

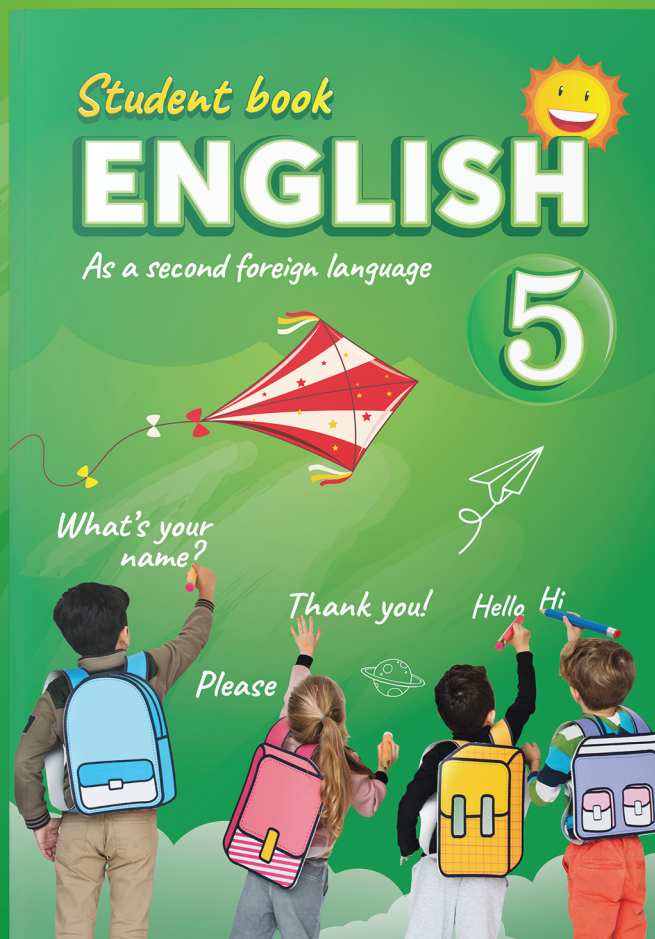
Teacher book



ENGLISH

As a second foreign language

5



Konul Heydarova
Sevinj Mammadova
Gunay Gurbanova

Teacher book

ENGLISH

as a second foreign language

5

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

info@eastwest.az and derslik@edu.gov.az

We thank you for the cooperation.



ŞƏRQ-QƏRB

CONTENTS

Content Standards	7
Some insights into methodology	8
Starter	16
1. What's your name?	18
2. Numbers	21
3. In my school bag	23
4. Colours	26
5. How old are you?	28
Review 1	30
6. My family	31
7. My country – Azerbaijan!	33
8. Are you happy?	36
9. My school	38
10. Where are the things?	40
Review 2	43
11. My house	44
12. My room	47
13. My clothes	49
14. My body	52
15. My monster avatar	54
Review 3	57
16. Yes, I CAN!	58
17. Directions	60
18. Calendar	62
19. Time	64
20. They can!	66
Review 4	69
21. Opposites	70
22. What is the weather like today?	72
23. My day	74
24. She loves fruit and vegetables!	77
25. Summer is here!	79
Review 5	81
Extra Practice Tasks	114

We are excited to introduce a new English course book for grade 5, which is compiled according to the English language curriculum confirmed by the Ministry of Education of the Republic of Azerbaijan. The activities included to this course book support fifth grade students' language learning. The student-centered activities are supported by current communicative language teaching research that says learning through discovery is a key to student learning. Additionally, integrating the skills of listening, speaking, writing, and reading is crucial for student success. The listening activities in the textbook will help your students get exposed to standard English language and improve their listening skills.

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

*Sincerely,
Authors*

WEEKS	STANDARDS	LESSONS	HOURS	GRAMMAR	VOCABULARY	PRONUNCIATION	SKILL WORK
1	1.1.1; 1.1.2; 2.1.1; 2.2.1; 2.2.4.; 3.1.1. 4.1.1.	1. What's your name?	1	my/your/his/her What's <i>your/his/her</i> name? How do you spell <i>your/his/her</i> name?	Getting to know	Aa /eɪ/ /æ/	Listening, reading, speaking and writing
2	1.1.1; 1.1.2. 2.1.1; 2.2.3. 2.2.4.; 3.1.1. 4.1.1.	2. Numbers	1	your/his/her What's <i>your/his/her</i> phone number?	Numbers 1-10	Ee /e/ /i:/	Listening, reading, speaking and writing
3	1.1.1; 1.1.2. 2.1.1; 2.2.4. 3.1.1; 3.1.2. 3.1.3.; 4.1.1. 4.1.2.	3. In my school bag	1	What's <i>your/his/her</i> phone number?	School supplies	plural forms /s/ /z/ /iz/	Listening, reading, speaking and writing
4	1.1.1; 2.1.1. 2.2.4.; 3.1.1. 3.1.2.; 3.1.3. 4.1.1; 4.1.2.	4. Colours	1	That /Those What colour is this/that...? What colour are these/those..?	Colours	ck- /k/	Listening, reading, speaking and writing
5	1.1.1; 2.1.1. 2.2.1; 2.2.3.; 2.2.4.; 3.1.1. 3.1.2.; 3.1.3. 4.1.1; 4.1.2.	Summative 1 5. How old are you?	1	I am He/ She is How old are you? How old is he/she?	Numbers (11-20)	ee – /i:/	Listening, reading, speaking and writing
REVIEW 1							
6	1.1.1; 1.1.2; 2.1.1; 2.2.4.; 3.1.1; 3.1.2.; 3.1.3.; 4.1.1.	6. My family	1	Our / Its/ Their	Family	li	Listening, reading, speaking and writing
7	1.1.1; 2.1.1; 2.2.4.; 3.1.1; 3.1.2.; 3.1.3.; 4.1.1; 4.1.2.	7. I am from Azerbaijan!	1	I am You /We/ They are He/She/It is Where are you/they from? Where is he/she from?	Countries	ch- tʃ	Listening, reading, speaking and writing
8	1.1.1; 1.1.2; 2.1.1; 2.2.1; 2.2.4.; 3.1.1. 4.1.1; 4.1.2.	8. Are you happy?	1	Are you/we/they...? Is he/she ...?	Common adjectives	ng – /ŋg/	Listening, reading, speaking and writing

9	1.1.1.; 2.1.1.; 2.2.1.; 3.1.1.; 3.1.2.; 3.1.3.; 4.1.1.; 4.1.2.	9. My school	1	There is/ There are	In the school	Cc /k//s/	Listening, reading, speaking and writing
10	1.1.1.; 1.1.2.; 2.1.1.; 2.2.1.; 2.2.3.; 2.2.4.; 3.1.1.; 4.1.1.; 4.1.2.	Summative 2 10. Where are the things?	1	There isn't/ There aren't	Prepositions of place	U u /ʌ/ /ju:/	Listening, reading, speaking and writing
REVIEW 2							
11	1.1.1.; 2.1.1.; 2.2.1.; 2.2.3.; 2.2.4.; 3.1.1.; 3.1.2.; 3.1.3.; 4.1.1.; 4.1.2.	11. My house	1	Is there...? Are there any ...?	Around the house	oo /u/ /u:/	Listening, reading, speaking and writing
12	1.1.1.; 2.1.1.; 2.2.1.; 2.2.3.; 2.2.4.; 3.1.1.; 3.1.2.; 3.1.3.; 4.1.1.; 4.1.2.	12. My room	1	any/some	Rooms	ar /ɑ:/ /ɔ:/	Listening, reading, speaking and writing
13	1.1.1.; 1.1.2.; 2.1.1.; 2.2.1.; 2.2.2.; 2.2.3.; 2.2.4.; 3.1.1.; 4.1.1.; 4.1.2.	13. My clothes	1	have got Have you got...?	Clothes	th /ð/ /θ/	Listening, reading, speaking and writing
14	1.1.1.; 1.1.2.; 2.1.1.; 2.2.1.; 3.1.1.; 3.1.2.; 3.1.3.; 4.1.1.; 4.1.2.	14. My body	1	's Elza's eyes Her cat's nose	Parts of the body	O o /əʊ/ /ɒ/	Listening, reading, speaking and writing
15	1.1.1.; 2.1.1.; 2.2.1.; 2.2.2.; 2.2.3.; 2.2.4.; 3.1.1. 3.1.2.; 3.1.3. 4.1.1.; 4.1.2.	Summative 3 15. My monster avatar	1	has got Has he/she got...?	Parts of the body	G g /g/ /dʒ/	Listening, reading, speaking and writing
16	Review 3 / Preparation for Big Summative		1				
17	Big summative		1				
18	1.1.1.; 2.1.1.; 2.2.3.; 2.2.4.; 3.1.1.; 3.1.2.; 3.1.3.; 4.1.1.; 4.1.2.	16. Yes, I can!	1	can/can't	Common collocations	/æ/ /aɪ/ /eɪ/	Listening, reading, speaking and writing

19	1.1.1.; 1.1.2.; 2.1.1.; 2.2.1.; 2.2.3.; 2.2.4.; 3.1.1.; 4.1.1.; 4.1.2.	17. Directions	1	Go! Don't go!	Places in the city	sh – /ʃ/	Listening, reading, speaking and writing
20/ 21	1.1.1.; 1.1.2.; 2.1.1.; 2.2.3.; 2.2.4.; 3.1.1.; 4.1.1.; 4.1.2.	18. Calendar	2	on,in,at before/after	Days of the week	ay /eɪ/	Listening, reading, speaking and writing
22/ 23	1.1.1.; 2.1.1.; 2.2.1.; 2.2.2.; 2.2.3.; 2.2.4.; 3.1.1.; 3.1.2.; 3.1.3.; 4.1.1.; 4.1.2.	Summative 4 19. Time	2	What time is it?	Telling the time	Yy /aɪ/ /ɪ/	Listening, reading, speaking and writing
24	1.1.1.; 1.1.2.; 2.1.1.; 2.2.2.; 2.2.3.; 2.2.4.; 3.1.1.; 4.1.1.; 4.1.2.	20. They can!	1	The...	Animals Action verbs	Silent letters e and b	Listening, reading, speaking and writing
REVIEW 4							
25	1.1.1.; 2.1.1.; 2.2.2.; 2.2.3.; 2.2.4.; 3.1.1.; 3.1.2.; 3.1.3.; 4.1.1.; 4.1.2.	21. Opposites	1	But/and	Opposites	ea /i:/	Listening, reading, speaking and writing
26/ 27	1.1.1.; 1.1.2.; 2.1.1.; 2.2.2.; 2.2.3.; 2.2.4.; 3.1.1.; 4.1.1.; 4.1.2.	Summative 5 22. What's the weather like today?	2	very What's the weather like...?	Weather	y – /ɪ/	Listening, reading, speaking and writing
28/ 29	1.1.1.; 1.1.2.; 2.1.1.; 2.2.4.; 3.1.1.; 4.1.1.; 4.1.2.	23. My day	2	Present Simple I/You/We/They watch TV Do ...? /don't	Daily routine	Jj /dʒ/	Listening, reading, speaking and writing
30	1.1.1.; 2.1.1.; 2.2.3.; 2.2.4.; 3.1.1.; 3.1.2.; 3.1.3.; 4.1.1.; 4.1.2.	24. She loves fruit and vegetables!	1	Present Simple He/ She likes.. Does he/she...? He/She doesn't	Fruit and vegetables	/s/ /z/	Listening, reading, speaking and writing
31/ 32	1.1.1.; 2.1.1.; 2.2.3.; 3.1.1. 3.1.2.; 3.1.3. 4.1.1.; 4.1.2. 4.1.3.	Summative 6 25. Summer is here!	2	want to+ verb	Holiday activities	Silent letters in WH question words	Listening, reading, speaking and writing
33	Review 5/ Preparation for the big summative		1				
34	Big Summative 1						

CONTENT STANDARDS

Grade 5

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

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

Core and sub standards of instructional content

1. Listening comprehension

Pupil:

1.1. demonstrates understanding of very simple and short listening passages;

- 1.1.1. follows simple instructions;
- 1.1.2. selects and points out the pictures of the named objects.

2. Speaking

Pupil:

2.1. demonstrates acquisition of basic pronunciation skills;

- 2.1.1. repeats sounds, sound combinations and simple words;

2.2. demonstrates communication skills using basic structures;

- 2.2.1. names objects and people depicted in the pictures and in real life from familiar content areas;
- 2.2.2. lists the characteristics (quality and appearance) of the objects and people s/he named;
- 2.2.3. describes objects, people and situations depicted in the pictures or in real life using target vocabulary;
- 2.2.4. communicates using words, word combinations and basic expressions studied.

3. Reading

Pupil:

3.1. demonstrates early reading skills;

- 3.1.1. reads letters, letter combinations and words correctly;
- 3.1.2. reads short texts with the appropriate intonation;
- 3.1.3. demonstrates understanding of short simple texts.

4. Writing

Pupil:

4.1. demonstrates basic writing skills;

- 4.1.1. writes letters, letter combinations and words accurately;
- 4.1.2. writes word combinations and sentences;
- 4.1.3. writes simple letters.

SOME INSIGHTS INTO METHODOLOGY

Teaching Language Skills

According to the curriculum, there are four content lines in teaching English. They are listening, speaking, reading and writing. The new English course book aims at developing these 4 language skills through different activities.

Language skills are divided into two types: receptive skills and productive skills. The term receptive skills refers to reading and listening, the skills where meaning is extracted from the discourse, while productive skills is a term for speaking and writing, skills where students produce the language themselves.

Patterns of Communication

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

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

Group work/Pair work: Students work in pairs or small groups on a task that requires interaction. This is student-centered as the students get to play with the language. Pair work and group work gives the teacher a chance to observe and check the understanding of the students.

Open-ended teacher questioning: The teacher asks a series of questions, which have a variety of answers, depending on the students' thoughts.

Closed-ended teacher questioning: The teacher asks the students different yes/no questions. This is teacher-centered as the teacher controls the language that the students can use. Furthermore, the given answer is only of one type.

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

Choral response: This is another teacher-centered activity where the teacher conducts a drill. The students simply repeat what the teacher says.

Homework/E-learning: Students work alone outside of the classroom or over the Internet to complete a task set by the teacher.

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

How to start teaching English to beginners: step by step

● Break up lessons and categorize vocabulary.

