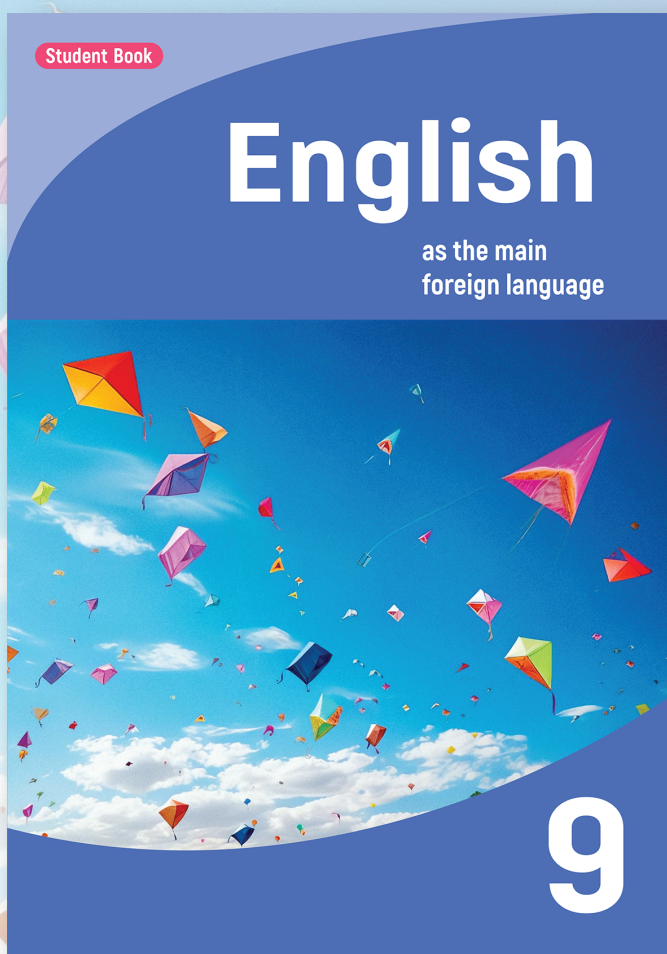


Teacher book

English

as the main
foreign language



9

Konul Heydarova
Gunay Gurbanova
Sevinj Mammadova

English

Teacher Book

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

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From Authors

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

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

We wish you and your students much success!

Sincerely, authors

Content Standards

The student at the end of IX grade:

- talks about the content of the text he/she reads and listens to
- expresses his/her opinion on the content of the text he/she reads in oral and written formsz
- joins discussions and explains his/her ideas
- expresses his/her ideas in different forms using different constructions
- reads and writes sentences with different constructions correctly
- writes a biography and application

Core standards and sub-standards on content lines

1. Listening

The student is able to:

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

1.1.1. state his/her opinion on the idea expressed in instructions;

1.1.2. explain the content of the text he/she listens to.

2. Speaking

The student is able to:

2.1. demonstrate oral speech knowledge and skills

2.1.1. express his/her ideas using different sentence structures;

2.1.2. conduct discussions on different topics (nature, society, family, school);

2.1.3. explain his/her opinions by making comparisons.

3. Reading

The student is able to:

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

3.1.1. explain the grammatical and semantic features of words and expressions;

3.1.2. read the sentences with different constructions in the text correctly;

3.1.3. retell the text he/she reads in a logical order;

3.1.4. state his/her opinion on the content of the text he/she reads.

4. Writing

The student is able to:

4.1. demonstrate accurate writing skills

4.1.1. express his/her ideas in different forms (composition, essay, story);

4.1.2. state his/her opinion on the facts and events in written form;

4.1.3. write sentences with different constructions correctly;

4.1.4. write an application and biography.

UNIT 1

MY LANGUAGE - MY IDENTITY!

Topic: My language - my identity!

Hours: 21

Skills: Reading, Listening, Speaking, Writing

Grammar: Articles; Specific nouns

Vocabulary: Words and phrases related to the topic

Focus on the topic

Have students work in small groups to describe the photos and discuss the provided questions. As they engage in discussions, monitor and assist if needed. Once the group discussions are complete, randomly select students to share the key points from their group conversations.

- How important is it to speak your mother tongue in these situations?
- In which situation is it OK to speak other languages?



at home



at school



with friends



in a foreign country

VOCABULARY

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

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

Standards: 1.1.1. 3.1.1. 3.1.3.

1. Tell students that they are going to read the forum answers and answer the question as they read. Once students finish reading, have them pair up to compare their answers with their partners. Check the answers and if necessary, provide further explanation.

Answer:

- c) Why is it important for you to speak your mother tongue?

2. Have students read the text again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word. Set a time limit for students to complete the matching task individually. Once students have finished, ask them to compare their answers with a partner, discussing any discrepancies and coming to a consensus on the correct definitions. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. If time allows, you can extend the activity by having students use the boldfaced words in sentences.

1. connected (adj.)

- a) feeling that you have nothing to do with people or things around
- b) feeling that you understand, like and are interested in someone or something

2. relationship (n.)

- a) the way in which two or more people feel and behave towards each other
- b) the way how people act in a difficult situation

3. confidence (n.)

- a) feeling uncertain about yourself and giving up
- b) feeling sure of yourself and believing you can do things well

4. roots (n.)

- a) origin
- b) future

5. a sense of belonging (phr.)

- a) feeling like you are from a different group or place
- b) feeling like you are part of a group or place

6. fluent (adj.)

- a) When a person is fluent, he/she can speak a language well and quickly.
- b) When a person is fluent, he/she cannot speak a language at all.

7. recognise (v.)

- a) not know someone or something because you haven't seen or heard him or her or experienced it before
- b) know someone or something because you have seen or heard him or her or experienced it before

8. essential (adj.)

- a) necessary or needed
- b) unimportant

Track 1

1. **connected** – feeling that you understand, like and are interested in someone or something
2. **relationship** – the way in which two or more people feel and behave towards each other
3. **confidence** – feeling sure of yourself and believing you can do things well
4. **roots** – origin
5. **a sense of belonging** – feeling like you are part of a group or place
6. **fluent** – When a person is fluent, he/she can speak a language well and quickly.
7. **recognise** – know someone or something because you have seen or heard him or her or experienced it before
8. **essential** – necessary or needed

3. Ask students to complete the sentences with the words from Task 2.

Answers:

1. My dog and I have a special **relationship**; he's always happy to see me when I come home.
2. I could **recognise** my friend even with her new glasses; her smile is always the same.
3. Eating fruits and vegetables is **essential** for staying healthy.
4. At the family picnic, everyone felt **connected** because of the warm family atmosphere.
5. After I practised riding my bike every day, I gained **confidence**.
6. Sally is **fluent** in Spanish; she can have conversations with her Spanish friends.
7. Understanding your cultural **roots** means knowing about the history of your family.

READING

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

- develop their reading, skills for gist and detailed information by reading the article about the importance of knowing the mother tongue;
- express their opinions on the importance of knowing the mother tongue.

Standards: 2.1.1. 2.1.2. 3.1.2. 3.1.4.

1. Read the quotation aloud to the class.

“Not to know a mother tongue, not to value it, certainly is a great fault before the nation.”

*Heydar Aliyev, the national leader
of the Azerbaijani people*

You may need to teach the words *value* and *fault*.

Possible blocking words

value (v.) /'væl.ju:/ - to consider something important

fault (n.) /fɔ:lt/ - a lack of something that is necessary

Then, ask the question, "What do you think the great leader meant?" Encourage students to share their thoughts and ideas, and facilitate the discussion by encouraging them to expand on their answers.

2. Instruct students to read the article and answer the question. When they are ready, pair them up to compare their answers. Then discuss the answer as a class.

Answer:

b) Knowing your mother tongue is important.

3. Have students read the article again and identify the benefits of knowing their native language as mentioned by the author. Set a time limit for students to complete this task. Once the time is up, have students pair up and compare their answers. After the pair discussions, provide whole-class feedback and summarize the key points.

Answer:

1. Children who are good at their mother tongue are likely to learn and think faster. ✓
2. Knowing one's mother tongue helps people keep their cultural heritage alive. ✓
3. Being knowledgeable in the mother tongue helps them feel connected to their cultural community. ✓
4. Being fluent in the mother tongue helps to have effective communication with older family members who may not be good at other languages. ✗
5. Studying in one's mother tongue helps to have better academic performance. ✓
6. Knowing one's mother tongue well can open up career opportunities in different fields. ✗
7. Fluency in the mother tongue makes learning additional languages easier. ✓

4. Divide students into small groups and have them prepare a presentation on the significance of the mother tongue. Encourage them to research its importance in society and culture and organise their findings. Then have them make a presentation.

A follow-up activity:

- A. Assign a writing prompt asking students to reflect on their own experiences with their native language and its significance in their lives.
- B. Create a class project where students can create multimedia presentations, videos or podcasts about the importance of the mother tongue in their community.



GRAMMAR A

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

- talk about one of the suggested topics using articles appropriately;
- develop their listening skills for specific information;
- develop their reading skills for specific information.

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

1. Ask students to discuss the questions in pairs. Monitor and assist as needed during their discussions. Once students have finished discussing, randomly select students to share their ideas with the class.
 - Why do you think people make mistakes when they are learning languages?
 - How do you feel when you make a mistake? Why?
2. Have students work individually and read the conversation between two friends. As they read, they should complete the sentence. When they are ready, have students pair up and compare their answers.

Answer:

Unlike Kate, Rashad thinks that it is OK to **make mistakes** when you are learning a language.

3. Ask students to look at the boldfaced words in the conversation and decide if the statements are True or False. Then check the answers as a class.

Answers:

1. We use the indefinite articles **a** and **an** before a noun to refer to non-specific things and people (singular only). **TRUE**
2. We use the definite article **the** before a noun to refer to specific things and people (singular or plural). **TRUE**
3. We use articles **a**, **an** and **the** before pronouns. **FALSE**

Before you ask students to do Task 4, refer them to Grammar Target on page 130. Explain to them the usage of articles.

4. Have students work individually and complete the sentences with *a*, *an* or *the*. Once they are ready, ask them to compare their answers with a partner. Provide whole class feedback in the end.

Answers:

1. She has **an** interesting book about space.
2. **The** bright moon is shining in **the** sky.

3. They adopted a playful puppy from the shelter near our school.
4. The teacher told us a fascinating story about ancient civilizations.
5. He has a beautiful painting of a flower on his wall.
6. Can I have a slice of delicious cake?
7. We saw an impressive waterfall during our hike.
8. The school librarian recommended a fantastic adventure book.

5. A. Ask students to work individually and complete the sentences with a, an or the. Once they are ready, ask them to compare their answers with a partner.

B. Play the recording and have them check their answers. Then provide whole class feedback.

Answers:

Learning several languages at the same time can be fun! Imagine you want to learn 1) a new language. You start with 2) a book in your hand and 3) an app on your phone. You read 4) the words from 5) the book, practise 6) the sounds on 7) the app and soon you feel more confident in that language.

Now, let's say you want to learn another language. You find 8) a friend who speaks that language and 9) a website with lessons. You use 10) the same methods - reading, listening and speaking.

You continue learning, and soon you can speak not just one, but two languages! It's like opening 11) a door to new worlds. You enjoy 12) the process of discovering words, phrases and cultures. You compare 13) the languages that you are learning.

Each language is like 14) a colourful piece in the puzzle of your knowledge. Happy learning!

Track 2

Learning several languages at the same time can be fun! Imagine you want to learn a new language. You start with a book in your hand and an app on your phone. You read the words from the book, practise the sounds on the app and soon you feel more confident in that language.

Now, let's say you want to learn another language. You find a friend who speaks that language and a website with lessons. You use the same methods - reading, listening and speaking.

You continue learning, and soon you can speak not just one, but two languages! It's like opening a door to new worlds. You enjoy the process of discovering words, phrases and cultures. You compare the languages that you are learning.

Each language is like a colourful piece in the puzzle of your knowledge. Happy learning!

6. Ask students to work individually and prepare a presentation on one of the suggested topics. Encourage them to use articles. Monitor the students as they prepare their presentations. Have students make a presentation. Provide feedback on article usage in the presentations. Encourage the class to ask questions and discuss the use of articles in each presentation.

GRAMMAR B

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

- write a story using articles appropriately;
- develop their reading skills for gist.

Standards: 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

1. Tell the class that they are going to read a newspaper article. Ask them to read the words and phrases from the article and guess what it is about. Elicit their answers and write them on the board.
2. Have students read the article in Task 3 and check their guesses.
3. Ask students to read the article again and choose the best title. Have them compare their answers in pairs before you provide the class feedback.

Answer:

c) A Football Player's Spanish Surprise

4. Get students to pay attention to the use of the definite article *the* in Task 3 and decide which statement is False. When they are ready, pair them up to compare their answers. Then discuss the answer as a class.

Answers:

- a) We use **the** with a specific noun.
- b) We use **the** when there is only one of something.
- c) We use **the** with a non-specific noun.
- d) We use **the** before a superlative form.

Before you ask students to do Task 5, refer them to Grammar Target on page 130. Explain to them the use of the definite article with specific nouns.

5. Ask students to work individually and complete the sentences with *a*, *an* or *the*. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. The sun is shining brightly and giving us light and warmth.
2. I placed my books on the shelf at the back of the room.
3. A new student joined our class today. His name is Ali.
4. Yesterday, I saw a red balloon in the sky. Today I saw the same balloon again.
5. We are going to have a picnic at the seaside this weekend.

6. **The** best part of my day is when I have **a** delicious snack.
7. Let's play in **the** park on **the** left side of our school.
8. **The** easiest math problem is at the end of **the** homework.
9. Look at the rainbow after **the** rain; it has so many colours!
10. On **the** way to school, I saw **an** exotic bird in **the** tree.

6. Get students to work individually and complete the sentences with *a*, *an* or *the*. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

Ayan: What do you like most about this book?

Vusal: You know I love learning languages and 1) **the** first unit in this book is about languages.

Ayan: I also like this book. 2) **The** pictures in the unit are very colourful and 3) **the** information is interesting. It also includes 4) **an** app with 5) **a** lot of fun games.

Vusal: I think it is 6) **the** right book to choose if you want to learn English.

7. Divide the class into small groups. Ask the groups to choose one of the story starters. Encourage students to practise using articles in their story writing. Monitor the students as they write their stories. Provide feedback on article usage during peer review. Have each group present their story to the class. Provide feedback on article usage in the presentations. Encourage the class to ask questions and discuss the use of articles in each story. Summarize the key points and common mistakes.

Follow-up activities:

Depending on the available time, you can choose from the suggested activities below to practise the use of articles.

- A. Divide the class into teams. Provide each team with a list of sentences missing articles. The first student in each team writes in the missing articles and passes the paper to the next student to continue. The team that completes the sentences correctly first wins.
- B. Create a tic-tac-toe grid with sentences missing articles. Students take turns choosing a sentence to complete with the correct article. If they get it right, they place their X or O in that square. The first to get three in a row wins.
- C. Give students a short paragraph or text and ask them to identify and underline all the articles they find. Then, discuss why "a," "an," or "the" was used in each instance.
- D. Encourage students to write their own stories, ensuring they use articles correctly. Provide feedback on their usage and help them correct any errors.

LISTENING

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

- develop their listening skills for detailed information by listening to the talk about the Pirahã language;
- express their opinions on the topic of the talk.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2.

- 1.** Have students look at the photo of the Pirahã people of Brazil and discuss the questions in pairs. Once students have finished discussing, randomly select students to share their ideas with the whole class.
 - What kind of lifestyle do you think they have?
 - What do you think might be unique about their language?
- 2. A.** Get students to read a sentence from the talk they are going to listen to about the Pirahã language. Then have them discuss its meaning.

The Pirahã language has a grammar of happiness.

B. Then play the recording and get them to check their answers.

Possible blocking words

tribe (n.) /traɪb/ - a group of people who live together and share similar customs and traditions

jungle (n.) /'dʒʌŋ.gəl/ - a wild and thick forest with many trees, plants and animals

- 3.** Give students 40 seconds to read the questions before you play the recording. Then play the recording. Students should complete the sentences by choosing the correct option. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. a

2. b

3. a

4. b

5. c

Track 3

Talking about abstract ideas like love is a unique human ability. This is true for almost every language in the world, but not for the language of the Pirahã people of Brazil.

The Pirahã are a small tribe of about 400 people. They live in the Amazon. Unlike every other human language, Pirahã doesn't have words for abstract ideas. They only talk about what they experience or what people they know have experienced.

The Pirahã are not stupid, they just have a different way of experiencing the world. The Pirahã people have a wide knowledge of the thousands of plants and animals of the Amazon.

They can walk into the jungle with no tools or weapons, and walk out three days later with baskets of fruit and nuts.

Another unusual thing about the Pirahã language is that they don't talk about time. There are no words for tomorrow or yesterday or last year. While there are a few words to say day and night or morning, they mostly live in a world without time. There is also no past or future tense. They have no way to talk about time. They have no history and they don't talk about things that happened before their grandparents were born. Their experience of the world is almost completely in the present.

Pirahã also does not have words for numbers. They have a word for more and a word for less. They don't count how much food they have, or how many people they have in their tribe, or even how many children they have. This doesn't mean they don't have good relationships with their children or other members of the tribe. It just means that they do not think of them as numbers.

It's hard to imagine a world without time and numbers, but Dan Everett admires this part of their culture. He describes the Pirahã language as having a grammar of happiness. Many people believe that living in the present moment is the way to happiness. Maybe this is why the Pirahã don't have these words. Their culture is one free of worrying about the future and the past and enjoying each day fully.

4. Ask students to work in small groups and discuss the questions below. Once students have finished discussing, randomly select students to share their ideas with the whole class.
- What kind of problems do you think a Pirahã would have if he/she joined your group?
 - How would you help him/her solve these problems? Would it be easy or hard? Why?

A follow-up activity:

Divide the class into pairs and assign the roles of Student A and Student B to each pair. Give the pairs a few minutes to read and understand their roles. Monitor the pairs as they practise their roles.

After the pairs have practised, bring the class back together and randomly select pairs to perform their role-play in front of the class.

Encourage the class to provide feedback and suggestions for improvement after each performance.

After all pairs have performed, facilitate a class discussion about the challenges and benefits of learning a new language and the importance of cultural understanding.

Student A

You are a Pirahã who has just joined a new group. You are struggling to communicate with the other members. Tell them about your tribe and your lifestyle.

Student B

You are a member of the group that a Pirahã has just joined. You are trying to communicate with the Pirahã, but you find it difficult. Your goal is to help the Pirahã feel welcome and included in the group.

USE OF ENGLISH

1.

Answers:

1. I have a good relationship with my best friend. We play and talk together every day.
2. The head of the tribe made important decisions for the well-being of everyone.
3. Each person has their own identity. I am proud to be me!
4. When I'm with my classmates, I feel a sense of belonging. We are like a big family.
5. The jungle is full of tall trees and wild animals. I learned about it in school.

2.

Answers:

1. Sarah felt a strong connection with her new friend at school.
2. Playing games with friends is always enjoyable.
3. Yusuf's confidence grew as he practised riding his bike.
4. The teacher asked everyone to be patient while waiting their turn.
5. Maria can speak Spanish fluently after practising it every day.
6. After finishing the puzzle, Asli jumped with happiness and shouted, "I did it!"

3.

Answers:

1.

- ☐ a) Nuray is the most patient person I know; she never gets upset when things take a long time.
- ☐ b) Nuray is a most patient person I know; she never gets upset when things take a long time.

2.

- ☐ a) In our class, Tim is an only person who can solve complex math problems quickly.
- ☐ b) In our class, Tim is the only person who can solve complex math problems quickly.

3.

- ☐ a) The teacher told us the amazing story about ancient tribes.
- ☐ b) The teacher told us an amazing story about ancient tribes.

4.

- ☐ a) When moon is full, the night sky becomes bright and magical.
- ☐ b) When the moon is full, the night sky becomes bright and magical.

4.

Answers:

The British are famous **0) b** not speaking foreign languages. According to a survey published by the European Commission, the British are officially **1) c** worst language learners in Europe! Let's look at some statistics:

62 per cent of people can't speak **2) a** other languages apart from English.

38 per cent of Britons speak at least one foreign language, 18 per cent speak two and only 6 per cent of the population speak three or more.

Learning **3) c** foreign language is not popular at schools in Britain. In UK schools, it is common for children to start studying a foreign language **4) a** 11 and many students give up languages **5) b** at 14. So, why don't young people continue with languages at school? A study suggests that students think that it is more difficult to get **6) b** in languages than in other subjects **7) a** science or history. The British government is now looking at different ways to improve language learning at school. One idea is to start much younger; there are plans to start teaching **8) c** in preschools.



0.	a. about	b. <u>for</u>	c. of
1.	a. X	b. a	c. the
2.	a. <u>any</u>	b. some	c. the
3.	a. the	b. X	c. a
4.	a. <u>at the age of</u>	b. at an age of	c. at age of
5.	a. fluently	b. <u>completely</u>	c. essentially
6.	a. good grade	b. <u>good grades</u>	c. a good grades
7.	a. <u>such as</u>	b. for	c. because of
8.	a. a foreign languages	b. foreign language	c. <u>foreign languages</u>

SPEAKING

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

- talk about different aspects of learning foreign languages and mastering a mother tongue.

Standards: 2.1.1. 2.1.2. 2.1.3.

1. Put students in small groups and have them compare the pictures and state the advantages of learning languages in the ways suggested. Before students start their discussions, make sure that they know these words:

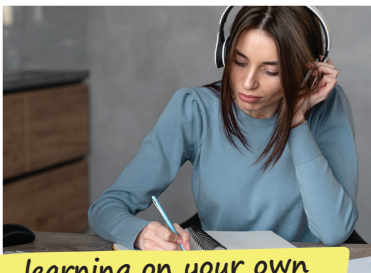
Possible blocking words

tutor (n.) /'tʃu:.tə/ - a teacher who teaches a child outside of school, especially in order to give the child extra help with a subject he or she finds difficult

on one's own (phr.) /ɒn wʌnz əʊn/ - without help from anyone else

While they are speaking, monitor and take notes to be discussed in the feedback stage.

Possible answers:



learning on your own

- You can learn at your own pace.
- You can choose what you want to learn.
- You can practise whenever and wherever you want.



learning with a tutor

- You can get personalised attention.
- You can ask questions and get answers right away.
- You can get feedback on your progress.



learning in groups

- You can make new friends who share your interests.
- You can learn from each other's experiences.
- You can practise speaking and listening with others.



learning from videos

- You can watch and learn at the same time.
- You can pause, rewind, and rewatch as many times as you need.
- You can learn from native speakers in their natural environment.

2. Ask students to examine various strategies that English language learners use to master English. Have them work in pairs, discuss all the methods, and agree on the most effective one. Encourage students to refer to the Useful Language box. While they are speaking, monitor and take notes to be discussed in the feedback stage.

When they finish their discussion, ask them to share their opinions and insights with the class.

- Making international friends
- Watching films in English
- Taking online English courses
- Travelling to an English-speaking country
- Speaking to yourself in English
- Singing songs in English
- Add your own idea

Useful Language

Let's start by discussing ★★★.

I agree with you that ★★★.

That's a good point, and I also think ★★★.

I see your perspective, but I feel that ★★★.

Personally, I think that ★★★.

Can you explain more about ★★★?

So, if I understand correctly, we agree that ★★★.

3. This task can be done in pairs or in small groups. Tell your class to imagine that their school wants to organise a club to encourage students to advance their mother tongue. They should give their opinion on the suggestions provided. Encourage students to refer to the Useful Language box. While they are speaking, monitor and take notes to be discussed in the feedback stage.

When they finish their discussion, ask them to share their opinions and insights with the class.



Advanced writing classes



A conversation club



A story writing contest



A drama club

WRITING

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

- identify parts of an email;
- request information when writing emails;
- develop their reading skills for gist.

Standards: 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

Refer students to the table with writing tips about how to write an email requesting something. Go through the tips one by one explaining them.

Writing tips

How to write an email requesting something

- **Clear subject line:** Use a clear subject line that shows the purpose of your email.
- **Polite greeting:** Start your email with a polite greeting. Use the recipient's name if you know it, such as "Dear ..." or "Dear Sir/Madam".
- **Introduction:** Briefly introduce yourself and mention why you are writing this email.
- **Be specific:** Clearly ask the questions that you need to get answer to.
- **Be concise:** Keep your email to the point. Don't include unnecessary details.
- **Polite tone:** Remember to use *please* and *thank you* appropriately.
- **Closing:** End your email with a closing statement. Have a polite closing such as "Best regards" or "Thank you".

1. Instruct students to work individually, read the email and label the paragraphs with the headings. Teach them the word "salutation". The word "salutation" in email writing refers to the greeting or opening part of an email. It is the first line of the email that addresses the recipient and sets the tone for the rest of the message. Examples of salutations in email writing include "Dear [Name]", "Hi [Name]", "Hello [Name]", and "Greetings". The choice of salutation depends on the level of formality and the relationship between the sender and the recipient.

When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. **D.** Opening remarks/reason(s) for writing
2. **C.** Specific information you need
3. **B.** Closing
4. **A.** Closing salutation

Dear Sir/Madam,

I hope this email finds you well. I am Lala Mammadova, and I am writing to inquire about the language courses you offer at *My Language School*. I am interested in Italian courses and would appreciate it if you could provide me with detailed information regarding the following:

- **Course Duration:** How long do the language courses last?
- **Class Schedule:** Could you please share information about the class schedule?
- **Course Fees:** How much does a course cost? Are there any additional costs?
- **Registration Process:** How can I enroll in the language course?
- **Learning Materials:** Will I have to buy any textbooks?

I am keen on improving my language skills and believe that *My Language School* would be an excellent place to achieve this goal. Thank you for taking the time to provide me with the necessary information. I am looking forward to hearing from you soon.

Best regards,
Lala Mammadova

1) D

2) C

3) B

4) A

2. Ask students to read the sentences and decide in which part of the email (1-4) they can write them. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

- a) Thank you for your time, and I look forward to receiving more details. (**Closing**)
- b) Please feel free to contact me if you need any additional information. (**Closing**)
- c) Could you share information about the qualifications and experience of the language instructors? (**Specific information you need**)
- d) Are there evening classes or online courses? (**Specific information you need**)
- e) I would like to get some information about the language classes at My Language School. Can you help me with some information? (**Opening remarks/reason(s) for writing**)
- f) Do teachers use fun ways to teach? Like games or stories? (**Specific information you need**)
- g) How many days a week are the classes, and how long do they last? (**Specific information you need**)
- h) I hope you are doing well! (**Opening remarks/reason(s) for writing**)

3. Have students look at a language course advertisement and imagine that they are interested in joining the course. Divide the students into small groups and ask them to write an email requesting information about the course. Encourage the students to include specific questions about the course, such as the duration, cost, schedule and materials required. Once the groups have finished writing their emails, have them exchange their emails with another group for feedback.

