/ buy fruit,/ the bazaar/ the supermarket?
Where do you usually buy fruit, in the bazaar or in the supermarket?
2. Would/ like /matching/ shoes/ bags/ for your dress?
Would you like matching shoes or bags for your dress?
3. you/ have/ white/ pink shirts?
Do you have white or pink shirts?
4. the prices/ this shop/ low/ high?
Are the prices in this shop low or high?
5. What style/ you prefer,/ sports/ classic?
What style do you prefer, sports or classic?

4. Have students look at the pictures and the key words and write alternative questions. Have them do the task individually. Get students to compare their sentences with a partner and then provide whole class feedback.

Suggested answers:



- prices/in shops/these days*
1. Are the prices in shops low or high these days?



- prefer/in winter*
2. Do you prefer a coat or puffer jacket in winter?



- popular/in your country*
3. Is online or in-store shopping more popular in your country?



Lesson 1c

5. Ask students to complete the sentences as tag questions. Remind them to refer to the Grammar Target on Page 96 if they need to. Once students are ready, check the answers. It is advisable to write the sentences on the board.

Answers:

1. Kamran has a new oversize sweatshirt, **doesn't he?**
2. The quality of the bag was very good, **wasn't it?**
3. Jasmin didn't buy any accessories, **did she?**
4. We can buy fresh vegetables in this supermarket, **can't we?**
5. She's going to buy it online, **isn't she?**
6. Stop buying such tight clothes, **will you?**

6. Tell students that there is a mistake in each of the sentences. Students should find those mistakes and rewrite the sentences as correct alternative or tag questions. Have them do the task individually and then compare their sentences with a partner. Check the answers as a class once everyone is ready. If necessary, provide further explanation.

Answers:

1. They have to go to the shop, **don't** they?
2. I am paying for these things, **aren't** I?
3. Let's choose accessories, **shall** we?
4. Do you want **the pink or the blue** shirt?
5. Did you buy running **or** classic shoes?
6. Don't go to the shop without me, **will** you?

7. Tell students that they are going to listen to 4 people. As they listen, they need to match the people with the right question that they might ask. Give students some time to read the questions first and then play the recording. If necessary, play the recording more than once. Once students are ready, have them compare their answers with a partner. Then provide whole class feedback.

Answers:

Speaker 1

c) Try this dress on, will you?

Speaker 2

a) Would you like to see our sunglasses or accessories collection?

Speaker 3

d) Let's see our party dress choices, shall we?

Speaker 4

e) Do you sell hats or belts here?

Track 3

1. I am sure this dress will suit you. Also, your new jewellery and belt will be a good match for such a dress.
 2. I can offer you nice sunglasses. Also, we have good accessories. They can match sports styles and dresses.
 3. Sunglasses and belts are on the second floor. Long dress collections are on the 3rd floor. I can show you some nice pieces there. This way, please!
 4. I bought these sunglasses yesterday. I want to buy a white hat. White belts might be a good match too.
8. Ask students to write 5 alternative and 5 tag questions. While they are writing their questions, monitor and provide assistance if necessary. Once students are ready, put them into small groups and have them take turns to ask their questions. Monitor and take notes for the feedback stage.

Students' own answers

If you see that your students need some more practice on the target grammar, you can choose from the activities below:

- Play a "Would You Rather" game, where you present two options and students respond with an alternative question.
For example, "*Would you rather go to the park or the library?*" Student responds: "*Would I rather go to the park or the library?*"
- Have students write short dialogues using alternative questions.
For example, "*Do you want to play outside or read a book?*" "*Would you like to play outside or read a book?*"
- Play a "True or False" game where you make statements and students respond with the correct tag question.
For example, "*You like pizza, don't you?*" Student responds: "*Yes, I do like pizza, don't I?*"
- Incorporate tag questions into other classroom activities, like show-and-tell or sharing about their weekend.
For example, "*I had a great weekend, didn't I?*"
- Create a matching activity where students match statements to the corresponding tag questions.
- Have students write short dialogues using both alternative and tag questions.

Lesson 1D

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

- develop their listening skills for gist and specific information;
- write, ask and answer the questions related to the topic.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Tell students that they are going to read 8 sentences. As students read the sentences, they should decide if they are about online shopping, in-store shopping or both. Have students do the task individually and then get them to compare their answers in pairs. Provide feedback and encourage students to explain their answers. The answers might vary. If a student can justify his answer, then you can accept that answer as well.

Suggested answers:

1. You can easily compare prices. - **Online shopping**
2. You can try on the clothes. - **In-store shopping**
3. You can shop anytime and anywhere. - **Online shopping**
4. They are open all day long. - **Online shopping**
5. Shopping can be risky if the shop isn't reliable. - **Both**
6. You can get help from shop assistants. - **In-store shopping**
7. You get your clothes as soon as you pay for them. - **In-store shopping**
8. Reviews from previous buyers can help you. - **Online shopping**

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

item (n) /'aɪ.təm/ - one thing on a list of things to buy

regret (v) /rɪ'ɡret/ - to feel sorry about a situation, especially something sad or wrong or a mistake

fitting room (n) /'fɪt.ɪŋ ˌru:m/ - a room in a shop where you can put on clothes to check that they fit before you buy them

Tell students that they are going to listen to Marko. They should listen to him and decide which of the given topics he doesn't mention in his speech. Give students some time to read the options and then play the recording. Have students compare their answers with a partner before you check the answers.

Answer:

- C. tips for creating accounts in online shops

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

Answers:



Marko dislikes 1) spending time in the stores.
Fitting rooms there are 2) crowded.
Online shops give Marko time 3) to decide.
He keeps clothes in his 4) basket for some days.
When he bought things from the stores, he 5) regretted
buying the wrong item.
Marko always reads 6) reviews about the clothes.
Last month, he bought 7) a hat, but the shop
sent him 8) a belt.

Track 4

Online shopping is my favourite. I don't like spending time in the stores. It is very boring to wait for the people in the fitting rooms. It is always crowded there.

In online shops, I have time to decide. I have accounts in my favourite online shops. I choose the things and add them to my basket. I keep them in my basket for some days. During this time, I make my final decision. As I have enough time to choose, I never regret buying that thing. When I used to shop in-store, I always made my decision on the same day. The other day I regretted buying the wrong colour or the wrong item.

Some people say that it is risky to buy things online. They can be the wrong size, they cannot suit you well or sometimes online shops can send a different thing.

I always read reviews. If you read reviews carefully, you get detailed information about the things you want to buy. But of course, from time to time, I also have problems with online shopping. Last month I bought a hat but they sent me a belt. I didn't return it because the quality of the belt was very good.

3. Put students in pairs and have them discuss the questions. Monitor and take notes to be discussed in the feedback stage while students are working on the task.
- What are the good and bad sides of online clothes shops?
 - What are the good and bad sides of online supermarkets?
 - Do you prefer online or in-store shopping? Give reasons.

Lesson 1D

5. Have an open class discussion and elicit where these people are shopping. (Suggested answer: In the first photo, we have online shopping and in the second photo, the woman is shopping in the supermarket.) Once you get the suggested answer, have students compare and contrast the photos in pairs. Monitor and take notes to be discussed in the feedback stage while students are working on the task.

Note: You might consider providing students with useful language before they start doing the task.

Useful Language

Vocabulary:

- *more/less convenient*
- *faster/slower*
- *more/less selection*
- *cheaper/more expensive*
- *easier/harder to find items*
- *can/cannot touch/feel the products*
- *can/cannot take the products home immediately*
- *need to/don't need to travel to the store*

Indicating which picture you are talking about

- *There are two pictures of...*
- *In the first picture, In the second picture, In both pictures*
- *The first one, The second one, The picture on the left/right*

6. Ask students to imagine as if they are in a clothing shop. They should write 5 questions that they can ask the shop assistant and 5 questions the shop assistant can ask the customer. While students are working, monitor and help them if necessary. Once students are ready, nominate random students to read some of the questions they have written.
7. Put students in pairs and assign them their roles. Give them some time to get acquainted with their roles and prepare for their roles. Tell them to refer back to the sentences they have written in Task 6. Remind student A to use these words in their speech: *colour, size, fit, accessories, suit, tight, loose, reasonable, expensive*. Once students are ready, have them play their roles.

Sentence Starters:

- *When shopping online, you can...*
- *In a supermarket, you have to...*
- *One advantage of online shopping is...*
- *A downside of in-store shopping is...*
- *Compared to online shopping, going to the supermarket is...*
- *The main difference between online and in-store shopping is...*



Below are some follow-up activity ideas after students compare and contrast pictures of online shopping vs. in-store shopping:

- **Create a T-Chart or Venn Diagram**
Have students organise the key differences and similarities they identified between the two shopping experiences.
They can label the categories (convenience, cost, selection, etc.) and fill in the details under each.
For the Venn diagram, the overlapping section can highlight the shared aspects.
- **Conduct a Class Survey**
Have students survey their classmates about their shopping habits and preferences.
They can collect data on how often people shop online vs. in-store, what factors influence their decisions, and any pros and cons they identify. Students can then analyze the results and present their findings to the class.

Lesson 2A

Places We Live In!

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

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

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

Interaction patterns: individual, pair, group

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

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

Track 5

1. *apartment*
2. *bill*
3. *modern conveniences*
4. *spacious*
5. *furnished*
6. *to rent*
7. *storey*
8. *convenient*

2. Ask students to complete the sentences with the words/phrases from Task 1. Remind them that they might need to change word forms. Have students do the task individually and then compare their answers in pairs. Provide whole class feedback once everyone is ready.

Answers:

1. This hotel is in a very **convenient** location. It takes 5 minutes to get to the city centre.
2. The room is light and **spacious**. You can put a sofa here as well.
3. We always try to save electricity. So, our **bill** is never high.
4. I don't have my own house. I **rent** a house near my university.
5. The building has 5 **apartments** on each floor.
6. **Modern conveniences** can make your life easy but at the same time, they cost a lot of money.
7. She has a good taste. She has an elegantly **furnished** house.

3. Tell students that they are going to listen to Keiko who speaks about the place he lives in. As students listen they need to complete the gaps. Give students some time to read the sentences and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Keiko lives in an **1) apartment**.

He **2) rented** it a month ago.

It is just a ten-minute walk to his **3) university**.

He is having a problem with the **4) noise** even at night.

Keiko likes rooms **5) furnished** in a simple way.

When there is a lot of furniture in the room, **6) cleaning** is hard.

There is a nice view from his balcony in the **7) kitchen**.

Track 6

I live in a three-room apartment. I moved here a month ago. I rented it from an old lady. Our building is in a very convenient location. It takes only 10 minutes to walk to my university. I can find all the necessary shops in my neighbourhood. The only problem I have with this place is the noise of the traffic. As our building is very close to the main road, even at night it is busy.

I have simply furnished rooms. I don't like it when there is a lot of furniture. It makes cleaning very hard. The balcony in my bedroom faces other buildings, but the balcony in the kitchen has a very nice view.

4. Put students in pairs and have them discuss the questions. While they are working on the task, monitor and take notes for the feedback stage. Once students have finished doing the task, nominate random students to share their answers with the whole class.
- Which one is better - to live in a busy or quiet neighbourhood? Explain your choice.
 - Is it good to live in an apartment or a house? Why?
 - Is it important to have good relationships with neighbours? Why or why not?
 - Which one is better - to live on the first floor or the last floor of a tall building? Explain your choice.

Lesson 2B

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

- develop their reading skills for detailed information by reading about houses;
- talk about the things they like/dislike about their homes;
- ask and answer the questions related to the topic.

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

Interaction patterns: individual, pair, group

1. Choose one of the photos and encourage students to describe it in an open class. Guide them if necessary. Then have students describe the other photos in pairs. Once they are ready, nominate random students to share their answers with the whole class.



2. Ask students to discuss the questions in small groups. While they are working on the task, monitor and take notes for the feedback stage. Once students have finished doing the task, nominate random students to share their answers with the whole class.
 - What can be the advantages and disadvantages of living in each home in Task 1?
 - Which one is your favourite and why?
3. Tell students that they are going to read about Kadi's house. As they read the text, they need to complete the table. Once students are ready, have them compare their answers with a partner. Then provide whole class feedback.

Answers:

	Previous home	New home
Type of the home	1) <u>apartment</u>	3) <u>one-storey house</u>
Location	2) <u>city centre</u>	town
Rooms	small	4) <u>spacious/ furnished in a simple way</u>

4. Ask students to read the text again and answer the questions. Have them do the task individually. Monitor and provide assistance if necessary. When students are ready, ask them to compare their answers and then provide whole class feedback.

Answers:

1. Why did the family decide to move? - Every day they spent at least 3 hours on the way. They didn't have enough time for family members. So, they decided to move to a town.
2. What were Kadi's and his sister's reactions when the family decided to move? - They were sad at the beginning.
3. What is different about these things in Kadi's life now and then?
 - bills - The family used to pay a lot of money for electricity and gas bills. But in the new home, they don't have high bills.
 - family time - The family couldn't spend enough time together, but now they have more time to spend together.
 - the owners of the homes in the neighbourhood - In the previous building, not every family owned a house, some of them rented it. But in the new neighbourhood, no one rents a house. All are the owners of their houses.
 - playground - There was a playground in the previous building. But only small children played there. In the new neighbourhood, the playgrounds are more spacious and there is more green space.

5. Ask them to describe their homes in a written form on a piece of paper. They need to mention what things they like and dislike about their homes. While students are working on the task, monitor and provide assistance if necessary. Once students are ready, have them exchange their paper with a partner. They need to read their partner's description and prepare 2 questions about their partner's home. Then have partners take turns to ask and answer the questions.
6. Ask students to look at the boldfaced sentences in the text and choose the correct option in the rules. Check the answers as a class once students have completed the task.

Answers:

1. All buildings **are**/is tall here.
2. Every **playground**/playgrounds has green space.
3. No one us/**None of us** like living in the apartment.



GRAMMAR TARGET

All/every/no/none

Introduce the new grammar to students and give them some time to read the rules and examples on Page 97.

Lesson 20

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

- write sentences using *all/every/no/none*;
- develop their listening skills for detailed information;
- talk about their city using the target language.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 4.1.1. 4.1.2. 4.1.3.

Interaction patterns: individual, pair, group

1. Ask students to complete the sentences with *all* or *every*. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on Page 97 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. In this building, **every** room has a balcony.
2. **All** my neighbours are reliable people.
3. In his room, **all** furniture is hand-made.
4. In this street, **every** house is unusual in its own way.
5. There should be a lift in **every** tall building.

2. Ask students to complete the sentences with *no* or *none*. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on Page 97 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. **None** of my neighbours have pets at home.
2. **No** bus stops are close to the building I live in.
3. I wanted to find a pet shop near my house. **None** was nearby.
4. **None** of the houses have a sea view from this side of the building.
5. **No** shops are open after 10 p.m. in this neighbourhood.

3. Ask students to look at the pictures and the given words and make up sentences. Have them do the task individually. Get students to compare their sentences with a partner and then provide whole class feedback.

Suggested answers:

1. **There is no furniture in the room.**
2. **All of the clothes in the wardrobe are tidy.**
3. **None of the buildings are very tall here.**
4. **Every apartment in the building is for rent.**
5. **No apartments in this building are ready.**

4. Tell students that they are going to listen to 4 people. As they listen, they need to match the people to the statements. Remind them that there is one extra statement. Give students some time to read the statements first and then play the recording. If necessary, play the recording more than once. Once students are ready, have them compare their answers with a partner. Then provide whole class feedback.

Answers:

Speaker 1

c) All apartments in this building are two-room apartments.

Speaker 2

a) Not all rooms in this person's apartment have a view of parks and gardens.

Speaker 3

e) Every room has a view of tall buildings in this person's apartment.

Speaker 4

b) This person likes all the aspects of his neighbourhood.

Track 7

Speaker 1: The building is old, but the apartments are in good condition. There are 3 apartments on every floor. They are two-room apartments. There are a lot of parks and gardens around the building. So, the apartments have nice views.

Speaker 2: I live in a two-room apartment in an old building. There is a big, beautiful garden in front of our building. The window of my bedroom opens there. The other rooms open to three tall buildings.

Speaker 3: I live in a 4-room apartment. The rooms in my apartment are spacious and well-furnished. But none of them have a nice view as our building is the only 5-storey building among tall buildings. I can see them from all the rooms.

Speaker 4: The apartments in this building are very spacious. The location is very convenient. My work, my gym, and my children's school are all in the neighbourhood. There are also big shopping malls and beautiful parks. I cannot find any bad things about this place.

5. Ask students to complete the sentences about their neighbourhood. While they are writing, monitor and provide assistance if necessary. As students have finished doing this stage, have them exchange their sentences with a partner and find similarities and differences about their neighbourhood. If time allows, get them to share the facts about those similarities and differences with the whole class.

