

English

Teacher book



8

as the main
foreign language

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English

Teacher Book

as the main foreign language for the 8th grades of
general secondary schools

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2	Reading	Free time programmes	2.1.1. 2.1.2. 2.1.3. 3.1.2. 3.1.4.
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2	Listening	A talk on an attraction	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1.
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2	Writing	What is a Paragraph?	3.1.2. 3.1.4. 4.1.3.
1	Mistake Detector		
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UNIT 2 Food Around the World

Hours	Sections	Lessons	Standards
1	Focus on the topic	A lead-in to the topic: <i>Food Around the World</i>	2.1.1. 2.1.2. 2.1.3.
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2	Grammar B	Present Perfect vs Past Simple	2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3.
2	Listening	A talk on the history of the four most favourite foods	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 4.1.2. 4.1.3.
1	Use of English	Language development: Focus on vocabulary and grammar	
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2	Writing	What is a Topic Sentence?	4.1.2. 4.1.3. 4.1.4.
1	Mistake Detector		
1	Small Summative 2		

UNIT 3
Nature

Hours	Sections	Lessons	Standards
1	Focus on the topic	A lead-in to the topic: <i>Nature</i>	2.1.1. 2.1.2. 2.1.3.
1	Vocabulary	Key words and phrases	3.1.1. 3.1.2. 3.1.4.
2	Reading	News stories about weather conditions	2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.2. 4.1.3.
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1	Use of English	Language development: Focus on vocabulary and grammar	
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2	Time to watch	A video about nature schools	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3. 4.1.4.
1	Writing	What are Supporting Sentences?	4.1.2. 4.1.3. 4.1.4.
1	Mistake Detector		
1	Big Summative 1		

UNIT 4
Manners and Rules

Hours	Sections	Lessons	Standards
1	Focus on the topic	A lead-in to the topic: <i>Manners and Rules</i>	2.1.1. 2.1.2. 2.1.3.
1	Vocabulary	Key words and phrases	3.1.1. 3.1.2. 3.1.4.
2	Reading	A magazine article on etiquette mistakes	2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.
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2	Grammar B	Be expressions: <i>to be about to, to be due to, to be able to</i>	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3.
2	Listening	A talk on bad habits	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 4.1.2. 4.1.3. 4.1.4.
1	Use of English	Language development: Focus on vocabulary and grammar	
2	Time to watch	A video about <i>Social faux pas</i>	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3. 4.1.4.
2	Writing	Transition Words	4.1.2. 4.1.3. 4.1.4.
1	Mistake detector		
1	Small Summative 4		

UNIT 5
A Place Called Home

Hours	Sections	Lessons	Standards
1	Focus on the topic	A lead-in to the topic: <i>A Place Called Home</i>	2.1.1. 2.1.2. 2.1.3.
1	Vocabulary	Key words and phrases	3.1.1. 3.1.2. 3.1.3. 3.1.4.
2	Reading	An article about one of the strangest houses in the world	2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4.
2	Grammar A	Infinitives	2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4.
2	Grammar B	Gerund	2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3.
2	Listening	A talk on an unusual house	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3.
1	Use of English	Language development: Focus on vocabulary and grammar	
2	Time to watch	Episodes from the animated film <i>Up</i>	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4.
2	Writing	What is a Concluding Sentence?	4.1.1. 4.1.2. 4.1.3.
1	Mistake detector		
1	Small Summative 5		

UNIT 6
Change-makers

Hours	Sections	Lessons	Standards
1	Focus on the topic	A lead-in to the topic: <i>Change-makers</i>	2.1.1. 2.1.2. 2.1.3.
1	Vocabulary	Key words and phrases	3.1.1. 3.1.2. 3.1.4.
2	Reading	An article about a football player	2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3.
2	Grammar A	verb + object + infinitive with or without <i>to</i>	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.
2	Grammar B	Adjectives after linking verbs	2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.
2	Listening	An interview with a change-maker	1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3.
1	Use of English	Language development: Focus on vocabulary and grammar	
1	Small Summative 6		
2	Time to watch	Episodes from the animated film <i>Zootopia</i>	1.1.1. 1.1.2. 3.1.1. 3.1.2. 3.1.4.
1	Writing	Five features of a well-written paragraph	4.1.2. 4.1.3. 4.1.4.
1	Mistake Detector		
1	Big Summative 2		

Pupil at the end of VIII 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;
- select the facts and events in the text and classify them;
- use punctuation marks correctly;
- fill in blank forms and develop informative texts.

Core standards and sub-standards on content lines

1. Listening comprehension

Pupil is able to:

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

- 1.1.1. fulfil tasks according to instructions;
- 1.1.2. divide the content of the text he/she listens to into parts.

2. Speaking

Pupil is able to:

2.1. demonstrate oral speech knowledge and skills

- 2.1.1. express his/her ideas using different sentence structures;
- 2.1.2. state his/her attitude about the topic during discussions;
- 2.1.3. express his/her ideas about the topic in a logical order.

3. Reading

Pupil is able to:

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

- 3.1.1. distinguish word and expressions for their grammatical semantic characters;
- 3.1.2. read the sentences with proper intonation;
- 3.1.3. make a plan according to the content of the text;
- 3.1.4. select main facts and events in the text and classify them.

4. Writing

Pupil is able to:

4.1. demonstrate accurate writing skills

- 4.1.1. write the content of the text he/she listens to in a logical order;
- 4.1.2. write informative texts;
- 4.1.3. use punctuation marks in simple sentences;
- 4.1.4. fill in different blank forms.

UNIT 1

FREE TIME FUN

Topic: Free time fun

Hours: 16

Skills: Reading, Listening, Speaking, Writing

Grammar: Present Perfect; Present Perfect with *for*, *since*, *already* and *yet*

Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about the different activities people like doing in their free time.

Have students work in small groups. Refer them to the photos and ask them to describe what the people are doing. Then ask them to discuss the questions provided. While they are discussing, monitor and provide assistance if necessary.

- Why do people enjoy these activities?
- Which activity do you like doing in your free time? Why?



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

- guess the meanings of the words/phrases from the context;
- develop their reading skills for gist.

Standards: 3.1.1. 3.1.2. 3.1.4.

1. Ask students to read the forum answers without worrying about new vocabulary items. As they read, they should answer the question provided. Set a time limit and when the time is up, ask them to share their answer with a partner.

Answer:

What do you do in your free time?

Learning vocabulary in context

One of the most important strategies to help build your students' vocabulary, increase their reading speed and how much they understand is by learning vocabulary in context. "In context" means using the situation that they understand in the sentences they have read so far to guess the meaning of new vocabulary without depending on a dictionary constantly.

Guessing the meaning of new words using the context of the situation also means using a dictionary less. When students are reading something, if they stop and use a dictionary every time they come across a new word, not only do they use more time, but they may forget what they learned from the reading and they won't remember the new vocabulary as well. In addition, many words in English have several different meanings depending on the context. As much as possible, tell students to try to guess the meaning of the vocabulary using context clues.

2. Have students read the forum answers in Task 1 again paying attention to the boldfaced words/phrases. Ask them to choose the correct definition that matches the meaning of each boldfaced word/phrase. When they complete the task, get them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

1. be keen on (doing sth) (phr.v.)

a) If you are **keen** on doing something, you don't want to do it anymore.

b) If you are keen on doing something, you want to do it very much.

2. jewellery (n.)

a) **objects such as rings and necklaces that people wear as decoration**

b) objects such as lamps and vases that people decorate their houses with

3. juggle (v.)

a) keep throwing a ball against the wall and catching it very quickly

b) keep three or more objects moving in the air by throwing and catching them very quickly

4. go surfing (phr. v.)

a) **take part in the sport of riding on waves on a surfboard**

b) take part in the sport of riding on the road on a surfboard

5. follow safety rules (phr.v.)

a) If you follow safety rules, you will be safe in any situations.

b) If you follow safety rules, you will be in danger.

6. dive (v.)

a) jump into water with your head and arms going in first

b) stay under water for a long time

7. feed (v.)

a) prepare food for a person or animal

b) give food to a person or animal

8. roller coaster (n.)

a) a railway in an amusement park that goes up and down fast and that people ride on for pleasure or excitement

b) a house in an amusement park where you can find a lot of toys

Track 1

1. be keen on (doing sth) - if you are keen on doing something, you want to do it very much
2. jewellery - objects such as rings and necklaces that people wear as decoration
3. juggle - keep three or more objects moving in the air by throwing and catching them very quickly
4. go surfing - take part in the sport of riding on waves on a surfboard
5. follow safety rules - If you follow safety rules, you will be safe in any situations.
6. dive - jump into water with your head and arms going in first
7. feed - give food to a person or animal
8. roller coaster - a railway in an amusement park that goes up and down fast and that people ride on for pleasure or excitement

3. Get students to work individually and complete the sentences with the words or phrases from Task 2. Set a time limit. Once they are ready, ask them to compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. The brave man **dived** into the sea and saved the child.
2. If you **follow safety rules**, you can save yourself and other people.
3. He bought an expensive piece of **jewellery** for his mother.
4. We went for a ride on the **roller coaster** and enjoyed it a lot.
5. Visitors cannot **feed** the animals in the Zoo.
6. When we entered the hall, a man **was juggling** with five balls.
7. The weather is windy and the waves are big. Let's **go surfing**.

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

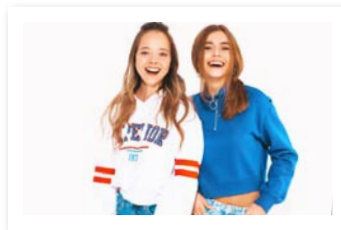
- develop their reading skills for detailed information by reading the texts about interests of individuals and program descriptions;
- express their opinions on the programmes they have read about and discuss and justify their preferences.

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

1. Have students work in pairs and discuss the questions. While they are discussing the questions, monitor and help them if necessary. Once the discussion time is over, signal to students that it's time to conclude their conversations and return to the whole class setting. Nominate random students to share their ideas with the whole class.
 - What free time activities do people at your age prefer to do in your country?
 - What free time activities do they rarely do in your country?
2. Tell students that the people (1-5) are looking for a place to spend their free time together. On Page 11, there are descriptions of eight programmes. As they read, they should decide which programme (A-H) would be the most suitable for them. Set a time limit. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Lis and Betty love animals a lot and they want to study Animal Science in the future. They want to go to a place where they can get close to wild animals and watch them hunt.



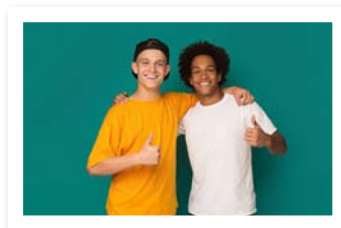
G. Animal Park

2. Bob and Sandra want to do something exciting. They both love hearing stories about animals, but are scared of real animals. They also enjoy going to circuses and watching shows together. They would like to try what performers do in the shows.



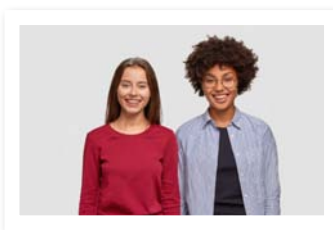
C. Fun House

3. Simon and Tim are close friends and would love to fly somewhere together, but they are both afraid of heights. In their free time, they both love watching documentaries about marine life. Simon is a professional photographer and would like to take some unusual photos and share them on his website.



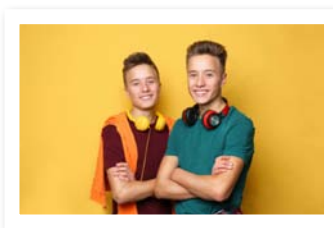
E. Underwater Fun

4. Kate and Jessica are keen on doing something connected with water sports, but they feel frightened because they can't swim at all. Their friends want them to join *Necklaces and Ring Making* courses, but this is something they wouldn't like to do at all.



D. Water Fun

5. Matt and Alex are twin brothers. They are professional swimmers. Matt has some creative ideas about future schools and he is taking some creativity classes. Alex is a football fan and is very much interested in the lives of famous footballers.



A. Theatre Fun

3. Divide students into groups and have them discuss the programmes in Task 2. They should choose one program to spend their time as a group. Before students start discussing the programs, make sure they are confident with the language they'll have to use.

Useful Language

Expressions used to make suggestions:

- Might I suggest...?
- Why don't you/we....?
- I suggest that we... / I suggest + verb + ing
- We should....

Expressions used to offer alternatives

- Instead of ... ing
- Wouldn't you prefer to....?

Expressions used for reassuring

- Don't worry about...
- I can assure you that...
- I am sure you won't regret it.

Expressions used for dissuading

- I wouldn't bother about that.
- I (would strongly) advise (you) against ...ing

While they are discussing, monitor and provide assistance if necessary.

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

- talk about their experiences using Present Perfect;
- write sentences in Present Perfect;
- develop their reading skills for specific information.

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

1. Have students work in pairs and discuss the questions. While they are discussing the questions, monitor and help them if necessary. Once the discussion time is over, signal to students that it's time to conclude their conversations and return to the whole class setting. Nominate random students to share their ideas with the whole class.
 - What do you know about the Arctic and Antarctica?
 - Do you think that it is fun to spend time in such cold places?
2. Get students to read the text about a famous photographer and complete the sentences. When they are done, have them compare their answers in pairs. Then provide whole class feedback.

Answers:

1. Paul Nicklen's photos are about animals in the polar regions.
2. When he saw a seal, he became very scared.
3. Nicklen was surprised because the seal tried to feed him/ didn't attack him/ brought him a penguin to eat.

3. Ask students to read the sentences, compare them and answer the questions.

Answers:

1. Which action is finished? a) Nicklen grew up on an island in Canada.
2. Which action continues up to the present? b) He has always felt a deep love for nature.

Refer students to Grammar Bank on Page 116. Explain to them how to form "Present Perfect".

4. Have students work in pairs and go to Page 115. Set a time limit and ask them to refer to the Irregular Verbs list and do the task.

Answers:

- a) five verbs that are the same in all forms
cost, hit, let, put, quit
- b) ten verbs that have the same past tense and past participle
bend, bleed, bring, build, catch, dig, feed, feel, fight, find
- c) two verbs that are only different in the past tense
come, become

d) ten verbs that are different in all three forms

drive, ride, rise, write, hide, break, speak, wake, choose, know

5. Get students to work individually and complete the sentences with the Present Perfect forms of the verbs in brackets. When they are done, have them compare their answers in pairs. Then play the recording and get them to check their answers.

Answers:

- Paul Nicklen
- 1) has taken photos of the beauty of our planet.
 - 2) has won more than 30 of the highest awards for photographers.
 - 3) has had a really interesting life.
 - 4) has swum in icy polar water.
 - 5) has come face-to-face with wild animals.
 - 6) has shared stories from his adventures in several TED Talks.

Track 2

Paul Nicklen works for National Geographic. He has written eleven stories for it. He has taken photos of the beauty of our planet. He has won more than 30 of the highest awards for photographers.

He has had a really interesting life. He has swum in icy polar water and he has come face-to-face with wild animals. Nicklen has shared stories from his adventures in several TED Talks. More than 250,000 people have watched his talk on YouTube.

6. **A** Have students work individually and make sentences in Present Perfect. When they are done, check the answers as a class.

Answers:

1. I have read two story books this month.
2. I have learned ten English words today.
3. I haven't played video games this month.
4. I haven't listened to music today.
5. I have moved to a new house this year.
6. I have fed a pet today.
7. I haven't studied marine life.

B Draw students' attention to the example provided. Get them to work in pairs to say which of the sentences in Task 6 A are true and which of them are false for them. Monitor and provide assistance if needed.

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

- write an email using Present Perfect with *for*, *since*, *already* and *yet*;
- develop their reading skills for gist.

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

1. Have students work in pairs and discuss the questions. While they are discussing the questions, monitor and help them if necessary. Once the discussion time is over, signal to students that it's time to conclude their conversations and return to the whole class setting. Nominate random students to share their ideas with the whole class.
 - Do you have any hobbies? If yes, what is it?
 - What hobbies do your friends have? Are they interesting to you? Why or why not?
2. Tell students that they are going to read the forum answers. As they read, they should decide what the forum question is. Set a time limit. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answer:

b

3. Get students to focus on the boldfaced words in the text and complete the gaps with *since*, *for*, *already* or *yet*. When they are done, have them 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.

Refer students to Grammar Bank on Page 117. Explain to them the use of *for*, *since*, *already* and *yet* in Present Perfect.

4. Have students work individually and complete the sentences with *for* or *since*. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. I have had this hobby **for** five years.
2. Jessica hasn't called me **since** last March.
3. They have lived in the Arctic **for** a long time.
4. We have been in the classroom **since** the bell rang.
5. I haven't eaten anything **for** three hours.
6. We have lived in Baku **since** we were born.

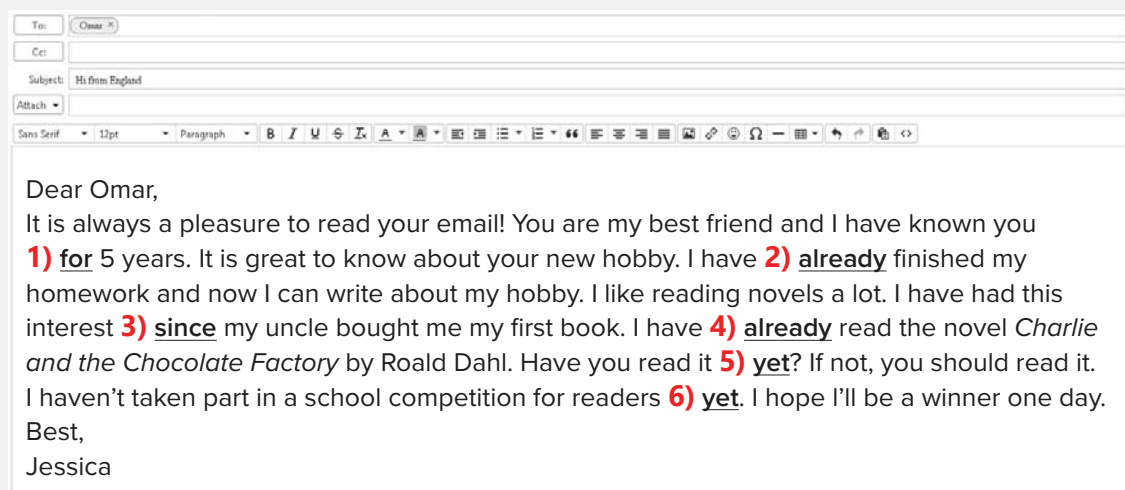
5. Get students to work individually and complete the sentences with *already*, *yet*, *since* or *for*. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. I am worried about my brother. He hasn't come home **yet**.
2. He has been out **for** seven hours and he hasn't called **yet**.
3. My parents have **already** called him. He says he is with his friend.
4. They have known each other **since** they started school.
5. They have a lot to talk about because they haven't seen each other **for** a long time.
6. Both of them have had the same hobbies **for** years.

6. Ask students to work individually and complete the gaps with *already*, *yet*, *since* or *for*. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:



To: Omar

Cc:

Subject: Hi from England

Attach

Sans Serif 12pt Paragraph

Dear Omar,

It is always a pleasure to read your email! You are my best friend and I have known you **1) for** 5 years. It is great to know about your new hobby. I have **2) already** finished my homework and now I can write about my hobby. I like reading novels a lot. I have had this interest **3) since** my uncle bought me my first book. I have **4) already** read the novel *Charlie and the Chocolate Factory* by Roald Dahl. Have you read it **5) yet**? If not, you should read it. I haven't taken part in a school competition for readers **6) yet**. I hope I'll be a winner one day.

Best,
Jessica

7. Have students work individually and write an email to an English friend about their hobbies. Encourage them to use *already*, *yet*, *since* and *for*. Set a time limit. When they are done, have them work in pairs and provide their partner with constructive feedback.

LISTENING

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

- develop their listening skills for gist and specific information by listening to the talk about a free time activity;
- guess the meanings of the words/phrases from the context;
- express their opinions on various places and discuss and justify their preferences.

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

1. Have students work in pairs and discuss the questions. While they are discussing the questions, monitor and help them if necessary. Once the discussion time is over, signal to students that it's time to conclude their conversations and return to the whole class setting. Nominate random students to share their ideas with the whole class.
 - Are you afraid of roller-coaster rides or do you find them fun?
 - Do adults love roller-coaster rides? Why or why not?
2. Tell students that they are going to listen to a talk. As they listen, they should answer the question. Before you play the recording, get them to read the question and options. After they have completed the task, have them compare their answers in pairs. Then discuss the answer as a class.

Answer:

c

3. Tell students that they are going to listen to the same talk again and complete the sentences. Before you play the recording, have them read the sentences. You may decide to play the recording once or twice depending on your students' needs. After they have completed the task, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. In the USA, Leyla is studying **Psychology**.
2. Leyla went to Cedar Point with **(her) neighbour**.
3. There were a lot of people in the amusement park because it was **Halloween**.
4. Leyla didn't get closer to the people in costumes because she felt **scared**.
5. Leyla thinks that one needs to be **brave** if he/she wants to ride a roller coaster.
6. She hopes to go back to Cedar Point before she **leaves the USA**.

Track 3

Hi, my name is Leyla. In Azerbaijan, I was a teacher at school. When I first came to the USA, I wanted to work as a translator for one of the international companies. Later, I changed my mind and decided to study, and at the present, I am studying Psychology at university.

When I have free time, I like visiting different states in the USA. I have already visited several interesting places. Last week, I had a chance to visit Cedar Point in Ohio. I didn't want to go to such a wonderful place alone. First, I was planning to go there with my roommate, but then her plans changed, and I went there with my neighbour.

Cedar Point is famous for its roller coasters, which are on the shore of Lake Erie. When we arrived at the amusement park, it was very crowded as it was Halloween. We decided to stay away from people in Halloween costumes because I was scared of them. Then we decided to try Power Tower, the fastest roller coaster in the US.

Power Tower is so fast! When you ride up to the top of the first hill, you find yourself close to the blue sky. When the cars race down the hill, everyone screams. I don't recommend you ride on a roller coaster if you are not brave enough. I really had a great time there. I look forward to visiting that amusement park again before I leave the USA.

4. Get students to work individually, read the audio script on Page 142 and guess the meaning of the words/phrases. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

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

5. Have students work in pairs or in small groups and compare and contrast the places. Encourage them to speak about each place and agree on the best place to visit as a class. Before they start doing this task, remind them to use functional language of agreeing and disagreeing. You may also want to pre-teach them some useful language which they will need when they compare and contrast the places. While students are doing the task, monitor and take notes of both good language and inaccuracies for later feedback.

Useful Language

- **Starting your comparison**

All of these pictures show...

- **Talking about similarities**

In all the pictures, we can see...

One similarity between these places is that...

Another similarity is that...

- **Talking about differences**

One of the most obvious differences is that...

Another difference is that...

Something that makes these places different is...

While the first picture ..., the second one...

Answers:

1

1. I always **follow** my teachers' instructions carefully.
2. The actor worked a lot because he wanted to **improve** his performance.
3. A group of scientists hopes to **discover** a new planet.
4. People used to **hunt** elephants for the ivory from their tusks.
5. He was so angry that he wanted to **scream**.

2

1. bracelet, **earphones**, earrings, ring, necklace
2. slide, swing, **juggling**, rope bridges
3. **elephant**, sea lion, whale, seal, dolphin
4. exhibition, museum, theatre, **office**, arts centre

3

1. Most boys are keen **on** playing football.
2. The children dived **into** the sea and disappeared.
3. When I was a child, I was afraid **of** spiders.
4. **To** my surprise, he won the first place.
5. All the sportsmen want to take part **in** international contests.
6. My friends enjoy listening **to** national music.
7. She decided to take up drawing classes because of her love **for** art.
8. We look forward **to** seeing our friends soon.

4

1. It was so **relaxing** to be among old friends.
2. The **lecturer** spoke very clearly and we could hear every word.
3. I had a really **scary** dream last night.
4. He is famous all over the world as a great **adventurer**.
5. The second half of the book is more **exciting**.
6. They never fly by planes because they have a phobia of **height**.
7. The family decided to hire a **photographer** for the party.
8. She enjoys cooking and wants to become a **professional** cook.

5

1.
 - a) **He has been interested in football since he was 6 years old.**
 - b) He has been interested in football for 6 years old.

2.
 a) We have had the same hobby since years.
 b) We have had the same hobby for years.

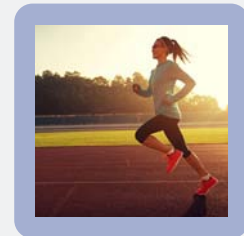
3.
 a) I have already decided what to do.
 b) I have decided what to do yet.

4.
 a) Did you have taken up boxing?
 b) Have you taken up boxing?

6

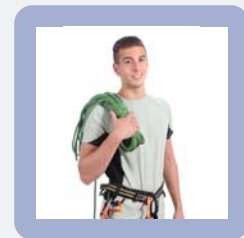
Kate, runner

I've been a runner 1) b three years. I used to run only 2 or 3 kilometres a day, but now I run about 15 kilometres a day. My speed is also 2) a. There is a new club for runners near my house, but I haven't joined it 3) c. I am planning to become its member next year.



Matin, rock climber

Last year, my brother and I 4) b rock climbing. A month later, my brother changed 5) a and stopped it. He was afraid of heights and he found it very 6) a. I have climbed several mountains 7) b I started this activity. My coach says that I have 8) c become a professional rock climber. Climbing is something that I don't think I'll ever 9) a doing! If you want to become a rock climber, remember that it is very important to follow 10) b rules.



- | | | | |
|-----|------------------------|-------------------|-----------------------|
| 1. | a. since | <u>b. for</u> | c. when |
| 2. | <u>a. improving</u> | b. screaming | c. looking forward to |
| 3. | a. since | b. already | <u>c. yet</u> |
| 4. | a. have started | <u>b. started</u> | c. were starting |
| 5. | <u>a. his mind</u> | b. a mind | c. my mind |
| 6. | <u>a. scary</u> | b. relaxing | c. exciting |
| 7. | a. already | <u>b. since</u> | c. when |
| 8. | a. always | b. yet | <u>c. already</u> |
| 9. | <u>a. get tired of</u> | b. be keen on | c. take up |
| 10. | a. safe | <u>b. safety</u> | c. save |

TIME TO WATCH

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

- develop their listening skills for specific information by watching a video about some unusual hobbies;
- develop their reading skills for specific information;
- guess the meanings of the words/phrases from the context;
- talk about the hobbies described in the video.

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

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

1. Tell the class that they are going to watch a video about some unusual hobbies. Before that, have them read the text about hobbies and answer the questions. If necessary, pre-teach these words:

purpose /'pɜːpəs/ why you do something
throughout /θruː'ɑʊt/ during the whole period of time of something
extreme /ɪk'striːm/ very great in degree

Get students to read the text and answer the questions. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

1. Why is it important to have a hobby?

Hobbies help improve both physical and mental health.

