

Teacher book

English

as the main foreign language

6



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Teacher book

English

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

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We are excited to introduce a new English course book for Grade 6, which is compiled according to the English language curriculum confirmed by the Ministry of Education of the Republic of Azerbaijan. The activities included in this course book support sixth grade students' language learning by boosting their language skills of listening, speaking, writing and reading. The listening activities in this book are accompanied with audio recordings voiced by both native speakers and locals with native-like accents, which will help your students get exposed to standard English language and improve their listening skills. Teacher Book will help you plan your lessons effectively and apply different interaction patterns that will contribute significantly to the learning process.

We wish you and your students much success!

Sincerely, authors

Units	Hours	Lessons	Standards
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	2	Grammar A	2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.
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	2	Listening	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3.
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	1	Time to watch	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 4.1.3.
	1	Review/Summative 2	

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	2	Grammar A	2.1.1., 2.1.2., 2.1.3., 3.1.1.
	1	Grammar B	2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.
	2	Listening	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 4.1.2., 4.1.3.
	2	Writing	4.1.1., 4.1.2., 4.1.3.
	1	Story time	2.1.1., 2.1.2., 2.1.3., 3.1.1., 3.1.2., 3.1.3., 3.1.4.
	1	Time to watch	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3.
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	2	Grammar A	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 4.1.2., 4.1.3.
	1	Review/Summative 4	
	1	Grammar B	2.1.1., 2.1.3., 3.1.1., 4.1.3.
	2	Listening	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 4.1.3.
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	2	Grammar A	1.1.2., 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.
	2	Grammar B	2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.
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	1	Review/Summative 5	

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	2	Vocabulary	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3.
	2	Grammar A	2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.
	2	Grammar B	2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.
	2	Listening	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3.
	2	Writing	4.1.1., 4.1.2., 4.1.3.
	1	Story time	2.1.1., 2.1.2., 2.1.3., 3.1.1., 3.1.2., 3.1.3.
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	1	Review/Summative 6	

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2	Vocabulary	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3.
1	Grammar A	2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.1., 4.1.3.
2	Grammar B	2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.1., 4.1.3.
2	Listening	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 4.1.3., 4.1.4.
2	Writing	4.1.1., 4.1.3., 4.1.4.
1	Story time	2.1.1., 2.1.2., 2.1.3., 3.1.1., 3.1.2., 3.1.3.
1	Time to watch	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 4.1.3.
1	Review/Summative 7	
1	BIG Summative	

Scan it for the audio files



Content Standards

Pupil at the end of Grade 6 is able to:

- understand the information in the text he/she listens to;
- distinguish between the lexical and semantic meaning of the words and expressions, and use them in his/her speech;
- participate in dialogues on different topics;
- identify the components of the text and ask questions about the content;
- spell the words correctly and write short texts;
- write a letter and/or announcement.

Core standards and sub standards on content lines

1. Listening comprehension

Pupil is able to:

- 1.1. understand the content of the text he/she listens to.
- 1.1.1. respond to the questions during the requests.
- 1.1.2. identify the new information in the text he/she listens to.

2. Speaking

Pupil is able to:

- 2.1. demonstrate oral speech knowledge and skills.
- 2.1.1. use new words and expressions in the given topic.
- 2.1.2. participate in dialogues on different topics.
- 2.1.3. express his/her ideas on the given topic.

3. Reading

Pupil is able to:

- 3.1. understand the content of the text he/she reads.
- 3.1.1. distinguish between the lexical and semantic meaning of the words and expressions.
- 3.1.2. read out the words in the text with the correct stress.
- 3.1.3. identify the components of the text (introduction, main part, conclusion).
- 3.1.4. ask questions about the content of the text.

4. Writing

- 4.1. Demonstrates accurate writing skills.

Pupil is able to:

- 4.1.1. write short texts based on the given words.
- 4.1.2. write about the objects and events he/she observes.
- 4.1.3. spell the words correctly.
- 4.1.4. write a letter and/or announcement.

Shadowing

Shadowing, also known as shadow reading or shadow listening, is a language learning technique developed by the American Professor Alexander Arguelles.

The basis of the method is that you listen to a text and while listening, you attempt to repeat, to “shadow” what you hear as quickly as you hear it.

Shadowing helps students practise the pronunciation of individual words and phrases, connected speech, intonations, etc.

How to implement:

Play the recording and ask students to read the text along with the audio. If the text is long, divide it into 2 or 3 parts. Once they have been trained to do shadowing, you can use only audio.

Also, it is advisable to encourage students to do shadowing at home as well.

Adapted from: <https://skyteach.ru/2019/04/16/a-shadowing-technique-to-improve-pronunciation/>

Patterns of Communication

There are various patterns of communication a teacher can use to change the dynamics of the class. Having different interaction patterns helps change the atmosphere of the class. Some of these patterns are teacher-centered and some are student-centered. When patterns are teacher-centered, they are easily controlled by the teacher. The teacher plays the dominant role, e.g. they decide on a topic of discussion, what is relevant to that topic, who participates, and when. When the patterns are student-centered, it gives the students freer practice with the language, e.g. when students work in small groups, they have more opportunity to control what they talk about and who they talk to. Student-centered patterns are generally better for students as they can practise

the language in a more personalized way. Below are some interaction patterns that teachers use in English language classes.

Individual work: The teacher gives a reading or writing task that learners work on by themselves.

Group work / Pair work: Students work in pairs or small groups on a task that requires interaction. Pair work and group work give the teacher a chance to observe and check the understanding of the students.

Open-pair work is a type of pair work where two students do an activity in front of the class while the others listen.

Closed-pair work is a type of pair work where all the students are working on an activity in pairs at the same time.

Full-class interaction: The students debate, discuss, or complete a task where they interact as a whole class.

Adapted from: <https://www.teach-this.com/ideas/patterns-of-communication>

Peer-editing

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

Peer-editing mainly consists of the following steps: peer review training, students reading peers' writing, and students providing feedback to each other.

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

Editing and peer-editing checklists

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

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

Editing

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

C

Capitalization

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

U

Usage

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

P

Punctuation

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

S

Spelling

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

Peer Editing Checklist

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

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

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

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

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

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

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

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

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



READING

Aims: By the end of the lesson, students will have developed their reading skills for gist and details in the given context.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1.

1. Before students start doing the activity, explain to them how to do the **Find someone who** activity.

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

Find someone who...	Names	Extra notes
<ul style="list-style-type: none"> • thinks chocolate makes him/her happy. • isn't afraid of scary movies. • thinks TV programmes are boring. • is always hungry in the mornings. • thinks spiders are frightening. • never gets tired after long walks. 		

Tell them that they need to ask questions to their classmates.

Change the first statement into the question and write it on the board: **Does chocolate make you happy?**

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 with the hope that that person says “yes” to the next question in the list. The goal is to meet and talk to as many people as possible within the time limit. Encourage them to ask extra questions related to the answers.

Once they have finished asking questions, get some feedback on what they have learned about their classmates.

Question forms:

Does chocolate make you happy?

Are you afraid of scary movies?

Are TV programmes boring for you?

Are you always hungry in the mornings?

Are spiders frightening?

Do you get tired after long walks?

2. Put students in pairs or in small groups and ask them to look at the pictures and discuss how the people in the pictures might feel. Encourage them to support their answers. Once they are ready, have a whole class discussion.

Suggested answers:

1. Jack is frightened because he is watching a scary movie.
2. They are tired because they are at home after a long working day.
3. Richard is happy because he has a new computer.

3. Tell students that they are going to read forum messages from Umid and Sophia. Have students read the messages and answer the question.
Once they are ready, ask them to compare their answers with their partners. Then provide whole class feedback.

Answer:

a

4. Have students read the text again and decide if the sentences are True or False. They should do the task individually and compare the answers in pairs. Once they have finished comparing, check the answers. Encourage students to support their answers.

Answers:

1. True
2. False (We were also frightened because there was a bear in the forest.)
3. False (Our grandfather was also with us.)
4. False (I was on a trip with my sister and best friend.)
5. True
6. False (She doesn't like going out much.)

5. Put students in pairs or in small groups and have them discuss the questions. Walk around and make notes for the feedback stage. Once students have finished, give some feedback both on the content and the language use.
6. Put students in pairs and give them their roles. It is advisable to give them some time to make notes. Ask them to change their roles once they have finished the first cycle. While they are doing the task, make some notes on the language use and if necessary, at the end, give feedback. If time allows, have students tell a second partner what their first partner said.

VOCABULARY

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

Standards: 1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.

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

Track 1

- | | |
|------------|--------------|
| 1. proud | 5. scared |
| 2. excited | 6. shocked |
| 3. angry | 7. surprised |
| 4. sad | 8. confused |

2. Ask students to work individually and match the smileys to the words. It's a good idea for students to check their answers in pairs with most exercise types as it promotes interaction between students and builds their confidence. Once students are ready check answers as a class.

Answers:

1. c (angry)
2. f (scared)
3. d (surprised)
4. b (confused)
5. a (proud)
6. g (excited)
7. e (sad)

3. Have students work in pairs and choose the correct options to complete the sentences. They then work with another pair to compare their answers. Check answers as a class.

Answers:

1. confused
2. surprised
3. proud
4. sad
5. excited

4. Tell students that they will hear five people. Play the recording once for students to match the people to the feelings. If necessary, with weaker students, pause the recording after each speaker. Then ask students to check their answers with a partner. In the feedback stage, ask students to explain their choices.

Track 2

1. I don't understand this task. I don't know how to do it.
2. I don't want to watch this film. It is very frightening.
3. Jim is my son. He is a champion.
4. Why are you reading my email? Never do that again!
5. I have good news! Our grandparents are planning to come here!

Answers:

Speaker 1 – e (confused)

Speaker 2 – a (scared)

Speaker 3 – c (proud)

Speaker 4 – f (angry)

Speaker 5 – b (excited)

5. Have students work in pairs and make sentences about the people in the pictures. Monitor and support students with spelling and grammar while they are writing. With weaker students, it's a good idea to revise **was** and **were** before they start doing this task.
Answers may vary.

Possible answers:

1. Yesterday she was surprised. Now she is scared (frightened).
2. He was confused 2 hours ago. Now he is surprised.
3. She was proud yesterday. Now she is angry.
4. She was shocked 2 minutes ago. Now she is excited (surprised).

6. Ask students to work in pairs and ask and answer the questions. Monitor discreetly during this stage and take notes of both good language and problems for feedback.
7. If you are teaching in a classroom equipped with a smartboard, scan the QR code and have students watch the episode from the animated film **Finding Nemo**. Pause the video at different scenes and ask students to say how the people and the fish feel.
This task can be set as a home assignment if the classroom you are teaching in doesn't have necessary equipment.

GRAMMAR A

Aims: By the end of this lesson, students will be able to use past simple regular verbs to talk about their last birthday party.

Standards: 1.1.2., 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.

1. Point at the picture in Task 1 and ask students the questions below.

- Where are the children?
- What are they doing?

Ask them to read the text quickly and answer the question in the task. At this stage do not focus on the past forms of the verbs given in the text.

Answer:

a

Draw students' attention to the *GRAMMAR TARGET* section and read the sentences taken from the text. You can write the sentences on the board.

We played board games.

They looked at my photos.

Explain to the students how to make past simple forms of the regular verbs. Write some more sentences containing Past simple signal words on the board. Teach them the spelling rules given in the table.

2. Have students read the text in Task 1 again and find the verbs in Past Simple.

Answers:

- | | | | | |
|------------|-------------|-----------|-------------|------------|
| 1. was | 4. prepared | 7. danced | 10. watched | 13. opened |
| 2. invited | 5. called | 8. showed | 11. laughed | |
| 3. played | 6. listened | 9. looked | 12. wanted | |

3. Have students work individually and complete the sentences with the Past Simple forms of the verbs given in brackets. Have students compare their answers in pairs before you discuss the answers as a class.

Answers:

- | | |
|--------------------|------------|
| 1. watched | 5. studied |
| 2. planned/invited | 6. visited |
| 3. travelled | 7. stayed |
| 4. called/watched | |

4. Tell students that they are going to hear past forms of some verbs and they should put them into the correct column. Play the recording. You can play it more than once depending on the level of your students. Encourage the students to repeat the words as they listen to the recording.

Draw students' attention to the table with the pronunciation rules. Explain to them that *ed* is pronounced as /t/, /d/ or /ɪd/.

Track 3

washed	stopped	played
helped	stayed	showed
wanted	called	opened
looked	visited	needed

Answers:

/t/ – helped, looked, stopped, washed
/d/ – stayed, called, played, showed, opened
/ɪd/ – visited, wanted, needed

5. Have students work individually and complete the text with the Past Simple forms of the verbs given in brackets. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|------------|-------------|
| 1. wanted | 6. learned |
| 2. invited | 7. was |
| 3. baked | 8. asked |
| 4. cooked | 9. was |
| 5. called | 10. enjoyed |

6. Ask students to work in pairs and tell each other about their last birthday party. With weaker classes, give students some time to write down their sentences before they start talking to their partners. Monitor and take notes of both good language and problems for feedback.

GRAMMAR B

Aims: By the end of the lesson, students will be able to ask and answer simple questions in the context of past experiences.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.

Lead-in

Discuss the questions as a class.

- Do you like getting presents?
- What presents do you like getting?

1. Point to the picture in Task 1 and ask students the question below.

- What do you think the conversation is about?

Then have students read the conversation and decide if the sentences are true or false. Ask them to correct false statements. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. True
2. False (The present was from his uncle Bob.)
3. False (He didn't come to the party.)
4. True

Draw students' attention to the *GRAMMAR TARGET* section and explain to them how to form the Past Simple negative form. Read the examples given in the box and write some more sentences in negative on the board. You can say some sentences in affirmative and ask students to change them into negative.

2. Ask students to look at the conversation in Task 1 and find sentences in Past Simple negative and question forms. This task can be done in pairs.
3. Have students work individually and change the sentences into negative. Have a quick pair-check before discussing the answers as a class.

Answers:

1. We didn't play football at the stadium two days ago.
2. They didn't study English and German three years ago.
3. Jane didn't prepare the presentation yesterday evening.
4. I didn't want to visit my friend's family yesterday.
5. She didn't listen to music five minutes ago.

4. Ask students to work individually and complete the sentences with the Past Simple forms of the verbs given in brackets. Have a quick pair-check before discussing the answers as a class.

Answers:

- | | | |
|----------------|------------------|-------------|
| 1. didn't want | 5. didn't like | 9. listened |
| 2. wanted | 6. was | 10. danced |
| 3. was | 7. didn't invite | 11. enjoyed |
| 4. watched | 8. were | |

Draw students' attention to the *GRAMMAR TARGET* section and explain to them how to form questions and short answers in Past Simple. Focus on the sentences provided in the box. You can also have students ask you YES/NO questions about what you did yesterday.

5. Ask students to work individually and make questions in Past Simple. Then have them write short answers to the questions. Have a quick pair-check before discussing the answers as a class.

Answers:

1. Did they watch a film yesterday? – Yes, they did. No, they didn't.
2. Did your friend study Japanese 2 years ago? – Yes, she/he did. No, she/he didn't.
3. Did Mike call his parents an hour ago? – Yes, he did. No, he didn't.
4. Did you have a Maths class last Monday? – Yes, I did. No, I didn't.
5. Did your classmates walk to school yesterday? – Yes, they did. No, they didn't.
6. Did we play a board game last night? – Yes, we did. No, we didn't.

6. Have students work in pairs and ask each other questions about their last weekend. Encourage them to use the verbs provided in the task. Answers may vary.

Optional extra task:

Have students tell a partner three things they did at a recent birthday party, and three things that they did *not* do. They could take turns saying one thing each time.

LISTENING

Aims: By the end of the lesson, students will be better able to identify the main idea and specific details in the listening passage.

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

1. The aim of this task is to prepare students for the listening task which contains the past forms of these verbs. Ask students to work in pairs and write the past simple forms of the verbs. They then work with another pair to compare their answers. Elicit the answers paying attention to the correct pronunciation.

Answers:

- | | | | |
|-------------|------------|-----------|--------------|
| 1. baked | 4. played | 7. helped | 10. prepared |
| 2. talked | 5. studied | 8. looked | 11. examined |
| 3. listened | 6. walked | 9. liked | |

2. Have students look at the pictures and talk about what Jane did yesterday. Tell them to use the Past Simple forms of the verbs provided under the pictures. Monitor and help them if needed.

Answers may vary:

Possible answers:

- | | |
|--------------------------------------|---|
| 1. She listened to music. | 6. She visited her grandparents. |
| 2. She baked a cake with her friend. | 7. She looked at his watch. They were late. |
| 3. She talked to her friend. | 8. She talked to a friend on Skype. |
| 4. She studied her lessons. | 9. The doctor examined her dog. |
| 5. She worked hard. She was tired. | |

3. Tell students that they are going to listen to Jane. As they listen, they have to answer the question. Play the recording once.

Answers:

a (Her day)

4. Tell students that they are going to listen to the recording again. This time, they have to complete the sentences. Before you play the recording, have them read the sentences.

When they are done, have a quick pair-check before you discuss the answers as a class.

Track 4

Yesterday my classes started at 9 o'clock and finished at 12 o'clock. My timetable was very busy and I was very tired at the last lesson. The weather was very nice yesterday. After classes, I talked a little with my best friend Fiona at the school yard. Then I visited my grandparents with my brother. They were surprised to see us. We talked with my uncle Nick on Skype. My uncle lives and works

in Azerbaijan. We stayed at my grandparents' house for about two hours. We were at home at 3 o'clock. I helped my mother and we baked cookies. They were very delicious. At 5 o'clock, I visited a vet. The vet examined my dog Toppy. In the evening, I prepared a presentation about planets on my computer and showed it to my brother. My brother liked my presentation and said it was interesting.

Answers:

1. At her last lesson, she was **tired**.
2. Fiona is her **best friend**.
3. Jane's uncle lives in **Azerbaijan**.
4. Jane and her mother baked **(delicious) cookies**.
5. Toppy is Jane's **dog**.
6. Her presentation was about **planets**.

5. Have students work in pairs and answer the question. Monitor and help if needed. Answers may vary.

Optional follow up task: Change the partners and have them talk to a new partner about what they did yesterday.

6. Ask students to copy the sentences to their notebooks and leave some space next to each sentence. Have them walk around the room trying to find a person who says Yes to the questions. Encourage them to ask questions: *Did you visit your grandparents last week?* or *Did you listen to music last night?*

When students find "someone who baked a cake last week" or "someone who visited their grandparents last week", they should write that person's name next to the question and move on to the next person with the hope that that person says "Yes" to the next question in the list. The goal is to meet and talk to as many people as possible within the time limit.

Continue until most of the students complete the task. Then have students return to their seats. Ask a student who completed the task to go through the list, saying who he/she found for each question and acknowledging that person.

At the end of the lesson, draw students' attention to the SAY WOW section. Read the fun fact and ask students to explore some more information on the Internet about quokkas for the next lesson.

Note: See Page 132 for an extra listening activity.

The aim of extra listening activities is to provide students with more listening practice. These activities can be done during the class time or they can be set as home assignments.

WRITING

Aims: By the end of the lesson, students will be able to use *and*, *but*, *because* to combine the sentences.

Standards: 4.1.1., 4.1.2., 4.1.3.

Explain to students how to use *and*, *but* and *because*. Tell them that *and* can connect 2 ideas or sentences. Ask them to read the sentences provided in the *WRITING TIPS* section.

Tell them that *but* shows contrast. We put commas before *but*.

Because is used to explain why we do something. We don't put commas before or after *because*.

It is advisable to write the sample sentences on the board. If necessary elicit some more sentences about the usage of *and*, *but* and *because* and write them on the board as well.

1. Ask students to match the sentence halves. They should do the task individually and compare the answers in pairs. Once they have finished comparing their answers, provide whole class feedback and check the answers.

Answers:

1. c (I didn't dance at the party because I was tired.)
2. d (Nalan visited her cousins and played with them a lot.)
3. a (I love reading books because they are interesting.)
4. e (The weather is sunny and hot today.)
5. b (I can speak English, but my sister can't)

2. Tell students that they are given pairs of sentences. They should join each pair of sentences with *and*, *but* or *because*. Have them do the task individually and then compare their answers in pairs. Give whole class feedback at the end of the lesson.

Answers:

1. My sister likes playing the guitar and singing songs.
2. Rauf is happy because it is his birthday today.
3. Laman wants to eat this hamburger because she is hungry.
4. My aunt lives in Ganja, but she works in Shamkir.
5. I baked a cake and prepared a pizza.
6. Aydan is tired now and she wants to sleep.

3. In this task, students should look at the pictures and make sentences with the help of the given words or phrases using **because**. Have them do the task individually. Once they have finished, put them in pairs and ask them to compare their answers. Remind them that there might be different answers.

Suggested answers:

1. They are happy because they have good grades.
2. They are confused because they don't know the answer.
3. He is proud because his cake is delicious.
4. They are frightened because they are watching a scary movie.
5. He is angry because he is playing a video game.

4. In this task, students should rewrite the given sentences by adding **and**, **but** or **because**. Have them do the task individually and then compare their answers in pairs. Remind them that there might be more than one possible option. Give whole class feedback at the end.

Suggested answers:

My last weekend was great because I was at the party. It was Jamila's birthday. She is my cousin. My sister was also there, but my brother wasn't. He was in the village.

Jamila was happy because she liked her presents. We danced a lot and played games.

At the end of the day, we were tired, but we were very happy.

5. Ask students to complete the sentences with their own ideas. If time allows, provide individual feedback.
6. Have students write about their last weekend. Encourage them to use **and**, **but** or **because**.
This task can be set as a home assignment as well.
It is advisable to encourage students to peer-edit their works. For peer-editing checklist see Page 15.

STORY TIME

Aims: By the end of the lesson, students will have developed their reading skills for details and specific information in the given context.

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

In each unit, there is a famous story by foreign writers. The purpose of this section is not only helping students develop their intensive reading skills, but also boosting their extensive reading skills. Tell them that it is not necessary to understand each word in the story. That is important to just understand the general meaning. Moreover, in each story section the parts of the story are illustrated. This can help the students understand the text better.

Also, there are recordings of the stories. It is advisable to encourage students to listen to the tracks at home. It might help them improve the use of basic pronunciation features.

You can also apply shadowing techniques. See Page 12 for more information about shadowing techniques.

1. Tell students that the story – “The Kite That Went to the Moon” is written by Evelyn Sharp. In this book, the story is given in 4 units.

Ask them to read the first part of the story and do Task 1 on Page 20. They should put the pictures in the right order. Have them do the task individually and then put them in small groups to compare and discuss their answers. Once they have finished, check the answers.

Answers:

- | | | | | | |
|------|------|------|------|------|------|
| 1. E | 2. A | 3. B | 4. D | 5. F | 6. C |
|------|------|------|------|------|------|

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

Suggested answers:

1. Jerry was proud because his kite was the biggest kite in the village.
2. The children laughed at Jerry because he couldn't fly his kite.
3. Jerry didn't help Chubby because he was sad and wanted to go home.
4. Students' own answers.
5. Students' own answers.