Students' own answers

6. Students should prepare a presentation about the city they live in. They should include information about houses, apartments, shops, rents, etc. Encourage them to use *all*, *every*, *no* or *none* as much as possible.

Lesson 2D

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

- develop their listening skills for specific information;
- write and talk about different places.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Ask students to look at the pictures and discuss the questions in small groups. Once they have finished their discussion, nominate random students to share their answers with the whole class.
 - What is unusual about these homes?
 - Can people live for longer periods in such homes? Why or why not?
 - Can such homes make good hotels or museums? Why or why not?
2. Before students start doing Task 2, pre-teach them the following words:

dormitory (n.) /'dɔ:.mi:təri:/ a large building at a college or university where students live
insect (n.) /'in.sekt/ very small animals like ants, bees, etc.

Tell students that they are going to listen to 4 people talking about the places they lived in or visited. Students should listen to them and answer the questions. Give students some time to get acquainted with the task and then play the recording. Have students compare their answers with a partner before you check the answers.

Answers:

1. A

2. C

3. B

4. C

Track 8

1. When I entered the room, I felt very sad because it was very small for 3 people. That wasn't the only bad thing. One of my roommates slept very late. The light from his lamp made it difficult for me to go to sleep. During the day, it was very noisy in the corridors, but it wasn't a problem for me. I lived there only for 2 months, then I rented a small flat. It was more expensive than the dormitory, but at least I could sleep well.
2. We stayed in an unusual hotel. The rooms were on the trees and only 2 people could stay there. From the outside, they looked very small, but from the inside they didn't. My cousin and I stayed in the same room. She was very afraid of the insects. Luckily, we had no problems with them, but I can't say the same thing about the strange animal noises coming from outside. The other guests complained about that as well.

3. Our visit to the upside down house was amazing. All the furniture in the house was upside down. It was a strange feeling. Your brain gets confused when you are inside. When I entered the kitchen, the design made it even more shocking for my brain. The carpet, curtains and pictures were in a normal position. I couldn't understand why, but all my family members left the house in a maximum of 15 minutes. I spent an hour there.
 4. Our family friends lived in a caravan and sometimes we went to see them. We found it very interesting to change living places when you get bored of your neighbourhood. Last year, we sold our house and bought a caravan. We enjoy our stay here. Of course, the first days were very difficult. We had a lot of problems, but sleeping inside it in windy weather was the worst. Now we are OK with that. Living in a caravan taught us there was no need for many things at our home. More things bring more problems.
3. Have students discuss the given questions with a partner. While they are working on the task, monitor and take notes for the feedback stage. Once students have finished doing the task, nominate random students to share their answers with the whole class.
 - Do students in your country live in a dormitory or rent a flat when they study away from their families? Which one is better and why?
 - Is it good to stay in an unusual or usual hotel? Explain your choice.
 - Can you live in a caravan? Why or why not?
 4. Ask students to imagine that they have stayed in a very unusual hotel for some days. They should write about their visit. Tell them to include information about who they went with, what was unusual about the hotel, and what they liked and disliked about it. While students are working, monitor and help them if necessary. Once students are ready, have them exchange their papers with a partner. They should read the paper and share the information provided there with the whole class.
 5. Students should prepare a group presentation about one of the given topics. It is advisable to set the task as a home assignment and give students enough time for research and preparation of the presentations. You can give students the freedom to choose the form of presentation themselves or you might want to assign a certain form of presentation.

A suggested activity:

Have students work individually and imagine they are hosting a housewarming party at their new home and want to invite their classmates.

On a piece of paper or card, have them design an invitation that includes the following information:

- Their name as the host
- Date, time, and location of the party
- Any other important details like dress code, activities planned, etc.

Lesson 3A

Music

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

- express their opinion using the target language in a spoken form;
- write sentences about their partner's music taste using the target language;
- develop their listening skills for detailed information.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

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

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

Track 9

- | | |
|---------------------------|---------------------|
| 1. <i>live</i> | 5. <i>to access</i> |
| 2. <i>band</i> | 6. <i>lyrics</i> |
| 3. <i>to stream music</i> | 7. <i>cover</i> |
| 4. <i>to release</i> | 8. <i>genre</i> |

2. Ask students to complete the sentences with the words/phrases from Task 1. Remind them that they might need to change word forms. Have them do the task individually and then compare their answers in pairs. Provide whole class feedback once everyone is ready.

Answers:

1. My favourite music **genre** is Jazz.
2. "Yesterday" by the Beatles is the song with the most **covers** in the music world.
3. I like listening to **live** music rather than recorded songs. They add a lot of special effects when they record a song.
4. I cannot learn the **lyrics** of the songs. I always forget the words.
5. The Beatles were probably the most famous **band** in the world.
6. Services like Apple music or Spotify make it easy to **access** music.
7. My favourite singer **released** a new album a week ago.

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

Answers:

1. **F** (It is very hard to make a cover successful because the original version always sounds more familiar.)
2. **T** (They think that young people will always remember the new cover and they will never learn about the great singers who sang those songs.)
3. **T** (To my mind, a successful cover of a retro song makes the song popular.)
4. **F** (When I first heard Darvish band's song "Yashayir insan," I didn't know that it was Azerbaijan's golden voice, Rashid Behbudov's song.)
5. **T** (In this way, I added a lot of Rashid Behbudov's songs to my library.)

Track 10

It is very hard to make a cover successful because the original version always sounds more familiar. Some older people believe that it is bad for the younger generation if a retro song has a cover. They think that young people will always remember the new cover and they will never learn about the great singers who sang those songs. That's why many people don't like covers of retro songs. But I don't agree with this idea. To my mind, a successful cover of a retro song makes the song popular. So, when young people search for a song on music streaming services, they also discover the original version. In this way, they can learn about those great singers.

When I first heard Darvish band's song "Yashayir insan," I didn't know that it was Azerbaijan's golden voice, Rashid Behbudov's song. As we know, streaming services offer you similar songs. When I listened to the cover, I saw its original version and liked it very much. In this way, I added a lot of Rashid Behbudov's songs to my library.

4. Have students write 5 questions to learn about their classmates' music taste using the words in Task 1. While they are working on the task, monitor and provide assistance if necessary. Once students have completed this stage, put them in pairs and have them take turns to ask and answer the questions. Remind them to take notes of their partners' answers as they will need those notes later. While students are working in pairs, monitor and take notes for the feedback stage. In the last stage of the task, students have to write 5-6 sentences about their partner's music taste using their notes.

An optional follow-up activity: Have students exchange their sentences with their partners and add 3 or 4 more facts about their music taste.

Lesson 3B

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

- develop their reading skills for detailed information by reading about AI songs;
- ask and answer the questions related to the topic.

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

Interaction patterns: individual, pair, group

1. Put students in small groups and have them say whether they agree or disagree with the given statements. Encourage them to support their ideas. Once students have finished doing the task, nominate random students to share their answers with the whole class.

Note: You might want to have an open class discussion around one of the given statements before you set the task in groups.

- For me, digital songs are better than live performances.
- I think going to concerts is a waste of money. You can listen to your favourite singer at home.
- Music streaming services can influence people's music tastes.
- Playing a musical instrument is more enjoyable than listening to one.

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

Answers:

1. C

2. B

3. B

3. Ask students to read the sentences taken from the text and choose the option that paraphrases the given sentence best in the given context. Have them do the task individually. When students are ready, ask them to compare their answers and then provide whole class feedback.

Answers:

1. It turns out that she has never recorded that song.

- a. Hamid learned about it later and it surprised him.
- b. Hamid knew about it from the beginning.

2. Music critics say that AI songs lack soul.

- a. Music critics think that AI generated songs have deep feelings.
- b. Music critics think that AI generated songs don't have deep feelings.

4. Ask students to discuss the questions with a partner. While students are working on the task, monitor and provide assistance if necessary. Once students are ready, nominate random students and have them share their answers with the whole class.
- Which information in Task 2 did you find more surprising? Explain your reason.
 - Can AI create better songs than real singers? Why do you think so?
 - Can an AI singer become as famous as a real singer? Why do you think so?
5. Ask students to look at the boldfaced structures in the text and complete the sentences. Check the answers as a class once students have completed the task.

Answers:

1. They **have** recorded a new album.

2. She **has** downloaded a new app.

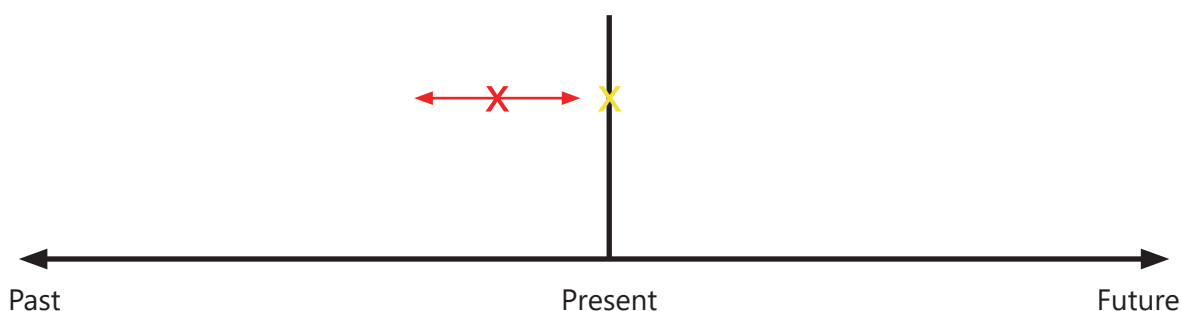


GRAMMAR TARGET

Present Perfect

Introduce the new grammar to students and give them some time to read the rules and examples on Page 98. Provide a necessary explanation. Use elicitation techniques and ask CCQs to ensure that students have understood the rule.

It is recommended to use timelines for teaching tenses. Remember to support your timeline with some CCQs.



NOTE: Remember that we use timelines to clarify the meaning, not the form or pronunciation.

Lesson 3C

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

- write sentences in Present Perfect;
- develop their listening skills for specific information;
- ask and answer questions using the target language.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Ask students to find the verbs that fit the description in Task 1 by referring to the list of irregular verbs on Page 120. As answers may vary, it could be time-consuming to check all the answers as a class; thus, it would be effective if you put students in pairs and ask them to peer-check each other's answers.

Suggested answers:

- a) three more verbs that are the same in all forms
cut-cut-cut; **bet-bet-bet**; **put-put-put**; **set-set-set**; **spread-spread-spread**;
- b) five more verbs that have the same past tense and past participle
buy-bought-bought; **bleed-bled-bled**; **dig-dug-dug**; **feel-felt-felt**;
- c) two more verbs that are only different in the past tense
run-ran-run; **become-became-become**; **come-came-come**
- d) five more verbs that are different in all three forms
take-took-taken; **shake-shook-shaken**; **eat-ate-eaten**; **swim-swam-swam**; **go-went-gone**; **tear-tore-torn**

2. Ask students to complete the sentences with the Present Perfect forms of the verbs in brackets. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on Page 98 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. She **has downloaded** a new AI music app.
2. Craig **has released** his new CD.
3. AI **has created** a new cover of a very famous song.
4. I **have recorded** a new song.
5. Hundreds of people **have written** comments on Adele's new music video on YouTube.

3. Ask students to complete the sentences with the Present Perfect negative forms of the verbs in brackets. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on Page 98 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. They **haven't heard** about any of these apps before.
2. My grandad **hasn't been** to a concert.
3. They **haven't started** their new project.
4. She **hasn't learned** the lyrics of the song.
5. I **haven't given** a live performance before.

4. Tell students that there is a mistake in each of the sentences. Students should find and correct those mistakes. Have students do the task individually and then compare their sentences with a partner. Check the answers as a class. If necessary, provide further explanation.

Answers:

1. How many countries ~~they have~~ ^{have they} travelled during their Europe concert tour?
2. What have you ~~eat~~ ^{eaten} today?
3. She ~~haven't~~ ^{hasn't} learned to play a musical instrument.
4. I have ~~download~~ ^{downloaded} a new music generator app.
5. They have ~~recorded not~~ ^{not recorded} a new song this year.

5. Ask students to write sentences using the words. They need to pay attention to the signs given against each line and choose the form of the sentence accordingly. Have students do the task individually and then give them some time to compare their answers with a partner. Provide whole class feedback once everyone is ready.

Answers:

1. She has forgotten her password.
2. Have you tried the new programme?
3. She hasn't recorded this song.
4. How many albums have they released?
5. They haven't given live performances before.
6. I have bought a ticket for the concert.



Lesson 3C

5. Tell students that they are going to listen to Riad who speaks about playing musical instruments. As students listen, they need to complete the sentences. Give students some time to read the statements and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Riad's brother plays the **1) piano**, but Riad is going to learn to play the **2) guitar**.
Riad has decided to take a lesson from a **3) famous musician**.
She has given a lot of **4) concerts** in different cities.
Her students have decided to prepare **5) an album** for her from her old **6) concert videos**.

Track 11

My brother is very good at playing the piano. He hasn't taken any piano lessons. He has a natural talent for it. I have always wanted to learn to play a musical instrument like my brother.

My dad bought a guitar for my birthday last week. It was a great surprise for me. I don't know how to play. So, I have decided to take a lesson. My teacher is a very famous musician. She has given more than 100 concerts in different cities. But she hasn't released any albums.

Some of her students have decided to make her a surprise for her birthday. They want to prepare an album using her concert videos. The quality of the videos isn't very good. But the IT workers will use AI sound cleaning systems to make the quality of the recordings better.

6. Ask students to write 5 questions in Present Perfect. While they are writing their questions, monitor and provide assistance if necessary. Once students are ready, put them in pairs and have them take turns to ask and answer their questions. Monitor and take notes for the feedback stage.

Students' own answers

A suggested activity:

Have students work in pairs and ask and answer the questions. After Student A has asked all their questions, switch roles. Now Student B will ask the questions on their list, and Student A will respond. Tell students to be prepared to share one or two of their partner's responses with the class after the activity. Monitor and provide assistance if needed.

Student A

1. How many countries have you visited?
2. How many different types of animals have you seen in real life?
3. Which of your friends have you known the longest?
4. Which of your family members have you spent the most time with?
5. How many new hobbies have you had?
6. How many different sports have you played?
7. How many books have you read in your lifetime?
8. How many wild animals have you seen in real life?

Student B

1. Which sport have you played the most?
2. How many pets have you had in your lifetime?
3. Which of your hobbies have you enjoyed the most?
4. How many certificates have you received?
5. What is the most memorable concert or performance you have attended?
6. Which of your friends have you spent the most time with?
7. Which countries have you visited?
8. How many different types of transportation have you used?

Lesson 3D

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

- develop their listening skills for specific information;
- write and talk about festivals.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Ask students to discuss the questions in small groups. Once they have finished their discussion, nominate random students to share their answers with the whole class.
 - What makes open-air music festivals famous?
 - Which open-air music festivals do you know?
2. Have students match the pictures to the words. The task is better to be done individually. Once students are ready, have them compare their answers with a partner. Check the answers as a class.

Answers:



blanket



food truck



tickets



stage



trash bins

3. Before students start doing Task 2, pre-teach them the word "spoil".

spoil (v.) /spɔɪl/ to reduce pleasure or interest of something

Tell students that they are going to listen to 4 people talking about different music festivals. Students should listen to them and answer the questions. Give students some time to get acquainted with the task and then play the recording. Have students compare their answers with a partner before you check the answers.

Answers:

1. C

2. D

3. C

4. A

Track 12

1. It was my first time at an open-air festival. The music was incredible. Everyone could find something to their music taste at Glastonbury. My favourite was the rock band - Rocket's performance. There were a lot of people and it was hard to see the band well. But it didn't spoil the experience.
One thing at the festival was a big headache for me. The food was very expensive. I paid \$20 for a small drink and \$25 for a sandwich. I could have a nice meal in a restaurant with this money.

2. Last year, I attended Summerfest. We had a good time. There was always something to explore. The view of the lake was also very relaxing. But the trash bins near the lake were full, so people put empty bottles near the bins. It created a dirty view.

There were also long lines for food, which made it difficult to buy something to eat. But these things couldn't take the joy of the day from me. But one thing did. The stages were very far away from each other. It took at least 30 minutes to go from one to the other.

3. I have decided to attend Donauinselfest this year. It is among Europe's biggest open-air festivals with over 3 million visitors in 3 days. It is a free festival, but the festival brings €40 million to the city thanks to tourism.

The food is always expensive at such festivals. So, I need to save some extra money. I have bought my ticket to Vienna and I have also booked a hotel. I just need some money to spend there. I am sure I will have a perfect time there. I have been to four open-air festivals and I enjoyed all of them because I never think about problems and do my best to enjoy myself.