2. Which hobbies are classic?

Hobbies such as collecting coins or stamps, doing certain sports, etc. are classic.

3. Which hobbies are unusual?

Ant farming, extreme ironing and tree shaping are unusual hobbies.

4. How do unusual hobbies help people?

Unusual hobbies help people feel unique and different from the people around them.

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

Answers:

1 I lost my balance and fell **backwards**.

f towards a place or position that is behind

2 He **sustained an injury** during a football match.

d to experience physical harm

3 To run a mile, you need to run four circuits of the **track**.

b a circular path or road for running

4 He has **coached** the team for five years.

e to train somebody to play sport better

5 We were shocked when we heard about his **quirky** hobby.

a unusual in an interesting way

6 When you enter a **roundabout**, give way to any traffic on it.

c a place where two or more roads meet, forming a circle that all traffic goes around in the same direction

3. Get students to read the sentences before you play the first part of the video. As they watch, they should complete the sentences. Once they complete the task, have them compare their answers in pairs. Then provide whole class feedback.

Answers:

1. **Aaron Yoder** broke the World Record for the **fastest** mile run backwards.
2. He has been a runner for more than **20** years.
3. Another name for backwards running is **retro running**.
4. When he runs backwards, he doesn't feel pain in his **knee**.
5. More than **20** countries and about **200** backwards runners took part in the last world championships.



4. Have students read the sentences before they start watching the second part of the video. As they watch, they should complete the sentences. Get students to compare their answers with a partner before you provide whole class feedback.

Answers:



1. **Steve Wheeler** has collected **20,000** milk bottles.
2. He has milk bottles from the UK, Germany, France, **South Africa, Hong Kong, Portugal** and **Iran**.
3. He loves collecting milk bottles, but he doesn't like **milk** at all.

TIME TO WATCH

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

- develop their listening skills for specific information by watching a video about some unusual hobbies;
- develop their reading skills for specific information;
- guess the meanings of the words/phrases from the context;
- talk about the hobbies described in the video.

4. Amanda follows brown signs for tourists both in the UK and all over the world.



5. People call Kevin Beresford Lord of the Rings.

6. He has taken thousands of pictures of roundabouts.

5. Have students work in pairs and discuss the questions. Once the discussion time is over, signal to students that it's time to conclude their conversations and return to the whole class setting. Nominate random students to share their ideas with the whole class.

- What do you think of the hobbies in the video?
- Which of them would you never like to try? Why?

Script

PART 1

When I'm running backwards, it almost feels like I'm flying because it's such a different visual perspective seeing how far I've gone as opposed to how far I need to go. When you're going backwards, you can really just take a step back, literally, and enjoy what you're doing.

Hi, I'm Aaron Yoder. I'm a backwards runner.

I have the world record for the fastest mile ran backwards. My fastest backwards mile time is 5 minutes and 54 seconds. I've been running forward for over 20 years. I started running competitively when I was in elementary school and then ran on scholarship during my early 20s. I ran so much that I sustained a knee injury. My doctor told me to stop running, and I really didn't want to stop, so I knew I had to make some sort of change.

Retro running or backwards running is where you're literally just running in reverse and there's no impact on my knee. I run backwards everywhere. I run backwards on the treadmill, I run backwards on the track and also out on country roads. Backwards running feels great on my knee. I don't feel anything, which is a reason why I really enjoy it.

Stay tall, knee up. There we go. Good job.

When I'm coaching my track team, I occasionally have them run backwards to enhance and diversify their training workouts. Onward and upward. Good job. Way to go. Good warm up there. There's more backwards runners out there than one would think. There are hundreds, if not thousands, of people that decide to run in reverse. The last world championships, there were over 20 countries represented and close to 200 athletes.

PART 2

I'm a milk bottle collector. I have some 20,000 milk bottles from not just the UK but all over the world. Germany, France, South Africa, Hong Kong, Portugal. I've got Iranian bottles. I don't like milk at all. I just don't like it. Sorry.

And we have some women that are interested in the Dolmens Club. Here's Amanda.

My quirky hobby is randomly following brown tourist signs. I follow brown signs around the UK and indeed the whole world. So I've now been to thousands and thousands.

We also have a member that appreciates roundabouts.

I'm Kevin, and I'm the president of the UK Roundabout Appreciation Society, also known as Lord of the Rings. That's my official title. I have taken thousands of pictures of roundabouts even when I'm abroad on holiday.

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

- identify parts of a paragraph;
- improve a paragraph;
- develop their reading skills for gist.

Standards: 3.1.2. 3.1.4. 4.1.3.

Refer students to the table with the information about what a paragraph is.

Writing Tips!

What is a paragraph?

A **paragraph** is a group of 6-12 sentences on one topic. Every sentence in a paragraph is about the same topic. All of the sentences explain the writer's main idea (the most important idea) about that topic.

A paragraph can give information, tell an opinion, explain something, or even tell a short story. The writer chooses the sentences logically, so the reader can easily understand what the writer wants to say.

A paragraph has a **topic sentence** and it tells the reader the main idea. The topic sentence is usually the first sentence of the paragraph. The last sentence of the paragraph is called a **concluding sentence** and it restates the main idea in the topic sentence. The other sentences in the paragraph are called **supporting sentences** and they give more information about the topic. They add specific details and explanations.

1. Have students work individually and read the sample paragraph. As they read, they should answer the question. When they are done, discuss the answer as a class.

Answer:

b

2. Ask students to read the paragraph again and answer the questions. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Which sentence tells the writer's most important idea? **1**
2. What do sentences 2, 5 and 7 do?
 - a) They show different opinions.
 - b) They express the same ideas.
 - c) They give more information about the topic.**

3. Have students discuss the question in pairs. Once the discussion time is over, signal to students that it's time to conclude their conversations and return to the whole class setting. Nominate random students to share their ideas with the whole class.
- Do you agree with the writer? Why or why not?
4. A. Tell students that they are going to read the group of sentences from weak paragraphs and say what makes these paragraphs weak. They may choose one or more of the reasons provided. When they are ready, discuss the answers as a class.

Answers:

A 2.3
My favourite activity is reading books. I like reading books. When I was a child, there were a lot of books in my room. One of them was a story book. I still keep that book. It is about Mozart, a famous musician. He was born in Salzburg, Austria. My uncle has been to Austria twice.

B 1.2
I started it 2 years ago. There is some land in front of our house, and I can do gardening there easily. I have planted several types of flowers and a few vegetables in my garden. My cousin has a small garden, too. I like taking care of my garden in my free time.

C 1
Firstly, I learned to play the piano when I was 5 years old. My parents bought me a piano on my 7th birthday. I have had it since that time. Secondly, when I play the piano, I feel relaxed. I don't think about anything else because I only focus on the music.

B. Divide students into groups. Ask them to choose one of the paragraphs in Task 4 A and discuss what they can do to improve it. When they are ready, have them share their ideas with others.



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

1. My cousin ~~has made~~ ^{has made} a lot of bracelets and necklaces with beads.
2. We have shared some videos about our adventures in Shusha on a YouTube channel.
3. I would like to dive ~~on~~ ^{into} the sea and discover marine life underwater.
4. I ~~haven't took~~ ^{haven't taken} a roller-coaster ride yet because I am scared of heights and speed.
5. My parents ~~am keen at~~ ^{are keen on} following the news on TV. They never miss any news programmes on their favourite TV channel.
6. Call me when you go ~~to~~ surfing. I want to see how you surf.
7. I stepped on a banana peel and fell backwards. I didn't sustain an injury.
8. They are worried about their son. He hasn't come home ~~already~~ ^{yet}.
9. I've had a wonderful time and look forward ~~on~~ ^{to} seeing you on Friday.
10. My friend loves playing the guitar. He ~~has have~~ ^{has had} this interest for many years.
11. If you want to take up surfing, you should first learn all the ~~safe~~ ^{safety} rules.
12. I am not going out tonight. I have changed my ~~minds~~ ^{mind}. I want to watch a film at home.
13. Please, buy some food for Toplan. He is hungry. I haven't ~~feed~~ ^{fed} him yet.
14. ~~Do you have read~~ ^{Have you read} the story book yet ? It is very interesting.

UNIT 2

FOOD AROUND THE WORLD

Topic: Food around the world

Hours: 16

Skills: Reading, Listening, Speaking, Writing

Grammar: Present Perfect with *ever*, *never*, *just* and *recently*;
Present Perfect vs Past Simple

Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about food from other countries.

Have students work in small groups. Refer them to the photos and ask them to discuss the questions provided. While they are discussing, monitor and provide assistance if necessary.

- Can you name these foods? Which country do they come from?
- Do you like trying food from other countries? Why or why not?



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

- develop their reading skills for detailed information by reading an article about foods from different countries;
- talk about different foods that they have read about.

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

1. Have students work in pairs or in small groups. Refer them to the photos of different foods and ask them to discuss the questions provided. Once they have finished their discussions, nominate random students to share their ideas with the whole class.
 - Do you know where they come from?
 - Do people in your country like eating them? Why or why not?
2. Tell students that they are going to read an article about four foods from different countries. For sentences 1-7, they should choose from A-D. Remind them that they can choose each letter more than once. Set a time limit. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answers:

D. Mexican Tacos

Ancient Mexicans used freshly made, soft, flat corn tortillas and fillings like fish and cooked chicken organs to make the taco. It was a delicious meal and gave energy to the people who ate it. **Those tacos didn't contain the cheese, lettuce, sour cream, and tomato that you can have in tacos today.** In fact, the taco as we know it is less than 100 years old.

Tacos are like Mexican fast food, so there are a lot of taco stands in Mexico, and you can have tacos in all sorts of ways: with cheese, onions, meat and with different sauces, like green, hot, or red sauce.



1. In the past, its ingredients were not the same as they are now.

C. British Fish and Chips

Fish and Chips is one of the most well-known British meals around the world. It contains fried fish and crispy French fries.

Many food historians say that a Jewish cook, a young immigrant named Joseph Malin, opened the first fish-and-chip shop in 1860 in London. The shop was very successful for many years, and it remained in business until the 1970s.

Fish and Chips used to be an everyday dish, but nowadays, it is a special treat because the price of fish has gone up. **It is too fatty to eat this dish every day.** It is healthy to eat it once in a while.



2. It is not a good idea to eat it too often.

C. British Fish and Chips

Fish and Chips is one of the most well-known British meals around the world. It contains fried fish and crispy French fries.

Many food historians say that a Jewish cook, a young immigrant named Joseph Malin, opened the first fish-and-chip shop in 1860 in London. The shop was very successful for many years, and it remained in business until the 1970s.

Fish and Chips used to be an everyday dish, but nowadays, it is a special treat because the price of fish has gone up. It is too fatty to eat this dish every day. It is healthy to eat it once in a while.



3. It wasn't as expensive as it is now.

A. Italian Margherita Pizza

The Italians started preparing pizza in the 1700s. The queen of Italy, Queen Margherita, loved pizza. Once, she asked a pizza maker to make a special pizza for her. The pizza maker baked a pizza. It was the same colour as the Italian flag—red, white and green. There were tomatoes, cheese and basil on the top of the pizza.

Now the Italian Margherita is one of Italy's most famous pizzas. It has a special flavour that everyone loves. Of course, you can add other toppings if you like, but it won't be a real Margherita if you do.



4. It represented one of the symbols of a country.

D. Mexican Tacos

Ancient Mexicans used freshly made, soft, flat corn tortillas and fillings like fish and cooked chicken organs to make the taco. It was a delicious meal and gave energy to the people who ate it. Those tacos didn't contain the cheese, lettuce, sour cream, and tomato that you can have in tacos today. In fact, the taco as we know it is less than 100 years old.

Tacos are like Mexican fast food, so there are a lot of taco stands in Mexico, and you can have tacos in all sorts of ways: with cheese, onions, meat and with different sauces, like green, hot, or red sauce.



5. Its modern version is less than a century old.

A. Italian Margherita Pizza

The Italians started preparing pizza in the 1700s. The queen of Italy, Queen Margherita, loved pizza. Once, she asked a pizza maker to make a special pizza for her. The pizza maker baked a pizza. It was the same colour as the Italian flag—red, white and green. There were tomatoes, cheese and basil on the top of the pizza.

Now the Italian Margherita is one of Italy's most famous pizzas. It has a special flavour that everyone loves. Of course, you can add other toppings if you like, but it won't be a real Margherita if you do.



6. It is named after a famous person in a country.

B. Japanese Sushi Rolls

Japanese cuisine is world-famous and sushi is the most popular Japanese food. **The Japanese invented sushi thousands of years ago in Japan to keep raw, cleaned fish for a long time.** They put the fish between rice and salt and pressed it with a heavy stone for a few weeks.

The two main ingredients in sushi are rice and fish. In many forms of sushi, the fish is not raw.

Sushi which contains raw fish is called Sashimi. Japanese make sushi by spreading rice on a piece of novi. Novi is a kind of seaweed. Then they put fish, crab, or avocado in the centre, and roll the novi wrap into a cylinder or tube. After that, they cut the cylinder into slices.

If it is something you love, you'll enjoy making sushi at home and save money.



7. The first idea for it was saving a product for some period.

3. Ask students to read the text again and complete the table with the words/phrases/ numbers from the text. Set a time limit. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

	Time when people started making it	Main ingredients
Italian Margherita Pizza	a) <u>in the 1700s</u>	b) <u>tomatoes, cheese and basil</u>
Japanese Sushi Rolls	c) <u>thousands of years ago</u>	d) <u>rice and fish</u>
British Fish and Chips	e) <u>1860</u>	f) <u>fried fish and crispy French fries</u>
Mexican Tacos (modern)	g) <u>less than 100 years old</u>	h) <u>cheese, onions, meat and with different sauces, like green, hot, or red sauce</u>

4. Ask students to work in pairs or in small groups and discuss the questions. Once they have finished their discussions, nominate random students to share their ideas with the whole class.
- Which of the foods in the text have you eaten?
 - Which of them do you like eating and why?
 - Which of them don't you like eating and why?

As a follow-up activity, encourage students to research into one of the national foods and prepare a poster presentation about it.

Extension activity

Provide students with a selection of articles, books or online resources related to traditional foods from different countries. Have students read about the foods, their ingredients, preparation methods and why people love them.

Divide students into small groups and assign each group a different country. Provide images or descriptions of traditional foods from the assigned country. Each group should prepare a brief presentation that includes:

- A description of the food(s) and their cultural importance
- Information about the ingredients and cooking techniques

In groups, students should create posters about their assigned country's food. They can use their own drawings to represent the food and its cultural context.

When all the posters are ready, have groups take turns and present their posters to the rest of the class. After each presentation, have a class discussion about the presentation.

Conclude the activity with a class discussion. Have students reflect on what they have learned about different cultures through the exploration of traditional foods. Discuss how food can be a bridge between cultures and encourage empathy and understanding.



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

- ask and answer questions in written and spoken forms about their experiences using *ever*, *never*, *just*, and *recently* in Present Perfect;
- develop their reading skills for detailed information;
- develop their listening skills for specific information.

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

Optional warmer

Refer students to the photo in Task 1 and ask the following questions.

- Where do you think they are?
- How do they feel? Why?

Before students start doing the task, draw their attention to the definitions of the words and give some examples to make their meaning clear.

appetiser /'æpɪtaɪzə/ a small amount of food or a drink that you have before a meal
shrimp /ʃrɪmp/ a small sea creature that you can eat, which has ten legs and a soft shell

1. Have students read the conversation and answer the question. Before checking the answers, get students to compare their answers with a partner.

Answers:

Nuray: **chicken in honey** Rebecca: **onion rings** Ilaha: **spicy shrimp toast**

2. Draw students' attention to the boldfaced words in Task 1 and get them to match them to the rules (a-d). When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answers:

- a. We use **never** to talk about life experiences in negative sentences.
- b. We use **recently** to show that something finished within the last week or even further back in time.
- c. We use **ever** to talk about life experiences in questions.
- d. We use **just** to show that something finished a short time ago.

Refer students to Grammar Bank on Page 118. Provide them with examples.

3. Get students to work individually and complete the sentences with *ever*, *never*, *just* and *recently*. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. Rebecca has **never** tried Indian food. She says she doesn't like anything spicy.
2. They have **just** left the restaurant. Look! They are getting into a taxi.
3. I have visited a Japanese restaurant **recently**. I fell in love with Japanese cuisine.
4. What is the most delicious food you have **ever** tried?
5. My uncle has **never** been to a fast food restaurant. He doesn't like fast food at all.
6. Have you **ever** tried raw fish? My friend says it's delicious.

4. Tell students that they are going to listen to the conversation between Murad and Tim. As they listen, they should complete the sentences. Before you play the recording, ask students to read the sentences. Play the recording. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answers:

Murad has eaten a taco **1) twice**.
Tim **2) has never tried** tacos.
Murad has visited **3) a Chinese restaurant** recently.
Murad has studied **4) Italian** for two years.
Murad **5) has never studied** Asian languages.
Murad **6) has just had** a message from his mother.

Track 5

Tim: I have just found an interesting test on the Internet. Let's take this test and find out how international you are. Let's find out.
Murad: That sounds interesting!
Tim: First, have you ever eaten Mexican food?
Murad: I have eaten a taco twice.
Tim: Is that Mexican?
Murad: Yes, I am sure. How about you? Have you ever tried tacos?
Tim: No, I haven't. I have never tried tacos before. Have you ever eaten Chinese food?
Murad: I have visited a Chinese restaurant recently and tried Kung Pao Chicken. It is popular with both Chinese and foreigners. The major ingredients are chicken, chilli, cucumber, and peanuts. Have you ever eaten it?
Tim: No, never.
Murad: You should have it. I am sure you will like it.
Tim: Ok, now let's talk about languages. Have you ever studied Italian?
Murad: I have. I have studied Italian for two years.
Tim: Can you speak Italian?
Murad: Yes. Amo l'italiano. I am quite good at it.
Tim: Have you ever studied any Asian languages like Japanese or Korean?
Murad: No, I have never studied any, but I'd like to learn Korean one day. Wait. I've just had a message from my mom. She has cooked plov for dinner. Let's go and have dinner together.
Tim: That's a good idea. I love plov a lot.

5. Have students work in pairs and ask and answer the questions provided. Encourage them to use *never*, *just*, and *recently* in their answers.
6. Put students in pairs and assign them their roles. Give them enough time for the preparation and rehearsal. Remind them that they need to use the lesson grammar. To save time, you can have them perform the roleplay in open pairs. Monitor and provide feedback at the end.

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

- ask and answer questions about past events and personal experiences using Present Perfect and Past Simple;
- develop their reading skills for gist.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3.

1. Have students work in pairs and discuss the questions. Encourage them to justify their ideas. Once the discussion time is over, signal to students that it's time to conclude their conversations and return to the whole class setting. Nominate random students to share their ideas with the whole class.
 - Do you like eating at home or in a restaurant? Why?
 - Do you like celebrating parties at home or in a restaurant? Why?
2. Tell students that they are going to read the text messages of two friends. As they read, they should answer the question. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answer:

b

3. Draw students' attention to the boldfaced parts of the sentences in the text messages and have them answer the question. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answers:

- a) personal experiences or recently completed actions- **1, 5, 9, 10.**
- b) an action or event that happened in the past- **2, 3, 4, 6, 7, 8.**

Refer students to Grammar Bank on Page 118. Provide them with examples.

4. Have students work in pairs and answer the question. They should decide which tense they can use with the expressions provided. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answers:

Present Perfect	Past Simple
already, yet, since I was eight, since last summer, for four years, just, recently, never, ever	in 2020, for four years, at five o'clock, on Wednesday, five minutes ago, yesterday, when I was five

Note:

*Present Perfect is used with **for** when the actions have not finished yet. I have lived in Baku **for** five years. (I still live in Baku.)*

*Simple Past is used with **for** when the actions have already finished. I lived in Ganja **for** five years. (I don't live in Ganja now.)*

5. Ask students to work individually and complete the sentences with the correct forms of the verbs in brackets. They should use Past Simple or Present Perfect. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. My friend Akif **has never drunk** milkshake.
2. When I was a child, I **ate** a lot of vegetables.
3. He **has never worked** in a restaurant.
4. After Rebecca **had** breakfast, she **went** to school.
5. He **hasn't eaten** anything since morning.
6. **Have you ever eaten** Korean food?

6. Have students work individually and complete the sentences with the correct forms of the verbs in brackets. They should use Past Simple or Present Perfect. When they are ready, have them compare their answers in pairs before you provide class feedback.

Answers:

Kamil is a 26-year-old chef. He **1) has been** a chef for 12 years. He **2) was** born in a small village in Guba. In 2010, his father **3) opened** a restaurant. Kamil **4) started** working at his father's restaurant when he was 14 years old. At first, it **5) wasn't** very easy. He **6) couldn't cook** well. Then he **7) started** watching food bloggers on YouTube. He **8) has already learned** how to cook Italian, Japanese and Mexican dishes. Recently, he **9) has created** his own food blog. He **10) has already made** more than 20 videos for the blog. He wants to become a very famous chef one day.

7. Get students to work in pairs. Tell them to imagine that they are exchanging messages with their partner. They should write and answer questions about past events and personal experiences about eating in a restaurant. Encourage them to use Past Simple and Present Perfect. When they are done, have each pair exchange their work with another pair for feedback.

LISTENING

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

- develop their listening skills for gist and specific information by listening to a talk about four most favourite foods;
- write and talk about the historical background of their favourite food.

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

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

Note:

Print the table and use it as a ready worksheet if you don't want to waste time while students are copying the sentences in their notebooks.

Find someone who ...	Names	Extra notes
1. who doesn't like chocolate ice cream. 2. whose favourite ice cream flavour is vanilla. 3. who has eaten ice cream this week. 4. who eats ice cream in winter. 5. who never eats popcorn. 6. who ate French fries yesterday. 7. who has never eaten French fries. 8. who likes dark chocolate.		

Tell students that they need to ask their classmates questions. Change the first statement into the question and write it on the board: **Do you like chocolate ice cream?**

If you think that students might have difficulty changing the statements into the question forms, change all of them as a class. Then have them mingle around and ask each other questions and find those who have a "yes" answer to the questions. When they hear a "yes" answer, they should write that person's name next to the question and move on to the next person. Once they have finished asking questions, get some feedback from random students.

2. Get students to work in pairs or in small groups and answer the questions using their best guesses. Then elicit answers.

Before students start doing Task 3, draw their attention to the definitions of the words and give some examples to make their meaning clear.

seed /si:d/ a small, round or oval object produced by a plant and a new plant can grow from it
bitter /'bɪtə / having a strong taste, not salty or sweet
dessert /dɪ'zɜ:t/ sweet food eaten at the end of a meal

3. Tell students that they are going to listen to a talk about the history of the four most favourite foods and check if their guesses are right or wrong. Play the recording and get them to listen to the talk. Then discuss the answers.

Answers:

1. TRUE 2. FALSE 3. TRUE 4. FALSE

4. Tell students that they are going to listen to the talk again and as they listen, they should write short answers to the questions. It is advisable to play the recording more than once. When they are done, get them to compare their answers in pairs before you provide whole class feedback.

Answers:

- | | | |
|----------------------------------|--|--------------------------------|
| 1. <u>bitter</u> | 5. <u>5,500 years old</u> | 9. <u>an ice cream machine</u> |
| 2. <u>Spanish people</u> | 6. <u>decorations and necklaces</u> | 10. <u>in the late 1600s</u> |
| 3. <u>milk</u> | 7. <u>400 years ago</u> | 11. <u>they were too thick</u> |
| 4. <u>to make bread and soup</u> | 8. <u>they mixed the cream by hand</u> | 12. <u>1860</u> |

Track 6

Chocolate

The native people of Central America invented chocolate about 2,000 years ago. They made a spicy drink from the seeds of the cacao tree.

They added chilli peppers and water. The chocolate drink wasn't sweet. It was bitter. Spanish people brought chocolate to Europe, and it soon became very popular. Chocolate factories started making chocolate candy, too. In 1867, a Swiss chocolate maker named Daniel Peter invented a chocolate candy made with milk. Now milk chocolate is very popular all over the world.

Popcorn

People started growing corn for food about 8,000 years ago in Central America. They used corn in many ways. They ate it fresh and they used it to make bread and soup. In 1948, archaeologists found popcorn in a cave. It was 5,500 years old! Native Americans made popcorn by cooking the corn over the fire. People enjoyed eating the hot popcorn. They also used it to make decorations and popcorn necklaces.

Ice cream

About 2,000 years ago, the Ancient Romans brought ice and snow from the mountains and mixed it with fruit and honey. About 1,500 years ago, people in China made desserts with ice and milk. People invented the soft ice cream that we eat today about 400 years ago. Fruit ices were popular in Europe. Then people started to add cream. They put the cream in a metal bowl with sugar. Then they put it in a bucket of ice. This wasn't easy work because they mixed the cream by hand. In 1843, an American woman named Nancy Johnson invented an ice cream machine. Seven years later, the first ice cream factory opened in Baltimore in the USA.

Potato Chips

If you think that French fries are from France, you are wrong. French fries come from Belgium, where historians say people first fried potatoes in the late 1600s. In 1853, George Crum was a cook in a restaurant in New York. One day, a customer said he didn't like George's French fries. He said they were too thick! So, George played a joke on the customer. He made some French fries that were very thin, like paper. The customer loved them! Soon all of George's customers wanted thin French fries. George opened a new restaurant in 1860, and his thin chips became famous all over the USA. Today potato chips are one of the most popular snacks in the world. The average American eats 64 bags of chips every single year.

5. This can be set as a home assignment. Have students do research on the history of their favourite food and prepare a presentation. They should focus on:
- the time when people first made it;
 - what ingredients it had;
 - how it has changed.

Answers:

1

1. I have never eaten sushi because I don't like eating **raw** fish.
2. The food blogger became very **popular** after he made a video about all 50 types of plov in Azerbaijan.
3. I spread some butter on a piece of **crispy** bread.
4. The apples from Guba were fresh and **juicy**.
5. The meal was too **spicy** for me, so I drank a lot of water after it.

2

1. spicy, juicy, **flavour**, crispy, fatty
2. mushroom, **sauce**, cauliflower, broccoli, lettuce
3. ever, just, already, **ago**, yet
4. pizza, sushi, **spice**, plov, taco

3

1. In my childhood, I used to spread butter and honey **on** flatbread.
2. When I prepare pizza **for** myself, I add whatever I want.
3. It is healthy to eat fish and fries once **in** a while.
4. Dushbara is traditional food of Azerbaijan, but many countries have similar meals **in** their cuisines.
5. There are tomatoes, cheese and mushrooms **on** the top of the pizza.