Try creating lesson plans with small activities broken down into manageable chunks to help your students absorb and remember everything. It's advisable to teach vocabulary categories as categorizing vocabulary makes learning new words easier!

● Repeat everything.

Try starting every lesson with a vocabulary revision game .

● Use plenty of realia.

Avoid using your mother tongue while teaching English. Instead use a lot of pictures to teach new vocabulary. Imagine how you might describe what a cat is to someone who doesn't speak English. The reality is that you can say whatever you like, but the simplest thing would be to show them a picture of a cat or draw a cat on the board. Part of your lesson preparation for teaching English to beginners might be finding pictures or objects that can help you explain concepts quickly and accurately in the classroom. It's also a great idea to print some common classroom language to put up on the wall.

Embrace your inner mime.

There will also be times where you need to explain what a cat is, but you don't have a picture to reference or space on the board to draw one. So, what's the next most straightforward thing you can do? Let out a couple of meows and act it out. Making good use of gestures will help you get your message across in many situations.

● Check for understanding.

Even after you've given great instructions, shown a picture, and done a mime, you'll still sometimes end up with a class of puzzled faces looking back at you. When teaching basic English to beginners, it can be hard to understand how much students understand. And they may often completely misunderstand what you're asking them to do.

To help everyone stay on track, you'll need to check students' understanding all the time.

● Give plenty of encouragement.

For learners at this level, everything is new and they tend to make mistakes when they speak and write in English.

They know this as much as you do and might need more praise and encouragement to keep going.

Making mistakes should be embraced because mistakes lead to learning.

Steps that seem small, like being able to say a full sentence, or pronounce a new word, are huge achievements for your learners and should be treated as such. So give plenty of praise and encouragement!

Taken from:

<https://www.teachaway.com/blog/how-start-teaching-english-beginners>

Games in learning languages

Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning. They can provide language practice in various skills – speaking, writing, listening and reading.

The common benefits of games:

- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging. They encourage students to interact and communicate.
- They create a meaningful context for language use.
- Games reinforce learning.
- Games are extremely student centered.
- Games promote healthy competition.
- Games can be easily adjusted for age, level, and interests.

However, in order to achieve the most from games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

Communication Games

Communication games are activities intended to develop student communication skills. They mainly target listening and speaking. They also provide fun and interesting ways for students to practice language items or skills. Such games also increase student participation, language use and peer interaction.

Successful completion of a communication game increases students' confidence. In such kinds of games language interactions are meaningful and not practiced in isolation. Information exchange between pairs, linking or matching games are examples of communication games.

Communication games develop fluency and more meaningful, authentic communication.

Drawing at Languages Classes

Many children remember language more easily when they learn through creative activities such as drawing, colouring and crafts.

Drawing tasks are motivational and they help and make learning fun and memorable. By applying drawing tasks in language lessons, teachers guarantee learners' engagement and this leads to positive outcomes.

Teaching vocabulary is an important part of English language teaching and can be accomplished via drawing. This practice is a technique which helps students cultivate their capacities to imagine and visualize in their minds, allowing for quicker learning. Teachers should acknowledge that drawing encourages students to develop focus towards lessons and increases teacher attractiveness. Drawing also enhances student discourse. By means of the continuous discourse of asking each other questions, it is highly evident that students naturally improve their daily conversation.

Mingles

“Mingles” are one of the most popular activities. Teachers love them because they’re flexible, get students up on their feet, provide multiple opportunities for student talk time, while also reducing teacher talk time.

Classroom management techniques for group work

1) Be proactive

Before you do any group work, tell students exactly what type of behaviour is expected. Tell them exactly how loudly they should speak, and whether or not they are allowed to stand up.

2) Practice

After students know what is expected from them, practise. Put them in groups, and have them speak to each other in the tones of voices you expect.

3) Establish consequences

Before you start a group activity, make sure your students know the consequences for not following directions. They might have to complete the entire project on their own, for instance, if they cannot behave in group.

4) Group self-review

Have group members review their work as a team. You might want to ask how each member contributed, if each person did their fair share, how they think they worked together, what they did well, where they could improve, etc. Give this information at the beginning of the activity so each student is aware that he/she will be evaluated by his or her peers.

5) Signals

Have signals that will tell your students when the activity is drawing to an end, that the noise level is getting too loud, etc. You can blink the lights, ring a bell, whatever works for you.

Adapted from:

<https://www.brighthubeducation.com/classroom-management/19616-group-work-techniques/>

Monitoring

Monitoring is a classroom management technique loosely defined as listening to the learners for their accuracy and fluency, or checking to see whether activities are going to work and that the learners are ‘on task’.

Monitoring goes on all the time, but particularly during speaking activities when the teacher is concerned with the general assessment of learners’ performance in relation to general progress or recent language and skills development. Monitoring of individual learners takes place during written practice exercises, when the aim is to point out errors and encourage self-correction. Guided practice activities, particularly of the pair-work format, are monitored for accuracy, while less guided group work activities are monitored for task achievement and fluency.

Total Physical Response (TPR)

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

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

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

TPR can be used to teach and practise many things:

- Vocabulary connected with actions (smile, chop, headache, wriggle)
- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close your eyes)

It can be adapted for all kinds of teaching situations, you just need to use your imagination! It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.

It is very effective with teenagers and young learners.

It involves both left – and right-brained learning.

Peer-editing

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

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

Constructive Feedback

Telling a student that something is wrong does not help nearly as much as showing them how to make it right. Constructive feedback builds students up by showing them how to improve.

Sometimes this means pointing out errors and helping students to correct these errors. But it is also important to show students what they are doing right. Students need to know what they are doing well, what they need to work on and what steps they can take to improve.

Error or Mistake?

Most linguists distinguish between errors and mistakes in the language acquisition process. Mistakes are 'slips of the tongue' that students make for a variety of reasons: momentary inattentiveness or distractedness, speaking too quickly, or just getting things mixed up.

An error, on the other hand, shows that the student does not know the required structure or form. A student can be expected to self-correct a mistake, but may not be able to correct an error without more focused teacher intervention.

Error Correction

When the aim is fluency, less intrusive, 'gentle' or delayed correction techniques are required in order not to damage either the flow of the activity or the confidence of the learners.

DO NOT CORRECT

Ignore the mistakes, at least for the time being. When students give a speech or speak spontaneously in pairs, immediate correction will intimidate them, make them lose the train of thought and simply discourage participating in your classes.

DELAYED CORRECTION

When students give a speech or are engaged in a conversation, do not interrupt them with any comments. It is advisable to take notes of their mistakes and leave your comments till the end of the lesson or after all the students have finished speaking. While taking notes, you can divide mistakes into logical subgroups such as: grammar, vocabulary or pronunciation.

It is very crucial not to mention the students' names while explaining the mistakes. Writing mistakes on the board and giving some time to students to figure out what is wrong has proved very effective among language teachers as well as language learners. You can later refer back to those mistakes and prepare an exercise which covers the structures they had problems with.

BE SELECTIVE

We don't have to correct every single mistake that we spot. Focus on target mistakes, which are key to your lesson aims, ignore non-target mistakes for a moment. Choose only one or two that hinder understanding.

BE SUBTLE

When you comment on students' errors, avoid using their names. Do not use negative, straightforward feedback words such as wrong or bad grammar as they are intimidating.

Adapted from:

<https://teacher.pl/how-correct-speaking-mistakes-and-not-discourage-students-from-opening-their-mouth/>

Self Correction

Encourage your students to SELF-CORRECT. Do not correct on the spot. Instead of giving them ready answers, give your students a chance to think and self-correct. They will probably realise and correct their own mistakes. If you encourage students to self-correct, you develop their autonomy and raise language awareness and responsibility for the level of their English. This will foster their ability to manage a conversational exchange with a native speaker or classmates with no need to lean on the teacher.

Drilling in language teaching.

Drilling refers to a type of audio lingual technique based on students repeating a model provided by the teacher. The focus is on accuracy rather than fluency. They are used to practice:

- grammar;
- vocabulary;
- pronunciation

There are different types of drilling.

Repetition drills (Chorus drills):

In repetition drills, students imitate what the teacher says. Repetition drills can be carried out with the whole class, smaller groups of students or with individual students.

Teacher: She's a student.

Student: She's a student.

Substitution Drill:

In substitution drills, one element of the structure being practiced is changed. One of the most common ways of carrying out substitution drills is by providing students with a prompt in order to have them repeat the language structure:

Teacher: She's a pilot. (tailor.)

Student: She's a tailor.

Teacher: engineer.

Student: She's an engineer.

Or

Teacher: I went swimming (skiing.)

Student: I went skiing.

Teacher: skating.

Student: I went skating,

Question and answer:

In question and answer drills, students are required to answer a question posed by the teacher. This can be used to practice adjacency pairs:

Teacher: Is there a bookshelf in the classroom?

Student: Yes, there is.

Teacher: Are there any flowers in the classroom?

Student: Yes, there are.

Or

Teacher: What's the matter?

Student: I have a headache.

Teacher: What's the matter?

Student: I have a sore throat.

Transformation drills:

Students are given a structure to be transformed.

Teacher: John opened the door?

Student: The door was opened by John.

Or

Teacher: New York is the capital of the USA. (not)

Student: New York is not the capital of the USA.

Meaningful drills

Drills can be made more meaningful. For instance, giving students choices in their replies to prompts may provide more freedom and creativity. If you allow students to choose from different options, this means that they have to think before they answer. Drills mustn't provide more control than is necessary. This is an example of a meaningful drill to practice the modal should:

Student 1: I've got a bad toothache.

Student 2: you should see a dentist.

Student 3: you should brush your teeth regularly.

Here is another example to practice could:

Teacher: I'm so bored.

Student: 1: You could watch a movie.

Student: 2: You could go jogging.

Student: 3: You could go to a the theater.

The above exchange is more meaningful because responses are unpredictable and they give students opportunity for some creativity in spite of the controlled aspect of the drill.

STARTER

Prepare blank name tags, one for each student. Wait by the classroom door, greet the students as they come in and hand them a name tag. Once they take their seats, introduce yourself and write your name on the board. Ex. *Hello. My name is ...* Ask them to write their names on the tags and place them on their desks. Greet them and encourage them to greet you back.

International Words in English

1. Refer students to the pictures on Page 8. Explain that these are words in English, as well as in other languages around the world. Having students realize that they already know some words in English will motivate them from the very first day. Ask them to work in pairs and match the words to the pictures. Allow them some time to complete the task. Then play the recording and have students check their answers. Ask students to repeat the words chorally and/or individually.

Answers:

- | | | |
|-----------------|----------------|---------------|
| 1. computer | 4. football | 7. television |
| 2. taxi | 5. pizza | 8. hamburger |
| 3. mobile phone | 6. photo album | 9. skateboard |

Track 1

- | | | |
|-----------------|----------------|---------------|
| 1. computer | 4. football | 7. television |
| 2. taxi | 5. pizza | 8. hamburger |
| 3. mobile phone | 6. photo album | 9. skateboard |

2. Ask students to work in pairs and test each other. Have them cover the words in Task 1, point to the pictures and test their partner. Monitor and help with pronunciation. As a follow up, ask students whether they know any other English words. Write their ideas on the board. (coffee, popcorn, video camera, radio, chocolate, karaoke)

Most Common Phrases

Ask students to open page 9. Play the recording and ask students to repeat the words. Monitor and encourage them to pronounce the words as clearly as they can. Put students in pairs and have one mime the word and the other guess it. Then ask them to swap their roles.

Track 2

- | | | |
|--------------|------------|-----------|
| 1. Hello | 3. OK | 5. Please |
| 2. Thank you | 4. Goodbye | |

Classroom Language

Classroom language is the routine language that is used on a regular basis in the classroom like giving instructions; for example, “Open your books” or “Work in pairs”. This is the language that teachers are used to using and students are used to hearing, but when teaching a language, it takes a while to learn this part of the language. Knowing these language basics reduces the amount that students are forced to use their mother tongue; it makes the language classroom environment more authentic. So, teachers shouldn’t hesitate to use classroom language from the very first day of teaching.

Play the recording and ask students to listen and repeat the phrases. Monitor and help them if needed.

With false beginners, you can ask students to close their books. Mime some instructions and ask them to guess them. Have them work in pairs and do the same: one student mimes the instruction and the other finds it. As a follow up, ask them to role play the situation given in Task 3. Monitor and help them if needed.

Track 3

- | | |
|------------------------------|------------------------------------|
| 1. Hello, everyone. | 5. Sit down, please. |
| 2. Open your books, please. | 6. Work in pairs. |
| 3. Close your books, please. | 7. What page is it? |
| 4. Stand up, please. | 8. I am sorry, I don’t understand. |
| | 9. Work in groups. |

1

Lesson

What's your name?

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

- recognize, spell and say the letter names of English alphabet;
- recognize which letter gives the sounds /eɪ/ and /æ/ and reproduce the sounds;
- fulfil grammar tasks on *my/your/his/her* in the given context;
- listen for specific information in the given context;
- read for specific information in the given context;
- ask and answer questions in the given context using target grammar.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.4., 3.1.1., 4.1.1.

Interaction patterns: individual, pair work, small groups

1. Ask students to open the book on page 11. Tell them that they are going to listen to the English alphabet. As they listen, encourage them to repeat the sounds as a class. Monitor and have them pronounce the sounds as clearly as they can.

Track 4

a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Have students work in pairs and find the missing letters. Encourage them to spell the words. Monitor and help if needed.

Answers:

- | | | | |
|-------------|-----------------|---------------|---------------|
| 1. computer | 3. photo album | 5. football | 7. taxi |
| 2. pizza | 4. mobile phone | 6. television | 8. skateboard |

3. Tell students that they are going to listen to 5 children. As they listen, they have to write down their names. The first one is an example. Play the recording two or three times, pausing it to give the students some time to write down their answers.

Track 5

- | | |
|---|---|
| 0. A: Hi! What's your name?
B: Hi! My name is Aytan.
A: How do you spell your name?
B: It's A-Y-T-A-N. | 1. A: Hi! What's your name?
B: Hi! My name is Tim.
A: How do you spell your name?
B: It's T-I-M. |
|---|---|

2. A: Hi! What's your name?
B: Hi! My name is Amy.
A: How do you spell your name?
B: It's A-M-Y.

3. A: Hi! What's your name?
B: Hi! My name is Tom.
A: How do you spell your name?
B: It's T-O-M.

4. A: Hi! What's your name?
B: Hi! My name is Kelly.
A: How do you spell your name?
B: It's K-E-L-L-Y.

4. Ask students to read the conversations. As they read, they have to complete the sentences with one word. Then listen to the recording before checking the answers as a class. Have students read the conversations to each other for practice.