4. If you're looking for a two-weekend festival of a variety of music, great food trucks, and a party on the green grass, then be ready to spend some money to book your visit to enjoy Coachella. I went there with my brother and cousins. It was amazing. On the second weekend, the grass became dustier. So, it is better to go there on the first weekend. I loved the food trucks. I think we ate more than we listened to music. It was very hot, dusty, and really crowded! So, wear comfortable shoes and take a jacket because it can get cool at night. I carried a small blanket in my bag. We used it for our picnics and even took a nap on it.

4. Put students in pairs and have them make a list of the advantages and disadvantages of open-air music festivals. You might want to say 1 advantage and 1 disadvantage of open-air music festivals and elicit some from students to give them an idea of how they need to make their list. While they are working on the task, monitor and provide assistance if necessary. Nominate random students to share their answers with the whole class.

Students' own answers

5. Ask students to write answers to the questions using their notes from Task 4. While students are working, monitor and help them if necessary. Once students are ready, have them exchange their sentences with a partner. They should find similarities and differences between their own ideas with those of their partner's and then share those facts with the whole class.

Students' own answers

6. Students should prepare a presentation about one of the music festivals in Azerbaijan. It is advisable to have students work in small groups. This will not only help you save time while they are presenting their work but also will help improve teamwork and collaboration skills. You can give students the freedom to choose the form of presentation themselves or you might want to assign a certain form of presentation.

Review 1

(Lessons 1-3)

1.

Answers:

Hi Silvia,
I have bought new trousers. They are a bit long. I am on my way to Aunt Molly. She agreed to make changes on the trousers so that they fit me well. Please, tell mom not to wait for me for lunch. I'll have a sandwich later in the cafeteria.

Kate

- A. Silvia has to have lunch with her mom.
- B. Kate needs to buy new trousers.
- C. Kate cannot have lunch with her mom today.
- D. Aunt Molly will prepare a sandwich for Kate.

Good news to you Jason. At last, I found a good apartment to rent. There is no furniture in the living room, but there is a furniture store near the building. You can buy some items there.
Have a look at the pictures of the apartment and make your decision as soon as possible. There are 3 more people waiting to look at the apartment. If you like it, you need to pay \$300 now and \$200 when you move.

Josua

- A. Jason needs to pay all the money before moving.
- B. Joshua took the pictures in the furniture store.
- C. The apartment is for 3 people.
- D. Josua cannot rent the apartment without Jason's agreement.

Kim, have you listened to the new AI-generated cover of our favourite song - "Flying on the moon"? It is amazing. I can say it is the best of all other covers of the song.
At last, I liked an AI-generated cover. I am sending you the link. If you haven't listened to it, do it now and share your opinion with me.

Tina

- A. Tina and Kim's favourite song has one cover.
- B. Tina has listened to the AI-generated cover for the first time.
- C. Tina doesn't know if Kim has listened to the new cover or not.
- D. Tina has downloaded the song for Kim.

2.

Answers:

1. I cannot rent this empty apartment. I need a **furnished** apartment.
2. The location of the house is very **convenient**. It is close to my school and gym.
3. The **live** music in the cafe was very relaxing. No effects, just the voice of the singer and the piano.
4. The prices in this shop are very **reasonable**. You won't spend a lot.
5. These **loose** clothes aren't for me. They look bigger on me.

3.

Answers:

1. What type of trousers do you like, loose or tight?
2. Do you prefer big or small hats?
3. Would you like to live in a house or flat?
4. Is online shopping or in-store shopping your favourite?
5. Do young people in your country love rock or pop?

4.

Answers:

1. She used to listen to pop music, **didn't she**?
2. Let's go to the concert, **shall we**?
3. They are going to rent the house, **aren't they**?
4. Buy eggs and sugar from the market, **will you**?
5. She has to download the app first, **doesn't she**?

5.

Answers:

1. **All** of my neighbours are friendly. We have a fun time together.
2. **None** of the covers of this song is good. I don't like any of them.
3. **Every** flat in this building has 2 balconies. One in the bedroom, the other in the kitchen.
4. **No** one can perform as well as they do. They are the best.
5. **No** tickets left for the concert on Monday. But there are some for Tuesday's concert.
6. **Every** clothing item in her wardrobe is black. You cannot find any other colour there.

Lesson 4A

Healthy Lifestyle

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

- express their opinion using the target language in a spoken form;
- develop their listening skills for gist.

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

Interaction patterns: individual, pair, group

1. Begin by drawing students' attention to the new vocabulary. Play the recording and have students listen and repeat the words. Conduct pronunciation drills chorally and individually. Monitor students' pronunciation and provide assistance as needed. After practising pronunciation, guide students through the example sentences. Explain the context and meaning of each sentence to help students understand how the new words are used. Encourage students to ask questions and clarify any confusion about the vocabulary and its usage.

Track 9

1. *a well-balanced diet*
2. *to get enough sleep*
3. *to stay hydrated*
4. *to avoid stress*
5. *to reduce screen time*
6. *to achieve*
7. *to set goals*
8. *to maintain hygiene*

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

Answers:

1. Remember to **stay hydrated** by drinking water during the day to keep your body healthy.
2. To **avoid stress/reduce screen time**, my brother likes reading. He feels relaxed when he does it.
3. **Maintain hygiene** - wash your hands before meals and brush your teeth every morning.
4. I feel proud when I **achieve** my goals, like finishing my homework or learning something new.
5. We can **reduce screen time** by reading a book or listening to music.
6. It's important to **get enough sleep** at night to feel ready for the day.
7. I try to eat only **a well-balanced diet**. I eat fruits and vegetables every day.

1. Tell students that they are going to listen to 4 people. As they listen, they should match the speakers to the messages they send to teenagers. Tell students there is one extra message that they don't need to use. You can play the recording more than once. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

Speaker 1

e) Set goals!

Speaker 2

c) Reduce screen time!

Speaker 3

b) Get enough sleep!

Speaker 4

a) Stay hydrated!

Track 14

Speaker 1: It is a great way to stay motivated and achieve your dreams. Think about what you want to learn or get better at, and then make a plan to get there.

Speaker 2: Too much time on phones and TV can be bad for you. Try to take breaks and do fun activities instead. Read a book, play outside, or spend time with friends. Believe me. If you do this, you'll have more energy.

Speaker 3: Have a regular bedtime routine to help you relax. You'll feel more focused and ready to study the next day.

Speaker 4: It is so important for your body! When you drink enough water, you have more energy to play and learn. Make sure to carry a water bottle with you and drink water throughout the day. If you do this, your brain and muscles will work better.

Why is it important to live a healthy lifestyle?

What do you want to achieve?

What do you do to stay healthy?



Lesson 4B

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

- develop their reading skills for gist;
- ask and answer the questions related to the topic.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.2. 3.1.3.

Interaction patterns: individual, pair, group

1. Have students look at the photos and discuss the questions with their partner. Encourage students to describe the photos and answer the questions. Monitor and assist students as needed. After students have finished discussing the photos, nominate some students to share their answers with the class.
 - Do you think these people have a healthy lifestyle?
 - What should they avoid doing if they want to be healthy?



2. Tell students to read the forum answers and guess what the forum question is. Set a time limit. When they are done, have them compare their answers in small groups. Then provide whole class feedback.

Answer:

Do you have a healthy life?

3. You can engage students in a collaborative reading activity. Divide the class into small groups of 3 students. Assign each group a specific paragraph (A, B, or C) to read and choose the sentences that match the ideas in their paragraphs. When they are done, put a student from each group together and have them tell their new group members about what they have read. Ask them to discuss the answers together before you check the answers as a class.

Answers:

1. This person has started doing sports. **C** (*I have been at the gym regularly for the past two weeks.*)
2. This person spends a lot of time watching TV. **B** (*I haven't reduced my screen time yet,...*)
3. This person started to eat healthier after his/her parent talked to him/her. **A** (*I have started taking care of my health since my mom taught me about healthy eating.*)
4. This person has met new people with the same goals. **C** (*I have made some good friends there. They also want to live a healthy life.*)
5. This person has a hard time sleeping. **A** (*I haven't been able to get enough sleep yet, but I hope to start sleeping better soon!*)
6. This person spends a lot of time in the open air. **B** (*I sleep less, so I have a lot of time doing things that I enjoy like playing outside with my friends.*)

4. Draw students' attention to the boldfaced words in the text and ask them to complete the gaps with *since*, *for*, *already* or *yet*. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. We use **for** with a period or duration of time.
2. We use **since** with a starting point of time.
3. We use **already** to say that something has happened before now.
4. We use **yet** to say that something hasn't happened before now.



GRAMMAR TARGET

Present Perfect with **for**, **since**, **already** and **yet**

Ask students to go to Page 99 and explain to them how to use *since*, *for*, *already* and *yet* in Present Perfect. Allocate some time for students to study the rules and examples. Ask them to provide some sentences with the target grammar. Write them on the board and provide feedback.

Lesson 4C

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

- write sentences in Present Perfect with *since*, *for*, *already* and *yet*;
- develop their listening skills for detailed information;
- write about their family or friends using the target language.

Standards: 1.1.1. 1.1.2. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

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

Answers:

1. I haven't cleaned my room **yet**.
2. Sabina and her friends have **already** seen this film before.
3. My brother has **already** reduced screen time. Now he spends more time outside.
4. Have the teachers checked our work **yet**?
5. Our neighbours haven't sent us an invitation **yet**.
6. We have **already** achieved our goal.

2. Get students to work individually and fill in the gaps with **for** or **since**. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

- | | |
|-------------------------------|-----------------------------------|
| 1. for three days | 6. for seven days |
| 2. since ten o'clock | 7. for the past two years |
| 3. since I was a child | 8. since May |
| 4. for five hours | 9. for years |
| 5. since last winter | 10. since he moved to Baku |

3. Ask students to work individually and complete the sentences with **for** or **since**. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Maryam has joined our class **since** January.
2. I have had a balanced diet **for** the past three months.
3. Let's play basketball this weekend! We haven't played together **since** summer.
4. Everybody has joined the project and worked hard **since** the beginning of the school year.
5. Why haven't you visited us **for** such a long time?
6. We have been friends **since** we were children.

4. Tell students to work individually and rewrite the sentences adding **already** or **yet**. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. I have **already** eaten sushi.
2. My friend hasn't been to this museum **yet**.
3. Have you studied for the Geography test **yet**?
4. Hurry up! The game has **already** started.
5. Tim hasn't been at this band's concert **yet**.
6. My brother hasn't read this book **yet**.
7. I have **already** finished my breakfast.
8. Has your friend arrived at the party **yet**?

5. Tell students that they are going to listen to 4 people and match them to the statements. Remind students that there is one extra option which they don't need to use. Give students some time to read the options and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1

b) This person hasn't had lunch yet.

Speaker 2

c) This person has been active for the past three weeks.

Speaker 3

a) This person hasn't started eating healthy food yet.

Speaker 4

e) This person learned a lot about healthy habits from a class he/she was taking.

Track 15

Speaker 1: We agreed to meet at the cafe near his house at 1 o'clock and eat a vegetable pizza together. Now it's 2 o'clock, and I'm still waiting. I will wait for 5 more minutes and then will go home. I hate missing my meal times.

Speaker 2: Three weeks ago, I joined a fitness class. I think this is the best decision I have ever made! I haven't missed a class since then. After the classes, I go running with my friends, too. I feel so energetic and happy!

Speaker 3: I know it isn't good, but I can't stop eating unhealthy food. I know sweets and chips are not good for my body, but I really like their tastes. One day, maybe I will start living a healthier life.

Lesson 4c

Speaker 4: The first class I took at college was a Hygiene class. At first, I didn't think it was an important lesson, but as I learned more, I understood its importance. The class taught me about the importance of keeping clean and healthy habits, like washing my hands and brushing my teeth. I discovered how these simple actions can keep me feeling good. time to read the statements and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

6. Have students work in pairs and find six mistakes in the text. When they are ready, ask them to compare their answers in pairs before you provide class feedback.

Answers:

Sevil is a young girl, but she knows the importance of drinking water. She has drunk many bottles of water every day ^{since} ~~for~~ she was a child because it helps her stay healthy and strong. She has ~~yet~~ ^{already} understood that when she drinks water, she feels more energetic. She also knows that staying ^{hydrated} ~~hydrate~~ is important for her skin. She says, "Drinking water helps me concentrate better in school and keeps me from feeling tired during the day. For example, today I have ^{had} ~~have~~ 6 classes, but I haven't ^{become} ~~became~~ tired ^{yet} ~~already~~."

She adds, "I think people are like flowers and we need water if we want to live longer and healthier."



7. Have students work individually and write about their family or friends. Tell them to include:

- what they have already done to live a healthy life;
- what they haven't done yet to live a healthy life.

Encourage students to use the lesson grammar. Set a time limit. When they are ready, have them work in pairs and exchange their work for peer correction.

Below are some fun activities for students to practise "since," "for," "already" and "yet" in the Present Perfect tense:

1. Time Capsule

Have students create a time capsule where they write about things they have done since a specific age or event (e.g., since they were 5 years old). They can include items or drawings that represent their experiences. Encourage them to use "since" and "for" in their descriptions.

2. Personal Timeline

Ask students to create a personal timeline of significant events in their lives. They can write sentences using "since" and "for" to describe how long they have been involved in certain activities or experiences. For example, "I have played soccer since I was 6 years old."

3. Class Survey

Conduct a class survey where students ask each other questions about experiences, such as "How long have you lived in this city?" Students can then share their findings with the class, using the Present Perfect tense in their reports.

4. Storytelling with Picture Prompts

Provide students with a series of pictures that depict various activities or events. Have them create short stories or sentences about what they have done using "since," "for," "already," and "yet." For example, "I have already visited the zoo three times."

5. Interactive Bulletin Board

Create a bulletin board where students can post sentences about their experiences using the Present Perfect tense. They can write sentences like "I have had a pet for three years." or "I have not eaten sushi yet." This allows for ongoing practice and peer interaction.

Lesson 4D

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

- develop their listening skills for gist and specific information;
- ask and answer questions about healthy living.

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

Interaction patterns: individual, pair, group

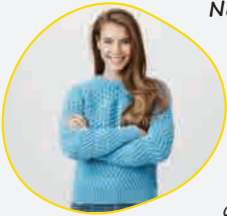
1. Have students work in pairs or small groups and discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.
 - Do you enjoy eating fruits and vegetables? Why or why not? How do you think eating them regularly affects your health?
 - How much water do you usually drink in a day? Do you think you drink enough? Why or why not?
 - What are some activities you like to do to stay active? How do you feel after you've been active for a while?
 - How many hours of sleep do you usually get at night? Do you feel energetic in the morning? Why or why not?
2. Tell students that they are going to listen to a radio programme. Before you play the recording, ask students to read the question and options. Have them listen to the recording. When they are done, ask them to compare their answers in pairs. Then provide class feedback.

Answer:

C) healthy living

3. Tell students that they are going to listen to the recording again and complete the notes. Before you play the recording, have students read the notes. Once they have done the task, ask them to compare their answers in pairs. Then provide class feedback.

Answers:




Name: Lala

Topic: Importance of eating fruits and vegetables daily

Fruits provide: 1) vitamins, minerals

Vegetables offer: Nutrients like calcium, 2) iron.



Name: Alex

Topic: Importance of hydration

Water role: Regulate 3) body temperature, and transport nutrients

Recommendation: Drink 4) a lot of water during the day



Name: Emily

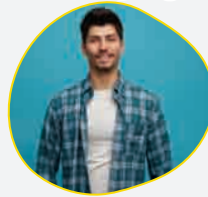
Topic: Exercise and how it affects
5) physical and mental health

Benefits of regular exercise:

Strengthens muscles, reduces
6) stress, makes you sleep better

Recommended activities: Walking, running, swimming,

7) dancing, team sports



Name: Jack

Topic: Importance of getting enough sleep each night

Importance of sleep for

8) brain, feelings, bodies

During sleep: Brain stores 9) memories, helps grow stronger

Recommended sleep hours: Between 10) 7 to 9 hours for great sleep

Track 16

Narrator: Welcome to our discussion on healthy living! Our first speaker is Lala and she is going to share her ideas about healthy eating.

Speaker 1: Hi, my name is Lala! Eating fruit and vegetables daily is important for staying healthy. Fruit provides vitamins and minerals, while vegetables offer nutrients like calcium and iron. Together, they create a balanced diet that supports growth.

Narrator: Next up, meet Alex! He is going to speak about the importance of hydration.

Speaker 2: Hello, I am Alex! Water plays an important role in keeping our bodies functioning properly. We need water to regulate body temperature and transport nutrients. So, make sure to drink a lot of water throughout the day.

Narrator: Up next, let's welcome Emily, talking about exercise and its impact on our physical and mental health.