TIME TO WATCH

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

- develop their listening skills for detailed and specific information by watching a video about learning languages;
- guess the meanings of the words/phrases from the context;
- develop their reading skills for gist;
- express their opinion on the topic discussed in the video.

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

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

1. Tell students that they are going to watch a TED talk by Lýdia Machová. Before that, have them read the comments on the video and guess what her talk might be about. There are boldfaced words in the comments, but those words don't block understanding; thus, tell students not to worry about their meanings for now. Once students are ready, have them first discuss their answers with a partner. Then provide whole class feedback.
2. Ask students to look back at the text again and match the numbered words with their definitions. Once they have completed the task, go over the answers as a class. If necessary, take the time to practise the pronunciation of any challenging words.

Answers:

1. polyglot - **a)** a person who can speak or understand many different languages
2. wonder - **b)** to think about something and try to decide what is true, what will happen, what you should do, etc.
3. figure out - **a)** to understand something that was unclear
4. have in common - **b)** to share interests, experiences or other characteristics with someone or something
5. in small chunks - **a)** breaking down a big task into smaller, more manageable pieces to make it easier
6. patience - **b)** the ability to wait calmly and not to get upset

3. Play the first minute of the video. Ask students to compare their guesses from Task 1 with what they see and hear in the video. Before you play the first part of the video, have students read the sentences. Then play the first part of the video and ask students to watch the video and decide if the sentences are True or False. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. The speaker is currently learning her eighth language. **True**
2. The speaker decided to meet other polyglots to find out their secrets about learning languages. **True**
3. Benny's method of language learning involves starting to speak from day one. **True**
4. Benny tries not to make any mistakes while learning a new language. **False**
5. Lucas from Brazil learned Russian by having face-to-face conversations. **False**
6. The speaker discovered that polyglots all have the same method of learning languages. **False**
7. The speaker found out that all polyglots find learning languages enjoyable. **True**

4. Before you play the second part of the video, ask students to read the sentences. Then play the video and ask students to watch and complete the sentences. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. Memorizing a list of words for a test may result in storing them in **short-term** memory.
2. The speaker encourages checking out polyglots' YouTube channels and websites to get **inspiration**.
3. The third principle involves creating **a system** in your learning to make time for language learning.
4. The speaker suggests waking up 15 minutes earlier to **revise some vocabulary**.
5. The final principle for learning a language fluently is having **patience**.

5. Have students work in pairs and discuss the statement from the speech. When they finish their discussion, ask them to share their opinions and insights with the class.
"There is nothing that motivates us more than our own success."
6. Ask students to work in pairs or in small groups and discuss the questions. When they finish their discussion, nominate some students to share their opinions and insights with the class.
 - Have you ever tried learning a new language? Which one was it?
 - What do you think is the most important thing when learning a language?
 - Do you have a favourite method for learning new words?
 - Why do you think patience is important when learning something new?

TIME TO WATCH

Script

Part 1

I love learning foreign languages. In fact, I love it so much that I like to learn a new language every two years, currently working on my eighth one.

When people find that out about me, they always ask me, "How do you do that? What's your secret?" And to be honest, for many years, my answer would be, "I don't know. I simply love learning languages." But people were never happy with that answer. They wanted to know why they are spending years trying to learn even one language, never achieving fluency, and here I come, learning one language after another. They wanted to know the secret of polyglots, people who speak a lot of languages.

And that made me wonder, too, how do actually other polyglots do it? What do we have in common? And what is it that enables us to learn languages so much faster than other people? I decided to meet other people like me and find that out. The best place to meet a lot of polyglots is an event where hundreds of language lovers meet in one place to practise their languages. There are several such polyglot events organized all around the world, and so I decided to go there and ask polyglots about the methods that they use. And so I met Benny from Ireland, who told me that his method is to start speaking from day one.

He learns a few phrases from a travel phrasebook and goes to meet native speakers and starts having conversations with them right away. He doesn't mind making even 200 mistakes a day, because that's how he learns, based on the feedback. And the best thing is, he doesn't even need to travel a lot today, because you can easily have conversations with native speakers from the comfort of your living room, using websites. I also met Lucas from Brazil who had a really interesting method to learn Russian. He simply added a hundred random Russian speakers on Skype as friends, and then he opened a chat window with one of them and wrote "Hi" in Russian. And the person replied, "Hi, how are you?" Lucas copied this and put it into a text window with another person, and the person replied, "I'm fine, thank you, and how are you?" Lucas copied this back to the first person, and in this way, he had two strangers have a conversation with each other without knowing about it.

(Laughter)

And soon he would start typing himself because he had so many of these conversations that he figured out how the Russian conversation usually starts. What an ingenious method, right? And then I met polyglots who always start by imitating sounds of the language, and others who always learn the 500 most frequent words of the language, and yet others who always start by reading about the grammar.

If I asked a hundred different polyglots, I heard a hundred different approaches to learning languages. Everybody seems to have a unique way they how they learn a language, and yet we all come to the same result of speaking several languages fluently. And as I was listening to these polyglots telling me about their methods, it suddenly dawned on me: the one thing we all have in common is that we simply found ways how to enjoy the language-learning process. All of these polyglots were talking about language learning as if it was great fun. You should have seen their faces when they were showing me their

colourful grammar charts and their carefully handmade flashcards, and their statistics about learning vocabulary using apps, or even how they love to cook based on recipes in a foreign language. All of them use different methods, but they always make sure it's something that they personally enjoy. I realized that this is actually how I learn languages myself.

Part 2

So, meeting other polyglots helped me realize that it is really crucial to find enjoyment in the process of learning languages, but also that joy in itself is not enough. If you want to achieve fluency in a foreign language, you'll also need to apply three more principles. First of all, you'll need effective methods. If you try to memorise a list of words for a test tomorrow, the words will be stored in your short-term memory and you'll forget them after a few days. If you, however, want to keep words long-term, you need to revise them in the course of a few days repeatedly using the so-called space repetition. You can use apps which are based on this system such as Anki or Memrise, or you can write lists of words in a notebook using the Goldlist method, which is also very popular with many polyglots. If you're not sure which methods are effective and what is available out there, just check out polyglots' YouTube channels and websites and get inspiration from them. If it works for them, it will most probably work for you too. The third principle to follow is to create a system in your learning. We're all very busy and no one really has time to learn a language today. But we can create that time if we just plan a bit ahead. Can you wake up 15 minutes earlier than you normally do? That would be the perfect time to revise some vocabulary. Can you listen to a podcast on your way to work while driving?

Well, that would be great to get some listening experience.

There are so many things we can do without even planning that extra time, such as listening to podcasts on our way to work or doing our household chores. The important thing is to create a plan in the learning. "I will practise speaking every Tuesday and Thursday with a friend for 20 minutes. I will listen to a YouTube video while having breakfast." If you create a system in your learning, you don't need to find that extra time, because it will become a part of your everyday life. And finally, if you want to learn a language fluently, you need also a bit of patience. It's not possible to learn a language within two months, but it's definitely possible to make a visible improvement in two months if you learn in small chunks every day in a way that you enjoy.

And there is nothing that motivates us more than our own success. I vividly remember the moment when I understood the first joke in German when watching "Friends."

I was so happy and motivated that I just kept on watching that day two more episodes, and as I kept watching, I had more and more of those moments of understanding, these little victories, and step by step, I got to a level where I could use the language freely and fluently to express anything. This is a wonderful feeling. I can't get enough of that feeling, and that's why I learn a language every two years. So, this is the whole polyglot secret. Find effective methods which you can use systematically over the period of some time in a way which you enjoy, and this is how polyglots learn languages within months, not years. Thank you.

MISTAKE DETECTOR



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

1. Reading colourful storybooks is so ^{enjoyable} ~~enjoyably~~; the pictures and words together create exciting ~~the~~ adventures.
2. Speaking a language ^{fluently} ~~fluent~~ means you can tell your friends about your day and share your favourite stories.
3. Learning about my family's ^{roots} ~~root's~~ means discovering where my grandparents and parents grew up, and it helps me understand our family history.
4. A jungle adventure is fun; there are ~~the~~ monkeys, colourful birds, and a lot of trees.
5. When is the right time to start learning foreign languages?
6. Just like how food is essential ^{for} ~~of~~ my body, learning new things every day is important for my brain to grow strong.
7. Solving a puzzle with friends is like a team mission; we work together, share ideas and figure out the tricky parts.
8. What is ^{the} ~~a~~ best way to learn words in a foreign language?
9. Being part of a school club gives me a sense of belonging because we all like ~~the~~ same things and work together on projects.
10. ~~The~~ Internet has changed the way people look for homes.
11. The teacher provides us with the links to interesting websites.
12. We were excited to try a new restaurant, but ^{the} ~~a~~ restaurant we chose was terrible.
13. I was happy to see the policeman who saved my dog.
14. This is the last sentence in the Mistake Detector section of Unit 1.

UNIT 2

LOST IN A BOOK

Topic: Reading books

Hours: 21

Skills: Reading, Listening, Speaking, Writing

Grammar: Concrete and abstract nouns; Making generalisations

Vocabulary: Words and phrases related to the topic

Focus on the topic

Have students work in small groups, look at the photos and discuss the provided questions. As they engage in discussions, monitor and assist if needed. Once the group discussions are over, randomly select students to share the key points from their group conversations.

- How do these people feel about reading in these ways?
- Which way do you prefer and why?



reading in groups



reading while
listening to music



reading in nature



reading in a coffee
shop

VOCABULARY

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

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

Standards: 1.1.1. 3.1.1. 3.1.2. 3.1.4.

1. Tell students that they are going to read the forum answers. Students should read the text and guess what the forum question is. Once students finish reading, put them in pairs to compare their answers with their partners. Check the answers and if necessary, provide further explanation.

Answer:

What is your favourite book?

2. Have students read the text again paying attention to the boldfaced words. Ask them to choose the correct definition that matches the meaning of each boldfaced word. Set a time limit for students to complete the matching task individually. Once students have finished, ask them to compare their answers with a partner, discussing any discrepancies and coming to a consensus on the correct definitions. Then play the recording and have students check their answers. Drill the pronunciation chorally and then individually. If time allows, you can extend the activity by having students use the boldfaced words in sentences.

1. improve (v.)

- a) make something/ somebody better than before
- b) make something/ somebody worse than before

2. require (v.)

- a) forget something
- b) need something

3. introduce (v.)

- a) take something from someone
- b) present somebody/ something to someone

4. put yourself in somebody's shoes (idiom)

- a) imagine that you are in another person's situation
- b) imagine that you are wearing someone else's shoes

5. set an example (phr.)

- a) show others the right way to do something by doing it yourself
- b) tell others what you think about them

6. fiction (n.)

- a) a type of material that people use for making clothes
- b) a type of literature that describes imaginary people and events, not real ones

7. regularly (adv.)

- a) If you do something regularly, it means you do it often.
- b) If you do something regularly, it means you never do it.

8. concentrate (v.)

- a) focus all your attention and energy on one thing
- b) not to pay attention to anything else

Track 4

1. **improve** – make something/ somebody better than before
2. **require** – need something
3. **introduce** – present somebody/something to someone
4. **put yourself in somebody's shoes** - imagine that you are in another person's situation
5. **set an example** – show others the right way to do something by doing it yourself
6. **fiction** – a type of literature that describes imaginary people and events, not real ones
7. **regularly** – If you do something regularly, it means you do it often.
8. **concentrate** – focus all your attention and energy on one thing

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

Answers:

1. Our teachers **set an example** to us by reading books during break times.
2. It's important to **concentrate** while reading so you can understand the story better.
3. I try to read **regularly** so that I can learn new things all the time.
4. It **requires** practice and patience to become a good reader.
5. **Fiction** books are full of imagination and creativity, making them so much fun to read.
6. Reading every day helps **improve** our reading skills.
7. The science experiment will **introduce** students to the amazing world of chemistry.

READING

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

- develop their reading skills for details by reading an article about the benefits of reading books;
- guess the meanings of the words/phrases from the context;
- express their opinion on the topic discussed in the article.

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

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

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

Find someone who...	Names	Extra notes
1. has been to the library this month. 2. likes to read outside. 3. enjoys reading before bedtime. 4. has borrowed a book from a friend. 5. can sing a song related to a book they've read. 6. has read a book that is over 200 pages long. 7. can name the names of 3 Azerbaijani story writers.		

Tell students that they need to ask their classmates questions. Change the first statement into the question and write it on the board: Have you been to the library this month?

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

- 2.** Before students start doing the reading task, ask them to name the benefits of reading books. Write their ideas on the board. Then have them read the passages about the benefits of reading books and match the titles (a-i) to the paragraphs (1-8). Tell them that there is one extra title.

Set a time limit. When the time is over, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. **i** (Reading Exercises the Brain)
2. **e** (Reading is a Form of Entertainment)

3. **b** (Reading Improves Focus)
4. **h** (Reading Makes Your language Skills Better)
5. **f** (Reading Increases General Knowledge)
6. **a** (Reading is Motivational)
7. **d** (Reading Serves as a Good Model)
8. **c** (Reading Opens Doors to Different Lives)

3. Have students work individually and match the definitions to the boldfaced words/phrases in the text. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. to start doing something with enthusiasm and energy - **dive into**
 2. the length of time for which somebody is able to concentrate on something - **attention span**
 3. the ability to read and write - **literacy**
 4. to imagine somebody/something - **picture**
 5. to succeed in controlling a problem - **overcome**
 6. a period of physical exercise that you do to keep fit - **workout**
4. Divide the class into pairs, assigning one student as Student A (reader) and the other as Student B (gamer). Briefly explain the scenario to the students and provide guidance on how to approach the conversation. Allow students time to prepare their arguments based on their assigned roles. Observe the interactions between Student A and Student B, noting their language problems. Provide constructive feedback after the role-play, highlighting effective communication strategies and areas for improvement.

A follow-up activity:

Depending on the available time, you can choose from the suggested activities below.

1. **Debate on Reading vs. Gaming:** Organise a structured debate where students can argue for either reading or gaming as the more beneficial and enjoyable activity. Encourage critical thinking and evidence-based arguments.
2. **Book/Game Recommendations Exchange:** Have students create lists of recommended books based on their interests. Facilitate a sharing session where they can discuss and exchange recommendations with their peers.
3. **Creative Writing Workshop:** Encourage students to write short stories inspired by their favourite books.

GRAMMAR A

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

- write a social media post about a book using abstract and concrete nouns;
- develop their reading skills for detailed information;
- talk about reading books and writing stories;
- develop their listening skills for details.

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

1. Ask students to work in pairs and discuss the questions. When they finish their discussion, nominate some students to share their opinions and insights with the class.
 - What kind of story books do you enjoy reading most?
 - Would you ever want to write a story? Why or why not? If yes, what kind of story would it be?
2. Have students read the social media post by a young story writer and discuss the questions with a partner. When they finish their discussion, nominate some students to share their opinions and insights with the class.
 - Who do you think would enjoy reading this new book? Why?
 - Would you like to read it? Why or why not?

Student's own answers

3. Instruct students to read the post carefully, focusing on the boldfaced nouns. Have them identify the correct options from the given choices. Tell them that there is more than one correct answer. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

- a) These nouns are not usually plural.
- b) We can use the with these nouns.
- c) We normally do not use a/an with these nouns.
- d) These nouns are physical things that we can see, touch, hear, etc.

Before you ask students to do Task 4, refer them to Grammar Target on page 131. Explain to them the differences between concrete and abstract nouns.

4. A. Tell students that they are going to listen to a conversation. As they listen, they should choose the nouns used in the conversation.

class ✓	kindness	hero ✓
story ✓	challenge ✓	beauty ✓
happiness ✓	advice ✓	sense ✓
importance ✓	friend ✓	joy ✓
honesty ✓	character ✓	enjoyment
courage ✓	truth ✓	fun ✓

B. As a class, go through the nouns in Task 4 a and mark them as concrete or abstract nouns.

Answers:

Concrete nouns: class, story, friend, character, hero

Abstract nouns: happiness, importance, honesty, courage, kindness, challenge, advice, truth, beauty, sense, joy, enjoyment, fun

- 5.** Have students work individually and complete the sentences using the suggested words. Tell students that sometimes the word needs to be plural (-s), and sometimes they need to use a/an. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. Reading books gives us **knowledge** about different places and interesting facts.
2. I love playing with my **friends** during the break; they make school so much fun!
3. My grandma gives me good **advice** when I feel confused about something.
4. Superheroes are my favourite because they're brave **heroes** who save the day.
5. "Can you keep **a secret?**" asked Murad to his friend.
6. Eating fruits and vegetables is important for our **health**, so I make sure to have them every day.
7. Learning a new **language** is exciting; it helps us make friends with people from all over the world.

- 6.** Instruct students to imagine themselves as the writer of one of the book titles. Ask them to create a social media post about their book using abstract and concrete nouns. Encourage them to be creative and descriptive in their posts, using vivid language to capture the essence of their book. Remind them to include key details about their book, such as the main characters, setting and plot, while incorporating both abstract concepts (e.g., love, friendship, courage) and concrete elements (e.g., specific locations, objects, characters). Encourage them to share their social media posts with the class for discussion and feedback.

Jungle Detectives

Super Football Stars

Fantastic Friends

Candy Kingdom Quest

Time-Travel Machine

Friendly Drones

GRAMMAR B

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

- develop their reading skills for gist;
- talk about one of the suggested topics making generalisations;
- write about the given topics making generalisations.

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

1. Have students read the quotation and guess the meaning of the word “bookworm”.

“Asking a bookworm to name their favourite book is like asking a mother to pick a favourite child.”

(Anonymous)

Suggested answer:

A *bookworm* is a person who loves books for their content or who loves reading. This word is often used in a positive way to describe someone who enjoys reading.

2. Ask students to read the article and choose the best title. When they are ready, check the answers as a class.

Answer:

c) How Much of a Bookworm Are You?

3. Instruct students to look at the underlined parts of the article in Task 2 and find examples of these rules. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. We can make a generalisation about a countable subject of the sentence in two ways: no article + plural noun OR a/an + singular noun

2. We don't use an article to make a generalisation about an uncountable subject of the sentence

3. To make a generalisation about an object of the sentence, countable or uncountable, we don't use an article. We use the plural form for countable nouns. Uncountable nouns are always singular.

Bookworms don't usually watch TV.

A bookworm loves the idea that an author can create a world with his or her writing and transport readers to it.

Fun is not important for them if it is not related to books.

You love reading stories that transport you to new places, and you always enjoy visiting **bookshops** and libraries.

They get **pleasure** from books only.

Before you ask students to do Task 4, refer them to Grammar Target on page 131. Explain to them how to make generalisations in English.

4. Have students work individually and match the subject on the left with the verb phrase on the right. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. A good reader - **h**) enjoys reading books and telling stories to others.
2. Libraries - **g**) are places where you can borrow and read lots of books.
3. A child - **a**) loves to play and learn new things every day.
4. Fiction books - **e**) take us on amazing adventures with unreal stories.
5. Money - **c**) is what we use to buy things.
6. Grandparents - **i**) are like the second parents who share their best stories.
7. Life - **b**) is a big journey full of exciting moments and challenges.
8. Movies - **f**) are like magic on a screen.
9. A library - **d**) is a quiet place filled with books.

5. Have students work individually and complete the sentences to generalise the given subject. When they are ready, pair them up to compare their answers. Then nominate random students to share their answers with the class.

Student's own answers

6. Get students to work in small groups, choose one of the topics below and make a presentation. Encourage them to make generalisations when necessary. Monitor and help if necessary. Provide constructive feedback after each presentation, highlighting areas for improvement.

Ideal classmates A true friend Catchy books Cartoons Success Happiness Sports

A follow-up activity:

Depending on the available time, you can choose from the suggested activities below to practise the lesson grammar.

1. **Debate:** Divide the class into groups and assign each group a topic. Ask them to prepare a debate on the topic, using generalisations where necessary. For example, "Success is only possible with hard work" or "Sports are more important than studies".
2. **Role play:** Divide the class into pairs and ask them to role-play a situation related to their chosen topic. For example, if the topic is "A true friend", ask them to act out a scenario where they have to stand up for their friend. Encourage them to use generalisations in their conversation.

LISTENING

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

- develop their listening skills for gist and detailed information by listening to news stories;
- write a script for their news broadcast;
- present some news stories about the provided news headlines.

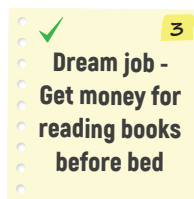
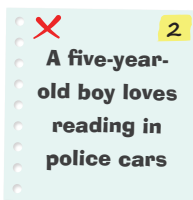
Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 4.1.1. 4.1.2. 4.1.3. .

1. Introduce the activity to the class by explaining that they will be analyzing photos from news stories and discussing their interpretations with a partner. Divide the class into pairs and instruct them to discuss the following question with their partner: "What do you think each news story is about based on the image?"

Student's own answers

2. Have students read the headlines before you play the recording. Then play the recording and ask students to listen and decide if the headlines are correct. When they are done, ask students to discuss their answers in pairs before you provide whole class feedback.

Answers:



3. Ask students to read the sentences before you play the recording again. As they listen, they should decide if the sentences are True or False. When they are done, ask students to discuss their answers in pairs before you provide whole class feedback.

Answers:

1. The library has a collection of 115,000 books. **False**
2. The school started using the idea a long time ago. **False**
3. Connor took part in a reading challenge. **True**
4. His dream is to become a police officer in the future. **True**
5. If the company chooses you, you will have to pay some money. **False**
6. This study aims to learn how bedtime reading affects sleep. **True**
7. A grandfather gave an old book back to the library. **False**
8. People can borrow this book from the library now. **False**

Track 6

1. In Virginia, a school librarian named Kelly Passek had a creative idea to make sure kids have books to read. They can now choose from over 150,000 books, and the drone will bring the books to their homes. This is the first time a school is using drones to bring library books to students. Kids just need to ask for a book online, and then Ms. Passek packs it up, and a drone brings it to their front yard. It's like a special way to deliver books!
 2. A 5-year-old boy named Connor, who loves the police, completed a special challenge for World Book Day. He wore his police uniform and went to the police station, where two officers, Rebecca and Kristin, met him. They let him read his book in a real police car, and he even got to explore the car and see the lights and sirens. Connor was very happy, and his mom said the officers were amazing and made his day special. Connor wants to become a police officer when he grows up!
 3. The company called Get Laid Beds is looking for someone who loves to read before bed! If they choose you, they will pay £1,000 to read a book for 30 minutes each night before sleeping for one month. Then, for another month, you'll go to bed without reading. They'll give you a free device to track your sleep and see if reading before bed makes sleep better or not. The company wants to know how books affect sleep and you'll help them find out!
 4. A library in Minnesota got a big surprise when a very old book, Famous Composers, came back after being missing for more than 100 years! A young man found it on his grandfather's bookshelf, and it turns out he borrowed it from the library in 1919. The library thinks the book might not go back on the shelves because it's very old, but they're happy to have it as a special piece of history. The library thinks it's the oldest book ever returned!
4. Ask students to read the news headlines and discuss the questions in small groups. When they finish their discussion, nominate some students to share their opinions with the class.
- What do you think the story behind each news headline is?
 - Which news story would you like to read? Why?

Calling All Bookworms: Join the Fun Reading Club!

Bookworm Olympics: Who Can Read the Most Pages in a Week?

Fairy Tale Fiesta: Princes and Princesses, Get Ready for Magic!

A man finds grandma's money while reading her diary.

Rock Out with Reading: Concert Time at the Library!

Book Change Fun: Trade Your Favorites for Something New!

5. Introduce the task to the class by explaining that they will be preparing a television news broadcast about some of the news stories in Task 4. Instruct students to write a script for their news broadcast, including an introduction, a summary of each news story and a conclusion. Have students present their news broadcasts to the class, either individually or in groups. Encourage them to use appropriate language to convey the news stories effectively. Provide constructive feedback to students on their news broadcasts, focusing on their language skills, presentation skills and ability to convey the news stories accurately and engagingly.

USE OF ENGLISH

1.

Answers:

1. I will work hard to **improve** my skills and become a better reader.
2. Learning math well will **require** some extra practice, but I won't give up.
3. Let's **introduce** our new friend to everyone in the class and make her feel part of the team.
4. With more practice, I can **overcome** any challenges that come my way.
5. During the test, it's important to **concentrate** on each question.

2.

Answers:

Note: Tell students that there is one extra preposition that they don't need to use.

1. This exciting adventure story is based **on** a magical land filled **with** talking animals.
2. It's important to concentrate **on** your homework to do it accurately and finish it **on** time.
3. The school librarian will provide us **with** new books to read during the summer holiday.
4. Sometimes, it's okay to take your nose **out of** the book and join your friends.
5. I get pleasure **from** spending time **with** my family and playing **with** my pet.
6. When your friends are sad, try to put yourself **in** their shoes and find a way to help them feel better.
7. I love borrowing books **from** the library because there are so many exciting stories to discover.

3.

Answers:

1. happiness, love, friendship, **hero**
2. advice, information, **sense**, beauty
3. bookworm, library, challenge, **truth**
4. luck, knowledge, **skill**, courage
5. honest, lucky, true, **fortune**

4.

Answers:

1. My mom likes to **advise** me on how to organise my room.
2. Our teacher shares **motivational** stories that teach us to work hard.
3. Sarah is very **intelligent**; she always knows the answers to all questions.
4. Learning to ride a bike takes practice and **patience**.
5. To get better at football, it's important to practise **regularly** with your team.
6. **Life** is full of exciting adventures and opportunities.

5.

Answers:

1. Give them to secondhand bookstores

0) **b** always look for used books! If you have any books that 1) **a**, give them away. That way, other people can enjoy 2) **c** your books and start a collection without spending money. Plus, your favourite books will find new homes!

2. Find a Little Free Library

Little Free Library is a non-profit organization that helps 3) **c** share their favourite stories and find new ones-for free! All you need to do is bring your books to the library and leave them for someone to take. Plus, you can even use it to find your next book. It's one of 4) **a** book exchanges in the world and it keeps books from going to landfills.

3. Host a book swap

5) **b** you're looking to unload old books, host a book swap with book lovers. Gather your friends, family and neighbours and trade! Swapping books not only 6) **a** your money, but it also finds new homes for old books you no longer need.