3. Put students in small groups and have them act out the story. Give them enough time for preparation and rehearsal. While one group is acting out, encourage the other groups to prepare feedback for them.

Feedback sessions can be conducted both at the end of the lesson or after each performance.

TIME TO WATCH

Aims: By the end of the lesson, students will be better able to identify specific details in an animated video.

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

In this section, students have different language practice activities based on the animated videos. In the classrooms equipped with smartboards, this section can be done during the class time. However, if you don't have the necessary equipment to show the videos during the lessons, the pre-viewing and post-viewing parts can be done during the lessons and while-viewing parts can be set as a home assignment. **Pre-viewing** activities would be like the warmers that we usually have for other types of activities. They mainly focus on introducing the topic and teaching new vocabulary.

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

Post-viewing activities are prepared to wrap-up the video lesson and they serve as a great opportunity to consolidate everything the students have learned during the lesson.

Pre-viewing

1. Have students discuss the questions in pairs or as a class. Elicit what the students know about Italy and write their answers on the board.
 - What do you know about Italy?
 - What's Italy famous for?
2. Ask students to work individually and do the matching activity. Have a quick pair-check before you discuss the answers as a class.

Answers:

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

While-viewing

3. Ask students to read the task before you play the video. As they watch, they have to number the order of the cities Daniel visited.

Answers:

1. Venice 2. Pisa 3. Rome

4. Play the video again and ask students to complete the sentences. Have a quick pair-check before you discuss the answers as a class.

Audio script of the video task

- Yahya:** Where were you last week?
Daniel: I was in Italy. I travelled there by plane.
Nur: Did you travel alone?
Daniel: No, of course, I didn't. I travelled with my family.
Shams: Which city did you visit first?
Daniel: Well, first, we visited Venice. The city was fantastic and we loved it. We explored the city on a gondola ride. We tasted a lot of delicious pizzas in Venice.
Nur: And which city did you visit after Venice?
Daniel: After Venice, we visited Pisa. We stayed there for two days. We rented a car and toured the Leaning Tower of Pisa.
Shams: What other cities did you visit?
Daniel: The last city we visited was Rome. We travelled to Rome by train. We visited the Coliseum and learned about its ancient history.
Yahya: Did you enjoy your visit to Italy?
Daniel: Yes, I did! It was the best holiday of my life!

Answers:

1. Daniel was in Italy with his family.
2. They tried pizzas in Venice.
3. They stayed in Pisa for 2 days.
4. They travelled to Rome by train.

Post-viewing

Ask students to imagine that they were in Italy last week. Have them work in pairs and talk to each other about their visit. Monitor and take notes of mistakes. Do not only focus on grammar mistakes. You can also focus on vocabulary, pronunciation and function. It's a good idea to balance your feedback with positive comments as well as things that need to be improved.

REVIEW

1 Answers:

1. b 2. a 3. b 4. b 5. a

2 Answers:

1. visited 3. baked 5. talked 7. cleaned
2. prepared 4. walked 6. watched

3 Answers:

1. My parents didn't watch the news on TV last night.
2. I didn't walk in the park with my classmates.
3. Malik didn't show the way to the tourists.
4. I didn't wash up the dishes yesterday.
5. John didn't learn 20 new English words last week.

4 Answers:

1. b (but) 2. a (last week) 3. b (didn't help) 4. c (examined)

5 Answers:

1. Yesterday I was in the park with my friends. 4. I am sad because my dog is ill.
2. Ulker is crying because she is angry. 5. Asmar didn't want to dance at the party.
3. Did you play football yesterday?



Answers

Vocabulary

1. I watched a film about zombies. I was ~~proud~~ ^{scared}.
2. I ~~don't~~ know how to do this task. I am confused.
3. My brother has a new computer and he is ~~very sad~~ ^{happy}.
4. He was sad 2 hours ago, but he is ~~sad~~ ^{happy} now.

Grammar

1. I ~~live~~ ^{lived} in Gabala 2 years ago.
2. ~~Do~~ ^{Did} you ~~studied~~ ^{study} English last year?
3. ~~Was~~ ^{Were} you tired?
4. Did you ~~played~~ ^{play} football yesterday?

Spelling

1. I ~~listend~~ ^{listened} to a nice song yesterday.
2. They ~~studied~~ ^{studied} at the same school.
3. My sister ~~bakeed~~ ^{baked} a delicious cake last week.
4. They ~~plaied~~ ^{played} basketball 2 days ago.



READING

Aims: By the end of the lesson, students will have developed their reading skills for gist and specific information in the given context.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1.

1. Have students work in pairs and discuss the questions.
 - Do you know a successful person? Who is he/she?
 - What makes that person successful?
2. Draw students' attention to the table with the word forms of the word "success". Tell your students that knowing the correct part of speech for a word is important it is also very important to know how to use it appropriately in a sentence. Ask students to complete the sentences with the correct forms of the word "success". Have a quick pair-check before you discuss the answers as a class.

Answers:

1. What is the secret of your success?
2. My uncle is a very successful person.
3. I want to pass the exams successfully.
4. We study a lot and we always succeed.

3. Tell students that they are going to read a text about a successful Azerbaijani who lives in the USA. Before they start reading the text, go through the new vocabulary. Set a reasonable time limit. Ask students to skim the text and match the paragraphs to the pictures. (Skimming is useful when you want to find the general idea/gist about something in a text.) Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|------|------|
| 1. G | 5. E |
| 2. F | 6. B |
| 3. D | 7. C |
| 4. A | |

4. Ask students to scan the text and complete the sentences with the words/phrases from the text. (Scanning is useful when you want to find specific facts/details in a text.) Have a quick pair-check before you discuss the answers as a class.

Answers:

1. Magsud's free time activities in Saint Louis were football (soccer) and baseball.
 2. Magsud shared his videos on Youtube.
 3. Many people come to Saint Louis because they want to see chess games.
 4. Magsud's American friends call him Max.
 5. He loves his country and represents it successfully.
5. Have students work in pairs and discuss the question. Monitor and help them if needed.
- Do you think it was easy for Magsud to get Donald Trump's award? Why?/ Why not?
6. Divide students into small groups and ask them to discuss the statements. Encourage them to support their ideas. Also, tell them to use the functional language provided. Monitor discreetly while students work, making notes of correct language as well as problems for feedback.
- With this type of activity, there are usually no right or wrong answers and it is worth pointing this out to students. Encourage them to speculate, discuss their ideas and give reasons, without fear of being corrected if they make language mistakes. This is particularly important for weaker students, who may be reluctant to participate if they are worried about being 'wrong' or making a mistake. The teacher's role here is to monitor the discussion and to provide students with feedback.

VOCABULARY

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

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

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

Track 6

- | | |
|-------------------|-------------------|
| 1. grow up | 5. go abroad |
| 2. pass an exam | 6. get an award |
| 3. win a prize | 7. study medicine |
| 4. become friends | 8. work hard |

2. Ask students to work in pairs and do the matching activity. Then have them work with another pair to compare their answers. Remind them that there might be more than one possible answer. Check answers as a class.

Answers:

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

3. Have students work individually and complete the sentences with the phrases in Task 1. Only one phrase from the task is not used in this exercise. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. study medicine
2. become friends
3. work hard
4. go abroad
5. grow up
6. get an award

4. Tell students that they are going to hear Adil. Before you play the recording, have students read the sentences. Then play the recording. As they listen, they should complete the sentences. Have a quick pair-check before you discuss the answers as a class.

Track 7

Hi! My name is Adil. I am 13 years old. I work hard and pass all my exams successfully. In the future, I want to become an engineer. I don't want to study abroad. I want to study in my country. My brother's name is Ali. He is 11 years old. He studies very hard because he wants to get the award – "The most hardworking student of the school". In the future, he plans to study medicine. He wants to be a doctor like our father.

Answers:

- | | |
|----------------|-----------------|
| 1. 13 | 4. brother |
| 2. an engineer | 5. 11/ an award |
| 3. abroad | 6. a doctor |

5. Have students work in pairs and make sentences about Julia's dreams. Encourage them to use the lesson vocabulary. Monitor and help if needed. Answers may vary.

Possible answers:

1. Julia wants to study medicine. She wants to become a doctor.
2. She wants to get many awards.
3. She wants to climb a mountain.
4. She wants to pass all her exams successfully.
5. She doesn't want to go abroad.
6. She wants to have many friends.

6. Ask students to work in pairs and talk about their dreams. Encourage them to use the given phrases. Monitor them to ensure that they use the necessary language correctly.
7. Ask students to watch the animated film and answer the questions.
- What was Luna's dream?
 - What did she do to become successful?

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

Possible answers:

Luna wanted to become an astronaut. She didn't pass the exams more than once, but it didn't stop her. She studied hard, passed the exams and became an astronaut.

GRAMMAR A

Aims: By the end of this lesson, students will be able to use past simple irregular verbs to talk about a successful person they know.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.

1. Point to the pictures and ask students the questions below.

- Do you know the person in the first picture? If yes, what do you know about him?
- What is his job?
- Where do you think he is in the picture?

Have students read the text about Reza Deghati and choose the best title.

Answers:

C. (A famous photographer)

Draw students' attention to the *GRAMMAR TARGET* section. Explain to them that Irregular verbs have no consistent forms. Therefore, their past tense forms have to be learned. Read out the irregular verbs provided in the table. Ask students to repeat after you.

Write some example sentences on the board.

2. Ask students to read the text in Task 1 again and find irregular verbs. Check the answers as a class.

Answers:

was	took	got	went	drank
-----	------	-----	------	-------

3. Ask students to work individually and write the past forms of the verbs. They can refer to the list of irregular verbs provided on Pages 152-153. When they complete the task, ask them to work in pairs and test their partner. Monitor and help with pronunciation.

do – did

get – got

read – read

win – won

sell – sold

take – took

become – became

write – wrote

drink – drank

break – broke

make – made

grow – grew

buy – bought

give – gave

go – went

have – had

teach – taught

see – saw

4. Have students work individually and complete the sentences with the past forms of the verbs given in brackets. Have a quick pair-check before discussing the answers as a class.

Answers:

- | | |
|-----------|---------------|
| 1. went | 5. made |
| 2. read | 6. bought |
| 3. met | 7. could cook |
| 4. got up | |

5. Ask students to read the text and complete the sentences with the past forms of the verbs given in brackets. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|--------------|-----------------|
| 1. was | 8. became |
| 2. went | 9. was |
| 3. collected | 10. taught |
| 4. sold | 11. could speak |
| 5. bought | 12. took |
| 6. met | 13. could pass |
| 7. was | |

6. This task can be done in pairs or in small groups. Have students talk about a successful person they know. Encourage them to speak about what that person did to become successful. Tell them to use the suggested verbs in Past Simple. Monitor discreetly while students work, making notes of correct language as well as problems for feedback.

GRAMMAR B

Aims: By the end of this lesson, students will be able to use Past Simple to talk about their past experiences.

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

1. Draw students' attention to the pictures of young and successful people. Ask them if they know anything about them. Then have them read the texts and complete the gaps with the correct forms of the verbs given in brackets. Tell them that the texts contain both regular and irregular verbs. Have a quick pair-check before discussing the answers as a class.

Answers:

- | | | | |
|-----------|---------|------------|-----------|
| 1. was | 4. met | 7. gave | 10. got |
| 2. won | 5. had | 8. started | 11. broke |
| 3. became | 6. took | 9. climbed | 12. wrote |

2. Ask students to work in pairs and complete the table with regular and irregular verbs from Task 1.

Answers:

Regular	Irregular
start – started climb – climbed	be – was/were, win – won, become – became, meet – met, have – had, take – took, give – gave, get – got, break – broke, write – wrote

3. Have students read the texts and complete the gaps with the past forms of the verbs. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | | |
|------------|---------|----------|
| 1. started | 3. went | 5. liked |
| 2. learned | 4. gave | |

4. Tell students that they are going to hear Fuad playing a game with a friend. Before you play the recording, ask students to read the sentences. As they listen, they have to complete the sentences.

Track 8

Fuad: Ok, Adil, listen carefully, I am reading my sentences.
1. I started school in London.
2. I learned to play the piano at the age of 7.

3. I moved to Baku in 2016.
4. I got an award from the school director.
5. I grew up in a small family.

Adil: Ok, let me guess.

Answers:

- | | | |
|--------------------|------------------------|-----------------|
| 1. started school | 3. moved to Baku | 5. small family |
| 2. learned to play | 4. the school director | |

5. Now tell the students that they are going to hear the second part of the conversation between Fuad and his friend. Play the recording and ask students to look at the sentences in Task 4 and choose the false one.

Track 9

Adil: Ok, let me guess. You lived in London and went to school there. The first sentence is true.

Fuad: Right. It's true.

Adil: You can play the piano. You said you learned it in London. It is also true.

Fuad: Well done! One more true guess.

Adil: You moved to Baku in December in 2016. I remember that day.

Fuad: Wow... You know a lot about me.

Adil: But I don't know anything about your award.

Fuad: Hmm. Do you think it is the wrong sentence?

Adil: I am not sure. Wait, wait. You have 3 brothers and a sister. Your grandparents also live with you. You didn't grow up in a small family. That is the wrong sentence.

Fuad: Bravo, Adil. Yes, you are right. I grew up in a big family.

Adil: Now, tell me more about your award.

Fuad: Well. That was 2 years ago.

Answer:

Sentence 5 (Fuad didn't grow up in a small family.)

6. Divide students into small groups and ask each of the group members to write 5 sentences about their past. One sentence out of five must be false. Students read the sentences and their group members guess which sentence is false.

At the end of the lesson, draw students' attention to the *SAY WOW* section. Read the interesting facts about Jack Ma and ask students to explore some more information on the Internet about other famous and successful people for the next lesson.

LISTENING

Aims: By the end of the lesson, students will be better able to identify specific details in a listening passage.

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

1. Have students work in pairs and do the matching activity. Then discuss the answers as a class.

Answers:

1. f

2. e

3. c

4. b

5. d

6. a

2. Show Emily's photos to students and ask them to look at her photos and make speculations.

- What do you think Emily likes doing?

Then, play the recording and ask them to compare their answers.

Track 10

Hi, everyone! My name is Emily. I am 14 years old. I was born in England and grew up there. My family moved to Spain two years ago.

At the age of 9, I learned how to read and write. I am studying at a special school for blind children in Madrid. I do my best and get high grades. Last year I took 4 difficult exams and passed all of them successfully. I got an award from the school director at the end of the school year. I was very happy to get that award.

On holidays I often travel with my family. Last month I visited Azerbaijan. I met many wonderful people there.

In my free time, I enjoy playing the flute and the guitar. I have a goal. I want to become a successful scientist in the future.

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

Answers:

- | | |
|------------------------|----------------|
| 1. England | 4. Azerbaijan |
| 2. 9 | 5. a scientist |
| 3. the school director | |

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

- Do you think Emily is successful? Why?
- Was it easy for Emily to become successful?

5. Divide the students into small groups and ask them to look at the pictures and make a story about Galib's life. Monitor and help with the necessary language if needed. When they complete the task, ask them to present their stories.

Answers may vary.

Then play the recording and ask students to listen and compare their stories with the real story.

Track 11

Hi, everyone. I am Galib. Today I am back to my hometown Shusha. 28 years ago, the war started and I left Shusha with my family. We came to Baku. In the daytime, I studied medicine at university. In the evenings, I worked as a waiter in a restaurant. It was really hard, but I did my best. In 2000, I became a doctor. In 2020, the war started again. I waited for the good news for 44 days. On November 8, President Ilham Aliyev shared the good news on TV. I was very excited. That was the best day of my life.

Note: See Page 132 for an extra listening activity.

The aim of extra listening activities is to provide students with more listening practice. These activities can be done during the class time or they can be set as home assignments.

WRITING

Aims: By the end of the lesson, students will be better able to combine simple sentences with **so** and **because** to show reason and result.

Standards: 4.1.1., 4.1.2., 4.1.3.

Explain to the students the difference between **so** and **because**. Read the sentences provided in the *WRITING TIPS* section. Tell them that they can use **because** to show the reason and **so** to show the result. Teach them how to punctuate correctly. You can write some more examples on the board focusing on the sentence structure.

1. Have students work individually and do the matching activity. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. e

2. a

3. g

4. f

5. b

6. c

2. Ask students to work in pairs and complete the sentences with **so** or **because**. Tell them that in some sentences they need to put a comma. Discuss the answers as a class when they complete the task.

Answers:

1. Rebecca is excited **because** she won a prize 2 hours ago.
2. Bob is scared **because** he is watching a scary film.
3. Chen got an award an hour ago, **so** his parents are happy.
4. It's not raining, **so** let's have a picnic with our friends!
5. Jeff is tired, **so** he can't go for a walk.
6. Jack didn't go to school **because** he was ill.
7. Julia is sad **because** she misses her friends.

3. Have students work in pairs. They need to complete the sentences with **but**, **so** or **because**. When they are done, check the answers as a class.

Answers:

1. d (but)
2. a (so)
3. c (because)

4. Ask students to work individually and complete the sentences with **and**, **but**, **so** or **because**. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. Emily went shopping **because** there was no food at home.
2. I was late, **so** I went to school by taxi.
3. She can sing beautifully, **but** she can't play the piano.
4. We stayed at home **because** it was cold outside.
5. Ali was happy, **but** Amy was sad.
6. My brother plays football **and** handball very well.
7. Sue studied well, **and** she passed the exams successfully.
8. I wanted to learn English, **so** I went to England.

5. Have students work individually and complete the sentences. Then have a peer editing.
Answers may vary.

Possible answers:

1. I am **13** years old because I was born in **2009**.
2. Yesterday I was **tired**, so I **went to bed early**.
3. I am tired because I **had 6 lessons this morning**.
4. I am **confused**, so I want to **speak to my mother**.
5. I like **apples**, but I **dislike bananas**.
6. I enjoy **playing chess** and **doing puzzles**.

5. This task can be set as a home assignment. Tell students to make sentences about their friends and use **and**, **but**, **so** and **because**.

STORY TIME

Aims: By the end of the lesson, students will have developed their reading skills for details and specific information in the given context.

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

1. Before asking students to read the second part of the story, take some time and ask some questions about the first part of the story. Draw their attention to the new vocabulary and make sure that they have understood the meaning of the words. Then have them read the text and put the pictures in the right order in Task 1 on Page 38. Once they are ready, ask them to have a quick pair-check and then provide whole class feedback.

Answers:

1. F 2. E 3. C 4. A 5. B 6. D

2. Have students do Task 2. They need to decide if the sentences are true or false. When they are ready, have them compare and discuss their answers with their partners. Give whole class feedback when they are ready.

Answers:

1. True 2. False 3. True 4. True

3. Ask students to look through the text quickly and find the past forms of the given verbs.
While they are doing the task, write those verbs on the board and once they have finished, nominate random students to come and write past forms of the verbs on the board.

Answers:

- | | |
|----------------------------|--------------------|
| 1. come – came | 4. think – thought |
| 2. understand – understood | 5. see – saw |
| 3. go – went | 6. say – said |

4. Put students in pairs and ask them to choose one part and act it out. Give them enough time for the preparation and rehearsal. To save time, you can have them perform the roleplay in open pairs. See Page 13 for more information about open pairs.
Monitor and provide feedback.

TIME TO WATCH

Aims: By the end of the lesson, students will be better able to identify specific details in an animated video.

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

Pre-viewing

1. Discuss the questions as a class.

- Do you like classical music?
- What do you know about Mozart?

While-viewing

2. Ask students to read the task before you play the video. As they watch, they have to complete the sentences. Have a quick pair-check before you discuss the answers as a class.

Audio script of the video task

Daniel: What are you doing, Shams?

Shams: I am preparing a presentation about Mozart.

Daniel: He was a great composer and I love his music!

Shams: I love his music, too! Let me tell you about his life.

Daniel: Yes, please!

Shams: Wolfgang Amadeus Mozart is a famous Austrian composer. He was born in 1756 in Salzburg, Austria. At the age of 3, he learned to play the piano. He also learned to play the violin and a year later the organ. He started composing music at the age of 5. His father took him to many European cities and Mozart gave concerts in Germany, France, England and Switzerland. People loved listening to his music and were excited to see young and talented Mozart.

Mozart was the author of many songs. He lived a very short life. Mozart died in 1791, at the age of 35. People all over the world love his music and enjoy listening to it.

Daniel: I think he was one of the most successful composers!

Answers:

1. 1756

3. the violin

5. France, England

2. 3

4. 5

6. 1791

Post-viewing

3. Ask students to work in pairs and tell each other what they've learned about Mozart. Instruct the students to close their books; otherwise, they will read the sentences from Task 2

2. As a follow up activity, play the video and ask students the questions below.

- Did you like the music in the video?
- Did the people in the street like it? Why?
- How did you feel?
- How did the people feel?

REVIEW

① *Answers:*

1. climbed 2. grew up 3. become 4. get 5. exams 6. go

② *Answers:*

- | | |
|--------------------|-------------------|
| 1. read – read | 9. write – wrote |
| 2. do – did | 10. break – broke |
| 3. take – took | 11. make – made |
| 4. win – won | 12. buy – bought |
| 5. get – got | 13. have – had |
| 6. teach – taught | 14. give – gave |
| 7. become – became | 15. come – came |
| 8. sell – sold | 16. go – went |

③ *Answers:*

- | | | |
|------------|----------------|---------------|
| 1. grew up | 3. did | 5. made |
| 2. wrote | 4. went/bought | 6. took/spoke |

④ *Answers:*

1. I was tired, so I went home.
2. He worked hard and became a champion.
3. Jane grew up in Italy.
4. My friend wants to study medicine.
5. I went to bed late because I had a lot of homework.

⑤ *Answers:*

- | | | |
|-----------|------------|-----------|
| 1. worked | 3. went | 5. became |
| 2. taught | 4. started | 6. won |

⑥ *Answers:*

1. The room is clean because I cleaned it yesterday.
2. The weather was nice, so we went to the park.
3. I am not late because I left home early.
4. They were hungry, so they went to a cafe.
5. I am sad because I miss my friends.
6. My friends went abroad, so we don't meet now.



Find the mistakes.

Vocabulary

1. Julia grew ^{up} ~~down~~ in England.
2. They often go ~~to~~ abroad.
3. I want to climb ~~to~~ the highest mountain.
4. I worked hard, so ^{passed} ~~I became~~ all the exams.

Grammar

1. Joe's family ^{went} ~~go~~ to Turkey last year.
2. I went shopping, but I didn't ^{buy} ~~bought~~ any food.
3. My friend ^{won} ~~win~~ a prize last month.
4. We ^{became} ~~become~~ friends 2 years ago.

Spelling

1. I ^{read} ~~red~~ my favourite book yesterday.
2. They ^{did} ~~deed~~ their homework together.
3. They want to get an ^{award} ~~award~~.
4. I ^{drank} ~~drunk~~ tea 5 minutes ago.

UNIT 3

WHAT A DAY!



READING

Aims: By the end of the lesson, students will have developed their reading skills for gist and specific information in the given context.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.