Speaker 3: Greetings, I am Emily! Regular exercise strengthens muscles, reduces stress and promotes better sleep. Try activities like walking, running, swimming, dancing, or team sports to get moving and enjoy the benefits of exercise.

Narrator: Last but not least, meet Jack. He will explain the importance of getting enough sleep each night.

Speaker 4: Hi! Sleep is extremely important for our brains, feelings, and bodies. While sleeping, our brains store memories and help us grow stronger. Get from 7 to 9 hours of sleep each night.

Narrator: So, eat a variety of fruit and vegetables, drink plenty of water, exercise regularly and get enough sleep each night.

4. Have students work in small groups and talk about each picture. Set a time limit. Encourage them to use functional language while discussing. When the time is up, have each group explain their choice and justify their opinion. Provide feedback on accuracy and fluency.

Lesson 5A

Fun Experiences

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

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

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

Interaction patterns: individual, pair, group

1. Begin by drawing students' attention to the new vocabulary. Play the recording and have students listen and repeat the words. Conduct pronunciation drills chorally and individually. Monitor students' pronunciation and provide assistance as needed. After practising pronunciation, guide students through the example sentences. Explain the context and meaning of each sentence to help students understand how the new words are used. Encourage students to ask questions and clarify any confusion about the vocabulary and its usage.

Track 17

1. *to dream*
2. *to capture*
3. *thrilling*
4. *wonder*

5. *fulfilling*
6. *to be amazed by*
7. *to involve*
8. *sustainable*

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

Answers:

1. I love to **dream** about flying in the sky like a bird.
2. I **am amazed by** the colours of the rainbow after it rains.
3. Playing with my friends always **involves** lots of laughter.
4. Planting trees is a **sustainable** way to help our planet stay healthy.
5. I love to **capture** moments with my camera, like when my pet does something funny.
6. Completing a puzzle all by myself is so **fulfilling** and it makes me proud.
7. The **wonder** of a baby's first steps is a special moment for parents.

3. Tell students that they are going to listen to 4 people and match them to the statements. Remind students that there is one extra option which they don't need to use. Give students some time to read the options and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1

a) This person's job involves working with kids.

Speaker 2

c) This person has captured an unusual photo.

Speaker 3

e) This person is amazed by a photo.

Speaker 4

b) This person dreams about getting a job.

Track 18

Speaker 1: As a teacher, I help young minds learn every day. When they learn something new, their faces light up.

Speaker 2: Come closer and I'll show it on my phone. I took it yesterday. I hope you will like it!

Speaker 3: Have you ever seen a photo that made you feel like you were right there? I did when I saw a picture of a beautiful beach. My friend took it last summer. The sand was so white and the water was so blue. It looked like a place where you could relax and have fun.

Speaker 4: I hope they will invite me to the interview. I feel I will be the right person for that job.

4. Have students work in pairs or small groups and discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.

What is something that you are amazed by?

What do you dream about having one day?

What is the last photo you captured?

Have you done anything sustainable? What was it?

What does your dream job involve?

Lesson 5B

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

- develop their reading skills for detailed information by reading about different people;
- ask and answer the questions related to the topic.

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

Interaction patterns: individual, pair, group

1. Have students look at the photos of the people in Task 2 and discuss the questions in pairs.

- What do you think their job involves?
- What kind of lifestyle do you think they have?

Monitor and assist students as needed. After students have finished, nominate random students to share their answers with the class.

2. Tell students that they are going to read statements 1-6 and match them to the people (A-E). Remind them that there are two extra sentences that they don't need to use. Set a time limit. When they are ready, have them compare their answers in pairs before you check the answers as a class.

Before students start doing the task, you may consider providing them with some tips for doing multiple matching reading tasks. In these tasks, there is an emphasis on locating specific information in a text or a group of short texts. Here are some tips to follow when doing multiple matching tasks:

- Read the questions quickly first then the text(s) to get an idea of the focus of each one.
- Look through the questions again and try to match the easier ones first. The easier ones will often be those that paraphrase something that is stated in the text.
- Make sure any match you choose answers the question fully.
- Don't simply match a question with a section of the text that contains the same words.

Answers:

1. This person's life has changed positively for the past two months. **B** (*I have never been bored since I started doing this job 2 months ago! I left the unhappy and boring days in the past.*)

2. This person is working on a design of an unusual house. **E** (*I have just completed a plan for a house with a garden on the roof to grow vegetables.*)
3. This person has a farm in the city. **EXTRA**
4. This person is excited about helping others. **C** (*I have never felt more proud of myself! I'm giving food to families or helping build homes for people who have lost everything. My job is really fulfilling.*)
5. This person loves taking his/her own photos. **EXTRA**
6. This person has seen a natural phenomenon. **D**. (*I have just seen a comet flying through the sky with my telescope.*)
7. This person enjoys sharing special moments with others. **A** (*The best part of my job is making wonderful memories with others.*)

3. Draw students' attention to the boldfaced words in the text. Have them work individually and match them to the rules (a-c). When they are ready, have them compare their answers in pairs before you check the answers as a class.

Answers:

- a. We use it to talk about life experiences in negative sentences. **never**
- b. We use it to talk about the life experiences in questions. **ever**
- c. We use it to show that something finished a short time ago. **just**



GRAMMAR TARGET

Present Perfect with **ever**, **never** and **just**

Ask students to go to Page 100 and explain to them how to use **ever**, **never** and **just** in Present Perfect. Allocate some time for students to study the rules and examples. Ask them to provide some sentences with the target grammar. Write them on the board and provide feedback.

4. Have students read the text again and find other examples of the target grammar.

Lesson 5c

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

- make sentences in Present Perfect with *ever*, *never* and *just*;
- develop their listening skills for detailed information;
- talk about their experiences using the target language.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Have students work individually and complete the sentences with **ever**, **never** or **just**. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. My friend has **never** been to a zoo, but I hope we can go together someday.
2. We have **just** finished our homework, so now we can go play outside.
3. Have you **ever** seen a shooting star in the night sky?
4. She has **never** ridden a bike, but she would like to try it one day.
5. Have you **ever** climbed to the top of a mountain and seen the amazing view?
6. My dad has **never** cooked spaghetti before, but he's going to try it tonight.
7. We have **just** watched a movie, and it was really funny!
8. Have you **ever** built a sandcastle at the beach?

2. Tell students to work individually and write questions with *Have you ever ...?*. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Have you ever played golf?
2. Have you ever seen a Rasim Balayev film?
3. Have you ever drunk lemonade?
4. Have you ever been to Türkiye?
5. Have you ever eaten sushi?

3. Ask students to work individually and match the responses to the questions in Task 2. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Have you ever played golf? **b) No, I haven't. I prefer volleyball.**
2. Have you ever seen a Rasim Balayev film? **e) No, I haven't, but I know I should watch them.**
3. Have you ever drunk lemonade? **c) No, I haven't. I don't like fizzy drinks.**
4. Have you ever been to Türkiye? **d) No, I haven't, but my brother has been there.**
5. Have you ever eaten sushi? **f) No, I haven't. I can't eat raw fish.**

4. Draw students' attention to the sample and explain to them how to do this task. Have students work individually and write sentences with *never*. Once they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers will vary:

1. I have ridden a bicycle, but I have never ridden a horse.
2. I have played the piano, but I have never played the guitar.
3. I have seen a monkey, but I have never seen a giraffe.
4. I have eaten plov, but I have never eaten samosa.
5. I have drunk orange juice, but I have never drunk kiwi juice.
6. I have watched *Shared Bread*, but I have never watched *Zorro*.

5. Tell students that they are going to listen to 4 people and match them to the statements. Remind students that there is one extra option which they don't need to use. Give students some time to read the options and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1

b) This person has just seen a wild animal.

Speaker 2

d) This person has just bought a pet.

Speaker 3

e) This person has never eaten fast food.

Speaker 4

c) This person has never travelled abroad.

Track 18

Speaker 1: Wow, it was so powerful and beautiful. I saw the king of the jungle in real life!

Speaker 2: This is a new experience for me. I'm looking forward to taking care of it and watching it grow.

Speaker 3: I've never tried it. I prefer homemade and healthy meals.

Speaker 4: I've never been to another country before, and I'm really curious about what it is like to explore new cultures and see different parts of the world.

6. Get students to work in pairs or small groups and tell their partner about their experiences. Set a time limit. Encourage them to use the lesson grammar. Monitor the discussions and provide assistance if necessary. Take notes of correct usage as well as any inaccuracies you notice in their speech. When they are done, provide feedback on the activity, highlighting examples of good usage you heard and addressing any common errors.

Lesson 5^D

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

- develop their listening skills for specific information;
- talk about unique experiences.

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

Interaction patterns: individual, pair, group

- 1. A.** Ask students to work in pairs and match the phrases to the pictures. When they are done, discuss the answers.

Answers:

1.



diving with sharks

2.



seeing the Northern lights

3.



riding a horse

4.



sleeping under the stars

B. Have students work in pairs or small groups and discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.

- Which of the activities have you ever done?
- Which of them would you like to do? Why?

- 2.** Tell students that they are going to listen to four people talking about their best life experiences. As you listen, they should choose the correct answers. Give students some time to read the options and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

1. A

2. C

3. B

4. B

- 3.** Tell students that they are going to listen to the recording again and complete the statements. Before you play the recording, have students read the statements. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1

After swimming with the sharks for a while, she felt 1) calm.

Speaker 2

The speaker experienced this unique phenomenon with 2) his/her family.

Speaker 3

The speaker felt 3) excited in Shusha.

Speaker 4

The speaker felt connected to the 4) world around him when he was lying under the stars.

Track 22

Speaker 1: When I was a child, I had a dream. I wanted to dive with sharks. On my 20th birthday, I decided that it was time to make my dream come true. That was last year. It was so exciting! The water was clear, and I saw the sharks swimming around me. They were really big. I felt a little scared at first, but then I saw they were more curious about me and became calm. It was great swimming with these amazing animals. It was an adventure I will never forget!

Speaker 2: When I saw the Northern Lights last winter with my family, it was like seeing a beautiful dance of colours in the sky. They look like curtains of light that move and change colours. You may have a chance to see the Northern Lights in summer or autumn, but the best time to see them is in winter when it is very dark at night. It's an unusual experience that you can enjoy with your family.

Speaker 3: For many years, I had a dream. I wanted to see Shusha, the city where my grandparents lived years ago. Last month, my dream came true. I went to Shusha with my friends. That was great and I was so excited. We rode horses on Jidir Plain. It was like being in a magical place. The horses' steps made a rhythmic sound as I rode with my friends. The breeze was cool, and the sun was bright. I took many photos and sent them to my parents. It was a day I'll always remember!

Speaker 4: Have you ever slept under the stars? I did it one summer night in Guba. When I lay down and looked up, I saw thousands of stars like small diamonds in the sky. The moon was shining brightly. It was peaceful and special. Being under the stars made me feel connected to the world around me. It was unforgettable. I want to do it again soon.

4. Divide the class into small groups. Instruct them to choose one of the experiences from the list and imagine that they have just had one of them. Give students 5-7 minutes to take turns sharing their unique experiences. Encourage them to use descriptive language and provide specific details about what they saw, heard, felt and did during the experience. Remind students to ask follow-up questions to learn more about their partner's experience. Monitor and take notes for the feedback stage.

Lesson 6A

Change-makers

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

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

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

Interaction patterns: individual, pair, group

1. Begin by drawing students' attention to the new vocabulary. Play the recording and have students listen and repeat the words. Conduct pronunciation drills chorally and individually. Monitor students' pronunciation and provide assistance as needed. After practising pronunciation, guide students through the example sentences. Explain the context and meaning of each sentence to help students understand how the new words are used. Encourage students to ask questions and clarify any confusion about the vocabulary and its usage.

Track 21

1. *to provide*
2. *to inspire*
3. *to focus on*
4. *to start a campaign*
5. *to win an award*
6. *to make a difference*
7. *to be passionate about*
8. *to make a law*

2. Ask students to work individually and complete the sentences with the words/phrases from Task 1. Remind them that they may need to change word forms. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. When I see a kind person, it **inspires** me to be kind, too.
2. If I **focus on** practising my reading every day, I can become a better reader.
3. I want to **start a campaign** to collect books for children who don't have any.
4. If I work hard on my science project, I can **win an award** like my older sister did.
5. I know I can **make a difference** by picking up litter in my neighbourhood.
6. I **am passionate about** protecting animals, so I want to learn how to take care of them.
7. If we all agree, we can **make a law** that says everyone has to be kind to each other.

3. Tell students that they are going to listen to 4 people and match them to the statements. Remind students that there is one extra option which they don't need to use. Give students some time to read the options and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1

c) This person wants to start a campaign.

Speaker 2

b) This person is passionate about travelling.

Speaker 3

e) This person provides help for young people.

Speaker 4

a) This person has just won an award.

Track 22

Speaker 1: So many elderly people live alone. I want to get together with young people, take action and support them!

Speaker 2: It is so much fun! I love hearing about all the exciting places in the world and I want to see them all one day.

Speaker 3: It's my pleasure to support them, especially those who want to find a job or to get help with their studies.

Speaker 4: Wow, it is so cool! I worked really hard to earn it. I feel proud!

4. Have students work in pairs or small groups and discuss the questions. Allocate a specific amount of time for each question (e.g., 3-5 minutes). You can use a timer to keep track. Encourage students to discuss one question at a time before moving on to the next. Walk around the classroom to listen in on discussions. Offer support or clarification if students seem unsure about how to respond. Encourage quieter students to share their thoughts and ensure that all voices are heard.

- Who inspires you to be a better person, and how can you inspire others?
- What are some important things you and your classmates can focus on to achieve a positive change in your school?
- What are some ways you can make a difference?
- What are you passionate about, and how can you use your passion to make a difference in your neighbourhood?
- What are some laws you think governments should make to change the world into a better place?

Lesson 6B

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

- develop their reading skills for detailed information by reading about young change-makers;
- guess the meanings of the words/phrases from the context;
- ask and answer the questions related to the topic.

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

Interaction patterns: individual, pair, group

1. Have students work in pairs or small groups and discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.
 - Is it important to learn how to swim? Why or why not?
 - Is it important to protect the environment and reduce plastic pollution?
 - What can we do to make the world a safer and better place for children?
2. Tell students that they are going to read the texts about young change-makers. As they read, they should match the change-makers (A-C) to the *Thank you* messages (1-6) they received. Remind students that they can use each change-maker more than once.

Answers:

1. Thank you for caring so much about our planet and working hard to keep it clean. You have shown us that kids can also make big changes! **B**
2. Thank you for being a voice for children and for working so hard to help every child have a safe and happy childhood. **C**
3. Since I was a child, I have always wanted to learn this skill. But, unfortunately, my parents didn't have enough money for it. Thanks to you, I learned it without spending any money. **A**
4. Thank you so much for all the hard work you do to protect children like me. You have given us hope for a better future, and we are so lucky to have you fighting for us. **C**
5. I was once in danger, but thanks to your teachings and materials, I am alive today. Thank you for being a lifesaver. **A**
6. I want to say a big thank you for all the amazing things you do to help our planet. You are a true hero, and we are grateful to you for everything. **B**

3. Tell students that some words in Task 2 are underlined. They should match them to their definitions. Set a time limit and have them do the task. When the time is up, have students compare their answers in pairs. Then provide class feedback.

Answers:

1. to keep someone or something safe from harm, damage, or danger - **protect**
2. a person who creates something, like starting a new organization or business - **founder**
3. to die by being unable to breathe underwater - **drown**
4. ability to control people and events - **power**

4. Ask students to read the boldfaced parts of the sentences in Task 2 and find which of them refers to personal experiences or recently completed actions and which of them refers to an action or event that happened in the past. Once students have completed the task, ask them to compare their answers with a partner. After the pair discussion, review the answers as a class.

Answers:

a. personal experiences or recently completed actions

1. **has taught**
2. **has provided**
3. **has had**
4. **has won**
5. **has spoken**
6. **has talked**

b. an action or event that happened in the past

7. **took part**
8. **won**
9. **started**
10. **stopped**
11. **met**
12. **shared**



GRAMMAR TARGET

Present Perfect vs Past Simple

Ask students to go to Page 101 and explain to them the differences between Present Perfect and Past Simple. Allocate some time for students to study the rules and examples.

Ask them to provide some sentences with the target grammar. Write them on the board and provide feedback.

Present Perfect

I have eaten in that restaurant.



Past

Present

Past Simple

I ate in that restaurant yesterday.



Past

Present

Lesson 6C

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

- make sentences in Present Perfect and Past Simple;
- develop their listening skills for detailed information;
- ask and answer questions about past events and personal experiences using the target language.

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

Interaction patterns: individual, pair, group

1. Ask the students to work with their partner(s) and decide whether each time expression can be used with the Past Simple or the Present Perfect tense, or both. Set a time limit. Once the time is up, bring the class back together and discuss the answers as a class.