4. Leave them on your stoop

If you live in a busy city, try stooping! Stooping means leaving your used things - furniture, home decor and even books - on the steps in front of your house so other people can take 7) **c**. This is popular in big cities. Just leave your books outside with 8) **a** that says they're free. People who love books will come and take them!

0.	a. Bookstore	b. <u>Bookstores</u>	c. The bookstores
1.	a. you have already read	b. you already read	c. you are already reading
2.	a. to reading	b. to read	c. reading
3.	a. the book lover	b. book lover	c. book lovers
4.	a. the biggest	b. the big	c. bigger
5.	a. Before	b. If	c. After
6.	a. saves	b. saving	c. save
7.	a. us	b. it	c. them
8.	a. a sign	b. an example	c. a mark

SPEAKING

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

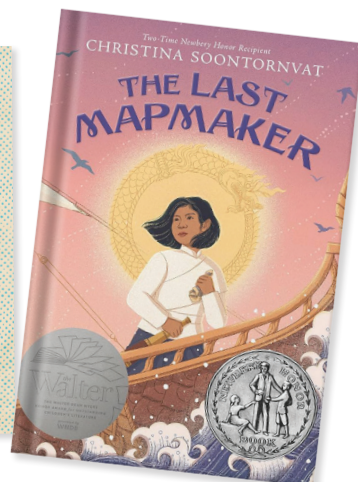
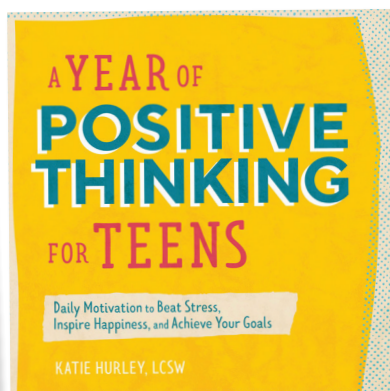
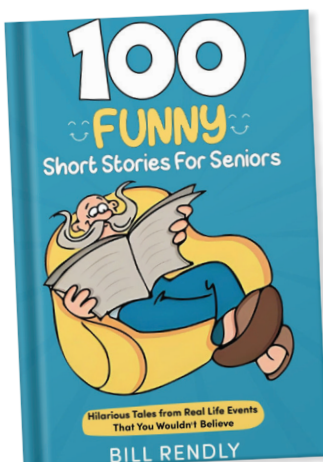
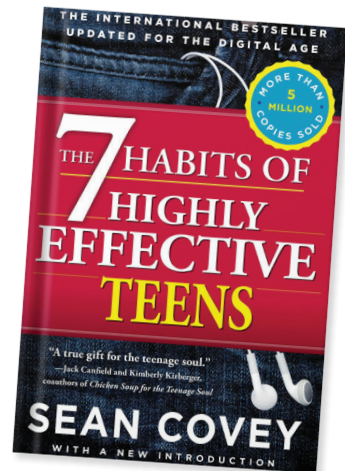
- talk about different aspects of reading books.

Standards: 2.1.1. 2.1.2. 2.1.3.

1. Introduce the task to the class by explaining that they will be analyzing book covers and discussing their interpretations. Instruct students to discuss the following questions in pairs or small groups:

- What do you think each book is about?
- Which book do you think sells well? Why?
- Which book would you like to read? Why?
- Which book would you never read? Why?

Encourage students to refer to the Useful Language box. After the discussion, ask each pair or group to share their interpretations and reasoning with the class for each question.



- 2.** Ask students to choose their favourite book character and prepare a brief speech explaining why readers should find that character interesting. Encourage students to write a speech that highlights their character's unique traits, engaging personality, and compelling storyline. Tell them to refer to the Useful Language box while preparing their speeches.

Have students deliver their speeches individually. Provide constructive feedback to students on their speeches, focusing on their language skills, presentation skills and ability to convey their character's unique traits and storylines.



- 3.** Have students work in pairs and discuss the questions. Encourage students to ask additional questions related to the topic. As students are discussing the questions, monitor and take notes of any inaccuracies for feedback. After the discussion, provide constructive feedback to students on their language skills, focusing on inaccuracies and areas for improvement.

1. What kind of books do you like to read?
2. What was your favourite book as a child?
3. Have you ever borrowed a book from the school library?
4. Who were the main characters in the last book you read?
5. Which book would you recommend reading?

WRITING

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

- develop their readings skills for detailed information;
- express their opinions by inferring details about the given picture;
- write a third-person narrative using the suggestions provided.

Standards: 2.1.1. 3.1.2. 3.1.3. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

Refer students to the table with writing tips about how to write third-person narratives.

Writing tips

Third-person Narratives

Third-person narratives are written in the third person (he/she/they/etc.) and are real or imaginary stories about another person or other people. A third-person narrative should consist of:

- an introduction in which you set the scene (who was involved, time, place, etc.) in an interesting way to help the reader imagine the scene and want to continue reading;
- a main body consisting of two or more paragraphs in which you develop your story presenting the events in the order that they happened;
- a conclusion in which you say what happened in the end and refer to people's feelings, final comments or reactions.

Introduction

Set the scene (who - where - when - what)

Main body

Develop the story: give a detailed description of the events in the order they happened.

Conclusion

End the story. Add feelings, comments and reactions.

1. Have students work in pairs, look at the picture and discuss the questions. After the discussions, elicit answers from the pairs for each question, encouraging students to share their interpretations and reasoning.

1. What were Tim and his friends doing before he climbed the tree?
2. Why did he decide to climb the tree?
3. What happened when he climbed the tree?
4. How did he feel?
5. What do you think happened to him in the end?

Student's own answers

- 2.** Ask students to read the story and find out what truly happened to Tim. Then have them label the paragraphs with the headings.

"Are you sure that you want to climb the tree?" Tim's friend asked him. Tim looked at his friend's favourite ball which was stuck in the tree and said, "Of course, I am. I love climbing trees."

1) **B**

Without thinking much, Tim started to climb up the tree. At first, he wasn't scared; he just wanted to get the ball. But as he reached it, he found himself going higher and higher until he got stuck in the branches of the tall tree!

"Oh, no!" Tim said to himself, looking down at the ground below.

Tim started feeling scared. He asked his friends for help, but unfortunately, none of them could help.

2) **C**

Suddenly, Tim remembered his favorite storybook. In that book, one of the characters was in a similar situation. Tim remembered how the character successfully climbed down a tree using the Hug-and-Slide method. Inspired by the story, Tim decided to hug the trunk of the tree and slowly slide down, using his hands and legs to control the descent.

Tim felt really happy and proud as he stood safely on the ground. He realised that the adventures he read about in books weren't just exciting stories; they could also teach valuable lessons. He understood the importance of learning from stories and using that knowledge in real-life situations.

3) **A**

- 3.** Divide students into small groups and ask them to choose one of the pictures. Before they start writing, go through Writing Tips on Page 42. Give students time to write their narratives based on the picture they have chosen. After students have completed their narratives, ask them to share their work with the class. Provide constructive feedback on students' narratives, focusing on their use of language.



TIME TO WATCH

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

- develop their listening skills for detailed information by watching a video about the Guinness Book of World Records;
- develop their reading skills for detailed information;
- guess the meanings of the words/phrases from the context;
- talk about some of the Guinness World records.

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

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

1. Tell students that they are going to watch a video about *The Guinness Book of World Records*. Before watching the video, ask students to read the text and identify where the sentence "It became a bestseller in England in only four months" best fits in the text. After students have completed the task, elicit their answers and discuss the reasoning behind their choices.

Answer:

D)

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

Answers:

1	I am excited to own a new puppy and now I can play with it every day.	d) to have something
2	My toy car is my favourite possession in the whole world.	a) something that you have
3	There are plenty of colourful crayons in the box for everyone to use.	e) a lot or more than enough of something
4	I love reading the newest edition of my favourite storybook.	c) a special version or copy of a book, magazine or other things

5

I want to **complete** my puzzle by putting all the pieces together.

f) to finish or do all the parts of something

6

My cousin baked a **fabulous** cake for my birthday, and it tasted delicious!

b) very good; excellent

3. Before you play the video, have students read the sentences. Then play the video and ask students to watch the video and decide if the sentences are True or False. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. He got his first copy of the Guinness Book of Records as a birthday present. **False**
2. Martin had difficulty finding old books in the 1980s. **True**
3. Martin's collection now includes about 1,220 books. **False**
4. One of Martin's favourite editions is from 1972 because he found a mistake in it. **True**
5. Martin's most prized possession is in a language that he doesn't know. **True**
6. Martin recommends starting a collection by comparing the first edition with the latest edition. **True**

4. A. Ask students to look at the pictures of some records from *the Guinness Book of World Records* and guess what each record is about. Group them and have them share their guesses.



Most balls caught
by a dog with the paws
in one minute



World's
highest-ranking penguin,
Major General



Fastest 5 m on a
scooter by a parrot



Fastest tortoise
in the world



Largest human
Pi symbol



Largest wearable
cake dress

TIME TO WATCH

- B. Assign a home task where students research and prepare a brief presentation on the records.

Script

Hi! I'm Martin Tuy. I live in Somerset and I run a website for people that like to collect the Guinness Book of Records. The first Guinness Book of Records that I owned was a Christmas present in 1968 from then I had pretty much every year the Guinness Book of Records given to me as a Christmas present and I still do to this day. In the 1980s, I started to try and complete my collection. Having I only got the first edition in 1968 I realized that as the book started in 1955 there were plenty of editions I didn't have. In the 80s to find old books you had to go to bookshops, go to car boot sales, hunt around and even phone people up. Now these days you search the internet and you can immediately find the books that you need to complete your collection. In those days, it was much harder. Once the internet came along, I started the website. I realized that there was much more to collecting the Guinness Book of Records than I had first thought there were plenty of spin-off editions and different series that had been published by Guinness Publishing and Guinness superlatives since 1955 so I started to collect those and my collection probably now covers around about 1,200 books in total. One of my favourite copies of the book is the 1972 edition because this may sound DED but I found a mistake in the book so I wrote to the Guinness Book of Records and told them about the mistake and I got a personal letter back from Norris McCarter uh explaining why the mistake had been made. My most prized possession amongst my collection is a very difficult question to answer. One of them that I really enjoy although I can't read a single word of it is the first edition in Japanese from the 1960s and another is a special edition that was produced and has Diana Ross on the cover. it's a very special edition and they're quite hard to find but it's a fabulous copy of the book. If someone wants to start out collecting the Guinness World Records and go back and perhaps do a comparison between the very first edition in 1955 and the latest edition and then you'll see how things move on how history is being made through the Guinness Book of Records with people breaking records setting records the world itself is changing and most of that information is actually recorded in the Guinness Book of Records.

As a follow-up activity, choose one of the activities below.

1. **Record Breaker Speech:** Have students choose a Guinness World Record and prepare a speech about it. They can share interesting facts, why they find it impressive and related details.
2. **Create Your Own Record:** Encourage students to invent their own Guinness World Record and write a description of it. They can get creative with the details and present their record to the class.
3. **Record Comparison:** Ask students to compare two Guinness World Records of their choice. They can write a short paragraph highlighting the similarities and differences between the records.
4. **Record Challenge:** Organise a classroom challenge where students come up with unique records related to a specific topic, such as sports, animals or food. They can present their records orally to the class.
5. **Record Storytelling:** Have students choose a Guinness World Record and create a short story around it. They can use their imagination to develop a narrative inspired by the record.
6. **Record Interview:** Have students imagine they are interviewing a Guinness World Record holder. They can write a series of questions they would ask to learn more about the person's experience and the story behind their record.
7. **Record Debate:** Divide the class into teams and have them debate the merits of different Guinness World Records. Teams can argue why their chosen record is the most impressive or significant.

MISTAKE DETECTOR



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

1. Bookworms love to read ^{regularly}~~regular~~ because it brings them happiness.
2. Extra reading classes help us improve our reading skills.
3. A library is a great place to find ^{information}~~informations~~ in books.
4. When we read, we can put ourselves into other people's ^{shoes}~~boots~~ and understand their feelings.
5. Setting an example of ^{honesty}~~honest~~ through stories is important for ~~the~~ young readers.
6. Books teach us the importance of being truthful in our lives.
7. You can find happiness ^{on}~~in~~ the pages of a good book.
8. It is great to complete my ^{homework}~~homeworks~~ and have free time to play.
9. There are ^{plenty}~~plenties~~ of snacks in the kitchen for us to enjoy.
10. I want to own a pet dog because they are cute and fun.
11. My mom likes to ^{advise}~~advise~~ me on how to tie my shoes properly.
12. ~~The~~ fiction books are stories that take us to magical places.
13. In a bookstore, there are shelves filled with stories, adventures and knowledge.
14. Sometimes, a good book becomes a good movie. But bookworms always ^{prefer}~~prefers~~ books.

UNIT 3

WHY DO WE DO THAT?

Topic: Why do we do that?

Hours: 21

Skills: Reading, Listening, Speaking, Writing

Grammar: So do I; Neither/ Nor do I

Vocabulary: Words and phrases related to the topic

Focus on the topic

Have students work in small groups and describe the photos and then discuss the questions provided. While they are discussing, monitor and provide assistance if necessary. Once they have finished discussing, nominate random students to share what they discussed in their groups.

- Why do people cry? How can it help us?
- Why do people need to sleep? What can happen to us if we don't sleep?
- Why do people feel shy or embarrassed? What are the different ways people show their embarrassment?
- Why do people have fear instincts? What are the different ways people show their fear?



VOCABULARY

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

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

Standards: 1.1.1. 3.1.1. 3.1.2. 3.1.4.

1. Tell students that they are going to read the text about intuition. Students should read the text and complete the sentences. Once students finish reading, put them in pairs to compare their answers with their partners. Check the answers and if necessary, provide further explanation.

Answers:

1. When people are acting on intuition, their feelings and instincts guide their decisions or actions.
2. When people don't know their next step in new relationships, their intuition can help them decide whether to trust people or not.
3. Intuition can help people in situations where something doesn't feel right.
4. At the moments of high emotion, people shouldn't use their intuition.

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

1. take charge (collocation)

- a) stop controlling something
- b) take responsibility for controlling something

2. confusion (n.)

- a) being sure of the facts
- b) not knowing what you should do, what something means

3. decrease (v.)

- a) become less or make something become less
- b) become more or make something become more

4. recall (v.)

- a) forget the memory of a past event
- b) bring the memory of a past event into your mind

5. rely on sth (phr.v.)

- a) continue without any help
- b) depend on or trust someone or something

6. reminder (n.)

- a) something that helps you to remember
- b) something that confuses your mind

7. stretch smb/sth

- a) limit somebody's skill, intelligence, etc.
- b) make use of all somebody's skill, intelligence, etc.

8. (not) the case (phr.)

- a) (not) true
- b) (not) effective

Track 7

1. **take charge** – take responsibility for controlling something
2. **confusion** – not knowing what you should do, what something means
3. **decrease** – become less or make something become less
4. **recall** – bring the memory of a past event into your mind
5. **rely on sth** – need a particular thing in order to continue
6. **reminder** – something that helps you to remember
7. **stretch smb/sth** – make use of all somebody's skill, intelligence, etc.
8. **(not) the case** – (not) true

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

Answers:

1. His memory is very good. I think we can **rely on** the facts he shared with us.
2. She claims that she has a headache, so she cannot perform. But I'm sure that's **not the case**.
3. Brain exercises help **stretch** your brain functions and memory.
4. Sometimes our brains play tricks with us and we cannot even **recall** simple things like what we ate yesterday.
5. If you let your anger **take charge** of you, you cannot make good decisions.
6. The number of fights among children **decreases** with age.
7. She used the door of her fridge as a board. It serves as a **reminder** for her. Otherwise, she forgets everything.

READING

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

- develop their reading skills for detailed and specific information by reading paragraphs about yawning, forgetting and laughing;
- guess the meanings of the words/phrases from the context;
- talk about the topics mentioned in the text.

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

1. Put students in pairs and have them discuss the question. Once they have finished their discussion, nominate random students to share their ideas with the class. Then ask students to read the text and check their answers.
 - Why do people yawn, laugh and forget things?
2. Tell students that they are going to read the text about yawning, forgetting and laughing. Six sentences have been removed from the text. Students should put those sentences back in the text. Remind them that there are two extra sentences that they don't need to use. Have students compare their answers with a partner as they have finished doing the task.

Answers:

1. **B.** One is that when we are bored or tired, we just don't breathe as deeply as we usually do.
2. **H.** Without this, taking a deep breath might be hard and that wouldn't be good!
3. **A.** People have similar moments daily.
4. **C.** They decide what's really important to keep and what not to.
5. **E.** But if you watch when people actually do it, you'll find this isn't the case.
6. **G.** It's like our brain has a secret code for acting like that.

Extra sentences:

- D.** Oxygen we breathe in makes us more awake.
- F.** Our brain can confuse us sometimes while acting like that.

3. Ask students to read the text again and decide if the sentences are True, False or Not Given. Once students are ready, have them first compare their answers with a partner, and then check the answers.

Answers:

1. **F** (... other studies have shown that breathing more oxygen does not decrease yawning.)
2. **NG**
3. **NG**
4. **T** (Although there is no one clear reason for forgetfulness, there are 3 common explanations.)
5. **F** (He found that most laughter did not come after jokes. People laughed at the end of normal sentences, or questions such as "Look, it's Sam," or "Are you sure?".)
6. **T** (The regions responsible for laughing are like the oldest neighbourhoods.)

4. Ask students to find the opposites of the given words in the text. Tell them that they appear in the text in the same order as they are in the task. The task could be done individually or in pairs. Once students are ready, check the answers and then ask them to use the words in the sentences.

Answers:

born - unborn
bring into - move out
decrease - increase
ability - inability
forget - recall/remember
effective - ineffective
short - long

5. Have students work in small groups and discuss the questions. While they are discussing the questions, monitor and provide assistance if necessary. Once they are ready, have an open class discussion around the questions and encourage students to share their answers.
 - How often do you experience forgetfulness?
 - What's your funniest story about forgetfulness?
 - What kind of things make you laugh?

GRAMMAR A

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

- respond to the statements using *So* and *Neither/Nor*;
- develop their reading skills for detailed information by reading a conversation about doomscrolling;
- write about the way they get news;
- talk about the ways of getting news;

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

1. Ask students to discuss the questions in pairs. Once they are discussing the questions, monitor and help them if necessary.

After students have finished discussing, nominate random students to share their ideas with the whole class.

- How do you learn about recent events in the world and in your country?
- Is there mostly negative or positive news? What is the reason for that?

2. Tell students that they are going to read the conversation between 2 students. Before students start reading it, explain the meaning of the blocking word - *violence*. Encourage them to use the word in their sentences.

Ask students to read the conversation and decide if the sentences are True or False. The task should be done individually. Have students compare their answers in pairs once they are ready and then check the answers as a class.

Answers:

1. **F** (Doomscrolling is watching and reading a lot of sad news.)
2. **T** (**Araz:** ... to help my granny watch less sad news; **Gunel:** My grandparents get some dose of sad news every day.)
3. **T** (**Araz:** I don't like sad things. **Gunel:** Sad things make me unhappy. I am doing my best to stay away from them.)
4. **F** (Our brains scan all the potential dangers because it is a part of biological survival instinct. Dangers are more important for our brains than other information.)
5. **T** (**Araz:** I will read the article to my granny. **Gunel:** I will start with my granddad.)

3. Ask students to look back at the boldfaced structures in the conversation and complete the rules.

Answers:

1. **So** + auxiliary + subject means 'in the same way', 'as well' or 'too'.

2. **Neither/Nor** + auxiliary + subject means 'also not'

Before you ask students to do Task 4, refer them to Grammar Target on page 132. Explain to them the usage of **So do I**; **Neither / Nor do I**.

4. Ask students to complete the sentences with the right auxiliary or modal verbs. Have students do the task individually. Check the answers as a class. Provide further explanation if necessary.

Answers:

1. **A:** I am doing my best to doomscroll less.
B: So am I. It makes me aggressive.
2. **A:** Parvin cannot watch videos if there is violence.
B: Neither can I. I close my eyes if I see such videos.
3. **A:** Sheila's sister spends hours watching sad things.
B: So does my brother. He doomscrolls for about 5-6 hours a day.
4. **A:** I cried a lot over yesterday's news about the cat that died in the fire.
B: So did I. It was so sad to watch.
5. **A:** Karim never watches anything that can make him sad.
B: Neither does Zumrud. She spends a maximum of an hour on the phone.

5. Have students complete the sentences with *So* or *Neither* and the right auxiliary or modal verbs. Tell them to refer to the grammar rules on page 132 if necessary. Students should do the task individually and compare their answers in pairs. Check the answers as a class, once they have completed the mentioned stages. Provide further explanation if necessary.

Answers:

1. **A:** I have my own blog about the recent fun events in the world.
B: Oh, really! So does my sister.
2. **A:** I couldn't watch the video where they beat the dog. It is violence.
B: Neither could I. Those people were very violent.
3. **A:** Kelly was so happy when her mom deleted that channel from TV.
B: So was Harry. They both were very worried about their mom and dad.
4. **A:** I laughed so much at the video about koalas.
B: So did I. They were cute and funny.
5. **A:** Kanan and Giesle didn't believe that the video was real.
B: Neither did I. I thought it was fake.

6. Ask students to write 3 affirmative and 3 negative sentences about the way they get news. While they are writing their sentences, walk around and provide assistance if necessary. Once students have completed writing their sentences, put them in pairs and have them take turns reading their sentences to each other. After each sentence, the other student should respond to his/her partner's sentence using *So* or *Neither/Nor*.

GRAMMAR B

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

- write tag questions;
- develop their reading skills for specific information by reading a conversation about snoring;
- develop their listening skills for specific information by listening to 4 people;
- talk about telling lies.

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

1. Put students in pairs and ask them to discuss the questions. Before students start the discussion, make sure that they know the meaning of the noun phrase “white lie”.

Possible blocking word

white lie (n.) /ˌwaɪt ˈlaɪ/ - a lie that is told in order to be polite or to stop someone from being upset by the truth

After students have finished discussing, nominate random students to share their ideas with the whole class.

- Why do people tell lies?
- Do you think that white lies are harmless? Why or why not?

2. Before students start doing task 2, make sure that they know the meaning of the word “snore”.

Possible blocking word

snore (v.) /snoʊr/ - to breathe in a very noisy way while you are sleeping

Ask students to look at the pictures and read the conversations. Tell students that some sentences have been removed from the conversations. They should put those sentences back in the conversations. Remind them that there is one extra sentence. Have students do the task individually and then compare their answers in pairs.

Answers:

1. **C.** I don't think I snore.
2. **A.** Sometimes I do, but only white lies.
3. **B.** Let's see if it stops your snoring.

Extra sentence: **D.** I promise I will talk to the doctor today.

3. Tell students that they are going to read the doctor's advice to Sam. Have students look at the boldfaced structures in Task 2 and complete the tag sentences. The task could be done individually or in pairs.

It would be better if you write the sentences on the board and highlight the necessary parts. It will help you to explain the grammar rules related to tag sentences.

Answers:

1. Raise the head of your bed, will you?
2. Don't sleep on your back, will you?
3. Let's see a cardiologist to be sure your heart is healthy, shall we?
4. Now, let my assistant take you to the cardiologist, will you?
5. I am going to return here, aren't I?

Before students start doing the rest of the tasks on page 55, refer them to Grammar Target on page 133.

Students have already been taught Tag questions in previous classes, however, it would be better if you quickly revise the rule with them. You can write some sentences on the board and elicit the right tag form from them.

She doesn't like tea, ★★ ★? (does she)
They went to the museum, ★★ ★? (didn't they)

After revising the rule with students, tell them that there are some special cases with Tag questions: *Tag questions with imperatives*; *Tag questions with suggestions*; *Tag questions when there are negative words in the first part*; *Tag questions with the 1st person singular of "to be"*. One by one go through all the sections in the Grammar Target (on page 133) related to the mentioned special cases. Elicit some sentences from them to make sure that students have fully comprehended the rule.

Tell students that question 5 in task 2 contains a mistake. Set a time limit for them to go through the rules on Page 133 to find the mistake. When the time is up, have a class discussion.

Answers:



GRAMMAR B

4. Ask students to choose the right option to complete each tag question. Tell them to refer to the grammar rule on page 133 if necessary. Have them do the task individually and then check the answers.

Answers:

0. She has to sleep early,
1. Don't watch sad programmes,
2. Turn the TV off,
3. She doesn't like jokes,
4. They slept very late,
5. Lala is unlikely going to like the idea,

- | | |
|------------------------|---------------------|
| a. <u>doesn't she?</u> | b. hasn't she? |
| a. do you? | b. <u>will you?</u> |
| a. <u>will you?</u> | b. don't you? |
| a. will she? | b. <u>does she?</u> |
| a. <u>didn't they?</u> | b. do they? |
| a. a. isn't she? | b. <u>is she?</u> |

5. Have students complete the sentences. Once they are ready, ask them to compare their answers with a partner. Then provide whole class feedback. It would be better to write the beginning of the sentences on the board while students are doing the task (If you have a smart board or a projector, you can simply display the exercise on the board.) and then ask random students to come and write the correct answers on the board. It will make it easy to explain the mistakes if there are any.

Answers:

- | | |
|---|--|
| 1. I am snoring at night, <u>aren't I?</u> | 6. Use this breathing app, <u>will you?</u> |
| 2. She never lies, <u>does she?</u> | 7. Let's talk to her, <u>shall we?</u> |
| 3. He used to sleep on his back, <u>didn't he?</u> | 8. Let me do it myself, <u>will you?</u> |
| 4. They rarely keep their promises, <u>do they?</u> | 9. They could seldom visit her, <u>could they?</u> |
| 5. Don't forget to talk to the doctor, <u>will you?</u> | |

6. Ask students to complete the gaps as they listen to Track 8. Before playing the recording, give students some time to read the sentences. Check the answers as a class once students are ready.

Answers:

1. Kamal never doomscrolls. Please, stop making yourself stressed.
2. She easily forgets everything. Let's do this task ourselves.
3. He believes lies easily. Don't let him make decisions without careful thought.
4. Jahan rarely goes against her intuition.

Once you have checked the answers, ask students to write the sentences as tag questions. Have them peer-check their sentences once the task is completed.

Answers:

1. Kamal never doomscrolls, does he?
Please, stop making yourself stressed, will you?
2. She easily forgets everything, doesn't she?
Let's do this task ourselves, shall we?
3. He believes lies easily, doesn't he?
Don't let him make decisions without careful thought, will you?
4. Jahan rarely goes against her intuition, does she?