1. Have students work in pairs and discuss the questions.
 - Do you like riding a boat? Why or why not?
 - When did you last ride a boat? Did you like it? Why or why not?
2. Ask students to work individually and write the past forms of the verbs. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|----------------------------|------------------|
| 1. decide – decided | 8. sleep – slept |
| 2. enjoy – enjoyed | 9. find – found |
| 3. come – came | 10. run – ran |
| 4. jump – jumped | 11. go – went |
| 5. take – took | 12. say – said |
| 6. bring – brought | 13. get – got |
| 7. disappear – disappeared | 14. feel – felt |

3. Point to the pictures on Page 43 and ask students to guess what the text is about. Then ask them to read the text and answer the question.

Answer:

A

4. Set a reasonable time limit for students to read the text again and decide if the sentences are true or false. Have a quick pair-check before you discuss the answers as a class. Encourage students to correct false statements.

Answers:

1. **False** (The family went on a boat ride in the morning).
2. **True**
3. **False** (Amir saw a monkey on the boat).

4. False (He couldn't take the monkey's photo).

5. True

6. True

5. Ask students to scan the text and find the opposites of the words. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. usual – unusual

2. late – early

3. last – first

4. full – hungry

5. appear – disappear

6. happy – sad

6. Have students work in small groups and discuss the statements. Monitor and help if necessary.

- It is a good idea to travel alone.
- It is scary to ride a boat.
- Monkeys are unfriendly animals.

VOCABULARY

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

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

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

Track 13

- | | |
|------------------|-----------------------|
| 1. call for help | 5. break a leg |
| 2. save a life | 6. be in pain |
| 3. look angry | 7. fall into the pool |
| 4. bark loudly | 8. rent a boat |

2. Have students work individually and do the matching activity. Have a quick pair-check before you discuss the answers as a class.

Answers:

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

3. Tell students that they will hear four people talking about what they did. Play the recording once for students to match the people to the sentences. If necessary, with weaker students, pause the recording after each speaker. Then ask students to check their answers with a partner. In feedback, ask students to explain their choices.

Track 14

- | | |
|------------|--|
| Speaker 1: | I can't sleep. I am in pain. My leg hurts. |
| Speaker 2: | I saw the boy in the pool. He called for help. I jumped into the water and took the boy out. |
| Speaker 3: | I wanted to cross a river, so I gave the old man 20 manats and took his boat. |
| Speaker 4: | I couldn't get out of the pool, so I shouted. People came and helped me. |

Answers:

- Speaker 1:** c) This person broke his leg.
Speaker 2: a) This person saved a child.
Speaker 3: b) This person rented a boat.
Speaker 4: e) This person called for help.

4. Have students work individually and complete the sentences. Once they are ready, ask them to compare their answers with a partner and then provide whole-class feedback.

Answers:

- | | |
|------------------|--------------------|
| 1. rented a boat | 4. called for help |
| 2. looked | 5. saved my life |
| 3. fell into | 6. barked loudly |

5. Ask students to work in pairs and make a story about what happened to Joe. This can be done either orally or in a written form. Encourage students to use the lesson vocabulary. Monitor and help with necessary vocabulary if needed.
Answers may vary.

At the end of the lesson, draw students' attention to the *SAY WOW* section. Read the interesting fact about how a bear saved Robert Biggs and ask students to explore some more information on the Internet about how wild animals saved people.

6. Have students watch the news story and say what happened.

GRAMMAR A

Aims: By the end of the lesson, students will be better able to ask and answer questions about their past experiences.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1.

1. Tell students that they are going to read a conversation between Amir and Mr Stark. Before they start reading it, point to the picture and ask the questions below.

- Where are they?
- What do you think they are talking about?

Ask them to read the conversation and complete the sentence.

Answers:

C) how Mr Stark found the camera

2. Ask students to read the conversation again and put the questions in the right column.

Have a quick pair-check before you discuss the answers as a class.

Answers:

Past simple Yes/No questions	WH – questions with was/were	Wh – questions with past simple irregular and regular verbs
<ul style="list-style-type: none"> • Did you go alone? • Did you run away? • Did the monkey go? 	<ul style="list-style-type: none"> • What was wrong? • How many monkeys were there? 	<ul style="list-style-type: none"> • Where did you find the camera? • Who did you go with? • Why did he shout? • What did you do?

Draw students' attention to the *GRAMMAR TARGET* section and teach them the structure of the questions in Past Simple. Write some examples on the board. Elicit some more from students.

3. Ask students to work in pairs and do the matching activity. Then discuss the answers as a class.

Answers:

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

4. Have students work individually and put the words in the correct order to make questions. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. What time did you go to bed yesterday?
2. What did you see in the forest?
3. Where did you buy this camera?
4. How many photos did Jake take?
5. How long did you stay in Bali?

5. Tell students that they are going to act out the situation in the task. Divide them into pairs. Ask them to think for a few moments about where they went and some things that they did there. Tell them that they shouldn't write down the sentences. They can make only some notes. Ask pairs to act out their roleplays to the class and invite comments. Then give feedback on students' performance.

GRAMMAR B

Aims: By the end of the lesson, students will be better able to ask and answer subject and object questions.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.

Lead-in

Discuss the questions as a class.

- Can animals help people?
- How can they help us?

1. Tell students that they are going to read a conversation between David and the interviewer. Point to the picture and ask them to guess what the conversation is about. Then ask them to read the conversation and answer the question.

Answer:

b

Draw students' attention to the *GRAMMAR TARGET* section and explain to them the difference between forming subject and object questions. Write the bold questions from the conversation on the board and focus on the structure. Have students form more subject and object questions about the conversation in Task 1.

2. Have students work individually and complete the questions with **Who** or **What**. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|---------------------------------|------------------------------------|
| 1. What happened last weekend? | 5. Who did they call for help? |
| 2. Who looked excited? | 6. Who saw you in the park? |
| 3. Who rented a boat yesterday? | 7. What did you put into your bag? |
| 4. What did you see in the box? | |

3. Have students work individually and write questions to the underlined words. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|---|--------------------------------------|
| 1. What did I see under the table? | 4. Who did David call? |
| 2. Who helped David? | 5. Who took the camera and ran away? |
| 3. Who jumped into the river and saved the dog? | 6. What/Who did he see on the boat? |

4. Ask students to read the answers and complete the questions. Have them do a quick pair-check. Then discuss the answers as a class.

Answers:

1.

Julia: Who do you live with?

Kate: I live with my grandparents.

Julia: Who do your parents live with?

Kate: My parents live with my brother.

2.

Ben: What happened to Bob?

Nancy: He broke his leg yesterday.

Ben: Who took him to the doctor?

Nancy: Mr Wall took Bob to the doctor.

3.

Yusif: Who is your favourite relative?

Sunay: My grandmother is my favourite relative.

Yusif: Who does she live with?

Sunay: She lives with my family.

5. Have students work individually and make questions. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. Who painted Mona Lisa?

2. Who has/had a pet?

3. Who knows Spanish words?

4. Who wrote Harry Potter?

5. Who likes chocolate ice cream?

6. Who met a famous person last year?

6. Ask students to work individually and write questions about their classmates. The questions must start with **Who**. Monitor and help if needed. Then they can work in pairs or in small groups and ask their classmates the questions they have written.

LISTENING

Aims: By the end of the lesson, students will be better able to identify specific details in a listening passage.

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

1. Put students in small groups and have them discuss the question.
 - Do you like going out with your classmates? Why or why not?
2. Before students start doing the task, give them some information about **Stratford Butterfly Farm**.

Stratford Butterfly Farm is a town in England. It is situated on the river of Avon. It is a very famous tourist destination. It is also known as the birthplace of William Shakespeare.

Once you give some information about Stratford-upon Avon, ask students to look at the pictures and write sentences with the help of the given words and phrases. It is advisable to show how to do the task. Elicit some sentences about the first picture. Remind students that there might be a lot of options. Once they are ready, encourage them to peer-edit each-other's work. See Page 14 for more information about peer-editing.

Suggested answers:

1. People rent a boat and have a boat trip on the river.
 2. There are a lot of colourful butterflies in Stratford Butterfly Farm.
 3. Students went on a field trip to Stratford Butterfly Farm.
 4. There are a lot of gardens full of flowers in Stratford Butterfly Farm.
 5. You can see colourful fish in the pond in Stratford Butterfly Farm.
 6. There are a lot of swans in the river.
3. Tell students that they are going to listen to Lily. Ask them to listen and answer the question – *What is she mainly talking about?*
They should do the task individually. Once the recording is finished, encourage students have a quick pair-check and then check the answers as a class. Encourage them to say why the other 2 options aren't correct.

Answers:

b. Fun on the Butterfly farm

4. Before playing the recording again, tell students that they are going to match the beginnings of the sentences with their endings. Remind them that there are 2 extra endings.
Give them some time to read the sentence halves and then play the recording.

Once you stop the recording, give them some time to compare their answers with their partners and then provide whole class feedback.

Answers:

1. c

2. a

3. d

4. b

Track 15

This weekend was just great. On Saturday, I went on a field trip to Stratford Butterfly Farm with my class. Our Biology teacher – Mrs Olivia planned this trip for us a month ago, but she had a bad headache on Saturday, so she couldn't go with us. Luckily, our Geography teacher Mr Kevin was free and he took us there.

The farm was very beautiful with a lot of flowers, trees and plants. We saw a lot of different butterflies there. Mr Kevin told us about butterflies. We learned a lot about them. In the farm, there was a big pond. I was very surprised to see colorful fish there. We watched them with great interest.

There were nice gardens for picnics on the farm. We had our lunch there. Then we hired a boat and had a long boat trip on the river Avon. Only 12 people could sit in one boat. We were 22, so we hired 2 boats. It was interesting, because we could see beautiful swans in the water. I took their photos. They were very cute.

We got very tired at the end of the trip. Some children slept on the bus. I took their photos and showed them later. We had a lot of fun.

5. Ask students to make questions about Lily's trip using the given words. Have them do the task individually. Once they are ready, nominate random students to write the questions on the board. Then encourage them to answer the questions.

Answers:

1. What did they do on Saturday? (They went on a field trip)
2. Where did they go? (They went to Stratford Butterfly Farm.)
3. Who did they go with? (They went with Mr Kevin.)
4. What did they see there? (They saw flowers, fish, butterflies and swans there.)
5. How many boats did they hire? (They hired 2 boats.)

6. Ask students to prepare 5 questions about their partner's last trip. Monitor and help if necessary. Once they are ready, put them in pairs and have them take turns to ask and answer the questions.

While they are discussing their questions, monitor and make notes of the language use to provide feedback at the end of the activity.

7. Tell students that they are going to watch a short video from Stratford Butterfly Farm. When they finish watching, ask them the question – Do you want to visit this place one day? Why or why not?

Optional:

As a home task, you can ask students to prepare a brochure about Stratford Butterfly Farm. Encourage them to search the internet for more information about the place.

WRITING

Aims: By the end of the lesson, students will be better able to use linkers in stories.

Standards: 4.1.1., 4.1.2., 4.1.3.

Have students read the tips and ask concept checking questions to be sure that they have understood the rules. Then elicit some sentences.

Writing Tips!

- We use **first, then, after that, finally** to describe a list of events.
- We use **first** at the beginning of the story.
- We use **then** and **after that** to describe what happens next.
- We use **finally** at the end of the story.
- We use a comma after **first, after that** and **finally**, but not after **then**.
- We use **luckily/fortunately** to show that some good things happened.
- We use **unluckily/unfortunately** to show that some bad things happened.
- We use **suddenly** to show that something happened unexpectedly.
- We use a comma after **luckily/fortunately, unlucky/unfortunately** and **suddenly**.

1. Ask students to complete the gaps with the given words. Have them do the task individually before discussing the answers as a class.

Answers:

1) **First**, I took my camera from my bag. 2) **Then** I came closer to the monkeys. 3) **After that**, I wanted to take their photos, but 4) **suddenly**, one monkey took my camera and ran away. 5) **Luckily**, Mr Stark found my camera in the forest. I went to the forest again to take photos of monkeys. **Finally**, I could take their photos.

2. Ask students to complete the gaps with the given words. Tell them that they might need to put commas. They should do the task individually and then compare their answers with their partners. Once they are ready, give feedback clarifying any issues which arise.

Answers:

Last week I went to the concert in Brooklyn. The concert was at 8 pm, on Tuesday, but I went there on Monday. I stayed in a hotel. I got up very early on Tuesday. 1) **First**, I had a short walk. 2) **Then** I had my breakfast at the restaurant.

3) After that, I played table tennis with the guests in the hotel. 4) Finally, the concert started and I enjoyed it very much.

3. Ask students to read the statements and decide which word is more suitable in the given context. Have them do the task individually before you provide whole class feedback.

Answers:

1. Luckily, I had some money in my bag.
2. Unluckily, he broke his leg.
3. Luckily, an old man saved her life.
4. Finally, we arrived at the hotel.
5. Suddenly, he fell into the pool.
6. First, they rented a boat and had a boat ride. After that, they had lunch in the restaurant.

4. In this task, students should rewrite the text using ***first, finally, luckily, after that, suddenly, unluckily*** and ***then***. Have them do the task individually and later on discuss and compare their answers with their partners. At the end, give feedback clarifying any issues which arise.

Suggested answers:

Yesterday we went camping. First, my sister and I helped our parents. Then we wanted to have a walk. We saw a small rabbit and ran after it. Unluckily, we couldn't catch it. We wanted to go back to our parents, but we lost our way. Suddenly, we heard our father's voice and we ran to him. Finally, we found our tent.

5. Divide students into small groups and ask them to make up a story using ***first, finally, luckily, after that, suddenly, unluckily*** and ***then***. Monitor and help if necessary. Once students are ready, encourage them to peer-edit their stories. Answers may vary.
6. Ask students to write about their best day. They should use the linkers ***first, finally, luckily, after that, suddenly, unluckily*** and ***then***. Tell them that they might also need to use ***but, so, and*** or ***because***. This task can be set as a home assignment as well.

STORY TIME

Aims: By the end of the lesson, students will have developed their reading skills for details and specific information in the given context.

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

1. Before asking students to read the third part of the story, take some time and ask some questions about the previous parts of the story. Then have them read the text and put the scenes in the right order in Task 1, on Page 56. Once they are ready, ask them to have a quick pair-check and then provide whole class feedback.

Answers:

- B. Chubby and the wymp talked about the pictures on the kite.
- A. The wymp talked about the land on the back of the sun.
- D. Chubby and the wymp had different answers to the question “Why can’t we see the sun at night?”
- C. Jerry and Chubby travelled to the moon.

2. Tell students that 2 of the 5 pictures in this task are not about the story. They should read the text again and decide which 2 are wrongly illustrated. This task can be done in pairs as well. Encourage them to support their answers. Give feedback and clarify any issues that arise.

Answers:

Picture B. (Jerry just talked about sleeping.)

Picture D. (The children went to the moon on the comet, not on the kite.)

3. Ask students to prepare 4 questions about this part of the story. Monitor and help if necessary. Once they have finished, put them in small groups and have them take turns to ask and answer the questions.

TIME TO WATCH

Aims: By the end of the lesson, students will be better able to identify specific information in an animated video.

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

Pre-viewing

1. Discuss the questions as a class.

- Do you like having a picnic? Why or why not?
- Do you like having a picnic with friends or with family? Why?

2. Ask students to work individually and match the halves. Have a quick pair-check before you discuss the answers as a class.

Answers:

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

While-viewing

3. Ask students to read the task before you play the video. As they watch, they have to answer the questions. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. All their friends 4. Mr Stark 6. The boys
2. Mr Stark and his family 5. Mrs Stark 7. Daniel
3. Daniel

Audio script of the video task

Yahya: Did you go on a picnic last Saturday?

Nur: Yes, we did. Why didn't you come?

Yahya: It was my grandmother's birthday and we had a party at home. Please tell me about the picnic.

Shams: All our friends were there. Mr Stark and his family were there, too.

Nur: Daniel made a fire and Mr Stark made barbecue.

Shams: Mrs Stark laid the table and we ate the barbecue. It was delicious.

Nur: After lunch, we made paper boats and sailed them in the river. That was real fun.

Shams: In the evening, Mr Stark made a fire and the boys put up tents. We all sat around the fire and Daniel played the guitar. There were a lot of stars in the sky. I enjoyed watching them.

Post-viewing

4. Give some time for students to write out their conversation and rehearse it before the roleplay. When this stage has been completed, ask them to do the roleplay with a different partner. Monitor and make notes of correct language as well as problems for feedback. Then give feedback on their performance.

REVIEW

① *Answers:*

The dog **1) barked loudly** and I got afraid. I started running. I **2) was in a hurry** and didn't see the pool. Suddenly, I **3) fell into the pool**. I **4) called for help** and luckily, my uncle was there. He **5) saved my life**. Unfortunately, I **6) broke my leg**. My uncle took me to the doctor.

② *Answers:*

1. Who looked sad?
2. What did you buy for her?
3. Who had a boat ride 2 hours ago?
4. Who fell into the pool?
5. What did you see in the forest?

③ *Answers:*

1. Where did you take this photo?
2. When did you go there?
3. Who did you go there with?
4. How did you go there?
5. How long did it take you to get there?

④ *Answers:*

Yesterday it was my best friend's—Rail's birthday. I had a surprise for him. I got up early in the morning and visited him. He was surprised, but it was just the beginning. We had a lot of things to do.

1) First, we went out. In the yard, there was a yellow bus. I showed him the bus and we got on that bus. Rail's cousins and friends were on the bus. They all sang the 'Happy birthday' song to Rail. He was very happy to see his friends and cousins.

2) Then we started our journey. Rail asked a lot of questions about our trip, but I didn't answer his questions. We had a lot of fun on the bus. Rail's cousin Jamal played the guitar and we sang songs.

3) Finally, we arrived in Shamakhi. The weather was nice there. We had a great day!

⑤ *Answers:*

1. When was Rail's birthday?
2. How did they go to Shamakhi?
3. What did Rail's cousins and friends do on the bus?
4. What did Jamal do?

6 Answers:

1. Where did Lucy go?
2. What did she see in the river?
3. Who took a lot of photos?
4. Where did they have their lunch?
5. Why were they afraid?
6. Who saved the baby's life?
7. Who did I see in the forest?



Find the mistakes.

Vocabulary

1. Sarah ~~fall~~^{called} for help.
2. Anita broke her leg ~~and~~^{pain} and was in ~~angry~~.
3. The dog ~~looked~~^{barked} loudly and we ran away.
4. ~~Fortunately~~^{Unfortunately}, I got very sick and couldn't see my favourite writer.

Grammar

1. What did ~~happen~~^{happened} yesterday?
2. When did you ~~went~~^{go} to Brooklyn?
3. How ~~did~~^{was} your last holiday?
4. Who ~~did find~~^{found} your camera?

Spelling

1. ~~Unlucky~~^{Unluckily}, I couldn't go the party.
2. First, I rented a boat ~~and then~~^{then} we had a long boat ride.
3. Karim fell into the pool and ~~called~~^{called} for help.
4. Jessica ~~saved~~^{saved} my live.

UNIT 4

PETS



READING

Aims: By the end of the lesson, students will have developed their reading skills for gist and specific information in the given context.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 3.1.3.

1. Ask students to work in pairs and discuss the questions. You can discuss the last question as a class.
 - Do you have a pet?
 - Do you know a person with a pet? What kind of pet is it?
 - Which animals are good pets?
2. Have students work individually and match the opposite adjectives. Have a quick pair-check before discussing the answers as a class.

Answers:

1. a (soft/hard)
2. b (huge/small)
3. d (heavy/light)
4. c (unusual/usual)

3. Before students start reading the text draw, their attention to the new vocabulary and ask them to read the definitions. Ask concept checking questions to make sure that they have understood the meaning of the words.

Tell students that they are going to read a text about different pets. As they read, they need to match the paragraphs to the pictures. Remind them that one picture is extra. Set a time limit of 3-4 minutes and ask students to read the text quickly and do the matching task.

Answers:

- | | |
|------|------|
| 1. B | 3. D |
| 2. A | 4. E |

4. Ask students to read the text again and answer the questions. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. Honey is never naughty.
2. Snowy was a birthday present.
3. Kiwi says words.
4. Captain lives in a family with another pet (Milly, the cat).
5. Kiwi has a fruit name.

5. Have students work individually and find the synonyms of the words in the text. Have a quick pair-check before you discuss the answers as a class. For weaker students, tell them in which part of the text they can find the answers.

Answers:

1. new – fresh (Paragraph 1)
2. small – tiny (Paragraph 2)
3. tasty – delicious (Paragraphs 2, 3)
4. frightened – afraid (Paragraph 4)

6. Ask students to work in small groups and discuss the statements. Monitor and help with necessary language if needed.

VOCABULARY

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

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

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

Track 17

1. a colourful parrot
2. a brave dog
3. a lazy cat
4. a loyal dog
5. a playful dog
6. a messy dog
7. a trained dog
8. a noisy parrot

2. Have students work individually and complete the sentences with the adjectives from Task 1. Tell them that the adjectives are given in bold in Task 1. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. lazy
2. playful
3. brave
4. messy
5. trained
6. loyal
7. noisy

3. Tell students that they will hear four people talking about their pets. Play the recording once for students to match the people to the kind of pets they have. If necessary, with weaker students, pause the recording after each speaker. Then ask students to check their answers with a partner. In feedback, ask students to explain their choices.

Track 18

- Speaker 1:** My cat Molly doesn't like playing much. She only loves sleeping on the soft pillow.
- Speaker 2:** My parrot Rainbow is very beautiful. I called her Rainbow because she has all colours on her.
- Speaker 3:** Last year there was a fire in my house. My dog Buddy saved me from the fire. He is my hero.
- Speaker 4:** Two weeks ago, I had a car accident. I stayed in the hospital for two weeks. My dog Buddy ran after my dad's car and came to the hospital to see me.

Answers:

- | | | |
|------------------|---|--------------|
| Speaker 1 | – | e) lazy |
| Speaker 2 | – | b) colourful |
| Speaker 3 | – | a) brave |
| Speaker 4 | – | d) loyal |

4. Ask students to work in pairs and discuss the questions. Encourage them to use the lesson vocabulary. Monitor and help if needed.
 - What kind of pet do you want to have? Why?
 - What kind of pet don't you want to have? Why?
5. Have students work individually and write about their dream pets. The questions will help them organize their ideas. Monitor and help with necessary language if needed. You can also have peer editing and encourage students to provide their partners with constructive feedback.
6. Ask students to work in pairs and ask and answer questions about their dream pets. They can refer to the sentences they wrote in Task 5. Monitor and help them if needed.

GRAMMAR A

Aims: By the end of the lesson, students will be better able to compare and contrast different pets using **as...as** and **not as...as**.

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

Lead-in

Ask students the question below.

- Do you like doing quizzes? Why?
1. Divide students into small groups and ask them to do the quiz about cats and dogs. Students should give their answers to another group for checking. Play the recording and ask the groups to check the answers. The group with the most correct answers wins.

Track 19

1. The world's smallest dog breed Chihuahua comes from Mexico.
2. At night, a pet can see 6 times better than we can.
3. Stewie, the world's longest domestic cat was 122 cm – as long as a golf club – from his nose to the tip of his tail.
4. A dog's nose print is as unique as a person's fingerprint.
5. Most cats are born with blue eyes.