4

1. Nigar has **just/already** finished her homework and she is ready to go.
2. They have **already/just** left the cafe. They were here a minute ago.
3. Julia has **never** been to Azerbaijan, but she wants to visit it one day.
4. They haven't arrived **yet**. We are waiting for them.
5. Malik has been a waiter **for** 6 years.
6. I have had an interest in learning about healthy food **since** I started following his website.
7. Have you **ever** travelled to the USA?
8. My friend has visited four countries **already**.

I 1) c in the food business for over 25 years. I have owned restaurants in different countries 2) b I was 30 years old. When I 3) a in Seoul, South Korea for a few months, I got to know Korean 4) c well. I learned about one of the local dishes– living octopus!



First, I didn't want to try this dish, but in my last weeks in the country, I felt like it was part of the real cultural 5) c and I should try it.



I visited a big fish market with a friend. There was a basin full of small octopuses swimming 6) b the water. A Korean lady sold us one small octopus for a few Euros, and we 7) a the animal in a small plastic bag full of water.

From there, we went to a small cafe. A waitress took the bag and prepared our food – she put everything on a plate, added some 8) c and our dinner was ready! It was crazy to 9) b the octopus on the plate moving around. I had a hard time picking up a piece with my chopsticks because it 10) a around.

1.	a. was	b. am	<u>c. have been</u>
2.	a. for	<u>b. since</u>	c. already
3.	<u>a. lived</u>	b. have lived	c. live
4.	a. table	b. marine life	<u>c. cuisine</u>
5.	a. spice	b. flavour	<u>c. experience</u>
6.	a. on	<u>b. in</u>	c. with
7.	<u>a. bought</u>	b. have bought	c. were buying
8.	a. symbols	b. stands	<u>c. spices</u>
9.	a. look	<u>b. watch</u>	c. understand
10.	<u>a. was moving</u>	b. has moved	c. move

TIME TO WATCH

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

- develop their listening skills for specific information by watching a video about Azerbaijani food;
- develop their reading skills for specific information;
- guess the meanings of the words/phrases from the context;
- talk about interesting places and activities one can do in Azerbaijan.

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

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

1. Tell the class that they are going to watch a food vlogger's video shot in Azerbaijan. Before students read the text, pre-teach these words:

subscriber /səb'skraɪbə/ a person who subscribes to a publication or a service
backpack /'bækpæk/ to travel on holiday carrying your equipment and clothes in a backpack

Get students to read the text and answer the questions. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

1. twice a week
2. travelling and food
3. 9 million
4. hiking, backpacking and enjoying nature

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

1 Azerbaijani people always show tourists warm **hospitality**.

2 The strawberries were **sour**, so I put sugar on them.

3 She offered the guests coffee and **homemade** cookies.

4 The **traditional** Azerbaijani breakfast consists of butter, different types of white cheese and cream.

5 The cake was a complete **disaster**. No one could eat it.

f friendly and generous behaviour towards guests

c having a taste like that of a lemon

b made at home and not bought from a shop

a following the customs that have continued by a group of people or in society for a long time

e something that is very unsuccessful or extremely bad

6

I put too much salt in the sauce and ruined it.

d

to spoil or destroy something completely

3. Tell students that they are going to watch the first part of the video and complete the table with the adjectives that the vlogger uses to describe the food or drink he tries. Have students compare their answers in pairs before you provide whole class feedback.

1) tea



strong/ fragrant/ wonderful

2) walnut in its shell



incredible/sweet/ candied

3) sour cherries in syrup



very sweet/ sour

4) girs/ dumplings



hot/ fresh/ homemade/ delicious/ satisfying/ addictive

4. Get students to read the sentences before they start watching the second part of the video. As they watch, they should complete the sentences. Have students compare their answers in pairs and then provide whole class feedback.

Answers:

1. The blogger is in Sheki to learn about its **history** and **food**.
2. He finds it surprising that the builders used no **glue** and **nails** when they constructed Sheki Khan Palace.
3. He finds the process of making Sheki pakhlava **cool**.
4. He says that this Sheki pakhlava looks like a **birthday cake**.

TIME TO WATCH

- Put students in pairs and assign them their roles. Give them enough time for the preparation and rehearsal. To save time, you can have them perform the roleplay in open pairs. Monitor and provide feedback at the end.

Script

Part 1

Hey, everyone. Hope you're having an amazing day. It's Mark Wiens. I'm in the beautiful northwestern region of Azerbaijan. And today I'm hanging out with my friend Adnan and some of our friends from Re Azerbaijan. And we have been invited to a local family home where they're going to prepare a local, authentic, traditional meal, which are these amazing lamb dumplings served with this incredible sour plum sauce. Oh, oh wow, that sauce. Yes. And then after that, we'll be going to another place, I think for dinner. Waterfall of lamb fat juice that came out of that. That's insanely juicy. So, that's the plan for today. It's gonna be a day of traditional and delicious, regional, Azerbaijani food, and I can't wait to share it all with you coming up right now in this video.

What is that? Girs. Girs.

Adnan, we have arrived. Where are we?

We are in Gakh. That is the northwest region of Azerbaijan. It's the border, close to the border with Georgia. And we're gonna be eating girs here. Awesome. That's the traditional meal from Gakh, a beautiful place surrounded by mountains, green flowers. We're gonna meet up with a local family who's gonna prepare for us the traditional meal of this region of Azerbaijan.

I mean, Azerbaijan, you will drink so many cups of tea throughout the day. It's such a huge part of the culture, and they just have like massive tea kettles just sitting all over. I love how it's just connected to nature, and you can just have a cup of tea. I mean that's part of the hospitality in Azerbaijan. Yeah fragrant, strong. And you can kind of decide your own strength by mixing it with hot water and with the tea at the top. Walnut in its shell. Yeah. Try it. I've never seen a walnut like this. You eat the whole thing? Yep. Oh, it is a walnut in its shell. Oh, that's incredible. It's candied and soft. The shell seems like it's, I mean you can eat right through the shell and then when you crunch down, you realise that it's a walnut on the inside. Sweet and syrupy and delicious. Sour cherries? Sour cherries, yeah. Sour cherries. Got some of these great tea snacks, the walnuts, and then these look like sour cherries in a syrup. Very sweet, but sour, really good, especially good with tea. Very sweet, but sour. Really good ankles, especially good with tea. Hot, fresh, homemade, under the tree. Yeah, this is delicious. And the onions, the onions in that meat, too. Oh, you can taste the onions. This is the hot, fresh one. The hot fresh one? Yeah, the hot, fresh one. Thank you very much.

Oh that was such an incredibly good meal. And again, oh man those dumplings were so just satisfying and so addictive. You cannot stop, especially with that sauce. And I love this outdoor sink. It's just a pipe of flowing water coming directly from that stream flowing here.

Oh, what a meal. What a just nature-oriented place! What an incredible family. That was spectacular. Started with a cup of tea, must end with a cup of tea. Oh, I'm gonna try a different type of, thank you. And sometimes you can put it into the tea, right? Yeah, sure. Oh, I gotta try that. The sour cherries, thank you very much. The sour candied cherries, put them into your tea to sweeten it up. Oh yeah. You know, you know everything. I'm trying to learn, learn how to do it. So some of that cherry syrup within your chay. Oh man, oh that's wonderful. Just like that fruity sourness from the sour cherry, but not overpowering, not too sweet. Just a little fruity, sour sweetness. Oh man, I just love the tea culture here, just nonstop, like, continual flow of tea at all times.

Part 2

Hey, everyone. Hope you're having an amazing day. It's Mark Wiens. I'm in the beautiful and historic city of Shekhi, which is in the mountains. It is along the historical Silk Road in Azerbaijan. Today we are gonna be exploring this amazing city, learning about the history, and then exploring its delicious food.

Well, that's harder than it looks. We're gonna eat some of the traditional dishes that they have here, and in this video, I'm gonna share with you this entire experience and all of the delicious food all coming up right now in this video.

So, we are beginning today in the historical city of Shekhi. This was an important city on the Silk Road and it was a stop, it was a trade centre, many people have crossed through this city. And we're going to begin, this is a UNESCO World Heritage site, we will be just touring a little bit around the ancient city, the old city here, and visiting the palace. Pretty amazing, dates back to 1762, the Khan Palace, and it was made for the rulers of this area. It's incredibly beautiful, and the construction made from stone, made from wood, and the details... And what's amazing is there were no, there's no glue used, no nails used. They used egg whites in the construction and would fit together like a puzzle.

So, we are gonna make Sheki halva. It takes 18 layers. So, he's just continually frying this all day long. He's so good. We're gonna find out what else it's combined with but sugar, the nuts, the components of this dessert. 18 layers go into every single tray and man, that's like quite a cool process, quite a cool swirl of batter. It's a copper cup full of batter, just quite runny. You have to hold these spigots, and then we're gonna try to make a, it's like a really thin kind of a swirl all over the whole bottom base. Go? Go? Go spinning. We're making like a donut, dad. I think mine probably won't turn out. Oh, okay you have to spin it so that they all attach. Wow that's harder than it looks. Okay, I'm gonna stop there before I ruin it further and let the expert take over. Okay, thank you. Oh my, look, look, mine is flaking apart. It doesn't even hold together. Is it a disaster? Yes. You're nice. Oh, I ruined it. This is saffron water. He's going to make some incredible designs on the top, like a birthday cake almost. Oh, that's so cool. Yes. Such a work of art! It's so accurate. Oh man, so cool. A Sheki halva. He's so nice. They're giving us this entire tray of halva. It's like a lifetime supply of halva to drink with tea. Oh man, what a gift!

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

- write topic sentences;
- identify the elements of topic sentences.

Standards: 4.1.2. 4.1.3. 4.1.4.

Refer students to the table with the tips about writing topic sentences.

Writing Tips!

What is a Topic Sentence?

- It usually comes at the beginning of a paragraph.
- It tells the topic of the paragraph.
- It gives an idea about what the paragraph will be about.

Don't

- **Don't say something too obvious in the topic sentence.**

Bad: *Cabbage is a vegetable.*

Good: *Cabbage is good for your health.*

- **Don't give too many details in the topic sentence.**

Bad: *Kamran is a good cook, and he can prepare both national and international foods very well.*

Good: *Kamran is the best cook in the region.*

- **Don't start the topic sentence with "This paragraph is about..." or "I will write about..."**

Bad: *This paragraph is about my English teacher.*

Good: *My Geography teacher is a genius.*

The Elements of a Topic Sentence

The two elements of a topic sentence are:

- the main subject
- a controlling idea

Pizza is the best food in the world.



main subject **controlling idea**

From this topic sentence, we know that the paragraph is going to explain why pizza is the best food in the world.



- 1. A** Have students work individually, read the topic sentences and decide if they are good or bad. When they are ready, get them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Eating well in the morning is important. **GOOD**
2. My best friend and I enjoy eating vegetable salad. **BAD**
3. Guba is the best place to visit in Azerbaijan. **GOOD**
4. Dolma is my most favourite food. **GOOD**
5. Sushi is the most unusual food in this restaurant. **GOOD**
6. People do not like raw meat. **BAD**
7. Writing is the most important skill. **GOOD**

- B.** Ask students to work in pairs and find the main subject and controlling idea in the good topic sentences in Task 1 A. When they are ready, get them to compare the answers in pairs. Then discuss the answers as a class.

Answers:

1. main subject Eating well in the morning controlling idea is important.
3. main subject Guba controlling idea is the best place to visit in Azerbaijan.
4. main subject Dolma controlling idea is my most favourite food.
5. main subject Sushi controlling idea is the most unusual food in this restaurant.
7. main subject Writing controlling idea is the most important skill.

- 2.** Have students work in pairs or in small groups, read the body sentences and write topic sentences. When they are ready, discuss the answers as a class.

Answers will vary.

1. There are several reasons why I want to become a cook.
2. Making a tasty dish isn't difficult.
3. My house is the best place to live in.
4. There are several reasons why I want to have a dog.

- 3. A.** Get students to work in pairs, choose 5 of the topics provided and write topic sentences. Monitor and provide assistance if needed.

- B.** After pairs write topic sentences, have them exchange their sentences with another pair. Ask them to underline the main subject and controlling idea in each topic sentence. Discuss some of the effective and problematic topic sentences as a class.



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



1. I have had a pet ~~since~~^{for} five years. I got Topsy as a present on my 10th birthday 5 years ago.
2. They have ~~ever~~^{never} eaten out. They prefer only homemade food.
3. Fast food contains high levels of ~~fatty~~^{fat}, salt and sugar. So, it is not good for our health.
4. My brother has tried hundreds of dishes from other countries. Last weekend, he ~~has made~~^{made} a Mexican taco for me. It ~~has been~~^{was} delicious.
5. He put a lot of pepper into the soup. It became really bitter. I couldn't eat it.
6. Kate and Bob are the most travelled people I know. Kate has been a food blogger for 5 years. Bob has been a travel writer since he ~~has finished~~^{finished} school.
7. I have met a lot of famous people. For example, last year I ~~have spoken~~^{spoke} to the famous football player Neymar in an elevator in a hotel.
8. Brett has ~~ever~~^{never} ridden a bike. His dream is to buy a new bike one day.
9. Mary has bought some books recently, but she hasn't read any of them ~~already~~^{yet}.
10. Lily has ~~yet~~^{already} come. She is going to prepare lunch for all of us.
11. How many letters have you written since the beginning of the month?
12. When I got home last night, I ~~have been~~^{was} very tired and I went straight to bed.
13. I have just had lunch, but I ~~haven't had~~^{didn't have} lunch yesterday.
14. In her whole lifetime, Mary has never seen snow.

UNIT 3

NATURE

Topic: Nature

Hours: 15

Skills: Reading, Listening, Speaking, Writing

Grammar: Quantifiers: Both, either, neither

Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about different weather conditions.

Have students work in small groups. Refer them to the photos and discuss the first question in an open class.

- Which seasons do the photos describe?

Then ask students to discuss the rest of the questions. While they are discussing, monitor and provide assistance if necessary.

- What do you think these people enjoy about each weather condition?
- What kind of weather do you like most? Why?



VOCABULARY

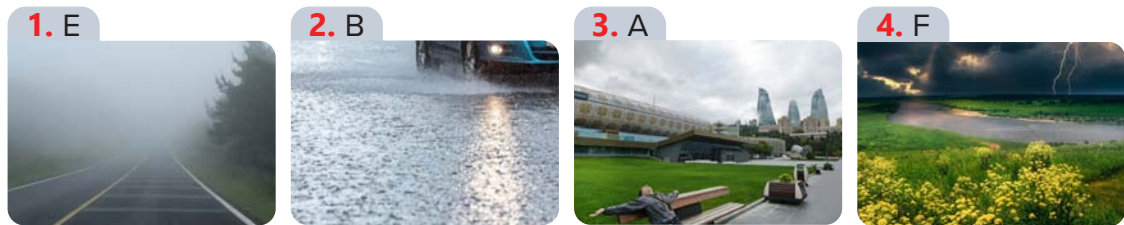
By the end of the lesson students will be better able to

- guess the meanings of the words/phrases from the context;
- develop their reading skills for gist.

Standards: 3.1.1. 3.1.2. 3.1.4.

1. Ask students to read the comments and match them to the pictures. Remind them that there are 2 extra pictures. Have students work individually and tell them not to pay attention to the boldfaced words at this stage. As students have finished, get them to compare their answers with a partner. Provide whole class feedback at the end.

Answers:



2. Have students read the comments in Task 1 again paying attention to the boldfaced words/phrases. Ask them to choose the correct definition that matches the meaning of each boldfaced word/phrase. As students have completed the task, get them to compare their answers in pairs. Then play the recording and have students check their answers.

Answers:

<p>1. fog (n.)</p> <p>a) a thick cloud in the sky that makes it difficult to see the stars</p> <p>b) a thick cloud closer to the ground that is difficult to see through</p>	<p>2. gale (n.)</p> <p>a) a very strong wind</p> <p>b) a light and pleasant wind</p>	<p>3. extreme weather</p> <p>a) different from normal seasonal weather conditions</p> <p>b) good and pleasant weather conditions</p>	<p>4. flood (n.)</p> <p>a) a large amount of snow that covers an area that was dry before</p> <p>b) a large amount of water that covers an area that was dry before</p>
<p>5. mild (adj.)</p> <p>a) cold, especially colder than usual for the time of year</p> <p>b) warm and pleasant, especially warmer than usual for the time of year</p>	<p>6. breeze (n.)</p> <p>a) a very strong wind</p> <p>b) a light and pleasant wind</p>	<p>7. shower (n.)</p> <p>a) a short period of rain or snow</p> <p>b) heavy rainfall or snowfall for a long period</p>	<p>8. thunderstorm (n.)</p> <p>a) a storm with strong winds and rain</p> <p>b) a storm with thunder and lightning and usually heavy rain</p>

Track 7

1. fog - a thick cloud closer to the ground that is difficult to see through
2. gale - a very strong wind
3. extreme weather- different from normal seasonal weather conditions
4. flood - a large amount of water that covers an area that was dry before
5. mild - warm and pleasant, especially warmer than usual for the time of year
6. breeze - a light and pleasant wind
7. shower - a short period of rain or snow
8. thunderstorm - a storm with thunder and lightning and usually heavy rain

3. Before students start doing Task 3, draw their attention to the definition of the word *damage* and give some examples to make the meaning clear. Then ask students to complete the sentences with the words/phrases from Task 2. Remind them that they might need to change word forms. Students should do the task individually and then compare their answers in pairs.

Answers:

1. Seasonal temperatures are above normal. It has been a very **mild** autumn.
2. Light sea **breeze**, which blows from the sea, makes hot summer days cooler on the beaches.
3. When I was a child, I couldn't sleep through **thunderstorms**. I used to close my ears with the pillow not to hear those scary sounds.
4. The **shower** spoiled our picnic fun. It lasted just 5 minutes, but we couldn't hide our food from the rain.
5. Heavy rains in Ismayilli have caused **floods**. A large amount of water damaged a lot of houses and cars.
6. Thick **fog** made driving dangerous. Luckily, it cleared by the afternoon.
7. Baku is called the "City of Winds". **Gales**, which blow at higher speeds, are very common here.

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

- develop their reading skills for gist and detailed information by reading news stories;
- write a news story about an extreme weather condition;
- talk about the topics related to weather forecasts and personal experiences.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.2. 4.1.3

1. Before doing **Find someone who..** task, it is advisable to explain to students how to do it. Ask students to copy the sentences to their notebooks and leave some space next to each sentence. (Look at page 40.)
2. Put students in small groups and have them read the headlines of different news stories and discuss what they think the story behind each headline might be. You might take one of the headlines and brainstorm ideas about it to give students an idea how to proceed further. While students are working in their groups, monitor and provide assistance if necessary.
3. Tell students that they are going to read 4 news stories. They should find the right headline from Task 2 for each of them. Remind them that there are 2 extra headlines that they don't need to use. Once students have finished doing the task, ask them to compare their answers in pairs. Then check the answers as a class. While checking the answers, encourage students to justify their reasons for choosing the particular headline.

Note:

Some headlines might confuse students as they also have some matching information with the news stories. Headline **a)** and news story **1** seem to have the same information. However, '*Coldest March*' in the first news story and '*coldest season*' in headline **a)** are 2 different things though they seem similar. Similarly, headline **f)** and news story **2** seem to have the same information as they are both about heavy rains. However, the phrase '*since the middle of July*' in the news story doesn't fully match with headline **f)** because of the phrase '*over very short periods*' in the headline.

Answers:

c) A cold start for the day

- 1 Extreme weather conditions will continue in Northern England. People will wake up to the frost on the ground. There will be heavy fog in some areas, making it difficult to see while driving. This will clear by afternoon, but temperatures will stay low at around - 5°C. It's the coldest March temperature in the last ten years.

e) Most parts of the country are covered with water

- 2 There will be extreme weather conditions, including thunderstorms, heavy rain, strong winds and dust storms in southern and central Saudi Arabia and most of Yemen through at least August. Heavy rainfall over Yemen since the middle of July has already caused widespread flooding across the country.

b) Strong winds have changed the plans

- 3** There will be mild temperatures for this time of the year in the capital city Wellington, between 10 and 14°C. It will be dry and cool for most of the day. There will be gales across much of the country at the weekend, with winds blowing up to 25 m/s in some areas. The speed of the wind will be 30-35 m/s in the open sea. Some cruise ships have already cancelled their tours for Saturday.

d) Plants and trees will enjoy the rain

- 4** In the south of Azerbaijan, it will be lovely and sunny for most of the day followed by some showers. Good news for our gardens after last week's dry weather!
It will be windy throughout the week. Warm breeze will stay till the end of the week. However, on Sunday, the wind will get stronger for a short period of time.

- 4.** Have students read the text again and decide if the statements are True, False or Not Given. The task should be done individually. Before checking the answers as a class, get students to compare their answers with a partner.

Answers:

- 1. F** (...temperatures will stay low at around - 5°C. It's the coldest March temperature in the last ten years.)
- 2. NG**
- 3. NG**
- 4. F** (There will be extreme weather conditions, including thunderstorms, heavy rain, strong winds and dust storms in southern and central Saudi Arabia and most of Yemen through at least August.)
- 5. T** (There will be mild temperatures for this time of the year in the capital city Wellington, between 10 and 14°C.)
- 6. T** (It will be dry and cool for most of the day.)
- 7. T** (In the south of Azerbaijan, it will be lovely and sunny for most of the day followed by some showers.)
- 8. F** (Warm breeze will stay till the end of the week.)

- 5.** Ask students to discuss the questions in pairs. Encourage them to justify their ideas. Once they are discussing the questions, monitor and help them if necessary. Also, take notes of good and improper language use to be discussed in the feedback stage. After students have finished their discussions, nominate random students to share their ideas with the whole class. If necessary, discuss the language related issues and make necessary explanations.
- 6.** Have students write a news story about an extreme weather condition. Tell them to look back at the news stories in Task 3 if necessary. While they are writing their stories, monitor and provide assistance. After students have finished writing their news stories, get them to exchange the stories with a partner and write headlines for them.

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

- write a message using the quantifiers – a few, a little, no, none, all;
- develop their reading skills for specific information by reading messages;
- talk about natural disasters common in their country.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.2. 4.1.3.

1. Ask students to match the pictures to the words. Once students have finished doing the task, have them compare their answers with a partner and then check the answers. Drill the pronunciation of the words.

avalanche (n) /'ævələ:ntʃ/
drought (n) /draʊt/
earthquake (n) /'ɜ:θkweɪk/
forest fire (n) /'fɒrɪst ,faɪə/
landslide (n) /'lændslaɪd/
natural disaster (n) / ,nætʃrəl dɪ'zæstə/
volcano (n) /vɒl'keɪ.nəʊ/

Once you have completed this stage, ask students to discuss the question with a partner. Monitor and provide assistance if necessary. After students have finished their discussions, nominate random students to share their ideas with the whole class.

- Which of these natural disasters is common in your country?
2. Tell students that they are going to read messages posted on the message board. Have students read the messages and complete the gaps. Get students to compare their answers in pairs and then check the answers as a class.

Answers:

Names	Disaster	Location	Death
Samet	1) earthquake	Türkiye, 10 cities	2) more than 48,0000
Chepla	avalanche	3) Nyingchi	4) around 30
Aulia	5) landslide	6) Serasan island	40

3. Have students look back at the messages in Task 2 and choose the right options to complete the rules. The task is better to be done individually. It can be set as pair work as well. Once students have completed the task, check the answers as a class.

Answers:

1. We use plural nouns after **a few**.
2. We can use 'of ' after **none**.
3. We can use plural nouns after **all**.

Before you ask students to do Task 4, refer them to the Grammar Target box on Page 119. Explain to them *Quantifiers*. Go through all aspects mentioned in the Grammar Target box. Pay special attention to the nouns that follow quantifiers and whether they are used with plural or singular verbs.

4. Have students read the sentences and choose the right quantifiers. Tell them that they can refer to the Grammar target box on Page 119 if necessary. Get them to compare their answers once they finish doing the task. Then check the answers as a class.

Answers:

1. **All** water in the city is dirty now.
2. Luckily, **no** rare plants got affected by the forest fires.
3. **None** of the information **was** useful.
4. **None** of the 12 skiers have serious injuries after the avalanche.
5. All neighbouring **countries** offered their help after the earthquake.
6. I have **a few** clothes with me. I don't need any for now.
7. It is a pity, but the hospitals have **no** medicine left.

5. Ask students to complete the sentences with the words provided. Remind them that sometimes there might be more than one possible answer. Get students to compare their answers once they finish doing the task. Then check the answers as a class.

Answers:

1. We still have **a few** bottles of water. Give them to others.
2. We have **no/little** baby food left. Can you please send us some?
3. **None** of the rescuers could enter the building. But there are still 10 people inside.
4. **All** Turkish people joined their hands to help the survivors of the earthquake.
5. The southern part of the country got **no** rain at all. So, there is a risk of drought in the area.
6. Jeyla has sold her toys to help the survivors of the earthquake. At the beginning, she had **little** money, just 2 dollars, but now she has 70 dollars.
7. **Few** doctors agreed to work under those difficult conditions. 7 out of 120. It is not enough.

6. Ask students to imagine that they are writing a message for the Natural Disaster Message Board. They should answer the questions below.

- What was the most recent natural disaster in your country?
- How did it affect the people and the environment?

Encourage students to use *a few, few, a little, little, all, none* and *no* in their messages. While students are writing their messages, monitor and provide assistance if necessary. Once students have finished doing the task, have them exchange their messages with a partner and give feedback to each other.

Note:

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

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

- write a report using *both*, *either* and *neither*.
- develop their reading skills for specific information by reading survey notes;
- develop their listening skills for specific information by listening to people talking about their likes and dislikes;
- talk about living in a big city or a village.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

1. Put students in pairs and ask them to discuss the questions. Encourage them to justify their ideas. After students have finished, nominate random students to share their ideas with the whole class.
2. Tell students that they are going to read the notes of a survey about living in a city or a village. As students read the notes, they need to answer the questions. The task should be done individually. Have a quick pair-check before you provide whole class feedback.

Answers:

- | | | |
|---------------------------|---------------------------|------------------|
| 1. <u>Kanan and Nijat</u> | 3. <u>Ayan and Emilya</u> | 5. <u>Farida</u> |
| 2. <u>Kanan and Nijat</u> | 4. <u>Ayan and Emilya</u> | |

3. Tell students that they are going to read the report about the survey in Task 2. They should read the report and choose the correct options to complete the rules. Get students to compare their answers once they finish doing the task. Then check the answers.