Track 8

1. Look at Kamal! He is so optimistic and full of energy. He never doomscrolls. Please, stop making yourself stressed with all this sad news.
 2. I don't think she can help us. Tell her something and some minutes later she forgets everything. Let's do this task ourselves.
 3. It is so easy to scam him. He believes lies easily. Please, don't let him make decisions without careful thought.
 4. Jahan always acts on intuition. She rarely goes against her intuition.
7. Divide students into pairs. Ask Student A to go to page 128, and Student B to 129. Students first need to read the situations and write them as one sentence using the key words. There is an example provided. If necessary, provide further assistance. While students are doing the task, monitor and provide further assistance. Once students have completed this stage, have them take turns and read their sentences to each other. As their partner finishes reading each sentence the other student should say the sentence as a tag question. The example is provided.

Student A: Don't be late for the meeting.

Student B: Don't be late for the meeting, will you?

Answers:

Student A

1. Let me help you.
2. I am right.
3. Stop laughing.

Student B

1. Don't lie to me.
2. Let's go to the cinema.
3. He/she rarely keeps his/her promises.

1. Let me help you, will you?
2. I am right, aren't I?
3. Stop laughing, will you?

1. Don't lie to me, will you?
2. Let's go to the cinema, shall we?
3. He/she rarely keeps his/her promises, does he/she?

LISTENING

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

- develop their listening skills for detailed information by listening to 4 people talking about superstitions;
- talk about the topics related to superstitions;

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

1. Ask students to look at the pictures and discuss the questions with a partner. Once they have finished asking questions, get some feedback from random students.

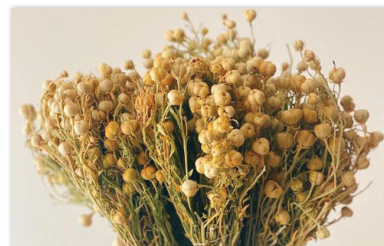
- For what purposes do people use these things?
- Have you used any of these? Why or why not?



horseshoe



evil eye beads



wild rue (*harmel*)

Before students start doing Task 2, draw their attention to the definitions of the words "superstition and superstitious" provided in the book. Have them read the definitions and check if they have understood or not. Provide some example sentences and elicit some from them.

superstition (n) – the belief that particular events bring good or bad luck; the belief that explains the causes for events in ways that are connected to magic, not to science.
superstitious (adj) – believing in superstitions

You might pre-teach this vocabulary as well.

Possible blocking words

itch (v.) /ɪtʃ/ – to have or cause an uncomfortable feeling on the skin that makes you want to rub it with your nails

spill (v.) /spɪl/ – to cause a liquid or substance to flow out of its container and onto a surface

shorten (v.) /'ʃɔːtən/ – to become shorter or make something shorter



ladder (n.) /'læd.ə/



shadow (n.) /'ʃæd.əʊ/

2. Ask students to complete the superstitions with the given phrases. Have them compare their answer with a partner before you check the answers as a class.

Answers:

Good Luck Superstitions

1. If your right hand itches, you will receive unexpected money.
2. If you buy an elephant souvenir to someone, it will bring them good luck.
3. If you blow all the candles on your birthday cake in one blow, you will realise your dream.

Bad Luck Superstitions

1. If you walk under the ladder, you will have bad luck.
2. If you break a mirror, it will bring you seven years of bad luck.
3. If you cut your nails at night, it might shorten your life.

3. Draw student's attention to the picture of the *broom* and also teach them the verb sweep. You might use the words in a sentence to explain the meaning better: *We sweep the floor with the broom.* (The use of TPR will make the explanation better.)

Notes: Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input.

Possible blocking word

broom (n.) /bru:m/



Tell students that they are going to listen to 4 speakers. Students should match the speakers to the statements. Remind them that there is one extra statement. Give students some time to read the statements and then play the recording. If necessary, play the recording twice. Students do the task individually and compare their answers in pairs. Then check the answers as a class.

LISTENING

Speaker 1

c) This person had no idea why a certain thing was bad.

Speaker 2

a) This person left the floor dirty for a while because of a superstition.

Speaker 3

d) This person had to start an activity earlier because of a superstition.

Speaker 4

e) This person didn't experience bad luck even if he/she couldn't follow the superstition.

Track 9

Speaker 1. My mom always got mad if someone was running the broom over her feet while sweeping the floor. So everyone in our family did their best not to touch anyone with the broom. Of course, we didn't know the reason and we didn't even ask for it. The only thing we knew was touching the foot with a broom was a bad thing.

Speaker 2. My dad used to work in a different city. Twice a week he came home and we had a big family dinner. When he left after dinner, my granddad didn't let us start cleaning immediately. He didn't let us sweep the floor at all. "It brings bad luck to the person who's just left the house. Don't touch the broom", he used to say.

Speaker 3. I used to go running with my friends after sunset every day. It was my duty to take the rubbish out. But my sister never let me take the rubbish out when I went running. She said that it took all the good luck from home. So she made me leave the house earlier. As I went to the park earlier, I had to wait for my friends for at least 40 minutes.

Speaker 4. At our home, we had problems with metal objects. But scissors were the worst of them. We had to be very careful with them. My granny used to say, "Don't leave the scissors open, you invite enemies. Don't drop them or it will bring bad luck". We did our best not to do these things, but sometimes we were unsuccessful. Luckily nothing bad happened.

- 4.** Put students in pairs and have them try to answer the question based on what they remember from Track 9. Tell them that it is alright if they cannot remember all the facts. Then play the recording and have students check or build up their answers. In the end, check the answers as a class and have a quick discussion about the mentioned superstitions. Here are some questions that you might want to ask the class:

*Do people in your family follow any of the superstitions mentioned in the track?
Can any of these superstitions have a logical reason? Why or why not?*

Answers:

1. Running the broom over someone's feet while sweeping the floor is bad.
2. Not to sweep the floor after the person who's just left the house as it brings bad luck to the person.
3. Not to take the rubbish out after sunset as it takes all the good luck from home.
4. Not to leave the scissors open as it invites enemies.

5. Have students work in small groups and find the superstitions related to the pictures. The task is better to be set as a home task in case students have little or no idea about the superstitions. If set as a home task, assign each group one picture and encourage them to research different variations of the related superstition. Some of the given things are related to different superstitions depending on the country. The groups should prepare a presentation and share interesting details about the superstitions.



to spill salt



a shooting star



to open an umbrella



ladybird



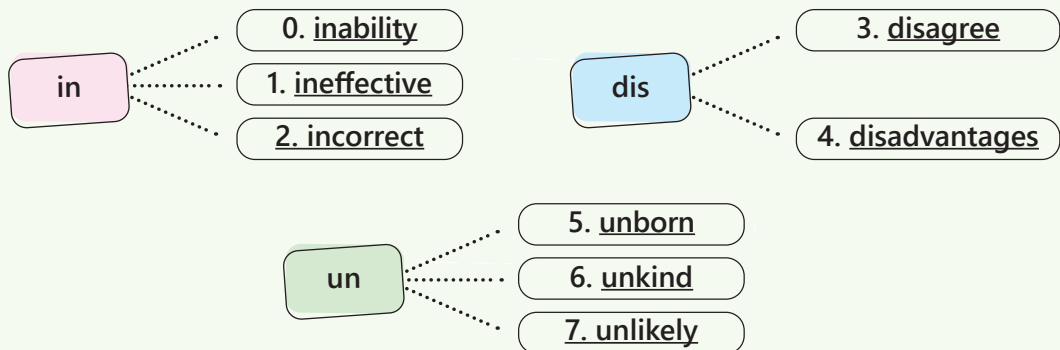
to whistle at home

6. Have students discuss the questions in pairs. While they are discussing the questions, monitor and take notes to be discussed in the feedback stage. Once students have finished their discussions, nominate random students to share their answers with the whole class. If necessary, use delayed error correction techniques to reflect on the mistakes that students have made during their discussions.
- Why do you think people believe superstitions?
 - Which superstitions mentioned in this unit are common in your country?
 - What are the superstitions that you or your family members believe?

USE OF ENGLISH

1.

Answers:



2.

Answers:

1. Unkind comments make people sad. Be careful with your words.
2. The inability to stop laughing can put you in bad situations when you need to be serious.
3. All the methods I have tried to solve my problems with forgetfulness were ineffective. I still forget things easily.
4. There are some disadvantages of relying on your intuition all the time. They don't often guide you well.
5. Superstitions are unlikely to be true. I don't believe them.

3.

Answers:

1.

- a) She has never believed in superstitions, hasn't she?
- b) She has never believed in superstitions, has she?

2.

- a) This is an important project. Don't procrastinate, do you?
- b) This is an important project. Don't procrastinate, will you?

3.

a) A: Last night my dog snored very loudly.

b) A: Last night my dog snored very loudly.

B: So did my cat

B: Neither did my cat.

4.

a) A: She has to make an effort to decrease doomscrolling.

b) A: She has to make an effort to decrease doomscrolling.

B: So has he.

B: So does he.

4.

Answers:

Body shaming is 0) when people say bad things about how someone looks, their size or shape. It's a kind of behaviour that can really hurt 1) a person's feelings and even their health.

Here are some reasons that experts believe why people body shame others.

- It often happens because people have formed certain ideas 2) about how people should look. The worst thing is that social media makes these ideas more famous. If someone doesn't match these ideas, they might 3) receive/get bad comments, which can make them feel bad about themselves.
- People who feel bad about themselves might body shame others. It can make them feel better about their 4) own problems and feel more in control. Also, in some situations, people believe that making fun of others can make them more popular or liked. This is the worst of all, as such people continue body shaming even if they know it is a bad thing.
- Sometimes, people don't understand 5) how hurtful their comments can be. If people don't know that saying unkind things about someone's appearance is hurtful, they might do it 6) without meaning to. Teaching people about why it's wrong can help stop this.

To stop body shaming, it's important to encourage positive feelings about our bodies. Everyone is different, and that's okay. Beauty exists 7) in all shapes, sizes and colours.

People need to feel good about themselves, no matter what others think.

To make things better, we need to teach people about body positivity, help them understand the effects of hurtful comments, and create a world 8) where everyone feels important and accepted for who they 9) are.

SPEAKING

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

- talk about superstitions and different reasons why people do certain things.

Standards: 2.1.1. 2.1.2. 2.1.3.

1. Put students in small groups and have them discuss the questions. Before students start their discussions, make sure that the pictures and the key words are clear to students. If necessary, provide an extra explanation without talking about the superstitions related to the given things. While they are discussing the questions, monitor and take notes to be discussed in the feedback stage.

- What are the superstitions around these things and animals?
- Do people in your country believe them?
- What do people normally do if they experience any of those superstitions?



dropping fork



owl hoots
(the sound that owls make)



black cats



throwing water
after someone



touch the wood



folding arms

2. Divide students into 3 or 6 groups. (If there are 6 groups, each task should be assigned to 2 groups.) Assign each group their task and tell them to prepare a group presentation. They should share their opinions about common human behaviours. While students are working on their tasks, monitor and provide assistance if necessary. When students are presenting their work, encourage the rest of the students to ask questions and share their opinions on their classmates' topics.

Group 1

Why do some people ...?

like taking risks

*do things that
are bad for them*

*often
procrastinate*

*like competing
with others*

Group 2

Why can't some people ...?

stop laughing

*get up early in
the morning*

stop lying

trust others

Group 3

Why shouldn't we ...?

*rely on our
intuition all the
time*

doomscroll

body shame

*trust everyone
with our secrets*

- 3.** Have students read the questions and decide whether they agree or disagree with the given statements. Encourage them to think about how to explain their answers. Set a maximum of 3 minutes for this stage. Then put students in pairs and have them exchange their ideas. While they are doing the task, monitor and take notes to be discussed at the feedback stage. Once students are ready, nominate random students to share their ideas with the whole class.

1. If we learn about how our brain works, we can control our actions better.
2. Listening to your gut feeling is often advisable.
3. Loving yourself as you are will make others respect you.
4. People who like criticising others are mostly not happy with themselves.

WRITING

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

- develop their readings skills for gist;
- write a first-person narrative using one of the story starters provided.

Standards: 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

Refer students to the table with writing tips about writing introductions. Give further explanation for the paraphrasing tips if the sentences are not clear. You might want to write the example sentences on the board and give a detailed explanation. Then write a sentence on the board and elicit paraphrase form from them.

Writing tips

Tips for expressing your opinion

- Use these sentence starters when you write your opinion.
I think that watching sad things makes people aggressive over time.
I strongly believe that seeing a lot of violence on TV makes teenagers aggressive.
In my opinion, watching sad things can be good from time to time.

- Whenever possible expand your reasons with facts.
In my opinion, watching sad things can be good from time to time. As we know, when you cry, you get rid of stress hormones. So, watching sad things can help you get rid of those hormones.

Tips for paraphrasing

- use synonyms
Acting on intuition **can have negative results**. - Acting on intuition **might bring bad outcomes**.
- change word order
If you doomscroll all day long, you open your body to all sorts of stress.
You create a stressful life for yourself when you doomscroll all day long.
- change grammatical structure
I remember acting on intuition from time to time. - There have been times when I acted on intuition.

1. Ask students to read the given passage and choose the best answer. Check the answers as a class, once students have finished doing it.

Answer:

The writer gives his opinion on **b) the disadvantages of spending more time indoors**.

- 2.** Ask students to write their opinions about the given questions. They should express their opinions in a minimum of three sentences. While students are working on the task, monitor and provide assistance if necessary. Once students have finished writing, encourage them to exchange their work and peer-edit each other's work.

1. How can we encourage children to spend more time outdoors?
2. What are the benefits of spending more time outdoors?

Student's own answers

- 3.** Draw students' attention to the boldfaced sentences in the passage in Task 1. Tell them to paraphrase the sentences using different strategies as mentioned in the Writing tips on page 62. Once students are ready, have them exchange their sentences and give feedback on them. They should highlight the parts that have been changed and the strategies that their partners have used.

In the end, nominate random students to come and write their partner's sentences on the board and as a class provide feedback.

Student's own answers

- 4.** Ask students to read the passage and paraphrase it, changing at least three words in each sentence. In weaker classes, the task could be set as pair work as well. While students are working, monitor and provide assistance if necessary.

If time allows, it would be better to provide individual feedback on each work. If not, you can ask students to peer-edit each other's work.

Student's own answers

- 5.** Ask students to write their opinions about the given questions. They should express their opinions in 4-5 sentences. While students are working on the task, monitor and provide assistance if necessary. Once students have finished writing, ask them to exchange their sentences with a partner. They should paraphrase each other's sentences. As they finish the first cycle, have them repeat the task with a different partner.

1. In your opinion what is the funniest superstition?
2. Why is it important to love ourselves as we are?

Student's own answers

TIME TO WATCH

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

- develop their listening skills for specific and detailed information by watching a video about sleeping;
- develop their reading skills for detailed information;
- guess the meanings of the words/phrases from the context;
- talk about different aspects of sleeping.

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

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

1. Tell students that they are going to watch a video about sleeping. Before that, they have to read the text about body clocks and answer the questions. There are boldfaced words in the text, but those words don't block understanding, thus, tell students not to worry about their meanings for now. Once students are ready, have them first compare their answers with a partner, and then check the answers.

Answers:

1. What is the other name for our body clock? - **It is called the circadian rhythm.**
2. What body changes does it influence? - **It helps with many body changes like when we need to wind down or feel awake, control our temperature, and release hormones.**
3. What are cortisol and melatonin hormones responsible for? - **Cortisol makes us alert in the morning, and melatonin helps us get ready for sleep at night by slowing our heartbeat and respiratory rate.**
4. What are the disadvantages of not listening to our body clock? - **It can be bad for our health.**

2. Ask students to look back at the text again and match the numbered words to their definitions. When they have finished doing the task, check the answers as a class. If necessary, drill the pronunciation.

Answers:

1. **cycle** - **c**) a regular period of time during which an activity, job, etc. is done
2. **wind down** - **e**) to start to relax gradually after a period of hard work or a worrying situation

3. release - d) to allow a hormone to flow out
4. alert - g) quick to see and understand and act in a particular situation
5. respiratory rate - f) of or relating to breathing
6. restore - h) to return something to an earlier good condition
7. groggy - a) weak or unable to think clearly or walk correctly usually because of tiredness
8. hazy - b) not remembering things clearly

3. Before playing the first part of the video, give students some time to read the sentences. Students should complete the sentences as they are watching the video. If necessary, play the video twice. After the video has finished, ask students to compare their answers with a partner and then check the answers as a class.

Answers:

N1 stage:

People don't know the difference between being 1) awake and being 2) asleep. Lasts from 3) one to 4) five minutes.

N2 stage:

Brain activity, 5) heartbeat and the respiratory rate slow down. Lasts from 6) ten minutes to as long as 7) an hour.

N3 stage:

This stage is called 8) deep sleep. Helps restore your 9) body and 10) mind.

N4 stage:

In the REM stage, your brain is very 11) active. Brain cleans up 12) unnecessary information.

All these stages last 13) 90 minutes and can repeat 14) five to six times in one sleep cycle.

4. Tell students that there are mistakes in each of the given sentences. Students should watch the second part of the video and correct the mistakes. After the video has finished, ask students to compare their answers with a partner and then check the answers as a class.

TIME TO WATCH

Answers:

1. Normally, naps last between ³⁰~~13~~ and 90 minutes.
2. Power nap lasts between ²⁰~~12~~ and 30 minutes.
3. You will feel ^{groggy}~~relaxed~~ if you nap for a long time.
4. Power nap is successful when you ^{wake up before you fall into}~~enter~~ deep or REM sleep.
5. If you nap too ^{late}~~early~~, you might have problems at night.
6. The best time for a power nap is known as the ^{lunch}~~breakfast~~ dip.

5. Put students in small groups and have them discuss the given questions. As they are discussing the questions, monitor and take notes to be discussed in the feedback stage.

- Why is it important to get a good night's sleep?
- How many hours do you normally sleep a night?
- How do you feel if you don't sleep well at night?
- Do you like napping? Why or why not?

6. Divide students into small groups and explain to them the details of the project. Students might choose one of the given topics or you might want to assign the topics to different groups yourself.

It would be advisable if you give some time to students to plan the project work. Depending on the level of the students, the given time might vary.

The presentations can be in any form. However, as a teacher, you might want to make the form of the presentations certain. (picture, PowerPoint, video, spoken, etc.)

Script

Part 1

Every night you probably get into bed, wind down, close your eyes and that's it. And then you wake up and it's a new day. But what happened during those eight hours? Did your body and brain shut off or is there something more going on? How does sleep work?

Hi I'm Faith from sleep foundation. It's easy to think that when we fall asleep we're slipping into a uniform state of passive rest. But sleep isn't just one thing, it's actually a very active process broken up into four stages each with their own goals and objectives.

First there is that hazy period right when you start to fall asleep and you don't really know the difference between being awake and being asleep. This is called N1 sleep and it lasts anywhere from one to five minutes. Next you enter the N2 phase. This is where your brain activity slows down along with your heartbeat and respiratory rate. This stage can be as short as 10 minutes but as long as an hour. The next stage is called N3 also known as deep sleep. The brain activity during this period has a pattern known as delta waves and

this stage is critical to restoring your body and mind. This delta wave activity processes your memories and experiences from the day while your body releases growth hormone to repair muscle tissue, regrow bone cells and strengthen the immune system.

Finally, you enter N4 the famous rapid eye movement or REM sleep. During this stage your brain is almost as active as it is when awake. There is evidence that REM sleep serves as a kind of mental housekeeping to clean up unnecessary information.

These four stages repeat in about 90 minutes throughout the night. Depending on how long you sleep your body may go through this cycle five to six times in an evening. This complex and multi-stage cycle is known as your sleep architecture and it's the basic structural organisation of sleep. So look, it's easy to think you're just resting when you fall asleep but there's so much more going on as complex processes are at work restoring your body, cleaning out your brain and preparing you for the day ahead. Thanks for watching Everyone. Sleep well.

Part 2

The average nap can last between 30 and 90 minutes. A power nap though lasts between 20 and 30 minutes. You might think 20 minutes is too short, but it's actually the sweet spot. About half of all nappers wake up feeling groggy. That's because they sleep too long. The key to a successful power nap is waking up before you fall into deep or REM sleep.

Think of a power nap as a quick shot of energy. You're not looking for a full night's sleep just enough to power through the day. Naps will leave you feeling calm and relaxed. They can make you more alert and improve your mood.

What to avoid during a power nap? Napping has its benefits. It also has its drawbacks. If you're not doing it right, if you nap too long, you might wake up feeling groggy.

If you nap too late, you might have trouble falling asleep that night.

Don't force yourself to nap either. Some people can't sleep during the day, others can't sleep outside the comfort of their bed trying and failing to nap might just stress you out and we don't want that.

The best time for a power nap is between 1 and 3 p.m. This is known as the lunch dip. Your body clock has two peak sleepiness periods. The first comes at night. The second falls around lunchtime, your body's natural tiredness into a quick power nap. It's what your circadian rhythm wants.

A quick 20 minutes will leave you feeling alert, refreshed and ready to take on the latter half of the day. Keep them short and sweet.

MISTAKE DETECTOR



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

1. It is very important to listen to your internal clock. When you sleep according to your internal clock, then your brain ^{releases} ~~relieves~~ melatonin hormone.
2. Some people believe that relying **on** your gut feeling can decrease the extra amount of time you spend on unnecessary things.
3. ^{Forgetfulness} ~~Forgetful~~ is a big problem for many people these days. I think it is because of poor diets.
4. When people body ^{shame} ~~shy~~ others, they don't often do it on purpose. Sometimes they just don't know how bad it can be for other people.
5. I am not a ^{superstitious} ~~superstition~~ person. But my grandparents are. When I lived with them, I did my best to prove to them that nothing bad happened when I didn't follow the superstitions. Unfortunately, nothing helped.
6. According to a famous superstition, if you hang a horseshoe on your door, it ^{brings} ~~takes~~ you good luck.
7. My mom never watches sad things. Neither does my dad. They say that doomscrolling can make you stressed and sad throughout the day.
8. I did my best but couldn't ^{recall} ~~call~~ the memory of the day. I think my illness affected that. I was ill on that day and couldn't wind down. So, please help me, ^{will} ~~do~~ you?
9. Kamran rarely procrastinates, ^{does} ~~doesn't~~ he? I think that makes him successful in all his projects.
10. There is a lot of ^{violence} ~~violent~~ on TV these days. Such things make people more aggressive. The best thing is not to watch such programmes.

UNIT 4

THE SKY'S THE LIMIT

Topic: Space exploration

Hours: 21

Skills: Reading, Listening, Speaking, Writing

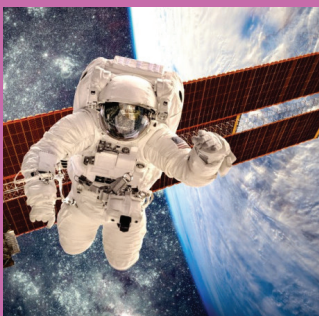
Grammar: The Present Simple Passive and Present Progressive Passive; The Past Simple Passive and Future Passive

Vocabulary: Words and phrases related to the topic

Focus on the topic

Have students work in small groups to describe the photos and discuss the provided questions. As they engage in discussions, monitor and assist if needed. Once the group discussions are over, randomly select students to share the key points from their group conversations.

- Have you ever looked up at the night sky and wanted to know what is up there? What do you think is out in space?
- Do you think that one day people will start living on a different planet? Why or why not?



VOCABULARY

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

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

Standards: 1.1.1. 3.1.1. 3.1.2. 3.1.4.

1. A. Tell students to work in pairs, use their best guess and say if they think the statements are True or False. Set a time limit. Discuss students' answers.

B. Have students read the Space Facts and check if their guesses are right or wrong.

Answers:

1. Jupiter, Saturn, Uranus, and Neptune have hard ground like Earth. **False**
2. Astronauts often feel cold in their spacesuits. **False**
3. A spacesuit from NASA costs less than a million dollars. **False**
4. A clock in outer space moves more quickly than a clock on Earth. **True**
5. Scientists are sure that there is liquid water on Mars. **False**

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

1. challenging (adj.)

- a)** not difficult or hard to do something
- b)** difficult in an interesting way that tests your ability

2. face (v.)

- a)** If you face something difficult, you have to take action.
- b)** If you face something, you stay away from it.

3. involve (v.)

- a)** have nothing to do with
- b)** include or be a part of something

4. push the limits (idiom)

- a)** try to do your best and go beyond what you thought you could do
- b)** not to try to do more than what is safe or allowed

5. cope with (phr.v.)

- a) manage a difficult situation or problem
- b) forget to do something important

6. explore (v.)

- a) go on an adventure to discover new things or places
- b) pay no attention to something

7. research (n.)

- a) a plan about a future event which will help a lot of people
- b) a careful study of a subject, especially in order to discover new facts or information about it

8. survive (v.)

- a) continue to live or exist
- b) not to stay safe or alive

Track 10

1. **challenging** – difficult in an interesting way that tests your ability
2. **face** – If you face something difficult, you have to take action.
3. **involve** – include or be a part of something
4. **push the limits** – try to do your best and go beyond what you thought you could do
5. **cope with** – manage a difficult situation or problem
6. **explore** – go on an adventure to discover new things or places
7. **research** – a careful study of a subject, especially in order to discover new facts or information about it
8. **survive** – continue to live or exist

3. Ask students to complete the sentences with the words from Task 2. Students should do the task individually and then compare their answers in pairs.

Answers:

1. One of the main goals of space missions is to **explore** the unknown.
2. Astronauts should know how to **survive** in the difficult conditions of space.
3. Space travel is an exciting adventure, but it can be quite **challenging**.
4. Astronauts **face** a lot of difficulties when they go to space.
5. Space missions **involve** teamwork between astronauts.
6. Astronauts **push the limits** of their abilities when they fly into space.
7. Astronauts spend years doing **research** to understand how humans can live in space.

READING

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

- develop their reading skills for detailed information by reading a magazine article about Mars;
- talk about space exploration;
- debate for or against the ideas about the exploration of Mars.

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

1. Ask students to discuss the statements in pairs. Monitor and assist if needed during their discussions. Once students have finished discussing, randomly select students to share their ideas with the whole class.
 - Space exploration is important for the future of humanity.
 - It will not be challenging for people to live on Mars.
 - Life on Mars will be more exciting than life on Earth.
2. Ask students to read the magazine article on Page 71 and choose the best title. Set a time limit. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answer:

a) Exploring the Great Unknown: Adventures Beyond Earth

3. Before you ask your students to do this task, refer to the instructions in the box and explain to them how to do this type of task. Then set a time limit. When the time is up, pair students up and ask them to compare their answers. Then discuss the answers as a class.