Answers:

- | | |
|--|--|
| 1. already - Present Perfect | 8. just - Present Perfect |
| 2. in 2010 - Past Simple | 9. last year - Past Simple |
| 3. yet - Present Perfect | 10. on Tuesday - Past Simple |
| 4. since I was ten - Present Perfect | 11. never - Present Perfect |
| 5. when I was five - Past Simple | 12. three minutes ago - Past Simple |
| 6. for two years - Present Perfect or Past Simple | 13. ever - Present Perfect |
| 7. at six o'clock - Past Simple | 14. yesterday - Past Simple |
| | 15. since last spring - Present Perfect |

Using "for" with the Past Simple

When using the Past Simple tense, "for" is used to indicate the duration of a completed action or event in the past.

Using "for" with the Present Perfect

When using the Present Perfect tense, "for" is used to indicate the duration of an action or state that started in the past and is still ongoing in the present.

2. Have students work individually and complete the sentences with the correct forms of the verbs in brackets. Tell them to use Past Simple or Present Perfect. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. She **has been** passionate about helping others since she was a child.
2. He **inspired** me to start my own business when we last met.
3. They **have already provided** food and shelter for the homeless.
4. I **have never been** more excited about a project.
5. She **provided** support for the community during the pandemic.

6. Last weekend, I **watched** a movie with my friends.
7. He **has just started** learning to play the guitar.
8. They **have lived** in this city since they were children.

3. Ask students to work individually and write sentences in Past Simple or Present Perfect. Tell them to add the time words provided in brackets. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Have you ever swum in the ocean?
2. She has had a dream since her childhood.
3. They haven't left home yet.
4. I have had a computer for two months.
5. He lived in that house 20 years ago.
6. I have just remembered the answer.
7. They have never won an award.
8. The sisters started a campaign last year.

4. Have students work individually and complete the conversations with the Past Simple or Present Perfect forms of the verbs in brackets. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. **A:** I **have never heard** of this pop group. Are they famous in your country?
B: Yes, they are very popular. They **have been** famous for years.
2. **A:** **Have you ever won** an award?
B: Yes, I **won** an award five years ago.
3. **A:** What **did you do** last weekend?
B: I **stayed** at home and **watched** Garabagh's match.

5. Tell students that they are going to listen to five people and decide if the sentences are true or false. Before you play the recording, have students read the statements. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1

*This person has just moved to a new house. **True***

Speaker 2

*This person started living in a city some months ago. **False***

Lesson 6C

Speaker 3

This person has never won an award. False

Speaker 4

This person won an award when he was a child. True

Speaker 5

This person has met a lot of people since she moved to a different city. False

Track 23

Speaker 1: It is so comfortable. I have all the modern conveniences here. My neighbours are all so friendly. I am happy that I decided to buy it.

Speaker 2: Sometimes people ask me if I can live in the country. I think it will be impossible for me because I have never lived there. I have spent all my life here in the busiest part of the city, and it is OK for me.

Speaker 3: This is my third award. It is such a great feeling to get them.

Speaker 4: I was in the first grade and my teacher Mrs. Mammadova called me up to the front of the class. I was so nervous! She said, "Parviz has worked so hard and is always so kind to everyone. He is our Student of the Month!" I walked up to the front of the class and Mrs. Mammadova gave me a special certificate.

Speaker 5: I started living here just a few days ago. I haven't had any chances to get to know any people. I hope I will make a lot of friends soon.

6. Have students work in pairs and find six mistakes in the text. When they are ready, ask them to compare their answers in pairs before you provide class feedback.

Answers:

Lala is a young change-maker. Last year, she ~~has~~ decided to clean up the park. She asked a group of friends to clean the park and plant flowers. When they ~~have~~ finished, the park looked beautiful.

Lala has always been passionate about making positive changes ~~yet~~. She has always ~~help~~ ^{helped} others, but she feels there is more she needs to do. She inspires everyone around her. Lala ~~have~~ ^{has} received awards for her hard work. With her positive thinking, she continues to make a ~~different~~ ^{difference}.



7. Ask students to work in pairs and ask and answer questions about past events and personal experiences. Encourage them to use Past Simple and Present Perfect. Monitor and provide assistance when needed. Take notes of correct usage as well as any inaccuracies you notice in their speech. When they are done, provide feedback on the activity, highlighting examples of good usage you heard and addressing any common errors.

An Extra Practice Activity

Have students work in pairs to complete the questions using the Present Perfect or Past Simple forms of the verbs in brackets. Set a time limit for this activity. Once they finish, review the answers as a class. Then have students switch partners and ask and answer the questions.

1. ★★★ (you/do) anything interesting last weekend?
2. ★★★ (you/ ever/ do) something dangerous?
3. How old ★★★ (be) you when you ★★★ (learn) to ride a bike?
4. ★★★ (you/ ever/ ride) a horse?
5. Which countries ★★★ (you/visit) last year? Which ★★★ (you/ like) the most and why?
6. ★★★ (you/ ever/ meet) anyone famous?
7. ★★★ (you/ like) reading when you ★★★ (be) a kid?
8. When ★★★ (you/ eat) dinner yesterday? What ★★★ (you/ eat)?

Answers:

1. Did you do anything interesting last weekend?
2. Have you ever done something dangerous? _____
3. How old were you when you learnt to ride a bike?
4. Have you ever ridden a horse?
5. Which countries did you visit last year? Which did you like the most and why?
6. Have you ever met anyone famous? _____
7. Did you like reading when you were a kid?
8. When did you eat dinner yesterday? What did you eat?

Lesson 6^D

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

- guess the meanings of the words/phrases from the context;
- express their opinions and reactions to the photos in a spoken form;
- develop their reading skills for gist and specific information;
- write an email to their friend about the project that they are taking part in.

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. 4.1.1. 4.1.2. 4.1.3.

Interaction patterns: individual, pair, group

1. Tell students that they are going to describe two photos, both of which were taken at the same event. Set a time limit and ask students to take turns to describe the photos. You can also remind students to use functional language. Once they are done, nominate random students to share their answers with the class.



"I think..."
"It seems..."
"It looks like..."
"The photo shows..."
"I notice that..."
"The person/people look(s)..."
"They are wearing..."

2. Tell students that they are going to listen to a talk. The boldfaced words in this task come from the talk. Have them read the sentences and guess the meaning of the words. Then ask them to match the words (1-5) to their definitions (a-e). When they are done, have students compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. trust - **e**) to believe that someone is honest and will not harm you
2. lead - **d**) to control a group of people, a country or a situation
3. disability - **a**) an illness, injury or condition that makes it difficult for someone to do some things that other people do
4. volunteer- **b**) to offer one's time and service to help others
5. visually impaired - **c**) not able to see

3. Tell students that they are going to hear a talk and as they listen, they should answer the question. Before you play the recording, have students read the question and options. When they are done, have them compare their answer in pairs before you check the answer as a class.

Answer:

1. B

4. Tell students that they are going to hear the talk again and complete the notes. Before you play the recording, have students read the notes. When they are done, have them compare their answers in pairs before you check the answers as a class.

Answers:

1. James Ezimoha comes from **Nigeria**.
2. The number of volunteers in his team: **15**
3. The number of volunteers in "Trust Walk": **400**
4. The number of people who took a free eye test: **300**
5. The length of the VIBE program: **12 months**
6. The goal of the VIBE program: to help visually impaired children learn **English**

Track 24

James Ezimoha is a student from Nigeria. He is studying at one of the universities in Azerbaijan.

For a year and a half, James has led a team of 15 volunteers. They organised different programs. They have had "Trust Walk" three times. More than 400 volunteers and people with disabilities took part in this project. They have also had "Eye Care Day" twice, where almost 300 people got a free eye test.

James has also started the VIBE program this year. It will last about 12 months and help visually impaired children in Azerbaijan learn English. This way they can have better education and career opportunities in the future. VIBE works with different organisations to make sure these kids study well. James and his friends want to help these kids be successful in life.

5. Have students work in small groups. Tell them to imagine that they are taking part in one of the social responsibility projects. They should write an email to their friend about the project and invite him/her to join the upcoming event. Before they start writing, model the email structure: On the board or a slide, display the basic structure of an email:

- Dear [Friend's Name],
- **Introduction:** Start by introducing the purpose of the email. You can mention the social responsibility project you are working on and how excited you are to share it with your friend.
- **Project Overview:** Provide a brief overview of the project, including its goals, objectives, and any relevant details. This will help your friend understand what the project is about and why it's important.
- **Invitation:** Invite your friend to join the upcoming event related to the project. Be specific about the date, time, and location. You can also mention any activities or tasks that will be involved.
- **Additional Information:** Provide any additional information that your friend might need to know, such as what to wear, what to bring, or any important logistics.
- **Closing:** End the email with a friendly closing and a reminder of the importance of the project.

Once the groups have finished writing, have them exchange their emails with another group for feedback.

Review 2

(Lessons 4-6)

1. A. Have students read the text and decide if the sentences are True or False. Set a time limit. When the time is up, have students compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. The guests will have to swim down if they want to go to their rooms. **False**
2. The guests won't eat fish in the hotel restaurant. **True**
3. The guests will be able to hear the sound of the ocean. **False**
4. The guests will have to pay a large amount of money. **True**
5. Fish and other creatures may live closer to the hotel. **True**

- B. Ask students to answer the question according to the text. Have them compare their answers in pairs before you check answers as a class. Encourage students to justify their answers.

Answer:

1. C

2. Ask students to work individually and complete the sentences with the words provided. Remind students that there are 2 extra words which they don't need to use. When they are done, ask them to compare their answers in pairs before you check the answers as a class.

Answers:

1. To **reduce** screen time, try playing outside, reading a book or drawing a picture.
2. To **inspire** others, share your talents and kindness with people around you.
3. To **focus** on your work, find a quiet place and stay away from noise.
4. To **capture** a special moment, take a picture or write about it in a journal.
5. To **involve** everyone, make sure you offer interesting games and activities.
6. To **maintain** hygiene, wash your hands often and brush your teeth twice a day.
7. To **stay** hydrated, drink a lot of water throughout the day.

3. Get students to work individually and complete the sentences with **for, since, already, yet, ever, never** or **just**. Remind them that they can use each one more than once. When they are done, ask them to compare their answers in pairs before you check the answers as a class.

Answers:

1. My aunt has been a piano teacher **for** 10 years.
2. Has the teacher given us our English test **yet**?
3. Have you **ever** been to Disneyland? If not, you should visit there one day.
4. I have **never** tasted ice cream before, but I really want to try it one day.
5. Has the bus arrived **yet**? We don't want to miss our trip, but I hope to fly in one someday.
6. He has **already/just** finished his homework, so now he can go outside and play with his friends.
7. They have **already/just** learned the multiplication tables, and now they can solve math problems faster.
8. They have been friends **since** they were at school.

4. Have students work individually and complete the sentences with the Present Perfect or Past Simple forms of the verbs in brackets. When they are done, ask them to compare their answers in pairs before you check the answers as a class.

Answers:

Max is a great adventurer. He says he **0) has met** (*meet*) many new friends with the same crazy interests for the last few years. He and his friends **1) have had** a lot of fun together. They **2) have broken** many world records.

When Max was in Nepal some years ago, he **3) slept** outdoors and **4) ate** inedible food there.

Max and his friends **5) tried** to climb the Kilimanjaro in 2009 but didn't succeed. In 2023, they finally **6) got** to the top of the highest mountain in Asia.

Max **7) has experienced** very unusual adventures in his life. He **8) has ridden** a camel across the desert and **9) has flown** a balloon from China to Russia.

Last time, when I **10) met** Max, he said, "Never let anything stop you from achieving your goals."

Lesson 7A

Pet Pals

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

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

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

Interaction patterns: individual, pair, group

1. Begin by drawing students' attention to the new vocabulary. Play the recording and have students listen and repeat the words. Conduct pronunciation drills chorally and individually. Monitor students' pronunciation and provide assistance as needed. After practising pronunciation, guide students through the example sentences. Explain the context and meaning of each sentence to help students understand how the new words are used. Encourage students to ask questions and clarify any confusion about the vocabulary and its usage.

Track 25

- | | |
|-------------------------------|-------------------------|
| 1. <i>to adopt</i> | 5. <i>companionship</i> |
| 2. <i>to be allergic to</i> | 6. <i>loyal</i> |
| 3. <i>to be fascinated by</i> | 7. <i>to own</i> |
| 4. <i>furry</i> | 8. <i>to be allowed</i> |

2. Ask students to work individually and complete the sentences with the words/phrases from Task 1. Remind them that they may need to change word forms. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Many families choose to **adopt** pets from shelters to give them a loving home.
2. Some people **are allergic to** certain pets like cats or dogs because of their fur.
3. **Furry** pets like rabbits and hamsters are soft and cuddly to play with.
4. Pets provide **companionship** and friendship to their owners.
5. Dogs are **loyal** and devoted to their owners.
6. It is a big responsibility to **own/adopt** a pet.
7. Before getting a pet, make sure you **are allowed to** have one in your neighbourhood.

3. Tell students that they are going to listen to 4 people and match them to the statements. Remind students that there is one extra option which they don't need to use. Give students some time to read the options and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Speaker 1

d) This person isn't allowed to have a pet at home.

Speaker 2

c) This person has adopted a pet recently.

Speaker 3

b) This person is allergic to furry pets.

Speaker 4

a) This person has a loyal pet.

Track 26

Speaker 1: I really want a pet, but my parents say we can't have one in our apartment. They say it's too small, and we travel too much to take care of an animal. Maybe when I'm older and have my own house, I can finally get a pet.

Speaker 2: Last month, my family took a cat from the animal shelter. Her name is Matilda. At first, she was a little shy, but now she loves to play with her toys. I'm so happy we gave her a home.

Speaker 3: Whenever I'm around animals with fur, I start sneezing a lot. It makes me sad because I think pets are fun to play with. My friend has a dog and I can only visit him for a little while before my allergies act up.

Speaker 4: I love my dog so much! His name is Buddy and he's the best friend ever. Buddy is always happy to see me and he never leaves my side. We often play together and go for long walks. I can tell he really cares about me. Having a pet like Buddy makes me feel so special.

4. Have students work in pairs or small groups and discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.

- Have you ever thought about adopting a pet from a shelter?
- Are you allergic to any animals? How do you feel when you are around them?
- What kind of pets are you fascinated by? Why do you find them interesting?
- Do you or your friends have any furry pets at home? What do you like most about their soft fur?
- Can you describe a time when your pet was loyal to you?
- What does it mean to own a pet?
- Are there any rules in your home about having pets?



Lesson 7^B

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

- develop their reading skills for detailed information by reading ads and descriptions of people;
- ask and answer the questions related to the topic.

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

Interaction patterns: individual, pair, group

1. Have students work in pairs or small groups and discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.
 - Do you know a person with a pet? What kind of pet is it?
 - Which animals are good pets?
2. Tell students that they are going to read the texts about five different people who want to have a pet. As they read, they should decide which pet would be the most suitable for each person. Set a time limit. When the time is up, have them compare their answers in pairs. Then provide class feedback.

Answers:

1

D

Are you looking for a pet that loves peace? Meet our adorable rabbits. These cute bunnies will hop into your heart. Enjoy the company of a calm pet that your family members will love.

2

B

Say hello to our Guinea Pigs, the perfect pets that will bring laughter and joy into your home. Adopt a Guinea Pig today and experience the happiness of a furry friend without the sneezes!

3

H

Looking for a pet that brings colour and joy to your home? Meet Neon Tetras, the perfect friend for small spaces. Enjoy the beauty of an underwater world right in your own space. Adopt Neon Tetras today and experience the magic!

4

A

Are you looking for colourful birds that won't make too much noise? Meet our Love Birds, the perfect friends that bring colour and calmness to your home. Adopt our Love Birds today and experience the fun of having colourful birds in your apartment!

5

G

Do you want to have a friend that will grow old with you? Meet our Dragons, the lizards admired for their unique appearance. Enjoy living with a pet that becomes a part of your life. Adopt a Dragon today and start an adventure!

3. Ask students to read the boldfaced parts of the sentences in Task 2 and choose the right option to complete the rule. Once students have completed the task, ask them to compare their answers with a partner. After the pair discussion, review the answers as a class.

Answer:

We use **a verb + to** after these verbs: wish, want, would like, need, decide, plan, etc.



GRAMMAR TARGET

Infinitives

Ask students to go to Page 102 and explain to them the use of infinitives. Allocate some time for students to study the rules and examples. Provide examples of infinitives used in everyday conversations and situations:

I want to eat lunch now.

They decided to go to the park after school.

You need to finish your homework.

Ask students to provide some sentences with the target grammar. Write them on the board and provide feedback.