Answer:

name

Grammar: *my/your/ his/her*

On the board write *her* on the left, *my* in the middle and *his* on the right. Ask two students, a girl and a boy, to come to the front of the class. Ask the girl to stand under *her* and the boy student under *his*. Stand between the two students, under *my*. Show yourself and say: *my name*. Point to the boy and say: *his name*. Do the same with the girl to present: *her name*. Have your students repeat the target language after you. Divide the class into pairs. Encourage them to practise the conversations from Task 4, using their own names.

5. Ask students to work individually and complete the sentences with *my, your, his, her*. When they are done, encourage them to compare their sentences with each other before you check the answers as a class.

Answers:

1. My
2. Her

3. His
4. Her

5. your

6. Have students work individually and complete the sentences with *his/her*. When they are done, ask them to have a quick pair check before you check the answers as a class.

Answers:

- | | |
|--------|--------|
| 1. Her | 3. Her |
| 2. His | 4. His |

Draw students' attention to the PRONUNCIATION TARGET. Tell them that /æ/ is the short *a* vowel sound we use with the following words: *Sam, cat, bag* and *cap*. /eɪ/ is the long *a* vowel sound. It sounds the same as the name for the letter *A*. For instance, *Kate, name* and *cake*.

Track 6

/eɪ/ Kate, name, cake

/æ/ Sam, cat, bag, cap

Draw students' attention to the REMEMBER box. Drill the sentences and make sure that all students can say them clearly.

7. Put the class into pairs. Students A look at Task 6 on page 13 and Students B see page 106. 3 names in each student's page are missing. Students are expected to ask each other questions to learn the names. Encourage the students to ask the following questions: *What's his/her name? How do you spell his/her name?*

Have students use full sentences rather than just names. Avoid correcting on-the-spot to give them fluency practice. Note down common errors for later class correction.

8. Swap the pairs and have them ask and answer the questions about the people in the class. The conversation in this exercise is meant to provide students with an example.

Say goodbye to the students when the class is over and encourage them to say the same as they are leaving.

2

Lesson

Numbers

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

- recognize, pronounce and spell numbers 1-10;
- recognize which letter gives the sounds /e/ and /i:/ and reproduce the sounds;
- listen for specific information in the given context;
- write telephone numbers and names;
- ask and answer questions in the given context using recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.3., 2.2.4., 3.1.1., 4.1.1.

Interaction patterns: individual, pair work

1. Play the recording and ask students to repeat the numbers 1-10.

Track 7

1 2 3 4 5 6 7 8 9 10

Draw students' attention to the PRONUNCIATION TARGET.

The sound of long-*E* is the same as the name of the letter *E* when you say the alphabet.

Some common words with this sound are: *three, he*

Here are some frequently used words with short-e: *pen, tell, ten, yes, bell*

2. Divide students into pairs and ask them to look at the mobile phone screen. Some letters and numbers are missing. Have students find them.

3. Before you start doing task 3, refer students to the note in REMEMBER box on page 14. Tell them that we say -*oh* for 0 (zero) for telephone numbers.

Tell students that they are going to hear a short conversation. As they listen, they should choose the telephone number which they will hear.

Answers:



Track 8

/e/ ten, pen, bell, yes

/i:/ three, he

Answer:

a

Track 9

A: What's your phone number?

B: It's 0235478977.

4. Tell students that they are going to hear three telephone numbers. As they listen, they have to write them down.

Track 10

1. A: What's your phone number?

B: It's 845 346 789.

2. A: What's his phone number?

B: It's 456 568 223.

3. A: What's her phone number?

B: It's 980 776 234.

5. Put students into pairs and ask them to take turns and say three phone numbers to their partner. The partner writes the phone numbers.

6. Put the class into pairs. Students A look at exercise 6 on page 15 and Students B see Page 106. 3 names and 3 phone numbers in each student's page are missing. Students are expected to ask each other questions to learn the names and the phone numbers. Encourage the students to ask the following questions: *What's his/her name? How do you spell his/her name? What's his/her phone number?*

Encourage students to use full sentences rather than just names and numbers. Avoid correcting on-the-spot to give them fluency practice. Note down common errors for later class correction.

3

Lesson

In my school bag

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

- recognize, pronounce and spell new words about the topic “In my school bag”;
- recognize the words where the plural ending “s” is pronounced as /s/, /z/ and /iz/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on articles – a/an;
- identify the difference between *This is/ These are*, and fulfil tasks accordingly;
- use the given words in plural;
- read for specific information in the given context;
- listen for specific information in the given context;
- write sentences using the recycled language items;
- improve speaking skills in the given context using the recycled language.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

1. Focus students’ attention on the words and items in the pictures. Play the recording and have them listen and repeat the words in chorus.

Track 11

- | | | |
|---------------|-----------|---------------------|
| 1. school bag | 4. pencil | 7. ruler |
| 2. book | 5. eraser | 8. pen |
| 3. notebook | 6. apple | 9. pencil sharpener |

2. Ask students to cover Task 1 and do this task. Have students work in pairs and find the missing letters.

Answers:

- | | | |
|---------------------|-----------|-----------|
| 1. notebook | 4. ruler | 7. apple |
| 2. school bag | 5. book | 8. pen |
| 3. pencil sharpener | 6. pencil | 9. eraser |

3. Ask students to look at the photo of Alex and Sarah. Show them the picture and tell them that they are going to read a conversation between Alex and Sarah. As they read, they have to choose the items that Alex has got in his school bag. After they are done, have students check their answers in pairs. Then provide them with correct answers.

Answers:

b, c, e, f

Grammar a/an

Draw students' attention on the use of indefinite articles *a* and *an*. Provide them with the examples.

4. Ask students to work individually and write *a* or *an* before the nouns. After they complete the task, have them do a pair-check before going to whole class feedback.

Answers:

- | | | |
|---------------|-----------------------|------------|
| 1. a pen | 4. a pencil sharpener | 7. a ruler |
| 2. a notebook | 5. a school bag | |
| 3. an eraser | 6. an apple | |

Drill the words in the PRONUNCIATION TARGET and pay attention to their pronunciation. Make sure that students pronounce the plural ending *s* correctly.

Track 12

/s/ books, students

/z/ computers, televisions, bags

/iz/ sandwiches

5. Before students start doing this task, draw their attention to the sentences in the GRAMMAR TARGET. Provide them with some more examples with *This is/These are*. Use the realia that you have in the classroom. Have students work individually and complete the sentences with *This is/These are*. After they complete the task, have them do a pair-check before going to whole class feedback.

Answers:

- | | | |
|--------------|--------------|--------------|
| 1. These are | 4. This is | 7. This is |
| 2. This is | 5. These are | 8. These are |
| 3. These are | 6. These are | |

6. Tell students that they are going to listen to Yahya. As they listen, they have to choose Yahya's items. You can play the recording once or twice depending on your students' reaction. After the first listening if you see that they need to listen one more time, play the recording again. After they complete the task, have them do a pair-check before going to whole class feedback.

Answers:

books and notebook

Track 13

Hi! My name is Yahya. This is not my bag. These are my books. These are not my pencils. This is my notebook. This is not my ruler.

7. Show students a pen and say: "This is a pen. This is not a pencil." Write the sentences on the board. Then show students 2 books and say: "These are books. These are not notebooks." Write these sentences on the board, too. Focus on the negative forms. Then divide students into pairs and ask them to correct the sentences.

Answers:

1. These are not pens. These are pencils.
2. This is not a ruler. This is a school bag.
3. This is not an eraser. This is a pencil sharpener.
4. These are not apples. These are books.
5. These are not pencils. These are rulers.
6. These are not school bags. These are notebooks.
7. This is not an apple. This is an eraser.
8. These are not rulers. These are pens.

8. Ask students to put on their desks some of the things they have in their school bags. Encourage them to tell their partner what they have using *This is/ These are/This isn't/These aren't*. Ask students to use full sentences rather than just words. Avoid correcting on-the-spot to give them fluency practice. Note down common errors for later class correction.

Extension activity

Write three sentences about what's in your bag on the board. Tell students that two of the sentences are true and one is false. Students try to guess which is false. Next, students write and read out their sentences, while their partners guess which are true and which are false.

4

Lesson

Colours

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

- recognize, pronounce and spell colours;
- recognize which letter gives the sound - /k/ and reproduce the sound;
- fulfil vocabulary tasks targeting the new vocabulary;
- identify the difference between *That is/ Those are*, and fulfil tasks accordingly;
- read for details in the given context;
- listen for details in the given context;
- write questions and answers using the recycled language items;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work, small groups

1. Focus students' attention on the words and colours. Play the recording and have them listen and repeat the words in chorus. Monitor and help them with pronunciation if needed.

Track 14

- | | | | | |
|-----------|----------|-----------|----------|----------|
| 1. red | 3. green | 5. orange | 7. brown | 9. white |
| 2. yellow | 4. blue | 6. purple | 8. black | 10. grey |

2. Ask students to cover Task 1 so that they can check how well they remember the names for colours. Have them do the crossword in pairs. When they are done, have students uncover Task 1 to check their answers.

Answers:

- | | | | | |
|----------|-----------|----------|-----------|-----------|
| 1. blue | 3. yellow | 5. black | 7. purple | 9. brown |
| 2. green | 4. orange | 6. grey | 8. red | 10. white |

Extension activity

Write *favourite* on the board and explain the meaning of this word. Make sure that they pronounce the word correctly: /'feɪvərɪt/ or /'feɪvɪt/.

Write: *My favourite colour is ...* on the board. Ask the students: What is your favourite colour? and write the question on the board. Elicit answers using the full phrase: *My favourite colour is (blue).*

Draw students' attention to the box with the PRONUNCIATION TARGET. Explain to the students the pronunciation of the words with the letter combination *ck*.

Track 15

/k/ black, clock

3. Tell the students that they are going to read two conversations between Mike and Kelly. Explain the meaning of the word *look at*. Give them a few minutes to read the texts and complete the task. Check the answers as a class.

Answers:

Mike: 1) His pencil is blue.

Kelly: 2) Her pencils are purple.

Focus the students' attention on the sentences in the GRAMMAR TARGET. Explain the difference between *this/that* and *these/those*. Provide some examples and write them on the board. Elicit some more sentences from the students.

4. Ask students to work individually and complete the questions with *is* or *are*. After they complete the task, have them do a pair-check before going to whole class feedback.

Answers:

1. are; are

3. is; is

5. are; are

2. is; is

4. are; are

6. is; is

5. Ask students to work in pairs. In this exercise they are expected to write questions and answers. As they are doing the task, monitor and provide them with instant feedback.

Answers:

1. What colour are these erasers? These erasers are red and grey.

2. What colour is that notebook. That notebook is purple.

3. What colour are these pens? These pens are black.

4. What colour is this school bag? This school bag is yellow.

5. What colour are those pencils? Those pencils are orange.

6. What colour are these erasers? These erasers are green.

7. What colour is that ruler? That ruler is red.

8. What colour are these rulers? These rulers are brown.

9. What colour are those school bags? Those school bags are green.

10. What colour are those notebooks? Those notebooks are white.

11. What colour is this eraser? This eraser is blue and grey.

6. Ask students to read the sample conversation and then make their own conversation about the things in the classroom. Encourage students to use full sentences rather than just words. Avoid correcting on-the-spot to give them fluency practice. Note down common errors for later class correction.

5

Lesson

How old are you?

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

- recognize, pronounce and spell numbers 11-19;
- recognize which letter combination gives the sound /i:/ and reproduce the sound;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on pronouns *I/he/she/my/his/her*;
- read for details in the given context;
- write sentences in affirmative and questions using the recycled language items;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.3., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work, small groups

1. Focus students' attention on the numbers (11–20). Play the recording and have them listen and repeat the words in chorus. Monitor and help them with the pronunciation of the words if needed.

Track 16

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

2. Ask students to cover Task 1 so that they can check how well they remember the numbers. Have them do the matching activity. When they are done, have students uncover Task 1 to check their answers.

Answers:

- | | | | | |
|------|------|------|------|-------|
| 1. g | 3. i | 5. d | 7. a | 9. c |
| 2. f | 4. h | 6. e | 8. b | 10. j |

Draw students' attention to the box with the PRONUNCIATION TARGET. Explain to the students the pronunciation of the words with the letter combination ee.

Track 17

/i:/ bee, three, thirteen, fourteen

3. Tell the students that they are going to read a text about Farid and his friends. Explain the meaning of the word *friend*. Give them a few minutes to read the text and complete the task. When they are done, check the answers as a class.

Answers:

- | | |
|-------|-------|
| 1. 11 | 3. 13 |
| 2. 10 | 4. 14 |

Focus students' attention on the sentences in GRAMMAR TARGET. Explain to them the difference between *he* and *his*, *she* and *her*. Provide students with some examples.

4. Ask students to work individually and complete the sentences with *he*, *she*, *him* or *her*. When they are done, have them do a pair-check before going to whole class feedback.

Answers:

- | | | |
|------------------|----------------|------------------|
| 1. She; She; Her | 3. He; He; His | 5. She; She; Her |
| 2. She; She; Her | 4. He; He; His | |

5. Ask students to work in pairs and write sentences referring to the names and ages provided.

Answers:

- | | |
|---|--|
| 1. His name is Vusal. He is 13 years old. | 5. Her name is Kelly. She is 16 years old. |
| 2. His name is Anar. He is 15 years old. | 6. Her name is Rebecca. She is 19 years old. |
| 3. His name is David. He is 20 years old. | old. |
| 4. Her name is Arzu. She is 17 years old. | 7. Her name is Julia. She is 14 years old. |

6. Explain to the students that when they want to ask about a person's age, they need to use *How old*. Provide them with some examples and have them do the task. When they are done, have them do a pair-check before going to whole class feedback.