Answers:

1. **D** (They must be physically and psychologically ready for this period.)
2. **G** (However, even with these challenges, we can explore Mars since it is one of the closest planets to us.)
3. **B** (They have learned a lot about it from robot geologists and telescopes.)
4. **F** (They have everything they need to survive, like plants, exercise equipment, kitchens, and bathrooms in special settlements on their home planet.)
5. **C** (This place is very cold and dark, which is similar to what it might be like on Mars.)

Gapped text reading tasks:

The task is a text with six missing sentences. These sentences are given in jumbled order together with a seventh sentence which does not fit in any of the gaps.

- Students have to select the sentence that best fits each gap.
- The focus is on text structure, cohesion and coherence, and the students' ability to follow the development of a text.

Train students to read the text with the gaps in it first so that they gain an overall idea of the structure and the development of the writer's ideas before starting to do the task.

- It is important that students look carefully at the information before and after each gap to check that the sentence they choose fits logically.
- Give students plenty of practice in recognising clues that mark logical and cohesive development of texts. These include:
 - pronouns, e.g., *this, that, these, those*;
 - words and phrases indicating time, e.g., *over the past month/year/decade*;
 - linking words of contrast, addition, etc., e.g., *however, furthermore*;
 - repetition and synonyms, e.g., *the sea, the water, the waves*;
 - sequence of tenses, e.g., be aware of tenses used in clauses before and after the gap.
- Here are some helpful activities to try with your students:
 - associating time phrases with tenses, for example, over the past decade with the present perfect;
 - familiarising students with the function of linking words and creating opportunities to use them in sentence completion activities (Space exploration can be challenging, however, ...) and discussions;
 - circling all of the pronouns in a text and asking students to draw an arrow to the noun/noun phrase they refer to.

4. Present the two topics to the class for debate. Assign each student to either debate for or against the idea based on the topic chosen. Ensure a balanced distribution of positions. Inform students that they will have 10 minutes to prepare their arguments once the topic and their position (for or against) have been assigned. Monitor the preparation time and ensure students are ready to present their arguments within the allocated 10 minutes. Signal when it is time to switch sides and present the opposing argument. Facilitate the debate by allowing each side to present their arguments within the specified time limit. Conclude the debate with a reflection session where students can share their thoughts on the topics discussed. Encourage students to share how the debate has influenced their perspectives on Mars exploration.

GRAMMAR A

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

- ask and answer questions about astronauts' lives using *Present Simple Passive* and *Present Progressive Passive*;
- develop their reading skills for detailed information.

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

1. Instruct students to pair up and discuss the questions. Monitor group discussions and provide assistance if needed. Randomly select students to share their ideas and insights from the discussions with the whole class.

- How do you think life in space is different from life on Earth for astronauts?
- What challenges do you think astronauts might face in space?

2. Pre-teach these words before students start doing the reading task.

Possible blocking words

available (adj.) /ə'veɪ.lə.bəl/ - something that is present

interaction (n.) /ˌɪn.tə'rek.tʃən/ - the act of communicating with somebody

supply (v.) /sə'plaɪ/ - to provide something that is needed

Have students read the passages from a magazine article and decide if the sentences are True or False. Set a time limit. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

1. Astronauts take a shower every morning. **False**
2. They don't want to lose their sense of taste, so they eat spicy food. **True**
3. They usually work on their own during the day. **True**
4. At night, the station usually becomes quiet. **False**
5. A team is currently monitoring the space station. **True**

3. Ask students to look at the boldfaced parts of the sentences in the article and complete the rules. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

- a. We form the Present Simple Passive with **be (am/is/are)** and the past participle.
- b. We form the Present Progressive Passive with **be (am/is/are) + being** and the past participle.
- c. If we want to say who does the action, we use the preposition **by**.

Before you ask students to do Task 4, refer them to Grammar Target on page 134. Explain to them the Present Simple Passive and Present Progressive Passive.

4. Have students work individually and complete the sentences with the passive or active forms of the verbs in brackets. Tell them to use the correct tense forms. When they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Astronauts **are never sent** to space without any training.
2. An experiment **is being conducted** on the International Space Station at the moment.
3. The space station **is provided** with fresh supplies regularly.
4. Astronauts **are currently working** on experiments on the space station.
5. The tasks **are being discussed** with the mission control team now.
6. Astronauts **live** in space for long periods.

As a follow-up, write some words on the board. Tell students that they are going to play a game where two teams face each other and take turns creating passive voice sentences using the words on the board. This game promotes fluency and creativity in using passive voice structures.

5. Ask students to work individually and complete the questions with the passive forms of the verbs. Tell them to use the correct tense forms. When they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. How **are** astronauts **trained** for space missions?
2. What skills **are needed** to become an astronaut?
3. **Are** the astronauts **watched** by the mission control group?
4. What tasks **are performed** by astronauts on the space station?
5. Are any repairs **being made** on the space station currently?
6. How often **are** spacewalks **conducted**?

6. Ask all students to prepare questions related to space exploration using the Present Simple Passive and Present Progressive Passive. Provide assistance if needed. Then divide the students into pairs. Assign one student as Student A and the other as Student B. Have them act out the role-play. Monitor students and provide assistance if needed. After the role-play, provide feedback on their use of new grammar structures and offer suggestions for improvement.

GRAMMAR B

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

- talk about their city using *Past Simple Passive and Future Passive*;
- develop their reading skills for gist by reading the news article;
- write facts about their city to be used in the travel brochure;
- develop their listening skills for specific information.

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

1. Divide students into small groups and ask them to discuss the questions based on the photos. Monitor group discussions and provide assistance if needed. Randomly select students to share their ideas and insights from the discussions with the whole class.

- What kind of event do you think it is?
- Which adjectives can you use to describe this event?

global, educational, prestigious, unimportant, cultural, exciting, casual, local

2. Ask students to read the news article about the event in Task 1 and choose the best title. When they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answer:

d) The International Astronautical Congress Returns to Baku

3. Ask students to look at the boldfaced parts of the sentences in the article and complete the rules. When they are ready, pair them up to compare their answers. Then discuss the answers as a class.

Answers:

- a. We form the Past Simple Passive with **was/were** and the past participle.
b. We form the Future Passive with **will** + **be** and the past participle or **be going to** **be** + the past participle.

4. Tell students that they are going to listen to the speeches made by astronauts at the International Astronautical Congress and complete the sentences. Before you play the recording, have them read the sentences. When they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

Astronaut 1

He invented a telescope to study the sun, which **1) was proposed** for the flight. He was sent to space to operate the instruments because he was an expert.

Astronaut 2

She 2) was chosen as an astronaut because of her love of space. Before she flew to space, she 3) was trained by astronauts. She hopes that in the future, more young people 4) will be sent to space.

Astronaut 3

He worked as an electrical engineer before he became an astronaut. In 2019, the Turkish Space Agency 5) was established. About 36,000 wanted to become an astronaut. After a long selection process, he 6) was selected as one of the two astronauts of the Turkish Space Agency.

Track 11

1. I invented a new telescope to study the Sun and proposed it to NASA to fly on the space shuttle along with 10 other telescopes. And it was accepted for that flight and then NASA said among you 10 investigators we need to have some of you actually go and operate the instruments because you are the experts.
2. I became an astronaut when I was 27 years old. I think I was chosen for my love of space. Before I went to space, I was trained by experienced astronauts who inspired me. I hope more young people will dream of going to space in the future. Maybe one day, some of you will also be sent to explore space.
3. I was an electrical engineer working at a company called Rocket Industries in Türkiye. I never had the idea that I would become a national government astronaut. In 2019, the Turkish Space Agency was established. Roughly one and a half years after that, they announced the National Space Program, which has 10 goals for the next 10 years. After hearing that, I got excited. Roughly 36,000 people applied for the program and they were supposed to select two. After a long period of selection, I was lucky enough to be selected as one of the first two astronauts of the Turkish Space Agency.
5. Ask students to work individually and complete the sentences in the Past Simple Passive or Future Passive forms using the verbs given in the box. When they are ready, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. The central street in Baku was decorated with colourful banners during the international event.
2. Different cultural events were organised for the guests.
3. Tourists were taken to art exhibitions in different parts of the city.
4. The historic places will be explored/ are going to be explored by the tourists.

GRAMMAR B

5. The information about the rich history of the city will be shared/ is going to be shared by guides during the city tours.
6. The closing ceremony will be attended/is going to be attended by a large number of tourists.

As a follow-up activity, have students take on the role of the teacher and create sentences in Past Simple Passive or Future Passive for their classmates to identify and correct. This activity encourages peer teaching and engagement.

6. Divide students into small groups and ask them to create a travel brochure to promote their city as the host city for an international event. Encourage them to include visual elements such as images to enhance the brochure's appeal. Ask students to apply the lesson grammar. When they are ready, have the groups present their brochures to the class. After the presentations, provide feedback.

As a follow-up activity, choose one of the activities below.

1. **Passive Voice Scavenger Hunt:** Hide sentences in the active voice around the classroom. Have students work in teams to find the sentences, write them in the passive voice, and bring them back to their team's area.

The students completed their assignments on time.

The construction workers build a skyscraper.

The chef is preparing a delicious meal.

The student is answering the question.

The teacher corrected the test papers yesterday.

The farmer is going to plant a new crop.

The students take notes.

The mechanic is going to fix the car.

The librarian recommended a book.
The government passed a new law last month.
The gardener is watering the plants.
The author wrote a new book.
The cashier will count the money.
The artist painted the famous painting in 1889.
My grandmother cooks dinner every night.
The teacher assigns homework.
The manager holds a meeting.
The mother read a bedtime story.
The teacher is explaining the lesson.

- 2. Passive Voice Story:** Start a story in the active voice and have students take turns adding a sentence in the passive voice to continue the story. See how long they can keep the story going while maintaining the passive voice.
- 3. Passive Voice Relay:** Divide the class into teams. Have one student from each team come up with an active voice sentence and write it on the board. The next student has to convert it to the passive voice and write it below. Continue the relay until all team members have participated.
- 4. Passive Voice Writing:** Have students write a short news story using the passive voice. They can choose a topic that interests them and use the passive voice to describe actions and events.
- 5. Passive Voice Pictionary:** Draw pictures of actions and have students take turns guessing the verb. Once they guess correctly, they have to use the verb in a sentence in the passive voice.

LISTENING

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

- develop their listening skills for gist and detailed information by listening to a talk about Asgardia;
- talk about the topics related to living in space.

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

1. Divide students into small groups and ask them to discuss the questions. Monitor group discussions and provide assistance if needed. Randomly select students to share their ideas and insights from the discussions with the whole class.
 - Do you think the future is going to be like it?
 - Would you like to live in such a place? Why or why not?
2. Pre-teach these words before students start doing the listening task.

Possible blocking words

found (v.) /faʊnd/ - to establish something for the first time

apply for citizenship (collocation) /'æplai 'fɔ: 'sɪtɪzənʃɪp/- to ask to become a citizen of a country

resident (n.) /'rez.ɪ.dənt/- a person who lives in a particular place, such as a city or a country

Tell students that they are going to listen to a talk about Asgardia, the world's first 'space nation' and answer the question. Have them read the question and options before you play the recording. When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Answer:

d) Asgardians' first visit to space

3. Tell students that they are going to listen to the talk again and decide if the sentences are True or False. Have them read the sentences before you play the recording. When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Answers:

1. Ashurbeyli left his motherland when he was in his 20s. **True**
2. He started his space nation in 2016. **True**
3. People of any age can apply for Asgardian citizenship. **False**
4. Most of the citizens of Asgardia are from Türkiye. **True**
5. Asgardia-1 carried physical objects representing Asgardians to space. **False**
6. Some countries have already recognised Asgardia as a country. **False**

Track 11

Igor Ashurbeyli was born in Baku. He moved to Moscow in 1990 when he was 25 years old, and since then, he has come back to Baku many times. He is an aerospace engineer with a long career in technology. He is also a billionaire. He is the leader of humankind's first-ever nation in space.

Ashurbeyli founded his space nation in 2016, which he calls Asgardia. Within 40 hours of the project's announcement in 2016, 100,000 people applied for citizenship. Within three weeks, that number rose to 500,000. Anyone over 18 can apply, but not all are accepted. There are now hundreds of thousands of citizens from hundreds of countries. Türkiye currently has the largest number of Asgardians, with over 16,500 residents. According to the constitution, their mission is to create peace in space and equal opportunities for Asgardians. In November of 2017, Asgardia took its first steps. A small satellite called Asgardia-1 was sent into space. It had data about 18,000 citizens, the flag and the constitution of Asgardia. Asgardia wants to be part of the United Nations. To achieve this, the UN's Security Council must accept Asgardia as a country, and then most of the countries in the world have to agree. Being a country means having people, a territory, a government, and being recognised by other countries. It's a big goal, but Asgardia is working hard for it!

4. Ask students to work in pairs and discuss the questions. When they finish their discussions, randomly select students to share their ideas and insights with the whole class.
 - What do you think "creating peace in space" means? Why is it important?
 - How do you feel about the idea of Asgardia wanting to be part of the United Nations?
5. Get students to imagine they are going to live in space and to list things they will miss most about Earth. Have them explain their reasoning behind the order of items on their list. Encourage them to reflect on the significance of each item and how it contributes to their overall well-being. Pair up students and instruct them to compare their lists with their partners. Monitor and provide assistance if needed.

USE OF ENGLISH

1.

Answers:

1. In the **research** lab, scientists conduct experiments and learn new things.
2. Astronauts go on space **exploration** missions to discover more about space.
3. The friendly **interaction** between the students made the school day fun.
4. During the storm, the family experienced **isolation** in their home because they couldn't go outside to see their friends.
5. The person who lives in the neighbourhood is called a **resident**.

2.

Answers:

Note: Tell students that there is one extra preposition that they don't need to use.

1. It can be difficult, but we should learn how to cope **with** difficult situations by staying positive and asking **for** help from our friends and family.
2. Schoolwork may be challenging for most of us, but **with** practice, we can all improve and become better students.
3. What do you often dream **of**? Maybe you imagine going **on** exciting adventures, meeting new friends, or even flying like a superhero!
4. Living **in** isolation means being **by** yourself without many people around. It's so important to find ways to connect **with** others.
5. When you go **on** a camping trip, make sure you're supplied **with** everything you need, like a tent, sleeping bag and snacks.
6. Imagine you moved **to** a new country and applied **for** citizenship. This means you're asking to become an official member **of** that country and enjoy all its rights.

3.

Answers:

1. Let's go on an **exploration** and find new things!
2. I love playing **simulation** games on the computer – it's fun!
3. Do you feel **isolated**? Invite a friend to join you.
4. Your **performance** in the play was awesome!
5. Solving math problems is a **challenge**, but you can do it!
6. **Settlement** is a place where people build homes and live.
7. Playing together helps us learn and **interact** with others.
8. Use the **application** to draw and create cool pictures.

4.

Answers:

Karim Karimov was born on November 14, 1917, and grew up in Baku. He worked in Soviet Aeronautics 0) **b** the chairman of the state commission. All the space programs of the Soviet Union 1) **c** by him.

Until 1987, people in Azerbaijan 2) **a** that the person in the number one position in aerospace was from Azerbaijan. On TV programs, cameras always focused on the cosmonauts, not on the person they reported to. Because Karimov was a "secreted general", he 3) **b** from the camera's view, and only his voice was broadcast.

Musa Manarov was born on March 22, 1951, in Baku, Azerbaijan. He 4) **c** a cosmonaut in 1978 and went to space twice. He spent a total of more than 541 days there.

In 1987, he had his first space journey on Soyuz TM-4. This spacecraft connected with the Mir space station where he 5) **a** for a whole year. Musa Manarov was the first person ever to spend a whole year in space. Then, in 1990, Manarov went to Mir for the second time. While he stayed there 6) **c** 176 days, he did 20 hours of spacewalks.

We hope that in the future Azerbaijani astronauts 7) **b** in space exploration. Opportunities for training and missions 8) **a**.



0.	a. from	b. as	c. at
1.	a. have headed	b. are headed	c. were headed
2.	a. didn't know	b. don't know	c. haven't known
3.	a. always hides	b. was always hidden	c. always hid
4.	a. becomes	b. was become	c. became
5.	a. lived	b. has lived	c. was lived
6.	a. in	b. since	c. for
7.	a. will actively involve	b. will be actively involved	c. are actively involved
8.	a. will be provided	b. are provided	c. will provide

SPEAKING

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

- talk about their imaginary missions to Mars, space museums;
- write questions about aliens using passive forms.

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

1. Divide the students into groups and tell them to imagine that they have been selected for a special mission to Mars. Each group will work together to discuss and agree on the top 5 things they want to take with them. Encourage students to think about the practicality, necessity, and potential benefits of each item.

Instruct the groups to discuss the items on the list, considering factors such as entertainment, mental well-being, health and personal comfort. Ask them to use the functional language given in the Useful Language section.

Encourage students to share their preferences, justify their choices, and work together to reach a consensus on the top 5 items.

Have each group present their top 5 items to the class, explaining the reasons behind their choices. Encourage students to say how each item contributes to their physical, mental, and emotional well-being during the mission.



2. Have students work in groups and imagine that they are attending the opening ceremony of a space museum in Baku. Ask them to refer to the notes provided, then report the event. Encourage students to use passive forms when needed.

Suggested answer:

- A special party was organised by the owners the night before the opening.
- The party was attended by about 200 people.
- The opening ceremony is being attended by more than 1000 people.
- Spacesuits, samples of moon rocks, and meteorites are being exhibited by the owners.
- A speech is being given by the representatives of AzerSpace.
- Tomorrow, the public will be welcomed in the museum.
- Next year, the virtual version of the museum will be attended by visitors.

3. Divide the students into pairs. Explain that they will be conducting an interview with aliens who have just landed on Earth. Ask students to write questions using passive forms. You may want to provide students with a list of potential topics to consider, such as:

- The aliens' spacecraft
- The aliens' mission on Earth
- The aliens' home planet
- The aliens' technology
- The aliens' culture and customs

Remind students to use passive forms when writing their questions. After they have written their questions, have them pair up and role-play the interviews. One student will play the role of the journalist, while the other student will play the role of the alien. When they finish, provide them with feedback on their use of passive forms.



WRITING

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

- develop their reading skills for detailed information;
- express their opinions by inferring details about the given picture;
- write a first-person narrative using one of the story starters provided.

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

Refer students to the table with writing tips about how to write first-person narratives. Go through the tips one by one explaining them.

Writing tips

First-person narratives

First-person narratives are written in the first-person (I/we) about a series of events, real or imaginary, which happened to us.

A first-person narrative should consist of:

- an introduction in which you set the scene (who was involved, time, place, etc) in an interesting way to make the reader want to continue reading;
- a main body where you develop your story, presenting the events in the order they happened;
- a conclusion which includes what happened at the end of the story, as well as people's feelings, final comments or reactions.

Use past tenses in such pieces of writing, as well as a variety of adjectives or adverbs to make your story more attractive to the reader.

1. Display the picture to the students. Ask the question "What do you think is happening?" Tell them to discuss the question with a partner. Encourage them to share their thoughts and ideas about the scene depicted in the picture. After the discussion, ask students to reflect on their thoughts and ideas about the picture. Have them share their ideas with the class.
2. Ask students to read the story and check their guesses. Then have them label the paragraphs with the headings provided. Set a time-limit. When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Last year, I was just a regular kid who never thought aliens were real. Everything changed on a cold, dark winter night! I was walking home from my uncle's house when I accidentally dropped my keys.

1) B

As I bent down to take my keys, something strange happened. When I looked up again, I saw a shiny, round object flying above my head. I couldn't believe my eyes! Before I could shout or run, the object suddenly moved and disappeared.

2) C

After the object disappeared, I ran all the way home and called my uncle. When he answered the phone, I couldn't say anything. I mean, who would believe me, right? I never told anyone about what I saw that day. It's like my very own out-of-this-world mystery!

3) A

3. Ask students to refer to the story and answer the questions. When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Answers:

1. Adjectives: regular, real, cold, dark, strange, shiny, round, out-of-this-world
Adverbs: never, accidentally, suddenly
2. Answers will vary.
3. Answers will vary.

4. Have students work individually and choose one of the story starters.

- A) One night, as I looked out of my window, I saw a bright light in the sky. To my surprise, it ____.
- B) Late one night, I heard music coming from my closet. When I opened the door, I found ____.
- C) One day, when I was playing in my room, I discovered a secret door that led to ____.

Remind students to write in the first person, using "I" as the subject. Encourage them to use descriptive language, including adjectives and adverbs, to create a vivid and engaging narrative.

Ask students to consider using dialogues to add interest and depth to the story.

Allow students sufficient time to write their narratives. After students have finished writing, invite volunteers to share their narratives with the class.

Encourage students to listen actively and provide positive feedback to their peers.

TIME TO WATCH

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

- develop their listening skills for detailed and specific information by watching a video about young painters;
- develop their reading skills for gist;
- guess the meanings of the words/phrases from the context;
- answer the questions related to the topic of the video.

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

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

1. Tell students that they are going to watch a video that has had more than 34 million views. Before you play the video, ask students to read the comments on this video and guess what it is about. Pair them up to discuss their guesses.

Student's own answers

2. Ask students to look back at the comments again and choose the definitions that match the numbered words. Once they have completed the task, go over the answers as a class. If necessary, take the time to practise the pronunciation of any challenging words.

Answers:

1. **blow one's mind** - a) when something is so surprising that it makes you feel shocked
2. **on board** - b) being inside a spaceship which is ready for a journey
3. **insane** - a) something that is very crazy
4. **unbelievable** - b) unlikely to be true
5. **descend** - a) to go down or move from a higher place to a lower one
6. **launch** - b) the act of sending something, like a rocket or spaceship, into the air to start its journey

3. Before you play the video, have students read the sentences. Then play the video and ask students to complete the sentences while watching. When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Answers:

2 days before the launch

Coby has a simulation in 1) mock version of the capsule, which shakes, vibrates and 2) makes noises.

1 day before the launch

He finds it interesting that there is no 3) pilot on board.

The crew include 4) 5 strangers from all across the world.

On the rocket

Coby is one of the 5) co-founders of a YouTube channel.

The speed of the rocket is 6) 2,000 miles an hour.

4. A. Tell students that they are going to watch the video again. This time they have to choose the expressions that they hear. Remind them that two expressions are not in the video. When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Answers:

1. This is insane! ✓

2. Oh, my gosh! ✓

3. Poor thing! ✗

4. Oh, my world! ✓

5. Unbelievable! ✓

6. Oh, wow! ✓

7. Poor our families! ✓

8. Oh, my dear! ✗

9. No way! ✓

- B. Divide students into groups. Ask them to imagine that they are in the same crew capsule. Have them share their thoughts and feelings with the crew members. Encourage them to use the phrases in the Useful Language section.

5. Have students work in pairs and discuss the questions. When they finish their discussions, randomly select students to share their ideas and insights with the whole class.
- What do you think about Coby's space travel video?
 - Can you share something from the video that you thought was unbelievable or really cool?

Script

A rocket, okay guys. Training Day, most important thing we do is an actual simulation. So, they have this mock version of our capsule. We actually walk through the entire thing just like it'll be on the mission. The whole thing shakes, vibrates, makes noises. We see all the stuff on the readouts. We've done it a couple of times. Now we're going to do it a couple more today, and I think we should be set. Well, for me, one of the most interesting things about this is that there's no pilot on board. It's just me and five strangers from all across the world. This is

TIME TO WATCH

blowing my mind right now. This is the rocket piece that goes up until you see the circle. The top piece is The Capsule, that's what we're in. Can't believe the day is finally here. It's bright and early. Power seven flight, you have a go for ason in seat number four is Kobe cotton. Kobe is one of the five co-founders of the YouTube channel dude perfect. Ladies and gentlemen, we're on a rocket. T minus 10. Oh my God, guys, hello baby, here we go. 3, 2, engine light, the candle. We're on a rocket. This is insane. We're going 2,000 mph out there. Wow, okay, okay, we're good. Loosen, loosen, sure you some. Oh, oh my gosh, at their guys, we're floating, we're floating. Thank you, okay, oh my gosh, hey, oh my word, I'm just spinning. Clint, oh God, all right, now take it in, guys, look, look, look, see the curvature of the earth. Oh, congratulations to all six crew of the titanium feather. They just officially became astronauts. Both the crew capsule and booster are now descending and entering the atmosphere. Oh, what is that? That's the booster, here it comes, it's about the sonic boom. Oh, let's go, there it is, engine ignition, engine relay, coming in for a landing, unbelievable. No way, booster touchdown, oh my face, there we've got a great shot of the crew capsule coming back down. Our poor families, look, look up at the parachutes. That was insane, good job team, we went to space. Oh my gosh.

As a follow-up activity, choose one of the activities below.

Writing Activities:

- A.** Ask students to imagine they are one of the astronauts on the mission. Have them write a first person narrative about their experience, including their thoughts and feelings during the mission. Encourage them to include vivid descriptions of the sights and sensations they experienced.
- B.** Ask students to design and write about a new planet they would like to visit or explore. Encourage them to include details about the planet's environment, inhabitants and any unique features.
- C.** Have students work in groups and write a paragraph describing a day in the life of an astronaut.

A Speaking Activity

Tell students to imagine that they are going on a space mission and they are about to meet the crew. Assign each student a different role. Have them walk and talk to different people, discussing their responsibilities. Encourage them to use the information on the cards to guide their dialogue and make it as realistic as possible.

Role Cards

You are the commander.

Description: You are the leader of the space mission. You have been on the space mission more than 10 times. You feel confident.

Responsibilities:

- Make decisions
- Ensure crew safety
- Communicate with Mission Control

You are the pilot.

Description: You are a young pilot. This is your second space mission. You feel nervous.

Responsibilities:

- Operate the spacecraft
- Communicate with Mission Control

You are the scientist.

Description: This is your first space mission. You believe that aliens exist. You feel excited.

Responsibilities:

- Conduct experiments
- Analyse findings

You are the medical officer.

Description: This is your first space mission. You feel a bit scared.

Responsibilities:

- Monitor crew health
- Provide medical care
- Respond to emergencies

You are the spacewalk specialist.

Description: This is your first space mission. You feel excited.

Responsibilities:

- Conduct spacewalks
- Perform maintenance tasks
- Ensure safety

You are the engineer.

Description: You have been on space missions many times. You feel confident.