Answers:

- | | |
|--|--|
| 1. We use <i>both</i> with and . | 4. We use a singular noun after <i>neither</i> . |
| 2. We use <i>neither</i> with nor . | 5. We use a plural noun after <i>neither of</i> . |
| 3. We use <i>either</i> with or . | 6. We use a plural verb after <i>both</i> . |

Before students start doing the tasks on Page 51, refer them to Grammar Target on Page 120. Students have already been taught the uses of *both*, *either* and *neither*. Here they will learn their combination with *and*, *or* and *nor*. Pay special attention to the noun and verb use after the combinations.

4. Ask students to complete the sentences with *both*, *either* or *neither*. Tell them that they can refer to the Grammar target box on Page 120 if necessary. Get students to compare their answers once they finish doing the task. Then check the answers as a class.

Answers:

1. Life in the village is **both** quiet and peaceful.
2. The city where I live is **neither** crowded nor polluted.
3. **Both** Gular and Halima love living in big cities.
4. When I am in the village, I never use public transport. I **either** walk or ride my bike.
5. **Neither** of my friends loves feeding farm animals. But I really enjoy it.

5. Have students read the sentences and combine ideas into one sentence using *either ... or*, *neither ... nor* and *both ... and*. It is advisable to write the sentences provided

as an example on the board and explain to them how to do the task. While students are working, monitor and help if necessary. Have students compare their answers with a partner before you provide whole class feedback.

Answers:

1. I like neither tall buildings nor big malls.
2. I'll either walk near the lake or go hiking.
3. Neither Jamal nor Fidan has planted a tree.
4. Both my aunt and uncle live in small houses on the mountain.
5. Life in cities is both stressful and busy.

6. Tell students that they are going to listen to four speakers who speak about their likes and dislikes. Students should complete the gaps as they listen to the recording. Give them some time to read the sentences and then play the recording. Students do this task individually and compare their answers in pairs. Check the answers as a class at the end.

Answers:

Speakers	Likes	Dislikes
Aiden	spending time 1) <u>in nature</u>	2) <u>crowded places</u>
Ulkar	having fun with her 3) <u>friends</u>	going out in 4) <u>rainy weather</u>
Kamran	being 5) <u>alone or in crowded places</u>	6) <u>traffic noise</u>
Ayan	having a close 7) <u>connection with nature</u>	walking in 8) <u>muddy places</u>

Track 8

Aiden: I love spending time in nature. Trees, plants and nature sounds help me feel relaxed. When there are a lot of people around, I get nervous. Crowded places and the noise of the cars are not for me.

Ulkar: I can have a good time outdoors and indoors if there are friends with me. Playing games and chatting with them is fun. I only refuse to meet them when it is raining. Rainy weather makes me angry.

Kamran: Sometimes I like spending time alone, but I can also be happy in crowded places. We have a house in the city centre and also a farmhouse in the mountainous village. If I am bored of busy city life, I go and live in the village for a while. I prefer listening to nature sounds. Traffic noise in the city is annoying.

Ayan: Forests and gardens are my favourite places, especially in spring and autumn. It gives me pleasure when I have a close connection with nature. However, when it is rainy, I never walk in the forest or garden. I don't like muddy places.

7. Play the recording again and ask students to take as many notes about 4 speakers as they can. Then have them combine the information about the speakers in Task 6 with their notes to write a report about the speakers using **either**, **neither** and **both**. While they are writing their reports, monitor and provide assistance if necessary. Tell them that they can refer to the report in Task 3 and the information in the Grammar Target box on Page 120. Once students have finished writing their reports, put them in pairs and have them compare their reports to find similarities and differences.

LISTENING

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

- develop their listening skills for gist and specific information by listening to a talk about nature;
- talk about the topics related to nature;
- write about how they can feel the power of nature through senses.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 4.1.2. 4.1.3. 4.1.4.

1. Put students in small groups and have them describe the pictures. It would be better to describe the 1st picture in an open class. While students are working in groups, monitor and help if necessary. After they have finished, nominate random students to describe the pictures.
2. Have students discuss the questions with a partner. Monitor and take notes of good and improper language use to be discussed later in the feedback stage. Once students have finished their discussions, nominate random students to share their ideas with the whole class.
 - Which of the five senses (hearing, touch, smell, taste and sight) do people use in the photos above?
 - What is something in nature that you like to touch or smell? What does it feel like?
 - What is the most beautiful thing in nature? Why?
 - How do you feel in nature?
3. Tell students that they are going to listen to a recording about *Forest bathing*. Before they listen to it, they need to use their best guesses to choose the right option to complete the definition of *Forest bathing*. The task can be done individually or in pairs. When students are ready, play the recording and have students check their answers.

Answer:

Forest bathing is - b. connecting with nature using your senses

Track 9A

Shinrin-yoku is an activity created in Japan. “Shinrin” means forest and “yoku” means bathing. But don’t be afraid, it doesn’t mean you are having a bath in the forest. It is all about being calm and quiet among trees, observing nature around you, touching the things and taking deep breaths.

4. Give students some time to read the sentences before you play the recording. As they listen, they should complete the sentences. After they have completed the task, have them compare their answers in pairs. Provide whole class feedback at the end.

Answers:

People have always found pleasure in **1) forest environments** because of their quiet atmosphere and beauty.

Nature is powerful. **2) Colours** in nature are relaxing.

You should use all your senses while you are doing shinrin-yoku. Shinrin-yoku is like a **3) bridge** between us and nature. Shinrin-yoku helps develop students' **4) sensory abilities** and be more **5) creative**. Any places with **6) trees** are suitable for forest bathing.

Track 9B

People have enjoyed forest environments for ages because of the quiet atmosphere, beautiful scenery, mild climate, pleasant aromas and fresh, clean air. They have always believed that nature is powerful. The colours of nature make you feel calm. Studies have shown that people relax best while seeing greens and blues. While you are forest bathing, you should slowly move through the forest and quietly pay attention to the things that you can see, touch, smell, hear and even sometimes taste. So, you should use all your 5 senses. That's what makes forest bathing different from hiking, jogging or walking. Shinrin-yoku is like a bridge. By opening our senses, it bridges the gap between us and the natural world.

Some school teachers take their class to the forest to practise forest bathing. They say it is a perfect activity for developing students' sensory abilities. They ask children to really focus on what they can see, hear, touch, smell and taste right at that moment, rather than about what else they are going to do that day. Teachers also believe that forest bathing makes students more creative.

You can go forest bathing anywhere and anytime; in hot weather or in cold; in the rain, sunshine or snow. Forests are great to reconnect with nature, but if there are no forests in the area, don't worry at all. You don't even need a forest. If there are trees, you can do shinrin-yoku in a nearby park or in your garden, even in your school playground. Just find a place where you can feel nature and don't forget to turn your mobile off.

- Put students in pairs and have them read the statements about forest bathing. They should agree or disagree with the statements and justify their reasons. While they are working, monitor and take notes to be discussed in the feedback stage.

Answers will vary.

- A.** Have students work individually and write 3 things they can:

see in the forest; hear in the forest; touch in the forest;
smell in the forest; taste in the forest.

As they are working on their own, monitor and provide assistance if necessary. Once they are ready, have them compare their list with other students and find similarities and differences in their lists. Nominate random students to read their lists.

B. Have students write 5-6 sentences about how we can feel the power of nature through our senses. As they have been equipped with necessary information about the benefits of the connection with nature throughout the lesson, the task could be done in the classroom. If time doesn't allow, you can set it as a home assignment as well.

- Put students in small groups and have them discuss the questions. Monitor and take notes of good and improper language use to be discussed later in the feedback stage. Once students have finished their discussions, nominate random students to share their ideas with the whole class.
 - Would you like to practise forest bathing? Why or why not?
 - How can it be helpful to people?

1

Answers:

1. When there is no rain for a long time, it causes **drought**.
2. According to the **weather forecast**, there will be heavy rains.
3. **Extreme weather** has caused floods in the south of the country.
4. Because of the thick **fog**, it was impossible to see the cars on the road.
5. Luckily, hikers survived the **avalanche** as only little snow fell on them.

2

1. Both Narmin and Kamal enjoy gardening.
2. They have no fruit trees in their garden.
3. Every day she walks for an hour in the rain or snow. Neither rain nor snow can stop her.
4. This year was awful for gardeners. They got little rain.
5. Once a month, I do shinrin-yoku either with my friends or alone.

3

1.
 - a. Neither of my friend has seen snow.
 - b. **Neither of my friends has seen snow.**
2.
 - a. **I have a few flower pots at home.**
 - b. I have a little flower pots at home.
3.
 - a. **Some plants can even grow in rooms with no sunlight at all.**
 - b. Some plants can even grow in rooms with few sunlight.
4.
 - a. Either natural disasters cause some trauma.
 - b. **All natural disasters cause some trauma.**


4

1. Seasonal temperatures are **above** normal these days. We don't normally have sunny weather in autumn.
2. There will be gales with wind which blow **at** a very high speed. It is better not to leave your homes.
3. People who live in the villages have a stronger connection **with** nature.
4. I cannot sleep **through** the frightening sound of thunderstorms.
5. I like rainy weather very much, so I prefer forest bathing **in** the rain.
6. It is freezing cold today. I think the temperature is **below** normal.

5

If you ask elderly people to think about their childhood memories, they will probably talk about happy memories, 1) a playing with ants and butterflies, catching baby frogs, watching bird nests or climbing trees. Unfortunately, today, children grow up with 2) c connection with nature. As a result, they spend most of their time doing 3) c activities such as watching TV and playing computer games.



Gardening is among the most interesting activities in life, and it is one of the easiest ways to connect children to nature. If you're worried about the time or space, know that a big yard is not necessary. 4) a fruit and vegetables can grow in containers or on your balcony. Plants need sunlight and water, but they also have individual needs. Young gardeners  will learn what is best for 5) c plants over time.

Children who grow their own food are more likely to enjoy eating 6) b. Tasting the fruit of their own efforts often 7) a them to eat more fruit and vegetables that they grow themselves. So, in the future, they will have better food 8) b.

If gardening becomes a boring 9) b, no one wants to do it. It is important to keep it fun and interesting. For example, you can grow the 10) a that you need to make pizza or salad.

1.	<u>a. such as</u>	b. example	c. also
2.	a. much	b. a few	<u>c. little</u>
3.	a. fun	b. outdoor	<u>c. indoor</u>
4.	<u>a. Both</u>	b. Either	c. Neither
5.	a. a little	b. both	<u>c. different</u>
6.	a. fatty food	<u>b. healthily</u>	c. fast food
7.	<u>a. inspires</u>	b. orders	c. shares
8.	a. lists	<u>b. choices</u>	c. cuisine
9.	a. flavour	<u>b. chore</u>	c. nature
10.	<u>a. ingredients</u>	b. elements	c. juice

TIME TO WATCH

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

- develop their listening skills for specific information by watching a video about nature schools;
- develop their reading skills for detailed information;
- guess the meanings of the words/phrases from the context;
- talk about nature schools;
- write about their "Nature School" program.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3. 4.1.4.

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

1. Tell students that they are going to watch a video about nature schools. Before that, they need to read the text about nature schools and decide if the statements are True or False. Have students do the task individually and then ask them to compare their answers with a partner.

Answers:

1. **T** (It became the first forest kindergarten when neighbours and close friends took interest and sent their children to come along.)
2. **F** (They have given different names to their schools, and the programs they use are also different from each other.)
3. **F** (Such schools are mostly for young learners, but there are models for teens as well.)
4. **T** (The 2005 bestselling book, "Last Child in the Woods" by Richard Louv, helped the idea become even more popular.)
5. **F** (There are now 240 nature preschools in the United States.)

2. Tell students to cover the definitions (a-g), read the sentences (1-7) and try to guess the meaning of the words in bold. Then let them uncover the definitions and match them to the words. Have students compare their answers before you provide whole class feedback.

Answers:

1 They answered all my questions and I became very **satisfied**.

2 Nature can make learning **accessible** for everyone.

3 Their music successfully **blends** jazz and pop together.

4 The journey was long and **arduous**.

d happy and pleased

f easy to understand or enjoy

g to combine or mix different styles or things

b tiring and needing a lot of effort

- 5 After the lesson, I asked the students to give **feedback**.
- 6 She is never pleased and always **grizzles** about everything.
- 7 Turkish people showed great **resilience** after the catastrophic earthquake.

- e reactions to a process or activity or comments
- c to cry continuously or complain all the time
- a the ability to be happy, healthy or strong especially after something bad or difficult has happened

3. Before playing the first part of the video, give students some time to look through the sentences. Play the video and ask them to complete the sentences. If necessary, play the video twice. When students are ready, ask them to have a quick pair-check. Provide whole class feedback at the end.

Answers:

In nature schools, children

- are 1) **excited** about their learning.
- are leading their learning.
- are scientists and 2) **discovering** things.
- are challenging their 3) **bodies** and emotions.

Nature schools

- give children 4) **freedom** to learn.
- help children return home 5) **calm** and satisfied.
- make learning more 6) **accessible** for everyone.
- are not 7) **hard** or arduous.



4. Ask students to read the questions and then play the second part of the video. Students should answer the questions as they are watching the video. After the video has finished, ask students to compare their answers with a partner and then check the answers as a class.

Possible answers:

1. What new things has the girl (student) learned from her outdoor lessons? - **I learned that animals feed and hide on the plants.**
2. According to Kaye Brunton, how are nature schools helpful? - **Children connect with the land and that's a big part of who they are.**
3. What kind of feedback has Kaye Brunton got? - **She has only got positive feedback.**
4. According to Pearl Freemantle, what makes nature schools meaningful? - **In nature schools, you are not talking about things but experiencing them.**
5. According to Sophie Flamagan, how do children feel when they come back from outside classes? - **They are physically tired and emotionally happy.**

TIME TO WATCH

5. Put students in small groups and have them discuss the questions. As they are discussing the questions, monitor and take notes to be discussed in the feedback stage.
 - Would you like to have lessons in nature? Why or why not?
 - What can a teenager learn in a nature school?
6. Divide students into small groups and tell them that they are going to create their own “Nature School” program. Have them read the instructions carefully and if necessary, give further assistance to make the task clear.

- A. Imagine you are starting your nature school.
- B. Choose a school subject and think about the latest topics that you have had.
- C. Imagine you are having a lesson outside and decide how a lesson in nature can help you understand this topic better.
- D. Write about your “Nature School” program.

**MY NATURE
SCHOOL**

Subject _____

Topic _____

Activities _____

Difference _____

Benefits _____

Script

Sophie Flanagan: Every time we come into the bush we see children excited about their learning and they are leading their learning. There are no boundaries in the bush, they're being scientists, they're discovering things, they're challenging their bodies, they're challenging their emotions sometimes and all this is not something that can happen within the four walls of the classroom.

Leo Smith: With nature-based learning it's basically, it's freedom to learn so if you put a child, say, in a classroom there's walls, there's rules, there's ways that things work, but in nature it's really open and so there's endless limits.

Lucy Kerr: I think it's great for their mood, they come back home calm and satisfied, I think, just being outside.

Doug Royson: It's a different way of learning I guess, getting outside, looking at things, looking at things that they wouldn't normally see inside a classroom.

Natalie Packer: Nature and children naturally go together. I think for children when they can see maths and literacy blending together, science and maths blending together and all of it blending together so that it's in their real life, then they see a

purpose for it and they see the validity. It just helps to just open them up and it makes it more accessible for them, and it's not so hard or arduous.

The student (girl): So mainly we've been planting and picking up rubbish to help the animals. I learnt that the animals actually feed on the plants, also while hiding in the plants, so yeah that's one of the things I've learnt.

Kaye Brunton: It's been amazingly beneficial for our kids; we've got a lot of children that really connect with the land that's a big part of who they are and we really want them to feel connected to this place.

We've only had positive feedback about it, nobody's grizzled about kids going home dirty, or you know, wet or whatever has happened because they've been outside. They've liked it.

Pearl Freemantle: Like most really meaningful things it's not talking about it, it's actually going in and experiencing it.

Sophie Flanagan: Resilience is huge, children learn to rely on each other, and they learn about building their own self belief about things that they can do, things that they previously thought that they couldn't do. I find that children always come back to kindergarten physically tired and emotionally happy.

I think it is so important and there are so many benefits that I would always champion for teachers to do this, always.

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

- write supporting sentences;
- identify the structure of an outline.

Standards: 4.1.2. 4.1.3. 4.1.4.

Refer students to the table with the tips about writing supporting sentences.

Writing Tips!

What are Supporting Sentences?

- They talk about the topic sentence in more detail.
- They explain, describe, give reasons and examples.

Supporting sentences should focus on the following:

- They should provide **the main supporting points** for the topic sentence.
- There are usually 2 - 4 supporting sentences in a paragraph.
- They should come in a logical order.

Don't

You should **NOT** begin a new topic or introduce a new idea in supporting sentences.

1. Have students read the topic sentences and decide if the supporting sentences are good or bad. Once they have finished doing the task, ask them to compare their answers with a partner. Provide whole class feedback at the end.

Topic sentence: Spending time in nature is beneficial for students.

- Supporting sentences:**
- A. It helps them be more active. **-G**
 - B. They start school at the age of 5. **-B**
 - C. Outdoor activities teach them practical skills. **-G**

Topic sentence: Living in a big city isn't for me.

- Supporting sentences:**
- A. Big cities are crowded. **-G**
 - B. It is very noisy in big cities. **-G**
 - C. I can find all the things I want. **-B**

2. Ask students to look at the outline and choose the main points and the supporting details from the box that can go in the outline. Remind them that there are 2 extra phrases that they don't need to use. The task is better to be fulfilled individually; however, it can be done in pairs as well.

Answers:

Topic sentence: There are many ways to connect with nature.

Body:

Main point 1: 1) have outdoor activities

Supporting detail: 2) have a walk in a green area

Main point 2: 3) green your home

Supporting detail: 4) grow plants at your home

3. Have students look at the sample outline. In an open class, analyse the structure of the sample outline and encourage students to ask questions if anything is unclear. Then ask them to write main points or supporting details in the gaps. While they are working, monitor and provide assistance if necessary.
4. **A.** Have students choose one of the provided topics and write a topic sentence, 2 main points and 2-4 supporting sentences for each main point. Remind them to have a look at the outlines in the previous task. Tell them not to divide their sentences into sections like the one in Task 3, but write them as a paragraph.

Nature schools

Forest bathing

Extreme weather

Life in a village

A recent natural disaster

Life in a city

B. Once students are ready, get them to exchange their sentences with a partner. They should underline the topic sentence, main points and supporting details in each other's paragraph.

Extension: If time allows, you can ask students to add one more main point and supporting details in their partner's paragraph.



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



1. ~~Extra~~ ^{Extreme} weather conditions will continue till tomorrow night.
2. None of my ~~friend~~ ^{friends} have seen hail.
3. When the landslide happened, the remote villages could get only a ~~few~~ ^{little} help.
4. ~~Hail~~ ^{Avalanche} is a fall of a large amount of snow or ice down the side of a mountain.
5. Neither ~~schools~~ ^{school} has a green area for students to spend time outside.
6. I don't like strong winds, but a cool breeze on sunny days is great.
7. Both my sister ~~or~~ ^{and} brother grow plants in their rooms.
8. There was thick ~~foggy~~ ^{fog} all day long. I couldn't even see the buildings a few metres away from ours.
9. I would like to study in a nature school. I think I can learn a lot of practical skills there.
10. Neither Kamran ~~no~~ ^{nor} Farahim likes being in crowded places.
11. After a long period of drought, ~~gales~~ ^{showers} were like presents to gardens.
12. Nature makes learning accessible for students as they mostly do practical tasks.
13. Forest ~~shower~~ ^{bathing} is a Japanese practice for relaxing your mind.
14. Heavy rains affected all ~~town~~ ^{towns} in the southern part of the country.

UNIT

4

MANNERS AND RULES

Topic: Manners and rules

Hours: 16

Skills: Reading, Listening, Speaking, Writing

Grammar: Modal verbs (have to, don't have to, must, cannot); to be expressions

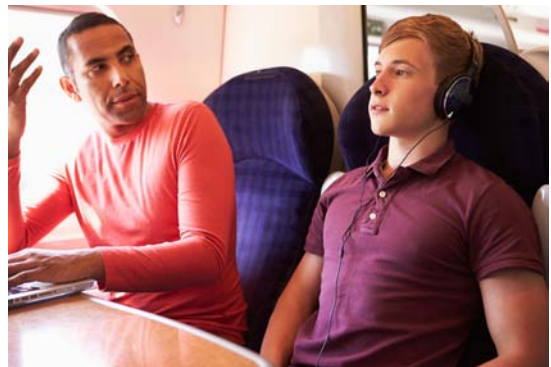
Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about good and bad manners.

In an open class, ask students to describe the photos. Don't go into detail. Simple description would be enough. Then divide students into small groups and ask them to discuss the questions provided in the book. While they are discussing, monitor and provide assistance if necessary.

- What bad manners do these photos describe?
- How do you think these bad manners affect other people?
- What is the right thing to do in each situation?



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

- guess the meanings of the words/phrases from the context;
- develop their reading skills for gist.

Standards: 3.1.1. 3.1.2. 3.1.4.

1. Ask students to read the comments and answer the question. Have students work individually and ask them not to pay attention to the boldfaced words yet. As they have finished, get them to compare their answers with a partner. Provide whole class feedback at the end.

Possible blocking words

etiquette (n) /'et.i.ket/ - the set of rules or customs

disease (n) /dɪ'zi:z/ - an illness of people, animal, plants, etc., caused by infections

public places /'pʌblɪk 'pleɪsɪz/ - areas that are accessible to the general public, such as parks, beaches, streets, and buildings

Answer:

C. Basic etiquettes

2. Have students read the comments in Task 1 again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word. As they have completed the task, get them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

1. **cover** (v.)

a) put or spread something over something

b) wipe your mouth with something

2. **sneeze** (v.)

a) loudly shout at somebody in a sudden uncontrolled way

b) loudly blow air out of your nose and mouth in a sudden uncontrolled way

3. **spit** (v.)

a) force out the contents of the mouth

b) clean your mouth with some clear liquid

4. **disrespectful** (adj.)

a) showing a lot of respect

b) not showing respect

5. interrupt (v.)

a) say something and join a conversation

b) stop a person from speaking for a short period by something you say or do

6. apologise (v.)

a) tell someone that you are sorry for doing something wrong or for causing a problem

b) tell someone that you have done something wrong

7. rude (adj.)

a) kind

b) not polite

8. offend (v.)

a) make someone upset or angry

b) make someone happy

Track 10

1. cover - put or spread something over something
2. sneeze - loudly blow air out of your nose and mouth in a sudden uncontrolled way
3. spit - force out the contents of the mouth
4. disrespectful - not showing respect
5. interrupt - stop a person from speaking for a short period by something you say or do
6. apologise - tell someone that you are sorry for doing something wrong or for causing a problem
7. rude - not polite
8. offend - make someone upset or angry

3. Ask students to complete the sentences with the words from Task 2. Remind them that they might need to change word forms. Students should do the task individually and then compare their answers in pairs.

Answers:

1. The light was very bright, so I **covered** my eyes.
2. I have an allergy and I often **sneeze**.
3. It's **rude** not to say 'Thank you' when people have done something nice to you.
4. It's very bad to **spit** in the street.
5. I think I have **offended** her. She also wanted to be at my birthday party.
6. They need to **apologise** for the problems that they have caused.
7. Don't **interrupt** me when I am talking. You need to wait till I finish my sentence.

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

- develop their reading skills for detailed information by reading a magazine article about manners;
- talk about the topics related to etiquette rules and manners;
- write a report about their notes taken during the interview.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

1. Have students discuss the questions in pairs. While they are discussing, monitor and provide assistance if necessary. Nominate random students to share their ideas with the whole class once they have finished their discussions.
 - What are some things that people should do to be polite in public places?
 - What are some examples of impolite behaviour that you have noticed?
 - How should we learn etiquette rules?
2. Before students start doing Task 2, draw their attention to the definitions of the words *impolite*, *approval* and *disturb* and give some examples to make their meaning clear.

impolite - not polite; rude

approval - the feeling of having a positive opinion of someone or something

disturb - to interrupt someone and stop them from continuing what they were doing

Tell students that they are going to read a magazine article about etiquette rules. Six sentences have been removed from the text. Students should put those sentences back in the text. Remind them that there is one extra sentence that they don't need to use. Get students to compare their answers with a partner once they have finished doing the task.

Answers:

1. **B.** There are some etiquette rules that we have learned from them.
2. **D.** However, there are some etiquette mistakes that people often make.
3. **G.** All these things are not nice and in most cases disrespectful to others.
4. **F.** So, if you don't want to do a favour or if you just don't have time for it, saying 'no' is important and not rude at all.
5. **A.** The best solution is to learn how to say 'no' in a polite way.
6. **E.** This will make you feel even more stressed.

Option **C** is extra.

3. **A.** Ask students to complete the sentences with their own ideas. As they are working, monitor and provide assistance if necessary.

Answers will vary.

- B.** Once students have finished doing the task, put them into small groups and have them compare their sentences and see what different and similar ideas they have. Then ask students to prepare a group presentation about *Saying 'yes' all the time*.
- 4.** Have students mingle around and interview their classmates. Ask them to take notes as they are going to use those notes in their reports.
- What are some good manners that you are happy to have?
 - What are the common etiquette mistakes that people make in your country?
 - Are there any etiquette rules that you think are not necessary? Which?

Note:

If time allows, have students exchange their reports and give feedback to each other. At the end, nominate random students to read their reports to the whole class.

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

- talk about the signs using modal verbs – *must, mustn't, have to, don't have to, cannot*;
- develop their reading skills for gist.

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

Optional warmer:

Bring (or show on an electronic device) photos of some famous signs and ask students to say what they mean.

1. Put students into pairs and have them discuss the questions. Nominate random students to share their ideas with the whole class when they finish discussing the questions.
 - What are some famous signs that you see in public places?
 - Is it important to pay attention to signs and notices? Why or why not?
2. Draw students' attention to the signs and notices given in Task 3 and ask students to match those signs to the places they belong to. Remind them that there is one extra place that they don't need to use. Once students have finished doing the task, have them compare their answers with a partner and then check the answers as a class.

Answers:



1

gym



2

subway



3

plane



4

road



5

restaurant

No need to book a table on weekdays

3. Ask students to look at the signs and notices and choose the answers that explain them best. The task should be done individually. When students are ready, get them to compare their answers in pairs and then check the answers as a class.

Answers:

a) You have to¹ take a shower before using the pool.

- a. b) You have to take a shower at home before and after using the pool.

- b. a) You **cannot**² move on the left of the escalator.
b) You cannot stand on the left of the escalator.

- c. a) You **mustn't**³ use old mobile phones inside.
b) You mustn't use mobile phones inside.

- d. a) You must⁴ drive slowly because there is a school nearby.
b) You must drive slowly when you go to school.

- e. a) You don't have to⁵ book a table before coming on weekdays.
b) You don't have to book a table before coming.