Answers:

- | | |
|---------------------|----------------------|
| 1. What's his name? | 4. How old is he? |
| 2. What's her name? | 5. What's your name? |
| 3. How old is she? | 6. How old are you? |

7. Put the class into pairs. Students A look at Task 7 on page 24 and Students B see Page 106. The names and the ages of three people in each student's page are missing. Students are expected to ask each other questions to learn the names and the ages of the people. Encourage students to ask the following questions: *What's his/her name? How old is he/she?*

8. Have students stand up, walk and talk to two students in the class. Have them ask questions to learn about the names and ages of some students. Encourage students to use full sentences rather than just names and numbers. Avoid correcting on-the-spot to give them fluency practice. Note down common errors for later class correction.



REVIEW 1

- 1** 1. **Name:** Nancy
Telephone number: 092 679 53 47
2. **Name:** Lucas
Telephone number: 092 539 07 13

3. **Name:** Kate
Telephone number: 092 365 81 24
4. **Name:** Ben
Telephone number: 092 649 53 71

Track 18

1. Her name is Nancy. It's N-A-N-C-Y. Her telephone number is 092 679 53 47.
2. His name is Lucas. It's L-U-C-A-S. His telephone number is 092 539 07 13.
3. Her name is Kate. It's K-A-T-E. Her telephone number is 092 365 81 24.
4. His name is Ben. It's B-E-N. His telephone number is 092 649 53 71.

- 2**
- | | | |
|----------------|--------------|---------------------|
| 1. school bag | 4. hamburger | 7. pencil sharpener |
| 2. photo album | 5. notebook | 8. book |
| 3. apple | 6. football | |

- 3**
- | | |
|------------------------------------|--------------------------|
| 1. What is your telephone number? | – a) It's 052 342 65 28. |
| 2. How old are you? | – d) I'm 13. |
| 3. What are these? | – e) These are my pens. |
| 4. What colour is your school bag? | – f) It's yellow. |
| 5. What is her name? | – c) Her name is Fidan. |

- 4**
- | | | |
|-------------|--------------|---------------|
| 1. a book | 3. an eraser | 5. a notebook |
| 2. an apple | 4. a taxi | |

- 5**
- | | | |
|--------------|-----------|------------|
| a. seventeen | d. eleven | g. fifteen |
| b. fourteen | e. twenty | |
| c. thirteen | f. twelve | |

- 6**
- | | |
|--------------------|------------------------|
| 1. Those are pens. | 4. This is a notebook. |
| 2. This is a bag. | 5. Those are erasers. |
| 3. That is a bag. | |

- 7**
1. These are my pens.
 2. That is my ruler.
 3. Kelly is 15 years old.
 4. What colour are your erasers?
 5. This is my friend Kevin.
 6. Those pens are purple.
 7. My pencils are yellow.

6

Lesson

My family

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

- recognize, pronounce and spell new words about the topic “My family”;
- recognize which letter gives the sounds /aɪ/ and /ɪ/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on pronouns its/our/their;
- read for details in the given context;
- listen for details in the given context;
- speak about their family using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1.

Interaction patterns: individual, pair work

1. Focus students’ attention on the words and pictures. Play the recording and have them listen and repeat the words in chorus. Monitor and help them with pronunciation if needed.

Track 19

- | | | | |
|-----------|------------|-----------|-----------|
| 1. family | 4. sister | 7. dog | 10. house |
| 2. mother | 5. brother | 8. door | 11. small |
| 3. father | 6. cat | 9. window | 12. big |

2. Ask students to cover Task 1 so that they can check how well they remember the words. Ask them to find the words. When they are done, have students uncover Task 1 to check their answers.

Answers:

- | | | | |
|------------|-----------|----------|------------|
| 1. father | 4. cat | 7. dog | 10. door |
| 2. sister | 5. house | 8. big | 11. mother |
| 3. brother | 6. window | 9. small | 12. family |

3. Tell students that they are going to read a text about Kate and her family. Explain the meaning of the word *pet*. Give them a few minutes to read the text and complete the task. When they are done, check the answers as a class.

Answers:

1. False (She is 10 years old.)
2. True
3. False (Mike is her brother.)
4. False (The dog is brown. The cat is yellow.)

4. Focus students' attention on the sentences in GRAMMAR TARGET. Explain to the students the pronouns *our*, *their* and *its* by providing examples. Then have them work individually and do the practice task. When they are done, have them do a pair-check before going to whole class feedback.

Answers:

- | | | | | |
|----------|----------|--------|----------|---------|
| 1. Their | 3. Its | 5. Its | 7. Our | 9. Your |
| 2. Her | 4. Their | 6. My | 8. Their | |

5. Tell students that they are going to listen and choose the correct option a or b. You can play the recording once or twice depending on your students' reaction. After the first listening if you see that they need to listen one more time, play the recording again. After they complete the task, have them do a pair-check before going to whole class feedback.

Answers:

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

Track 20

1. Our house is big. It isn't small.
2. Their pet isn't a cat. It is a dog.
3. This is my brother. He isn't 12 years old. He is 5 years old.

Draw students' attention to the box with the PRONUNCIATION TARGET. Explain to the students that the letter *i* can be pronounced as /aɪ/ or /ɪ/ depending on its position in the words. Provide students with some more examples.

Track 21

/aɪ/ Mike, time

/ɪ/ big, its

6. Ask students to work in pairs and complete the text with the words from the box. When they are done, check the answers as a class.

Answers:

- | | | |
|-----------|------------|--------|
| 1. small | 3. mother | 5. dog |
| 2. father | 4. brother | |

7. Put students into pairs and ask them to draw their family and tell each other about it. Encourage students to use full sentences rather than just words. Avoid correcting on-the-spot to give them fluency practice. Note down common errors for later class correction.

7

Lesson

My country – Azerbaijan!

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

- recognize, pronounce and spell the new words about the topic - countries;
- recognize which letter gives the sound /tʃ/ and reproduce the sound;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the forms of to be in the given context;
- read for specific information in the given context;
- listen for specific information in the given context;
- write questions and answers using the recycled language items;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 2.1.1., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

1. Focus students' attention on the words and pictures. Play the recording and have them listen and repeat the words in chorus. Monitor and help them with pronunciation if needed.

Track 20

- | | |
|---|-----------|
| 1. Azerbaijan | 5. China |
| 2. Turkey | 6. France |
| 3. The United Kingdom (The UK) | 7. Italy |
| 4. The United States of America (The USA) | 8. Japan |

2. Ask students to cover Task 1 so that they can check how well they remember the words. Ask them to find the names of the countries. When they are done, have students uncover Task 1 to check their answers.

Answers:

- | | | | |
|---------------|------------|-----------|----------|
| 1. Azerbaijan | 3. The USA | 5. France | 7. Japan |
| 2. Turkey | 4. The UK | 6. Italy | 8. China |

Draw students' attention to the box with the PRONUNCIATION TARGET. Explain to the students the pronunciation of the words with the letter combination *ch*.

Track 23

/tʃ/ – China, Chao, teacher

3. Tell students that they are going to read a text about Murad. Give them a few minutes to read the text and complete the task. When they are done, check the answers as a class.

Answers:

- | | | |
|-----------|----------|------------|
| 1. The UK | 2. China | 3. The USA |
|-----------|----------|------------|

4. Focus students' attention on the table. Explain *personal pronouns* and the forms of the verb *to be* used with each. Then have them work individually and do the practice task. When they are done, have them do a pair-check before going to whole class feedback.

Answers:

- | | | | |
|-----------|-----------|--------|--------|
| 1. 's; 's | 3. 's; 's | 5. 's | 7. 're |
| 2. 's | 4. 're | 6. 're | 8. 'm |

5. Have students work in pairs and complete the sentences with the negative forms of the verb to be. When they are done, check the answers as a class.

Answers:

- | | | |
|-----------|----------|-----------|
| 1. isn't | 3. isn't | 5. aren't |
| 2. aren't | 4. isn't | 6. aren't |

6. Tell students that they are going to listen to a conversation between Ali and Kate. As they listen, they have to complete the gaps with the names of countries each child comes from. You can play the recording once or twice depending on your students' reaction. After the first listening if you see that they need to listen one more time, play the recording again. After they complete the task, have them do a pair-check before going to whole class feedback.

Answers:

- | | |
|------------|-----------|
| 1. Turkey | 3. France |
| 2. The USA | 4. China |

Track 24

Kate: Hi! I'm Kate. What's your name?

Fatih: Hi, I'm Fatih.

Kate: Where are you from?

Fatih: I'm from Turkey and where are you from?

Kate: I'm from the USA.

Fatih: Nice to meet you.

Kate: Nice to meet you, too. Look! Those are my friends. That is Adam.

Fatih: Where is he from?

Kate: He is from France and that is Lian.

Fatih: Where is she from?

Kate: She is from China.

7. Explain to the students that when they want to ask about a person's country, they need to use *Where...from?* Focus on the correct pronunciation of the question word *where* /weə/. Provide them with some examples and have them do the task. When they are done, have them do a pair-check before going to whole class feedback.

Answers:

1. Where are they from?
2. Where is Daniel from?
3. Where is she from?
4. Where are you from?
5. Where is Chio from?
6. Where is he from?
7. Where are Ali and Murad from?

8. Put the class into pairs. Students A look at Task 8 on page 31 and Students B see Page 107. The names and the countries of four people in each student's page are missing. Students are expected to ask each other questions to learn their names and the countries they come from. Encourage students to ask the following questions: What's his/her name? Where is he/she from?

8

Lesson

Are you happy?

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

- recognize, pronounce and spell the new words about the feelings;
- recognize which letter gives the sound /ŋg/ and reproduce the sound;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the question and negative forms of to be in the given context;
- listen for details in the given context;
- write short information about themselves using the recycled language items;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.4., 3.1.1., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

1. Focus students' attention on the words and pictures. Play the recording and have them listen and repeat the words in chorus. Monitor and help them with pronunciation if needed.

Answers:

- | | | | |
|----------|---------|-----------|----------|
| 1. happy | 3. cold | 5. hungry | 7. angry |
| 2. funny | 4. hot | 6. sad | 8. tired |

- | | | | | |
|-----------------|----------|-----------|----------|----------|
| Track 25 | 2. funny | 4. hot | 6. sad | 8. tired |
| 1. happy | 3. cold | 5. hungry | 7. angry | |

Draw students' attention to the PRONUNCIATION TARGET. Explain to the students the pronunciation of the words with the letter combination *ng*.

Track 26

/ŋg/ angry, hungry

2. Ask students to complete the sentences with the words from Task 1. When they are done, check the answers as a class.

Answers:

- | | | | |
|----------|----------|----------|-----------|
| 1. funny | 3. tired | 5. happy | 7. hungry |
| 2. sad | 4. hot | 6. angry | |

3. Tell the students that they are going to listen to a picture story. As they listen, they have to put the pictures in the correct order. When they are done, check the answers as a class.

Answers:

b, d, c, a, e, f

Track 27

Conversation 1

Ali: Hi, Mum. This is my friend Jim

Mum: Nice to meet you, Jim.

Jim: Hello. Nice to meet you, too.

Mum: Where are you from, Jim? Are you from England?

Jim: No, I'm not. I'm from the USA.

Conversation 2

Mum: Are you hungry, Jim?

Jim: Yes, I am.

Conversation 3

Ali: Is it hot, Jim?

Jim: No, it isn't.

Conversation 4

Jim: Is the film funny?

Ali: Yes, it is. It's very funny!

Conversation 5

Ali: Are you tired?

Jim: Yes, I am.

Conversation 6

Jim: Thank you, Ali. Bye.

Ali: Bye, Jim.

4. Focus students' attention on the sentences in GRAMMAR TARGET. Explain how to form questions with the forms of the verb *to be*. Provide students with some more examples and write them on the board. Then have them work individually and do the practice task. When they are done, have them do a pair-check before going to whole class feedback.

Answers:

1. Is; isn't; is

3. Are; aren't; 're

5. Are; are

2. Are; 'm not

4. Is; is

6. Are; are

5. Have students work individually and complete the questions. When they are done, check the answers as a class. Then ask students to work in pairs and ask and answer the questions.

Answers:

1. Are you angry?

4. Is your friend funny?

7. Are you hungry?

2. Are your friends happy?

5. Is your friend tired?

3. Is it hot?

6. Is your friend sad?

6. Ask students to work individually and complete the information about themselves. Explain what *today* means.

7. Have students mingle around the classroom, ask and answer the questions about the information in Task 6. Before they start doing the task, ask them to read the sample conversation provided.

9

Lesson

My school

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

- recognize, pronounce and spell new words about the topic “*My school*”;
- recognize which letter gives the sounds /k/ and /s/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- identify the difference between There is/There are and fulfil grammar tasks accordingly;
- use the preposition “in” in their sentences in the given context;
- read for details in the given context;
- write sentences in affirmative and question forms using the recycled items;
- write about their schools using the recycled language items.

Standards: 1.1.1., 2.1.1., 2.2.1., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

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

Track 28

1. school	4. playground	7. canteen	10. dirty
2. flowers	5. classroom	8. schoolyard	11. teacher
3. tree	6. wall	9. clean	12. students

2. In this task, the letters of the words are jumbled. Ask students to find the words. When the students are ready, have them peer check each-other’s tasks. This will also help learn the spelling of the new words better.

Answers:

1. teacher	4. clean	7. flowers	10. school
2. schoolyard	5. dirty	8. tree	11. canteen
3. students	6. playground	9. classroom	12. wall

3. Ask students to read the text and decide if the sentences are True or False. Once they have finished, have them compare their answers in pairs. Then provide the class with the correct answers. Each time ask students to prove their answers. This will also help them to practice reading the words and sentences accurately.

Answers:

- | | |
|------------------------------------|--|
| 1. F. (Jamal is twelve years old.) | 3. T. (The doors and windows are clean.) |
| 2. T. (Our school isn’t big.) | 4. F. (The students are happy.) |

Before introducing the GRAMMAR TARGET to the students, draw their attention to the DO YOU REMEMBER box and revise that grammar rule. There is no need to spend much time on this part. Write 3 words on the board and elicit their plural forms. Then introduce the grammar target. Draw students' attention to the sentences "There is a playground." and "There are 12 classrooms in our school." Explain that if the noun is in singular, we use "There is" and if the noun is in plural, we use "There are". It is advisable to write the sentences on the board and highlight *There is/There are* and *nouns* in different colours.

4. Once you have finished explaining the grammar rule, ask students to complete the sentences with *is* or *are*. Have them compare their answers in pairs or in small groups and then give whole class feedback.

Answers:

1. are 2. is 3. is 4. are 5. are

Draw students' attention to the PRONUNCIATION TARGET. Explain to the students the pronunciation of the words with the letter c.