Provide a list of verbs (plan, decide, want, hope, try, etc.) and have students practise forming sentences with infinitives in pairs.

Gradually increase the complexity of the sentences as students become more comfortable with the concept.

Lesson 7c

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

- make sentences using infinitives;
- develop their listening skills for specific information;
- write an email to a friend giving him/her advice on what pet to buy using the target language.

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

Interaction patterns: individual, pair, group

1. Ask students to work individually and complete the sentences with the infinitive forms of the verbs provided in the box. Set a time limit. Once the time is up, have students compare their answers with a partner. Then bring the class back together and discuss the answers as a class.

Answers:

1. Who would like **to work** on this project together with me?
2. She decided **to tell** us everything about that day.
3. The chef needed to **get/ to have** a new fridge for his restaurant.
4. What do you want **to do/ to have/ to get/ to study** today?
5. I hope **to study** at Cambridge University in two years.
6. Our teacher promised **to have** a class party at the end of the school year.

2. Have students work individually and complete the sentences with the infinitives. Tell them that the answers may vary. Set a time limit. Once the time is up, ask students to compare their answers with a partner. Then bring the class back together and discuss the answers as a class.

Answers may vary:



0. Leyla decided **to become a pilot**.



1. The girls are planning **to travel together/ to go sightseeing**.



2. Mat feels lonely. He needs **to make friends/to talk to his friends.**



3. Sabina would like **to buy a new dress.**



4. Benjamin wants **to sleep.**



5. James hopes **to solve the math problem.**

3. Ask students to work individually and complete the sentences with the infinitive forms of the verbs provided in the box. Set a time limit. Once the time is up, have students compare their answers with a partner. Then bring the class back together and discuss the answers as a class.

Answers:

1. Let's agree **to share** the last piece of cake.
2. He is not honest and doesn't deserve **to join** our team.
3. Do you know how **to ride** a bike?
4. The fans of the Garabagh team expected their team **to win** in the final match.
5. You always fail **to arrive** on time.
6. I was in a hurry but chose **to help** the lady. She couldn't move.

4. Have students work individually and complete the sentences with infinitives. Set a time limit. Then nominate random students to share their answers.

Students' own answers

Lesson 7c

5. Tell students that they are going to hear five people. As they listen, they should choose the correct option. Before you play the recording, ask students to read the sentences. After they listen to the recording, have students compare their answers in pairs before you discuss the answers as a class.

Answers:

Speaker 1

This person wishes to have a house.

Speaker 2

This person doesn't want to study abroad.

Speaker 3

This person offers to help a stranger.

Speaker 4

This person doesn't plan to buy a pet.

Speaker 5

This person expects to get a cat as a pet.

Track 27

Speaker 1: I think it would be great to have my own place. I would like to have a big backyard where I can play with my pets. Unfortunately, for now, I don't have enough money to buy one.

Speaker 2: I don't think I would like to study abroad. I like being close to my family and friends. I like the food here and the way people speak here. So, I don't think I would like to change that.

Speaker 3: I saw a stranger struggling to carry his bags the other day, so I went over to help him. He was grateful and thanked me a lot. It made me feel happy to be able to help someone in need.

Speaker 4: I don't think I'll ever buy a pet. I like animals, but I think it would be a lot of work to take care of one.

Speaker 5: I've always loved cats and I think they're so cute. My parents are thinking about it. I'm trying to be good and help them around the house. I hope one day they'll say 'yes'. I promise to take care of it, feed it and play with it every day.

6. Have students work in pairs and find six mistakes in the text. When they are ready, ask them to compare their answers in pairs before you provide class feedback.

Answers:

Choosing a pet can be exciting! You can decide **to** get a dog, cat, fish, or even a bird. Some people hope to have a ^{furry} ~~fury~~ friend to play with. It's important to know **to** how take care of pets. They need food, water and love. You should plan **to** spend time with them every day. Many people ^{want} ~~wants~~ to have a pet because it brings joy and ^{companionship} ~~componionship~~. If you wish to have a pet, be ready to give your friend lots of care and attention.

- 7.** Tell students that they are going to work individually and write an email to a friend who wants to buy a pet. They should give their friend advice on what pet to buy. Encourage them to use infinitives. When they are done, have a pair-check. Ask students to provide their partners with constructive feedback.

You might consider presenting the email structure and useful phrases before your students start doing the task.

An email structure

Greeting

- Start with a friendly greeting (e.g., "Dear [Friend's Name],").

Introduction

- A sentence or two expressing excitement about their interest in getting a pet.

Advice Section

- **Type of Pet:** Suggest different types of pets (e.g., dog, cat, fish) and provide reasons for each choice.
- **Considerations:** Mention things to think about when choosing a pet (e.g., care requirements, space, time commitment).

Conclusion

- Encourage them to think carefully and let them know you're there for any questions.

Closing

- A friendly closing statement (e.g., "Best wishes,").
- Your name at the end of the email.

Useful Phrases:

You need to... if you want to adopt a pet.

To make sure you're ready for a pet, you must...

If you want to find a good pet, try to...

It's a good idea to visit an animal shelter to...

To help your pet feel comfortable, you can...

To have fun with your pet, remember to...

Lesson 7D

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

- guess the meanings of the words/phrases from the context;
- develop their listening skills for gist and specific information;
- express their opinion on the topic of animal loyalty in spoken and written forms.

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. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Ask students to read the quotations and discuss them with a partner. They should say if they agree or disagree with them. Encourage students to justify their opinions. When they are done, nominate random students to share their ideas with the class.

"A dog is the only thing on earth that loves you more than you love yourself."

– Josh Billings

"Dogs speak, but only to those who know how to listen."

– Orhan Pamuk

2. Have students read the sentences. Tell them that the words in bold are used in the recording. First, they should guess the meaning of the words. Then they should match the words (1-5) to their definitions (a-e). Set a time limit. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1

The rabbit **disappeared** right before our eyes!

b) to suddenly go somewhere and become impossible to find

2

It's not safe for pets to be **on their own** for too long; they need our care to stay healthy.

c) without anyone else

3

The dog started to **bark** when he saw a stranger.

e) (of a dog) to make a loud, rough noise

4

Our pets always **follow** us around because they enjoy being close to their owners.

a) to move behind someone or something and go where he, she, or it goes

5

Kate visited her dog's **grave** with a heavy heart.

d) a place in the ground where a dead person/ animal is buried

3. Tell students that they are going to listen to a talk and answer the question. Before you play the recording, have students read the question and options. After students finish the task, have them compare their answers in pairs and then discuss the answer as a class.

Answer:

b

4. Tell students that they are going to listen to the recording again and this time they have to complete the notes. Before you play the recording, have students read the notes. After students finish the task, have them compare their answers in pairs and then discuss the answers as a class.

Answers:

1. loyal 2. 2005 3. disappeared 4. 12 years 5. 2018

Track 28

“A dog is a man’s best friend” is a common English saying because they are more loyal than all other animals, and some people say they are more loyal than people, too. A dog named Capitan has shown us why dogs are a symbol of loyalty and friendship around the world.

A man named Miguel Guzman adopted Capitan in 2005. Miguel got Capitan as a present for his son Damian. In 2006, Miguel died, and soon after, Capitan disappeared. They thought he was lost or another family adopted him. When Damian and his mother visited Miguel’s grave, they found Capitan there. They couldn’t believe it because they never brought Capitan there before. The dog was there barking and crying. Miguel’s wife said, “We went back the next Sunday, and he was there again. This time, he followed us home and spent a bit of time with us, but then went back to the grave before it started getting dark. He didn’t want to leave Miguel on his own at night.”

They wanted to bring the dog home many times, but each time Capitan ran away. He lived at Miguel’s grave for eleven years. They said that Capitan walked around in the day, but every day at 6 pm, he returned to Miguel’s grave and stayed until morning. Capitan died in 2018.

5. Put students into pairs and have them discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.
- How did Capitan show his loyalty to Miguel and his family?
 - Pets can understand loss like people do. Do you agree or disagree?
6. Divide the class into small groups of 3-4 students. Assign each group a different famous story of animal loyalty to research (e.g., Hachiko, Greyfriars Bobby, Balto, etc.). Instruct students to use the Internet to research their assigned story. When they are ready, allocate time for each group to present their research findings to the class. After all the presentations, facilitate a class discussion about the lessons learned from the stories.

Lesson 8A

Making the Most of Every Moment

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

- express their opinion using the target language in a written form;
- develop their listening skills for detailed information.

Standards: 1.1.1. 1.1.2. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Begin by drawing students' attention to the new vocabulary. Play the recording and have students listen and repeat the words. Conduct pronunciation drills chorally and individually. Monitor students' pronunciation and provide assistance as needed. After practising pronunciation, guide students through example sentences. Explain the context and meaning of each sentence to help students understand how the new words are used. Encourage students to ask questions and clarify any confusion about the vocabulary and its usage.

Track 29

- | | |
|-----------------------|-------------------------------------|
| 1. <i>teen</i> | 5. <i>to require</i> |
| 2. <i>imagination</i> | 6. <i>to improve</i> |
| 3. <i>to express</i> | 7. <i>to surround yourself with</i> |
| 4. <i>opportunity</i> | 8. <i>to promote</i> |

2. Ask students to work individually and complete the sentences with the words/phrases from Task 1. Remind them that they may need to change word forms. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Playing football gives me an **opportunity** to have fun and make new friends.
2. Learning to ride a bike **requires** practice, but it's worth it!
3. Reading books helps me **improve** my vocabulary.
4. Schools often **promote** teamwork among teens to help them learn together.
5. I **surround myself with** positive friends who make me happy.
6. As a **teen**, she dreams of becoming a famous singer one day.
7. I can never make up stories - I have absolutely no **imagination**.

3. Tell students that they are going to listen to 4 people and match them to the statements. Remind students that there is one extra option which they don't need to use. Give students some time to read the options and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Speaker 1

e) This person's job requires being outside most of the day.

Speaker 2

a) This person promotes kindness.

Speaker 3

b) This person wants to improve his/her language skills.

Speaker 4

c) This person wants to take an opportunity and change his/her life.

Track 30

Speaker 1: I work as a park ranger and take care of the park and its animals. I like being in nature and seeing the beautiful sights and sounds of the park. It's a lot of work, but it's also really great to know that I'm making a difference in the environment and helping people enjoy the park.

Speaker 2: I think we should always help those in need. I like to do small acts of kindness, like holding the door for someone or giving a compliment. It makes me feel happy to see people smile when I do something nice for them.

Speaker 3: I think it's important to communicate with people from different countries. I like to listen to English music and watch English movies to help me learn new words and phrases. I also practise speaking with my friends who are good at English.

Speaker 4: I've always wanted to travel and see new places. I think it would be an amazing opportunity to learn about different cultures and meet new people. I'm saving up money and planning a trip to visit my friends in another country. I hope it will be a life-changing experience.

3. Have students work individually and complete the sentences. When they are done, pair them up to compare their answers. Then nominate random students to share their answers with the class.

Students' own answers

As a teen, I always ★★★.

I want to improve ★★★.

I want to surround myself with ★★★.

I hope one day I will promote ★★★.

It is easy for me to express ★★★.

This task requires ★★★.

Lesson 8B

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

- develop their reading skills for gist by reading the article about hobbies;
- ask and answer the questions related to the topic.

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

Interaction patterns: individual, pair, group

- 1. A.** Put students into pairs and have them discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.
- Which of the hobbies below would you like to start? Why?
 - Which of them wouldn't you like to start? Why?

Reading

Sports

Gardening

Cooking

Travelling

Photography

Art and Crafts

Music

Fitness and Exercise

Gaming

- B.** Have the students switch partners and look at the pictures of the hobbies provided. Ask students to discuss the question. Give the pairs 4-5 minutes to discuss the question, encouraging them to share their thoughts and reasons. As the pairs are discussing, circulate around the classroom and monitor their conversations. Provide assistance if needed and make note of any language errors or areas for improvement.

After the discussion time is up, bring the class back together. Nominate random students to share one or two key points from their discussions.

- What do you think the benefits of some of the hobbies are?



If time allows, you can have students write a short reflection on a hobby they would like to start and the potential benefits it could bring.

2. Tell students that they are going to read the article and match the headings to the paragraphs. Remind them that there is one extra heading which they don't have to use. Set a time limit. When the time is up, have students compare their answers in pairs. Then discuss the answers as a class. Encourage students to justify their answers.

Answers:

1. g 2. h 3. c 4. a 5. f 6. b 7. e

3. Ask students to read the boldfaced parts of the sentences in Task 2 and choose the right option to complete the rule. Once students have completed the task, ask them to compare their answers with a partner. After the pair discussion, review the answers as a class.

Answer: a

We use **a verb + ing** after these verbs: enjoy, keep, avoid, require etc.



GRAMMAR TARGET

Gerund

Ask students to go to Page 103 and explain to them the use of gerund. Allocate some time for students to study the rules and examples. Provide examples of gerund used in everyday conversations and situations:

I enjoy reading books in my free time.
I'm looking forward to meeting your family.
You should avoid eating fast food.

Ask students to provide some sentences with the target grammar. Write them on the board and provide feedback.

Provide a list of verbs (*avoid, enjoy, imagine, keep, mind, miss, practise, recommend, require, suggest, etc.*) and have students practise forming sentences with gerund in pairs. Gradually increase the complexity of the sentences as students become more comfortable with the concept.

Provide sentences with both gerunds and infinitives to highlight the differences in usage.

Lesson 8C

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

- make sentences using gerund and infinitives;
- develop their listening skills for detailed information;
- write sentences about their hobbies using the target language.

Standards: 1.1.1. 1.1.2. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Have students work individually and complete the sentences using the gerund form of the verbs in brackets. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Ted complained about **getting** the smallest room in the hotel.
2. I am interested in **visiting** the Asian countries.
3. Kate missed **collecting** colourful stones with her friends at the bank of the river.
4. My grandmother is good at **baking** pancakes.
5. I strongly recommend **celebrating** your birthday in the new restaurant.
6. Our teacher suggested **going** on a field trip to watch the process of paper making.

2. Ask students to work individually and complete the sentences with the infinitive or gerund forms of the verbs provided in the box. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:



0. They decided **to buy** more fruit and vegetables.



1. Sabina suggested **watching** a film at the cinema, not at home.



2. Leyla hoped **to plant** a big apple tree.



3. Susie is interested in **making** paper boats.



4. Mike needs **to wash** his hands.



5. Maria recommended **drinking** coffee at the new coffee shop.

3. Ask students to work individually and complete the sentences using the infinitive or gerund forms of the verbs in the box. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. I look forward **to going** to the zoo next weekend.
2. Do you mind **helping** me with my homework?
3. I enjoy **reading** stories before bedtime.
4. We can't afford **to buy** a new toy right now.
5. I expect **to see** you at the park.
6. I decided **to clean** my room today.
7. I would like **to learn** how to swim.
8. We plan **to have** a picnic in the park tomorrow.

4. Have students work individually and complete the sentences with gerunds. Set a time limit. Then nominate random students to share their answers.

Students' own answers

5. Tell students that they are going to listen to 4 people. As they listen, they need to match the people to the statements. Remind them that there is one extra statement. Give students some time to read the statements first and then play the recording. If necessary, play the recording more than once. Once students are ready, have them compare their answers with a partner. Then provide whole class feedback.

Lesson 8C

Answers:

Speaker 1

b) This person doesn't mind going out.

Speaker 2

e) This person misses doing shopping with a friend.

Speaker 3

c) This person recommends doing shopping online.

Speaker 4

d) This person is dreaming about having his/her own business.

Track 31

Speaker 1: I enjoy being outdoors and exploring new places. It is OK for me to go to the park, the zoo, or just for a walk in the neighbourhood. I like fresh air when I'm outside.

Speaker 2: It's so much fun to go to the mall together, try on clothes and share our opinions. I remember laughing and chatting a lot while we looked for clothes. I can't wait for the day when we can do it all again.

Speaker 3: It's so convenient! You can find everything you need without leaving your home. I like browsing through different websites and choosing the best deals.

Speaker 4: I have so many ideas and I think it would be amazing to create something that is mine. I imagine having a store where I sell delicious cookies.

6. Have students work in pairs and find six mistakes in the text. When they are ready, ask them to compare their answers in pairs before you provide class feedback.

Answers:

Everyone needs ^{to have} ~~having~~ a hobby. Hobbies are activities that we enjoy ^{doing} ~~to do~~ in our free time. There are many different hobbies. Some people prefer playing soccer or basketball. Others like drawing pictures or painting. Reading books is a hobby that many people love. Some people like singing songs or ^{playing} ~~play~~ musical instruments such as the guitar or piano. You may also want ^{to try} ~~try~~ gardening. Many people grow plants and flowers and they love it. Cooking and baking are also fun hobbies for many people.