Answers:

- | | |
|---------------------------------------|---------|
| 1. c) Mexico | 4. True |
| 2. b) six | 5. True |
| 3. c) 122 cm – as long as a golf club | |

2. Have students work individually and complete the sentences with **as...as** and **not as...as**. Tell them to use the adjectives provided on the left. When this stage has been completed, ask them to discuss their answers with a partner.

Answers may vary.

Possible answers:

- | | |
|--|---|
| 1. Dogs are not as noisy as cats. | 4. Turtles are not as fast as rabbits. |
| 2. Butterflies are as beautiful as flowers. | 5. Dogs are as friendly as parrots. |
| 3. Spiders are not as dangerous as snakes. | 6. Cats are not as big as tigers. |

3. Ask students to work individually and make sentences about the dogs and cats using the information provided in the task. Answers may vary.

Possible answers:

Honey is as old as Tiger.

Tiger is as heavy as Bella.

Buddy is not as heavy as Honey.

Leo is not as heavy as Buddy.

Bella is not as old as Tiger.

4. Have students work in pairs and make sentences about the pets in the pictures. Tell them to use the adjectives provided in the task. Encourage them to use the target grammar. When this stage has been completed, check the answers as a class. Answers may vary.

Possible answers:

1. The dog is not as talkative as the parrot.

The parrot is not as quiet as the dog.

2. The dog is not as angry as the cat.

The cat is not as friendly as the dog.

3. The cat is not as slow as the turtle.

The turtle is not as fast as the cat.

The turtle is not as playful as the cat.

4. The fish is not as dangerous as the cat.

The cat is not as quiet as the fish.

5. The dog is as playful as the cat.

The cat is as loyal as the dog.

5. Ask students to work in small groups and discuss the questions. Encourage them to use the target grammar and the unit vocabulary. Monitor and help if needed.
- Which two pets do you want to have? Why?
 - Which two pets don't you want to have? Why?
6. Tell students that they are going to watch a short animated film about a dog called Pip. Play the video and watch the film together. Then ask students to work in small groups and discuss the question. Have them use the target grammar.
- How different was Pip from other dogs at the beginning and at the end of the film?

GRAMMAR B

Aims: By the end of the lesson, students will be better able to compare and contrast different pets using comparative and superlative forms of adjectives.

Standards: 2.1.1., 2.1.3., 3.1.1., 4.1.3.

Lead-in

Discuss the questions as a class.

- Can pets be friendly to each other?
- Can pet cats be friends with birds?

1. Tell students that they are going to read a conversation between Sabina and Maryam. Point to the picture and ask them to guess what the conversation is about. Then have them read it and answer the question.

Answers:

a) Two pets

2. Ask students to read the conversation again and complete the gaps with the comparative and superlative forms of the adjectives from the conversation. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|---------------------------|-------------------------|
| 1. adjective + er | <u>noisier</u> |
| 2. the + adjective + est | <u>the funniest</u> |
| 3. more + adjective | <u>more talkative</u> |
| 4. the + most + adjective | <u>the most unusual</u> |

Draw students' attention to the table with the comparative and superlative forms of adjectives and revise the rules. Write more examples on the board. Elicit some others from the students.

3. Ask students to find other adjectives in the conversation in Task 1 and write their comparative and superlative forms in their notebooks. Check the answers as a class.

Answers:

Adjectives	Comparative forms	Superlative forms
quiet	quieter	the quietest
lazy	lazier	the laziest
colourful	more colourful	the most colourful
playful	more playful	the most playful
beautiful	more beautiful	the most beautiful
cool	cooler	the coolest
friendly	friendlier	the friendliest
dangerous	more dangerous	the most dangerous

4. Have students work individually and choose the correct options to complete the sentences.

Have a quick pair-check before you discuss the answers as a class.

Answers:

1. faster
2. the messiest
3. the most talkative
4. the smallest
5. the quietest

5. Have students work individually and complete the sentences with the correct comparative or superlative forms of the adjectives in brackets. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|-----------------------|-----------------------|
| 1. more playful | 5. the noisiest |
| 2. messier | 6. faster |
| 3. the bravest | 7. the most dangerous |
| 4. the most colourful | 8. the quietest |

6. Divide students into small groups. Ask them to imagine that they want to buy a pet. Tell them to discuss the options provided and agree on one pet to buy. Encourage them to use the comparative and superlative forms of adjectives. Monitor and take notes of both good language and problems for giving feedback.

LISTENING

Aims: By the end of the lesson, students will be better able to identify the main idea and specific details in a listening passage.

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

1. Before students start discussing the questions, go through the words given under the pictures. Drill the pronunciation chorally and then individually.

Answers:

iguana /ɪˈɡwɑːnə/

hedgehog /ˈhedʒhɒg/

tarantula /təˈræntjələ/

African snail /ˈæfrɪkən sneɪl/

Ask students to work in pairs and discuss the questions.

- Is it a good idea to have these animals as pets? Why/Why not?
- What other unusual pets do you know?
- What unusual animals can be good friends?

2. Tell students that they are going to listen to a talk. As they listen, they should answer the question. Play the recording once.

Track 20

Matt lives in Australia. For his 13th birthday, he wanted to get a dog as a present. Two days before his birthday, he visited an alpaca farm with his family. He saw Chewy there – the smallest alpaca on the farm. Matt liked Chewy very much, so his parents decided to buy him for Matt. It was the best birthday present for Matt.

Now Chewy lives in the back garden and has his own Instagram account. Matt's family also has a pet rabbit – Nora and Chewy likes spending time with her. He also loves trips to the beach and enjoys watching the ocean.

People in Matt's town know Chewy and they can often see him with Matt. Matt often skateboards and Chewy walks near him.

It is easier to look after Chewy than a dog. The family doesn't buy any food for Chewy. Chewy eats the grass in the garden.

There is one thing Matt doesn't like about Chewy. Chewy spits at strangers.

Answers:

b) Matt's unusual pet

3. Before you play the recording again, have students read the sentences. Pre-teach the words: **spit at**, **strangers**, **snack** and **grass**. As they listen, they should choose the correct options. You can play the recording more than once. When this stage has been completed, have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|--------------------|---------------|
| 1. a dog | 4. grass |
| 2. with his family | 5. unfriendly |
| 3. a pet rabbit | |

4. Play the recording again and ask students to listen and complete the notes. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. A positive side of having an alpaca as a pet – There is no need to buy food for alpacas. They eat grass.
2. A negative side of having an alpaca as a pet – Alpacas are unfriendly with strangers. They spit at them.

5. Ask students to work in pairs or in small groups and discuss the questions. Monitor and help with necessary language if needed.
- Why do you think Matt called his alpaca Chewy?
 - Is it a good idea to have alpacas as pets?
 - Do you want to have usual or unusual pets? Why?
 - What kind of unusual pet do you want to have?
6. Give students some time to prepare the conversation. Monitor and support them with vocabulary and grammar. They can write out their conversation and rehearse it before the roleplay. When this stage has been completed, you can ask them to do the roleplay with a different partner. Monitor discreetly during this stage and take notes of both good language and problems for feedback.
- At the end of the lesson, draw students' attention to the **SAY WOW** section. Read the interesting facts about Laika and ask students to explore some information on the Internet about other famous animals for the next lesson.

WRITING

Aims: By the end of the lesson, students will be better able to write sentences using sentence connectors.

Standards: 4.1.1., 4.1.2., 4.1.3.

Draw students' attention to the *WRITING TIPS* section with common sentence mistakes. Teach them how to avoid these mistakes. Read the examples provided in the table.

1. Have students work individually and choose the correct options. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|------|------|
| 1. b | 4. b |
| 2. b | 5. a |
| 3. a | 6. a |

2. Have students work individually and choose the correct options. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|------|------|
| 1. a | 4. a |
| 2. a | 5. b |
| 3. b | 6. b |

3. Ask students to correct and rewrite the sentences in their notebooks. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. I want to finish school. Then I want to find a job.
2. My friend's parrot is very sick and he wants to take it to the doctor. My friend's parrot is very sick, so he wants to take it to the doctor. Because my friend's parrot is very sick, he wants to take it to the doctor.
3. My grandparents do not like my parrot because it is very noisy.
4. We went to the park, but our friends weren't there.
5. It was cold and we stayed at home. Because it was cold, we stayed at home.
6. The students went to the cinema and they liked the film.
7. I can't go to the park because I have a lot of homework.
8. I can't sleep because it is not evening.

4. Have students work in pairs and edit the text. Then ask another pair to check their work. Then discuss the answers as a class. Answers may vary.

Possible answers:

Hi there! My name is Omar and this is my dog. His name is Doggy. Every day I take Doggy for a walk in the park because he likes it. He always feels happy and excited in the park. Doggy is very playful and he likes running after butterflies. He can run fast, but he can't jump. I love Doggy because he is my loyal friend.

5. This task can be set as a home assignment. Ask students to write about a person with a pet. Tell them to use correct sentence structures discussed in this lesson. Have a peer-editing before you provide students with feedback.

STORY TIME

Aims: By the end of the lesson, students will have developed their reading skills for details and specific information in the given context.

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

1. Ask some questions about the previous parts of the story. Tell them that they are going to read the last part of the story. Start a discussion about how they want the story to end. Get some ideas and then have them read the last part and do Task 1 on Page 74. They should put the pictures in the right order. Ask them to compare their answers with their partners once they have finished doing the task. Encourage them to support their answers.

Answers:

1. B 2. A 3. C 4. E 5. D

2. Divide students into small groups and have them discuss the questions. Before dividing them into groups, you can have them do the task individually. Once they have started discussing, monitor and take notes for the feedback stage.

Answers:

1. It took Jerry six half holidays.
2. Chubby used 3 paints to paint the moon and the stars on the kite.
3. The smile of the Lady of the Moon can make the world more beautiful, but her smile also takes the colour away from the flowers and heat from the sunshine.
4. They went back to the village on the kite.
5. The kite flew back to the moon and turned into a big comet.

3. Ask students to prepare 2 questions about each part of the story. While they are writing their questions, walk around and provide assistance if necessary. Once they have prepared their questions, put them in small groups and have them ask and answer the questions.

TIME TO WATCH

Aims: By the end of the lesson, students will be better able to identify specific information in an animated video.

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

Pre-viewing

1. Point to the picture in Task 1 and discuss the questions as a class.

- Why do you think there is a statue of a dog?
- What do you think the dog did?

While-reviewing

2. Before you play the recording, have students read the sentences. They should choose the correct options as they watch the video. Have a quick pair-check before you discuss the answers as a class.

Audio script of the video task

- Daniel:** Yahya, you know a lot about pets. Which pets are the most loyal?
- Yahya:** I think dogs are the most loyal of all pets. Do you know the story of Hachiko?
- Daniel:** No, I don't. Is it a dog's name?
- Yahya:** Yes, it is. In front of Shibuya train station in Tokyo, there is a statue of a dog.
- Daniel:** A statue of a dog? That sounds interesting. Please tell me about it.
- Yahya:** Hachiko was born in 1923 and came to Tokyo in 1924. His owner was a professor at the university and they were friends right from the start. Each day Hachiko and the professor walked to the train station and the professor took the train to the university. Hachiko waited at the station. Sadly, the professor died suddenly at work in 1925 and didn't come back home.
- Hachiko was a young dog and he loved his owner very much. After the professor's death, Hachiko continued to come to the station and wait for his owner quietly every day. Sometimes, he stayed there for days. In 1934, people put a statue of Hachiko outside the station. In 1935, Hachiko died at the place he last saw his friend.
- Daniel:** That's a true story of a loyal friend.

Answers:

1. The statue of a dog is at the train/bus station in Tokyo.
2. Hachiko came to Tokyo at the age of 1/2.
3. His owner worked at school/university.
4. Hachiko's owner died at work/the train station.
5. Hachiko died in his owner's house/at the station.

Post viewing

3. Ask students to work in pairs and choose the adjectives they can use to describe Hachiko. They should explain their choices.

Answers may vary.

4. Tell students that they are going to watch some episodes from the film about Hachiko. Play the video. Then discuss the question.

- What did Hachiko and his owner do together?

Answers may vary.

REVIEW

① Answers:

1. loyal 2. noisy 3. brave 4. trained 5. colourful

② Answers

1. older 3. the most colourful 5. smaller
2. messier 4. the noisiest 6. quieter

③ Answers may vary.

1. are not as dangerous as 3. as messy as 5. as quiet as
2. are not as soft as 4. as noisy as 6. are not as tall as

④ Answers

1. I am as tall as my grandmother.
2. Cars are faster than bicycles.
3. English is easier than Chinese. (Chinese is easier than English.)
4. Films aren't as interesting as cartoons.
5. Ali is the tallest person in my family.
6. Azerbaijan is the best country in the world.

⑤ Answers may vary. Possible answers:

1. Sam is younger than Dora. 6. Isabel is younger than Nick.
2. Sam is the youngest of all. 7. Princess is more playful than Prince.
3. Nick is the tallest of all. 8. Prince is more trained than Princess.
4. Nick is taller than Isabel. 9. Dora is lazier than Sam.
5. Nancy is shorter than Samuel. 10. Sam is the shortest of all.



Find the mistakes.

Vocabulary

1. I have a ~~train~~ ^{trained} dog.
2. I don't want to buy a ~~mess~~ ^{messy} dog.
3. His parrot is very ~~noisy~~ ^{noisy} noise.
4. My cat loves playing ~~playful~~ ^{playful} a lot. He is very ~~lazy~~ ^{playful}.

Grammar

1. Budgies are talkative ~~as~~ ^{as} parrots.
2. Dogs are the ~~more~~ ^{most} loyal pets.
3. My cat is ~~heavy~~ ^{heavier} than my dog.
4. Iguanas are ~~not~~ ^{not} dangerous as snakes.

Spelling

1. I am ~~lazier~~ ^{lazier} than my friend.
2. This house is ~~larger~~ ^{larger} than that house.
3. Parrots are the ~~noisiest~~ ^{noisiest} noisyest pets.
4. Cats are better pets ~~than~~ ^{than} that rabbits.



READING

Aims: By the end of the lesson, students will have developed their reading skills for gist and specific information in the given context.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 3.1.3., 4.1.3.

1. Ask students to draw the table and copy the statements into it. You can see Task 1 on Page 16 for more information about how to organize *Find someone who activity*.

Find someone who...	Names
1. always eats fruit 2. goes for a walk every day 3. sleeps late every day 4. likes fast food 5. drinks 6 glasses of water a day 6. never feels tired	

Once students are ready, ask them to share their findings.

2. In this task, students should match the halves. Remind them that there are more than one possible answer. Have them compare their answers in pairs before you give whole class feedback.

Answers:

1. b/c/d/g/f (feel tired/happy/healthy/ill/better)
2. b/c/d/g/f (be tired/happy/ill/better/healthy)
3. f (stay healthy)
4. d (learn better)
5. b/d/g (get tired/ill/better)
6. e (eat healthy food)

3. In this task, students should read the text and match the passages in the text to the pictures on Page 79. Remind them that there are 2 extra pictures. Before giving whole class feedback, have students compare and discuss their answers in pairs.

Answers:

1. F
2. E
3. A
4. B

Extra pictures are C and D.

4. Ask students to read the text again and complete the sentences with the words or phrases from the text. Tell them that for each sentence they need two endings. Once students are ready, have them do a quick pair-check before whole class feedback.

Answers:

- | | |
|--|--|
| I. People do their favourite activities and they | III. Sport can help you become |
| 1. <u>become happier.</u> | 5. <u>strong.</u> |
| 2. <u>relax their mind.</u> | 6. <u>healthy.</u> |
| II. Sleep well and don't feel | IV. For a healthy diet, we need to drink |
| 3. <u>tired.</u> | water and eat |
| 4. <u>sleepy.</u> | 7. <u>fruit.</u> |
| | 8. <u>vegetables.</u> |

5. Ask students to complete the sentences with their own ideas. Encourage them to write 2 ideas for each. While they are writing, walk around and provide assistance if necessary.

Students' own answers

6. Ask students to make up questions about their partners' lifestyles. Monitor and provide assistance if necessary. Once they are ready, put them in pairs and ask them to take turns to ask and answer the questions. Monitor and make notes of the language use and provide feedback at the end of the activity.

VOCABULARY

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

Standards: 1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 3.1.3., 4.1.2., 4.1.3.

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

Track 22

- | | |
|-----------------------|---------------------------|
| 1. have a stomachache | 5. have a sore throat |
| 2. take medicine | 6. have a cough/ to cough |
| 3. have a temperature | 7. be inactive |
| 4. be cold | 8. have the flu |

2. Ask students to look at the words and complete the gaps with **ache**, **be**, **get** or **take**. Tell them that all the given words in each list should collocate with the chosen word. They should do the task individually and compare their answers with their partners. After they have finished, check the answers. Ask concept checking questions to ensure that they have understood all the words and phrases.

Answers:

- | | | | |
|---------|-------|--------|---------|
| 1. ache | 2. be | 3. get | 4. take |
|---------|-------|--------|---------|

3. Tell students that they are going to listen to a conversation between Ayhan and Gulchin. They should listen and answer the questions by writing *Ayhan* or *Gulchin* in the gaps. Give them some time to read the questions and then play the recording. If necessary, play the recording for the second time. Have them compare their answers in pairs before whole class feedback. Encourage them to support their answers.

Answers:

1. Who is ill?	2. Who brings the thermometer?	3. Who calls aunt Kamala?	4. Who doesn't want to call their mom?
<u>Gulchin</u>	<u>Ayhan</u>	<u>Ayhan</u>	<u>Gulchin</u>

Track 23

- Ayhan: What's the matter with you, Gulchin?
- Gulchin: I feel very ill, Ayhan.

Ayhan: Do you have a headache?
 Gulchin: Yes, I do. I also have a sore throat.
 Ayhan: Gulchin, let's take your temperature.
 Gulchin: Ok, can you bring the thermometer, please?
 Ayhan: Sure. Here you are!
 Gulchin: It shows 39.3.
 Ayhan: Your temperature is very high. I am calling mom.
 Gulchin: Don't call mom. She is at work. Call aunt Kamala. She is at home.
 Ayhan: Ok, then. Wait, I am calling her.

4. Ask students to look at the pictures and answer the questions below them. Encourage them to write their answers in their notebooks. After they have finished, have them compare their answers with their partners. Remind them that some answers may vary.

Answers:

1. How does she feel? – **She feels ill.**
2. What is the matter with him? – He is coughing./**He has a cough.**
3. What is wrong with him? – **He has a stomachache.**
4. What's the matter with her? – **She has got the flu.**
5. What is he doing? – **He is taking his temperature.**

5. Tell students that they are going to read two conversations. The sentences in the conversation are jumbled. They should put the sentences in the correct order. The first sentence in each conversation is marked.

In weaker classes, this task can be done in pairs.

NOTE: If time allows, you can have students act out the dialogue.

Answers:

Conversation 1	Conversation 2
1 – a	1 – a
2 – c	2 – c
3 – b	3 – g
4 – g	4 – e
5 – f	5 – d
6 – d	6 – b
7 – e	7 – f
	8 – h

6. Divide students into small groups and have them take turns to ask and answer the questions. In weaker classes, you could give them time to prepare answers to the questions first. While students are working in groups, monitor and make notes for the feedback stage.

GRAMMAR A

Aims: By the end of the lesson, students will be better able to use *should* and *shouldn't* to give advice in the given context.

Standards: 1.1.2., 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.

Warm-up

Write the below mentioned situation and question on the board and ask students to give advice to Anar. Tell them to use the imperative form of the verb. Give them some examples and then have them say more. (Don't eat sweet things. Drink tea.)

- Anar has got a sore throat. What advice can you give him?
- Ask students to read the text and do Task 1. They should do the task individually and then compare their answers with their partners. Check answers as a class.

Answers:

- Mrs Smith is ill.
- Anita is talking to Dr Fraser.
- Mrs Smith enjoys working in the garden.
- Dr Fraser wants to see Mrs Smith in 5 days.

- Ask students to read the underlined sentences and match them to **a**, **b** or **c**. This task can be done in pairs as well. Once students are ready, check the answers.

Answers:

a. 2

b. 1, 3

c. 4

Draw students' attention to the *GRAMMAR TARGET* section and elicit the meaning of *should* and *shouldn't* from students. (As they have already done Task 2, the meaning should be clear. If you think that they haven't understood, give some more examples and clarify the meaning **well**.) Then explain the form. Tell them that we use the base form of the verb after *should* and *shouldn't*.

Also, explain to them how to use **should** in questions. It is advisable to write some questions and highlight the order:

Question words + **should** + **subject** + **base form of the verb**?

- Ask students to do the test. They should do the task individually and then compare and discuss their answers in pairs. While checking the answers, encourage them to say why the other options are wrong.

Answers:

1. a)

2. b)

3. b)

4. b)

4. Have students complete the gaps with **should** or **shouldn't**. Tell them to pay attention to the meaning. Before giving whole class feedback, encourage them to compare their answers with their partners.

Answers:

1. I often get ill. I **shouldn't** eat much fast food.
2. My brother has a temperature. He **should** take medicine.
3. My best friend isn't fit. He **should** do sports.
4. He has a sore throat. He **shouldn't** drink cold water.
5. I am very inactive. I **should** walk a lot.

5. Tell students that they are going to listen to the recording and complete the gaps. Play the recording and have them do the task individually.

You might want to stop the recording after each sentence to give students some time to write the sentences. Check the answers and write the sentences on the board.

Answers:

1. **You shouldn't go outside** because it is late.
2. **How much fish should a person** eat a week?
3. **He should wear his coat** because it is cold outside.
4. **What should I drink?** I have a sore throat.

Track 24

1. You shouldn't go outside because it is late.
2. How much fish should a person eat a week?
3. He should wear his coat because it is cold outside.
4. What should I drink? I have a sore throat.

6. Ask students to complete the gaps with the correct question words. In weaker classes, it is advisable to elicit the meaning of question words.

Once students are ready, have them compare their answers in pairs and then provide whole class feedback and clarify the issues that arise.

Answers:

- | | | | |
|-------------|--------------|--------|---------|
| 1. How much | 2. What time | 3. Why | 4. What |
|-------------|--------------|--------|---------|

7. Divide students in small groups and have them ask and answer the questions in Task 6. In weaker classes, you might want to give some time for preparation. It will help weaker students be more confident.

While students are discussing the questions, walk around and make notes for the feedback stage.

GRAMMAR B

Aims: By the end of the lesson, students will be better able to use indefinite pronouns in the give context.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.

Warm-up

Ask students to write 2 things that they like about social media and 2 things that they don't. They should explain to their partners why they like or dislike particular things.

1. Ask students to read the text and do Task 1. Have them compare their answers with a partner once they are ready. Check answers as a class.

Answers:

1. Years ago Luke tried to be fit, but he wasn't successful.
2. His family members couldn't buy the book.
3. In one book shop, his friend found the book.
4. There is a lot of advice about healthy lifestyle in the book.

2. In this task, students should read the sentences with the underlined words and try to match them to the phrases. Once they are ready, check the answers.