Track 29

/k/ clean, classroom, colour; /s/ city, cinema

5. In this task, students should put the words in the right order. Have them do the task individually. Once they are ready, ask them to do a pair check, before you provide whole class feedback.

Answers:

1. Our school is big. 4. There are flowers in our schoolyard.
2. Our windows aren't dirty. 5. There is a big playground in our
3. Is your classroom dirty? schoolyard.

6. Before students start doing the task, draw their attention to the REMEMBER box and with the help of the examples, explain how to use *in*.

Then ask them to do Task 6. They should make up the sentences using *There is/There are*. Have them compare their answers before giving whole class feedback.

Answers:

1. There are 3 students in the playground. 4. There is 1 apple in the school bag.
2. There are 9 trees in the schoolyard. 5. There are 2 dogs in the house.
3. There is 1 ruler in the school bag.

7. Ask students to write about their schools. Tell them to use the words in the box. Encourage them to look back at the text in case they have any difficulty. This task can be set as a home-task as well.

10

Lesson

Where are the things?

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

- recognize, pronounce and spell new words about the topic “Classroom”;
- recognize which letter gives the sounds /ʌ/ and /ju:/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the negative form of *There is /There*;
- listen for specific information;
- write sentences using *There is /There* are in the affirmative and negative;
- write answers to the questions using prepositions;
- write about their classrooms using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

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

Track 30

- | | | | |
|----------------|------------|---------------|-------------|
| 1. on | 4. next to | 7. desk | 10. chair |
| 2. in front of | 5. between | 8. table | 11. picture |
| 3. behind | 6. under | 9. whiteboard | 12. clock |

2. Ask students to cover the first task and find the missing letters. Once they are ready, encourage them to peer check the answers with their partners.

Answers:

- | | | |
|------------|-----------|---------------|
| 1. picture | 4. clock | 7. between |
| 2. desk | 5. behind | 8. whiteboard |
| 3. chair | 6. under | 9. table |

Draw students’ attention to the PRONUNCIATION TARGET. Explain to the students the pronunciation of the words with the letter *u*.

Track 31

/ʌ/ under, cup /ju:/ student

3. Before asking students to do Task 3, draw their attention to the REMEMBER box. Explain to them how to use prepositions. Elicit some answers by showing objects in the classroom. For example, show some books and a table and elicit – *The books are on the table*; or show a clock and the wall and elicit – *The clock is on the wall*, etc.

Once you have finished explaining the rule, ask them to look at the pictures and write answers to the questions. Tell them that there are key words for each answer. They should choose the prepositions related to the key words. Also, encourage them to look at the example sentence.

Answers:

- | | |
|---|---|
| 1. The ball is next to the chair. | 4. The teacher is in front of the children. |
| 2. The ruler is in the bag. | 5. The clock is on the wall. |
| 3. The students are behind the teacher. | 6. The picture is next to the clock. |

4. Tell students that they are going to listen to Emily. She is talking about her classroom. Students should listen and complete the sentences. You can play the recording once or twice depending on the need of the class. Once students are ready, have them compare their answers in pairs and then give whole class feedback.




Answers:

- | | |
|---|-------------------------------|
| 1. She is a teacher. | 4. The clock is white. |
| 2. There are 16 desks in the classroom. | 5. There is a big whiteboard. |
| 3. The wall in the classroom is yellow. | |

Track 32

My name is Emily. I am a teacher. Look at this picture. It is my classroom. There are 16 desks and a teacher table in my classroom. They are yellow. The chairs are brown. There is a computer on my table. The wall in my classroom is yellow, too. There aren't any pictures on the wall. There is a white clock on it. There isn't a map in this classroom. There is a whiteboard. There aren't any flowers in my classroom. My classroom is big and clean.

Draw students' attention to the sentences in GRAMMAR TARGET and explain to them how to form negative forms of *There is/There are*. Provide some more examples and then elicit some from students. You can say a thing that you don't have in your classroom or a thing that is not on your table and elicit the negative sentences from students by giving key words, for example, map, in our classroom. The intended sentence is – *There is not a map in our classroom*.

5. Ask students to look at the signs and make up sentences. Tell them that  means they have to write a sentence in affirmative and  means they have to write a sentence in negative. The example in this task shows . Ask them to look at the example sentence and then elicit the affirmative form of the same sentence. Then have students do the task individually. While students are doing the task, monitor and guide them if necessary. Have students do a pair check before giving whole class feedback.

Answers:

1. There aren't pictures on the wall.
2. There are pens under the chair.
3. There is not a ruler between the book and notebook.
4. There aren't pens next to the notebook.

6. Tell students that they are going to listen to 3 pairs of sentences. In each pair one sentence is in negative. They have to find which sentence, *a* or *b*, is in negative.

Answers:

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

Track 33

1. a. There are 3 dogs under the tree.
 b. There aren't 3 dogs under the tree.
2. a. There isn't an eraser in the pencil case.
 b. There is an eraser in the pencil case.
3. a. There aren't any bicycles in the playground.
 b. There are 9 bicycles in the playground.

7. Ask students to look at the pictures and make up sentences in negative. Depending on the level of the class, you might want to elicit what words pictures refer to. It will help weak students fulfil the task.

Answers:

1. There are not cats behind the door.
2. There is not a map on the wall.
3. There are not desks in the classroom.
4. There isn't a playground in front the house.
5. There isn't a clock between the pictures.

8. Ask students to describe their classrooms using *there is/there are* both in affirmative and negative forms and new vocabulary from the lesson. This task can be set as a home-task as well.



REVIEW 2

1

1. b
2. b

3. a
4. b.

Track 34

1. Our school is small.
2. The windows in our classroom are clean.
3. This is my father, Ali.
4. The children are in the playground.

2

1. **He** is 13 years old.
2. **They** are my friends.
3. **We** are 12 years old.
4. **She** is my sister.
5. **It** is small.
6. **It** is big.

3

1. She is hungry.
2. The dog is sad.
3. The cat is angry.
4. She is hot.

4

1. This is my house. **Its** doors are white.
2. These are my friends. **Their** names are Katie and Jeyla.
3. This is my sister. **Her** name is Ayla.
4. My name is Gulay. What is **your** name?
5. This is Jamal. **His** house is big.
6. We are in the classroom. **Our** classroom is clean.

5

1. **Is** she from England? No, **she isn't**.
2. **Are** they happy? Yes, **they are**.
3. **Is** your classroom big? No, **it isn't**.
4. **Are** your friends in the canteen? No, **they aren't**.
5. **Is** the ball in the bag? Yes, **it is**.

6

1. There **is** a playground in our school. It is big.
2. There **are** children in the schoolyard. They are happy.
3. There **isn't** a clock on the wall. It is on the table.
4. There **are** 3 pencils on the desk. They are red and yellow.
5. There **are** flowers in our schoolyard. They are purple.

7

1. Where is the ruler?
– The ruler is in the bag.
2. Where is the pen?
– The pen is on the notebook.
3. Where is the eraser?
– The eraser is in front of the bag.
4. Where is the pencil sharpener?
– The pencil sharpener is next to the bag.
5. Where is the book?
– The book is in the bag.
6. Where is the pencil?
– The pencil is on the notebook.

11

Lesson

My house

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

- recognize, pronounce and spell new words about the topic “*My house*”;
- recognize which letter combination gives the sounds /ʊ/ and /u:/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the question form of *There is /There are*;
- read for specific information in the given context;
- write questions and answers using *There is /There are*;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

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

Track 35

- | | | | |
|----------------|-------------|------------|-----------|
| 1. living room | 4. kitchen | 7. hallway | 10. house |
| 2. dining room | 5. bathroom | 8. garden | 11. flat |
| 3. bedroom | 6. balcony | 9. garage | |

2. In this task, students should look at the pictures and write where they can see these things around a house. Tell them that they don’t need to know English translation of the words shown in the pictures. If they have difficulty, ask them to look back at Task 1. Have students compare their answers with their partners and then check the answers.

Answers:

- | | | |
|--------------------|-------------------|-----------------------|
| 1. in the garage | 3. in the bedroom | 5. in the living room |
| 2. in the bathroom | 4. in the kitchen | |

Draw students attention to PRONOUNCIATION TARGET and tell them that oo letter combination can be pronounced as short and long u. Play the recording and encourage them to repeat the words.

Track 36

/ʊ/ look, book, good

/u:/ room, moon, school

3. Tell students that they are going to read a conversation between Julia and Kate. They should read the text and complete the sentences according to the text. Before checking as a class, ask students to compare their answers in pairs.

Answers:

- | | | |
|------------------------|------------|----------------------|
| 1. bedrooms, bathrooms | 3. balcony | 5. tables and chairs |
| 2. dining room | 4. garden | |

Write 2 question sentences on the board and draw students' attention to the question form of *There is/There are*. Tell them that they need to place *is* and *are* before *there* to form questions. Also, tell them that they can use *any* in the question form. It should be placed after *There* before *noun*. Elicit some question forms from students. Then explain them how to give short answers to the questions with *There is/There are*. Ask some questions and elicit short answers from students. For ex. Is there a garden in your house? Are there flowers in your balcony?

4. Ask students to look at the signs and write short answers to the questions according to the signs. Encourage them to do a pair check, and then provide the class with the correct answers.

Answers:

- | | | |
|---------------------|--------------------|---------------------|
| 1. Yes, there is. | 3. Yes, there are. | 5. No, there aren't |
| 2. No, there isn't. | 4. Yes, there is. | |

5. In this task, students should read the answers and write questions. The words in the answers will help them to form the questions. If they have difficulty, write answers in the example sentence on the board and underline key words and then write the question. Show them how key words helped you to write the question.

No, there isn't. There isn't a garage in our house. – Is there a garage in your house? Once students are ready, have them compare their answers before giving whole class feedback.

Answers:

1. Are there 2 bathrooms in your house?
2. Is there a big hallway in your flat?
3. Is there a balcony in your house?
4. Is there a dining room in your flat?
5. Is there a big living room in your house?

6. Ask students to look at the picture and answer the questions. Once they are ready, put them in small groups and have them discuss their answers.

Here you have the picture in larger format. You can print it and stick it to the board and check answers by asking students to come to the board and show the rooms.



Answers:

1. Are there two bedrooms in the flat?
– Yes, there are.
2. Is there a dining room in the flat?
– No, there isn't.
3. What is there next to the kitchen?
– There is a bathroom next to the kitchen.
4. What is there between the bedroom and the kitchen?
– There is a living room between the bedroom and the kitchen.
5. Is there a balcony in the flat?
– No, there isn't

7. Ask students to write questions about their partner's house. Depending on the time left till the end of the lesson, you can ask your students to write 4 to 7 questions. Monitor and help students who need assistance. Once they are ready, put them in pairs and tell them to take turns to ask their questions to their partners.

12

Lesson

My room

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

- recognize, pronounce and spell new words about the topic “*My room*”;
- recognize which letter combinations give the sounds /ɑ:/ and /ɔ:/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on *some* and *any* in the given context;
- read for details in the given context;
- describe the picture using the recycled language items;
- ask and answer questions in the given context using the recycled language items;
- write about their rooms using the recycled language items.

Standards: 1.1.1., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work, group work

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

Track 37

- | | | | |
|------------------|-------------|-------------|------------|
| 1. bed | 4. armchair | 7. cushion | 10. carpet |
| 2. bedside table | 5. lamp | 8. bookcase | |
| 3. wardrobe | 6. mirror | 9. sofa | |

2. Ask students to look at the pictures and guess the words. They should do the task individually. Once students are ready, provide whole class feedback.

Answers:

- | | | |
|-----------|-------------|-------------|
| 1. carpet | 3. wardrobe | 5. cushions |
| 2. mirror | 4. bookcase | 6. lamp |

Draw students’ attention to the words in PRONUNCIATION TARGET. Explain to them how *ar* letter combination is pronounced. Play the recording and encourage them to repeat the words.

Track 38

/ɑ:/ armchair, carpet; /ɔ:/ wardrobe

3. Tell students that they are going to read a text about Kevin’s room. They should read and decide if the statements are True or False. Have students compare their answers in pairs and then give whole class feedback. Encourage students to support their answers.

Answers:

1. T. (There are two bedside tables in his room.)
2. T. (There is a whiteboard between the map and the bookcase.)
3. F. (There aren't any mirrors in my room.)
4. F. (There are not any sofas and armchairs in my room. They are in the living room.)
5. F. (His carpet is orange.)

Draw students' attention to the sentences in the GRAMMAR TARGET. Write "Are there any cushions on the sofa?" on the board.

Divide the board into 2 sections and on one side write – *Yes, there are. There are some cushions on the sofa*, on the other side write – *No, there aren't. There aren't any cushions on the sofa*. Underline *some*, *any* and explain to them how to use *some* and *any*. Ask some more questions and elicit both affirmative and negative answers.

4. Ask students to complete the sentences with *some* and *any*. Before checking the answers, have students do a pair check.

Answers:

- | | | |
|---------|--------|---------|
| 1. some | 3. any | 5. some |
| 2. any | 4. any | |

5. In this task, students should look at the picture and say where the things are. Draw their attention to the carpet and then read the sentence in the example. Then ask students to do the task. Once they are ready, put them in small groups and encourage them to ask questions to each other. It is advisable to write one example on the board: "Where is the grey carpet?"

Note: In some cases, there might be multiple answers.

Suggested answers:

1. The green lamp is next to the bedside table. The green lamp is in front of the wardrobe.
2. The white bedside table is on the carpet. The white bedside table is next to the lamp/bed.
3. The orange cushion is on the armchair.
4. The big bed is on the grey carpet. The big bed is in front of the window.
5. The green armchair is next to the bed.

6. Ask students to look at the words in the boxes and make up questions using those words. Monitor and help students in case they need assistance. Once they are ready, put them in pairs and tell them to take turns to ask their questions to each other. Encourage them to use *some* and *any* in their answers.

7. Ask students to write about their rooms. Encourage them to use *some* and *any* in their sentences.

This task can also be set as a home task.