Are you excited about ^{having} ~~have~~ a hobby now? Are you interested in ^{gardening} ~~to garden~~ or reading?

No matter what hobby you choose, it's important to have fun!

7. Ask students to think about their hobbies and make a list of them. Have them choose one or two hobbies they enjoy the most and write down why they like them. Encourage them to use gerunds and infinitives. Have students exchange their writing with a partner. Instruct partners to read each other's work and identify the gerunds and infinitives used.

You may consider providing some example sentences before students start doing the task. Below are some useful phrases to use when writing about hobbies, incorporating gerunds and infinitives:

1. I enjoy (gerund) ...
Example: "I enjoy playing football."
2. I like (gerund) ...
Example: "I like reading books."
3. I love (gerund) ...
Example: "I love drawing pictures."
4. I want (infinitive) to ...
Example: "I want to learn how to play the guitar."
5. I hope (infinitive) to ...
Example: "I hope to travel one day."
6. My favorite hobby is (gerund) ...
Example: "My favorite hobby is swimming."
7. I prefer (gerund) ... to (gerund) ...
Example: "I prefer playing video games to watching TV."
8. I would like (infinitive) to ...
Example: "I would like to try painting."
9. I spend a lot of time (gerund) ...
Example: "I spend a lot of time playing outside."

Lesson 8D

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

- develop their listening skills for gist and detailed information;
- ask and answer the questions on the suggested hobbies.

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

Interaction patterns: individual, pair, group

1. Show the class the photos of micro photography and rock collecting. Explain that they will be discussing the two hobbies and answering questions about their preferences. Divide the class into pairs. Give the pairs 4-5 minutes to discuss the questions, encouraging them to share their thoughts and reasons. After the discussion time is up, bring the class back together. Nominate a few volunteers to share one or two key points from their discussions.
 - Would you like to try taking micro photos of small things? Why or why not?
 - Have you ever collected any interesting rocks or stones?
 - Which hobby do you find more interesting, collecting stones or taking micro photos? Why?
2. Tell students that they are going to listen to a conversation between two friends and they should answer the question. Before you play the recording, have students read the question and options. Then play the recording. When they are done, have them compare their answers in pairs before you discuss the answer as a class.

Answer:

b

3. Tell students that they are going to listen to the conversation again and decide if the sentences are True or False. Before you play the recording, have them read the sentences. After students do the task, have them compare the answers in pairs before you discuss the answers as a class.

Answers:

1. Nargiz particularly likes taking close-up photos of flowers. **True**
2. Yusif finds Nargiz's hobby uninteresting. **False**
3. Yusif's father found a stone when they were walking together. **False**
4. Nargiz's most exciting micro photo is the photo of a lady. **False**
5. More than 6, 000 people follow Nargiz on Instagram. **True**
6. Yusif shares the photos of his collection on his school's social media pages. **False**

Track 32

Yusif: Hi, Nargiz! I heard you love taking close pictures of small things. What's that called?

Nargiz: Hi, Yusif! Yes, it's called macro photography. I use a special camera to take close-up photos of insects and even raindrops. But most of all, I enjoy taking close-up photos of flowers. Let me show you some photos.

Yusif: Wow, that is amazing!

Nargiz: What about you? What do you do in your free time?

Yusif: I enjoy collecting rocks. I find all kinds of rocks, shiny ones, smooth ones from rivers.

Nargiz: That's so interesting, Yusif! How did you start collecting rocks?

Yusif: Well, one day I found a funny-looking rock at the seaside when I was walking with my dad, and I thought it was cool. That's how I started collecting them. Nargiz, what's the most exciting thing you've ever photographed?

Nargiz: The most exciting thing was a ladybug on a flower. I took that photograph when I just started my hobby. What's the most unusual rock you've ever found?

Yusif: Once I found one near a river. It was so shiny! Nargiz, do you share your photos on social media?

Nargiz: I post my macro photos on my Instagram page. I have more than 6 thousand followers. They love seeing the details close up. I keep getting many likes on the photos. How about you? Do you also show your rock collection on social media?

Yusif: I don't have a social media account. I love showing my rocks to my friends at school. They think it's strange, but I tell them all about how I found each one. It's fun!

Nargiz: It's great to have hobbies that we enjoy and can share with others, isn't it?

Yusif: Definitely! Thanks for telling me about macro photography, Nargiz!

Nargiz: You're welcome, Yusif!

4. Explain to the class that they will be working in pairs to interview each other about the hobbies they choose and then present their partner's hobby to the class. Have students work in pairs. They should each choose one of the hobbies from the photos to discuss. Have them imagine that they have had this hobby for a long time. Give the pairs 7-8 minutes to interview each other about their chosen hobby. You may decide to provide a list of interview questions to guide their conversation, such as:

- Why did you start this hobby?
- How long have you had it?
- What do you enjoy most about it?
- What have you learned through this hobby?
- How has this hobby changed or influenced your life?

Circulate around the classroom and monitor their conversations. Provide assistance if needed and make note of any language errors or areas for improvement. When the time is up, ask students to present their partner's hobby to the class. Allow time for questions and discussion after each presentation. Provide feedback on the presentations, highlighting strengths and areas for improvement.

Lesson 9A

Life Stories

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

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

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

Interaction patterns: individual, pair, group

1. Begin by drawing students' attention to the new vocabulary. Play the recording and have students listen and repeat the words. Conduct pronunciation drills chorally and individually. Monitor students' pronunciation and provide assistance as needed. After practising pronunciation, guide students through example sentences. Explain the context and meaning of each sentence to help students understand how the new words are used. Encourage students to ask questions and clarify any confusion about the vocabulary and its usage.

Track 33

1. *to touch one's heart*
2. *to lose hope*
3. *child labour*
4. *bravely*
5. *to fight for rights*
6. *to value*
7. *to encourage*
8. *to allow*

2. Ask students to work individually and complete the sentences with the words/phrases from Task 1. Remind them that they may need to change word forms. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Teachers **encourage** students to do their best and never give up.
2. My parents **allow** me to ride my bike to school.
3. The children were lost in the forest, but they didn't **lose their hope** and kept walking.
4. **Child labour** is when children have to work instead of going to school.
5. The students **fight for their rights** to have more outdoor activities.
6. It's important to **value** your family and friends.
7. The firefighter rescued the kitten from the fire **bravely**.

3. Tell students that they are going to listen to 4 people and match them to the statements. Remind students that there is one extra option which they don't need to use. Give students some time to read the options and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1

d) This person wants to fight for rights.

Speaker 2

c) This person's friend encouraged him to study well.

Speaker 3

a) This person acted bravely and saved a child.

Speaker 4

b) This person didn't lose his/her hope.

Track 34

Speaker 1: I want to make a difference and help create a fair and just world. I'm passionate about equality and justice. I know it won't be easy, but I'm ready to support what is right.

Speaker 2: Adam encourages me to study well and do my best at school. He believes in me and supports me in my studies. Whenever I feel tired, he is there to motivate me.

Speaker 3: When I saw him in the pool, I knew I had to do something. I jumped into the pool and took him out. It was scary, but I did it.

Speaker 4: It was really hard, but I kept believing that things would get better. I stayed positive and focused on my goals. It wasn't easy, but I knew that giving up wasn't an option.

4. Have students work in pairs or small groups and discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.
- Do you remember which book or film touched your heart?
 - Why shouldn't people lose their hope?
 - What was your last brave action?
 - Who encourages you to become a kind person?
 - What do you value in friendship most?

Lesson 9B

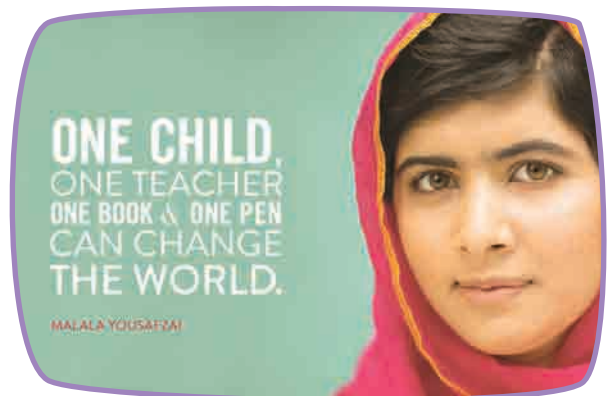
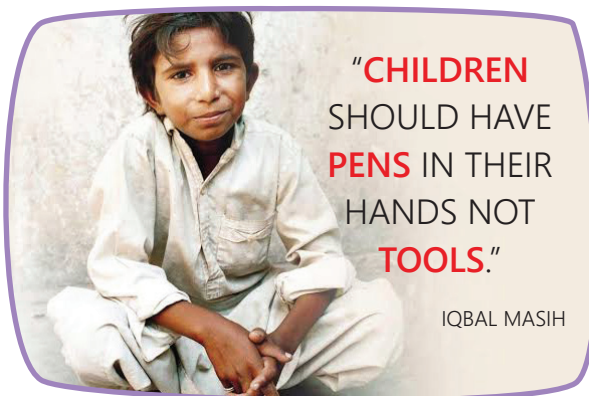
Aims: By the end of the lesson students will be better able to

- develop their reading skills for detailed information by reading the news stories;
- express their opinion on the statements in a spoken form.

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

Interaction patterns: individual, pair, group

1. Have students work in pairs or small groups and discuss the statements. Once they are ready, nominate random students to share their answers with the whole class.



2. Tell students that they are going to read the news stories. As they read, they should answer the question. Set a time limit. When they finish, have them compare their answers in pairs. Then discuss the answer as a class.

Answer:

c

3. Tell students that they are going to read the news story again and answer the questions. Set a time limit. When they are ready, have students compare their answers in pairs. Then discuss the answers as a class. Encourage students to justify their answers.

Answers:

1. Iqbal had to work at a young age.
2. Malala got support from his/her family.
3. Malala had to fight against a group of people.
4. Malala survived an attack.
5. Malala got an award.
6. Malala wrote a book.
7. Iqbal shared his/her experience during his/her visits.

4. Ask students to pay attention to the boldfaced verbs in the news stories in Task 2 and complete the table. Then discuss the answers as a class.

Answers:

verb + object + to + infinitive

Examples:

want other children to have, **encourage**
people to fight, **didn't allow girls to study**,
asked girls to study.

verb + object + bare infinitive (infinitive without to)

Examples:

made him work, **let him leave**.



GRAMMAR TARGET

Verb + object + infinitive with or without to

Ask students to go to Page 104 and explain to them the use of verbs + object + infinitive with or without **to**. Allocate some time for students to study the rules and examples.

Give several examples of sentences using this structure, such as:

I want you to study hard.

She asked her brother to clean his room.

The teacher made the students stay after classes.

My parents allowed me to stay up late on weekends.

The teacher let the students leave early.

Ask students to provide some sentences with the target grammar. Write them on the board and provide feedback.

Lesson 9c

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

- make sentences using a verb + object + infinitive with or without to ;
- develop their listening skills for detailed information;
- write sentences about a person whom they know well using the target language.

Standards: 1.1.1. 1.1.2. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Have students work individually and complete the sentences with the correct forms of the verbs in brackets. When they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Let them **know** that I will never lose my hope.
2. I asked Julia **to give** me her bike for a week.
3. They never made their children **work**.
4. I wanted her **to share** a childhood story.
5. We invited them **to have** lunch with us.
6. His parents made him **clean** his room every day.
7. My teachers always encourage me **to study** well.
8. I would like them **to listen** to my story carefully.

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

Answers:

1. They want **us to visit** them next month.
2. Do you want **her to send** the email now?
3. The man wouldn't like **him to become** a driver.
4. The teacher made **me repeat** the words.
5. The principal let **the class go** home early.
6. She made **her daughter do** the housework every day.
7. What made **you believe** him?
8. Let **Ruslan explain** it to you.

3. Ask students to work individually and complete the sentences with the correct forms of the verbs in brackets. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers will vary.



0. His parents **allow him to watch** (*allow/watch*) TV after he finishes his homework.



1. The teacher **made them write** a report about their behaviour.



2. The doctor **advised her to exercise** every day.



3. The teacher **wanted the students to be** quiet during the test.



4. The tour guide **invited the tourists to take** a group photo.



5. We **asked her to help** us with our math problems.

4. Tell students that they are going to listen to 4 people and match them to the statements. Remind students that there is one extra option which they don't need to use. Give students some time to read the options and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1

d) This person is making a child eat all the food on the plate.

Speaker 2

a) This person advises a child to study more.

Speaker 3

c) This person doesn't let a child go out alone.

Speaker 4

e) This person invites a friend to eat out.

Lesson 9c

Track 35

Speaker 1: If you don't finish the soup, I'll not allow you to go out.

Speaker 2: You should do all your homework if you want to be successful at school.

Speaker 3: I will take you there myself. Please wait for me. Don't go there on your own.

Speaker 4: What about having lunch together? There is a new restaurant nearby.

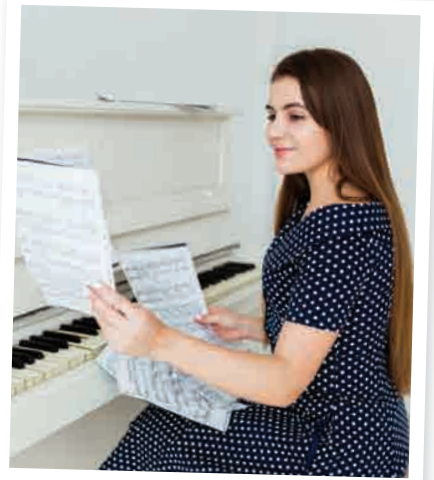
5. Have students work in pairs and find six mistakes in the text. When they are ready, ask them to compare their answers in pairs before you provide class feedback.

Answers:

Leyla's parents always encouraged her **to** do her best in everything. They let her try different hobbies like painting and playing the piano. Leyla's mom often made delicious cookies with her, and her dad wanted ^{her} ~~she~~ to play the piano every evening.

One day, Leyla's teacher advised her ^{to read} ~~reading~~ more books to improve her English skills. Leyla wanted to become better at reading, so she promised ^{her} ~~she~~ teacher to read a new book every week. With her parents' support, Leyla started reading more and more.

As time passed, she became a great reader and a talented piano player. She wanted to share her love for books and music with others. She taught her friends ^{to play} ~~playing~~ the piano and encouraged them **to** read exciting stories.



6. Ask students to think about a person they know well, such as a family member, friend or teacher. Have them make a list of the person's characteristics, hobbies and notable actions or behaviours. Instruct students to write about the person they chose. Encourage them to use verbs + object + infinitive with or without **to** in their writing. When they are ready, have them exchange their writing with a partner. Instruct partners to read each other's work and to provide feedback on the correct usage of the target grammar pattern.

A suggested activity:

Have students work in pairs and ask and answer the questions. After Student A has asked all their questions, switch roles. Now Student B will ask the questions on their list, and Student A will respond. Encourage students to use the lesson grammar. Tell students to be prepared to share one or two of their partner's responses with the class after the activity. Monitor and provide assistance if needed.

Student A

1. What do you want your friend to do this weekend?
2. Who would you like your friends to meet?
3. What do you expect your teacher to explain in class?
4. What is something you asked your friend to do?
5. What did your teacher make you do in class?
6. Is there a book you want your classmates to read together?
7. What advice would you give someone to improve their writing skills?
8. Who would you like your teacher to invite to the class party?

Student B

1. Is there a movie you want your friends to watch with you?
2. What advice would you give someone to improve their grades?
3. What did your parents allow you to do when you turned 10?
4. What is something you would like your school to change?
5. What is something you would like your school to organize as a field trip?
6. Is there a sport you would like your friends to try with you?
7. What advice would you give someone to encourage them to study better?
8. What is something you would like your classmates to understand about your favorite subject?

Lesson 9^D

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

- guess the meanings of the words/phrases from the context;
- develop their listening skills for gist and specific information;
- express their opinion on the topic discussed in the listening passage in a spoken form;
- write a story on one of the story starters.

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. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

1. Direct students' attention to the photo and ask them to say some words/phrases which associate with the photo. Write the words/phrases on the board as students suggest them. Provide guidance if students struggle to come up with relevant words/phrases.

Possible words:

sit on the ground; have a lesson under a bridge; use rocks as desks; learn despite the challenges; determined to learn; underprivileged students; lack of educational resources; outdoor classroom; heartbreaking reality of poverty

2. Tell students that they are going to listen to a talk. The boldfaced words in this task come from the talk. Have them read the sentences and guess the meaning of the words. Then ask them to match the words (1-5) to their definitions (a-e). When they are done, have students compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. meaningful - **e**) useful, serious, or important
2. construction site - **a**) an area of land where something is being built
3. bridge - **d**) a structure that is built over a road, railway, river, etc. so that people, vehicles, etc. can cross from one side to the other
4. school utensils - **c**) things used for learning in school, such as pencils, notebooks and textbooks
5. power - **b**) the ability to control people or things

3. Tell students that they are going to listen to a talk and answer the question. Before you play the recording, have students read the question and options. After students do the task, ask them to compare the answers in pairs before you discuss the answer as a class.