Answers:

- a. to do no activities – 4
- b. all family members – 2
- c. all possible things – 1
- d. all people – 5
- e. in no place – 3

Draw their attention to the *GRAMMAR TARGET* section and explain the rule. Encourage them to read *We say* and *We don't say* sections. Give some more examples and elicit some from them.

Once you have finished explaining the meaning and form, drill the pronunciation of the words.

3. Ask students to read the sentences and replace them with the given words. Remind them that there is one extra word. Have them do the task individually and then do a quick pair-check. Check the answers when they are ready.

Answers:

1. **Everybody** in my family does sports every day.
2. I want to go **somewhere**.
3. I don't know **anybody** in this basketball team.

4. In this task, students should complete the sentences with **where**, **thing** or **body**. Tell them that sometimes there might be more than one correct answer. They should do the task individually. You might want to ask them to compare their answers in pairs. Once students are ready, check answers as a class.

Answers:

1. I don't want to eat any + **thing**. I am not hungry.
2. Every + **body** should do sports.
3. I didn't see any + **body/thing** in the park.
4. I go every + **where** by bike.

5. Have students complete the sentences with the given words. Ask them to do the task individually and have them do a quick pair-check. Once they have finished, check the answers.

Answers:

1. I have a sore throat. I should drink **something** hot.
2. I have a backache. Can **anybody** help me carry this bag?
3. I didn't eat **anything** yesterday because I had a stomachache.
4. Jalal doesn't go **anywhere** to do sports. He just walks in his garden.
5. **Everybody** can be fit. They just should eat healthy food and do sports.

6. Divide students into pairs and give them their roles. One of them should describe his/her health problem and the other should give advice using **should/shouldn't** and **indefinite pronouns**. Encourage them to give as much advice as they can and ask extra questions to each other related to the topic. Then have them change their roles.

LISTENING

Aims: By the end of the lesson, students will be better able to identify the main idea and specific details in a listening passage.

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

1. Divide students into pairs or groups to discuss the questions. Remind them to give full answers. Open the discussion to the class and elicit ideas.
 - What makes children unhealthy?
 - What should students do to become active at schools?
2. Ask students to look at the pictures and discuss the questions with their partners. Monitor and provide assistance if necessary. Once they have finished, open the discussion to the class and elicit ideas.

Possible answers:

1. They are in the sports center. They are doing exercise. I think they are healthy because they look fit.
 2. They are in the school yard. They are running. They look healthy and happy.
 3. They are in the classroom. They are playing with their phones. I think they aren't healthy because they are inactive.
 4. They are in the canteen. They are having lunch. I think they are healthy because they are eating healthy food.
3. Tell students that they are going to listen to a woman called Ann. Students should decide what she is mainly talking about. Give them some time to look at the options. Make sure that they know the meaning of the words in the options. Play the recording and have them do the task. Ask them to do a pair-check and then provide whole class feedback.

Track 25

A lot of students in our country are overweight. They eat unhealthy food, spend all day in front of TV, or play computer games. At schools, they have inactive lives and become tired. I wanted to change this, so 2 years ago, I started the "Active School" project.

First, I planned a full programme. Then I found some people to help me. After that, I visited some schools and talked to the directors. They didn't want to join the project. Only one school director agreed to join us.

We chose 5 classes at that school and worked with them for 3 months. In just 3 months, everybody in the class became very active, healthy and strong. They also became more interested in their studies. The parents, teachers, students and the director were very happy with the result.

One TV channel recorded a video about our project. After that, all schools in the city joined our project one by one.

There were 15 people in our team at the beginning, but now we have 150. Everybody is working with great pleasure. Now the students in our city have healthier and happier lives.

Do you want to be healthy, strong, active and also study better? You can do this. Join our project and see the results in just some months.

Answers:

b. An effective project

- 4.** Play the recording again and ask students to say what the given numbers refer to. Once you stop the recording, put them in small groups and have them discuss their answers. Encourage them to support their answers. At the end, provide students with whole class feedback.

Answers:

- 1.** 2 years ago James started the “Active School” project.
- 2.** They chose 5 classes at one school.
- 3.** They worked for 3 months with those classes.
- 4.** In the beginning, there were 15 people in their team.
- 5.** Now there are 150 people in their team.

Before students start doing Task 5, encourage them to read the facts in the **SAY WOW** section and share their ideas about them.

- 5.** Ask students to prepare their own healthy lifestyle programme. The questions provided in the book will guide them. They might also read the audioscript of the Track 25 to get more ideas.

While they are preparing their programme, walk around and monitor. Provide assistance if necessary and make notes for the further feedback stage.

Students’ own answers

- 6.** Put students in pairs and give them their roles. Tell them that one of them will be a school director and the other the programme developer. The programme developer should give the director information about his/her programme and the school director in his/her turn should ask questions about the programme. They should use their notes for Task 5. Tell them to change their roles once they have finished the first cycle. Monitor and make notes for the further feedback stage.

WRITING

Aims: By the end of the lesson, students will be better able to write informal or formal emails.

Standards: 4.1.1., 4.1.2., 4.1.3., 4.1.4.

Ask students to read the tips given in the *WRITING TIPS* section. Elicit the meaning of formal and informal emails and also the words that are used for starting and ending emails. Also, explain to them what contractions mean. Give examples.

1. Ask students to read the email and answer the questions. They should do the task individually and then compare their answers with their partners. Check the answers once they are ready.

Answers:

Rufat is writing the email.

Jeyla is getting the email.

2. In this task, students should rewrite the sentences using contractions. Have them do the task individually and then you can ask them to peer-edit their answers. You might want to ask random students to come and write the answers on the board.

Answers:

1. She's a very active old woman.
2. I don't eat anything unhealthy.
3. They shouldn't sleep very late.
4. He doesn't want to join the Healthy Lifestyle programme.
5. It isn't good for your brain.

3. Ask students to read the email and choose the right option. They should pay attention to the start of the email and decide whether it is formal or informal and then they should choose the right words. Have them do the task individually and then have a quick pair-check. Once they have finished, check the answers as a class.

New message

← → 🔍

☆ ☰

To: Mr Stark

Subject

Dear Mr Stark,

Yesterday Jamal broke his leg. He 1) *can't* come to the tennis club for a month.

2) *Regards,*

Azad

▼ | 📎 🖼️ 😊 🔍

Send

4. Tell students that they are going to read the information provided in the book and write an email. Elicit if they have understood who is writing the email and who is receiving it. Also, elicit whether it is an informal or formal email. Then give them some time to write their emails. Once they have finished, put them in pairs and encourage them to peer-edit each other's emails.
5. Follow the same instructions in Task 4 and ask them to write another email on a piece of paper. Once they are ready, collect the pieces of paper and distribute them among the students. Ask them to peer-edit the email that they have and keep it as they are going to reply to it in Task 6.
6. In this task, they should reply to the email that they have from the previous task.

Note: Tasks 5 and 6 can be set as home assignments and also, you can ask students to write real emails to each other if they have email accounts.

STORY TIME

Aims: By the end of the lesson, students will have developed their reading skills for details and specific information in the given context.

Standards: 2.1.3., 3.1.1., 3.1.2., 3.1.3.

1. Tell students that they are going to read a story by the Brothers Grimm. They should read the story and put the pictures on Page 92 in the correct order. Tell them not to pay attention to the meaning of individual words, but rather try to understand the general meaning of the text.

Answers:

1. C 2. A 3. D 4. B 5. F 6. E

2. Ask students to look at the story again and find the past forms of the given words. Tell them that they shouldn't read the text but quickly search for the specific words. Once they have finished doing the task, check the answers as a class.

Answers:

1. say – said	4. sing – sang	7. cut – cut	10. run – ran
2. come – came	5. pay – paid	8. hide – hid	
3. leave – left	6. see – saw	9. sell – sold	

3. Ask students to complete the sentences with the words or phrases from the story. Tell them that they might use their own words on condition that they keep the meaning the same. Have them do the task individually and then have a pair-check. Once they are ready, give whole class feedback.

Suggested answers:

1. The shoemaker couldn't buy material to make shoes because he was poor.
2. One morning the shoemaker was very surprised because he saw a pair of shoes on his table.
3. Every night the shoemaker cut the leather and in the morning, he saw ready shoes on the table.
4. The shoemaker and his wife hid themselves in the corner and waited.
5. The elves were happy because they saw the clothes.

4. Ask students to write three questions about the story. Then put them in pairs and have them ask and answer the questions.

TIME TO WATCH

Aims: By the end of the lesson, students will be better able to identify specific information in an animated video.

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

1. Put students in small pairs and ask them to discuss the questions with their partners. Make sure that they know the meaning of the word “habit”. Once they have finished discussing, get some ideas.
2. Tell students that they are going to watch a video. They should watch the video and match the sentence halves. Play the video and ask them to do the task. Once students are ready, have them compare their answers in pairs and then check the answers as a class.

NOTE: If the conditions in the classroom are not suitable, you can set this task as a home task and discuss the answers in the class.

Answers:

Shams – c

Yahya – a

Daniel – b

3. Give students some time to read the questions in Task 3. Then play the video again and ask students to find answers to the question. Encourage them to discuss their answers with their partners. Then check answers as a class.

Answers:

(Students can use their own words on condition that the meaning is the same.)

1. Dan Buettner and his team wanted to find places with a lot of healthy old people. They drew circles around such places on the map. Later, they called these places Blue Zones.
 2. They found 5 Blue Zones.
 3. They eat fresh vegetables. They also like nuts very much.
 4. They like spending time with their friends and it makes them happier.
 5. They work with schools, restaurants, grocery stores and leaders of different companies and develop a programme. They use the secrets of Blue Zones.
4. Divide students into small groups and ask them to discuss the questions. Encourage them to give full answers to the questions. While they are discussing the questions, walk around and take notes for the further feedback stage.

REVIEW

① *Answers:*

1. She has got a sore throat.
2. He has got a toothache.
3. She is taking the medicine.
4. He is coughing.
5. He has got the flu.

② *Answers:*

1. She shouldn't eat sweets.
2. He shouldn't carry heavy things.
3. She should have a rest.
4. He should visit a doctor.
5. He should eat healthy food and do sports.

③ *Answers:*

1. You shouldn't carry anything heavy. You have a backache.
2. Everybody should eat healthy food.
3. She has a very bad cough. She shouldn't go anywhere.
4. Somebody should show Kira how to take the temperature.
5. Everything in our fridge is healthy. We eat only healthy food.

④ *Answers:*

1. Ali shouldn't eat anything sweet.
2. Was there anybody in the sports hall?
3. She goes everywhere by bike.
4. You should put everything in one box.

⑤ *Answers:*

1. Should I ~~taking~~ take his temperature?
2. Everywhere Everybody should sleep 8 hours.
3. My sister ~~takes~~ is sick. She has a headache.
4. You have a temperature. You should go to ~~school~~ the hospital.

6 Answers:

New message

To : Amy

Subject

1) Hello Amy,
An hour ago I called you, but you didn't answer. I should talk to you. Call me, please.

2) Take care,
Salim

Send

New message

To : Nataly

Subject

3) Dear Nataly,
I am not at home now. I can send you that photo at 7 o'clock.

4) Best wishes,
Kira

Send



Find the mistakes.

Vocabulary

- The doctor is taking temperature his cough.
- Karim ~~has~~ ^{is} very passive.
- I have a bad headache headsore.
- Yesterday, I had a sore throat throatache.

Grammar

- I go everywhere ~~everything~~ by bike.
- You shouldn't ~~to~~ carry heavy things.
- I have a stomachache, so I cannot eat anything something.
- You should drink ~~drinking~~ hot tea with lemon.

Spelling

- She has the flu ~~flue~~.
- I had a high temperature ~~tempture~~ yesterday.
- Drink something ~~samething~~ hot.
- Dear ~~Dare~~ Gunel, thank you very much.

UNIT 6

SAVE THE EARTH



READING

Aims: By the end of the lesson, students will have developed their reading skills for gist and specific information in the given context.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1.

1. Ask students to work in pairs and talk about people's wants and needs. The pictures will help them to identify the differences between wants and needs. Monitor and feed in with necessary language if needed.

It is important to help students understand what you want them to do in speaking activities. However, it is even more important to provide them with the vocabulary and structures they need to fulfill the activity successfully. This is particularly important for weaker students. In order to support students, it is advisable you do a couple of whole class examples, reinforcing the key structures that students could use. For example: *Many people want to have...; Most people need....* . Write these structures on the board so that students can refer to them. For stronger students, get them to think of other things that people want or need to have.

2. Have students talk to a different student and choose the 3 most important things in Task 1. Encourage them to provide reasons why they think they are the most important ones.
3. Point to the picture and ask students to guess what the text is about. You can ask the questions below to create more interest in reading.
 - Where do you think the child comes from?
 - What kind of life do you think she has?
 - What problems do you think people in her country have?

Then ask students to read the text and answer the question.

Answers:

b

4. Set a reasonable time limit and ask students to read the text again. They should complete the sentences with the words or phrases from the text. Have a quick pair-check before you check the answers as a class.

Answers:

1. Abiona comes from Kenya, Africa.
2. Abiona and her friends wake up early every morning and walk for 2 hours to get water.
3. The children love the big tree because the lake is next to it.
4. It is hard for the people in Abiona's village to get clean water.
5. It was difficult for Abiona to go back home because her bucket was full and heavy.

5. Have students go through the text again and find the opposites of the words in the text. For weaker students, tell them in which part of the text they can find the answers.

Answers:

1. late – early (line 2)
2. hard – easy (line 7)
3. full – empty (line 7)
4. slowly – quickly (line 10)
5. clean – dirty (line 12)
6. alone – together (line 13)

6. This task can be done in pairs or in small groups. While students are discussing monitor and help with necessary language if needed.
- Is it important to save water? Why?
 - What do you do to save water?

VOCABULARY

Aims: By the end of this lesson, students will be better able to speak about environmental problems using the target language.

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

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

Track 27

1. take care of plants
2. be in danger
3. turn off the tap
4. save the planet
5. hunt animals
6. plant trees
7. throw litter to seas
8. cut down trees

2. Ask students to work individually and match the halves. Tell them that sometimes there is more than one possible answer. Have a quick pair-check before you discuss the answers as a class.

Answers:

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

3. Tell students that they will hear four people talking in different situations. Play the recording once for students to match the people to the sentences. If necessary, with weaker students, pause the recording after each speaker. Then ask students to check their answers with a partner. In feedback stage, ask students to explain their choices.

Track 28

1. Look at them. They are green and beautiful. I need to water them now.
2. Oh my God! I am scared. I should run now.
3. I don't like it, but I do it for my job. The company I am working for is making furniture.
4. Today I want to cook delicious duck. So, I need to get one.

Answers:

Speaker 1: b (This person is taking care of plants.)

Speaker 2: d (This person is in danger.)

Speaker 3: c (This person is cutting trees.)

Speaker 4: e (This person is hunting birds.)

4. Have students work individually and complete the sentences using the words provided. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. I think people shouldn't hunt wild animals.
2. Parents should take care of their children.
3. It isn't dark. Can you please turn off the light?
4. We shouldn't cut down trees. We should plant new trees.
5. Let's keep the planet clean. Let's save it.
6. Don't throw the paper to the floor, please.

5. Ask students to work in pairs and discuss the problems described in the pictures. Encourage them to use the lesson vocabulary. Monitor and help if needed.

6. Divide students into small groups and have them discuss the question.

- What should or shouldn't people do to save the Earth?

Feedback after a fluency activity can be dealt with in several different ways. It is important to bear in mind that the main focus does not always need to be on grammar mistakes. It can also focus on vocabulary, pronunciation and function. It's a good idea to balance your feedback with positive comments as well as things that could be improved. Task achievement is more important than errors of accuracy in a fluency activity. However, a focus on accuracy is always very useful for students, as long as the focus is on language that students should be familiar with and which is central to the task.

GRAMMAR A

Aims: By the end of this lesson, students will be better able to use subject and object pronouns.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.

Lead-in

Discuss the question as a class.

- Are animals in danger? Why or why not?
- 1. Point to the pictures and ask students to guess what the conversation is about. Then ask them to read the conversation and answer the question.
- Why is Kasey sad?

Answers:

She is sad because she is thinking about endangered animals.

Draw students' attention to the *GRAMMAR TARGET* section and explain to them the difference between subject and object pronouns. Write some examples on the board for each type. Then ask them to read the conversation in Task 1 again and write down object and subject pronouns in their notebooks.

2. Ask students to look at the underlined words in the conversation in Task 1 and find which words they refer to. Discuss the answers as a class.

Answers:

I am thinking about **them** now. (endangered animals)

I cannot imagine **it** without tigers, pandas, elephants or monkeys. (our planet)

3. Have students work individually and choose the correct options to complete the sentences. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. him
2. They
3. us
4. her
5. them

4. Ask students to work individually and rewrite the sentences using object pronouns for the underlined words. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. Yesterday I bought a new umbrella. It is raining now and I need to take it.
2. People cut bamboo trees and pandas cannot find them.
3. Tigers are the most endangered animals. We should save them.
4. Jane knows a lot about animals. Ask her to help you with your project.
5. Mr Brown hunts elephants for their teeth. We should stop him.

5. Have students work individually and complete the text with the correct pronouns. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. them
2. them
3. her
4. her
5. us
6. them
7. they

6. Have students work either individually, with a partner, or in a small group and list 3-5 ways to help endangered animals. Then ask them to share their ideas with the class.

As a follow up activity, ask students to do research about endangered animals and prepare a presentation about them. Encourage them to use the target language.

GRAMMAR B

Aims: By the end of this lesson, students will be able to use reflexive pronouns to talk about a problem in their city.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.3.

Lead-in

Discuss the questions as a class.

- Do you like going to the beach in summer?
 - What do you like and dislike about going to the beaches?
1. Point to the pictures and ask students to guess what the conversation is about. Have students read the conversation and answer the question.
Why did Jessica and her friends clean the beach?

Answers:

They cleaned the beach because they wanted to help the Earth (they wanted to save the planet).

Draw students' attention to the *GRAMMAR TARGET* section and explain to them Reflexive pronouns. Refer to the sentences used in the conversation. As a follow up, you can ask students to draw the table below in their notebooks and complete it with the pronouns from the conversation.

Subject pronouns	Object pronouns	Reflexive pronouns

2. Have students look at the underlined words in the conversation in Task 1 and find which words they refer to. Check the answers as a class.

Answers:

1. weekend
2. Jessica
3. animals
4. 15 million children

3. Ask students to work individually and complete the sentences with reflexive pronouns. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. Did you ask yourself this question?
2. Simon looked at the shelves and found a bottle of water for himself.
3. Sarah and Ollie went to the playground by themselves.
4. My little sister dressed herself. She didn't ask me for help.
5. We introduced ourselves to our new classmate.

4. Have students work individually and complete the sentences with reflexive pronouns. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. yourself
2. themselves
3. It
4. ourselves
5. them

5. Ask students to work individually and choose the correct options. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. b (ourselves)
2. b (yourself)
3. c (him)
4. b (myself)
5. b (themselves; it)
6. c (themselves)

6. Divide students into small groups and ask them to prepare a presentation. The questions will help them organize their ideas. Encourage them to use reflexive pronouns. Monitor discreetly while students work, making notes of good language as well as problems for feedback.

Monitoring is an essential part of the teaching and learning process. It helps you assess how well students are coping with tasks. You can then adjust your expectations in subsequent activities, especially feedback. It also gives students the chance to ask for help and clarification.

LISTENING

Aims: By the end of the lesson, students will be better able to identify specific details in a listening passage.

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

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

- How often do you use plastic?
- What do you know about the dangers of plastic?

2. Explain what the word “landfill” means. Point to the pictures and discuss the questions as a class.

- Why are the children in the landfill?
- What do you think they want to do?

Play the recording and have students check their answers.

3. Before you play the recording again, give students some time to read the sentences. Then play the recording and have students choose the correct options. Have a quick pair-check before you discuss the answers as a class.

Track 29

Hi! I am Farah. I was born in Malaysia, but my family is from Indonesia. We live in Jakarta, Indonesia. I love my country and I think a lot about its future. People use a lot of plastic here – 24,500 tons of plastic every day! This makes the water of the sea very dirty and kills sea animals. Countries like China, Indonesia and the Philippines throw most plastic to the oceans. I feel sad to see my country on this list. I talked to my classmates about this. We made posters and took photos in the landfill full of plastic. Last week, we showed these photos to other classes at our school and talked about the danger of plastic. I want to inform more people about all these. We are also planning to talk to our neighbours. They use a lot of plastic bags every day. I want to ask them to use cloth bags and help the planet.

Answers:

1. Indonesia
2. 24.500
3. classmates
4. neighbours
5. cloth

4. Ask students to work in pairs and discuss the questions. Monitor and help with necessary language if needed.
 - Do you think Farah is doing the right thing? Why or why not?
 - Do you think you should also do the same in your country? Why or why not?
5. Divide students into small groups and ask them to discuss the ideas presented in the task. Monitor and help with necessary language if needed.
6. Put students into pairs and give them their roles. You might want to give them some time to make some notes. Ask them to change their roles once they have finished the first cycle. Monitor discreetly while they work, making notes of correct language as well as problems for feedback. Ask pairs to act out their roleplays to the class and invite comments. Then give feedback on students' performance.

Draw students' attention to the *SAY WOW* section at the end of the lesson. Ask students to read the information and reflect on it. As a home assignment, tell them to explore the Internet for more information about plastic use.

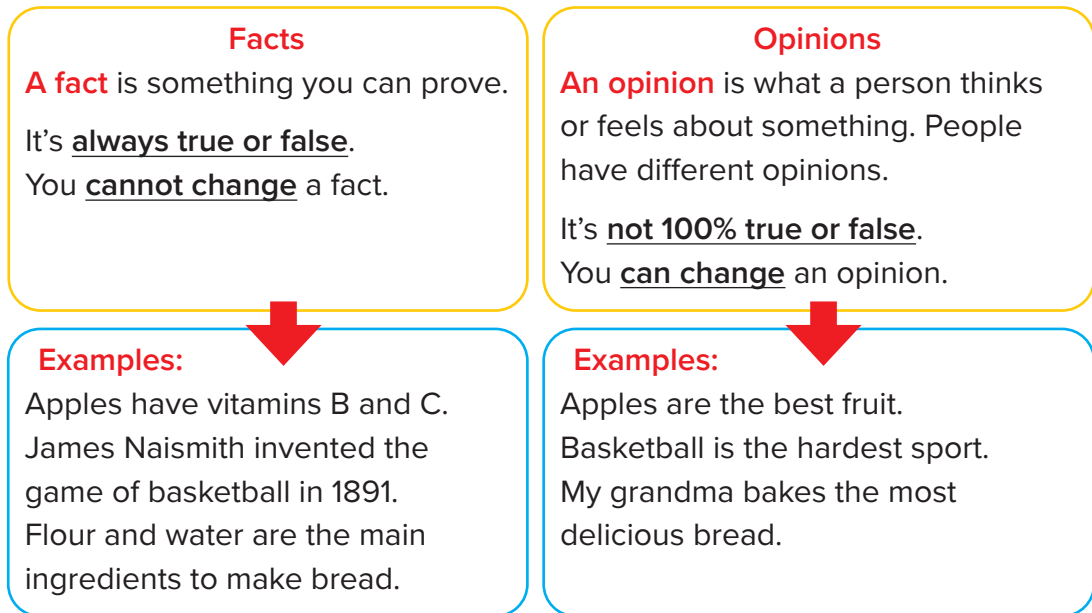
NOTE: See Page 134 for an extra listening activity.