13

Lesson

My clothes

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

- recognize, pronounce and spell new words about the topic “*My clothes*”;
- recognize which letter combination gives the sound /θ/ and reproduce the sound;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the affirmative, negative and question forms of the verb have got in the given context;
- write sentences about clothes using the recycled grammar structures;
- listen for specific information in the given context;
- describe the picture using the recycled language items;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.2., 2.2.3., 2.2.4., 3.1.1., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

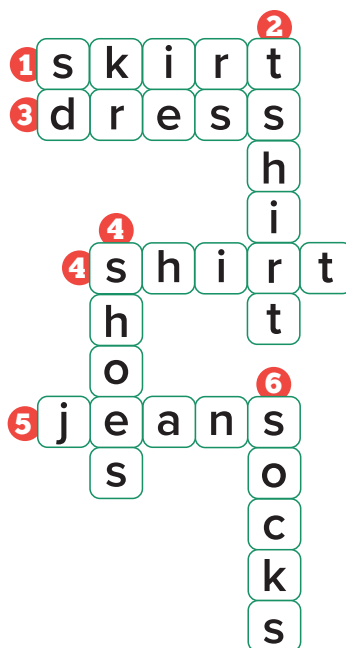
1. Draw students’ attention to the words and pictures. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 39

- | | | | |
|-------------|----------|------------|-------------|
| 1. T-shirt | 4. shoes | 7. clothes | 10. dress |
| 2. trousers | 5. cap | 8. socks | 11. skirt |
| 3. jeans | 6. shirt | 9. jumper | 12. glasses |

2. Ask students to look at the pictures and do the crossword. Before students start doing it, elicit the meaning of the words *Down* and *Across*

Answers:



Draw students' attention to the PRONUNCIATION TARGET. Explain to the students the pronunciation of the words with the letter combination *th*.

Track 40

/ð/ this, those; /θ/ thing, cloth

3. Before students start doing Task 3, draw their attention to the sentences in REMEMBER box and revise the rule. Tell them that *glasses*, *socks*, *jeans* and *shoes* are always plural. Then ask students to look at the pictures and write sentences following the structure in the example. Monitor and help if students need assistance. Once they are ready, tell them to compare their answers with their partners and then provide whole class feedback.

Answers:

1. These are my trousers. They are green.
2. This is my cap. It is blue.
3. This is my shirt. It is blue.
4. These are my glasses. They are brown.
5. These are my socks. They are orange.
6. This is my skirt. It is red.
7. This is my T-shirt. It is grey.
8. This is my dress. It is green.

4. Tell students that they are going to listen to 2 conversations. They have to listen and complete the sentences. Play the recording and ask students to do the task individually. Have them compare their answers with their partners before playing the recording for the second time. Then play the recording again. Provide whole class feedback once students are done.

Answers:

Conversation 1.

1. two/2
2. your
3. black

Conversation 2

1. No
2. glasses
3. blue

Track 41

Conversation 1

A: I have got a blue cap. Have you got a cap?
B: Yes, I have. I have got 2 caps.
A: What colour are your caps?
B: They are black and grey.

Conversation 2

A: Have you got black glasses?
B: No, I haven't. I haven't got black glasses.
A: What colour are your glasses?
B: They are blue.

Draw students' attention to the sentences in GRAMMAR TARGET and explain to them how to make sentences with *have got*, how to form questions and give answers. Elicit some more questions and short answers. Show an object or name it and let them ask questions. For example, show your shirt and then elicit the question. The intended question is – *Have you got a white shirt?* Then nominate a student to answer the given question. Continue in this way till you are sure that students have better understanding of the grammar rule.

5. Ask students to put the words in the right order. Tell them to look back at the GRAMMAR TARGET in case they have difficulty.

Encourage them to compare their answers with their partners before you provide the class with correct answers.

Answers:

- | | |
|--------------------------------|------------------------------|
| 1. Have you got blue shoes? | 4. I have got three caps. |
| 2. I haven't got a shirt. | 5. I haven't got blue socks. |
| 3. Have you got a white skirt? | |

6. Tell students that they are going to read a conversation between 2 students. The sentences in this conversation are not in the right order. Students should put the sentences in the right order. Once students are ready, have them compare their answers with their partners and then give whole class feedback. Encourage pairs to act the dialogue out if time allows.

Answers:

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

7. In this task, students should work in pairs as Student A and B. Each student has 4 different items. They should ask each other questions about their items.

They can look back at the sentences in GRAMMAR TARGET or the conversation in Task 6 if they have difficulty, or you can write useful language on the board:

Have you got + (a) colour + item(s)?
Yes, I have. I have got +(a) colour + item(s)
No, I haven't got. I haven't got + (a) colour + item(s).
What colour is/are your + item(s)?
It/They + is/are + colour.

Note: If you have a weaker class you can give students some time for writing questions before they start asking them to their partners. This will make weaker students more confident. Moreover, you can monitor and help them with the task, which will make the execution of the speaking task easier and more successful.

14

Lesson

My body

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

- recognize, pronounce and spell new words about the topic “*My body*”;
- recognize which letter gives the sounds /əʊ/ and /ɒ/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on possessive nouns in the given context;
- read for details in the given context;
- listen for specific information in the given context;
- write sentences in the given context using the recycled language items;
- write about their friends using possessive nouns.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

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

Track 42

- | | | | |
|--------|----------|---------|----------------|
| 1. eye | 3. mouth | 5. nose | 7. blonde hair |
| 2. ear | 4. hand | 6. face | 8. dark hair |

2. Ask students to look at the pictures and decide if the statements are True or False. They should do the task individually and then they have to compare their answers in pairs. Once students have finished comparing their answers give whole class feedback.

Answers:

1. F. (It is a mouth.) 2. T. 3. T. 4. F. (It is an eye.) 5. T.

Draw students’ attention to the words in PRONUNCIATION TARGET. Play the recording and encourage them to repeat the words.

Track 43

/əʊ/ nose, rose, home /ɒ/ pot, dot

3. Ask students to read the passages and match them to the pictures. Tell them that there is one extra picture. If you have a weaker class you might want to elicit the meaning of the adjectives *small* and *big*. Have students do the task individually, then ask them to compare their answers with their partners. While checking answers draw their attention to the pictures and emphasize the sentences with possessive nouns.

Answers:

- A. 2 B. 4 C. 1 D. 3 Extra picture is 5.

4. Now, ask students to read the passages again and decide if the sentences are True or False. Have them discuss their answers with their partners and then provide the class with the correct answers. Encourage them to support their answers.

Answers:

- | | |
|----------------------------------|------------------------------|
| 1. F. (Her eyes are blue) | 3. T. (Simba's ears are big) |
| 2. F. (Simba is my sister's dog) | 4. T. |

Draw students' attention to the sentences in the GRAMMMAR TARGET and explain to them the rule. Tell them that 's is added to the end of the nouns. Give examples and elicit some more sentences with possessive nouns. You can show your bag or shoes and let them say the sentences.

Also, draw their attention to the sentences in REMEMBER box. Ask them to read the sentences then elicit the use by giving examples with students' names. For example, say *Elchin's ruler* – they should say *his ruler*, or *Cemile's eyes* – they should say *her eyes*, etc.

5. Ask students to make up sentences from the given words. Draw their attention to the example sentence and ask them to do the task individually. Then have students compare their answers and then give whole class feedback.

Answers:

- | | |
|--------------------------------|---------------------------|
| 1. My father's eyes are black. | 5. Amir's dog is tired. |
| 2. My cat's nose is small. | 6. Amy's glasses are big. |
| 3. Jamal's hands are big. | 7. Shuana's hair is dark. |
| 4. My friend's hair is blonde. | |

6. Tell students that they are going to listen to 5 sentences. They should choose the right option according to the sentences. Play the recording and stop after the first sentence. Elicit the answer and encourage them to support their answers. Then play the rest of the recording and let them do the task individually. If there is a need play the recording again and then check the answers.

Answers:

- | | | | | |
|------|------|------|------|------|
| 1. C | 2. A | 3. A | 4. B | 5. C |
|------|------|------|------|------|

Track 44

- | | |
|-------------------------------------|------------------------------------|
| 1. These are Jack's yellow glasses. | 4. Olivia's bag is on the chair. |
| 2. Murad's cap is black. | 5. Jason's dog is black and white. |
| 3. Nazrin's bed is white. | |

7. In this task, students should describe the picture. They should imagine that the boy in the picture is their friend with his dog. Encourage them to use possessive nouns and the vocabulary from the unit.

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

15

Lesson

My monster avatar

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

- recognize, pronounce and spell new words about the topic “*My monster avatar*”;
- recognize which letter gives the sounds /g/ and /dʒ/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the affirmative, negative and question forms of the verb has got and also, questions with how many in the given context;
- read for details in the given context;
- write sentences in the given context using the recycled language items;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 2.1.1., 2.2.1., 2.2.2., 2.2.3., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work, small groups

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

Track 45

- | | | | |
|---------|----------|-----------|-------------------|
| 1. legs | 3. teeth | 5. head | 7. knee |
| 2. feet | 4. arm | 6. tongue | 8. monster avatar |

Ask students how to form plural of the word arm. Once you elicit arms, draw their attention to the REMEMBER box on page 55 and tell them that the plural forms of *foot* and *tooth* are *feet* and *teeth*.

2. Ask students to cover Task 1 and then look at the pictures that children hold and find the missing letters. Have them do the task individually. Then ask them to peer check each-other’s task by looking at Task 1.

Answers:

- | | | | |
|----------|---------|---------|-----------|
| 1. teeth | 3. feet | 5. legs | 7. tongue |
| 2. arm | 4. knee | 6. head | |

Ask students to look at the words in the PRONUNCIATION TARGET and then play the recording. Encourage them to repeat the words.

Track 46

/g/ leg, flag

/dʒ/ giraffe, page

3. Tell students that they are going to read texts about Harry's and Parviz's avatars. They should read the texts and find their monster avatars. Once they are ready, have them compare their answers before giving whole class feedback.

Answers:

Harry's monster avatar is Picture 1
Parviz's monster avatar is Picture 4

4. Ask students to read the texts again and decide if the sentences are True or False. They should do the task individually. While checking answers, encourage them to support their answers.

Answers:

- | | |
|---------------------------|-----------------------------|
| 1. T. | 4. F. (His hair is purple.) |
| 2. T. | 5. F. (His tongue is blue.) |
| 3. F. (Her arms are big.) | 6. F. (He has got 2 arms.) |

Draw students' attention to the sentences in the GRAMMAR TARGET and explain to them the rule. Show Harry's monster avatar and say – She has got a green face. Then show Parviz's avatar and say – He hasn't got a green face. Write both sentences on the board. Then show Zumba and write one question on the board – Has she got hair? Elicit answer from students. Ask some more questions about the avatars and elicit answers from students. Then introduce *How many*. Show JO-JO and write this question on the board – *How many legs has he got?* Elicit answers from students.

Note: (OPTIONAL) You can print Zumba's and Jo-Jo's pictures in bigger format and stick them on the board.



5. Ask students to complete the sentences with the words in the box. They should do the task individually. Before giving whole class feedback, have them compare their answers with their partners.

Answers:

- | | | | |
|------------|-----------|---------------|--------|
| 1. has | 3. Has | 5. hasn't got | 7. got |
| 2. has got | 4. hasn't | 6. many | |

6. Ask students to look at the pictures of avatars and write sentences about them. They should look at the key words – *hand, leg, nose, tongue, hair, eyes* and *tongue*. Once students are ready put them in small groups and let them compare and discuss their answers. Then provide whole class feedback.

Suggested answers:

Picture 1.

1. hand. He has got 4 hands.
2. leg. He has got 4 legs.
3. nose. He hasn't got a nose
4. tongue. He has got a green tongue.
5. hair. He hasn't got hair.
6. eyes. He has got 3 eyes.
7. teeth. He has got small teeth.

Picture 2.

1. hand. He has got 2 hands.
2. leg. He has got 2 legs.
3. nose. He hasn't got a nose

4. tongue. He hasn't got a tongue.

5. hair. He has got blue hair.

6. eyes. He has got 2 eyes.

7. teeth. He has got 9 teeth.

Picture 3.

1. hand. He has got 2 hands.

2. leg. He has got 2 legs.

3. nose. He hasn't got a nose

4. tongue. He has got a pink tongue.

5. hair. He hasn't got hair.

6. eyes. He has got 3 eyes.

7. teeth. He has got 6 teeth.

7. To do this task successfully you need to give instructions in chunks. First, ask student to create their own monster avatars. Set time for this, to ensure more time is left for speaking stage.

In the next stage, put students in pairs and ask them to take turns to ask questions about their partner's avatar using *Has she/he got...?* and *How many ... has she/he got?*



REVIEW 3

1

1. a

2. d

3. c

4. b

Track 47

1. These are Jade's glasses. They are yellow.
2. This is Jamal's wardrobe. It is white.
3. These are Adrian's glasses. They are green.
4. This is Lucy's wardrobe. It is brown.

2

1. **Have you got any glasses?**

– Yes, I have. My glasses are black.

2. **Have you got a dog?**

– Yes, I have. It is black. It is a big dog.

3. **Are there any bookcases in your classroom?**

– Yes, there are. There are 2 bookcases in our classroom.

4. **Have you got a green cap?**

– No, I haven't got. I have got a blue cap, not green.

5. **Is there a dining room in your flat?**

– No, there isn't. There isn't a dining room in our flat.

3

1. Are there **any** books in the bookcase?

2. There are **some** chairs in the garage.

3. How **many** rooms are there in your house?

4. **Have** you got a monstar avatar?

5. She **has** got a lamp in her room.

6. Have you **got** a blue skirt?

4

1. My brother's car is black.

2. Nurlan's flat is small.

3. My dog's ears are big.

4. My friend's wardrobe is clean.

5. Jack's bicycle is blue.

6. Ann's sofa is grey.

7. Sandra's mirror is dirty.

5

1. arm. He has got 4 arms.

2. leg. He has got 2 legs.

3. nose. He hasn't got a nose.

4. tongue. He has got a pink tongue.

5. hair. He has got blue hair.

6. face. He has got a blue face.

6

1. Has your avatar got long legs?

2. Are there any cushions on the sofa?

3. Is there a garage in your house?

4. Have you got a blue shirt?

5. Are there any trees in your garden?

– **Yes, he has.**

– **No, there aren't.**

– **Yes, there is.**

– **No, I haven't.**

– **Yes, there are.**

7

Answers may vary.

16

Lesson

Yes, I CAN!