Shower before and after using the pool



No need to book a table on weekdays

4. Have students look back at Task 3 and match the numbered modal verbs to the statements. Tell them that they can use some statements more than once. Once students are ready, have them compare their answers with a partner and then check the answers as a class.

Answers:

1. have to - **A**. It is very important and necessary to do this.
2. cannot - **B**. It is against the rules to do this.
3. mustn't - **B**. It is against the rules to do this.
4. must - **A**. It is very important and necessary to do this.
5. don't have to - **C**. It is not necessary to do this.

Before you ask students to do Task 5, refer them to Grammar Target on Page 120. Explain to them modal verbs. Ask CCQs to make sure that they have understood the difference in the use of the modal verbs.

5. Ask students to read the sentences and find the mistakes in the use of modal verbs and correct them. Tell them that they can refer to the Grammar target box on Page 120 if necessary. The task is better to be done individually. Once students have completed the task, get them to have a quick pair-check. Provide whole class feedback at the end.

Answers:




1. I must ~~to~~ learn to drive more carefully.
2. You don't have to bring towels with you to the pool.
3. You cannot ~~taking~~ ^{take} photos on the subway.
4. She doesn't ~~has~~ ^{have} to bring pens and paper.
5. You mustn't ~~crossed~~ ^{cross} the road here.

6. Have students read the sentences and choose the correct option. Tell them that they can refer to the Grammar target box on Page 120 if necessary. Get them to compare their answers once they finish doing the task. Provide whole class feedback at the end.

Answers:

1. You **don't have to** wear a mask outside.
 2. Children under 12 **have to** swim in the pool only with an adult.
 3. You **cannot** stand here. This place is for wheelchair users.
 4. You **have to** tell the truth. It is very important to know the details.
 5. You **cannot** eat in the library. It is against the rules.
7. Ask students to look at the signs and write sentences using the key words and the modal verbs. The task is better to be done individually. However, it can be set as pair work as well.

Possible answers:

<p>1</p>  <p><u>You cannot enter the building.</u></p>	<p>2</p>  <p><u>You don't have to take your shoes off.</u></p>	<p>3</p>  <p><u>You have to carry small pets on the escalator.</u></p>	<p>4</p>  <p><u>You mustn't speak loudly in the hospital.</u></p>
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8. Put students into small groups and ask them to choose a place and brainstorm signs and notices that they can see in that place. Have them draw those signs on separate pieces of paper and give explanations to those signs using the modal verbs **mustn't**, **must**, **have to**, **cannot** and **don't have to**.

Note:

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

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

- ask and answer questions using be expressions – to be about to, to be due to, to be able to;
- develop their reading skills for detailed information by reading a text about an etiquette course;
- develop their listening skills for gist.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3.

1. Though students have already done *Find someone who..* task previously, it is advisable to explain the process again.

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

Note:

Print the table and use it as a ready worksheet if you don't want to waste time while students are copying the sentences in their notebooks.

Find someone who ...	Names	Extra notes
<ul style="list-style-type: none"> • helps lay the table at home. • likes talking while eating. • doesn't like dining at a restaurant. • knows about basic cutlery gestures. • likes wiping his/her plate with bread. • cleans his/her mouth with his/her hands. 		

Tell students that they need to ask their classmates questions.

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

Do you help lay the table at home?

If you think that students might have difficulty changing the statements into the question forms, change all of them as a class. Then have them mingle around and ask each other questions and find those who have a 'yes' answer to the questions. When they hear a 'yes' answer, they should write that person's name next to the question and move on to the next person. The goal is to meet and talk to as many people as possible within the time limit. Encourage students to ask extra questions related to the answers.

Once they have finished asking questions, get some feedback from random students.

2. Have students read the text and decide if the statements are True or False. Have them do the task individually and then compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. **T** (They have field trips....)
2. **NG**
3. **F** (I missed the course)
4. **T** (I will be able to use cutlery properly, carry on the conversation at a dining table, set a table...)

3. Have students look back at Task 2 and match the numbered phrases to the statements. Once students are ready, have them compare their answers with a partner and then check the answers as a class.

Answers:

1. **was just about to** - B. We use it to talk about things that were going to happen but didn't.
2. **is due to** - A. We use it to talk about planned things that will happen at a certain time.
3. **will be able to** - C. We use it to talk about abilities.

Before you ask students to do Task 4, refer them to Grammar Target on Page 121. Explain to them *to be expressions*. Ask CCQs to make sure that they have understood the difference in the use of *to be expressions*.

4. Ask students to complete the sentences with **to be about to**, **to be due to** and **to be able to**.

Tell them that they can refer to the Grammar target box on Page 121 if necessary. Get students to compare their answers once they finish doing the task. Then check the answers as a class.

Answers:

1. I **am about to** lay the table. Can you help me?
2. I **won't be able to** join you this week. I have to finish my project about manners in public places.
3. Traffic safety course for students **is due to** start tomorrow.
4. The students **will be able to** use cutlery properly after the course.
5. I **was about to** fill my glass when I broke all three glasses on the table.

5. Tell students that they are going to listen to 4 speakers. Students should match the speakers to the statements. Give students some time to read the statements and then play the recording. If necessary, play the recording twice. Once they have completed the task, have them compare their answers in pairs. Check the answers as a class at the end.

Answers:

Speaker 1 c. This person is talking about a past experience and hope for the future.

Speaker 2 e. This person is giving information about transport.

Speaker 3 d. This person is sharing a funny story.

Speaker 4 b. This person is giving instructions at home.

Track 11

Speaker 1: I am about to start a new course. I have to take an exam to get my driving licence. I have tried twice, but I failed both. After the course, I hope I will be able to pass the exam.

Speaker 2: The bus is due to leave at 7 in the morning. It will take you to the restaurant where we are going to organise our workshop. You have to wear comfortable shoes as you will be there for at least 6 hours.

Speaker 3: My grandma was about to show us how to use the right cutlery to eat steak when we saw that our dog was eating the steak. We all laughed a lot and decided to prepare dinner again.

Speaker 4: The guests are about to arrive. Jeyla, bring the plates. Ali, please help her lay the table. I have to make salad. Please, be careful with the plates.

6. Ask students to make up sentences using the given words. The task can be done individually or in pairs.

Answers:

1. The course is due to start at 3 p.m.
2. Will you be able to practise new skills?
3. I am about to start a new workshop.
4. They are about to have a field trip.

7. Have students write their answers to the questions. As they are working, monitor and provide assistance if necessary. Once students are ready, get them to compare their answers with each other. Nominate random students to report their partner's answers.

Answers will vary.

8. Put students in pairs and ask them to read the instructions. Give them some time to make notes and then have them role-play the situation. Encourage them to use *be expressions* in their questions and answers. While they are getting ready for their roles, monitor and help if necessary. If time allows, have students exchange their roles.

LISTENING

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

- develop their listening skills for specific information by listening to a talk about bad habits;
- guess the meanings of the words/phrases from the context;
- talk about the topics related to habits;

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

1. Divide students into small groups and have them discuss the questions. Monitor and take notes of good and improper language use to be discussed later in the feedback stage. Once students have finished their discussions, nominate random students to share their ideas with the whole class.

- How can bad habits affect our life?
- What are some bad habits that most teenagers have?

2. Ask students to draw a similar table in their notebooks and write their own answers first. Then get them to work in pairs and ask and answer the questions. When they are done, have random students read the information they have in their table.

Answers will vary.

	Your answers	Your partner's answers
What are 2 good habits that you have?	★★★	★★★
What are 2 bad habits that you have?	★★★	★★★
What are 2 habits that you would like to have?	★★★	★★★

3. Tell students that they are going to listen to a teenager talking about bad habits. The boldfaced words are used in the speech. Before they listen to it, they need to use their best guesses to choose the definitions of the words. The task can be done individually or in pairs. When students are ready, check their answers as a class.

Answers:

1. You always **make excuses** for not doing your homework. I will talk to your parents.

a) to say sorry for not doing something

b) to give false reasons why you cannot do something

2. You shouldn't **delay** the start of the project. Students will soon have summer holidays.

a) to make something happen at an earlier time than originally planned

b) to make something happen at a later time than originally planned

3. She has a **loss** of smell because of the flu.
 a) the fact that you no longer have something or have less of something
 b) the fact that you have more of something
4. I am very careful about my meals. I never **skip** any.
 a) not to do something that you usually do
 b) to continue doing something that you usually do
5. Please, **lower** your voice. You mustn't speak loudly in the hospital.
 a) to make something become smaller
 b) to make something become bigger

4. Give students some time to read the sentences before you play the recording. As they listen, they should complete the sentences/notes. Have students do the task individually and then compare their answers in pairs. Provide whole class feedback at the end.

Answers:

Making excuses: We cannot become **1) successful**.
Procrastinating: can make our grades and **2) health** worse
Wearing earbuds for several hours: Our **3) hearing** can become worse.
Skipping breakfast: Our body doesn't get the **4) energy** it needs.
Staying up late: We won't be able to focus on our **5) lessons**.
Spending too much time on social media: can cause laziness and can make our **6) memory** and IQ worse

Track 12

Having bad habits can affect our physical and mental health. Breaking bad habits can change our life for the better. Today, I am going to talk about 6 bad habits that most teenagers have.

Making excuses: When things don't happen as we've planned, we make excuses. We find reasons why we couldn't do something. These excuses waste time and don't let us become successful.

Procrastinating: Procrastination is one of the most common things all teenagers experience during their school life. Procrastination is when we delay something until the last minute. Unfortunately, it both affects our grades and our health.

Wearing earbuds for several hours: Many of us are used to wearing earbuds while working or studying. It is a dangerous habit that can cause hearing loss. We must make sure that we don't spend long hours with our earbuds and keep the level not loud.

Skipping Breakfast: Teens' days can be very busy. So, they can easily skip the most important meal of the day. Breakfast is important to start a happy day. By missing breakfast, or meals in general, we don't give our body necessary energy it needs. So, we feel tired and sad.

Staying Up Late: Experts believe that teenagers need 9 hours of sleep per night. However, nowadays, teenagers sleep less than that. Sleeping is very important to give our brains the energy it needs. If we don't get enough sleep for a long time, we might have a poor memory and a weak immunity. Also, if we don't get enough sleep, we cannot pay attention to our lessons.

Spending too much time on social media: In the 21st century, social media is everywhere and almost anyone over the age of 12 has a phone and often social media. It's a great way to communicate with friends and family. But if we spend a lot of time on social media, this bad habit can affect our friendships, school life and future. It can make us lazy, overweight and lower our memory and IQ.

I used to have all these bad habits. Luckily, I was able to break them and that changed my life. If you want to change your life, you should visit my blog to learn how to break bad habits.

5. Tell students that they are going to listen to the recording again and answer the questions. Before they do the task, choose random questions and check if they can answer the questions or not. Don't tell them if their answers were right or wrong. Play the recording and have them answer the questions. Get them to compare their answers with a partner before providing whole class feedback.

Note:

There is no need to have exact wording when students write their answers. All answers that have the same meaning will be considered as correct answers.

Possible answers:

1. When do people make excuses? - **When things don't happen as they've planned, they make excuses.**
2. What does procrastination mean? - **Procrastination is when we delay something until the last minute.**

3. How can we save ourselves from the bad effects of wearing earplugs? - **We must make sure that we don't spend long hours with our headphones and keep the level not loud.**
4. How does skipping breakfast affect our mood? - **We feel tired and sad.**
5. How many hours of sleep do experts advise teens? - **Experts believe that teenagers need 9 hours of sleep per night.**
6. At what age do most people start having a social media account? - **Almost anyone over the age of 12 has a phone and often social media.**

6. Ask students to discuss the questions in pairs. Encourage them to justify their ideas. Once they are discussing the questions, monitor and help them if necessary. Also, take notes of good and improper language use to be discussed in the feedback stage. After students have finished their discussions, nominate random students to share their ideas with the whole class. If necessary, discuss the language related issues and make necessary explanations.
 - Do you have any of the bad habits in Task 4?
 - How can we break bad habits?
 - Is it easy to build good habits? Why or why not?
7. Divide students into small groups and have them come up with the list of bad and good habits for studying and school success. Then ask them to think of ways how they can break those bad habits and build good ones instead. Once they are ready, have them present their work to the whole class.

Note:

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

Answers:

1

1. You have to **apologise** if you have been rude to someone.
2. Never **interrupt** people when they are talking.
3. You have to **sneeze** into your elbow or a tissue.
4. Don't **skip** your meal time if you want to be energetic all day long.
5. Don't **delay** important tasks if you don't want to have problems.

2

0. make _c_

- | | |
|-----------|---------------|
| 1. wear | b. earbuds |
| 2. skip | d. breakfast |
| 3. behave | a. politely |
| 4. lower | f. your voice |
| 5. cover | e. your mouth |

3

1. Doctors advise not to **wear earbuds** for a long period because it can cause hearing loss.
2. If you **skip breakfast**, your body starts the day with low energy.
3. If we don't want to offend anyone, we have to learn to **behave politely**.
4. You have to **cover your mouth** when you cough and sneeze.
5. When you are in public, you shouldn't speak loudly. You have to **lower your voice**.

3

1. Don't wear your everyday clothes to school. (**must/school uniform**) - **You must wear a uniform to school.**
2. Never look at the screen of people's mobile phones on public transport. (**impolite**) - **It is impolite to look at the screen of people's mobile phones on public transport.**
3. If you offend people, say sorry. (**apologise/have to**) - **You have to apologise if you offend people.**
4. I couldn't go to school yesterday. At the last moment when I wanted to leave, my dog felt bad. (**be about**) - **I was about to go to school when my dog felt bad.**
5. You can enter the building with your shoes if you want. (**have to/ take off**) - **You don't have to take your shoes off.**
6. I am taking driving courses. I am sure I can understand all traffic signs soon. (**be able**) - **I will be able to understand all traffic signs soon.**

4

Most people know simple **1) rules** of etiquette that say you should never put your elbows on the table or close the door in someone's face. However, there are some etiquette mistakes that people don't often talk about. Once you learn about them, it's easy to become a more **2) polite** person. Here we are going to talk about the worst etiquette mistakes that people often **3) make**. Being late is one of them. It is one of the bad habits you should **4) break** as soon as possible. If you promise to be somewhere at 1 p.m., make it your duty to be there at 1 p.m. Sometimes, there are **5) reasons** that you cannot control and you cannot be on time. In such cases, don't forget to apologise.

Unfortunately, most often people ask **6) impolite** questions. For example, "Why do you work as a waiter?", "Why do you have bad marks?", "Why don't you wear nice clothes?", "How much did you pay for your earplugs?", etc. These questions can make others **7) feel** bad. So, you have to be **8) careful** not to ask such questions to people who you don't know well. If you know when to stop talking and when to listen, then you can be a good friend. You **9) must** listen to people carefully. You shouldn't **10) worry** about your response until your partner has finished his idea. This is just one of the best ways to build better friendships.



1.	a. types	b. rules	c. signs
2.	a. disrespectful	b. rude	c. polite
3.	a. make	b. do	c. say
4.	a. follow	b. break	c. skip
5.	a. reasons	b. effects	c. excuses
6.	a. right	b. impolite	c. exciting
7.	a. feel	b. feeling	c. felt
8.	a. careful	b. careless	c. care
9.	a. don't have to	b. must	c. have
10.	a. stop	b. interrupt	c. worry

TIME TO WATCH

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

- develop their listening skills for gist and specific information by watching a video about Social faux pas;
- develop their reading skills for specific information;
- guess the meanings of the words/phrases from the context;
- talk and write about Social faux pas.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3. 4.1.4.

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

1. Tell students that they are going to watch a video about social faux pas. Before that, they need to read the text and answer the questions. Have students do the task individually and then ask them to compare their answers with a partner.

Answers:

1. What are social norms? - **Social norms are unwritten rules that show us the right actions within a group.**
 2. When do people start learning about social rules? - **People start learning social norms from an early age.**
 3. What does faux pas mean? - **Faux pas means false step.**
 4. What are the reasons for making faux pas? - **Some people don't have enough knowledge about the rules; Sometimes people have wrong ideas about the rules; In most cases, people know that their actions are faux pas; however, they continue doing so.**
 5. Why do you think the last reason for making faux pas is the worst? - **Answers will vary.**
2. Tell students to cover the definitions (a-f), read the sentences (1-6) and try to guess the meaning of the words in bold. Then let them uncover the definitions and match them to the words. Have students compare their answers before you provide whole class feedback.

Answers:

1 Why will supermarket **carts** never move in the direction that you push them?

2 I hate it when people **stare** at me on the bus.

3 I couldn't remember her name and felt very **embarrassed**.

4 Please, don't **include** my name in the list.

e a small vehicle with two or four wheels that you push or pull to carry large or heavy objects on

a to look directly at someone or something for a long time

f nervous and worried about what other people will think of you

c to make something part of something else

5 Scroll to the end of the text. There you will find all the necessary information.

d to move text or pictures up or down on a screen to view different parts of them

6 I have eaten garlic and I need **chewing gum** now.

b a sweet that you keep in your mouth and chew to get its flavour, but do not eat

3. Tell students that they are going to watch a video about faux pas in 4 different situations. There are 3 scenes in each situation, but they have been given in jumbled order. Students should watch the video and put the scenes in the correct order by completing the gaps under each subsequent column.
4. As students have finished doing the task, play the second part of the video and have them check their answers.

Answers:

on the street	with friends	at the restaurant	in the shop
3, 8, 12	1, 4, 10	2, 6, 9	5, 7, 11

5. Give students some time to read the sentences and then play the second part of the video again. Students should complete the sentences as they watch the video. Once they are ready, get them to compare their answers with a partner and then check the answers.

Answers:

On the street

1. You mustn't **throw packets or litter on the road**.
2. You shouldn't **walk slowly** when there are a lot of people.
3. You cannot **stare at** people or their mobile screens.



With friends

1. You shouldn't ask people to give you **gum** or **candy** if they have only one left.
2. Don't **include** people's photos without asking them.
3. It is impolite to **scroll** through the people's gallery.



At the restaurant

1. It is rude to put your music on **speakers**.
2. When you hear a loud noise of plates, never **turn** and look.
3. You shouldn't have your **bag** on the table.



In the shop

1. You shouldn't **leave** your cart in the middle of the shop.
2. It is a good behaviour to allow people **to pay** first if they have few things.
3. Don't **block** people's way.



6. Put students in small groups and have them discuss the questions. As they are discussing the questions, monitor and take notes to be discussed in the feedback stage.
 - What faux pas at school makes you angry?
 - What actions of your friends' make you angry?
 - Have you ever made any faux pas mentioned in the second part of the video?
7. Divide students into small groups and tell them to write 3 faux pas that people make at school/on social media/at birthday parties. While they are working on their list, monitor and provide assistance if necessary. Once students are ready, put them into groups of 3 and have them compare their lists. Then ask them to prepare a presentation about the most common faux pas that people make at school/on social media/at birthday parties.

Script

Do you want to be a polite person? Then sit closer. Let's talk about rules in 4 different conditions.

On the street

1. It is very bad to throw packets and litter on the road!
2. In crowded places, walking slowly is very annoying.
3. No one would be happy to see people who stare at their screen or at them.

With friends

1. Don't ask for something if the person only has one left, for example — gum, candy etc.
2. Ask for permission before you include someone in a photo. There might be people who don't want to be in your photo.
3. If they show you a photo on their mobile phone, never scroll through other photos.

At the restaurant

1. Don't put your music on speakers when in a public space. It's not like everyone wants the same genre or was in the mood for music. Wear your earbuds.
2. When you hear a loud clatter or crash in a restaurant, don't turn and look for the source. The individual who caused it is embarrassed. Turning to look at him or her will worsen the embarrassment.
3. Don't keep your bag on the restaurant table.

In the shop

1. Don't leave your shopping cart in the middle of the store.
2. If you're shopping and have a lot of things you've bought and someone comes along with only a couple of things, let them pay first. It's just kindness.
3. It is not nice when people stand like this and block the way for others and don't move even if you ask them.

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

- connect ideas in paragraphs using transition words.

Standards: 4.1.2. 4.1.3. 4.1.4.

Writing Tips!

Transition words

When we write main points and supporting details, we need to write the ideas in a logical order. So, we need to use transition words to organise the main points and supporting details.

To add ideas	To compare and contrast ideas	To show time and order	To give an example
firstly, secondly, thirdly, lastly, finally, in addition, also, moreover	but, on the one hand, on the other hand, however	first (second, etc.), next, then, soon, after a few hours, finally, later, at this time, now, at first	for example, for instance

Refer students to the table with the tips about transition words.

1. Ask students to complete the gaps by choosing the right transition words. Have students do the task individually and compare their answers in pairs. Then check the answers as a class.

Answers:

Table manners can be different in different cultures. 1) **For example**, in China, it is OK to keep your bowl in one hand while eating. 2) **However**, it is not a good table manner in most countries. They keep their bowl or plate on the table.

1.	a. On the one hand	b. First of all	c. For example
2.	a. However	b. Then	c. In addition

Breaking your bad habits can change your life in two ways. **1) Firstly**, you will start believing in yourself more. Breaking a habit is a challenging task. If you can do this, it will help you trust your abilities more. **2) Secondly**, you will be able to build a good habit at the same time. Many people break a bad habit by changing it into a good one. So, you will achieve two things at a time.

1.	a. At this time	b. For instance	<u>c. Firstly</u>
2.	a. At first	<u>b. Secondly</u>	c. Soon

2. Have students look at the key words in the outline and write main points and supporting details for the given topic sentence. Remind them that they have to use some of the given transition words. While students are writing, monitor and provide assistance if necessary. When they are ready, encourage them to peer-edit each other's sentences.

Answers will vary.

3. A. Ask students to choose one of the given topics and write a topic sentence, 2 main points and 2-4 supporting sentences for each main point. Encourage them to use transition words. While students are writing, monitor and provide assistance if necessary.



- B. When students are ready, have them exchange their written work with a partner and underline the supporting details and transition words there.



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



1. I ^{was} ~~am~~ about to cross the road when the police stopped me and showed me the red light.
2. If you want to change your life, you have to learn to break your bad habits.
3. Parents should teach their children good ^{table} ~~chair~~ manners and etiquettes.
4. In some countries you don't have ^{to} ~~✓~~ worry about eating noisily. It is not rude in their culture.
5. We have to say ^{sorry,} ~~apologise~~ if we have touched someone on public ^{transport} ~~traffic~~.
6. You ^{mustn't} ~~have to~~ speak with your mouth full. It can disturb others and also, you can look silly.
7. Don't say 'yes' to everything. ^{On the one hand} ~~On hand~~, it can make you stressed. On the other hand, you won't have time for yourself.
8. There is a very interesting workshop about road safety this week. If you attend the workshop, you will learn a lot of important practical skills.
9. It is very ^{disrespectful} ~~disrespect~~ to spit in front of others. Also, it helps spread infections.
10. You ^{mustn't} ~~must~~ share other people's photos on the Internet without asking for their permission. It is not good behaviour.
11. The workshop is due ^{to} ~~✓~~ start on February 7. If you want to join us, you have to register on our website. After that, you ^{will} ~~✓~~ be able to see full information about the workshop.
12. You can't stand on the left of the escalator. You will block people who want to move on the escalator.
13. If you don't have a ^{tissue} ~~paper~~, sneeze into your elbow.
14. If you often wear earbuds and listen to loud music, it can cause hearing ^{loss} ~~lose~~.

UNIT 5

A PLACE CALLED HOME

Topic: A place called home

Hours: 16

Skills: Reading, Listening, Speaking, Writing

Grammar: Infinitives, Gerund

Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about different types of houses.

Have students work in small groups. Ask them to discuss the questions provided. While they are discussing, monitor and provide assistance if necessary.

- Why do you think people choose to live in each of these houses?
- What type of house would you prefer to live in? Why?



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

- guess the meanings of the words/phrases from the context;
- develop their reading skills for specific information.

Standards: 3.1.1. 3.1.2. 3.1.3. 3.1.4.

1. Draw students' attention to the photos of the houses on Page 80 and ask them the question: 'What do you think people like about living in each house?' Elicit answers. Have students read the forum answers and answer the question.
 - What do Eva and David like about the places they live in?

Possible answers:

Eva	David
<ul style="list-style-type: none"> • It has everything she needs. • The house is comfortable. 	<ul style="list-style-type: none"> • It's among beautiful trees and plants. • It has a perfect design.

2. Have students read the forum answers in Task 1 again paying attention to the boldfaced words/phrases. Ask them to choose the correct definition that matches the meaning of each boldfaced word/phrase. When they complete the task, get them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary.

Answers:

1. attract (v.)

a) make someone interested in something

b) cause someone to lose interest in something

2. provide (v.)

a) take something from somebody

b) give something to somebody

3. modern conveniences

a) devices or systems that make life comfortable

b) devices that make a task harder than it was before

4. receive sb (v.)

a) welcome or entertain someone

b) say 'goodbye' to someone

5. fence (n.)

a) a structure made of wood, metal, etc. that surrounds a piece of land

b) a piece of land next to or around your house where you can grow flowers

6. landscape (n.)

a) everything that you can see in the house

b) everything that you can see when you look across a large area of land, especially in the country

7. access (n.)

a) the right to use something or to see somebody/something

b) the right of saying that you will not do something

8. accommodation (n.)

a) a place to live, work or stay in

b) a place for playing video games

Track 13

1. attract - make someone interested in something
2. provide - give something to somebody
3. modern conveniences- devices or systems that make life comfortable
4. receive sb - welcome or entertain someone
5. fence - a structure made of wood, metal, etc. that surrounds a piece of land
6. landscape - everything that you can see when you look across a large area of land, especially in the country
7. access - the right to use something or to see somebody/something
8. accommodation - a place to live, work or stay in

3. Get students to work individually and complete the sentences with the words or phrases from Task 2. Set a time limit. Once they are ready, ask them to compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. They wouldn't like to live without **modern conveniences** such as microwaves.
2. The family is staying in cheap **accommodation** until the father gets a job.
3. The new job will **provide** you with a great experience.
4. The two women chatted over the garden **fence**.
5. Children must have **access** to the home library sources.
6. They were happy to **receive** guests in their new house.
7. The trees, mountains and flowers made the **landscape** very beautiful.

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

- develop their reading skills for specific information by reading an article about a strange house;
- talk about the unusual house they have read about.

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

1. You may want to discuss the questions as a class or ask students to discuss them in pairs.
 - Why do you think people enjoy living there?
 - What do you think it is like inside?