WRITING

Aims: By the end of the lesson, students will be better able to express their opinions in posters.

Standards: 4.1.1., 4.1.2., 4.1.3.

Draw students' attention to the tables which explain the differences between facts and opinions.



The easiest way to understand if a sentence is an opinion or a fact is to put the phrase "In my opinion" at the beginning of the sentence. See the examples below.

Apples are the best fruit. *In my opinion*, apples are the best fruit. ✓

Apples have vitamins B and C. In my opinion, apples have vitamins B and C. ✗

Use **OREO** writing frames with your students to help them plan their writing. The **OREO** acronym (Opinion, Reason, Explain, Opinion) is a great way to help your students learn and remember to structure their writing effectively.

1. Ask students to work individually, read the sentences and decide if the sentences are opinions or facts. Have students check their answers in pairs before you discuss them as a class.

Answers:

1. Horse riding is a fun activity. **Opinion**
2. Sharks do not have bones in their bodies. **Fact**
3. 15 million children die every year because they drink dirty water. **Fact**
4. Pandas are the most beautiful animals in the world. **Opinion**
5. There are only 3200 tigers left on the planet. **Fact**

2. Have students go through the conversation on Page 102 and find some facts and opinions. Discuss the answers as a class.

Possible answers:

Facts	Opinions
10 million tons of plastic go to the seas and oceans. 15 million children die every year because they drink dirty water. My friends were there with me.	It was great! You shouldn't use much plastic. You should think about all those animals.

3. Ask students to work individually and complete the sentences with their own ideas. Have them share their sentences with a partner for peer-editing.

Possible answers:

1. Water **has no colour**. (fact)
2. People in my country **are friendly**. (opinion)
3. The number of people in my country **is more than 10 million**. (fact)
4. Azerbaijan **is my country**. (fact)
5. Pandas **are the best animals**. (opinion)

4. Ask students to work individually and write their opinions. Tell them to use the adjectives provided in the task. Focus on the “ing” form provided in the example. They can share their ideas with a partner once they’ve completed the task.

Possible answers:

1. Riding a motorbike in cold weather is hard because you can get the flu.
2. Making a pizza is hard because you need many ingredients.
3. Wearing a uniform is good because you don't need to buy many clothes.

5. Give students one or two days notice before running the activity in class. This will give them some time to prepare materials. Placing a few pictures on the poster is a good way to create interest.
- Have students work in groups and prepare a poster. Encourage them to write the reason to support their opinion. Monitor and help with necessary language when necessary.

STORY TIME

Aims: By the end of the lesson, students will have developed their reading skills for gist and specific information in the given context.

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

Tell students that they are going to read a story by an author called Shel Silverstein. As they read the story, they have to do some activities provided on Page 110.

1. Have students read the story and put the pictures in the correct order. Set a reasonable time limit. Once students have finished, put them in small groups to compare their answers. Then check answers as a class.

Answers:

1. E

2. D

3. B

4. F

5. C

6. A

2. Ask students to read the questions in Task 2 before they read the story again. As they read the story, they should answer the questions. Encourage them to write full sentences. Ask students to check their answers in pairs or in small groups before you discuss them as a class.

Possible answers:

1. What did the little boy do every day? – Every day he came to the forest to pick up the leaves of the tree and to play with the tree.
2. Why was the tree happy? – The tree was happy because it loved playing with the boy.
3. How did the tree give money to the boy? – The tree gave its apples to the boy. The boy sold them and made money.
4. Why did the boy want a house? – The boy wanted a house because he wanted to have a family.
5. How did the boy feel at the end of the story? – The boy was tired.

As a follow up activity, you can ask students to look at the pictures on Page 110 and tell the story to their partners. Monitor and help them when needed. You can also take notes of mistakes and discuss them at the end of the lesson.

3. Ask students to work in pairs and talk about what they have learned from the story. Answers may vary.

TIME TO WATCH

Aims: By the end of the lesson, students will be better able to identify specific information in an animated video.

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

Pre-viewing

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

- How does this picture make you feel? Why?
- Where do you think this place is?

While-viewing

2. Tell students that they are going to watch an animated film about the place in the picture in Task 1. Before you play the video, ask students to read the sentences. As they watch the video, they should complete the sentences.

Answers:

1. There is an island full of plastic in the Pacific ocean.
2. Sea animals die because they eat plastic.
3. The Ocean Clean up company started a project in summer in 2015.
4. It is difficult to clean all the plastic because the island is huge.

3. Play the video again and ask students to make notes of what the numbers refer to in the video. Ask students to compare their answers in pairs before you discuss the answers as a class.

Answers:

- | | |
|---------------|---|
| 10 – | <u>The plastic island is 10 metres deep.</u> |
| 100 million – | <u>There is 100 million tons of plastic on the plastic island.</u> |
| 100 000 – | <u>Plastic kills about 100000 animals every year.</u> |
| 30 – | <u>The Ocean Clean up company crossed the litter island with 30 boats at the same time.</u> |
| 1.2 million – | <u>The Ocean Clean up company collected 1.2 million plastic.</u> |

Audio script of the video task

Nur: Hey guys. I have something very important to tell you!

Daniel: What's up, Nur?

Nur: You can't imagine what's happening in the oceans now. There is an island in the Pacific ocean and it is full of plastic!

Yahya: An island full of plastic? Is it big?

Nur: Yes, it is! The island is 10 meters deep and there is 100 million tons of plastic there.

Daniel: This is terrible! Seas and oceans are homes for a lot of animals.

Shams: Oh, no! All these animals eat plastic and die!

Nur: Plastic kills about 100000 animals every year.

Yahya: I want to see fish not plastic in seas and oceans!

Nur: The Ocean Clean up company started a big project in the summer of 2015. They crossed the litter island with 30 boats at the same time. All the boats had big nets sailing with them. They collected 1.2 million tons of plastic. The island is huge, that's why it is hard to clean all the plastic.

Shams: What a great project!

Nur: We all should do something to save our planet!

Post-viewing

4. Ask students to work in pairs and tell each other about what they've learned about the problem in the Pacific ocean. Monitor and help them when needed. Take notes of their mistakes and then provide them with feedback.

REVIEW

1 Answers:

1. He is taking a photo of himself.
2. She is looking at herself.
3. She is making a sandwich for herself.
4. He is planting a tree himself.
5. They are painting the room themselves.

2 Answers:

1. himself
2. himself
3. ourselves
4. myself
5. myself
6. herself

3 Answers:

1. our/us
2. himself
3. himself
4. she/me
5. herself/ me
6. herself

4 Answers:

1. Pandas cannot find food because people cut down trees.
2. Our planet is in danger.
3. Animals lose their homes.
4. You cannot lift this bag by yourself.
5. Animals eat plastic and die.
6. Children in poor countries drink dirty water.

5 Answers:

1. throw litter
2. cut down
3. turn off
4. take care
5. in danger/save
6. hunt



Find the mistakes.

Vocabulary

1. I went to bed late last night. I feel very **sleepy** sleep now.
2. Save the water! Turn **off** the tap!
3. Trees give us oxygen. Take care **of** them!
4. Animals are in **danger** dangerous.

Grammar

1. My little brother can **himself** dress **he**.
2. She doesn't have an umbrella. Give it to **her** **she**.
3. I don't need help. I **myself** can do it by **me**.
4. Animals are beautiful! **them** Don't hunt **they**!

Spelling

1. Take care **of** the Earth!
2. Simon took a bottle **himself** of water for **hissself**.
3. There is a lot of **seas** plastic in the **sees**.
4. Stop throwing **litter** **letter** to the oceans!

UNIT 7

PLACES TO SEE



READING

Aims: By the end of the lesson, students will have developed their reading skills for gist and specific information in the given context.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 3.1.3.

1. Draw students' attention to the pictures on Page 115 and discuss the questions as a class.
 - What makes these places unusual?
 - Which place would you like to see?
2. Have students read the text quickly and match the paragraphs to the pictures. Tell them that there is one extra picture which they do not need to use. When they complete the task, ask them to compare their answers with a partner. Then discuss the answers as a class.

Answers:

1. B

2. D

3. A

4. E

3. Ask students to read the sentences in the task before they start reading the text again. Set a reasonable time limit and have them read the text again and match the sentences to the paragraphs. When they complete the task, have a quick pair-check before discussing the answers as a class.

Answers:

1. Its colour doesn't change during the year. (Paragraph 4: The lake keeps its pink colour year-round.)
2. People can watch this unusual view on different islands. (Paragraph 3: The time and place are different for different islands.)
3. This place is ideal for a game with friends. (Paragraph 2: I think it is the best place for playing Hide and seek with friends.)

4. Only children can see this place. (extra sentence)
5. Visitors cannot go closer to this place. (Paragraph 1: People cannot walk in the lake area. They can only watch this beautiful lake from a distance.)

4. Have students scan the text and find the synonyms of the words. Discuss the answers as a class.

Answers:

1. unusual
2. fantastic
3. discover

5. Play the short video about the unusual places which students have read about in Task 2. Then have them discuss the questions in pairs or in small groups.
 - Which place would you like to visit one day?
 - Which one is the most unusual? Why?

As a follow up, you can ask students to do some research about other unusual places in the world and prepare a poster presentation. Encourage them to have some photos of the places on their posters.

VOCABULARY

Aims: By the end of this lesson, students will be better able to use airport vocabulary when describing actions in the airport.

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

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

Explain to the students the following rules:

- use **arrive in** for **towns, cities** and **countries**
- use **arrive at** for **buildings** and **parts of buildings**.

He arrived in Baku.

(**arrive in** because Baku is a city)

They arrived in Turkey yesterday.

(**arrive in** because Turkey is a country)

I arrived at the train station.

(**arrive at** because a station is a building)

We arrived at the museum.

(**arrive at** because a museum is a building)

Track 31

- | | |
|--------------------------|---------------------|
| 1. book the flight | 5. miss a plane |
| 2. pack a suitcase | 6. get on the plane |
| 3. take a taxi | 7. take off |
| 4. arrive at the airport | 8. land |

2. Have students work individually and complete the sentences with the verbs provided. Ask them to compare their answers once they have completed the task. Then discuss the answers as a class.

Answers:

- | | | | |
|------------|-----------|---------|---------|
| 1. took | 3. missed | 5. got | 7. take |
| 2. arrived | 4. landed | 6. pack | |

3. Tell students that they will hear four people. Play the recording once for students to match the people to what they are doing. If necessary, with weaker students, pause the recording after each speaker. Then ask students to check their answers with a partner. In feedback stage, ask students to explain their choices.

Track 32

1. Where is my new jacket? I want to take it with me.
2. I want to fly with Turkish Airlines on Saturday.
3. Oh, my God! I am excited. It's my first flight.
4. Is that Jack? Oh, no it is someone else.

Answers:

- Speaker 1:** b) This person is packing a suitcase.
Speaker 2: a) This person is booking a flight.
Speaker 3: d) This person is getting on the plane.
Speaker 4: e) This person is waiting for a friend at the airport.

4. Ask students to read the text and complete it with the words provided in the task. Have them compare their answers in pairs or in small groups before you discuss them as a class.

Answers:

1. booked 2. packed 3. took 4. arrived 5. took

5. Ask students the questions below.
- When did you last watch the film Home Alone?
 - Did you like it? Why or why not?

Then play the film and ask students to answer the questions provided on the video. Pause after each question and discuss the answers. Encourage students to use the lesson vocabulary.

Answers may vary.

Possible answers:

1. What's Kevin's mother doing? – She is packing her suitcase.
2. What's Kevin doing? – He is getting on the plane.
3. The plane is getting off.
4. The plane is landing.
5. What did Kevin do just now? – He arrived at the airport just now.
6. How is he going to the hotel? – He is going to the hotel by taxi.

GRAMMAR A

Aims: By the end of the lesson, students will be better able to use **will** to speak about future predictions.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.1., 4.1.3.

Lead-in

Have students discuss the questions in pairs.

- What do you usually do in summer?
 - Do you like going to the regions of your country? Why or why not?
1. Point to the picture in Task 1 and ask students to guess what the conversation is about. Then have them read the conversation and answer the question.

Answers:

b (Where to relax in summer)

Draw students' attention to the table and explain them the use of **will**. Write the examples below on the board highlighting **I'll** and **it'll**.

1. Where's the marker? It's over there. **I'll** bring it. (quick decision)
 2. How old are you? **I'll** be 25 in May. (future fact)
 3. I think **it'll** be interesting. (predictions)
2. Have students read the conversation again and choose the predictions, quick decisions or future facts.

Answers:

Predictions/expectations	Quick decisions	Future facts
I think it will be interesting to see Venice and Rome. It will be a typical holiday. I think it will be more fun. It won't be cold.	I'll show its photo. I'll join you, Dad!	I'll be 50 in June.

3. Have students work in pairs and make predictions about Cathy's holiday predictions. Encourage them to use **will** and **won't**. Ask students to compare their answers in pairs once they have completed the task.

Answers:

1. I won't watch cartoons in the hotel.
2. My mom will wake up early every morning.
3. We'll swim in the pools in the afternoon.

4. I won't do the shopping there.
5. I'll speak English to other tourists.
6. My dad won't speak Turkish.
7. We'll have meals in the restaurant.

4. Ask students to work individually and write questions and short answers to the sentences in Task 3. Ask students to compare their answers in pairs once they have completed the task.

Answers:

1. Will I watch cartoons in the hotel? – Yes, I will. (No, I won't.)
2. Will my mom wake up early every morning? – Yes, she will. (No, she won't.)
3. Will we swim in the pools in the afternoon? – Yes, we will. (No, we won't.)
4. Will I do the shopping there? – Yes, I will. (No, I won't.)
5. Will I speak English to other tourists? – Yes, I will. (No, I won't.)
6. Will my dad speak Turkish? – Yes, he will. (No, he won't.)
7. Will we have meals in the restaurant? – Yes, we will. (No, we won't.)

Draw students' attention to the *GRAMMAR TARGET* section and present the time expressions we use when talking about the future. Write some sentences on the board using time expressions and highlight them.

1. *I'll be busy next week.*
2. *It'll be hot tomorrow.*
3. *I'll be 14 next year.*

Encourage students to write some sentences using time expressions in their notebooks.

5. Ask students to work in pairs and do the matching activity. Discuss the answers as a class.

Answers:

1. next month
2. tomorrow
3. next Monday
4. this afternoon

As a follow up activity, ask students to work in small groups and make predictions about the future. Encourage them to use future time expressions. Monitor discreetly during this stage and take notes of both good language and problems for feedback.

6. Play the video and ask students to make predictions about what the man will and won't do. Answers may vary.

GRAMMAR B

Aims: By the end of this lesson, students will be better able to use **be going to** to talk about their future plans.

Standards: 2.1.1., 2.1.2., 2.1.3., 3.1.1., 4.1.1., 4.1.3.

Lead-in

Ask students to discuss the questions in pairs.

- Do you usually make plans?
 - What do you usually make plans about?
1. Point to the picture in Task 1 and ask students to guess what the boys in the picture are talking about. Have them read the conversation and answer the question.

Answer:

c (Their holiday plans)

Draw students' attention to the *GRAMMAR TARGET* section and explain to them the use of **be going to** to speak about future plans. Write some sentences about your future plans on the board. Elicit some more about your students' future plans. Explain the differences between **will** and **be going to**.

2. Have students work in pairs and put the underlined sentences in Task 1 in the right column.

Answers:

1. Affirmative	2. Negative	3. Questions
<ul style="list-style-type: none"> • I am going to spend this summer with my family in Azerbaijan. • This summer we are going to relax in Istisu. • Then you are going to visit Lankaran. • Actually, we are going to relax in Istisu in Kalbajar. 	<ul style="list-style-type: none"> • We aren't going to visit other countries this summer. 	<ul style="list-style-type: none"> • Are you going to travel abroad?

3. Ask students to work individually and complete the sentences with **will** or **be going to**. When they complete the task, have them compare their answers with a partner before you discuss the answers as a class.

Answers:

- | | |
|---------------------|----------------------------|
| 1. is going to read | 4. is going to buy |
| 2. will take | 5. are you going to travel |
| 3. will help | |

4. Have students work in pairs and put the words in the correct order to make questions. When they complete this stage of the task, check the answers and ask students to ask their partners these questions.

Answers:

1. Are you going to read any books?
2. Is your best friend going to travel abroad?
3. Are you going to swim in the sea?
4. Are you going to visit any regions in Azerbaijan?
5. Which regions are you going to visit?

5. Ask students to work individually and make sentences about Darya and Sunay's holiday plans. Ask students to compare their answers with a partner before you discuss them as a class.

Answers:

A.

1. Darya is going to read a book on Tuesday.
2. Darya is going to climb a mountain on Wednesday.
3. Darya is going for a walk on Thursday.
4. Darya is going to have a boat ride on Friday.
5. Sunay is going to the forest on Monday.
6. Sunay is going to ride a horse on Tuesday.
7. Sunay is going to hike on Wednesday.
8. Sunay is going to watch a film on Thursday.
9. Sunay is going to visit the museum on Friday.

B.

1. Darya isn't going to read a book on Tuesday.
2. Darya isn't going to climb a mountain on Wednesday.
3. Darya isn't going for a walk on Thursday.
4. Darya isn't going to have a boat ride on Friday.
5. Sunay isn't going to the forest on Monday.
6. Sunay isn't going to ride a horse on Tuesday.
7. Sunay isn't going to hike on Wednesday.
8. Sunay isn't going to watch a film on Thursday.
9. Sunay isn't going to visit the museum on Friday.

6. Have students work in pairs or in small groups and ask and answer questions about their holiday plans. Monitor discreetly during this stage and take notes of both good language and problems to give feedback later.

LISTENING

Aims: By the end of the lesson, students will be better able to identify the main idea and specific details in a listening passage.

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

1. Ask students to work in pairs and discuss the questions about the pictures in Task 1.
 - Where do you think this hotel is?
 - Why do you think tourists like staying at this hotel?
2. Tell students that they are going to hear Judy. As they listen, they should answer the question. Play the recording once and have them do the task.

Answers:

b (An unusual place to relax)

3. Before you play the recording again, give students some time to read the sentences. Then play the recording and have students complete the sentences. Have a quick pair-check before you discuss the answers as a class.

Track 33

Winter is my favourite season. I love cold and snowy weather very much. I have a dream! One day I want to go to the Ice Hotel in Canada. The hotel is called Ice Hotel because it's made of ice and snow. The hotel is only open in winter months. It has 32 rooms and 80 people can stay there for a night. It costs about \$150 to stay there a day. The hotel has a movie theater, an art gallery and a church. All the furniture, plates and glasses in the rooms are made of ice. The hotel is very popular all over the world and many adventurous tourists visit the hotel every year. The hotel is always -2 and -5 C, so all the visitors should keep their winter coats on. The hotel rooms are very cold, but sleeping is not a problem for visitors.

Answers:

1. The hotel is unusual because it's made of ice and snow.
2. People can visit it in winter/winter months.
3. The number of rooms in the hotel is 32.
4. Tourists pay about \$150 for a day.
5. It's a good idea to wear winter coats/coats in the hotel.
6. Tourists are not cold at nights because they get a (special) sleeping bag and warm blankets.

They get a special sleeping bag and warm blankets. I hope one day I will stay in this unusual hotel.

4. Students can discuss these questions in pairs or in small groups. Monitor and help with necessary language when needed.
 - Would you like to stay in the Ice Hotel? Why or why not?
 - What kind of tourists do you think enjoy staying in this hotel? Young people, elderly people or children?
5. Put students in small groups and ask them to talk about the habits in the pictures. Encourage them to talk about all 4 pictures and choose one place where they would like to stay. Monitor discreetly during this stage and take notes of both good language and problems to give feedback later.
6. Ask students to work in pairs or in small groups and write an email about their plans to visit an unusual place. Before they start writing, encourage them to discuss and agree on one place they would like to write about. To help them organize their ideas, you can write these questions on the board.
 - Where is that unusual place?
 - What makes it unusual?
 - Why should people visit it?

Note: See Page 135 for an extra listening activity.

WRITING

Aims: By the end of the lesson, students will be better able to write sentences using sentence connectors **or** and **and**.

Standards: 4.1.1., 4.1.3., 4.1.4.

Explain to the students how to use **or** in sentences. Write some sentences with **or** and **and** on the board. Tell them that **and** joins two or more similar things in affirmative sentences, while **or** connects two or more similar things in negative sentences.

Put them in pairs and ask them to write some sentences using **or** and **and**. Then you can ask them to read their sentences to another pair. Monitor and help when needed.

1. Have them work individually and complete the sentences with **and** or **or**.

When they have completed the task, ask them to compare their answers with a partner before you discuss them as a class.

Answers:

1. I can't speak Italian or French.
2. Do you have classes on Monday or on Tuesday? (They have English classes only once a week.)
3. Would you like to visit the USA or Spain? (You can choose only one.)
4. The plane took off at 5 p.m. and landed at 7 p.m.
5. You can take a taxi or drive to the airport. (You can do only one.)

2. Ask them to work individually and join the sentences with **and** or **or**.

When they have completed the task, ask them to compare their answers with a partner before you discuss them as a class.

Answers:

1. You can wait for me at the airport, or you can stay at home.
2. We can't go to the library or to the playground.
3. Should we go abroad, or should we stay in our country?
4. My brother can play the piano and the guitar.
5. Pack your suitcase or help me in the kitchen.
6. I can't run or swim fast.
7. My friend booked a flight and a hotel.

3. Have students work in pairs and complete the sentences with the connecting words: **and, but, because, so, or**. Have them compare their answers with another pair once they have completed the task. Then discuss the answers as a class.

Answers:

1. I didn't like the hotel room because it didn't have a sea view.
2. Yesterday I booked a flight, and now I am packing my suitcase.
3. Do you want to eat ice cream with chocolate, strawberry or vanilla? I prefer ice cream with vanilla. What about you?
4. My friends love hot weather, but I love cold weather.
5. I studied very hard this year, so I want to have a long holiday.

4. Change the pairs and have them complete the email with the connecting words. Have them compare their answers with another pair once they have completed the task. Then discuss the answers as a class.

Answers:

1. but
2. and
3. because
4. or
5. so

5. Before students start doing this task, revise the email structure that they have learned in Unit 5. Ask students to work individually and write an email to their friend about their holiday plans. Encourage them to use the connecting words. Once they have finished writing the email, have peer-editing. Ask them to use the following questions as a checklist.
- Does the email have a greeting followed by a comma?
 - Does the email have a closing followed by a comma?
 - Did they use contractions?
 - Did they use connecting words?
 - Did they use **be going to** to describe their holiday plans?