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

- recognize, pronounce and spell new words about different activities;
- recognize which letters give the sounds /eɪ/ and /aɪ/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on can/can't in the given context;
- read for details in the given context;
- describe the given pictures using the recycled language items;
- write sentences in the given context using the recycled language items;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 2.1.1., 2.2.3., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair and group work

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

Track 48

- | | | |
|----------------|------------------|--------------------|
| 1. ride a bike | 4. drive a car | 7. play the guitar |
| 2. fly a kite | 5. play chess | 8. bake a cake |
| 3. do puzzles | 6. draw pictures | 9. sing songs |

2. Ask students to cover Task 1 so that they can check how well they remember the phrases. Have them do the matching activity. When they are done, have students uncover Task 1 to check their answers.

Answers:

- | | |
|------------------|--------------------|
| 1. bake a cake | 5. fly a kite |
| 2. ride a bike | 6. sing songs |
| 3. drive a car | 7. play the guitar |
| 4. draw pictures | 8. do puzzles |

Focus students' attention on the PRONUNCIATION TARGET and explain the rules in the box. Then play the recording and ask students to listen and repeat the words.

Track 49

bake	bike
------	------

3. Ask students to work individually and sort the words out. When they are done, have them do a quick pair check. Then have students listen and check the answers. Provide feedback if necessary.

Track 50

/æ/ – tap, can, map /ɪ/ – pin, bin /eɪ/ – bake, make, cake /aɪ/ – kite, drive

Answers:

/æ/

tap
can
map

/ɪ/

pin
bin

/eɪ/

bake
make
cake

/aɪ/

kite
drive

4. Tell students that they are going to read a text about Shams and Yahya. As they read, they should check whether the sentences are True or False. Once they finish, have them do a pair check before you provide them with class feedback.

Answers:

1. **True**

2. **False** (My skateboard is blue and green.)

3. **False** (These are my pictures.)

4. **True**

Draw students' attention to the GRAMMAR TARGET box. Explain to them *can* and *can't*. Provide students with some more examples.

5. Ask students to look at the pictures and make up sentences about the children. Encourage them to use *can*. Once they finish, ask them to have a pair check before you provide them with class feedback.

Answers:

1. Ted can sing songs.

2. Fiona can drive a car.

3. Matt can do puzzles.

4. Ann can bake a cake.

5. Ken can play chess.

6. Have students work individually and make negative sentences and questions. Ask them to look at the signs given at the end of the lines and make sentences accordingly. When they are done, have them do a pair check before you provide them with class feedback.

Answers:

1. Can Diana fly a kite?

2. Our teacher can't drive a car.

3. His brother can't play chess.

4. Can Ken's mother bake a cake?

5. My friend can't ride a bike.

7. Have students mingle around the classroom and find someone who can do three of the things shown in the task. If you have a weaker classroom, you can give them some time to write questions first.

As a follow up activity, you can ask students to write about their families or friends using *can*.

17

Lesson

Directions

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

- recognize, pronounce and spell new words about the topic “Directions”;
- recognize which letters give the sound /f/ and reproduce the sound;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on imperatives in the given context;
- listen for details in the given context;
- write sentences in the given context using the recycled language items;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.1., 2.2.3., 2.2.4., 3.1.1., 4.1.1., 4.1.2.

Interaction patterns: individual, pair and group work

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

Track 51

- | | |
|----------------|-----------------|
| 1. go straight | 7. cinema |
| 2. turn right | 8. toy shop |
| 3. turn left | 9. library |
| 4. go past | 10. supermarket |
| 5. bank | 11. school |
| 6. park | 12. museum |

2. Ask students to cover Task 1 so that they can check how well they remember the words. Ask them to look at the pictures and find the places. When they are done, have students uncover Task 1 to check their answers. Provide students with class feedback.

Answers:

- | | |
|----------------|-----------|
| 1. toy shop | 4. park |
| 2. cinema | 5. museum |
| 3. supermarket | |

3. Tell the students that they are going to listen to Ted and Emma. As they listen, they should answer the question.

Track 52

Ted: Hi, Emma!

Emma: Hi, Ted!

Ted: Where is the library? Is it next to the bank?

Emma: No, it isn't. Don't go straight! Turn right. There is a cinema. Go past the cinema. The library is between the cinema and school.

Ted: Thank you, Emma.

Emma: No problem, Ted.

Answers:

B (Between the cinema and school)

Draw students' attention to the GRAMMAR TARGET box. Explain how to form imperative sentences and their negative forms. Provide students with some more examples. Tell them that they can use the imperative form to give an order, to give a warning or advice, and (if you use "please") to make a request. To make a negative imperative, teach them to put *don't* before the verb.

4. Ask students to look at the pictures and signs and make up sentences. Focus their attention on the example provided. Have them do the task individually. When they finish, ask them to do a pair check before you provide them with class feedback.

Answers:

1. Don't turn left. Turn right.

2. Go to the supermarket. Don't go to the library.

3. Don't go to the park. Go to the school.

4. Don't turn left. Go straight.

5. Go to the toy shop. Don't go to the bank.

Draw students attention to the PRONUNCIATION TARGET. Teach them how to read *sh* letter combination.

Track 53

/ʃ/ – shop, fish, shoes, she

5. Put students into pairs (Student A and Student B). Student A tells his/her partner how to get to the supermarket. Student B tells his/her partner how to get to the bank. Encourage students to use the lesson vocabulary and imperatives. Monitor and help if needed.

6. Divide students into small groups. Ask one student from each group to hide an object (a pen, a book, an eraser, etc.) in the classroom. Have other group members close their eyes while that object is being hidden. The student who hid the object gives directions to his/her group members so that they can find the hidden object. Encourage students to use the lesson vocabulary. Monitor and help with the language they need.

18

Lesson

Calendar

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

- recognize, pronounce and spell new words about the topic “Calendar”;
- recognize which letter combination gives the sound /ei/ and reproduce the sound;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on prepositions in/on/after/before in the given context;
- listen for details in the given context;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.3., 2.2.4., 3.1.1., 4.1.1., 4.1.2.

Interaction patterns: individual, pair and group work

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

Track 54

1. week – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
2. month – January, February, March, April, May, June, July, August, September, October, November, December.
3. year

2. Ask students to cover Task 1 so that they can check how well they remember the words. Ask them to unscramble the letters. When they are done, have students uncover Task 1 to check their answers. Provide students with class feedback.

Answers:

- | | | | | |
|--------------|-------------|-----------|-----------|----------|
| 1. Wednesday | 3. Saturday | 5. Friday | 7. June | 9. March |
| 2. Sunday | 4. Tuesday | 6. April | 8. August | |

Focus students’ attention on the REMEMBER box and tell them that the first letters of days and months are always written in capital letters.

Draw students’ attention to the PRONUNCIATION TARGET. Teach them how to read the letter combination *ay*. Play the Track 55 and have them listen and repeat the words.

Track 55

/ei/ day, May, say

3. Have students listen to the conversation between Daniel and Bella one or two times depending on their level and answer the questions.

Answers:

1. c

2. a

3. b

Track 56

Bella: When's your birthday, Daniel? Is it in March?

Daniel: No, it isn't. It is in September.

Bella: Wow! Your birthday is this month.

Daniel: Yes, it is! And my birthday party is on Friday.

Bella: Good!

Daniel: And when is your birthday? Is it in August?

Bella: No, it isn't. It's in July.

Draw students' attention to the GRAMMAR TARGET. Tell them that they should use the preposition *on* with the week days and *in* with the names of months. Also, teach them the words *before* and *after*. Provide some example sentences.

4. Put students in pairs and ask them to look at the calendar and make sentences about the birthdays. Once they are done, ask them to compare their answers with an other pair's answers.

Answers:

Ted's birthday is in April.

Ted's sister's birthday is in October.

Ted's brother's birthday is in June.

Ted's father's birthday is in December.

Ted's teacher's birthday is in September.

5. Have students work individually and complete the sentences with *in* or *on*. Once they are ready, have them do a quick pair check before you provide them with class feedback.

Answers:

1. in

2. on

3. in

4. on

5. in

6. Have students work individually and choose the correct option. Once they are ready, have them do a quick pair check before you provide them with class feedback.

Answers:

1. after

2. before

3. before

4. after

5. before

7. Have students read the questions first. Then encourage them not to take their books and stand in front of the board. (or any large space in the classroom.) Have them mingle and ask their classmates the questions in Task 7. Monitor and provide feedback if needed.

As a follow up activity, you can ask your students to create their own calendars and mark them with the birthdays of their family members. They can later work in groups and tell the group members about the birthdays of their family members. (Consider that this topic might be sensitive for some students.)

19

Lesson

Time

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

- recognize, pronounce and spell new words about the topic “Time”;
- recognize which letter gives the sounds /aɪ/ and /i/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on asking and telling the time;
- read for details in the given context;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 2.1.1., 2.2.1., 2.2.2., 2.2.3., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

1. Draw students’ attention to the new words. Play the recording and ask students to listen and repeat the words. You can ask them to work in pairs and practise saying the target vocabulary. Monitor and help students with pronunciation if needed.

Track 57	2. afternoon	4. night	6. late	8. forty
1. morning	3. evening	5. early	7. thirty	9. fifty

2. Ask students to work individually or in pairs and do the crossword. Before they start doing this activity ask them to cover Task 1 so that they can see whether or not they can remember the new words. When they are done, have a pair check before providing students with whole class feedback.

Answers:

1. early	2. late	3. night	4. evening	5. afternoon	6. morning
----------	---------	----------	------------	--------------	------------

Draw students’ attention to the PRONUNCIATION TARGET. Focus on the pronunciation of y in the given words. Play the recording, have students listen and repeat the words.

Track 58

/aɪ/ fly, try

/i/ thirty, forty, fifty, early

Focus students’ attention on the REMEMBER box. Teach them the phrases that they can use to greet others at different times during a day. Have students practise the words in pairs.

3. Ask students to work individually and to do the reading task. As they are reading the conversation, they are expected to mark the sentences as True or False. Once they have done the task, ask students to have a quick pair check before you provide them with whole class feedback.

Answers:

- | | |
|---------------------------|---------------------------------|
| 1. False (It is morning.) | 3. False. (It's eight o'clock.) |
| 2. True | 4. True |

Focus students' attention on the GRAMMAR TARGET box. Teach them how to ask about the time. Write different times on the board and ask students to say the time. Also, explain to them how to say these numbers: 25, 35, 45, 55.

4. Have students work individually and write the time. Then, ask them to work in pairs and ask each other. Encourage them to ask the question "What time is it?" and provide answers.

Answers:

- | | | |
|---------------------------|-----------------------------|----------------------------|
| 1. It's three ten. | 3. It's eight thirty. | 5. It's twelve forty five. |
| 2. It's four twenty five. | 4. It's eleven thirty five. | |

5. Ask students to work in pairs and do the information gap activity. Students A look at page 70, while Students B look at page 107. They have to ask each other question to know the time in different countries. Monitor and help if needed.

6. Write the words *open* and *closed* on the board and ask students where they can see them. They will probably know them, if not, explain to students what they mean. Also, focus their attention on the GRAMMAR TARGET box and teach them to use *at* with time. Before they start doing this exercise, draw students' attention to the example.

Answers:

1. I can't go to the cinema at 11:15. It's closed.
I can go to the cinema at 12:40. It's open.
2. I can go to the bookshop at 10:25. It's open.
I can't go to the bookshop at 9:50. It's closed.
3. I can go to the café at 12:00. It's open.
I can't go to the café at 10:30. It's closed.
4. I can't go to the bank at 7:55. It's closed.
I can go to the bank at 9:45. It's open.
5. I can't go to the library at 10:05. It's closed.
I can go to the library at 12:35. It's open.

7. Ask students to work in pairs and talk about the film times. Teach them to use "When is (a film) on?" to ask about a film time. Monitor and help if needed.

Answers:

- | | |
|--|---|
| 1. <i>Boss Baby</i> is on at 10:25 on Friday. | 4. <i>Alvin and the Chipmunks</i> is on at 12:40 on Thursday. |
| 2. <i>Zootropolis</i> is on at 19:15 on Tuesday. | |
| 3. <i>Toy 4</i> is on at 18:30 on Wednesday. | 5. <i>Spider-Man</i> is on at 15:15 on Sunday. |

20

Lesson

They can!

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

- recognize, pronounce and spell new words about the topic of animals and things they can do;
- recognize silent letters e and b in the given words;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on definite article;
- listen for specific information in the given context;
- write sentences in the given context using the recycled language items;
- ask and answer questions in the given context using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.2., 2.2.3., 2.2.4., 3.1.1., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work.

1. Draw students' attention to the new words. Play the recording and ask students to listen and repeat the words. You can ask them to work in pairs and practise saying the target vocabulary. Monitor and help students with pronunciation if needed.

Track 59

- | | | | | |
|-----------|-------------|----------|-----------|----------|
| 1. tiger | 4. elephant | 7. fly | 10. climb | 13. jump |
| 2. monkey | 5. turtle | 8. run | 11. swim | |
| 3. bear | 6. bird | 9. swing | 12. carry | |

2. Ask students to work individually or in pairs and do the crossword. Before they start doing this activity ask them to cover Task 1 so that they can see whether or not they can remember the new words. When they are done, provide students with whole class feedback.

Answers:

- | | | |
|-----------|-----------|-------------|
| 1. turtle | 3. bird | 5. bear |
| 2. tiger | 4. monkey | 6. elephant |

Focus students' attention on the PRONUNCIATION TARGET. Tell them that the last letter e and b in the words given in the box isn't pronounced. Play the recording and ask students to listen and repeat the words.

Track 60

turtle climb

3. Ask students to draw a table in their notebooks. (Ask them to refer to the given table in the exercise.) Play the recording and have students write the words in the appropriate column.

You can play the recording twice, or even more depending on your students' needs. When they are done, have them do a quick pair check before you provide them with whole class feedback.

Silent b

0. climb 2. lamb
1. comb 3. bomb

Silent e

0. turtle 2. five 4. bike
1. game 3. time 5. make

Track 61

bag, comb, game, men, turtle, five, climb, bin, lamb, bomb, time, ten, bike, make

4. Tell students that they are going to hear a conversation between Jane and Brett. As they listen, they should note which animals Jane and Brett see. Depending on your students' needs, you can play the recording as many times as they want to. When they are done, ask them to have a quick pair check. Then provide your students with whole class feedback.

Answers:

a tiger, a bird and turtles

Track 62

Jane: Look, Brett! What is there? Is it a tiger?