2. Before students start reading the article, it is advisable that you pre-teach the words below.

construction /kən'strʌkʃən/ - the process of building things such as houses, bridges, etc.
guided tour /ˌɡaɪdɪd 'tʊə/ - a tour of a place or building with an expert guide who explains the history and importance of what you see
mess up /mes ʌp/ - to make a mistake or do something badly
relive /ˌri:'lɪv/ - to remember and feel again an experience that happened in the past
rock /rɒk/ - a large piece of stone
shepherd /'ʃepəd/ - a person whose job is to take care of sheep and move them from one place to another

After teaching the words, tell students that they are going to read an article about Casa do Penedo, one of the strangest houses in the world, and answer the questions. Set a time limit. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. When did the family first see Casa do Penedo?
One spring day in 1973
2. How long did it take them to complete the construction?
About a year
3. Why didn't Vitor's parents want to have modern conveniences in the house?
They wanted to relive the good old days without technology.
4. What modern conveniences do they have in the house now?
Water and gas
5. What happened after the TV program about the house?
A lot of tourists started to visit the house.
6. What can't the visitors do in the house?
To take videos, photographs inside the house
7. What different activities are there for visitors?
Watching the stars at night, swimming in a pool on a rock or being a shepherd for a day
8. What are the owners of the house planning to do?
to provide accommodation on the mountain

3. Get students to read the article again and choose from the sentences 1-3 the one which fits each gap (A-D). Remind them that there is one extra letter which they don't need to use. Set a time limit. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Some even jumped over the fences just to take a picture. **C**
2. Casa do Penedo is an experience of spending a day or the weekend without these comforts. **B**
3. Visitors can have the experience of doing his job for a day. **D**

4. Have students discuss the questions in pairs. While they are discussing the questions, monitor and help them if necessary. After students have finished the discussions, nominate random students to share their ideas with the whole class.

- Would you like to visit Casa do Penedo one day? Why or why not?
- What kind of people do you think would like to visit this place? Young, middle-aged or elderly? Explain.

Optional extension

Ask students to work individually and to brainstorm and write down ideas for their unusual houses. Encourage them to think creatively and consider aspects such as shape, materials, features and the environment in which the house will be situated.

Hand out a large sheet of paper to each student. Set a time limit. Have them draw the picture of their unusual house and write the features that make the house unusual.

When the time is up, arrange the posters around the classroom. Ask students to present their unusual house ideas to the class. Encourage them to speak confidently and engage the audience.

After each presentation, have students provide positive feedback and ask questions. Encourage constructive comments that focus on the strengths of the design. Conclude the activity with a class discussion. Ask students to share what they enjoyed most about designing and presenting their unusual houses.

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

- talk about themselves using Infinitives;
- develop their reading skills for specific information.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.3. 3.1.4.

1. Draw students' attention to the photo. Get them to work in pairs or in small groups and discuss the questions. While they are discussing the questions, monitor and help them if necessary. After they have finished the discussions, nominate random students to share their ideas with the whole class.

- Why do you think she lives in such a small flat?
- Imagine living in a house that is half the size of your home now. How different will your life be? What will be better? What will be worse?

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

tiny /'taɪ.ni/ extremely small
afford /ə'fɔ:d/ to have enough money to buy sth
fail /feɪl/ to be unsuccessful when you try to do sth
minimalist lifestyle /'mɪn.ɪ.məl.ɪst 'laɪf.staɪl/ living with a few resources
rent /rent/ to pay money to somebody so that you can use something that they own, such as a house, a room, some land, etc.

Get students to read the text and complete the sentences. Set a time limit. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

- 1. she can't afford to rent a big apartment in Tokyo.**
- a) There is not enough space for all her guests to sit.**
b) She cannot keep her flat as tidy as she wants.
- a) She spends less money on rent.**
b) Cleaning the apartment takes less time.

3. Draw students' attention to the boldfaced words in the text and ask them to choose the right option. When they are done, have them compare their answers in pairs before you discuss the answer as a class.

Answer:

b

Refer students to Grammar Bank on Page 122. Explain to them what an infinitive is. Provide them with examples.

4. Get students to work individually and complete the text with the verbs from the box. Remind them that they can use some of the verbs more than once.

Answers:

A group of 11th graders decided **1) to help** homeless people. When the school director heard about it, he offered **2) to help** the students. The students agreed **3) to get** his help. They found an elderly man who lived in the street and was very ill. The students told him that they planned **4) to build** a house for him. The elderly man said, “When I was young, I had health problems. So, I failed **5) to find** a good job. I couldn’t afford **6) to buy** a house. Now, I am old and I need **7) to find** a place to live in. I promise not **8) to keep** my house messy.”

The students said, “We promise **9) to build** a nice house for you.”

The students, with their director’s support, are building a small house for the elderly man. They hope **10) to finish** the construction soon.



5. A. Have students work individually and complete the sentences with an infinitive. Monitor and provide assistance if necessary.

Answers will vary.

B. Get students to walk around and talk to their classmates. They have to find someone who has the same answers.

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

- write a letter using Gerund;
- talk about the difficulties of being an astronaut;
- develop their reading skills for specific information.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3.

1. Ask students to work in pairs and discuss the questions. While they are discussing the questions, monitor and help them if necessary. After they have finished the discussions, nominate random students to share their ideas with the whole class.

- Have you ever wanted to be an astronaut? Why or why not?
- What difficulties do you think astronauts have in space?

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

astronaut /'æs.trə.nɔ:t/ - a person who travels in a spacecraft into space
attach /ə'tætʃ/ - to join or fasten something to something else
float /fləʊt/ - to be lighter than air, and to move slowly through it
gravity /'græv.ə.ti/- the force that attracts two bodies towards each other, especially the force that makes things fall to the ground
sleeping bag /'sli:.pɪŋ ,bæg/- a warm, usually waterproof bag for sleeping in outdoors or in a tent

Get students to read the text and answer the questions. Set a time limit. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

1. What was Amanda's interest when she was at school?
At school, she was interested in learning about space.
2. What does she think about when she watches the Earth?
She thinks about being there with her family.
3. Why is it hard for astronauts to be in space?
There is no gravity there.
4. Why doesn't she want to drop anything there?
If she drops something, it floats around.
5. What does she need to have when she wants to sleep?
She needs to have a sleeping bag.

3. Draw students' attention to the boldfaced words in the text and have them complete the table. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Answers:

verb + verb + ing	adjective + preposition + verb + ing
imagine living	interested in learning
enjoy being	worried about dropping
mind staying	look forward to going
miss having	afraid of getting

Refer students to Grammar Bank on Page 122. Explain to them what gerund is. Provide them with examples.

4. Have students work individually and complete the gaps with the correct forms of the verbs in brackets. When they are done, play the recording and ask them to listen and check their answers.

Answers:

Hello, dear Astronaut.

My name is Natig and I am 8 years old. When I grow up, I want **1) to become** an astronaut just like you! I have always been interested in space. Every night before I fall asleep, I close my eyes and imagine **2) seeing** the Earth from above and **3) floating** in space. I know space travel is possible now, but my family can't afford **4) to send** me to space camp yet. So, for now, I spend time **5) learning** about space by reading books and watching videos about the planets, stars and galaxies.

I really enjoy **6) learning** about them. My parents suggested **7) taking** me to the Space Museum next month. I am very excited!

I know it's important to stay fit and healthy for space travel, so I don't mind **8) getting** ready for my future. I eat only healthy food and exercise a lot.

When I become an astronaut, I know I will miss **9) spending** time with my family and friends on the Earth, but I look forward to **10) communicating** with them from space and **11) sharing** my experiences.

To tell the truth, I am a little worried about **12) feeling** bored there if I stay for months, but anyway, I am so excited about **13) travelling** to space one day. I can't help **14) dreaming** about that day all the time.

I hope **15) to make** my dream a reality just like you did.

Best,
Natig



Track 14

Hello, dear Astronaut.

My name is Natig and I am 8 years old. When I grow up, I want to become an astronaut just like you! I have always been interested in space. Every night before I fall asleep, I close my eyes and imagine seeing the Earth from above and floating in space. I know space travel is possible now, but my family can't afford to send me to space camp yet. So, for now, I spend time learning about space by reading books and watching videos about the planets, stars and galaxies. I really enjoy learning about them. My parents suggested taking me to the Space Museum next month. I am very excited! I know it's important to stay fit and healthy for space travel, so I don't mind getting ready for my future. I eat only healthy food and exercise a lot.

When I become an astronaut, I know I will miss spending time with my family and friends on the Earth, but I look forward to communicating with them from space and sharing my experiences. To tell the truth, I am a little worried about feeling bored there if I stay for months, but anyway, I am so excited about travelling to space one day. I can't help dreaming about that day all the time. I hope to make my dream a reality just like you did.

Best,
Natig

5. Divide students into groups and ask them to write a letter to an Alien about our home Earth. Encourage them to use the lesson grammar. Monitor and help when needed. When they are ready, have them read their letters. Take notes of good language and inaccuracies for later feedback.

LISTENING

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

- develop their listening skills for gist and specific information by listening to a talk about an unusual house;
- talk about how they can reuse some of the old items.

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

1. Draw students' attention to the photo of an usual house and have them discuss the question. While they are discussing the question, monitor and help them if necessary. After they are done, nominate random students to share their ideas with the whole class.
 - What do you think makes this house unusual?
2. Tell students that they are going to listen to a talk about this unusual house. As they listen, they should check their guesses.
3. Before students start listening to the talk for the second time, pre-teach them these words:

recycle /ri:'saɪ.kəl/ to collect rubbish and to produce useful materials again
waste /weɪst/ materials that people no longer need and throw away
renewable energy sources /rɪ'nju:.ə.bəl, 'en.ə.dʒi ,sɔ:sɪz/- energy from natural sources that has no risk of ending

Before you play the recording, get students to read the sentences. Then play the recording and have them complete the gaps as they listen. When they are done, ask students to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Angus Carnie worked in the recycling industry for **20 years**.
2. The construction of his house lasted **6 months**.
3. He got black powder from printer cartridges and painted **walls**.
4. It cost him **£15,000** to build the house.
5. Angus constructed the house because he wanted to show others how to **use waste**.
6. Sweden gets waste from other countries and burns it to get **energy**.
7. The Swedish government thinks that people must learn how to **recycle**.

Track 15

These days, waste is a big problem. However, there are people who use this waste for something useful. Angus Carnie from Scotland is one of them. He worked in the recycling industry for 20 years. He used only recycled waste and built a modern house. It took him six months to build the house. The house runs on energy sources such as solar and wind power.

Angus used materials people were about to send to landfill. He even used black powder from printer cartridges to paint walls and he used old jam jars for lights. He spent £15,000 to build the house. It is much less than building a usual house. Angus believes that people should try to find other uses for things before they throw them away.

Angus built a house to show others how to use waste. He's worried that Scotland doesn't recycle like other countries, especially Sweden. Sweden has a goal to become a zero waste country and it is really good at recycling. The country imports waste from other countries to burn it to get energy. The country also cares about the environment and uses renewable energy. The government thinks that it is important to teach people to recycle. Angus hopes to create a better world for the children to grow up in. He believes that one day, we will look back at this age of waste and think it was crazy.

4. Ask students to work in pairs and discuss the questions. While they are discussing the questions, monitor and help them if necessary. After they are done, nominate random students to share their ideas with the whole class.

- Do you think Angus Carnie has made the right decision to build a house from waste? Why or why not?
- Is it important to teach people how to recycle? Why or why not?

5. A. Have students work in groups, look at the pictures on Page 89 and discuss the questions. Encourage them to talk about each picture and justify their opinions.

- Do you like these ideas? Why or why not?
- Would you like to have these used things in your house? Why or why not?

B. Regroup the students and ask them to think of what they can do from the old things presented. You can also ask them to make a drawing to illustrate their ideas. Before they start, teach them the useful language that they will need while discussing the ideas.

Making Suggestions	Agreeing/Disagreeing
What about using it as a ...? How about making ... from it? Don't you think it is a good idea to ...?	What a good idea! Why not?/ Brilliant! That sounds like a good idea. No, let's not. I don't think it will work.

Set a time limit. Monitor and provide assistance when needed. When they are ready, have them make a presentation. While they are making a presentation, take notes of good language as well as the mistakes for providing feedback.

Possible ideas:



Make a swing for kids



Use the books to make a bookshelf; Turn them into unique wall art by framing them



Use them as flower pots



Turn it into a cosy pet bed



Use it as an aquarium

Answers:

1

1. They always **promise** to keep their rooms clean, but their rooms are always messy.
2. The city is full of unusual buildings, and they **attract** people's interest.
3. She prepared a lot of meals and was ready to **receive** her guests.
4. Hardworking students never **fail** to do their homework.
5. It is hard to **rent** an apartment in the centre of the city.

2

- | | |
|-------------|-----------------|
| 1 renewable | f energy |
| 2 energy | e sources |
| 3 family | b time |
| 4 Internet | a access |
| 5 zero | d waste country |

3

1. **In** my free time, I usually visit my elderly neighbour and take care **of** her.
2. The school is going to provide students **with** new laptops next year.
3. In some schools, there is no access **to** the Internet.
4. A group of people were swimming **in** a pool **on** a rock.
5. Omar spent a lot of money **on** his new camera.
6. Yusif was proud **of** getting only high grades.
7. I am worried **about** being late **for** the first lesson.

4

1. The **owner** of the house welcomed the guests.
2. The new roller coaster was a popular **attraction**.
3. The room was small but very **comfortable**.
4. The statue had a very **interesting** design.
5. The **visitors** from other countries enjoyed walking in the old part of the city.
6. The **homeless** man looked very excited when he saw his new house.
7. Young people love the famous artist for his **creative** works.
8. The **construction** of the building took more than 5 years.

5

- a) **Imagine flying like a little bird over green trees and blue lakes.**
- b) Imagine to fly like a little bird over green trees and blue lakes.

2. a) I don't mind to get a lot of homework for the next day.
b) I don't mind getting a lot of homework for the next day.
3. a) We have to rent a flat because we can't afford to buy one.
b) We have to rent a flat because we can't afford buying one.
4. a) They promised to visit us when they come back to Azerbaijan.
b) They promised visiting us when they come back to Azerbaijan.
5. a) The old man spent a lot of time looking at the old photographs.
b) The old man spent a lot of time to look at the old photographs.

6

We **1) b** living in a caravan two years ago. We decided to park it at the seaside **2) c** everyone in the family loves watching the Sun rise and set in the sea. We don't mind **3) a** in a small space because we enjoy a minimalist lifestyle. As we don't have much space inside, we don't often buy things. **4) c**, we save a lot of money. We don't have modern **5) a** like electricity, WiFi or heating, **6) b** it is OK for us. The only real problem is extreme weather conditions. Cold winters and hot summers make our life really hard and sometimes we **7) b** stay at our relative's house.



8) c we started living here, our family bond has grown stronger. We spend a lot of time **9) a** things together – travelling, cooking dinner, playing games, or simply enjoying the landscape.

Our lifestyle may not attract everyone, but we love our home **10) c**.

1.	a. have started	b. started	c. was starting
2.	a. so	b. and	c. because
3.	a. living	b. to live	c. live
4.	a. In addition	b. However	c. As a result
5.	a. conveniences	b. attractions	c. accommodation
6.	a. so	b. but	c. for example
7.	a. don't have to	b. have to	c. mustn't
8.	a. When	b. While	c. Since
9.	a. doing	b. to do	c. do
10.	a. a few	b. a lot of	c. very much

TIME TO WATCH

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

- develop their listening skills for detailed and specific information by watching an animated film called *Up*;
- develop their reading skills for specific information;
- guess the meanings of the words/phrases from the context;
- answer the questions related to the animated film.

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

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

1. Tell students that they are going to watch some episodes from the animated film *Up*. Before that, have them read the text about the film and answer the questions. When they complete the task, have them compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. computer-animated comedy-drama adventure
2. an elderly man named Carl Fredricksen and a young boy named Russell
3. to realise his lifelong dream to see Paradise Falls in South America and to complete a promise he made to his beloved wife, Ellie.

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

Answers:

- | | |
|--|--|
| 1 The Antarctic is the world's last great wilderness . | e an area of land where people do not live or grow crops and where there are no buildings |
| 2 I am always ready to assist the elderly. | a to help someone or something |
| 3 In some schools, students have to wear the school badge on their jackets. | c a piece of metal or plastic often with words or symbols that shows you have achieved something |

4 When the dog saw us, it started to **howl**.

b (of a dog, wolf, etc.) to make a long, loud call

5 The policemen are running after a **prisoner**. He ran away from the prison yesterday.

f a person who is arrested for a crime

6 Our dog has its name on its **collar**.

d a metal band around the neck of an animal

3. Get students to read the sentences before they start watching the first episode. As they watch, they should complete the sentences. When they are done, have them compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. Russell is **a wilderness explorer** in Try 54.
2. Russell suggests helping Carl to cross the street or **yard (or porch)**.
3. Russell can get a new badge if he assists **an elderly person**.
4. If Russell gets that badge, he will become **a senior wilderness explorer**.
5. Carl wants Russell to **catch** Snipy.

4. Tell students that they are going to watch the second episode. Play the video and pause it at different parts so that students can discuss the questions in pairs.

Possible answers:

1. Where do you think the men want to take Carl?
retirement village/home
2. What does one of the men say about the yard?
The elderly man doesn't take care of the house.
3. What does Carl promise to do when he gets to his destination?
to send them postcards
4. How do people feel when they see the flying house?
Answers may vary: **surprised**
5. How does Carl feel when his house floats in the sky?
Answers may vary: **happy/excited**

5. Before you play the third episode, have students read the sentences. Then play the video and ask them to complete the gaps while they are watching the video. When they finish watching the video, have them compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. Carl and Russell get surprised because the dog can **speak**.
2. For the dog, his master is **good** and **smart**.
3. Carl doesn't want Russell to **touch** the dog's collar.
4. The dog wants to take **the bird** to the camp as a prisoner.
5. Russell wants to take **the dog** with them.

6. Have students discuss the questions in pairs. While they are discussing the questions, monitor and help them if necessary. Once they are done, nominate random students to share their ideas with the whole class.

- What do you think will happen to Russell and Carl?
- How do you think the film will end?

Script

Episode 1

Order now, you get the camera, you get the printer, 4S optical zoom, Schneider lens, photo printer, SD card.

Good afternoon, my name is Russell and I am a wilderness explorer in Try 54, Sweat Lodge 12. Are you in need of any assistance today, sir? No.

I could help you cross the street.

No.

I could help you cross your yard.

No.

I could help you cross your porch.

No.

Well, I gotta help you cross something.

No, I am doing fine.

Good afternoon. My name is Russell, and I am a wilderness explorer in Try 54.

Slow down.

Wetlands 12.

Kid!

Are you in need of any...

Thank you, but I don't need any help.

Proceed.

Good afternoon.

Skip to the end.

See these? These are my Wilderness Explorer badges. You may notice one is missing. It's my assisting the elderly badge. If I get it, I will become a senior wilderness explorer. The wilderness must be explored! Go, go! It's going to be great. There's a big ceremony, and all the dads come, and they pin on our badges.

So, you want to assist an old person? Yep. Then I'll be a senior wilderness explorer. Have you ever heard of a snipe? Snipe? Bird. Every night it sneaks in my yard and gobbles, my poor resilience. I'm elderly and infirm. I can't catch it. If only someone could help me. Me, me! I'll do it! Oh, I don't know. It's awfully crafty. You'd have to clap your hands three times to lure it in. I'll find him, Mr. Fredrickson! I think its burrow is two blocks down. Two blocks down, got it! Bye! Here, Snipy, Snipy! Snipy, Snipy!

Episode 2

Good morning, gentlemen.

Good morning, Mr. Fredrickson. You ready to go?

Ready as I'll ever be. Would you do me a favour and take this? I'll meet you at the van in just a minute. I want to say one last goodbye to the old place.

Sure, take all the time you need, sir.

That's typical. He's probably going to the bathroom for the 80th time. Oh, no! You think he takes better care of this house?

I'll send you a postcard from Paradise Falls.

We're on our way, Ellie.

Episode 3

Hey. You were talking to a rock. Hey, that one looks like a turtle. Look at that one. That one looks like a dog. Hey, it is a dog.

What?

We're not allowed to have dogs in my apartment. Hey, I like dogs.

We have your dog.

Whoa.

Wonder who he belongs to. Sit, boy. Hey, look, he's trained. Shake. Uh-huh. Speak. Hi there.

Did that dog just say hi there?

Oh, yes. My name is Dog. I have just met you, and I love you. My master made me this collar. He is a good and smart master, and he made me this collar so that I may talk.

Squirrel! My master is good and smart. It's not possible! Oh it is because my master is smart. Cool! What do these do, boy? To talk with me. I would be happy if you stopped.

Russell, don't touch that. It could be radioactive or something.

I am a great tracker. My pack sent me on a special mission all by myself. Have you seen a bird? I want to find one, and I've been on this scent. I'm a great tracker. Did I mention that? Hey, that is the bird. I have never seen one up close, but this is the bird.

May I take your bird back to camp as my prisoner?

Yes, yes, take it. And on the way, learn how to bark like a real dog. I can bark. And here's howling. Howl.

Can we keep him please, please, please?

No.

But it's a talking dog.

It's just a weird chick or something. Let's get to the fall.

Please be my prisoner. Oh, please, oh, please be my prisoner.

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

- analyse the text and find the matching concluding sentence;
- write concluding sentences.

Standards: 4.1.1. 4.1.2. 4.1.3.

Refer students to the table with the tips about writing concluding sentences.

Writing Tips!

What is a Concluding Sentence?

A concluding sentence is the last sentence in a paragraph. It summarises the main idea of the paragraph.

DO

- Restate the topic sentence using synonyms.
- Restate the topic sentence using a different kind of sentence.
- Wrap up your paragraph.
- Use transition words to signal the end of your paragraph.

DON'T

- Copy the exact wording of the topic sentence.
- Include a new topic.
- Focus on a small idea.

Transition words for starting a concluding sentence:

To sum up, Overall, In a word, In conclusion, To conclude

1. Have students work individually, read the topic sentences and decide if the concluding sentences are Good or Bad. When they are done, get them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Playing outside has several advantages.
 - a) To sum up, anyone can benefit physically and emotionally from playing outside. **(Good)**
 - b) In a word, my friends and I often play outside after classes every day. **(Bad)**
2. My first day of school was a disaster.
 - a) To conclude, my school is far from my home. **(Bad)**
 - b) Overall, my first day of school was really bad. **(Good)**
3. My study room is the best place in my house.
 - a) To conclude, my study room is my favourite place in my house. **(Good)**
 - b) In a word, my room is large and clean, but it is also messy. **(Bad)**

4. I don't want to travel abroad in summer for some reasons.
 - a) In short, these are the reasons why I want to travel abroad this summer. **(Bad)**
 - b) To sum up, these are the reasons why I prefer to stay in my country in summer. **(Good)**

2. Have students work individually, read the paragraph and choose the best concluding sentence. When they are done, get them to compare their answers in pairs. Then discuss the answers as a class.

Answer:

d

3. Have students work in pairs and write a concluding sentence to go with each topic sentence. Tell them to use a transition word. When they are done, discuss the answers as a class.

Possible answers:

1. My house is the most comfortable house in the world.
In a word, there is no house in the world that is more comfortable than mine.
2. I want to move to another house for three reasons.
To sum up, these are the reasons why I want to settle in a new house.
3. We can't rent an apartment in the city centre for some reasons.
Overall, because of these reasons, we are not able to rent an apartment in the centre of the city.
4. I would like to travel to Mars for several reasons.
In conclusion, these are the reasons why I am interested in visiting Mars.
5. My favourite place is the park near my school.
In a word, the park near my school is the place where I enjoy spending my time.
6. It is wonderful to have a relaxing place near your house.
To sum up, it is great to have a peaceful place close to the place you live in.

4. Divide students into small groups and have them write a paragraph. Set a time limit. Monitor and help when needed. Once they are done, exchange the paragraphs among groups. Ask students to use the following questions as a checklist.

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

Encourage students to write suggestions to help other groups improve their paragraphs. Collect the paragraphs and provide the groups with constructive feedback.

Optional variation

Once students have finished writing their paragraphs, have one student from each group read their paragraph to the other groups. Tell them to take notes while their classmates are reading their paragraphs. Once this stage is done, ask students to write the content of the paragraph they have listened to.



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



1. Can you imagine living in space for several years? I am sure it is not easy, but I have decided to become an astronaut ^{when} ~~since~~ I grow up.
2. My friend ^{suggested visiting} ~~suggested to visit~~ her grandparents next weekend. However, I don't think I'll be able to go with her.
3. Last year, we had to live with my grandparents because we couldn't afford ^{to rent} ~~to renting~~ an apartment.
4. I don't often receive guests in my house because I ^{don't have} ~~have~~ enough space.
5. Julia's mother is often angry with her because she fails ^{to keep} ~~to keeping~~ her room clean.
6. Most visitors spend the day ^{enjoying} ~~enjoy~~ the landscape from the top of the mountain.
7. The family decided to live in a caravan because they wanted to ^{save} ~~safe~~ some money. They don't want to spend money on electricity, gas or heating.
8. You need to be creative if you really want to be successful.
9. Esmira was ill. Her classmates agreed ^{to visit} ~~visiting~~ her after the classes.
10. I wake up early every morning because I am afraid of ^{being} ~~to be~~ late to the first lesson.
11. Access ^{to} ~~with~~ the house isn't difficult because the roads are well-kept.
12. Ted is a quiet person. He almost never speaks, but I don't mind walking home with him.
13. The house provides me with everything. So, I don't want to move to another place.
14. Some people think that recycling waste is not a good idea.

UNIT 6

CHANGE-MAKERS

Topic: Change-makers

Hours: 15

Skills: Reading, Listening, Speaking, Writing

Grammar: Verb + object + infinitive with or without to; Adjectives after linking verbs

Vocabulary: Words and phrases related to the topic

Focus on the topic

Aim: By the end of the lesson, students will be able to talk about how young people can help make positive changes in each of the given situations.

Have students work in small groups and describe the pictures. They should say how young people can help make positive changes in each situation. While they are discussing, monitor and help them if necessary.



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

- guess the meanings of the words/phrases from the context;
- develop their reading skills for detailed information.

Standards: 3.1.1. 3.1.2. 3.1.4.

1. Tell students that they are going to read short texts about three change-makers. As they read, they should match the sentences to the texts. Remind them that there is one sentence which they don't need to use. At this stage, ask them not to focus on the numbered words. Have them compare their answers in pairs before whole class feedback.

Answers:

1. This change-maker saved people in his/her country from darkness.

C. Salvador Gómez-Colón, 17 Puerto Rico
So, Salvador started the 'Light and Hope for Puerto Rico' campaign. He provided more than 3,100 families with solar-powered lamps.



2. This change-maker could change the law in his/her hometown.

B. Melati Wijsen, 19 Indonesia
Now, thanks to Melati, people in Bali are not allowed to^s use single-use plastic.



3. This change-maker had to leave his/her home country.

A. Mohamad Al Joune, 18 Syria
Mohamad grew up in Syria but moved to Lebanon when life became too dangerous at home.



2. Have students read the texts in Task 1 again paying attention to the boldfaced words/phrases. Ask them to choose the correct definition that matches the meaning of each boldfaced word/phrase. When they complete the task, get them to compare their answers in pairs. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually.