Responsibilities:

- Repair spacecraft systems
- Solve technical problems

MISTAKE DETECTOR



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

1. After the earthquake, the brave firefighters ~~were~~ rescued many people, and together they all survived the difficult situation.
2. The difficult task of coping with zero gravity was practised by the astronauts during their training.
3. The research on stars and galaxies ~~is conducting~~ ^{is being conducted} at the space agency this month.
4. The amazing scientists ~~are~~ pushed the limits of space exploration .
5. A space station will be ~~build~~ ^{built} by engineers to help astronauts live and work in space.
6. The famous vlogger went to space and ~~was~~ made cool videos of our planet.
7. My brother wants to ~~became~~ ^{become} an astronaut and explore the unknown planets in our solar system.
8. During the winter, bears go into isolation to stay warm and safe .
9. The exciting space adventure will ~~make~~ ^{take} place next month, and we can't wait to watch it!
10. A new school building is being constructed in Lachin. It will be ready soon.
11. A book about the future of the planet ~~are~~ ^{is} being written. I want to read it when it is published.
12. About a hundred cookies were baked by Sarah yesterday. They were so delicious.
13. A new university is going to be opened in Khankandi and we are all excited about ~~these~~ ^{this} great news .
14. Planet Earth is our home planet, ~~because~~ ^{so} let's take care of it and save it for the future.

UNIT 5

WORTH A THOUSAND WORDS

Topic: Art

Hours: 21

Skills: Reading, Listening, Speaking, Writing

Grammar: The Past Progressive Passive/ Present Perfect Passive; The Passive with Modals

Vocabulary: Words and phrases related to the topic

Focus on the topic

Have students work in small groups and discuss the questions. As they engage in discussions, monitor and assist if needed. Once the group discussions are complete, randomly select students to share the key points from their group conversations.

- What do you think about these artworks?
- What do you think the story behind each work is?



VOCABULARY

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

- guess the meanings of the words/phrases from the context;
- talk about unusual art pieces;
- develop their listening skills for specific information;
- develop their reading skills for detailed information.

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

1. Before students start reading the social media posts, pre-teach these words:

Possible blocking words

screw (n.) /skru:/ - a thin, pointed piece of metal with a raised edge twisting round along its length and a flat top with a cut in it, used to join things together, especially pieces of wood

mural (n.) /'mjʊə.rəl/- a big and colourful painting on a wall that tells a story or shares a message

Ask your students to read four social media posts about some unique and unusual art pieces. Set a time limit. Once the time is up, have them pair up with a partner to discuss the questions. Once students have finished discussing, randomly select students to share their ideas with the class.

- Which of them do you think is the most unusual? Why?
- Which of them would you like to try? Why?

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

1. inspiring (adj.)

- a) uninteresting and making you feel bored
- b) exciting and encouraging you to do or feel something

2. imagination (n.)

- a) something that you have imagined rather than something that exists
- b) something that exists rather than something that you have imagined

3. struggle (n.)

- a) an easy task that people can do without any difficulties
- b) a hard fight in which people try to get or achieve something

4. admire (v.)

- a) look at something and think that it is attractive
- b) look at something and think that it is simple

5. filled with (phr.v.)

- a) full of something
- b) empty, without anything

6. consider (v.)

- a) pay no attention to somebody/ something
- b) think of somebody/ something in a particular way

7. value (v.)

- a) think that somebody/ something is important
- b) think that somebody/ something is unimportant

8. express (v.)

- a) show a feeling, an opinion, etc. by words, looks or actions
- b) feel that something is not true

Track 13

1. **inspiring** – exciting and encouraging you to do or feel something
2. **imagination** – something that you have imagined rather than something that exists
3. **struggle** – a hard fight in which people try to get or achieve something
4. **admire** – look at something and think that it is attractive
5. **filled with** – full of something
6. **consider** – think of somebody/something in a particular way
7. **value** – think that somebody/ something is important
8. **express** – show a feeling, an opinion, etc. by words, looks or actions

3. Ask students to complete the sentences with the words from Task 2. Students should do the task individually and then compare their answers in pairs.

Answers:

1. The room was **filled with** sculptures, paintings and drawings that showed the artist's talents.
2. My friend can **express** his feelings through beautiful drawings.
3. The teacher's **inspiring** words motivated us to work hard and do our best.
4. I **consider** my teacher an expert in Art because she knows so much about it.
5. You should **value** the watch because it is a special gift from your grandfather.
6. Artists, poets and composers have a lot of creativity and **imagination**.
7. I **admire** the painting of the animals because it is so colourful and creative.

READING

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

- develop their reading skills for specific information by reading the text about famous artists;
- talk about what makes a painting special.

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

1. Have students look at the photos of four famous artists and discuss the questions.

- What do you already know about these artists?
- What would you like to learn about them?

Encourage students to share their prior knowledge about the artists and what they are curious to learn more about.

After the pair discussion, randomly select students to share their answers with the class.

2. Before students start reading the text, pre-teach them this word:

Possible blocking word

wrapped (adj.) /ræpt/ - covered with material

Then have students read the text about famous artists and answer the questions (1-8). Remind them that they can choose each letter (A-D) more than once. Set a time limit. When the time is up, have students compare their answers in pairs. Then provide whole class feedback.

Answers:

1. the number of his/her works that were saved? **A** (*Only 50 small pictures wrapped in an old newspaper survived.*)
2. the length of time he/she created works? **B** (*He only painted for ten years...*)
3. unusual way of painting? **C** (*Picasso did amazing things like painting with his fingers, drawing with a nail...*)
4. the number of exhibitions he/she had? **D** (*In the spring of 1953, Kahlo had the only exhibition of her work in Mexico.*)
5. his/her educational background? **A** (*In 1907, she joined an art studio where famous German professors taught her Art.*)
6. money he/she made from a painting? **B** (*Surprisingly, he only sold one painting (400 francs - then about 35 manats) while he was alive because people didn't understand his paintings.*)
7. a health problem he/she had? **D** (*When Kahlo was six years old, she had polio - an illness that kept her right leg from growing.*)
8. a new style in Art? **C** (*Picasso with his friend Georges Braque made a style of art called Cubism.*)

- 3.** Ask the students to independently examine the paintings and refer to the text to find out who they were painted by. Set a time limit. When the time is up, ask them to compare their answers. Encourage them to justify their answers.



1. Vincent van Gogh



2. Frida Kahlo



3. Pablo Picasso



4. Geysar Kashiyeva

- 4.** Pair up the students and instruct them to discuss with their partner what makes a painting special.

Provide the following options for discussion and ask the pairs to agree on the most important one:

- Colours
- Feelings and emotions
- The story behind the painting
- Personal connection - (a painting that reminds them of something special in their life)

Encourage the pairs to consider the significance of each option and how it contributes to the uniqueness of a painting. Prompt the students to share examples or experiences related to each option to support their discussion.

Monitor and facilitate the discussion if needed.

Follow-up activities:

Depending on the available time, you can choose from the suggested activities below.

- A.** Have students select a painting by one of the artists and prepare a presentation about it.
- B.** Assign each student an artist from the list to research and present to the class. They can share interesting facts about the artist's life, style, and notable works.
- C.** Encourage students to recreate a famous painting by one of these artists using their own style and interpretation. Have them present their work when they are ready.

GRAMMAR A

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

- write a news story using Past Progressive Passive and Present Perfect Passive;
- develop their listening skills for specific information;
- talk about news by inferring information from the given headlines and pictures;
- develop their reading skills for gist and specific information.

Standards: 1.1.1. 2.1.1. 2.1.2. 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3.

1. A. Ask students to look at the news headlines and photos and discuss the question with a partner.

- What do you think each news story is about?

When they are done, nominate random students to share their ideas.

B. Then have them read the news stories quickly and check their answers.

2. Ask students to read the news stories again and answer the questions. When they are ready, have them compare their answers in pairs before you provide class feedback.

Why did the elderly man start crying?

A. He was probably in pain.

B. He probably wanted to turn the visitors' attention away from the painting.

C. He probably wanted to get help.

Who was the painting found by?

A. People who have bought the house recently

B. Experts who study paintings

C. People who owned the house for many years

3. Ask students to look back at the boldfaced parts of the sentences in the news stories and complete the rules. When they are ready, have them compare their answers in pairs before you provide class feedback.

Answers:

a. We form the Past Progressive Passive with **was/were** + **being** and the past participle.

b. We form the Present Perfect Passive with **have/has** + **been** and the past participle.

Before you ask students to do Task 4, refer them to Grammar Target on page 136. Explain to them the usage of the Past Progressive Passive and the Present Perfect Passive.

4. Have students work in pairs and change the sentences to passive sentences. When they are ready, check the answers as a class.

Answers:

1. The chef was preparing a delicious meal in the kitchen.
A delicious meal was being prepared by the chef in the kitchen.
2. He has written an interesting story for the magazine.
An interesting story for the magazine has been written by him.
3. The children were planting flowers in the garden.
Flowers were being planted in the garden by the children.
4. The workers were constructing a new bridge.
A new bridge was being constructed by the workers.
5. She has sung a beautiful song in the talent show.
A beautiful song has been sung by her in the talent show.
6. The students were carrying the exam papers to the classroom.
The exam papers were being carried to the classroom by the students.

5. A. Have students work individually and complete the conversations with the correct passive form of the verbs provided. When they are ready, ask them to check their answers in pairs.
- B. Play the recording and ask students to check their answers.

Answers:

1.
A: What were you doing at the park yesterday at about 4 o'clock?
B: Well, I **was being interviewed** by the newspaper about my new puppy!
2.
A: What's happened to your bike?
B: It **has been stolen**.
3.
A: Wow, your room is so tidy! When did you clean it?
B: It **has been cleaned** by one of my cousins, not by me! They often give me a surprise like this.
4.
A: Why are you so angry?
B: While I was walking in the park, my photos **were being taken**. I know I am a celebrity, but I also need some privacy.

GRAMMAR A

Track 14

1.

A: What were you doing at the park yesterday at about 4 o'clock?

B: Well, I was being interviewed by the newspaper about my new puppy!

2.

A: What's happened to your bike?

B: It has been stolen.

3.

A: Wow, your room is so tidy! When did you clean it?

B: It has been cleaned by one of my cousins, not by me! They often give me a surprise like this.

4.

A: Why are you so angry?

B: While I was walking in the park, my photos were being taken. I know I am a celebrity, but I also need some privacy.

- 6.** Ask students to work in small groups, choose one of the news headlines and write a news story. Encourage them to use the lesson grammar. Monitor and provide help when needed. When they are ready, have the groups present their news stories. While students are making presentations, take notes for later feedback.

The Paper Plane Art Contest

An Underwater Art Adventure

Grandma Damages a Painting

An Expensive Work of Art Found in the Forest

A Robot Artist's First Exhibition

The Thief Brings Back the Piece of Art

As a follow-up activity, you can do the activity below.

Passive Voice Scavenger Hunt: Hide sentences in the active voice around the classroom. Have students work in teams to find the sentences, write them in the passive voice and bring them back to their team's area.

Somebody has cleaned the kitchen.
They were not eating dinner.
We were not painting the gate.
Somebody watered the plants.
Somebody has taken the money.
I was repairing their bikes.
Somebody bought the presents.
We were talking about Fidan.
Somebody is repairing the road.
Somebody has elected that man.
He was not feeding the dogs.
Somebody has learned lessons.
Was she reading these lines?
Somebody has introduced John.
Somebody has ordered new books.
She was watching a film.
Somebody is preparing the meal.
Somebody has sent the email.
You were not driving him home.
Were they carrying bags?
Somebody has eaten the strawberries.

GRAMMAR B

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

- talk about the given topics using the Passive with modals;
- develop their reading skills for specific information;
- develop their listening skills for specific information.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.1.2. 3.1.2. 3.1.3. 3.1.4.

- 1.** Ask students to look at the sculpture made from soap and discuss the questions with a partner. Monitor the discussions and provide assistance if needed. When they are done, randomly select students to share their ideas and insights from the discussions with the whole class.
 - Have you ever carved anything before? What materials did you use?
 - What kind of soap sculpture would you like to create? A person, animal or something else?
 - Would you give it to someone as a present? Why or why not?
- 2.** Have students read the text and put the paragraphs in the correct order. Set a time limit. When they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

- 1. b)** Michelangelo was an Italian sculptor, painter and architect. He used to travel to a place where marble was extracted to choose pieces of marble. He used the pieces to carve his sculptures. Carvings can be made from many different materials, including soap. You can also start carving a piece of art without going anywhere. Just follow the steps below.
 - 2. d)** Take some soap and plastic modelling tools like an old nail file or a plastic knife. Work on paper so you do not make too much mess. Any sharp tools should be kept away from young children.
 - 3. a)** Mark where you will put the nose, mouth and eyes on the soap using the tool. Be careful not to press too hard and ask an adult for help if you need any.
 - 4. c)** Add the details like eyebrows, hair, and cheeks. Try creating happy faces on your soap. Faces can be made in different colours and they can be displayed in the bathroom! Unused soap pieces can be kept for future projects. Don't forget an important detail: the workspace must be left tidy after completing the activity. Have fun being a soap artist!
- 3.** Ask students to look back at the boldfaced parts of the sentences in the text and complete the rule. When they are ready, have them compare their answers in pairs before you provide class feedback.

Answers:

We form the Passive Modals with a modal verb (can/must/should) + **be** + **done**.

Before you ask students to do Task 4, refer them to Grammar Target on page 137. Explain to them the *Passives with Modals*.

4. Tell students that they are going to hear 4 speakers. As they listen, they should match them to the relevant comments. Have students read the comments before you play the recording. After students complete the task, have them check their answers in pairs. Then provide class feedback.

Answers:

Speaker 1

c) The fire escape must be used immediately.

Speaker 2

a) He should be taken to hospital.

Speaker 3

d) Safety gloves are in the drawer. They should be worn to avoid injuries.

Speaker 4

b) They can be found in the pencil case. They can be given to everyone who needs them.

Track 15

Speaker 1: (Shouting) There is smoke in the museum. I don't know what to do.

Speaker 2: One of the visitors is not feeling well. What can we do?

Speaker 3: There's broken glass everywhere! How do we clean it up?

Speaker 4: Some erasers are missing! What should we do now?

5. Ask students to work individually and complete the comments about the Museum of Modern Art with the correct modal verbs (must/ should/ can) and the verbs in brackets. When they are done, have a quick pair-check before you discuss the answers as a class. The answers may vary.

Answers:

1. should (must) be seen

3. should (must) be explored

5. can be visited

2. can be admired

4. can be enjoyed

6. can be bought

6. Get students to work in pairs and create a conversation about one of the provided situations. Encourage students to use the lesson grammar appropriately in their conversation. Monitor and provide guidance as needed, focusing on correct grammar usage. Allow time for pairs to prepare and practise their conversations. Have pairs perform their conversations in front of the class. Provide feedback on grammar usage and encourage peer evaluation.

A thief in the gallery

A lost Art book

A snow sculpture melted

A finger cut while carving

A broken statue

Money found in the street

LISTENING

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

- develop their listening skills for gist and specific information by listening to a talk about Stendhal syndrome;
- talk about paintings and artists.

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

1. Encourage students to carefully observe the photo and discuss the questions with their partner. Monitor the discussions and provide assistance if needed. When they are done, randomly select students to share their ideas and insights from the discussions with the whole class.

- Can you guess how the painting makes her feel?
- How is being in a museum different from looking at pictures in a book or on a computer?
- Why do you think people go to museums to see paintings and art?

Before students do Task 2, pre-teach these words:

Possible blocking words

pen name (n.) /'pen neɪm/ - an alternate name used by an author instead of their real name

sweat (v.) /swet/ - When you sweat, drops of liquid appear on the surface of your skin, for example when you are hot, ill or afraid.

faint (v.) /feɪnt/ - to become unconscious when not enough blood is going to your brain, usually because of the heat, a shock, etc.

rare (adj.) /reə(r)/ - not done, seen, happening, etc. very often

2. Tell students that they are going to listen to a talk about Stendhal syndrome. Before you play the recording, have students read the question and options. Play the recording. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answer:

b) Looking at really great works of art

3. Ask students to read the sentences before you play the recording again. Play the recording and have students complete the notes as they listen. When they are ready, have them compare their answers in pairs before you provide whole class feedback.

Answers:

1. The syndrome is also called: Florence syndrome, traveller's stress or museum disease
2. Henri-Marie Belle's occupation: a writer
3. Symptoms that he experienced during his visit to Florence: sweated and felt nervous.
4. People with this syndrome often feel tired or faint.

5. Other things that may have the same effect: sunset, waves at the beach or tall mountains.
6. The positive thing about the syndrome: the effects don't last long
7. People who love art, especially when they're in places that are special to them, usually experience this syndrome more.

Track 16

Do you love art and feel excited when you visit a museum? That's totally normal! However, there are some people who show signs of Stendhal syndrome when they visit museums. This syndrome has other names such as Florence syndrome, traveller's stress or museum disease. It happens when people look at really great works of art. The name comes from a French writer named Henri-Marie Belle, who used the pen name Stendhal. Stendhal visited Florence, Italy in 1817 and saw so much beautiful art that he got very excited. He started sweating and feeling nervous. Stendhal syndrome can make people feel tired, or even faint when they see something beautiful. And guess what? It's not just paintings that can cause this feeling. Even things like a sunset, waves at the beach or tall mountains can make it happen.

The good news is that the effects of Stendhal Syndrome don't last long. People who have it don't need to go to the doctor or do anything. It's not something everyone gets, and it's quite rare, but once you have experienced it, you have a greater chance of experiencing it again in the future, especially if you see an amazing piece of artwork. Tourists who love art, especially in places that are special to them, might feel it more. So, if you ever feel a bit funny looking at art, just know you're not alone!

4. Have students work in pairs and discuss the questions. Monitor the discussions and provide assistance if needed. When they are done, randomly select students to share their ideas and insights from the discussions with the whole class.
 - Have you ever been to a museum? How did you feel when you were there?
 - Do you know someone who really loves art? How do they react when they see something beautiful?
5. A. Divide the class into pairs, assigning roles as the visitors and guides. Encourage students to act out the scene realistically, with visitors asking questions about the artwork and the guide responding creatively. Visitors should ask questions about the artworks' meaning, artist, style, or historical context. Guides should use their imagination to provide engaging and plausible responses, even if they are fictional. Monitor the interactions, providing guidance and feedback on communication and creativity.
- B. Divide the class into small groups, with each group assigned one or more painters/artists from Task 5A. Instruct students to conduct research on their assigned painter/artist, focusing on the following aspects:
 - Biography (birth, education, career highlights)
 - Artistic style and techniques
 - Significant works or contributions to art
 - Historical and cultural context of the artist's work

USE OF ENGLISH

1.

Answers:

1. Close your eyes and **imagine** a world where everyone is kind to each other.
2. Some children **express** themselves through drawing pictures.
3. We **sweat** when we play outside on hot days.
4. Some students **struggle** with their homework, but they never give up.
5. Teachers **value** their students' hard work and effort.

2.

Answers:

1. The room was filled **with** laughter and joy during the birthday party.
2. The news about the surprise party left her **in** shock.
3. The gift was wrapped **in** a newspaper, giving it a unique touch.
4. I need to search **for** my keys; I think I left them **on** the kitchen table.
5. If you're lost, please ask **for** help. Many people are usually ready to help.
6. To avoid getting sick, it's important to keep away **from** people who are not feeling well.

3.

Answers:

1. Yusif used his **imagination** to turn a simple cardboard box into a box for his toys.
2. Emily's grandmother gave her a **valuable** necklace that her grandmother wore years ago.
3. The science experiment got a little **messy**, but the students learned a lot about mixing colours.
4. The students were **amazed** when the magician made a rabbit disappear and reappear in a different hat.
5. The **excitement** grew as the class prepared for the art exhibition.
6. The young soldier's adventures in the storybook became an **inspiration** for Omar to write his own story.

3.

Answers:

1.

- a) The attic was filled with dusty old books that were considered valuable by the antique collector.
- b) The attic filled with dusty old books that were considered valuable by the antique collector.

2.

- a) The amazing story was written by the young author who grew up in a small town.
- b) The amazing story was written by the young author who has been grown up in a small town.

3.

- a) A funny joke was being told by the clown when someone knocked at the door.
 b) A funny joke was being told by the clown when someone was knocked at the door.

4.

- a) The project must be completed by the end of the week.
 b) The project must complete by the end of the week.

4.

Answers:

Mahammad 0) b in art since his childhood. In Grade 1, a statue of an eagle caught his eye in a shop, and he was 1) a. After school, the shop was a favorite place for him, and he 2) b stand there, looking at the eagle statue. One day, he came back from school and created an exact copy of it from play dough. The eagle he made left his parents 3) c shock, and they admired his imagination and creativity.

As Mahammad grew older, his love for art also grew. Even at work, during break time, he 4) a drawing portraits.

Once he 5) c to create a model, so he started watching YouTube tutorials. For years, he has created a lot of models and they 6) b by many. For him, the most favourite one is the model of Garabagh. It covers 40 square meters. This unique artwork includes all the symbols of Garabagh: the Shusha fortress, Khudafarin Bridge, Sugovushan and Kharibulbul. The model 7) b at Technofest Azerbaijan in 2022.

His models are so realistic that everyone 8) a them. He says, "If you want perfection, focus on the task and don't give up even if you fail."



0.	a. has interested	b. <u>has been interested</u>	c. interested
1.	a. <u>amazed</u>	b. amazing	c. amaze
2.	a. was used to	b. <u>used to</u>	c. uses to
3.	a. at	b. with	c. <u>in</u>
4.	a. <u>enjoyed</u>	b. has enjoyed	c. has been enjoyed
5.	a. asked	b. has been asked	c. <u>was asked</u>
6.	a. admired	b. are admired	c. <u>have been admired</u>
7.	a. can be exhibited	b. <u>was exhibited</u>	c. has been exhibited
8.	a. <u>admires</u>	b. admiring	c. has been admired

SPEAKING

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

- give suggestions about places to visit and talk about different pieces of art.

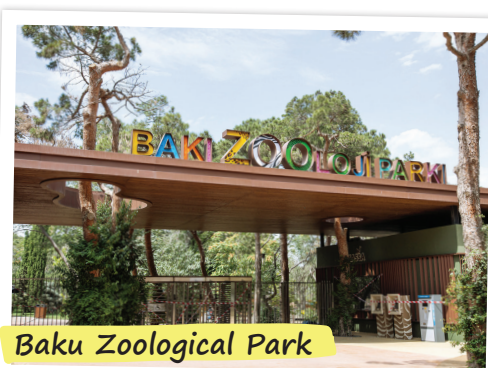
Standards: 2.1.1. 2.1.2. 2.1.3.

1. Divide the class into pairs and assign each pair the task of planning the excursion.

Instruct students to discuss and decide on potential destinations to include in the one-day excursion.

Encourage pairs to refer to the Useful Language box. Tell them to consider factors such as cultural significance, historical relevance, entertainment value and accessibility. Ask them to justify their choices by explaining why each destination is suitable for international students. Allocate time for pairs to reach a consensus on the final destination to include in the excursion.

Encourage students to consider the preferences and interests of international students when selecting excursion destinations. Provide feedback on their communication skills, critical thinking and ability to collaborate in a decision-making context.



- 2.** Ask students to work in pairs, to look at the pictures of different items and discuss the questions provided.

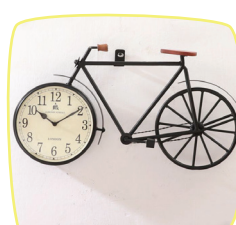
You may consider pre-teaching the phrases below before students start doing the task. Monitor and provide assistance when needed. When the students finish this task, nominate random students to share their ideas with the class.

Which three items would you like to have in your room? Why?

1. I would love to have ...
2. One item I would choose is ...
3. I think having ... would be great because ...
4. ... is important to me because ...
5. I would choose ... because it ...
6. Having ... in my room would make it ...
7. ... would help me feel ...

Which of the items would you never want to have? Why?

1. I would never want to have ...
2. One item I would definitely avoid is ...
3. I wouldn't choose ... because ...
4. I would avoid having ... in my room because ...
5. ...doesn't fit my style because ...
6. Having ... would make my room feel ...
7. I think ... would not be suitable for my ...



Get students to work in pairs and describe a piece of art they like. Encourage them to include the following:

- what the work of art is
- when you first saw it
- what you know about it
- why you like it

While students are doing the task, monitor and provide assistance when necessary. Take notes of inaccuracies for the feedback stage.

WRITING

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

- develop their reading skills for specific information;
- write a descriptive paragraph.

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

Refer students to the table with writing tips about descriptive paragraphs. Teach students the importance of word choice in descriptive writing. Encourage them to use vivid and descriptive words that evoke strong sensory experiences in the reader.

Writing tips

Descriptive paragraphs

Writing a description is like painting a picture. It provides readers with a mental picture of how something looks, feels, tastes and sounds. To write a good description, you need to pay attention to small details. A good way to start is to think about the place, object or a person you want to describe. Then make a list of all the words and phrases that come into your mind.

- 1. A.** Ask students to look closely at the painting and think about the words they would use to describe the place shown in the image. Have students write down a list of descriptive words that come to mind, focusing on sensory details such as sight, sound, touch, taste and smell.
B. Ask students to read the sample descriptive paragraph and compare it to their own list of descriptive words. Encourage students to identify any words or phrases in the sample paragraph that they did not include in their own list.
- 2.** Ask students to work in pairs and complete the outline of the sample paragraph. When they are ready, have the pairs compare their answers with another pair. Then provide whole class feedback.

Topic: the park

Topic sentence: My favourite painting is about the amazing park near my house.

Reasons why I like the place:

- It has green grass and colourful flowers in a peaceful space.
- It has a beautiful marble fountain and comfortable wooden benches.

What the place is like

Atmosphere of the place: peaceful

Sounds/Views:

- I imagine hearing birds singing happily.
- I see green grass and colourful flowers.

Activities:

- sitting on one of the wooden benches
- reading a fantastic book

Concluding sentence:

My favourite painting makes me feel like I'm in my special park, even when I'm at home.



3. Ask students to think about their favourite place and decide which of the adjectives from the list they would use to describe it.
Have students share their chosen adjectives with a partner and explain why they selected those words to describe their favourite place.

4. For effective execution, the task should be divided into some sections.

- First, make sure that your students know how to make up an outline for a descriptive paragraph. In case they are not very confident in it, provide them with an outline template for writing a descriptive paragraph about their favourite place.
- Ask students to use the outline template to write a descriptive paragraph about their favourite place, using some of the adjectives from the list. Encourage them to use sensory details and vivid descriptions to make their paragraphs engaging and captivating.
- Have students exchange their paragraphs with a partner and provide suggestions for improvement, focusing on the use of descriptive language, sensory details and the overall effectiveness of the paragraph. Ask students to revise their paragraphs based on their partner's suggestions and the feedback provided by the teacher.
Provide opportunities for students to share their revised paragraphs with the class and discuss the effectiveness of their descriptive language.