STORY TIME

Aims: By the end of the lesson, students will have developed their reading skills for gist and specific information in the given context.

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

Tell the students that they are going to read a story by an author called Barbara Cooney. As they read the story, they have to do some activities provided on Page 128.

1. Have students read the story and put the pictures in the correct order. You can set a reasonable time limit. Once students have finished, put them in small groups to compare their answers. Then check their answers as a class.

Answers:

1. F

2. D

3. A

4. E

5. B

6. C

2. Ask students to read the questions in Task 2 before they read the text again. As they read the story, they should answer the questions. Encourage them to write full sentences. Ask students to check their answers in pairs or in small groups before you discuss them as a class.

Possible answers:

1. Where did Alice live? – She lived in a city by the sea.
2. What did her grandfather tell her? – Her grandfather told her stories of faraway places.
3. What three things did Alice promise her grandfather to do? – She promised her grandfather to go to faraway places, to live near the sea and to make the world more beautiful.
4. How did people call her in the library? – In the library, people called her Miss Rumphius.
5. Why did everyone call her Lupine Lady? – Everyone called her Lupine Lady because she planted lupines everywhere.

3. Ask students to work in pairs or in small groups and discuss the questions. Monitor and feed in with necessary language when needed.
 - What will you do one day to make the world more beautiful?
 - Will it be easy or difficult?

TIME TO WATCH

Aims: By the end of the lesson, students will be better able to identify specific information in an animated video.

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

Pre-viewing

1. Discuss the questions as a class.

- What do you know about volcanoes?
- Are there any volcanoes in your country?

While-viewing

2. Tell students that they are going to watch an animated film about mud volcanoes in Azerbaijan. Before you play the video, ask students to read the sentences. As they watch the video, they should complete the sentences. Have students compare their answers in pairs before you discuss them as a class.

Audio script of the video task

Daniel: Nur, are there any volcanoes in Azerbaijan?

Nur: Yes, there are. Azerbaijan has the most mud volcanoes in the world. Imagine there are about 1000 mud volcanoes in the world and 350 of them are in Azerbaijan.

Daniel: That sounds interesting. I didn't know that.

Nur: There was the largest mud volcano in Azerbaijan in 2004 and it broke the Guinness World Records. Today people use mud from the volcanoes in medicine. There is also cream for women made of volcano mud.

Daniel: I want to see mud volcanoes. I should ask my dad to take me there.

Nur: I am going to visit Gobustan with my family next week. There are a lot of mud volcanoes in Gobustan. You can also join us. I'll also show you Gaval dash and carvings on the rocks.

Daniel: That's a great idea!

Answers:

1. The number of mud volcanoes in the world is about 1000.
2. The number of mud volcanoes in Azerbaijan is 350.
3. People use volcano mud in medicine (cosmetics).
4. Nur is going to Gobustan with her family.
5. Nur wants to show Daniel Gaval dash and carvings in Gobustan.

Post-viewing

3. Have students discuss the questions in pairs or in small groups.
 - Would you like to visit the mud volcanoes?
 - Do you think tourists should see mud volcanoes? Why or why not?
4. As a follow up activity, have students listen to the song and sing it. Then discuss the questions as a class.
 - How did the volcano feel at the beginning and at the end of the animation?

REVIEW

① Answers:

1. I'll take 2. are going to move 3. am going to visit 4. 'll help

② Answers:

1. On Tuesday, he is going to visit his grandparents.
2. On Wednesday, he is going to book the flight.
3. On Thursday, he is going to buy presents.
4. On Friday, he is going to have a party.
5. On Saturday, he is going to pack his suitcase.
6. On Sunday, he is going to fly to Spain.

③ Possible answers:

1. I'll answer it.
2. I'll have fish, please.
3. I'll help you. (I'll carry your bag.)
4. I'll buy bread, too.

④ Answers:

1. miss the plane
2. packed the suitcase
3. get on the plane
4. landed
5. took off
6. arrived at the airport
7. book the flight

⑤ Answers may vary.

To guide your students, write the questions on the board.

1. When is he/she going on holiday?
2. Where is he/she going?
3. Who is going with him/her?
4. What are they going to do?



Find the mistakes.

Vocabulary

1. We arrived ^{at} in the airport 2 hours before the flight.
2. Let's ^{take} make a taxi to the airport.
3. The plane took ^{off} on at 5 o'clock.
4. We booked the ^{flight} fly with British Airlines.

Grammar

1. What ^{are you} you are going to do next week?
2. I ^{am} going to help my brother.
3. Wait! Your bag is ^{will} heavy. I ^{am going to} help you.
4. There ^{will not} not will be many people.

Spelling

1. The plane will take ^{off} of in 5 minutes.
2. Hurry up or we will ^{miss} mis the plane!
3. Bob is packing his ^{suitcase} sweetcase now.
4. We ^{flew} flight to Finland.

ANSWERS FOR THE EXTRA LISTENING TASKS

1



1. Tom started guitar classes ★★★.

a) yesterday

b) this morning

c) last week

2. Mr Mammadov ★★★.

a) is his guitar teacher.

b) works at music school.

c) is not working at music school.

3. Mr Thomson ★★★.

a) is a new teacher at school.

b) plays in a rock group.

c) started working at school yesterday.

4. Tom ★★★.

a) liked Mr Thomson.

b) didn't like Mr Thomson.

c) cannot play guitar at all.

5. Amir ★★★.

a) thinks it is easy to learn to play the guitar.

b) thinks it is difficult to learn to play the guitar.

c) wants to learn to play the guitar.

2



1. Yusuf's granny is ★★★.

a) his oldest relative

b) his most favourite relative

c) living with him.

2. The granny is ★★★ years old.

a) 84

b) 83

c) 80

3. At school, she wanted ★★★.

a) to help doctors

b) to become a doctor

c) to meet doctors

4. Her family ★★★.

a) helped her

b) didn't help her

c) left her

5. She worked as a doctor for ★★★

years.

a) 45

b) 46

c) 40

3



- | | |
|---|--------------|
| 1. Mrs Harmer broke her leg in the forest. | False |
| 2. Mark went on a trip with his classmates. | False |
| 3. There was a river in the forest. | True |
| 4. Mark didn't see the stone. | True |
| 5. Mark's dad called for help. | False |
| 6. Aunt Kelly was also in the forest. | False |

4



- | | |
|--|--|
| 1. Sabina first met Matilda ★★★. | |
| a) last year | |
| b) 5 months ago | |
| c) 5 years ago | |
| 2. She found her ★★★. | |
| a) in the park | |
| b) in the street | |
| c) in a cafe | |
| 3. It was a ★★★ day. | |
| a) rainy | |
| b) cold | |
| c) hot | |
| 4. After ★★★, Matilda got well. | |
| a) a month | |
| b) a week | |
| c) a year | |
| 5. Matilda's favourite toy is her ★★★. | |
| a) toy fish | |
| b) ball | |
| c) teddy bear | |

5



1. At the beginning, teachers didn't know much about the programme, so they ★★★.
a) wanted to get more information about it.
b) didn't show any interest to join.
c) wanted to discuss it with parents.

2. Playing active games helps students ★★★.
a) sleep well.
b) spend more time with their classmates.
c) do well in their lessons.

3. Students spend a lot of time outside because they ★★★.
a) often have open air lessons.
b) have all their lessons outside.
c) like it very much.

4. It is a good idea to join this programme because it ★★★.
a) makes lessons more fun
b) changes teachers
c) makes everyone funny

6



1. Sevil lives in Canada.
2. People in Canada have a National Tree Day in September.
3. Sevil planted trees with her classmates.
4. They planted trees in the schoolyard.
5. Sevil called one of the trees "My Green Dream".

7



1. Last week Richard visited Gakh (Ilisu).
2. He stayed there for 5 days.
3. He went there with his family.
4. Most of all Richard liked the people.
5. There was a house with strange walls.
6. Richard knows Arabic, but he couldn't read the scripts.
7. Now he is going to show the scripts to scientists.

Small Summative 1 (UNIT 1)

Name: _____ Class: _____

Date: _____

1. Listen to the conversation and circle the correct options. You will hear the recording TWICE.

- | | |
|--|--|
| 1. Aida is in _____ now.
a) Baku
b) Shusha
c) London | 4. They had tea with _____.
a) a cake
b) sugar
c) pakhlava |
| 2. Aida is there with _____.
a) her friends
b) her family
c) her uncle | 5. Aida _____.
a) isn't enjoying her visit
b) is at home now
c) doesn't want to leave that city |
| 3. Yesterday they _____.
a) walked in the city
b) stayed in the hotel
c) decided to come back | |

(_____/20)

2. Read the text and complete the sentences.

Aytan was in England last summer. She studied English at a summer school for three weeks. Her classes were in the mornings. In the afternoons, she played tennis in the gym and walked in the park with her English friends. In the evenings, she often watched films and listened to music with her friends.

Aytan and her friends visited places of interest at weekends. Aytan didn't like the food at the school, but it was not a problem. There was a Turkish restaurant near the school and she often visited it.

She liked her classes very much. Her classmates were from different countries. Aytan enjoyed learning about their cultures. It was fun to be in England.

1. Aytan was in England for _____.
2. In the mornings, she _____.
3. In the afternoons, she was with _____.
4. She visited a Turkish restaurant because _____.
5. Aytan studied with students from _____.

(_____/20)

3. Read the sentences from 5 different conversations. Underline the correct options.

0. "Don't take my mobile phone! I don't like that!"

This person is proud/angry/scared.

1. 'Wow! Look at this present. It is very nice.'

This person is **sad/scared/surprised**.

2. My favourite teacher is not teaching me this year. I miss her very much.

This person is **proud/sad/excited**.

3. I am trying to do my Math homework, but I don't know how to do it.

This person is **excited/happy/confused**.

4. I don't want to watch this film. It is very frightening.

This person is **sad/scared/excited**.

5. My brother became a champion last week. I feel happy for him.

This person is **sad/proud/confused**. (____/15)

4. Complete the email with the Past Simple forms of the verbs in brackets.

Dear Shams,

Hope you are doing well.

It 0) **was** (be) my birthday yesterday. I 1) _____ (invite) my friends to my house. My mother 2) _____ (bake) a birthday cake. The party was really interesting. This time Charly 3) _____ (not/play) the guitar. Jack and Daniel 4) _____ (listen) to music. Write to me about your party. 5) _____ (you/celebrate) your birthday last week?

Best,

Daniella (____/15)

5. Complete the sentences with **and**, **but** or **because**.

0. I am excited, **but** my brother isn't.

1. I didn't buy those shoes _____ I didn't have any money.

2. We are studying today _____ it is Monday.

3. It was very cold _____ we decided to stay at home.

4. I like playing football, _____ I don't like playing tennis.

5. All my relatives are friendly _____ kind. (____/15)

6. Write 5-6 sentences about your last weekend.

(____/15)

This is the end of the test.

(____/100)

Small Summative 2 (UNIT 2)

Name: _____ Class: _____

Date: _____

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

1. Farid's grandfather is _____ years old.
2. At the age of 12, his grandfather worked on the _____.
3. He loved reading about _____.
4. After university, he became a _____.
5. At the moment, he is writing a book about _____.

(_____/20)

2. Read the text and answer the questions.

Sarah lived in a very small town. Many children in her town went to school, but Sarah didn't. Sarah's family was very poor. She made clothes, sold them in the streets and helped her family. Her clothes were nice. People in the town loved her clothes and called her Miss Nice.

One day a woman called Ms Razak bought one of Sarah's T-shirts .

Ms Razak was a designer. She asked Sarah, "Do you want to help me design clothes?"

Sarah answered, "Of course! It's my dream to become a designer."

Sarah started working with Ms Razak. They designed nice clothes and very soon opened a new clothes shop and named it "Miss Nice's shop".

People in the town like shopping at Miss Nice's shop. Sarah and Ms Razak's business is very successful. They are planning to open new shops in other cities.

1. Where did Sarah live?
_____.
2. Why didn't Sarah study?
_____.
3. How did people in the town call Sarah?
_____.

4. What was Sarah's dream?
_____.

5. What's Sarah and Ms Razak's plan?
_____.

(_____/20)

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

exams
prize

friends
abroad

hard
medicine

successful
represent

0. I want to study medicine after school.

1. He had a dream. He wanted to become _____ with the champion.

2. Many sportsmen _____ our country successfully all over the world.

3. John didn't study and failed all the _____.

4. Leyla works very _____ and she gets high grades.

5. I don't want to go _____. I want to live in my country. (____/15)

4. Complete the sentences with the Past Simple forms of the verbs in brackets.

0. My grandmother taught (teach) English at school.

1. It was hot, so I _____ (take) off my coat.

2. Saleh _____ (grow up) in Baku.

3. Yesterday I _____ (go) for a walk with my friends.

4. My brother _____ (win) a prize last week.

5. The great poet _____ (write) a lot of poems for children. (____/15)

5. Underline the correct options.

0. Ali was happy, but/because/and Amy was sad.

1. The weather was cold, so/but/because I put on warm clothes.

2. I took my umbrella because/and/so the weather was rainy.

3. Julia wanted to learn French, because/so/but she went to France.

4. My grandmother likes baking bread but/and/so cookies.

5. My friend is scared so/because/and he is watching a scary movie. (____/15)

6. Write 5-6 sentences about a successful person.

(____/15)

This is the end of the test.

(____/100)

Small Summative 3 (UNIT 3)

Name: _____ Class: _____

Date: _____

1. Listen to the questions and choose the correct answers. You will hear the recording TWICE.

- | | | |
|------------------------|-------------------------|--------------------|
| 1. a) There was a dog. | b) I listened to music. | c) It was Friday. |
| 2. a) My friend Bob | b) A small box | c) A big tree |
| 3. a) It was Monday. | b) It was summer. | c) It was great! |
| 4. a) Five or six | b) Big and brown | c) Small and black |
| 5. a) With my friends | b) At my friend's house | c) At 6 o'clock |

(____/20)

2. Read the text and answer the questions.

Murad's visit to London

Last week, I visited my friend Jack. He lives in London.

On the first day, we went to the British Museum after lunch. In the evening, we saw a film at the cinema. The film was great and I liked it very much.

The next day, it was very cold and rainy, so we wanted to stay at home. Jack's father decided to take us for the boat trip. We saw interesting places in London from the Thames River.

Next morning, Jack didn't feel well and stayed in bed. We couldn't go out for 5 days. We watched films, played computer games and listened to music all the time.

Unfortunately, it wasn't my best holiday.

1. Who did Murad visit last week? _____
2. Why did they want to stay at home on the second day?

3. Why did Jack stay in bed? _____
4. What did Murad and Jack do at home?

5. Why wasn't it Murad's best holiday?

(____/20)

3. Write questions for the underlined information.

0. He felt scared because the film was frightening.

Why did he feel scared?

1. Bob looked happy at the party. _____
2. They saw Leyla on TV. _____

3. Bob and Jack stayed in Azerbaijan for a year.

4. They went to the beach because the weather was hot.

5. My brother saw a lion in the forest.

(____/15)

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

was	barked	broke	called
looked	fell	rented	saved

0. I saw Jane. She was in pain after the accident.

1. The wolves attacked her and she _____ for help.

2. The dog _____ loudly and her friends ran away.

3. Her friend Bob _____ into the river.

4. Unfortunately, he _____ his arm.

5. An old man came and _____ her life.

(____/15)

5. Underline the correct options.

0. First/ Finally, I read the book. After that/ Suddenly, I gave it to my friend.

1. Luckily/Unluckily, I didn't have any money in my bag.

2. We walked for hours and finally/ suddenly, we got home.

3. First/ After that, we rented a house and suddenly/ after that, we had a big party.

4. Fortunately/ Unfortunately, I could take the monkey's photo.

(____/15)

6. Answer the questions.

1. When did you last meet with your friends?

2. Where did you go?

3. What did you do?

4. How did you feel?

5. How was your day?

(____/15)

This is the end of the test.

(____/100)

Big Summative 1 (UNITS 1, 2, 3)

Name: _____ Class: _____

Date: _____

1. Listen and underline the correct options. You will hear the recording TWICE.

1. Tom started learning the *Azerbaijani/Russian* language.
2. Tom *liked/didn't like* the first lesson.
3. His teacher is *Mr Ahmadov/Mrs Aliyeva*.
4. Shams *knows/doesn't know* Tom's teacher.
5. After the first lesson, Tom knows *15/50* Azerbaijani words. (____/20)

2. Read the text and complete the sentences.

Last weekend was great. On Sunday, I went on a field trip to the Botanical Garden with my classmates. Our Biology teacher, Mrs Mammadova, planned the trip for us two months ago. Unfortunately, she didn't feel well, so she couldn't go with us. We asked our Maths teacher, Mr Wall, to take us there. Luckily, he agreed. The garden was very beautiful with a lot of flowers, trees and plants. We learned a lot about them. In the afternoon, we got hungry and had our lunch there. After lunch, we played Hide and Seek. My classmate Elnur climbed up a big tree and he couldn't come down from the tree. He was scared. Luckily, Mr Wall was there and he helped Elnur. We got very tired at the end of the trip. Some children slept on the bus. I took their photos and showed them later. We had a lot of fun together.

1. The classmates went to the Botanical Garden on _____.
 2. They went there with their _____ teacher.
 3. They learned about different _____.
 4. Elnur couldn't come down from the tree, so he felt _____.
 5. Some of the classmates were tired and they _____.
- (____/20)

3. Complete the sentences with the Past Simple forms of the verbs in brackets.

0. I wanted (want) to buy a new school bag.
1. Amir _____ (see) a monkey on the boat.
2. My brother _____ (play) football with his friends yesterday.
3. We _____ (not/ watch) TV last night.
4. My uncle _____ (visit) the USA last year.
5. I _____ (not/feel) excited because it wasn't my first trip. (____/15)

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

proud
pain

award
confused

abroad
grew up

life
scared

0. I am from Azerbaijan and I am proud of my country.
1. She was in _____ because she had a car accident.
2. Inara was born in Guba but _____ in Baku.
3. I didn't know what to do. I was _____.
4. The noise was frightening and the children felt _____.
5. My friend is my hero. He saved my _____ twice.

(____/15)

5. Write questions for the underlined information.

0. He bought five notebooks yesterday.
How many notebooks did he buy yesterday?
1. Osman got high grades because he studied hard.

2. My friend grew up in Turkey.

3. Julia read 5 books last week.

4. I saw Mr Harmer in the garden.

5. He had his first guitar class last week.

(____/15)

6. Write 5-6 sentences about what you did yesterday.

(____/15)

This is the end of the test.

(____/100)

Small Summative 4 (UNIT 4)

Name: _____ Class: _____

Date: _____

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

1. Riad's budgie is _____.
2. Riad's birthday was on July _____.
3. Riad's classmates bought _____ and white rabbits for him.
4. The rabbits didn't eat the _____.
5. Riad goes to the park with his rabbits every _____. (_____/20)

2. Read the passages and write the names of the animals. You can write each animal's name more than once.

My pet's name is **Duke**. It is a very loyal animal. Each day he waits for me in the yard. I come home and we play together for some time. He loves playing very much. He also loves watching TV with me. It is not just a dog. He is a real friend to me. Sometimes my friends visit me. On such days, he is very silent and usually plays with his ball.



I have 2 pets. **Lemon and Orange**. Lemon is a cat. He always wants to eat and then sleep on the sofa. Orange is a very active and playful parrot. She sings songs all day long. She can also say some words. She always repeats the phrase – lazy Lemon, lazy Lemon. My friend Emma taught her this phrase. Orange likes my friends very much and plays with them with great pleasure. But Lemon doesn't like playing with my friends.



I have an unusual pet, an alpaca. I call him **Gentleman**. He is very big and funny. He was my uncle's pet. 3 months ago my uncle went to Italy and gave his alpaca to me. I was very happy because I always wanted to have an unusual pet. First, he didn't like me, but now we are good friends. I often take him for a walk. Gentleman is very friendly and people love him very much. People come and take photos with him. I taught him to smile for photos.

1. This pet isn't very friendly. _____
2. This pet loves spending time with his/her owner's friends. _____
3. This pet learned something from his/her owner's friends. _____
4. This pet had different feelings to his/her owner at the beginning. _____
5. This pet loves spending time with his/her owner. _____ (_____/20)

3. Write the comparative degrees of the given words.

- | | |
|-------------------------|------------------|
| 0. tall – <u>taller</u> | 3. easy – _____ |
| 1. bad – _____ | 4. many – _____ |
| 2. colourful – _____ | 5. small – _____ |

(____/15)

4. Complete the sentences with the correct degree of adjectives.

0. My cat Milo sleeps a lot. She is the laziest (lazy) cat in the world!
1. My bike is _____ (big) in the yard.
2. The red parrot is _____ (noisy) than the yellow parrot.
3. These flowers are as _____ (beautiful) as the flowers in my garden.
4. Aydan is _____ (tall) in the classroom.
5. My cat is as _____ (playful) as my dog.

(____/15)

5. Underline the correct options.

0. My uncle's dog Huffy was loyal/messy. She never left him.
1. Look at the picture of this dog. He saved a little boy's life. He is a very **brave/loyal** dog.
2. My turtle is very **lazy/playful**. She sleeps all day long.
3. This budgie sings songs everyday. She is very **noisy/lazy**.
4. My dog can dance. It is a **trained/loyal** dog.
5. My alpaca is very **messy/colourful**. He always plays in the mud.

(____/15)

6. Write about a person with a pet. Use *and*, *but*, *then*, or *because* to connect sentences. (40-50 words)

(____/15)

This is the end of the test.

(____/100)

Small Summative 5 (UNIT 5)

Name: _____ Class: _____

Date: _____

1. Listen and match the speakers to the sentences. One sentence is extra.

Speaker 1 ____	a) This person can't do favourite sport because he/she has a problem.
Speaker 2 ____	b) This person is ill.
Speaker 3 ____	c) Good sleep is very important for this person.
Speaker 4 ____	d) This person eats healthy food.
Speaker 5 ____	e) This person has an active lifestyle.
	f) This person wants to visit a doctor.

(____/20)

2. Read the text and complete the sentences with the words from the text. Use no more than 3 words.

There are different ways to be healthy, but some rules are true for everyone.

A good start in the morning is the first important thing. Always start your day with a healthy breakfast. It gives your body the energy. Don't eat too much bread for breakfast. Eggs, cheese, tomatoes and cucumbers are good choices for breakfast. You can also drink fresh fruit juice.

Choose healthy food for other meals as well. Eat slowly and enjoy every minute of your meal. Fast food isn't good for your health. You can try it, but never eat much. Don't forget to drink a lot of water during the day.

Move more. You can go outside and walk after each meal. Don't forget to be active in the home as well. You can do some exercise or do housework. Also, do your favourite activities during the day. Listen to music or draw a picture or just read your favourite book. These activities help your brain be more active.

Good sleep is as important as healthy food and an active lifestyle. You should sleep 8 hours a day. It helps you feel good in the morning.

1. Some rules for a healthy lifestyle are _____ for all people.
2. It is not good to have _____ for breakfast.
3. Be _____ at home as well.
4. Music is good to make your brain _____.
5. _____ helps you feel better in the morning.