Answer:

b

4. Tell students that they are going to listen to the talk again and complete the sentences. Before you play the recording, have students read the sentences. After students do the task, ask them to compare the answers in pairs before you discuss the answers as a class.

Answers:

1. Rajesh Kumar Sharma is **40** years old.
2. Rajesh wanted to know why the kids weren't **at school**.
3. The children couldn't study because the schools were **far away**.
4. The problems that Rajesh had about opening a school:
 - a) He wasn't **a teacher**.
 - b) He didn't have a school or **a classroom**.
 - c) He didn't have any school utensils.
5. He decided to use **a space under a bridge** as a classroom.
6. Then he started with **2-3** students.
7. Later, the number of students reached **140**.

5. Divide the class into pairs and ask them to discuss the questions. Set a time limit. After the discussion time is up, bring the class back together. Nominate a few volunteers to share one or two key points from their discussions.
- Do you think Rajesh is a hero? Why or why not?
 - Have you ever seen something in your neighbourhood that made you want to help? What did you do?
6. Divide students into small groups. Have each group choose one of the story starters to work with. Give the groups 5-10 minutes to discuss and plan their story. Encourage them to brainstorm ideas for continuing and developing the story starter. Give them 15-20 minutes to write their story collaboratively. Have each group take turns reading their story to the class. After each reading, encourage the class to provide positive feedback and suggestions for improvement. Provide your own feedback as well, focusing on the creativity, collaboration and storytelling elements.

Review 3

(Lessons 7-9)

1. Tell students that they are going to read about different people who want to visit a park. Ask them to read the descriptions of 6 parks and decide which park would be the most suitable for the people. Remind them that there is one extra description of a park. Set a time limit and when the time is up, have students compare their answers in pairs. Then discuss the answers as a class.

Answers:

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

2. Ask students to work individually and complete the sentences using the words provided. Remind them that there is one extra word that they don't need to use. Set a time limit and when the time is up, have students compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. My family and I are planning to **adopt** a dog from the animal shelter.
2. I am not **allowed** to have a mobile phone until I finish school.
3. My dog is very **loyal** to me and always protects me.
4. To **improve** your grades, you need to study harder.
5. My teacher **encourages** me to ask questions in class.
6. I am **allergic** to cats, so I can't touch them without sneezing.
7. The story of the brave soldier **touched** my heart.

3. Ask students to work individually and complete the sentences using the infinitive or gerund forms of the verbs in the box. Set a time limit and when the time is up, have students compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. I enjoy **playing** with my dog in my free time.
2. I promise **to take care of** my pet fish every day.
3. I should avoid **scaring** the birds when I watch them in the park.
4. I need **to learn** about different animals to understand them better.
5. My sister is good at **drawing** pictures in her free time.
6. The hotel staff cannot fail **to provide** excellent service.
7. You should choose **to explore/to learn** the underwater world.
8. My parents make me **clean** my room every weekend.

4. Have students work individually and complete the sentences with their ideas. When they are done, ask them to share their answers in pairs. Tell them to provide feedback to their partner on their use of gerunds and infinitives. Then nominate random students to read out their sentences.

Answers will vary.

If you want to review all the vocabulary taught in the book, consider doing *Find Someone Who* activity.

Distribute the Find Someone Who survey sheets (below). Explain that students are to walk around the room and find people who have the characteristics described on the sheet. When they find someone, they write the name in the blank provided. Ask them to find as many different people as possible, using each person's name only once.

<p>Find someone who knows what these words mean.</p> <ol style="list-style-type: none"> 1. range 2. to adopt 3. to stay hydrated 4. furry 5. modern conveniences 	<p>Find someone who knows what these words mean.</p> <ol style="list-style-type: none"> 1. to inspire 2. to be allergic 3. spacious 4. price 5. sustainable 	<p>Find someone who knows what these words mean.</p> <ol style="list-style-type: none"> 1. to fit 2. to dream 3. to avoid stress 4. to be fascinated by 5. furnished
<p>Find someone who knows what these words mean.</p> <ol style="list-style-type: none"> 1. child labour 2. companionship 3. to achieve 4. to capture 5. quality 	<p>Find someone who knows what these words mean.</p> <ol style="list-style-type: none"> 1. to lose hope 2. loyal 3. to suit 4. to provide 5. to reduce 	<p>Find someone who knows what these words mean.</p> <ol style="list-style-type: none"> 1. to own 2. genre 3. to touch one's heart 4. to set goals 5. reasonable
<p>Find someone who knows what these words mean.</p> <ol style="list-style-type: none"> 1. to encourage 2. to value 3. loose 4. wonder 5. cover 	<p>Find someone who knows what these words mean.</p> <ol style="list-style-type: none"> 1. to require 2. storey 3. to focus on 4. award 5. tight 	<p>Find someone who knows what these words mean.</p> <ol style="list-style-type: none"> 1. to promote 2. opportunity 3. band 4. to be allowed 5. convenient

An Example of Small Summative 1 (Lesson 1)

VARIANT A

Name: _____ Class: _____ Date: _____

Listening

1. Listen to four people asking questions and match them to the right answers. One answer is extra. You will listen to the recording twice. (5 points each)

Speaker 1 _

a) I walk there. I never use any public transportation.

Speaker 2 _

b) It doesn't matter at all. I prefer wearing comfortable clothes.

Speaker 3 _

c) I go there when I have free time.

Speaker 4 _

d) In fact, I don't eat it. I am a vegetarian.

e) I am sorry. I can't help you. I don't know that place.

2. The people below all want to go shopping. There are seven descriptions of shops. Decide which shop would be the most suitable for the people below. Two shops are extra. (4 points each)

1. _____ **Aisha** is a busy mom. She needs to buy some new clothes for her newborn babies. She wants to find a store with a wide range of inexpensive clothes that are easy to mix and match.
 2. _____ **Liam** is a college student. He is looking for a new computer to help him with his studies. He wants to find a store with salespersons to help him find the best product within his budget.
 3. _____ **Fatima** loves to stay up-to-date with the latest fashion trends. She wants to find a store with unique, high-quality clothes that will match her unusual style.
 4. _____ **Ahmad** wants to repair his house, so he needs to buy some supplies. He wants to find a store with a wide selection at reasonable prices.
 5. _____ **Lala** loves reading. She wants to find a cosy centre with a great selection and a welcoming atmosphere.
- A) **Cosy Corner** is a bookstore with a great selection of books in a welcoming atmosphere. The staff can recommend books based on your preferences.
- B) **Technoclub** is a store that sells second-hand computers, tablets and gadgets. They have a good variety to choose from.

- C) **Twins Corner** is a shop that sells fun clothes for twins. They have a wide range of colours and patterns for stylish young children. The staff is friendly and can help you a lot.
- D) **For you** is a shop that sells clothes for the children who study at school. You can buy the most fashionable school uniforms here.
- E) **Techostore** has helpful staff who can guide you to the best gadgets at a reasonable price. They have a variety of laptops, tablets and accessories to choose from.
- F) **My Boutique** is a trendy store with the best fashionable clothes for adults. They sell the latest styles from the best designers. The staff is fashionable and can offer styling advice.
- G) **My Place** is a store with a huge selection of tools and materials. They have everything from power tools to paint, all at low prices. The staff can provide advice on how to design your place.

(___/20)

3. Complete the sentences as tag questions. (2 points each)

1. Naila hasn't bought any accessories, _____?
2. The quality of the shoes is very good, _____?
3. Let's go to the new shopping mall, _____?
4. Buy some bread, _____?
5. They are going to shop online, _____?

(___/10)

4. Write alternative questions using the key words. (2 points each)

1. the prices/ this store/ low/ high?

2. Would/ like /matching/ hats/ shoes/ for your suit?

3. you/ have/ blue/ green shorts?

4. Where/ usually/ buy vegetables,/ the bazaar/ the supermarket?

5. What style/ your friend prefer,/ sports/ classic?

(___/10)

5. Complete the sentences with the words from the box below. One word is extra.

price	fit	reasonable	quality	range	loose	tight
-------	-----	------------	---------	-------	-------	-------

1. The price of the new shirt was very _____, so I decided to buy it.
2. The store has a wide _____ of clothes to choose from.
3. My shirt feels a little _____ around the waist, but my pants are too _____ in the legs, and they are not comfortable.
4. _____ is important when buying new clothes if you want to wear them for a long time.
5. There are a lot of shops near here. I can find clothes that _____ me well.

(___/10)

6. Write 5-6 sentences about your favourite shop.

(___/30)

THIS IS THE END OF THE TEST.

An Example of Small Summative 1 (Lesson 1)

VARIANT B

Name: _____ Class: _____ Date: _____

Listening

1. Listen to four people asking questions and match them to the right answers. One answer is extra. You will listen to the recording twice. (5 points each)

Speaker 1 _

a) It doesn't matter at all. I prefer wearing comfortable clothes.

Speaker 2 _

b) In fact, I don't eat it. I am a vegetarian.

Speaker 3 _

c) I am sorry. I can't help you. I don't know that place.

Speaker 4 _

d) I walk there. I never use any public transportation.

e) I go there when I have free time.

2. The people below all want to go shopping. There are seven descriptions of shops. Decide which shop would be the most suitable for the people below. Two shops are extra. (4 points each)

1. _____ **Aisha** is a busy mom. She needs to buy some new clothes for her newborn babies. She wants to find a store with a wide range of inexpensive clothes that are easy to mix and match.

2. _____ **Liam** is a college student. He is looking for a new computer to help him with his studies. He wants to find a store with salespersons to help him find the best product within his budget.

3. _____ **Fatima** loves to stay up-to-date with the latest fashion trends. She wants to find a store with unique, high-quality clothes that will match her unusual style.

4. _____ **Ahmad** wants to repair his house, so he needs to buy some supplies. He wants to find a store with a wide selection at reasonable prices.

5. _____ **Lala** loves reading. She wants to find a cosy centre with a great selection and a welcoming atmosphere.

A) **Techostore** has helpful staff who can guide you to the best gadgets at a reasonable price. They have a variety of laptops, tablets, and accessories to choose from.

B) **My Boutique** is a trendy store with the best fashionable clothes for adults. They sell the latest styles from the best designers. The staff is fashionable and can offer styling advice.

C) **For you** is a shop that sells clothes for the children who study at school. You can buy the most fashionable school uniforms here.

- D) **My Place** is a store with a huge selection of tools and materials. They have everything from power tools to paint, all at low prices. The staff can provide advice on how to design your place.
- E) **Twins Corner** is a shop that sells fun clothes for twins. They have a wide range of colours and patterns for stylish young children. The staff is friendly and can help you a lot.
- F) **Cosy Corner** is a bookstore with a great selection of books in a welcoming atmosphere. The staff can recommend books based on your preferences.
- G) **Technoclub** is a store that sells second-hand computers, tablets and gadgets. They have a good variety to choose from.

(___/20)

3. Complete the sentences as tag questions. (2 points each)

1. Naila hasn't bought any accessories, _____?
2. The quality of the shoes is very good, _____?
3. Let's go to the new shopping mall, _____?
4. Buy some bread, _____?
5. They are going to shop online, _____?

(___/10)

4. Write alternative questions using the key words. (2 points each)

1. the prices/ this store/ low/ high?

2. Would/ like /matching/ hats/ shoes/ for your suit?

3. you/ have/ blue/ green shorts?

4. Where/ usually/ buy vegetables,/ the bazaar/ the supermarket?

5. What style/ your friend prefer,/ sports/ classic?

(___/10)

5. Complete the sentences with the words from the box below. One word is extra.

price	fit	reasonable	quality	range	loose	tight
-------	-----	------------	---------	-------	-------	-------

1. The price of the new shirt was very _____, so I decided to buy it.
2. The store has a wide _____ of clothes to choose from.

3. My shirt feels a little _____ around the waist, but my pants are too _____ in the legs, and they are not comfortable.
4. _____ is important when buying new clothes if you want to wear them for a long time.
5. There are a lot of shops near here. I can find clothes that _____ me well.

(___/10)

6. Write 5-6 sentences about your favourite shop.

(___/30)

THIS IS THE END OF THE TEST.

Keys of the sample summative assessment test

VARIANT A

1.

Speaker 1

d) In fact, I don't eat it. I am a vegetarian.

Speaker 2

b) It doesn't matter at all. I prefer wearing comfortable clothes.

Speaker 3

e) I am sorry. I can't help you. I don't know that place.

Speaker 4

a) I walk there. I never use any public transportation.

2.

1. **C** **Aisha** is a busy mom. She needs to buy some new clothes for her newborn babies. She wants to find a store with a wide range of inexpensive clothes that are easy to mix and match.
2. **E** **Liam** is a college student. He is looking for a new computer to help him with his studies. He wants to find a store with salespersons to help him find the best product within his budget.

3. **F** **Fatima** loves to stay up-to-date with the latest fashion trends. She wants to find a store with unique, high-quality clothes that will match her unusual style.
4. **G** **Ahmad** wants to repair his house, so he needs to buy some supplies. He wants to find a store with a wide selection at reasonable prices.
5. **A** **Lala** loves reading. She wants to find a cosy centre with a great selection and a welcoming atmosphere.

3.

1. Naila didn't buy any accessories, **did she**?
2. The quality of the shoes wasn't very good, **was it**?
3. Let's go to the new shopping mall, **shall we**?
4. Buy some milk, **will you**?
5. They are going to buy the books online, **are they**?

4.

1. Where do you usually buy vegetables, in the bazaar or in the supermarket?
2. Would you like matching hats or shoes for your suit?
3. Do you/ have blue or green shorts?
4. Are the prices in this store low or high?
5. What style does your friend prefer, sports or classic?

5.

1. The price of the new shoes was very **reasonable**, so I decided to buy them.
2. The store has a wide **range** of toys to choose from.
3. My shirt feels a little **loose** around the waist, but my pants are too **tight** in the legs, and they are not comfortable.
4. **Quality** is important when buying new clothes if you want to wear them for a long time.
5. There are a lot of shops near here. I can find clothes that **suit** me well.

6. **Answers will vary.**

VARIANT B

1.

Speaker 1

b) In fact, I don't eat it. I am a vegetarian.

Speaker 2

a) It doesn't matter at all. I prefer wearing comfortable clothes.

Speaker 3

c) I am sorry. I can't help you. I don't know that place.

Speaker 4

d) I walk there. I never use any public transportation.

2.

1. **F** **Aisha** is a busy mom. She needs to buy some new clothes for her newborn babies. She wants to find a store with a wide range of inexpensive clothes that are easy to mix and match.
2. **A** **Liam** is a college student. He is looking for a new computer to help him with his studies. He wants to find a store with salespersons to help him find the best product within his budget.
3. **B** **Fatima** loves to stay up-to-date with the latest fashion trends. She wants to find a store with unique, high-quality clothes that will match her unusual style.
4. **D** **Ahmad** wants to repair his house, so he needs to buy some supplies. He wants to find a store with a wide selection at reasonable prices.
5. **F** **Lala** loves reading. She wants to find a cosy centre with a great selection and a welcoming atmosphere.

3.

1. Naila hasn't bought any accessories, **has she**?
2. The quality of the shoes is very good, **isn't it**?
3. Let's go to the new shopping mall, **shall we**?
4. Buy some bread, **will you**?
5. They are going to shop online, **aren't they**?

4.

1. Are the prices in this store low or high?
2. Would you like matching hats or shoes for your suit?
3. Do you/ have blue or green shorts?
4. Where do you usually buy vegetables, in the bazaar or in the supermarket?
5. What style does your friend prefer, sports or classic?

5.

1. The price of the new shirt was very **reasonable**, so I decided to buy it.
2. The store has a wide **range** of clothes to choose from.
3. My shirt feels a little **loose** around the waist, but my pants are too **tight** in the legs, and they are not comfortable.
4. **Quality** is important when buying new clothes if you want to wear them for a long time.
5. There are a lot of shops near here. I can find clothes that **fit** me well.

6. **Answers will vary.**

Track of the sample summative assessment test

Track 1

1. Where do you usually buy meat, in the supermarket or in the bazaar?
2. What style do you prefer, sports or classic?
3. How can I go to the History Museum, by bus or by train?
4. How do you usually go to school, by bus or on foot?

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Links

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Buraxılış məlumatı

İNGİLİS DİLİ 9

Ümumi təhsil müəssisələrinin 9-cu sinifləri üçün
İngilis dili (ikinci xarici dil) fənni üzrə dərsliyin (qrif nömrəsi: 2024-065)

METODİK VƏSAİTİ

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