TIME TO WATCH

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

- develop their listening skills for detailed and specific information by watching a video about young painters;
- develop their reading skills for gist;
- guess the meanings of the words/phrases from the context;
- answer the questions related to the topic of the video.

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

1. Have students read the comments on the video that they are going to watch and guess what it is about. Discuss the ideas as a class.
2. Ask students to look back at the comments again and choose the definitions that match the numbered words. Once they have completed the task, go over the answers as a class. If necessary, take the time to practise the pronunciation of any challenging words.

Answers:

1. canvas - **b)** a strong material used by artists for painting on
2. universe - **b)** everything that exists, including all stars, planets, galaxies and space
3. encourage - **a)** to give confidence or motivation to someone to do something
4. sick with envy - **a)** feeling very jealous of someone else's success
5. decade - **b)** a period of ten years
6. home tutor - **a)** to provide education to a student in their home

3. Before you play the first part of the video, have students read the sentences. Then play the video and ask students to complete the sentences while watching. When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Answers:

1. Aelita Andre comes from Melbourne, Australia.
2. She is 12 years old.
3. She started painting when she was 9 months old.
4. She has made \$ 35, 000 from her paintings.
5. She has visited London, Russia, Japan, New York, Italy, China and Hong Kong.
6. When she paints, she thinks about the Universe/ animals/everything that has to do with nature.
7. Her main critic starts biting her or biting the painting when he doesn't like the painting.

4. Tell students that they are going to watch the second part of the video and answer the questions. Ask students to read the questions before you play the video. When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Answers:

1. How old is Kieron Williamson? 10 years old
2. How is he called? mini Monet
3. How much money did he make from his recent exhibition? £242,000
4. When did he start painting? 5 years ago
5. How much money has he made so far? £1.5 million
6. Why is he going to be home tutored? to focus more on the paintings

5. Have students work in pairs and discuss the questions. When they finish their discussions, randomly select students to share their ideas and insights with the whole class.
- How do you think being a young artist is different from being an adult artist?
 - Do you think being a young artist is more about having fun or creating serious and meaningful art?

Script

My name is Aelita Andre. I'm an abstract painter, and I'm from Melbourne, Australia. At only 12 years old, Aelita has been in the industry for over a decade. "I started painting when I was 9 months old. My dad put a canvas down on the floor because he used to paint a little bit. I just started crawling on the canvas and started painting before him. That's how everything started. That was my first painting." Well, my first show was at the age of 2 years old. Without telling the gallery owner her age, her mother presented the work, and Aelita was booked for her first show. Since then, she has taken her art across the globe and has sold paintings for around \$35,000. "I've been to London, Russia, Japan, New York, Italy, China and Hong Kong. Hong Kong, four times." But four times, I paint every few days, but mainly when I'm inspired. When I paint, I usually think about the Universe. I think about animals, pretty much everything that has to do with nature. With the violins on the canvas, I want to show that the whole universe is seeing. Although Aelita is young, she understands the harsh critics in the art world. "When people question my talent, usually I don't mind because I think that everyone should have their own opinion, but there is one critic whose opinion does matter. So, Fluffy is our little pet. He usually starts biting me or biting the painting if he doesn't like it." My mom and dad encouraged my art, and I'm so happy. "So I definitely think that I'm going to be doing painting for the rest of my life. It's something that I love so much."

Hello, Louise here. Happy Friday! Now, we've got a great report for you today about a 10-year-old that will make you sick with envy. Ashley's been working on the story, and here it is. Kieron's oil paintings are coming along nicely as he soaks up the sunshine and the Noruk scenery. Kieron is just 10 years old, but has been labelled the "mini Monet." It's not hard to see why. A recent exhibition of 23 of his works has just sold for £242,000. Kieron's been painting since a family holiday 5 years ago. He has now earned £1.5 million. One of his paintings now expects to fetch £50,000. Life remains normal for this 10-year-old and his parents are keen for it to stay that way, rejecting offers of high-profile chat show appearances although he has been followed by a German documentary crew. However, the dilemma over what to do with such talent has been wrestled with. From next year, he will be home-schooled so he can focus more on the paintings. So, there's no doubt we'll be seeing more of Kieron's talent on canvas.

MISTAKE DETECTOR



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

1. A beautiful painting was being created by the artist when the visitors arrived .
2. The room was filled ^{with} ~~by~~ colours, brushes and paper for us to create beautiful works.
3. We all ~~were~~ admired the artwork in the school hallway.
4. The exhibition was ^{amazing} ~~amazed~~! There were so many beautiful paintings and sculptures to see.
5. Art is a magical place where you can get lost in your thoughts and create wonderful works.
6. The sculpture has **been** admired by art lovers for many years.
7. The surprise art show in the school hallway left everyone in shock because no one knew about it.
8. We should ^{value} ~~be valued~~ art because each drawing and painting is special and unique.
9. The art studio should **be** kept clean by all the students.
10. The gift **was** wrapped in colourful paper, and inside was a set of crayons.
11. Use bright colours to express ^{happiness} ~~happy~~ and dark colours to express sadness in your art.
12. The colourful paintings are ^{inspiring} ~~inspire~~ because they make us feel happy and creative.
13. When you work hard on your art, others will admire your ^{creativity} ~~creative~~.
14. Artists use their imagination to create beautiful sculptures and drawings.

UNIT 6

SHINE WITH THE RIGHT SKILLS

Topic: Soft and hard skills

Hours: 21

Skills: Reading, Listening, Speaking, Writing

Grammar: Intensifiers with comparatives and superlatives; Modifiers with gradable and non-gradable adjectives

Vocabulary: Words and phrases related to the topic

Focus on the topic

1. Ask students to complete the definitions with soft skills or hard skills. The task could be set as individual or pair work. Check the answers as a class once students are ready. Provide further explanation to be sure that students have understood the difference between soft and hard skills.

Answers:

Hard skills help us perform a task. They are skills that people learn at schools or through practical tasks.

Soft skills are non-technical skills. They include how you interact with people, how you solve problems, how you work in teams, etc.

2. Have students work in small groups and describe the pictures and then discuss the questions provided. While they are discussing, monitor and provide assistance if necessary. Once students have finished discussing, nominate random students to share what they've discussed in their groups.
 - Which skill does each of the pictures describe, soft or hard?
 - Which soft skills are necessary for teens? Why?
 - How can soft skills help you in your academic life?
 - What is the best way to develop soft skills?



VOCABULARY

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

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

Standards: 1.1.1. 3.1.1. 3.1.2. 3.1.4.

1. Tell students that they are going to read the text about different soft skills. Students should read the text and answer the questions. Once students finish doing the task, put them in pairs to compare their answers with their partners. Check the answers and if necessary, provide further explanation.

Answers:

1. **C. The importance of soft skills**
2. **B. learn it from a friend**
3. **B. If you want people to understand you better, say all that you can.**

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

1. attitude (n.)

- a) the way how you feel about something or someone
- b) the way how you work with someone

2. support (v.)

- a) demotivate somebody by saying that you cannot do it better
- b) help somebody by saying that you agree with them

3. assistance (n.)

- a) help
- b) ideas

4. hang out (phr.v.)

- a) spend a lot of time with a person or in a place
- b) have good relationships with a person

5. influence (v.)

a) have an effect on a person's behaviour or a situation.

b) have a problem with a person's behaviour or a situation.

6. step back (phr.v.)

a) stop being involved in something

b) start being involved in something

7. acquire (v.)

a) learn something such as a language or a skill

b) practise what you have learned

8. outcome (n.)

a) the reason of an action

b) the result or effect of an action

Track 17

1. **attitude** – the way how you feel about something or someone
2. **support** – help somebody by saying that you agree with them
3. **assistance** – help
4. **hang out** – spend a lot of time with a person or in a place
5. **influence** – have an effect on a person's behaviour or a situation
6. **step back** – stop being involved in something
7. **acquire** – learn something such as a language or a skill
8. **outcome** – the result or effect of an action

3. Have students complete the sentences with the words/phrases from Task 2. Tell students that they might need to change verb forms.
As students have finished doing the task individually, ask them to compare their answers in pairs. Then provide whole class feedback.

Answers:

1. Some parents **step back** when their children have a problem as they want to teach them to solve their problems on their own.
2. If you practise a lot, you can **acquire** better study habits.
3. My grandad has always **supported** me in all my decisions.
4. The **outcome** of improving your soft skills is priceless.
5. If you want to be a successful learner, you need to have a positive **attitude** to learning.
6. My chemistry teacher's advice was of great **assistance** in my final project.
7. You should choose the friends who you **hang out** with wisely. They have more effect on your life than you think.

READING

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

- develop their reading skills for detailed information by reading 5 teachers' advice to teenagers;
- guess the meanings of the words/phrases from the context;
- talk about the topics mentioned in the text.

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

1. Put students in pairs and have them discuss the question. Once they are ready, have an open class discussion and encourage students to share their ideas with the whole class.
 - How can a person be socially successful?

Students are going to read the text and do the tasks 2 and 3. Before they start reading the text, make sure that they know the meanings of these words. You can elicit their meanings, in case they don't know them, refer them to the wordlist on page 153 in the Course Book. (Unit 6, Reading Wordlist)

Possible blocking words

awkward (adj.) /'ɔː.kwəd/ - causing problems, worry or embarrassment

disappointed (adj.) /ˌdɪs.ə'pɔɪntɪd/ - feeling unhappy because something did not meet one's expectations or hopes

fail (v.) /feɪl/ - not to succeed in what you are trying to achieve or are expected to do

remind (v.) /rɪ'maɪnd/ - to cause someone to remember or recall something

2. Tell students that they are going to read five paragraphs where teachers give advice to teenagers on soft skills that can help them succeed socially. Students should match the headings (A-G) to the paragraphs (1-5). Remind them that there are two extra headings. Once students are ready, have them compare their answers in pairs. Then provide whole class feedback.

Answers:

1. **F.** A friendly greeting can make a big difference.
2. **B.** Don't be afraid to fail. It's a path to success.
3. **C.** Don't panic if a family member steps back.
4. **G.** Limit the time you spend on people who bring more drama than joy to your life.
5. **D.** Ask for help when you need it.

3. Ask students to read the text again and answer the questions. Once they are ready, nominate random students to read their answers.

Answers:

1. Helene had to find an answer to her problem on her own.
2. Jason got valuable advice from a parent.
3. Adrina believes that a positive attitude creates positive outcomes.
4. Helene was disappointed with his/her parents at the beginning.
5. Adrina was able to change difficult situations into enjoyable ones.
6. Karam thinks that we shouldn't spend much time with certain people.
7. Briar believes that there are a lot of people who are ready to help you if you ask for it.
8. Jason felt unhappy in the face of failures.

4. Ask students to read the underlined sentences in the text (paragraphs 1 and 5) and deduce the meaning of **win-win**. Check the answer as a class and encourage students to use the word in their own sentences.

Answers:

- a) **a result that is good for everyone who is involved in a situation**

5. Ask students to think about the questions. Give them some time to work individually, then have them work with a partner and discuss the questions together. Once students are ready, have an open class discussion and encourage students to share their answers with the whole class. Ask follow-up questions if students don't explain their choices well.
 - Which advice from the text do you like most? Explain your choice.
 - Which advice from the text might not work for you? Explain your choice.
6. Ask students to discuss the questions in pairs. Encourage them to justify their ideas. Once they are discussing the questions, monitor and help them if necessary. After students have finished discussing, nominate random students to share their ideas with the whole class.
 - Do you ask for help when you need it? Why or why not?
 - Is it good to solve problems on your own? Why or why not?
 - What do you do when things don't go well?
 - What do you do when you have a problem with your friends?

GRAMMAR A

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

- write and talk about different aspects of learning hard and soft skills using comparatives and superlatives with intensifiers;
- develop their reading skills for detailed information by reading the text about vocational schools.

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

1. Before you ask students to discuss the questions in pairs, make sure that they know the difference between theoretical and practical knowledge. Elicit the meaning of the phrases, if they don't know, explain the meaning of the phrases and then ask them to discuss the questions. Encourage students to justify their ideas. Once they are discussing the questions, monitor and help them if necessary. After students have finished discussing, nominate random students to share their ideas with the whole class.
 - How is theoretical and practical knowledge important for teens?
 - Which one do you like learning most? Why?

Before asking students to do task 2, draw their attention to the note with the definitions of the words 'flexible' and 'enrol'. Have students read the definitions and then elicit the meaning. If necessary, ask them to use the words in their own sentences.

2. Ask students to read the text and decide if the sentences are True, False or Not Given. Have students compare their answers with a partner before you provide whole class feedback.

Answers:

1. **T** (A recent report shows that a lot more people have started to enrol in trade and technical schools compared to past years.)
2. **F** (In vocational schools, the main focus is on practical skills.)
3. **NG**
4. **T** (This is by far the best side of such schools for people who need to start their career as soon as possible.)
5. **NG**

3. Have students look back at the boldfaced words in the text and complete the rules about intensifiers. Ask students to compare their answers with a partner before checking the answers as a whole class.

Comparison		Superlatives
much/ slightly/ a little/ a bit/ 1) a lot and 2) far + comparatives	quite/ almost/ 3) just and 4) nearly + as...as	5) easily and 6) by far + superlatives

Answers:

- | | | |
|-----------------|------------------|------------------|
| 1. <u>a lot</u> | 3. <u>just</u> | 5. <u>easily</u> |
| 2. <u>far</u> | 4. <u>nearly</u> | 6. <u>by far</u> |

Before students start doing the rest of the tasks on page 113, refer them to Grammar Target on page 138.

Students have already been taught comparatives and superlatives. However, it is advisable to review the rules quickly before explaining to them intensifiers we use with comparatives and superlatives.

4. Tell students that they are going to read the situations and complete the sentences accordingly using **far**, **slightly**, **nearly**, **by far** and **just**. Remind them that some words can be used more than once. Have students complete the task individually and then compare their answers with a partner. Once students are ready, provide whole class feedback. It could be helpful to write the sentences where students have made mistakes. You can easily highlight the wrong structures and introduce the right one.

Answers:

1. *(We both have 5 lessons today.)* I have **just** as many lessons as you have.
2. *(I am very good at cooking.)* For me, culinary school is **by far** the best choice ever.
3. *(I can learn by practising easily. Theory is very difficult for me.)* Learning theoretical knowledge is **far** more difficult than learning practical skills.
4. *(Jason has been an instructor for 7 years, Kelly for 6 years.)* Kelly is **nearly** as experienced as Jason.
5. *(Last year 150 students graduated from the school, but this year 160.)* This year **slightly** more students graduated from the school compared to last year.

5. Tell students to complete the second sentence using the words in brackets so that it has a similar meaning to the first.

Tell them that they can refer to the Grammar target on page 138 if necessary. The task should be done individually. Get students to compare their answers with a partner once they finish doing the task. Check the answers and if necessary, provide further explanation.

Answers:

1. Our school building is a bit taller than yours.
Your school building is **not quite as tall as ours**.
2. Culinary Trade Training is by far the most successful school in the area.
Other schools in the area **aren't nearly as successful as** Culinary Trade Training.

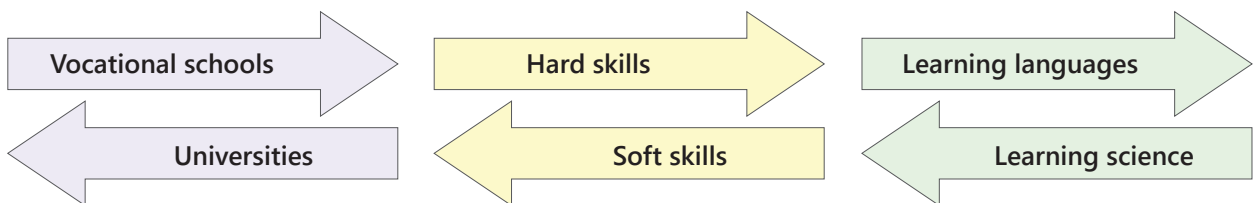
GRAMMAR A

3. People with both theoretical and practical knowledge are desired most in the job market. People who know the theory and practice are **easily the most** desired ones in the job market.

4. Designing has become by far the most popular field in vocational schools. Designing is **far more popular** than any other fields in vocational schools.

6. Put students in small groups and ask them to prepare a VENN Diagram on the given topics. While they are working on the task, monitor and provide assistance if necessary. Once students are ready, have them write a report using comparatives and superlatives with intensifiers.

Note: you might set the writing stage as a home task as well.



GRAMMAR B

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

- use a wide range of modifiers with gradable and non-gradable adjectives in their sentences;
- talk about their feelings while trying something new;
- develop their reading skills for specific information;
- develop their listening skills for specific information.

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

1. Before you ask students to discuss the questions in pairs, make sure that they know the meaning of the phrase ***push your boundaries***. Elicit the meaning of the phrase, if they don't know, explain the meaning and then ask them to discuss the questions. Once they are discussing the questions, monitor and help them if necessary. After students have finished discussing, nominate random students to share their ideas with the whole class.
 - When you are about to try something new, what different feelings do you normally have?
 - Is it OK to push your boundaries and get acquainted with new people? Why or why not?
2. Tell students that they are going to read about the feelings two young people had when they tried something new. Ask students to read the paragraphs and complete the gaps. Have them do the task individually and then compare their answers with a partner. Then provide whole class feedback.

Answers:

1. The kitchen in Ann's school isn't nearly as **big** as the restaurant's kitchen.
2. In the restaurant's kitchen Ann first started doing some **simple tasks**.
3. As soon as Ann got home, she **went to bed**.
4. It was by far the biggest **networking event** for Leo.
5. Leo is **shy**, but his friend is not.
6. Leo liked the **dessert** but not the salad.

3. Ask students to look back at the paragraphs again and find the strong versions of the given adjectives. The task could be done individually or in pairs. Provide whole class feedback once students have finished the task.

Answers:

scary - **terrifying**

interesting - **fascinating**

surprised - **amazed**

big - **enormous**

tired - **exhausted**

dirty - **filthy**

hungry - **starving**

pleased - **delighted**

GRAMMAR B

4. Ask students to look at the highlighted modifiers in the paragraphs and categorise them into the ones we use with gradable adjectives, strong adjectives or both. They need to copy the modifiers in their notebooks and write G, S or B against them. Have students work in pairs and then check the answers as a class.

Answers:

really (**B**), completely (**S**), absolutely (**S**), quite (**B**), very (**G**),
a bit (**G**), extremely (**G**), fairly (**G**)

Before you ask students to do the rest of the tasks on page 115, refer them to Grammar Target on page 139. First, explain to them gradable and non-gradable adjectives then go through the modifiers that we use with them.

5. Tell students that in the box A and B, there are pairs of gradable and non-gradable strong adjectives. Students should match the pairs. Have them do the task individually and then compare their answers with a partner. Provide whole class feedback once students are ready.

Answers:

big - huge
small - tiny

cold - freezing
hot - boiling

good - fantastic
pleased - delighted

angry - furious
bad - awful

6. Have students read the sentences and choose the right options. The task is better to be done individually. Remind students to refer to Grammar Target on page 139 if necessary. Get them some time to compare their answers before you check the answers as a class.

Answers:

1. When I entered college, I was really/completely happy.
2. The music at the event was a bit/absolutely awful.
3. Our instructor is quite/extremely amazing.
4. The hall was very/totally full.
5. I felt fairly/absolutely exhausted after my first day at trade school.
6. The room was quite/a bit big for such an event.

7. Tell students that they are going to listen to 4 speakers. The modifier + adjective pairs have been paraphrased in each sentence. As students listen, they need to choose the right paraphrased option. If necessary, you can play the recording more than once. Provide whole class feedback once students have finished doing the task.

Answers:

1. The weather in Canada is a) fairly hot, b) a bit cold, c) extremely cold.
2. His first performance was a) rather good, b) really bad, c) quite good
3. Today the food was a) absolutely delicious, b) really tasty, c) quite tasty.
4. People who were at the workshop were a) absolutely delighted, b) a bit happy, c) fairly pleased

Track 18

1. The only thing I don't like about studying in Canada is absolutely freezing weather.
2. Though my first performance was quite awful, soon I was able to show myself better.
3. The food served today was fairly tasty. At least, the meat wasn't burnt.
4. The web designing workshop organised at our trade school was the biggest and best in the country. Everyone was extremely pleased at the end of the day.

8. Put students in pairs, Student A and B. Student A should go to page 128 and Student B to 129. Go through the instructions with them to make execution easier.

If the class is weak, it is better to show them an example.

Example:

Gradable and non-gradable strong adjectives	1 Modifier+adjective	2 Modifier+adjective	3 Modifier+adjective
pleased - delighted	extremely pleased	absolutely delighted	really pleased

On the board draw a similar table with no words.

Gradable and non-gradable strong adjectives	1 Modifier+adjective	2 Modifier+adjective	3 Modifier+adjective

With your mimes try to explain to them the word *pleased*. Write it on the first column and elicit its strong version - *delighted*. Then have them use these adjectives with different modifiers. If their guesses match with yours, then add them on the column and continue until students find all 3 matching pairs.

LISTENING

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

- develop their listening skills for detailed and specific information by listening to the talk about Edward De Bono and his “Six Thinking Hats” method;
- talk about different aspects of the “Six Thinking Hats” method.

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

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

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

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

Find someone who tends to ...	Names	Extra notes
<ul style="list-style-type: none">• pay more attention to the positive sides of a problem.• go by intuition while making decisions.• collect facts before making decisions.• get advice from others before making decisions.• think very carefully before making decisions.• find logical answers while making decisions.		

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

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

Do you pay more attention to the positive sides of a problem or not?

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

Once students have finished doing the task, get some feedback from random students.

2. Before students start doing Task 2, make sure that they know the meaning of the below mentioned words.

Possible blocking words

perspective (n.) /pə'spektɪv/ a way of thinking

angle (n.) /'æŋɡəl/ a way of considering, dealing with something

stick to something (phr.v.) /stɪk tə 'sʌmθɪŋ/ to continue doing or using something and not to want to change it

summarise (v.) /'sʌmərɪz/ to express the most important facts or ideas about something or someone in a short and clear form

Tell students that they are going to listen to the talk about Edward De Bono. Give students some time to read the questions and then play the recording. Tell students to take notes rather than trying to formulate the answers. If necessary, play the recording twice. Once the recording stops, give students some time to formulate their answers and then have them compare their answers with a partner. Then provide whole class feedback.

Suggested answer:

1. Who is Edward De Bono? - Edward De Bono is an expert in critical thinking skills.
2. What was his purpose in creating the "Six Thinking Hats" method? - He created the "Six Thinking Hats" method to help people make better decisions.
3. How are hats different from each other? - They all have different colours: blue, white, red, green, yellow and black.
4. What are the benefits of using different hats? - The greatest benefit of the thinking hats is that each hat provides you with different strategies.
5. What makes Edward De Bono's method simple? - They are easy to learn and apply in discussions.

Track 19

Part 1

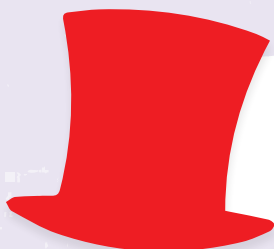
The "Six Thinking Hats" was created by Edward De Bono, an expert in critical thinking skills. He created the "Six Thinking Hats" method to help people make better decisions. The hats make people think outside their normal way of thinking.

The "Six Thinking Hats" method involves 6 different coloured hats: blue, white, red, green, yellow and black. The greatest benefit of the thinking hats is that each hat provides you with different strategies. It means that with each hat you think from a different perspective. In general, we all mostly have one way of thinking which we prefer. However, it might not be beneficial to only stick to one way of thinking. The thinking hats method helps us consider problems from other angles that we wouldn't usually. In this way, we explore different points of view relating to a problem and become better at analysing problems from different perspectives to find solutions.

The beauty of Edward De Bono's hats is in their simplicity. They are easy to learn and apply in discussions. This method is a great tool for group collaboration and decision-making.

LISTENING

3. Give students some time to look at the sentences before you play the second part of the talk. Play the recording and have students complete the sentences. Once they are ready, ask them to compare their answers with a partner and then check the answers as a class.



This is the 1) **emotional** view.

Question: How do I 2) **feel** about this?



This is the 3) **logical positive** view.

Question: What are the advantages to consider?



This is the 4) **logical negative** view.

Question: What are the disadvantages and risks?



This is the 5) **neutral** view.

Question: What are the facts?



This is the 6) **creative** view.

Question: What 7) **new** and creative ideas do I have?



This is a 8) **process** hat.

Question: How can all of this thinking be organised and summarised?

Track 20

Part 2

Now, let's see what each hat means.

The Red hat represents the emotional view. When using this hat, you ask yourself the question - How do I feel about this? You can express emotions and feelings and share fears, likes, dislikes, loves and hates.

The Yellow hat represents the logical positive view. Under this hat, you explore the positives and try to find the advantages to consider.

The Black hat represents the logical negative view. "What are the disadvantages, risks, difficulties and problems?, What might go wrong?" are the questions that you should ask under this hat.

The White hat is the information hat. This is the neutral view. The hat is used when you need information. Under this hat, you ask the questions - What are the facts? What does the data say? The Green hat is the creative view. When using this hat, you ask yourself the question - What new and creative ideas do I have? What are the possibilities, alternatives and new ideas?


The Blue hat is the process hat. Under this hat, the questions that you ask yourself are - How can all of this thinking be organised? Have all of the other hats been used? How can I summarise the information?

4. Ask students to discuss the questions with a partner. While they are discussing, monitor and provide assistance if necessary. Once students are ready, have an open class discussion and encourage students to share their ideas with the whole class. Ask follow up questions whenever necessary.

- Which view described in the hats is the most common to you?
- Which view can be difficult for you to adapt to?
- Do you think that the method can be helpful in group discussions? Why or why not?

USE OF ENGLISH

1.

1. hang		D. out
2. step		A. back
3. connect		B. with
4. stick		D. to

2.

Answers:

1. Networking events help you connect with people who can help you in your job.
2. I always hang out with my friends in the park after school.
3. I think I should step back now so that you can learn from this experience and grow.
4. Some people tend to stick to a negative way of thinking only and never want to change it.

3.

1.

- a) The show was absolutely amazing.
b) The show was very amazing.

2.

- a) Critical thinking is far the most important skill in the decision making process.
b) Critical thinking is by far the most important skill in the decision making process.

3.

- a) In most workplaces, emotional intelligence is easily more important than IQ.
b) In most workplaces, emotional intelligence is a lot more important than IQ.

4.