Answers:

1. **motivate (v.)**

a) provide someone with a reason to do something

b) take something from someone

2. **luck (n.)**

a) success because of chance rather than one's own actions

b) laziness because of technology

3. **achievement (n.)**

a) something which someone couldn't do successfully

b) something which someone has done successfully, especially after a lot of hard work

4. **on one's own**

a) not alone, with the help of others

b) alone, without the help of others

5. be allowed to do sth

a) have freedom to do something

b) have time to do something

6. opportunity (n.)

a) a chance for progress

b) difficulty because of a problem

7. expect (v.)

a) believe that something happened

b) believe that something will happen

8. be open to sth

a) be tired of waiting for something

b) be ready to accept something new

Track 16

1. motivate - provide someone with a reason to do something
2. luck - success because of chance rather than one's own actions
3. achievement - something which someone has done successfully, especially after a lot of hard work
4. on one's own - alone, without the help of others
5. be allowed to do sth - have freedom to do something
6. opportunity - a chance for progress
7. expect - believe that something will happen
8. be open to sth - be ready to accept something new

2. Get students to work individually and complete the sentences with the words or phrases from Task 2. Set a time limit. Once they are ready, ask them to compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. I won't **be allowed to** do anything if I don't finish my homework.
2. I **expect** to get an email from my friend soon.
3. The coach is trying to **motivate** his players to win the game.
4. She always wears a red bracelet because she thinks that it brings her **luck**.
5. Young people should **be open to** advice from the elderly.
6. Because of the pandemic, he missed the **opportunity** to study abroad.
7. My brother successfully completed the marathon. It is a great **achievement** for him.

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

- develop their reading skills for gist and specific information by reading an article about a football player;
- write and talk about the life of a famous sports person.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.2. 4.1.3.

1. Have students work in pairs and discuss the questions. Once they have finished their discussions, nominate random students to share their ideas with the whole class.

- Why has football become so popular around the world?
- How popular is women's football in Azerbaijan?

2. Tell students that they are going to read an article about Maryam, a young football player. Get them to read the article quickly and choose the option which is not mentioned. When they are done, have them compare their answers in pairs. Then discuss the answer as a class.

Answer:

d

3. Before students start doing this task, pre-teach these words:

debut /'deɪ.bjuː/ the first public appearance of someone or something, especially in a performance or a sporting event

go wrong /gəʊ 'rɒŋ/ used when problem causes failure of something

goalkeeper /'gəʊl.kiː.pə/ the player whose job is to stop the ball going into the goal in games such as football

score /skɔː/ to get a point or goal in a game or competition

supporter /sə'pɔː.tə/ someone who supports a person or group

Have students read the article again. Set a time limit. As they read the article, they should choose the correct answers. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

- 1.** In her childhood, Maryam
- a) played football with her dad.
 - b) was a football fan.**
 - c) watched football alone.

- 2.** At the age of 8,
- a) she sometimes played as a goalkeeper.**
 - b) the boys from school discovered her talent in football.
 - c) she represented her country abroad.



3. When she shared her decision with her parents,

- a) none of them liked it.
- b) one of them disagreed.

c) both had the same reaction.

4. Her grandfather

- a) also played football professionally.
- b) often travelled on business.

c) was Maryam's main supporter.



5. After the pandemic, Maryam a) the U17 National Team of Azerbaijan.

a) joined

- b) played against
- c) had to leave

6. Maryam thinks that she is successful because of

a) hard work and chances.

- b) luck only.
- c) her grandfather's support.

4. Divide students into groups and have them prepare a presentation about a sportsperson focusing on the questions below.

- How did he/she start?
- What difficulties did he/she have on his/her way?
- What has he/she achieved?

Set a time limit. When they are ready, have them make a presentation. Encourage the class to ask questions related to the presentations.

Optional Extension

Tell students that they are going to write the content of their classmate's presentation. While students are presenting their works, have other groups take notes about each presentation. Once this stage is done, ask students to write the content of the presentation they have listened to.

Note: If there are many presentations, it will be time-consuming to write the content of each of them; thus, it would be advisable to assign each group to write the content of one certain presentation.

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

- write a news story about a change-maker using verb + object + infinitive with or without *to*;
- talk about the news stories behind the given headlines;
- develop their reading skills for gist and specific information by reading news stories;
- develop their listening skills for gist.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

1. Have students work in pairs and discuss the question related to the headlines. Once they have finished their discussions, nominate random students to share their ideas with the whole class.
 - What do you think the story behind each news headline is?

Answers will vary.

Before students begin to read the text, pre-teach these words:

escape - to get away from a place where you are in danger
child labour - the use of children to do work
encourage - to help someone to feel confident and able to do something

2. Ask students to read the news stories and check their guesses. You may also consider discussing the questions as a class.
 - Do you think children should be allowed to work?
 - How can the world end child marriage?
3. Have students read the news stories again and decide if the sentences are True or False. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. **T** (Iqbal Masih was five years old when he started working in a carpet factory in Pakistan.)
2. **F** (He wanted other children to leave their owners.)
3. **T** (Her mother couldn't find one because her parents made her marry when she was just 13.)
4. **F** (In the last two years, Dola and her team have talked to thousands of parents and encouraged them to educate their daughters.)

4. Draw students' attention to the boldfaced verbs in the news stories in Task 2 and have them complete the table. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answers:

verb + object + to + infinitive	verb + object + bare infinitive (infinitive without to)
asked her mother to share; encouraged them to educate	made him work; made her marry

Refer students to Grammar Bank on Page 123. Explain to them the target grammar. Provide them with examples.

5. Tell students that they are going to listen to 4 people talking in different situations. As they listen, they should match the people to the statements. Remind them that there is one extra statement which they don't need to use.

Answers:

- Speaker 1** b) 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 e) This person teaches a child how to pronounce a word.
Speaker 4 d) This person invites a friend to eat out.

Track 17

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: Please repeat after me. Say "foreign... foreign".

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

6. Ask students to work individually and complete the sentences with the correct forms of the verbs in brackets. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. Let them **know** that failure will never stop me.
2. I asked her **to lend** me her book for a week.
3. He begged me **to forgive** him for everything.
4. I expect them **to arrive** at home soon.
5. We invited them **to have** dinner with us.
6. His parents made him **clean** his room every day.
7. I want him **to call** me as soon as possible.
8. I would like you **to listen** to my story carefully.

7. Divide students into groups and have them make up a news story about a change-maker. Encourage them to use verb + object + infinitive with or without *to*. Once students are ready, have 2 groups work together and ask one student from each group to read their story to the other group slowly with a proper intonation. As the student is reading their story, the other group members should take notes so that they can write the content of the story afterwards.

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

- write a story about a young person who saved a street animal using adjectives after linking verbs;
- talk about street animals;
- develop their reading skills for detailed information.

Standards: 2.1.1. 2.1.2. 2.1.3. 3.1.1. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

1. Have students work in pairs and discuss the questions. Once they have finished their discussions, nominate random students to share their ideas with the whole class.

- Are there many street animals in the place where you live?
- Have you ever helped them? If yes, how?

2. Ask students to read the text and decide if the sentences are True or False. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answers:

- 1. T** (It was trying to stay dry next to a wheel.)
- 2. F** (Kanan knew he had to take a photo of that moment and show it to the world. He also wanted to do something to help the kitten. He made it his mission to find a safe home for the kitten.)
- 3. T** (More and more people started to like his post.)
- 4. T** (The kitten appeared happier and healthier with each passing day.)
- 5. F** (Kanan continues to share photos of street animals.)

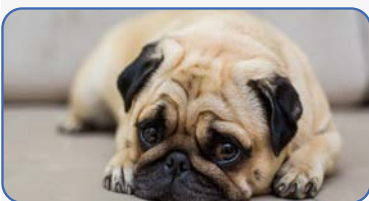
3. Draw students' attention to the boldfaced words in the text in Task 2. They should choose the correct option to complete the rule.

Answer:

We use **adjectives** after the linking verbs *seem, look, appear, stay*.

4. Ask students to work individually and complete the sentences with the linking verbs from the box. Remind them that they may need to change the verb forms. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answers:



0. When we found the dog, it **looked** sad.



1. She could **stay** calm when she saw a fox.



2. He tried the meal and said that it **tasted** bad.



3. The flowers from the grandfather's garden **smelled** wonderful.



4. Leyla **feels** bad. She doesn't want to go out.



5. Our new classmate **seems** smart. He can solve all maths problems easily.

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

Answers:

1. We became very **scared** after we saw a big spider on the wall.
2. The teacher looked at us **angrily** after he saw his students' results.
3. After students had six lessons, they looked **tired**.
4. The pizza tasted **bitter**. So, nobody could eat it.
5. The two boys talked **loudly** for an hour.
6. When the teacher entered the room, the students became **quiet**.

6. Divide students into groups and have them make up a story about a young person who saved a street animal. Encourage them to use the lesson grammar. When they are ready, get them to present their stories to the class. Take notes of good language and inaccuracies for giving feedback.

Optional extension

While students are presenting their works, have the other students choose one story and write the content of it. Remind them to take notes while they are listening to the stories of their classmates.

LISTENING

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

- develop their listening skills for gist and detailed information by listening to an interview with a change-maker;
- talk about different ways they can help the homeless children.

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

1. Draw students' attention to the photos and have them discuss the questions in pairs. Once they have finished their discussions, nominate random students to share their ideas with the whole class.
 - How important do you think it is to help the poor?
 - Do you think that only the rich should help the poor? Why or why not?
2. Tell students that they are going to listen to an interview with a boy called Richard. As they listen, they should answer the question. Before you play the recording, get students to read the question and options. Play the recording. When they are done, have them compare their answers in pairs. Then discuss the answer as a class.

Answer:

B

3. Before students start doing this task, pre-teach these words:

ordinary /'ɔː.dənəri/ not unusual or different in any way; usual

politician /,pɒl.ɪ'tɪʃ.ən/ someone who has a job in politics

private /'praɪ.vət/ not public

raise money /reɪz 'mʌni/ to collect money for a particular purpose

shiver /'ʃɪ.vər/ to shake slightly, especially because of a strong emotion such as cold, fear, or excitement

special /'speʃ.əl/ different from or not like the usual type of thing or person

Tell students that they are going to listen to the interview again. As they listen, they should decide if the sentences are True or False. When they are done, have them compare their answers in pairs. Provide whole class feedback at the end.

Answer:

1. **F** (One night, I saw a program about the homeless on TV.)
2. **F** (A week after my 9th birthday, my father decided to do what I wanted.)
3. **T** (It was December, and it was snowing heavily.)
4. **F** (I wished to have a lot of money to feed them all.)
5. **F** (Then I decided to make a video of those people and upload it on Facebook.)
6. **T** (I raised \$500,000.)
7. **T** (I gave that money to a construction company and asked them to build a big house.)
8. **F** (A year later, all homeless from that place moved into the new house.)

Track 18

Interviewer: Hello, everyone. Today we have with us a special guest, Richard Williams. It's so nice to have you with us.

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

Interviewer: Some years ago, your story was very popular on social media. Please tell us about how everything started.

Richard: One night, I saw a program about the homeless on TV. I asked my father to take me to the place where the homeless lived. At first, my father said "No" because it was already dark. And I was too young to go out that late hour. A week after my 9th birthday, my father decided to do what I wanted. It was December, and it was snowing heavily. When I went to that place, I was shocked. There were so many people who were wearing very old clothes and shivering from the cold. They also looked very hungry. I wished to have a lot of money to feed them all. I immediately went back home and brought some blankets. I felt so excited that I went there the next night and the next. Then I decided to make a video of those people and upload it on Facebook. I asked people to send some money so that I could build a house for them. All my friends, teachers and relatives started sending money and sharing my post.

Interviewer: Everyone, from ordinary people to politicians, talked about you. How much money did you collect?

Richard: I raised \$500,000. I gave that money to a construction company and asked them to build a big house. A year later, all homeless from that place moved into the new house.

Interviewer: You changed the lives of so many homeless people. Thank you very much for that.

Richard: It's been my pleasure.

4. Divide students into groups. Ask them to imagine that, as a part of a project, they raised \$50,000 to help five homeless children all aged 14. Have them discuss the ways they are going to spend the money to change their lives. Encourage them to use functional language. Then ask them to make a group presentation.

Answers:

1

1. My teacher always tries to **motivate** us to do better.
2. I **expect** to receive a response to my email soon.
3. If you work hard, you can **achieve** your goals.
4. My parents don't **allow** me to stay out late on weekends.
5. Today the stars **appear** brighter in the sky.

2

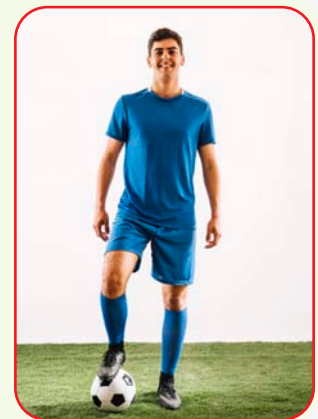
1. raise	e) money
2. be open	d) to ideas
3. go	a) wrong
4. say no	c) to plastic use
5. organise	b) beach clean-up campaigns

3

1. Jessica was scared. She was **on** the island **on** her own.
2. Thanks **to** my parents, I was able to get a good education.
3. I heard someone shout **at** me, but I didn't know who it was.
4. He tried to escape **from** the prison, but the police caught him.
5. Many organisations are fighting **against** child marriage.
6. I am interested **in** learning about different cultures.
7. If you want to improve your language skills, you need to keep **on** practising.
8. She spends a lot of time **on** social media, chatting **with** her friends.

4

Ali is a young 1) **footballer**. He made a 2) **decision** to become a football player when he understood that football brought him 3) **happiness**. People think that he is 4) **lucky** to have a father who was a famous football player. However, Ali's 5) **achievements** are well-deserved. In 2018, he got an invitation to play for the 6) **national** team. It was a proud moment for him and his family. He knew he had to stay 7) **motivated** and continue doing his best. His fans believe that he will make positive changes in football in his country.



5

A change-maker is 1) a who finds ways to motivate himself/herself and others to make changes in the community. Change-makers don't wait for luck or promise to come their way, instead they create their own 2) c. If you want 3) c a change-maker, I advise you to start with finding a problem. Don't be afraid to take risks. Sometimes the greatest 4) a come from the biggest risks. However, it's important to remember that 5) b is also a part of the journey. Don't let it 6) c you but use it as your motivation. 7) a you want to become an effective change-maker, it's important to motivate others as well. Encourage others 8) b you. Show them that change is possible and tell them that you need 9) a help. In short, being a change-maker is not easy. With hard work, you can make a real difference in the world. So, go out 10) c make the change you want to see!



1	<u>a. someone</u>	b. something	c. no one
2	a. invitations	b. advice	<u>c. opportunities</u>
3	a. becoming	b. to became	<u>c. to become</u>
4	<u>a. achievements</u>	b. communities	c. promises
5	a. fail	<u>b. failure</u>	c. fails
6	a. to stop	b. stopping	<u>c. stop</u>
7	<u>a. If</u>	b. But	c. So
8	a. join	<u>b. to join</u>	c. joining
9	<u>a. their</u>	b. theirs	c. themselves
10	a. also	b. however	<u>c. and</u>

TIME TO WATCH

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

- develop their listening skills for specific information by watching an animated film called *Zootopia*;
- develop their reading skills for detailed information;
- guess the meanings of the words/phrases from the context.

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

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

1. Tell the class that they are going to watch episodes from the animated film *Zootopia*. If necessary, pre-teach these words:

accept (v) /ək'sept/ - to agree to take something that is offered or given; to believe that something is true

grown-up (n) /grəʊn,ʌp/ - adult, person who is no longer a child

team up (phr.v) /ti:m ʌp / - to work together with someone in order to achieve a common goal

Get students to read the text and decide if the sentences are True or False. When they are done, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. The main character of the film is Judy Hopps. **TRUE**
2. Judy and Nick work together. **TRUE**
3. The film is for children only. **FALSE**

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

Answers:

1 I **messed up** on the test and decided to do it again.

2 We must **recognise** that first we need to change ourselves.

3 I am happy that I **get along with** all my classmates.

4 I **gave in** when I saw that he played much better than me.

c to do something wrong or badly

e to understand

a to have a good relationship with someone

d to stop competing and accept that you cannot win

5 It was difficult, but she **kept on** trying.

6 Take a deep **breath**, and you will feel relaxed.

f to continue doing something

b the air taken into or from the lungs

3. Tell students that they are going to watch the first part of the video and complete the sentences. Before you play the video, get them to read the sentences. Play the video. When they are done, have them compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. In her childhood, Judy thought that Zootopia was a **perfect** place.
2. But in real life, we all **make** mistakes.
3. Everyone has to try to make the world **a better place**.
4. Look inside **yourself** and recognise that change starts with you.

4. Before students watch the video clip of the song *Try Everything* from *Zootopia*, have them read the lyrics and guess the missing words. Then play the video and ask students to check their answers.

Oh, oh, oh, oh, oh } 4

Part 1

I messed up tonight, I lost another fight
Lost to myself, but I'll just start 1) **again**
I keep falling down, I keep on hitting the ground
I always get up now, see what's next
Birds don't just 2) **fly**, they fall down and get up
Nobody learns without getting it 3) **wrong**

} 2

Part 2

I won't give up, no, I won't give in
Till I reach the end, and then I'll start again
No, I won't leave, I wanna try everything
I wanna try even though I could fail

Oh, oh, oh, oh, oh, try everything } 3

Part 3

Look how far you've come, you filled your heart with love
Baby, you've done enough, take a deep breath
Don't beat yourself up, no need to 4) **run** so fast
Sometimes we come last, but we did our best



TIME TO WATCH

Part 2 } 2

Part 4

I'll keep on making those new mistakes

I'll keep on making them every day

Those new 5) mistakes

Oh, oh, oh, oh, oh }
Try everything } 4

5. Play the video and encourage students to sing the song.



Script

When I was a kid, I thought Zootopia was this perfect place where everyone got along and anyone could be anything. Turns out real life's a little bit more complicated than a slogan on a bumper sticker. Real life is messy. We all have limitations. We all make mistakes. Which means, hey, glass half full. We all have a lot in common. And the more we try to understand one another, the more exceptional each of us will be. But we have to try. So, no matter what type of animal you are, from the biggest elephant to our first fox.

I implore you. Try. Try to make the world a better place.

Look inside yourself and recognise that change starts with you.

It starts with me.

It starts with all of us.

Part 2

Oh, oh, oh, oh, oh

Oh, oh, oh, oh, oh

Oh, oh, oh, oh, oh

Oh, oh, oh, oh, oh

I messed up tonight, I lost another fight

Lost to myself, but I'll just start again

I keep falling down, I keep on hitting the ground

I always get up now, see what's next

Birds don't just fly, they fall down and get up

Nobody learns without gettin' it wrong

I won't give up, no, I won't give in

'Til I reach the end, and then I'll start again
No, I won't leave, I wanna try everything
I wanna try even though I could fail
I won't give up, no, I won't give in
'Til I reach the end, and then I'll start again
No, I won't leave, I wanna try everything
I wanna try even though I could fail
Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Look how far you've come, you filled your heart with love
Baby, you've done enough, take a deep breath
Don't beat yourself up, no need to run so fast
Sometimes we come last, but we did our best
I won't give up, no, I won't give in
'Til I reach the end, and then I'll start again
No, I won't leave, I wanna try everything
I wanna try even though I could fail
I won't give up, no, I won't give in
'Til I reach the end, and then I'll start again
No, I won't leave, I wanna try everything
I wanna try even though I could fail
I'll keep on making those new mistakes
I'll keep on making them every day
Those new mistakes
Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Try everything

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

- write effective paragraphs;
- identify problems in a paragraph.

Standards: 4.1.2. 4.1.3. 4.1.4.

Refer students to the table with the five features of a well-written paragraph.

Writing Tips!

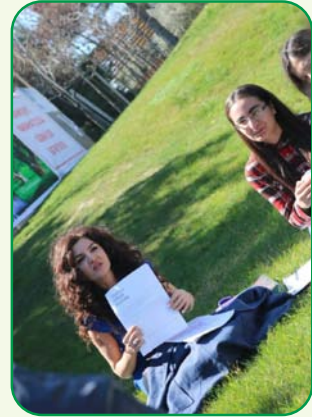
Five features of a well-written paragraph

- 1. The first sentence of a paragraph is indented.**
Remember that the first line of a paragraph starts about a half inch in from the margin.
- 2. A paragraph has a topic sentence that states the main idea.**
The topic sentence is like a short summary of the paragraph. It lets the reader know what the paragraph will be about.
- 3. All of the sentences are about one topic.**
Each sentence of the paragraph relates to the topic sentence and its controlling idea. There aren't any irrelevant sentences or ideas.
- 4. Transition words are used to link together the ideas.** Think of transition signals as road signs that help your reader follow the direction of thought in your paragraph. Without clear transition signals, your reader may easily become lost or confused.
- 5. The concluding sentence brings the paragraph to a logical conclusion.**
The concluding sentence is a restatement of the topic sentence.

- 1.** Have students read the paragraph written by a student and discuss the questions in pairs.
 - Is it a well-written paragraph? Why or why not?
 - What can you do to make it better?

Possible answers:

Mrs Mustafayeva is a change-maker teacher. **To begin with,** ~~Moreover,~~ she always motivates her students to work harder. After she started teaching my group, even weak students got interested in lessons. In addition, her teaching style makes our classes more fun. We have learned a lot of new topics by playing games and watching videos. **Moreover,** she encourages us to have strong friendships outside the classroom. We often get together, go to the cinema and visit amusement parks. **irrelevant sentence** **In a word** ~~She is also my neighbour.~~ Finally, Mrs Mustafayeva is the teacher who can bring changes to the lives of her students.



2. Have students work individually and fill in the rest of the brainstorming with their own ideas. Answers will vary.

Possible answers:

- to make a positive difference
- to create a better future
- to solve social problems
- to make a difference in the world

3. Get students to fill in the outline using the brainstorming in Task 2.

Answers will vary.

4. Have students work individually and write a paragraph. When they are done, ask them to exchange their paragraph with a partner. Have them read their partner's paragraph and answer the Peer Editing Questions.

1. Does the paragraph have a clear topic sentence?
 2. Does the topic sentence have a controlling idea?
 3. Does the paragraph have supporting sentences?
 4. Do the supporting sentences relate to the topic?
 5. Does the paragraph have a concluding sentence that restates the main idea?
5. Have students write their suggestions to help their partner improve his/her paragraph.



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



1. When I was a child, I wasn't allowed ~~going~~ ^{to go} out with friends.
2. My teacher asked me to read story books during my summer holiday.
3. My friend looks ~~happily~~ ^{happy} because he has passed a difficult test.
4. Nelly doesn't like spending time on her own. She likes going out with friends.
5. They didn't expect us to arrive at the station on time. So, when they saw us, they were surprised.
6. You made a right ~~decide~~ ^{decision} to join our team. Your skills will help us win the game.
7. I advise you ~~working~~ ^{to work} hard if you don't want to fail.
8. He is a fast runner. He also seems ~~cleverly~~ ^{clever}. I expect him to ~~became~~ ^{become} famous one day.
9. When he failed, he didn't ~~give on~~ ^{give up}. He kept on working and became successful.
10. Don't let the kids ~~to make~~ ^{make} noise. I am working on an important project.
11. When the news programme started, everyone became ~~quietly~~ ^{quiet}. They expected to hear good news.
12. The teacher made his students ~~staying~~ ^{stay} after classes and do extra exercises.
13. If you try, you can make the world a better place to live in.
14. All people make mistakes, but only wise people learn from their mistakes.

THE KEYS OF THE EXTRA PRACTICE ACTIVITIES

UNIT

1

LISTENING AND WRITING PRACTICE

1.

Answers:

1. Date of the survey: **13th of May**
2. Most popular type of entertainment: **spending time with friends**
3. 30% of students take part in **social projects**.
4. **25** % of students go to the gym.
5. 8% of students **watch TV** at least two hours a day.
6. The least popular entertainment: **going to the theatre**
7. They don't often buy books because of **a rich library**.

Track 19

Anar: Hi! I'm Anar Aliyev. Today we have a guest, Mr. Smith, a researcher from a UK university. He has done a survey on the type of entertainment our students prefer. Welcome Mr. Smith.

Mr. Smith: Hi, Anar. I think I can say that students at your university have active lifestyles. We went to the student centre at lunchtime last Monday, the 13th of May and interviewed just about everyone who was there, a total of 120 students. I was very surprised because 50% of the students said that they liked spending time with friends rather than spending time on the Internet or playing video games. Just imagine 30% of students are keen on taking part in social projects. They often visit orphanages or elderly homes. Going to the gym is what about 25% of the students enjoy doing. I wasn't surprised to learn that only 8% percent of students watch TV at least 2 hours a day. They prefer going to the cinema instead. As there is a cinema in the shopping mall near the university, students go there when they have spare time. Much to my surprise, only 6% of students go to the theatre. 80% of students haven't seen a play in the last 6 months.

Anar: Don't you think that it's because of the high cost of theatre tickets? If I am not mistaken, one ticket costs about 10 manats.

Mr. Smith: Maybe, but I think that it's not the main reason. The plays might not be interesting enough to attract young people. When it comes to money, most of the students spend about 30-40 manats a month on their entertainment. They also spend money on accommodation, transportation, food and stationary. They don't spend much on books because there is a rich library at the university, and they can get whatever book they want either online or in print.

Anar: You shared valuable information about our students. Thanks Mr. Smith for being with us today.

2. Before students start making up a story, pre-teach the following words and phrases. Then set a time limit. When students are ready, have peer- editing. You can nominate random students to read out their stories.



Useful Vocabulary

- to jog in the park
- to notice a puppy
- hungry/starving
- helpless
- to feed
- to give some water
- to take the puppy home

SPEAKING PRACTICE

Have students work in groups and discuss the questions. Encourage them to use the language provided in the Useful Language box.

- How useful do you think these activities will be for you and for your classmates?
- Which two activities will attract more students?

While students are doing the task, monitor and take notes of both good language and inaccuracies for later feedback.



USEFUL LANGUAGE

Giving an opinion	In my opinion, ★★★★★ . If you ask me, ★★★★★ .
Expressing agreement	I agree with you because ★★★★★ . That's a great idea! That's what I think!
Expressing disagreement	I see what you mean, but ★★★★★ . I completely disagree with you.

LANGUAGE PRACTICE

1.