(____/20)

3. Complete the gaps with *should* or *shouldn't*.

0. You *shouldn't* eat fast food. It is bad for your health.

1. Malik _____ sleep late because he cannot get up in the mornings.
2. You _____ visit a doctor today. You have a very bad cough.

3. Nalan _____ eat ice-cream. She has a temperature.

4. Jack _____ be more active during the day. He is not as fit as Tom.

5. He _____ lift this box. He has a backache.

(____/15)

4. Underline the right word.

0. I have a cough/cold.

1. Amy cannot take *this medicine/the temperature*. It is very big.

2. *What/How* is wrong with him?

3. I have the *flu/sick*.

4. I have a sore *throat/ache*. I should visit a doctor.

5. This child is very *active/inactive*. He cannot stay in one place.

(____/15)

5. Complete the sentences with *everywhere*, *anywhere*, *anybody*, *everybody* or *something*.

0. She goes everywhere by bike. It helps her be fit.

1. Emily wanted to buy an orange camera, but she couldn't find it _____.

2. In spring, in the parks, you can see beautiful flowers _____.

3. _____ can win a prize. You just need to work hard.

4. I am very hungry. Give me _____ delicious to eat, please.

5. Doctor Garcia entered the room but he couldn't find _____ there.

6. Write an email to your friend. (40-50 words)

You joined a healthy lifestyle programme. Tell him/her about the programme.

- the things you should/shouldn't do
- the food you should/shouldn't eat

(____/15)

This is the end of the test.

(____/100)

Small Summative 6 (UNIT 6)

Name: _____ Class: _____

Date: _____

1. Listen to the information and circle the correct options. You will hear the recording TWICE.

- | | |
|--|---|
| 1. People celebrated Earth Day for the first time in _____.
a) 1979
b) 1970
c) 1917 | 4. More than _____ people celebrate Earth Day in the world every year.
a) One million
b) One thousand
c) One billion |
| 2. People in Ethiopia planted more than 350 million trees in just _____ hours.
a) 12
b) 20
c) 2 | 5. People in more than _____ countries don't use plastic bags.
a) 3
b) 13
c) 30 |
| 3. In 2012, more than 100, 000 people _____ bicycles in China.
a) bought
b) rode
c) sold | |

(_____/20)

2. Read the email and complete the sentences.

Dear Nur,

Hope you are doing well.

Today is April 22 and people in many countries all over the world are celebrating Earth Day. We are also celebrating this special day in the United States. On this day, many people in my country don't use cars. They ride bicycles or walk to work because they want to have clean air. You know cars make the air dirty. We also turn off the lights at home because we don't need them much. We do it to help our nice planet. This morning, I met my friends. We wanted to do something to save our planet. We decided to plant some trees in our schoolyard. We are planning to plant about 20 trees today. We are also planning to clean the beach. You know sometimes people leave bottles there. I think they should stop doing it. Are you also celebrating Earth Day in your country?

Please write back to me.

Best,

Samantha

1. People in many countries celebrate Earth Day on _____.
2. People don't drive cars because they _____.
3. Samantha and her friends want to plant trees in _____.

4. They also want to _____.

5. Samantha doesn't want people to _____. (____/20)

3. Underline the correct options.

0. I don't need any help. I can do it myself/me/my.

1. We walked for hours and then, we decided to give ourself/ourselves/our a short break.

2. I see him/his/himself after classes every day.

3. I prepared lunch by me/I/myself. It is delicious.

4. Samra is 3 years old and she can dress she/herself/her.

5. My brother painted the house him/his/himself. No one helped him. (____/15)

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

danger	plant	cut down	hunt
take care of	throw	book	turn off

0. The Earth is in danger. We should help it.

1. Do not _____ plastic bags to the seas. Fish eat them and die.

2. We need to _____ the forests because they give us clean air.

3. They _____ trees and make chairs and tables.

4. I want to _____ some trees and plants in my garden on Earth Day.

5. Please go back to the kitchen and _____ the tap. We need to save water.

5. Read the sentences. Are they facts or opinions? Underline the correct options. (____/15)

0. We should celebrate Earth Day in our country. Fact/Opinion

1. My friend's name is Aynur. Fact/Opinion

2. People should stop using plastic bags. Fact/Opinion

3. Baku is the capital of Azerbaijan. Fact/Opinion

4. There are 20 students in my class. Fact/Opinion

5. Pandas are the funniest animals. Fact/Opinion

6. Choose one of the topics and write your opinion. (40-50 words)

My country

Plastic bags

School uniforms

(____/15)

This is the end of the test.

(____/100)

Small Summative 7 (UNIT 7)

Name: _____ Class: _____

Date: _____

1. Listen to Alex and underline the correct options. You will hear the recording TWICE.

1. Alex visited Canada with his *friends/family*.
2. They stayed at the Ice Hotel for *one day/one week*.
3. For dinner, they ate *soup/salad*.
4. They watched a film about a *winter/summer* holiday.
5. They *liked/didn't like* staying in that hotel.

(____/20)

2. Read about Nancy's dream place and answer the questions.

I have a dream to hike Rainbow mountain in Peru. It's not a usual mountain. You can find different colours on it: pink, white, red, green, brown, yellow. The mountain is 5,200 metres tall and it is very difficult to climb it. So, some tourists prefer to rent horses. Tourists can get to the top of the mountain after long hikes. They say the view is fantastic from the top. Tourists love taking photos there.

1. Where is Rainbow mountain?

2. Why is this mountain unusual?

3. How tall is Rainbow mountain?

4. Why do some visitors rent horses?

5. What do visitors like doing on the top of the mountain?

(____/20)

3. Read about Nancy's dream place and answer the questions.

0. You have a plan to do your homework.
Your friend: Do you have any plans for this afternoon?
You: Yes, I *'m going to do* (do) my homework.
1. You see a child in the street and she is crying.
The child: I want to go home.
You: Don't worry. I _____ (take) you home.
2. Your friend wants to change her class.
Your friend: I have a plan.
You: Yes, I know. You _____ (change) your class.
3. Your grandfather is ill and you want to visit him.
Your friend: Do you have any plans for this afternoon?
You: Yes. I _____ (visit) my grandfather.

4. Your friend found a bag in the street yesterday.
Your friend: I don't know what to do with this bag.
You: Don't worry. I _____ (take) it to the police station.
5. Your friend wants to prepare soup, but she doesn't know how to do it well.
Your friend: Well, I don't know what to do first.
You: Don't worry. I _____ (help) you. (____/15)

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

hotels	suitcase	taxi	airport
took off	landed	plane	passport

0. We were late for the first lesson, so we decided to take a taxi.
1. Now people book _____ online. They don't need to go anywhere.
2. We got up early in the morning because we didn't want to miss the _____.
3. I arrived at the _____ and saw my family there. They were there to say goodbye to me.
4. I need to go home and pack my _____.
5. The plane _____ in Baku 5 minutes ago. I am happy to be back. (____/15)

5. Complete the sentences with the connecting words: *and, but, because, so, or*.

0. I'd like to relax, but I can't. I am very busy these days.
1. I didn't sleep well last night, _____ I feel very tired now.
2. I don't understand French _____ German.
3. I didn't like the hotel _____ the food there was not good.
4. Yesterday, I passed my Math exam _____ now I am preparing for the next exams.
5. My friends love holidays in cold countries, _____ I love holidays in hot countries. (____/15)

6. Write 5-6 sentences about your plans for the next year.

(____/15)

This is the end of the test.

(____/100)

Big Summative 2 (UNITS 4, 5, 6, 7)**Variant A**

Name: _____ Class: _____

Date: _____

1. Listen and complete the sentences with one word from the listening.

1. Yusif hasn't got a _____.
2. Yusif 's mom wants to find the _____.
3. Aydan used the thermometer _____.
4. She put the thermometer in the _____.
5. Yusif's mom gave _____ to him.

(_____/20)**2. Read the text and write the names of the teams for each statement. There is one extra statement.*****Amy, 15 years old***

I am planning to join the Green Team. The team plants trees at different places each year. They planted 30 trees at our school yard last month. The students helped them to clean the area and plant trees. Some students recorded a video and shared it on their blogs.

Togrul, 14 years old

I am a team leader of My Clean City Team. We go to different places and clean the areas from the litter.

Last week, we cleaned plastic bags from the trees in one of the biggest parks in the city. There were a lot of small trees. Green Team members planted those trees last year. This week we are planning to go to Bilgah beach.

Katrin, 12 years old

I'm a member of the Save the Earth Team. This team plans a new activity each week. Last week they went to the beach and showed the people a video about dirty and clean beaches. They record the videos themselves.

This week, they are planning to go to the supermarkets and show the people new ways of packaging fruit and vegetables. The team is also planning to show a video about plastic bags because people throw them on the streets.

1. These team members do different things every week. _____
2. These team members plant trees. _____
3. These team members clean the litter from different places. _____
4. These team members are going to clean the beach. _____
5. These team members record videos and show them to people. _____
6. These team members clean the schools. _____

(_____/20)

3. Complete the gaps with *will* or *be going to*.

0. A: Do you have any plans for this afternoon?

B: Yes, I'm going to meet (meet) my uncle.

1. A: Why does she want to learn German?

B: She _____ (study) in Germany next year.

2. A: We need more people to help us in this project.

B: I think a lot of students _____ (join) us.

3. A: I cannot plant trees.

B: Don't worry. I _____ (help) you.

4. A: Did you talk to Emin yesterday?

B: Oh, no! I _____ (call) him now.

5. A: Why are you buying a lot of fruit?

B: I _____ (make) fruit salad.

(____/15)

4. Complete the sentences with the right word from the box. There are 2 extra words.

book the flight

throw litter

turn off the tap

pack the suitcase

cut down trees

get on the plane

save the planet

miss the plane

0. We shouldn't **cut down trees**. They give us oxygen.

1. I am planning to _____ for June 5. The tickets are very expensive.

2. Hurry up! I don't want to _____.

3. Don't _____ on the streets. You should keep your street clean.

4. You don't need to wash it twice. _____, please.

5. I don't want to _____. I am not going to take anything with me.

(____/15)

5. Underline the right word.

0. I/My sister is a doctor. She works in the hospital.

1. I don't like hamburgers **and/or** chips. I want fruit salad.

2. Today you worked a lot. Give **ourselves/yourself** a break.

3. Don't be cruel to animals. **They/Them** need your love.

4. It is a very heavy suitcase. You cannot lift it by **you/yourself**.

5. **Everybody/Somebody** can be successful. Never stop trying.

(____/15)

6. Write 5-6 sentences about saving the planet.

- what things people should and shouldn't do to save the planet.
- what things you can do by yourself to save the planet.

(____/15)

This is the end of the test.

(____/100)

ANSWERS FOR THE SUMMATIVES

Small Summative 1 (UNIT 1)

Task 1

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

Task 2

1. 3 weeks
2. studied
3. her friends
4. she didn't like the food at the school
5. different countries

Task 3

1. surprised 2. sad 3. confused 4. scared 5. proud

Task 4

- | | |
|----------------|----------------------|
| 1. invited | 4. listened |
| 2. baked | 5. Did you celebrate |
| 3. didn't play | |

Task 5

1. because 2. because 3. and 4. but 5. and

Task 6

Answers will vary.

Small Summative 2 (UNIT 2)

Task 1

1. 78
2. farm
3. history (the history of Azerbaijan)
4. a (history) teacher
5. Garabagh War 2/ the victory

Task 2

1. in a small town
2. (because) her family was very poor
3. Miss Nice
4. to become a designer
5. to open new shops in other cities

Task 3

1. friends
2. represent
3. exams
4. hard
5. abroad

Task 4

1. took
2. grew up
3. went
4. won
5. wrote

Task 5

1. so
2. because
3. so
4. and
5. because

Task 6

Answers will vary.

Small Summative 3 (UNIT 3)

Task 1

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

Task 2

1. (his friend) Jack
2. It was cold and rainy.
3. (because) he didn't feel well.
4. watched films, played computer games and listened to music
5. He didn't like it because he couldn't go out for 5 days.

Task 3

1. Who looked happy at the party?
2. Who did they see on TV?
3. Where did Bob and Jack stay for a year?
4. Why did they go to the beach?
5. What did my brother see in the forest?

Task 4

1. called 2. barked 3. fell 4. broke 5. saved

Task 5

1. Unluckily 3. First/after that
2. finally 4. Fortunately

Task 6

Answers will vary.

Big Summative 1 (UNIT 1, 2, 3)

Task 1

1. Azerbaijani 4. doesn't know
2. liked 5. 15
3. Mrs Aliyeva

Task 2

1. Sunday 4. scared
2. maths 5. slept on the bus
3. flowers, trees and plants

Task 3

1. saw 4. visited
2. played 5. didn't feel
3. didn't watch

Task 4

1. pain 4. scared
2. grew up 5. life
3. confused

Task 5

1. Why did Osman get high grades?
2. Where did my friend grow up?
3. Who read 5 books last week?
4. Who did I see in the garden?
5. When did he have his first guitar class?

Task 6

Answers will vary.

Small Summative 4 (UNIT 4)

Task 1

- | | | | | |
|----------|-------------|--------------|---------|-----------|
| 1. funny | 2. 15/ 15th | 3. gray/grey | 4. cake | 5. Friday |
|----------|-------------|--------------|---------|-----------|

Task 2

- | | | | | |
|----------|-----------|-----------|--------------|---------|
| 1. Lemon | 2. Orange | 3. Orange | 4. Gentleman | 5. Duke |
|----------|-----------|-----------|--------------|---------|

Task 3

- | | | |
|-------------------|-----------|------------|
| 1. worse | 3. easier | 5. smaller |
| 2. more colourful | 4. more | |

Task 4

- | | |
|--------------------|------------------|
| 1. the biggest | 4. the tallest |
| 2. noisier | 5. as playful as |
| 3. as beautiful as | |

Task 5

- | | | |
|----------|------------|----------|
| 1. brave | 3. noisy | 5. messy |
| 2. lazy | 4. trained | |

Task 6

Answers will vary.

Small Summative 5 (UNIT 5)

Task 1

Speaker 1 – d	Speaker 4 – b
Speaker 2 – e	Speaker 5 – c
Speaker 3 – a	

Task 2

- | | | |
|-------------------|------------------|---------------|
| 1. true | 3. active | 5. good sleep |
| 2. too much bread | 4. (more) active | |

Task 3

- | | | | | |
|--------------|-----------|--------------|-----------|--------------|
| 1. shouldn't | 2. should | 3. shouldn't | 4. should | 5. shouldn't |
|--------------|-----------|--------------|-----------|--------------|

Task 4

- | | | |
|------------------|-----------|-----------|
| 1. this medicine | 3. flu | 5. active |
| 2. What | 4. throat | |

Task 5

1. anywhere 2. everywhere 3. Everybody 4. something 5. anybody

Task 6

Answers will vary.

Small Summative 6 (UNIT 6)

Task 1

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

Task 2

- | | |
|--------------------------------------|-------------------------------|
| 1. April 22 | 4. clean the beach |
| 2. make the air dirty | 5. leave bottles in the beach |
| 3. (their) schoolyard/the schoolyard | |

Task 3

1. ourselves 2. him 3. myself 4. herself 5. himself

Task 4

1. throw 2. take care of 3. cut down 4. plant 5. turn off

Task 5

1. Fact 2. Opinion 3. Fact 4. Fact 5. Opinion

Task 6

Answers will vary.

Small Summative 7 (UNIT 7)

Task 1

1. family 2. one day 3. soup 4. summer 5. liked

Task 2

- | | |
|---|--|
| 1. In Peru | 3. 5,200 metres tall |
| 2. It has different colours on it./It is colourful. | 4. It's difficult to climb the mountain. |
| | 5. Taking photos |

Task 3

- | | | |
|------------------------|----------------------|--------------|
| 1. will take | 3. am going to visit | 5. will help |
| 2. are going to change | 4. will take | |

Task 4

- | | | | | |
|-----------|----------|------------|-------------|-----------|
| 1. hotels | 2. plane | 3. airport | 4. suitcase | 5. landed |
|-----------|----------|------------|-------------|-----------|

Task 5

- | | | | | |
|-------|-------|------------|--------|--------|
| 1. so | 2. or | 3. because | 4. and | 5. but |
|-------|-------|------------|--------|--------|

Task 6

Answers will vary.

Big Summative 2 (UNIT 4, 5, 6, 7)**Task 1**

- | | | |
|----------------|--------------|-------------|
| 1. stomachache | 3. yesterday | 5. medicine |
| 2. thermometer | 4. wardrobe | |

Task 2

- | | |
|------------------------|------------------------|
| 1. Save the Earth Team | 4. My Clean City Team |
| 2. Green Team | 5. Save the Earth Team |
| 3. My Clean City Team | 6. Extra statement |

Task 3

- | | | |
|----------------------|--------------|---------------------|
| 1. is going to study | 3. will help | 5. am going to make |
| 2. will join | 4. will call | |

Task 4

- | | | |
|--------------------|---------------------|----------------------|
| 1. book the flight | 3. throw litter | 5. pack the suitcase |
| 2. miss the plane | 4. turn off the tap | |

Task 5

- | | |
|-------------|--------------|
| 1. or | 4. yourself |
| 2. yourself | 5. Everybody |
| 3. They | |

Task 6

Answers will vary.

THE TRACKS OF THE SUMMATIVES

Track 1: Page 132

- Alex:** Hi, Aida! Greetings from London. Where are you? Are you in Baku?
- Aida:** Hi, Alex! I am not in Baku. I am in Shusha.
- Alex:** That's great! When did you go there?
- Aida:** Yesterday morning. It was my dream to see Shusha.
- Alex:** Are you there with your friends?
- Aida:** No, I'm not. I am here with my parents. My uncle is also planning to join us soon.
- Alex:** What did you do there yesterday? Did you have a good time?
- Aida:** Yesterday morning, I walked in the city with my family. They were happy to be back to Shusha after many years.
- Alex:** What else did you do?
- Aida:** We were also in Jidir Duzu. It has an amazing view! There we enjoyed drinking tea with pakhlava. Today is my second day here and I don't want to go back home. I asked my parents to stay here longer.

Track 2: Page 134

I want to tell you about my grandfather. He is 78 years old. At the age of 12, he worked on a farm after his classes and helped his family. At nights, he didn't sleep much. He read books. He had a lot of books, but his favourite books were about the history of Azerbaijan. After school, he studied at university and after four years, he became a History teacher. He worked at school for 42 years. Now he isn't working. He is writing a book about Garabagh War II. He says it was his dream to write a book about our victory.

Track 3: Page 136

1. What did you do yesterday?
2. Who did you see in the park?
3. How was the party?
4. How many monkeys did you see?
5. When did the party start?

Track 4: Page 138

- Shams:** Hi, Tom! Did you have your first Azerbaijani lesson yesterday?
- Tom:** Hi, Shams. Yes, I did.
- Shams:** Did you like it?
- Tom:** I think it was great.
- Shams:** Did Mr Ahmadov teach you?
- Tom:** No, he didn't. Mrs Aliyeva is my teacher.
- Shams:** Is she new at our school? I don't know her.
- Tom:** Yes, she is new. She started working at our school a week ago.
- Tom:** I think she is a great teacher. I learned about 15 words in Azerbaijani just at the first lesson.
- Shams:** That's good.

Track 5: Page 140

Riad is my classmate. He loves animals very much. He has a lot of fish and a budgie at his home. His budgie is very funny. He also wanted to buy a white rabbit. It was his birthday on July 15. Our classmates wanted to buy him a present. We didn't know what to buy at first. Then we decided to buy a rabbit as a birthday present. We bought 2 rabbits, gray and white. They were very small and cute. Riad liked our present very much.

At his birthday party, all the children played with the rabbits. First, they were very afraid. Then they also enjoyed playing with the children. Anar gave them cake, but they didn't want to eat. It was very funny.

Now rabbits are bigger and more beautiful. Riad takes them to the park on Fridays. They love playing on the grass very much.

Track 6: Page 142

- Speaker 1:** I don't eat any fast food. Every day I eat fresh fruit and vegetables.
- Speaker 2:** I go to the swimming pool three times a week. I also go walking in the evenings.
- Speaker 3:** I cannot play football these days because I broke my leg 2 weeks ago.
- Speaker 4:** I have a sore throat. I cannot eat anything.
- Speaker 5:** Everyday, I go to bed at 11 o'clock and get up at 7 in the morning. This is the secret of my healthy lifestyle.

Track 7: Page 144

The first Earth Day was in 1970.

Ethiopia broke the world record for the most trees planted in a day. People in Ethiopia planted more than 350 million trees in just 12 hours.

On Earth Day 2012, more than 100,000 people rode bikes in China.

More than 1 billion people celebrate Earth Day around the world every year. In more than 30 countries, people don't use plastic bags.

Track 8: Page 146

Last January, I travelled to Canada with my family. We visited the Ice Hotel. We stayed there for a day. The hotel was very cold because it's made of ice and snow. For dinner, we had hot soup and felt warmer. After dinner, we watched a film about one family's summer holiday fun in hot places. It was really fun to be in a cold hotel and watch that film. We all loved staying in that unusual hotel.

Track 9: Page 148

Yusif: Mom, I feel very ill.

Mom: What is the matter with you, Yusif?

Yusif: I am hungry but I cannot eat anything.

Mom: Why? Do you have a stomachache?

Yusif: No, I cannot eat because I have a sore throat.

Mom: Oh, dear. Let me take your temperature. (Some seconds later.)

Mom: Yusif, I can't find the thermometer.

Yusif: Mom, look at Aydan's room. Yesterday she took her temperature and put it in the wardrobe.

Mom: Ok! You are right. It is here. (Some minutes later.)

Yusif: Mom it shows 39.

Mom: Don't worry. Take this medicine and I am calling Dr Fuad.

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Buraxılış məlumatı

İNGİLİS DİLİ 6

Ümumi təhsil müəssisələrinin 6-cı sinifləri üçün

İngilis dili (əsas xarici dil) fənni üzrə dərsliyin (qrif nömrəsi: 2021-043)

METODİK VƏSAİTİ

Tərtibçi heyət:

Müəlliflər: **Könül Heydərova**
Günay Qurbanova
Sevinc Məmmədova

İxtisas redaktoru **İradə Vahabova**

Buraxılışa məsul	Rafiq Kazimov
Dizayner və səhifələyici	Aytən Alışova
Üz qabığının dizayneri	Nurlan Nəhmətov
Texniki redaktor	Sevinc Yusifova
Baş redaktor	Samirə Bəktaş
Texniki direktor	Xəqani Fərzəliyev
Nəşriyyat direktoru	Sevil İsmayılova

Rəqəmsal mobil texnologiyaların (animasiyalar, multimedia və QR kodlar) dərslik və metodik vəsaitlərdə istifadəsinin ideya müəllifi **Rafiq Kazimov**

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Kəsindən sonra ölçüsü: 195x275. Səhifə sayı 160.

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(Bakı, AZ1143, Hüseyn Cavid pr., 111)

Çap məhsulunu istehsal edən:
“Radius MMC” mətbəəsi
(Bakı şəhəri, Binəqədi şossesi, 53)

Pulsuz