- a) The hall was very full.
b) The hall was totally full.

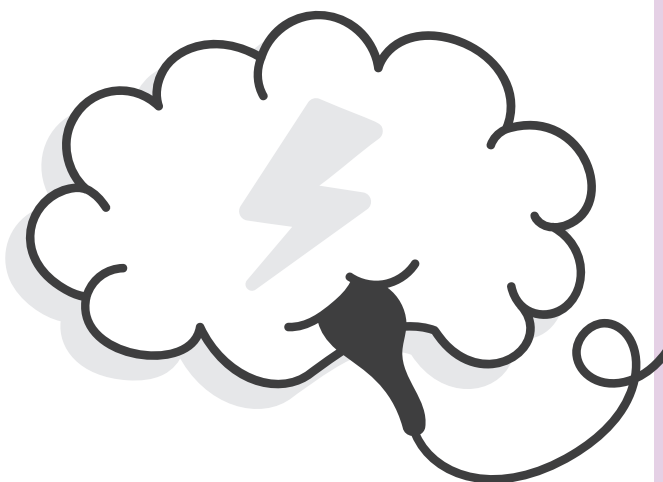
4.

Answers:

It has been believed that in real life situations, people who can think critically 1) **a** better than people with very high IQ. It is because of critical thinkers' 2) **c** problem solving abilities. Such people are very good problem solvers. Their solutions are mostly creative and lasting. They have 3) **b** the skill to separate facts from opinions and fiction, and examine the problem from all 4) **b**. It helps them make clever decisions.

There are a lot of other benefits of critical thinking as well. This 5) **a** life skills such as organisational, planning, communication skills, learning from mistakes, etc. Thanks to all these priceless skills, critical thinkers tend to 6) **b** success in all spheres of life.

A critical thinker also has a great interest to learn what is happening around him/her. A strong interest helps them analyse and understand information and events. In the process, they develop their own ideas, mostly out-of-box ones. This 7) **a** their creativity. Creativity is a skill that almost all critical thinkers 8) **c** effectively in their professional and personal life very often.



1.	a. perform	b. enrol	c. fail
2.	a. experienced	b. shared	c. unique
3.	a. respected	b. acquired	c. supported
4.	a. selections	b. angles	c. outcomes
5.	a. includes	b. improves	c. interacts
6.	a. solve	b. achieve	c. defend
7.	a. improves	b. experience	c. has
8.	a. share	b. guarantee	c. apply

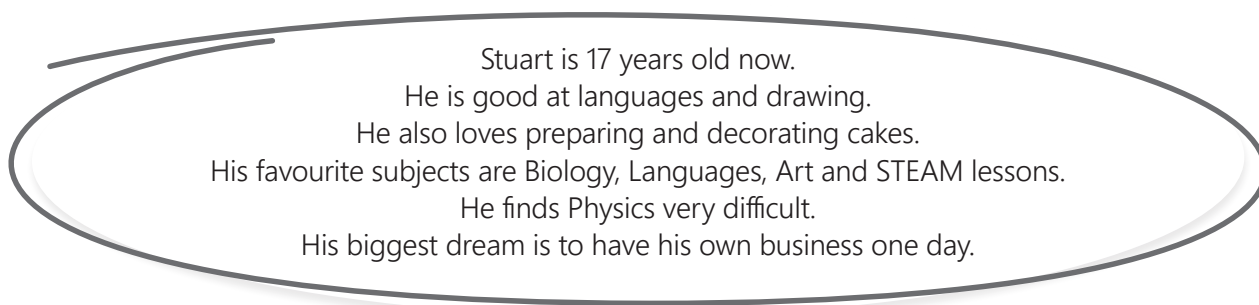
SPEAKING

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

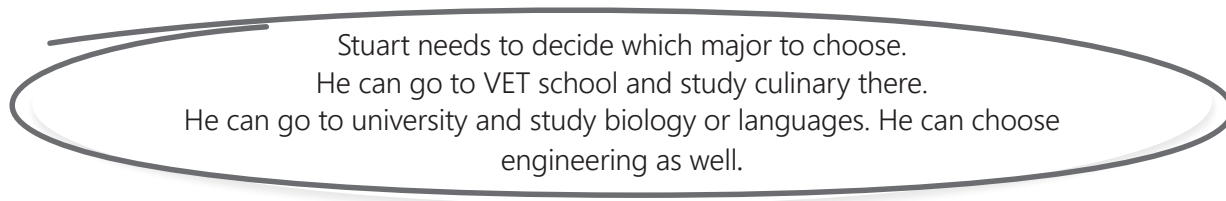
- use different techniques of the “Six Thinking Hats” method in their discussion;
- talk about different learning experiences.

Standards: 2.1.1. 2.1.2. 2.1.3.

1. Before students start doing the task, have all of them read the facts that the white hat introduces.



Then assign each student the roles of one hat. Give them some time to read the situation and find answers to the questions their hat introduces.



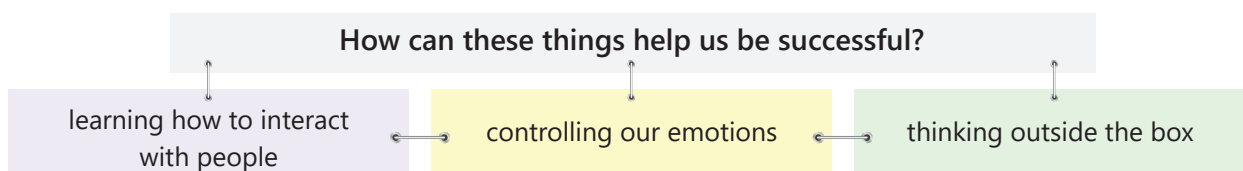
NOTE: 1. You might form groups from the students who have the same colour hat. It will especially help the weaker students gain confidence.

2. To make the task more engaging and fun, you first might ask students to prepare hats from colourful papers.

While they are working, monitor and provide assistance they need. Once they are ready, form groups of 4 students (green, yellow, black and red) and ask them to start their discussion by introducing their ideas.

2. Have students discuss the questions with a partner or in small groups. Tell them that they should present their ideas in an organised way. Give them the freedom to choose the forms of the presentation themselves.

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



3. Start the task with an open class discussion. Elicit the skills that photos describe. You can ask these questions:

- What do you think people learn in the photos?
- Which one describes hard skill?
- Which one describes soft skill?

When students are ready to start their discussion, put them in pairs and ask them to compare and contrast the photos. While they are working, monitor and take notes to be discussed in the feedback stage.

Once they are ready, nominate random students to share their answers with the whole class. Each time encourage students to add new ideas, rather than repeating the same idea.



WRITING

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

- develop their reading skills for specific information;
- prepare a CV following the tips provided.

Standards: 3.1.2. 3.1.4. 4.1.1. 4.1.2. 4.1.3. 4.1.4.

Refer students to the CV sample. Go through the sections with them and elicit what information they can write in those sections.

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Contact information

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Education

Talents Secondary School, Grade 9

Qualifications and Achievements

The first place in chemistry Olympiad at Talents Secondary School

The second place in chemistry Olympiad in Baku

Works have been displayed in Student Art Work exhibition

Languages

Azerbaijani – **L1 (Mother tongue)**

English – **B1**

Spanish – **A2**

Skills and Interests

Drawing

Learning programming language

Playing basketball

References

Mrs Guliyeva, director at Talents Secondary School

Mr Babayev maths teacher at Talents Secondary School

1. Ask students to look at the CV sample and choose the things that Gabil included in his CV. The task could be set as individual or pair work. Once students are ready, check the answers.

CV Sample	CV Sample	CV Sample
Address ✓	School name ✓	Phone number ✓
Hobbies ✓	Email address ✓	Favourite food ✗
Date of birth ✓	Friends ✗	Subjects he learns at school ✗
Languages he wants to learn ✗	Favourite teachers ✗	People who can confirm information about him ✓
Plans for future ✗	Achievements ✓	
Place of birth ✗	Languages ✓	

2. Tell students that they are going to read about Garry Hebrew. They need to prepare a CV for him based on the facts that he has introduced.

NOTE: You might print a CV template similar to the one that is given on page 122, or you can ask students to create their own templates.

Once students are ready, encourage them to compare their CVs with other students to see if they have included the same details or not.

3. Have students prepare a CV for themselves. The task could be set as a home assignment as well.

Optional follow-up activity: Choose random CVs and read some details from the achievement, language or hobbies section and have students guess who the CV belongs to.

TIME TO WATCH

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

- develop their listening skills for specific and detailed information by watching a video about Emotional Intelligence;
- develop their reading skills for detailed information;
- guess the meanings of the words/phrases from the context;
- talk about the topics mentioned in the video.

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

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

- 1.** Tell students that they are going to watch a video about Emotional Intelligence. Before that, they have to read the text and decide if the statements are True or False. Tell them to correct the wrong statements.

There are boldfaced words in the text, but those words don't block understanding, thus, tell students not to worry about their meanings for now. Once students are ready, have them first compare their answers with a partner, and then check the answers.

Answers:

1. **F** (With **IQ** we can measure how smart a person is.)
2. **F** (In his book Daniel Goleman wrote about the importance of **EQ**.)
3. **T**
4. **F** (Kids are **less** emotionally intelligent than adults.)
5. **T**

- 2.** Tell students that the words in bold are used in the video. They need to guess the meaning of the words and match them to their definitions (a-e). Have students do the task individually and once they are ready, check the answers as a class. Provide further explanation if necessary.

Answers:

1	He speaks in an assertive manner.	c) confident
2	There is a growing awareness of the importance of soft skills.	d) knowledge and understanding of something
3	He always strives to achieve his goals.	e) to try hard

4	It was difficult to understand the cues .	b) the signal for someone to do something important
5	My first priority is to improve my communication skills.	a) something that is very important

- 3.** Before playing the first part of the video, give students some time to read the sentences. Students should complete the sentences as they are watching the video. If necessary, play the video twice. After the video has finished, ask students to compare their answers with a partner and then check the answers as a class.

Answers:

- | | |
|-------------------|--------------------------|
| 1. to communicate | 5. perfect |
| 2. aggressive | 6. try to do their best |
| 3. sad | 7. bottom of the problem |
| 4. happy | 8. feeling |

- 4.** Draw students' attention to one of the signs and explanations in Task 3 and tell them that there are 5 more signs that can show a person is more emotionally intelligent than others. The students should write explanations for the signs similar to what they can find in Task 3. Have students do the task in pairs and provide assistance while they are writing their explanations. Once they are ready, have pairs compare their sentences with another pair. Then play the second part of the video and ask students to check their answers.

Suggested answer:

1. You have the ability to calmly say no when you know something is not right.
2. You know how to pay attention to the silent cues that are being sent during a conversation, when it's best to take a step back to offer an encouraging smile.
3. You have the knowledge, wittiness, cleverness, and ability to sense when the time is perfect for a joke.
4. You are interested in peoples' lives. You have a healthy level of curiosity and it makes your relationships successful.
5. You can sense the changes in your emotional state if your actions are driven by caffeine energy, and you choose not to play with such emotional fire.

- 5.** Put students in small groups and have them discuss the given questions. As they are discussing the questions, monitor and take notes to be discussed in the feedback stage.
- Do you agree that EQ is more important in your success than IQ? Why or why not?
 - Which of the above mentioned signs do you think you have?
 - Which one is more important to have?

TIME TO WATCH

Script

Part 1

Signs You're More Emotionally Intelligent Than Others. It's clear that the feelings we experience greatly affect our lives. So if you want to become a better friend, colleague, partner, parent, and even leader, watch this video to learn about the traits of emotionally intelligent people and see if there are any skills you'd like to work on.

1. You can easily influence other people. People who are aware of what they're feeling and why they're feeling it have a clear understanding of what they need to get out of a certain situation. This is why it's easy for them to communicate in an assertive manner while not coming across as forceful or aggressive. Their emotional awareness of their own feelings and those of the people around them allows them to feel confident in their approach. That, in turn, makes the people they're addressing feel more comfortable.
2. You know how to read situations correctly. It's easy for everyone to see that it's raining outside. But it's the difference between noticing that one person feels sad about the weather because they didn't bring an umbrella, while another feels happy about the rain because it means their garden will be tended to. An emotionally intelligent person will instantly be able to understand without any words that their colleague is wishing for someone to offer to drive them home after work.
3. You can keep cool under pressure. It's very hard to get under the skin of someone with a high level of emotional intelligence because these people are very aware of who they are as a person. They accept themselves and their flaws. They don't feel the need to strive for perfection because they understand and accept the fact that a person cannot be perfect and can only try to do their best. That is why you won't see an emotionally intelligent person cause a scene if someone tries to insult them.
4. You can successfully manage difficult situations. The ability to be empathetic and sense what other people are going through and how they're feeling about it allows an emotionally intelligent person to get to the bottom of problems that might cause difficult situations. Emotionally intelligent people are in tune with the emotions they're feeling and can quickly sense the emotions experienced by the people with whom they're dealing. This type of sensitivity allows people with a high EQ to manage a situation without doing any involuntary damage to anyone's feelings.
5. You can express yourself clearly. People with a high level of emotional intelligence have a greater vocabulary, which really helps them get through to the person they're addressing. Recent research from the University of California, Berkeley, suggests that there could be 27 distinct types of emotion. They're all interconnected, and being an emotionally intelligent person means being able to understand which emotion is being experienced and what to do about it. If you ever catch yourself feeling nervous, you may actually be feeling anxious because you feel that you haven't prepared enough for a certain situation. Understanding the true nature of your emotions and the emotions of those around you won't be of much use if you're unable to categorise the emotions

and describe them clearly.

Part 2

6. People respect you. Emotionally intelligent people are not successful because they always say yes to everything and everyone. That's not what makes people like, admire, and respect them. What does is the fact that people with a high EQ level are very certain when it comes to their priorities. They won't drop everything to attend to a last-minute dinner invitation. This makes an emotionally intelligent person appear reliable and dependable in the eyes of others. The ability to calmly say no when they know something is not right for them is what makes people respect them.
7. You can read facial expressions. None of us exist without non-verbal communication. However, there's no dictionary to help us understand any of these tiny, often barely noticeable cues. That's why being able to correctly interpret wordless messages and being able to send them in return is such an important skill to have in both your personal life and in the workplace. An emotionally intelligent person knows how to pay attention to the silent cues that are being sent during a conversation, and they know when it's best to take a step back to offer an encouraging smile.
8. You're funny! Emotionally intelligent people have the knowledge, wittiness, cleverness, and ability to sense when the time is perfect for a joke. Their sensitivity to the emotional atmosphere of certain situations make them amazing at knowing just what type of humor the people they're with would find truly side-splitting. People with a high level of EQ have a knack for being able to relate to people, which means they can quickly find something they have in common and make a harmless joke that will help either break the ice if they've just met or diffuse a difficult situation.
9. You're curious about other people. Being able to empathise with those around you makes you interested in their lives. The receptiveness you feel when you even so much as make eye contact with someone can be enough for you to wonder what that person's life is like, where they're going, where they're coming from, and what they're thinking about all of it. Such a healthy level of curiosity is incredibly important when it comes to successful interpersonal relationships because it allows a person to feel that they are not being judged or criticised when they're interacting with someone with a high level of emotional intelligence.
10. You know when to stop when it comes to caffeine. It's funny how we're so used to using coffee and other caffeinated beverages to help us get through the day. Excessive amounts of caffeine can trigger the release of adrenaline, the source of the fight or flight response. This makes us respond to situations more quickly to help us survive. Basically, too much caffeine will make your brain and body feel like they're in survival mode and that everything happening is slightly dangerous and must be dealt with accordingly. The funny thing is that many people use caffeine to fight off boring tasks at work instead of running away from a predator. People with a high level of emotional intelligence can sense the changes in their emotional state if their actions are driven by caffeine-induced energy, and they choose not to play with such emotional fire.

MISTAKE DETECTOR

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

1. At trade schools students do not only acquire ^{technical}~~technic~~ skills, they also develop their soft skills, such as communication, teamwork and problem-solving.
2. Everyone at the school was ^{really/absolutely}~~very~~ delighted at the end of the really amazing event.
3. In effective teamwork success comes easily. In such groupings member's ^{assistance}~~assist~~ is welcomed by others.
4. With the help of "Six Thinking Hats" people can consider problems from different perspectives. It helps them be far ~~much~~ more creative.
5. At first I had some problems. I couldn't do tasks properly. My team leader was very helpful and supported me during all the courses. I am thankful to him for such an ^{outcome}~~outgo~~. My results were ^{really}~~very~~ fantastic.
6. To my mind, having a positive attitude to learning is just as important as acquiring knowledge itself.
7. Most people stick ^{to}~~in~~ one way of thinking. So they cannot see the bigger picture.
8. Choosing his major in computer science is ^{by}~~as~~ far the best decision he has made. He is very good at writing codes. I hope hanging out with his group mates will help him become sociable.
9. One of the advantages of trade schools is that it offers a lot ^{shorter}~~short~~ and much more flexible programs.
10. People with higher Emotional Intelligence know when to step ^{back}~~off~~ in any argument. In this way they keep calm and analyse their feelings better.

An Example of Summative Assessment Test

Name: _____ Class: _____ Date: _____

Listening

1. Listen to the talk and circle the correct option.

1. Daniel spent his childhood in the place where

- a) no one could speak English.
- b) people spoke English.
- c) he experienced environmental problems.

2. Daniel had problems understanding

- a) Math.
- b) the world.
- c) words and sentences.

3. Instead of ★★★, Daniel saw images.

- a) shapes
- b) numbers
- c) colours

4. At school, Daniel

- a) had several friends.
- b) often felt lonely.
- c) felt like other kids.

5. Daniel used his talent

- a) to write books about numbers.
- b) to make foreign friends.
- c) to learn foreign languages.

(___/25)

Reading

1. Match the interview questions to their answers. One question is extra.

- a) What advice would you give to someone who wants to learn a second language?
- b) Why is it important to learn a second language?
- c) People in European countries are generally better at speaking multiple languages than people in the United States. Is that true?
- d) So, knowing multiple languages opens up the world in a lot of ways?
- e) Does learning a second language mean you know a few words of that language or you can carry on a conversation? How would you define it?
- f) Is that because it's so easy to travel within European countries?

1. ★★★ My first motivation when I study foreign languages is to learn more about the cultures. Each language gives you an identity of its own, independent from all the other identities that you get. So, every new language that you learn will give you a certain identity. In this way, you can become a member of a certain community.
2. ★★★ Yes. If you're learning another language, you get another perspective. That's very important. You get different opinions, different points of view and, I think, you become a better citizen.
3. ★★★ It depends on the motivation. If you're a researcher, you might want to read something in that language. However, sometimes just being able to say some words in that language can be a benefit as well. For example, I did some very elementary learning of Swahili and was able to say hello, goodbye and thank you — that kind of stuff. When I went to Kenya as a tourist, my skills helped me communicate with people at least at a very basic level.
4. ★★★ If you look at the statistics, only 30% of Americans use another language. Seventy percent speak just English. In Europe, only 30% use just their own language, and 70%, typically, are multilingual, not just bilingual.
5. ★★★ Learning a foreign language is a skill. It's not only time in class. It's your homework activities as well. It's at the same time watching news in foreign countries or going on the street and talking to people. All that is time on task. Language learners will learn the language within the walls of their classroom, but even more so on the outside.

()/25)

Grammar

1. Complete the sentences with a, an, the or zero article (X). (2 pts. each)

1. Nurlan is ★★★ only talented person in his family who can speak 10 languages fluently.
2. Can you recommend ★★★ language course for me? I want to learn Chinese.
3. The children spent ★★★ hours walking in ★★★ park.
4. That was ★★★ opportunity for him to study and work abroad.
5. ★★★ sun was shining. It was ★★★ best time to go to ★★★ beach.
6. ★★★ family decided not to move abroad, and that was ★★★ important decision.

()/20)

Vocabulary

1. Complete the sentences with the words from the box. One word is extra. (2 pts. each)

connected	tribe	confident	recognise	accident
relationship	fluent	roots	essential	

1. Emma became more ★★★ after practising her math problems every day.
2. The ★★★ on the road was a serious one, but no one was hurt.
3. The strong ★★★ between the friends was amazing. They always help each other.

4. Maryam was ★★★ in three languages and could easily communicate with people from different countries.
5. I could ★★★ my best friend's voice even if I couldn't see her.
6. Brushing your teeth is ★★★ for keeping them healthy and strong.
7. Understanding your cultural ★★★ means knowing about the traditions of your family.
8. At the graduation party, everyone felt ★★★ because of the warm atmosphere.

(___/16)

2. Complete the gaps with an appropriate form of the word given in brackets.

1. The new Internet ★★★ (*connect*) helped us access more educational websites.
2. The family lived ★★★ (*happy*) in their little house with a big backyard.
3. Emma spoke ★★★ (*confident*) in front of the class when she presented her project.
4. The games we played at the party were very ★★★ (*enjoy*).
5. The ★★★ (*happy*) on her face showed how much she enjoyed her birthday party.
6. The ★★★ (*important*) of learning a foreign language is that it opens you new opportunities.
7. The students had to be ★★★ (*patience*) while waiting for their turns to play the quiet game.

(___/14)

Keys to the Sample Summative Assessment Test

Listening:

1. Listen to the talk and circle the correct option.

1. Daniel spent his childhood in the place where

- a) no one could speak English.
- ☒ b) people spoke English.
- c) he experienced environmental problems.

2. Daniel had problems understanding

- a) Math.
- b) the world.
- ☒ c) words and sentences.

3. Instead of ★★★, Daniel saw images.

- a) shapes
- ☒ b) numbers
- c) colours

4. At school, Daniel

- a) had several friends.
- ☒ b) often felt lonely.
- c) felt like other kids.

5. Daniel used his talent

- a) to write books about numbers.
- b) to make foreign friends.
- ☒ c) to learn foreign languages.

Reading:

1. Why is it important to learn a second language?

My first motivation when I study foreign languages is to learn more about the cultures. Each language gives you an identity of its own, independent from all the other identities that you get. So, every new language that you learn will give you a certain identity. In this way, you can become a member of a certain community.

2. So, knowing multiple languages opens up the world in a lot of ways?

Yes. If you're learning another language, you get another perspective. That's very important. You get different opinions, different points of view and, I think, you become a better citizen.

3. Does learning a second language mean you know a few words of that language or you can carry on a conversation? How would you define it?

It depends on the motivation. If you're a researcher, you might want to read something in that language. However, sometimes just being able to say some words in that language can be a benefit as well. For example, I did some very elementary learning of Swahili and was able to say hello, goodbye and thank you — that kind of stuff. When I went to Kenya as a tourist, my skills helped me communicate with people at least at a very basic level.

4. People in European countries are generally better at speaking multiple languages than people in the United States. Is that true?

If you look at the statistics, only 30% of Americans use another language. Seventy percent speak just English. In Europe, only 30% use just their own language, and 70%, typically, are multilingual, not just bilingual.

5. What advice would you give to someone who wants to learn a second language?

Learning a foreign language is a skill. It's not only time in class. It's your homework activities as well. It's at the same time watching news in foreign countries or going on the street and talking to people. All that is time on task. Language learners will learn the language within the walls of their classroom, but even more so on the outside.

Grammar

1. Complete the sentences with a, an, the or zero article (X). (2 pts. each)

1. Nurlan is the only talented person in his family who can speak 10 languages fluently.
2. Can you recommend a language course for me? I want to learn Chinese.
3. The children spent X hours walking in the park.
4. That was an opportunity for him to study and work abroad.
5. The sun was shining. It was the best time to go to the beach.
6. The family decided not to move abroad, and that was an important decision.

Vocabulary

1. Complete the sentences with the words from the box. One word is extra. (2 pts. each)

1. Emma became more confident after practising her math problems every day.
2. The accident on the road was a serious one, but no one was hurt.
3. The strong connection between the friends was amazing. They always help each other.
4. Maryam was fluent in three languages and could easily communicate with people from different countries.
5. I could recognise my best friend's voice even if I couldn't see her.
6. Brushing your teeth is essential for keeping them healthy and strong.
7. Understanding your cultural roots means knowing about the traditions of your family.
8. At the graduation party, everyone felt connected because of the warm atmosphere.

2. Complete the gaps with an appropriate form of the word given in brackets.

1. The new Internet connection (*connect*) helped us access more educational websites.
2. The family lived happily (*happy*) in their little house with a big backyard.
3. Emma spoke confidently (*confident*) in front of the class when she presented her project.
4. The games we played at the party were very enjoyable (*enjoy*).
5. The happiness (*happy*) on her face showed how much she enjoyed her birthday party.
6. The importance (*important*) of learning a foreign language is that it opens you new opportunities.
7. The students had to be patient (*patience*) while waiting for their turns to play the quiet game.

Track

Daniel Tammet was born in London. His mother spoke English, and he grew up in an English-speaking environment. Yet, to his ears, the English language was an alien language.

Words and sentences were a puzzle for the young boy. He was lost in a world of words. But he was a mathematical genius. Daniel felt, thought, and dreamed in a private language of numbers.

Daniel remembers receiving a book on counting when he was four. Where others saw numbers, he saw images. To Daniel's mind, each number had a shape, a colour, and a texture of its own. Neurologists call this condition synesthesia. For example, 89 meant 'snow' to Daniel, and the number six meant 'sadness.'

Daniel's language was unique, but he had no way of sharing it. The young boy felt isolated from the other children at school.

Daniel didn't know how to connect with other children. He said, "We spoke differently, thought differently. The other children didn't understand me."

While the other children played football, Daniel would stand and count the leaves on trees.

Daniel had a plan. He wanted to master the English language through his talent for numbers. He began reading non-stop. Daniel made lists of words according to their shape, texture and number.

Finally, Daniel mastered the English language. By the time he left school, he was fluent in French and German as well. He is now fluent in over ten different languages.

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Buraxılış məlumatı

İNGİLİS DİLİ 9

Ümumi təhsil müəssisələrinin 9-cu sinifləri üçün
İngilis dili (əsas xarici dil) fənni üzrə dərsliyin (qrif nömrəsi: 2024-045)

METODİK VƏSAİTİ

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Hesab-nəşriyyat həcmi 16,6. Fiziki çap vərəqi 20. Formatı 57x82^{1/8}.
Kəsindən sonra ölçüsü: 195x275. Səhifə sayı 160.
Şriftin adı və ölçüsü: məktəb qarnituru 10-12. Ofset kağızı. Ofset çapı.
Sifariş . Pulsuz. Bakı – 2024

Çap məhsulunu hazırlayan:
“Şərq-Qərb” ASC
(Bakı, AZ1143, Hüseyn Cavid pr., 111)