Answers:

Since Aida was born, she 1) c on the coast of the Caspian Sea, where there are a lot of sandy beaches and warm sunny days. It's the perfect 2) b for her favourite hobby– making sand sculptures. She 3) c keen on making sand sculptures since she was a child. Today her sculptures are popular on social media. She has had her own YouTube channel 4) a two years. She has 5) a uploaded 50 videos on her channel! Many people follow her channel and comment on her videos. Aida also teaches sand sculpture to kids. 6) b love learning how to build castles from sand. Aida says, “People say that building sand sculptures is 7) a kids, but I disagree. I think all people should try to build a sand sculpture at least once in 8) c lifetime.”



1.	a. lives	b. living	c. has lived
2.	a. attraction	b. place	c. weather
3.	a. is	b. was	c. has been
4.	a. for	b. since	c. from
5.	a. already	b. yet	c. still
6.	a. We	b. They	c. Their
7.	a. for	b. from	c. because of
8.	a. its	b. her	c. their

2.

Answers:

1. How long **have you known** your best friend?
2. How long **have you had** a computer?
3. I **have told** you three times already. Don't touch my mobile phone.
4. I **haven't been** to the new library yet. I am planning to go there next week.
5. **Have you seen** Murad yet? He came back from the UK yesterday.
6. I **haven't spoken** to my friend since this morning.
7. We need to borrow new books from the library. We **have already read** our own books.
8. My grandparents **have been** married for more than 50 years.

UNIT

2

LISTENING AND WRITING PRACTICE

1.

Answers:

1. Mary prefers eating local food only. FALSE
2. John has never eaten Thai food. FALSE
3. Mary found the Japanese food delicious. TRUE
4. John invites Mary to try Azerbaijani food. TRUE
5. Mary and John agree to eat together on Wednesday. FALSE

Track 20

John: Hi Mary, have you ever eaten food from other countries?

Mary: Yes, I have. I like local cuisine. But to be honest, I love trying new dishes from different parts of the world more.

John: What's your favourite international cuisine?

Mary: I really enjoy Thai food. The flavours and spices are so unique and delicious. Have you tried it?

John: Yes, I have. I actually tried it for the first time a few weeks ago, and it was amazing. I also had some Japanese food last month and it was really good, too.

Mary: That's great. I had Japanese food last week, and it was definitely tasty. I love discovering new cultures through their cuisine.

John: I think trying new foods is a great way to learn about different countries and their traditions.

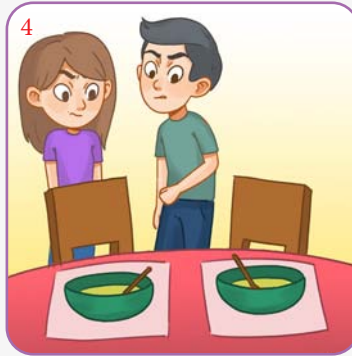
Mary: Yes, and it's always exciting to try something new and discover a new favourite dish.

John: I couldn't agree more. What about having some Azerbaijani food together this Wednesday?

Mary: That sounds great, but I have a plan for Wednesday. Let's have it on Friday.

John: Great!

2. Before students start making up a story, pre-teach the following words and phrases. Then set a time limit. When students are ready, have peer-editing. You can nominate random students to read out their stories.



Useful Vocabulary

- to eat in a restaurant
- to order
- to notice a fly in the soup
- to get angry/furious
- to leave the restaurant

SPEAKING PRACTICE

Have students work in groups and

- talk about each of these choices and say which one they would/wouldn't like to eat.
- agree on two that all of them would like to have. Encourage them to explain their choices.

Encourage them to use the language provided in the Useful Language box. While students are doing the task, monitor and take notes of both good language and inaccuracies for later feedback.





USEFUL LANGUAGE

Expressing your likes and dislikes	<p>I (really)like/love/enjoy ★★★★★ .</p> <p>I don't (really)like ★★★★★ .</p> <p>I prefer ★★★★★ .</p> <p>The thing I like most is ★★★★★ .</p>
Asking for an opinion	<p>What do you think about ★★★★★ ?</p> <p>What's your opinion ★★★★★ ?</p> <p>How about ★★★★★ ?</p>
Concluding the discussion	<p>Shall we stick to ★★★★★ ?</p> <p>Shall we agree on ★★★★★ ?</p> <p>So, we have decided to ★★★★★ .</p>

LANGUAGE PRACTICE

1.

Answers:

If you are looking for a great meal, you 1) **c** go to Nisa's Restaurant. The restaurant 2) **a** many awards for its great dishes. Everything at this restaurant is delicious. If you go there, don't forget to 3) **b** a dessert. The ice cream cake is the best I 4) **b** ! The chef at this restaurant uses fresh ingredients. There is a large garden behind the restaurant where they grow vegetables. They use them in the dishes. For this reason, I think Nisa's is a great choice 5) **c** you can't cook at home. The restaurant is very busy, so it's a good idea to make a reservation. The service is fantastic. The workers are friendly, and 6) **a** always bring your food very quickly. The inside and outside of the restaurant 7) **b** both great places to eat. If it's cold outside, try to get a seat next to the fireplace. In nice weather, you can enjoy your dinner in the garden. When my family has something to 8) **c** , we choose Nisa's. If you haven't eaten at Nisa's restaurant 9) **b** , visit the place today!



1	a. can't	b. don't	c. should
2	a. has won	b. wins	c. was winning
3	a. drink	b. try	c. use
4	a. have never had	b. have ever had	c. have already had
5	a. but	b. and	c. if
6	a. they	b. we	c. he
7	a. is	b. are	c. to be
8	a. award	b. spread	c. celebrate
9	a. already	b. yet	c. ever

2.

Answers:

1. We **saw** a good movie last week.
2. I **took** a lot of pictures last summer.
3. I **haven't phoned** my friend yet.
4. Daniel **has already finished** his homework.
5. The teacher **gave** a lot of homework yesterday.
6. My sister **has never been** abroad.

UNIT

3

LISTENING AND WRITING PRACTICE

Answers:

1. Speaker 1 is talking about the earthquake.
 a) earthquake b) landslide c) gales
2. Speaker 2 is talking about the flood.
a) thunderstorm b) flood c) landslide
3. Speaker 3 is talking about the avalanche.
a) snowball b) gale c) avalanche
4. Speaker 4 is talking about the sandstorm.
 a) sandstorm b) thunderstorm c) windstorm

Track 21





Speaker 1: I am on my way home with my children and husband. The ground is still shaking. People are shocked. They are getting out of their cars. They don't know where to go. Luckily, no one is on the bridge. This is the strongest one we've had for the last 20 years.

Speaker 2: We cannot do anything. We are stuck inside our homes. Everything is under water. The rain has stopped now, but it will start again at night. I think it will make the situation even worse. Poor gardeners! They have worked so hard this year.

Speaker 3: I was in the tent when suddenly, I heard a very scary sound. I didn't have enough time to go out. A few seconds later, I found myself under snow. I was very lucky as most of the snow fell a bit further than my tent. With my own effort, I could dig myself out.

Speaker 4: I have experienced some extreme weather conditions, but that one was the worst. I couldn't breathe or even open my eyes. The sound was also very terrible. I wanted to hide myself from dust, but in the desert, it was impossible.

2. Before students start making up a story, pre-teach the following words and phrases. Then set a time limit. When students are ready, have peer-editing. You can nominate random students to read out their stories.

Useful Vocabulary

- to watch news on TV
- to feel sorry for
- to hurry
- earthquake survivors
- to help people in disaster-hit places
- to leave her coat in the aid collection centre

SPEAKING PRACTICE

Have students work in groups and discuss the questions. Encourage them to use the language provided in the Useful Language box.

- How can each natural disaster affect people's life?
- How can these natural disasters affect the environment?

While students are doing the task, monitor and take notes of both good language and inaccuracies for later feedback.



USEFUL LANGUAGE

Giving an opinion	In my opinion, ★★★★★ . I think ★★★★★ .
Giving reasons for your opinion	★★★★★ because ★★★★★ . ★★★★★ so it's obvious that ★★★★★ . That means ★★★★★ .
Adding reasons	Another thing is ★★★★★ . As well as that, ★★★★★ . There's also the fact that ★★★★★ .

LANGUAGE PRACTICE

1.

Answers:

What do you do on weekends? **1) a** people watch films or go shopping. Neither Kate nor her brother Tim **2) a** staying at home. On weekends, they are storm chasers. On Fridays, they check the weather forecast for the weekend. They are always excited when there is a tornado in their area. Tornadoes are fast and dangerous. You can find **3) c** people who are not scared of them, but both Kate and Tim **4) b** them because tornadoes are exciting to watch.



They take **5) a** things with them when they go chasing tornadoes - a video camera, food and first-aid kit. Either Kate or Tim usually **6) b** a video of the tornado. In this picture, they are chasing a tornado in Texas. It's very windy and Tim is watching the tornado. Sometimes the tornado gets too close and starts coming **7) c** towards them. They get into their car and drive away! None of them **8) b** of giving up their favourite hobby.

1	a. A lot of	b. Any	c. Few
2	a. likes	b. like	c. is liking
3	a. neither	b. a little	c. few
4	a. loves	b. love	c. are loving
5	a. a few	b. no	c. little
6	a. take	b. takes	c. has taken
7	a. fastlier	b. fastly	c. fast
8	a. is think	b. thinks	c. thinking

2.

Answers:

- Neither Murad **nor** Omar is afraid of thunderstorms.
- If there is a problem, either Yusif or Musa **helps** me.
- I have **a few** friends. When I feel lonely, I call one of them.
- All my **classmates** like helping people in need.
- Both Vafa and Shafa **are** coming with us.
- There are **a few** flower pots on the table.

UNIT

4

LISTENING AND WRITING PRACTICE

Answers:

Speaker 1

In Yemen, ★★★ .

- a. hosts do not give any presents to guests
- b. it is not OK to chat while eating**
- c. people are not talkative at all
- d. hosts take photos with their guests

Speaker 3

If you are visiting an English family, ★★★ .

- a. always wrap your present nicely
- b. buy new shoes before you visit their house
- c. you can keep your shoes on in their house**
- d. compare your culture with theirs

Speaker 2

If you are working for a French company, you shouldn't ★★★ .

- a. wear formal clothes
- b. listen to people in the office
- c. use the first names**
- d. speak to your boss

Speaker 4

In Japan, if you want to have one more drink, you should ★★★ .

- a. refill your own glass
- b. wait for someone else to refill your glass**
- c. ask someone to fill your glass
- d. change your glass

Track 22

Speaker 1: I was on holiday in Yemen with my family, and we visited my father's colleague's house for dinner. The family was very kind, and they did their best to make us feel at home. During the meal, there was a long silence as people in Yemen don't speak while eating. After dinner, while I was looking at the photo frames on the wall, I said, "What a lovely photo frame!" My father's colleague said, "Please take it as a present." I didn't want to take it, but he offered it four times. So, I had to take it.

Speaker 2: My father has joined a French company recently. He made a mistake and used the first names rather than family names. My father called his boss by his name, Gabriel, and later he heard that everyone else in the office was calling him Monsieur Andre. I am sure that his boss didn't like how my father called him. So, it is always best to be formal in France. Before working for this company, my father worked for an American company and people there always used the first names.

Speaker 3: My friend John is from the UK, but at the moment, he is living in Baku as his father is working for one of the oil companies. Last week, I went to John's birthday party. I bought a present for John and wrapped it nicely. When I came to their house, I wanted to take my shoes off, but my friend's mother said it wasn't necessary. In their

culture, guests don't have to take their shoes off. As you know, in our culture it is not OK to do so.

Speaker 4: Last month, my parents decided to invite our new Japanese neighbours for dinner. They were very pleasant people, and we enjoyed spending time with them. While having dinner, I learned something new about their culture. In Japan, if you still feel thirsty after finishing a drink, it is not OK to refill your own glass. Instead, you have to wait until someone notices and offers to refill your glass.

2. Before students start making up a story, pre-teach the following words and phrases. Then set a time limit. When students are ready, have peer-editing. You can nominate random students to read out their stories.



Useful Vocabulary

- to see an elderly man
- to carry a heavy bag
- to be in a hurry
- to be late for the lesson
- to make a decision
- to thank

SPEAKING PRACTICE

Have students work in groups and discuss the questions. Encourage them to use the language provided in the Useful Language box.

- How important do you think it is to do each of these actions?
- What are some other things that people do to be polite?

While students are doing the task, monitor and take notes of both good language and inaccuracies for later feedback.



USEFUL LANGUAGE

Talking about importance of something	It is important ★★★★★ . People should ★★★★★ . It is necessary to ★★★★★ . People mustn't ★★★★★ .
Giving reasons for your opinion	That's why ★★★★★ . One of the reasons for this could be ★★★★★ . If you ★★★★★ , it will be ★★★★★ .

LANGUAGE PRACTICE

1

Answers:

If you think the underground in your city is bad, you 1) **b** see the trains in Japan.

In Japan, there are passenger pushers who work in the underground stations during rush hours. These workers 2) **c** wear gloves and push people into the trains. They 3) **a** be strong and quick if they don't want to lose their jobs. Passenger pushers 4) **b** talk to passengers, but they need to be polite with them.

Before the doors close, passenger pushers 5) **a** make sure that everyone is on the train. They also have to make sure that the people inside the train don't get any injuries. They 6) **c** push people too hard or too fast as it can cause harm to them.

You see Ashiko in this photo. He 7) **c** a passenger pusher for two years. Now it is 10 p.m. and he 8) **a** finish his work. He has to go home and relax or he 9) **b** work the next day.



1	a. cannot	b. should	c. are able to
2	a. has to	b. are not able to	c. must
3	a. have to	b. don't have to	c. cannot
4	a. aren't about to	b. don't have to	c. aren't due to
5	a. have to	b. mustn't	c. don't have to
6	a. don't have to	b. must	c. cannot
7	a. was	b. is	c. has been
8	a. is about to	b. is due	c. is able
9	a. isn't able to	b. will not be able to	c. wasn't able to

2

Answers:

1. There is no need to buy anything for the party. (don't have to)
We **don't have to bring** anything for the party.

2. Students cannot make any noise during the lesson time. (mustn't)
Students **mustn't make** any noise during the lesson time.

3. The lesson starts at 8 a.m. (due to)
The lesson **is due to start** at 8 a.m.

4. I hope I can talk to my friends tomorrow. (be able to)
I hope I **will be able to talk** to my friends tomorrow.

UNIT

5

LISTENING AND WRITING PRACTICE

1

Answers:

- When Nur first came to Edinburgh, what did she want to do?
a. to live with students c. to live alone
b. to live with a family d. to rent a flat
- How does *Homeshare* service help elderly people?
a. to find their old friends **c. to get help from the young**
b. to buy new flats d. to make some money
- How old is Julie?
a. 60 **b. 80** c. 18 d. 16
- What kind of person is Julie?
She is **intelligent**.
- What housework does Nur do at Julie's house?
a) **cook** b) **clean the house**
- Is this statement true or false according to the talk?
Nur will probably recommend *Homeshare* to other students. **TRUE**



Track 23

Thank you for inviting me to this event. I am Nur Ismayilzade from Azerbaijan. At the moment, I am an exchange student at Edinburgh University in the UK. You know, most parents in Azerbaijan feel worried when their children decide to study abroad. This is because they don't know who their children are going to live with or what they are going to eat. When I first came to Edinburgh, I started looking for a place to live. I didn't want to share a flat with other students because they are usually untidy and noisy. And living

alone was also impossible for me as it was too expensive. So, the best option for me was to find a host family to live with.

Then I heard about *Homeshare* service which is very popular in the UK. Elderly people offer their flats to young people, but they don't want any money. In return, they ask the young people to help around the house or to talk to them like a friend as they often feel very lonely.

I put an ad on the Internet and soon I got a phone call from a woman whose name was Julie. On the telephone, she told me that she was an 80-year-old woman who lived alone and wanted to share her house with an international student. When I saw her, I was surprised as she looked much younger, like a woman in her sixties.

After talking to her for a few minutes, I decided that she was the right person to live with.

I have lived with her for several months now. She is a very intelligent person, and I love discussing different issues with her. Whenever I have a problem, she gives me advice. I cook every day and clean the house once a week. For me, it's a pleasure. I think Homeshare has been great for both of us.

2. Before students start making up a story, pre-teach the following words and phrases. Then set a time limit. When students are ready, have peer-editing. You can nominate random students to read out their stories.



Useful Vocabulary

- to make a decision
- to ask for help
- to make a nest
- to place the nest on the tree
- to lay eggs on the nest

SPEAKING PRACTICE

Have students work in groups and discuss the question. Encourage them to use the language provided in the Useful Language box.

What are the advantages and disadvantages of living in each of these places?

While students are doing the task, monitor and take notes of both good language and inaccuracies for later feedback.



USEFUL LANGUAGE

Talking about advantages	One of the biggest advantages of ★★★ is that ★★★ . The best thing about ★★★ is that ★★★ .
Talking about disadvantages	An important disadvantage is ★★★ . Another negative aspect of ★★★ is ★★★ .

LANGUAGE PRACTICE

1.

Answers:

The Amish lifestyle is a unique way of living. It has been around 1) **b** centuries. The Amish are a group that lives a simple life without the use of technology or 2) **c** conveniences. They power their homes with kerosene lamps and they use neither televisions 3) **a** computers. This lifestyle is not for everyone. It is for people who agree 4) **b** without technology. Many people who have this lifestyle do so because they can't afford 5) **a** any other way. They enjoy 6) **b** their own food and making their own clothes. They hope 7) **c** their families in a simple way. The Amish don't look forward 8) **a** the latest gadgets, and they don't mind 9) **c** no Internet. Instead, they focus on their family and community.



1	a. since	b. for	c. yet
2	a. fresh	b. old	c. modern
3	a. nor	b. or	c. and
4	a. living	b. to live	c. live
5	a. to choose	b. choosing	c. to chose
6	a. to grow	b. growing	c. grow
7	a. raising	b. raise	c. to raise
8	a. to buying	b. buying	c. to buy
9	a. have	b. to have	c. having

2.

Answers:

1. Imagine **living** on a small island alone.
2. Some people are afraid of **taking** an elevator alone.
3. Kate promised **not to play** video games anymore.
4. I would like **to celebrate** my birthday with my family.
5. Everyone deserves **to be** happy.
6. The boys kept **playing** football in the rain.

UNIT

6

LISTENING AND WRITING PRACTICE

1.

Answers:

1. Ed Pratt is from England.
2. The length of his trip was 40 months.
3. Name TWO countries he visited:
Accept any two: Türkiye, Georgia, Azerbaijan, China and New Zealand
4. While he was in Azerbaijan, he learned that Azerbaijani people are hospitable.
5. Name TWO things that he had with him during his trip:
Accept any two: a tent, a sleeping bag and a camping stove
6. The amount of money he collected: £ (more than) £ 300,000
7. The number of children who will benefit: (more than) 15,000 children



Track 24

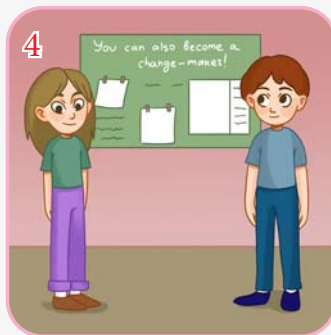
Ed Pratt is 22 years old. He is the first man to unicycle around the world. In March, 2016, he took a challenge and set off from his home in England on his unicycle. During his 40-month trip, he visited countries including Türkiye, Georgia, Azerbaijan, China, and New Zealand. The night when he crossed the Georgian border and came to Azerbaijan, he knocked at one door so that he could fill his water bottles. To his surprise, the host invited him into the home. The family fed him and offered him a bed for the night. Ed was surprised by how hospitable the people in Azerbaijan were. From that village, he

went to Baku. From Baku, he went to Kazakhstan. In the end, he travelled to the USA and then returned to the UK.

During his trip, he carried a tent, a sleeping bag and a camping stove attached to his unicycle. He completed the challenge in July, 2018. He raised more than £ 300,000 for the School in a Bag Charity. The organisation gives educational equipment to poor children. The money raised from the event will help more than 15,000 children.

Now Ed Pratt is looking forward to helping more children by taking part in other events like this.

2. Before students start making up a story, pre-teach the following words and phrases. Then set a time limit. When students are ready, have peer-editing. You can nominate random students to read out their stories.



Useful Vocabulary

- to collect trash
- to clean the beach
- to invite others
- to make a poster
- to protect the environment

SPEAKING PRACTICE

Have students work in groups and discuss the question. Encourage them to use the language provided in the Useful Language box.

How important is it to help people in these situations?

While students are doing the task, monitor and take notes of both good language and inaccuracies for later feedback.



USEFUL LANGUAGE

Explaining the reasons

★★★★ because ★★★★★.

If you ★★★★★, he/she will ★★★★★.

If you don't ★★★★★, he/she might ★★★★★.

LANGUAGE PRACTICE

1.

Answers:

Anne makes a difference in her community and encourages others 1) a the same. She wants them 2) b positive changes. 3) c, she often meets with the members of the community. They discuss their everyday problems and try to find solutions. She always stays 4) a and doesn't give up in difficult situations.

She is young, but people often ask her 5) a them advice. Anne always sounds 6) b. She has a talent

for motivating people. Sometimes she 7) c really tired, but she never complains.

Anne would like others 8) c change-makers, too. She wants the world to become a better place to live in.



1	<u>a. to do</u>	b. doing	c. do
2	a. making	<u>b. to make</u>	c. make
3	a. However	b. On the other hand	<u>c. So</u>
4	<u>a. positive</u>	b. positively	c. pessimistic
5	<u>a. to give</u>	b. giving	c. give
6	a. confidently	<u>b. confident</u>	c. unhappy
7	a. is looking	b. has looked	<u>c. looks</u>
8	a. becoming	b. become	<u>c. to become</u>

2.

Answers:

1. My brother loves sci-fi films and makes me watch them with him.
2. Jerry looked sad when he was telling us the news.
3. It was getting dark when I reached home.
4. My parents don't let me watch horror films.
5. After Tim broke the neighbour's window, she made him pay for it.
6. Mary's father won't let her adopt a dog because he's allergic to them.

An Example of Summative Assessment Test

Name: _____ Class: _____ Date: _____

Listening Comprehension (20 points)

You will listen to the recording twice.

You are going to listen to a talk and complete the sentences. Before you listen to the recording, you have 1 minute to read the sentences.

1. Unlike his friends, Nihat loves _____.
2. He took up his hobby at the age of _____.
3. In his room, there are _____.
4. In the future, he wants to become a _____.
5. Nihat says that we should take up hobbies that we _____.

(____/20)

Reading Comprehension (30 points)

Read the text about an unusual hobby that a man had in the past. As you read, decide if the sentences are True or False.

The Paper House of Rockport has been around since the 1920s. An engineer named Elis F. Stenman had an unusual hobby. In 1922, he started building a house. He used newspapers as the main material. Elis read three of them a day, so he had a lot of material to build a house. When neighbours and friends learned about his plan, they gave their day-old papers to him. He pressed the papers together and made strong walls.

Stenman didn't want to buy any furniture for his new paper house. He used newspapers to decorate it. He used papers to create chairs, bookcases and desks. In 1930, Stenman decided to open his house to the public as a museum.

If you take a closer look at the furniture, you can read stories from the newspapers of the 1920s. For example, there is a news article about Charles Lindbergh's historic transatlantic flight on one of the desks.

Edna Beaudoin, grand-niece of Elis, started taking care of the house in 1995. People enjoy reading the ads, recipes, and headlines from old newspapers. "There have been strong winds and heavy rain, but the house is still there. The house is going to be a hundred years old!" she said.

1. Elis never read newspapers. _____.
2. His neighbours and friends gave new papers to Elis. _____.
3. He made furniture from papers. _____.
4. People could visit his paper house before 1930. _____.
5. There is no writing on the furniture. _____.
6. Rain and wind haven't harmed the paper house. _____.

(____/30)

Vocabulary (20 points)

Complete the sentences with the words from the box. Use each word only ONCE.

stay away	keen	circus	safety	scream
feed	amusement	dive	jewellery	mind

1. I am _____ on trying experiences like riding a roller coaster.
2. You should follow _____ rules when you try an extreme activity.
3. Please remember to _____ the animals at the zoo during your visit.
4. Her collection of _____ includes some unusual rings and bracelets.
5. I would love to _____ into the blue sea and explore the underwater world.
6. Visiting a(n) _____ park is a great way to have fun and enjoy rides.
7. The _____ is a place for people of all ages where they can laugh and have fun.
8. If you change your _____ about going to the party, just let me know.
9. It's important to _____ from wild animals.
10. The fans always _____ with joy when they see their favourite actor.

(___/20)

Grammar (10 points)

Underline the correct option.

1. I have **yet/already** eaten breakfast.
2. Have you finished your homework **yet/since**?
3. He has lived in this city **for/since** last year.
4. They have been friends **for/since** over ten years.
5. We have **already/yet** seen that movie.
6. I have lived in Baku **since/for** I was born.
7. Have you cooked dinner **yet/since**?
8. She has **already/since** visited Paris twice.
9. I haven't done my homework **yet/already**.
10. I have **already/yet** made some friends.

(___/10)

Writing (20 points)

Write a short paragraph about your hobby. Word limit: 80-120 words

(___/20)

This is the end of the test.

The Script And Keys of The Summative Assessment Test Script

Nihat is 15 years old. He has an unusual hobby. Most of his friends enjoy playing video games, going to parties, or going in for sports, but Nihat enjoys collecting insects.

Nihat started learning about the insect world when he was 8. He has a room filled with insects in glass boxes. Nihat spent a lot of time collecting the bugs from different places. His room also has pictures of unusual insects that he found on his adventures.

Nihat does more than just collect insects. He loves reading about insects. He wants to become a scientist and study insects.

Some people think Nihat's hobby is strange, but Nihat disagrees. "Our hobbies shouldn't be what everyone else does. They should be what we truly love," Nihat says.

Who knows, maybe Nihat's hard work will help us learn more about insects or save endangered ones in the future.

Listening

1. collecting insects
2. 8
3. insects (in glass boxes)/ pictures of (unusual) insects
4. scientist
5. (truly) love

Reading

1. FALSE
2. FALSE
3. TRUE
4. FALSE
5. FALSE
6. TRUE

Vocabulary

1. keen
2. safety
3. feed
4. jewellery
5. dive
6. amusement
7. circus
8. mind
9. stay away
10. scream

Grammar

1. already
2. yet
3. since
4. for
5. already
6. since
7. yet
8. already
9. yet
10. already

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VIDEO LINKS

https://www.youtube.com/watch?v=2QA53_a2iF4&t=1s
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Buraxılış məlumatı

İNGİLİS DİLİ 8

Ümumi təhsil müəssisələrinin 8-ci sinifləri üçün
İngilis dili (əsas xarici dil) fənni üzrə dərsliyin (qrif nömrəsi: 2023-054)

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