Brett: Yes, it is. This is a tiger and the tiger is brown.

Jane: Look at that bird. Can you see it?

Brett: Yes, I can. It is yellow and red.

Brett: Look at those turtles under the tree.

Jane: The turtles are small and grey.

Draw students' attention to the GRAMMAR TARGET box. Explain to your students the basic use of the articles *the* and *a*. Focus on the examples provided.

5. Ask students to work individually and make sentences about the pictures. It's advisable that you draw students' attention to example before the start doing the task. When they are done, have a quick pair check before you provide them with whole class feedback.

Answers:

1. These are monkeys. The monkeys are orange. They can swing.
2. These are turtles. The turtles are grey. They can swim.
3. These are birds. The birds are white and black. They can fly.
4. This is an elephant. The elephant is grey. It can carry a tree.
5. These are bears. The bears are grey. They can climb a tree.

6. Have students work individually and do the task. When they are done, ask them to check their answers in pairs. Then provide students with feedback.

Answers:

- | | | |
|-----------|----------|--------|
| 1. a/The | 3. a/The | 5. The |
| 2. an/The | 4. a/The | |

7. Ask students to work in pairs and ask and answer questions about the animals provided in the pictures. Before they start doing the task, ask them to read the examples.



REVIEW 4

- 1**
1. The bank is next to the park.
 2. The cinema is in front of the toyshop.
 3. The students are in the playground.
 4. The museum is next to the library.

Track 63

1. Turn to the right and there is a park. The bank is next to the park.
2. The cinema isn't behind the toyshop. It is in front of the toyshop.
3. The students fly their kites. They are in the playground.
4. There is a cinema behind the library. The museum is next to the library.

- 2**
- | | |
|--------------------------|-----------------------|
| 1. draw pictures. | 4. bake a cake |
| 2. play chess | 5. sing songs |
| 3. fly kites | |

- 3**
- | | |
|-------------------------------|-----------------------------|
| 1. Samira can draw pictures. | 4. Can David ride a bike? |
| 2. Can Omar fly kites? | 5. Kelly can't drive a car. |
| 3. Amy can't play the guitar. | 6. Fidan can bake a cake. |

- 4**
- | | |
|---|---|
| 1. There are 7 days in a week. | 3. There are 28-31 days in a month . |
| 2. There are 4 weeks in a month. | 4. There are 12 months in a year . |

- 5**
1. Sunday is **after** Saturday.
 2. My birthday is **in** August.
 3. Twelve is **after** eleven.
 4. My sister's birthday party is **on** Tuesday **at** 12:30.

- 6**
- | | |
|------------------------|-----------------------------|
| 1. It is nine ten. | 5. It is seven forty five. |
| 2. it is ten thirty. | 6. It is six fifteen. |
| 3. It is twelve fifty. | 7. It is eleven fifty five. |
| 4. It is five o'clock. | |

- 7**
1. The library opens at 9 o'clock.
 2. What time is it in London?
 3. My birthday is in November.
 4. It is time to go to school.
 5. He cannot drive a car.

21

Lesson

Opposites

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

- recognize, pronounce and spell the given opposite adjectives;
- recognize which letter combination gives the sound /i:/ and reproduce the sound;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on combining two adjectives with but or and;
- read for details in the given context;
- write sentences in the given context using the recycled language items;
- talk about the things in their classroom using the recycled language items.

Standards: 1.1.1., 2.1.1., 2.2.2., 2.2.3., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair and group work

1. Draw students' attention to the new words. Play the recording and ask students to listen and repeat the words. You can ask them to work in pairs and practise saying the target vocabulary. Monitor and help students with pronunciation if needed.

Track 64

- | | | | | | |
|---------|---------|----------|----------|----------|------------|
| 1. thin | 3. fast | 5. tall | 7. heavy | 9. empty | 11. strong |
| 2. fat | 4. slow | 6. short | 8. light | 10. full | 12. weak |

2. Have students cover Task 1 and do the crossword individually. When they are done, ask students to check their answers in pairs.

Answers:

- | | | |
|---------|----------|----------|
| 1. weak | 3. thin | 5. light |
| 2. fast | 4. empty | |

Focus students' attention on the PRONUNCIATION TARGET. Explain to them that they should read the letter combination *ea* as /i:/. Play the recording and ask students to listen and repeat the words.

Track 65

/i:/ weak, meat, read

3. Ask students to work individually and read the text about Julia's family. As they read the text, they should answer the questions. Encourage students to write complete sentences when they write answers. Once they are done, ask them to do a quick pair check before you provide them with whole class feedback.

Answers:

1. Julia is from Toronto, Canada.
2. Julia has got a cat.
3. Her father can draw pictures.
4. Her mother can bake a cake.
5. Her sister is 5 years old.

Focus students' attention on the GRAMMAR TARGET box and teach them how to combine two adjectives with 'but' and 'and'.

4. Ask students to work individually and complete the sentences. When they are done, provide them with whole class feedback.

Answers:

- | | | |
|----------|---------------|-------------|
| 1. heavy | 3. empty | 5. fat/thin |
| 2. fast | 4. short/tall | |

5. Have students work in groups, read and guess which animal is described in each sentence.

Answers:

- | | | |
|-------------|-----------|------------|
| 1. elephant | 3. bird | 5. monkey. |
| 2. monkey | 4. turtle | |

6. Ask students to work in pairs or in groups. Tell them to look around the classroom and find 3 things that are **1. heavy; 2. full; 3. light; 4. empty; 5. small**. Monitor and feed in with necessary vocabulary if needed. Then encourage them to talk to their partners about these things. Encourage students to use *but/and* and the lesson vocabulary.

22

Lesson

What is the weather like today?

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

- recognize, pronounce and spell the new words about the topic “Weather”;
- recognize which letters give the sound /i:/ and /j/ and reproduce the sounds;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the structures for asking and answering the questions about the weather;
- listen for gist details in the given context;
- write sentences in the given context using the recycled language items;
- talk about weather condition in different cities using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.2., 2.2.3., 2.2.4., 3.1.1., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

1. Draw students’ attention to the new words. Play the recording and ask them to listen and repeat the words. You can ask your students to work in pairs and practise saying the target vocabulary. Monitor and help them with pronunciation if needed.

Track 66

- | | | | | |
|-----------|----------|----------|-----------|----------|
| 1. rainy | 3. sunny | 5. snowy | 7. stormy | 9. warm |
| 2. cloudy | 4. windy | 6. foggy | 8. hot | 10. cold |

2. Have students cover Task 1 and do the crossword individually. When they are done, ask students to check their answers in pairs.

Answers:

- | | | | |
|----------|-----------|---------|----------|
| 1. windy | 3. warm | 5. hot | 7. rainy |
| 2. eight | 4. stormy | 6. kite | |

Focus students’ attention on the PRONUNCIATION TARGET box. Teach them how to pronounce y. Play the recording and have your students to listen and repeat the words.

Track 67

- | | |
|----------|-------------------------|
| /j/ year | /i/ windy, snowy, happy |
|----------|-------------------------|

3. Ask students to work in pairs and add the words to appropriate columns in the box for PRONUNCIATION TARGET.

y /j/	y /i/
year, yard, yes	windy, snowy, happy, sorry

4. Tell students that they are going to hear a conversation between Ben and Jeyla. As they listen, they should say what the conversation is mainly about.

Answers:

c (weather)

Track 68

Jeyla: Hi, Ben! Are you in Baku?

Ben: Hi, Jeyla. No, I'm not. I'm in London.

Jeyla: What's the weather like there?

Ben: It is very cold. Today it isn't stormy. Are you in Baku now?

Jeyla: No, I'm not. I am in Gabala.

Ben: What is the weather like in Gabala?

Jeyla: It isn't snowy. It is rainy and windy today.

5. Before you play the recording again for this task, ask students to study the table. Tell them that they are going to hear the conversation again. This time they need to choose the correct options as they listen. When they are done, ask them to do a quick pair check, before you provide them with whole class feedback.

- | | |
|-----------|----------|
| 1. London | 2. cold |
| 3. Gabala | 4. rainy |

Focus students' attention on the GRAMMAR TARGET box and discuss the target grammar. Encourage them to provide their own examples.

6. Ask students to work individually and do the task. Ask them to put the words in the correct order to make sentences.

1. It is warm today. (or Today it is warm.)
2. It's windy and rainy. (or It's rainy and windy.)
3. What's the weather like today?
4. It's hot and sunny. (or It's sunny and hot.)
5. It's rainy and cloudy. (or It's cloudy and rainy.)

7. Ask students to work in pairs and talk about the weather in the cities. Encourage them to use the lesson vocabulary. Monitor and take notes so that you can provide the students with feedback focusing both on mistakes as well as correct use of the target language.

23

Lesson

My day

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

- recognize, pronounce and spell the new words about the topic “My day”;
- recognize which letter gives the sound /dʒ/ and reproduce the sound;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on present simple for *I/You/We/They* in affirmative, negative and questions;
- listen for gist and specific information in the given context;
- write sentences in the given context using the recycled language items;
- talk about weather condition in different cities using the recycled language items;
- write about their days using the recycled language items.

Standards: 1.1.1., 1.1.2., 2.1.1., 2.2.4., 3.1.1., 4.1.1., 4.1.2.

Interaction patterns: individual, pair and group work

1. Draw students’ attention to the new words. Play the recording and ask them to listen and repeat the words. You can ask your students to work in pairs and practise saying the target vocabulary. Monitor and help them with pronunciation if needed.

Track 69

- | | | |
|------------------|-------------------|------------------|
| 1. wake up | 5. get dressed | 9. drink juice |
| 2. take a shower | 6. have breakfast | 10. watch TV |
| 3. brush teeth | 7. have lunch | 11. make the bed |
| 4. comb hair | 8. have dinner | 12. go to bed |

2. Have students cover Task 1 and do Task 2. Ask them to work in pairs and do the matching activity. When they are done, ask them to uncover Task 1 and check their answers.

Answers:

- | | |
|---------------------|----------------------|
| 1. g (watch TV) | 6. h (go to bed) |
| 2. e (comb hair) | 7. j (take a shower) |
| 3. b (make the bed) | 8. i (wake up) |
| 4. k (get dressed) | 9. d (have dinner) |
| 5. f (drink juice) | 10. c (brush teeth) |

Focus students’ attention on the words in the PRONUNCIATION TARGET. Teach them how to pronounce the letter *j*. Then play the recording and have students listen and repeat the words.

Track 70

/dʒ/- juice, jump, jam

3. Tell students that they are going to listen to Sarah. As they listen, they should answer the question. (What's she talking about?) Play the recording and ask them to listen and choose the correct option.

Answers:

c (her day)

Track 71

I wake up at 7 o'clock every morning. I take a shower in the morning. I make my bed before school. I go to school at 7:45. I have lunch at home. I watch TV in the evening. I go to bed at 10 o'clock every evening.

4. Before you play the recording for the second time, ask students to read the sentences given in this task. You can play the recording as many times as your students need. When they are done, ask them to do a quick pair check before you provide them with whole class feedback.

Answers:

1. 7 2. school 3. home 4. evening 5. 10

Draw students' attention to the GRAMMAR TARGET box. Teach them affirmative, negative and interrogative forms of Present Simple. (Do not focus on the third person singular as it will be taught in the next lesson.) Provide students with some more examples.

5. Ask students to work individually and make the sentences negative and questions. When they are done, have them do a quick pair check before you provide them with feedback.

Answers:

1. We watch TV every evening.
Do we watch TV every evening?
We don't watch TV every evening.
2. They go to bed at 10:00 in the evening.
Do they go to bed at 10:00 in the evening?
They don't go to bed at 10:00 in the evening.
3. I take a shower in the afternoon.
Do I take a shower in the afternoon?
I don't take a shower in the afternoon.
4. We brush our teeth every morning.
Do we brush our teeth every morning?
We don't brush our teeth every morning.
5. You make your bed before school every day.
Do you make your bed before school every day?
You don't make your bed before school every day.

6. They drink juice in the morning.
Do they drink juice in the morning?
They don't drink juice in the morning.

6. Before you ask your students to walk and talk to other students about what they do at the specified time, have them write questions about each picture. Monitor and help if needed. Then have them stand up, walk and talk to 3 children and learn what these children do at the times suggested.

7. Ask students to work individually and write about their days. Encourage them to use the lesson grammar and vocabulary. When they are ready, ask them to exchange their papers. Have them peer review each other's sentences. Monitor and help if needed.

24

Lesson

She loves fruit and vegetables!

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

- recognize, pronounce and spell the new words about the topic “Fruit and vegetables”;
- recognize different pronunciations of the ending “s” in verb and reproduce the sounds /s/ and /z/;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on present simple for he/she in affirmative, negative and questions;
- read for details in the given context;
- write sentences in the given context using the recycled language items;
- ask and answer question in the given context using the recycled language items.

Standards: 1.1.1., 2.1.1., 2.2.3., 2.2.4., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2.

Interaction patterns: individual, pair work

1. Draw students’ attention to the new words. Play the recording and ask students to listen and repeat the words. You can ask them to work in pairs and practise saying the target vocabulary. Monitor and help them with pronunciation if needed.

Track 72

- | | | | |
|-----------|---------------|---------------|----------------|
| 1. fruit | 4. carrot | 7. vegetables | 10. watermelon |
| 2. cherry | 5. strawberry | 8. orange | 11. potato |
| 3. tomato | 6. eggplant | 9. cucumber | 12. pineapple |

2. Have students work in pairs and put the words into the correct category. Then provide them with class feedback.

Answers:

Fruit	Vegetables
apple, cherry, strawberry, orange, watermelon, pineapple	tomato, carrot, eggplant, cucumber, potato

Focus students’ attention on the REMEMBER box. Teach them how to form the plural forms of some nouns that end in o and y.

3. Tell students that they are going to read a text about Darya. As they read the text, they should mark the sentences as True or False. When they are done, have a quick pair check before you provide them with whole class feedback.

Answers:

1. False (She eats a green apple every morning.)
2. True
3. False (She doesn't like eggplants.)
4. True

Draw students' attention to the GRAMMAR TARGET box. Teach them the third form singular affirmative and negative forms of Present Simple. Provide students with more examples.

4. Ask students to work in pairs and write sentences about the pictures. Monitor and help them if needed. When they are done, provide them with class feedback.

Answers:

1. Jo likes eggplants, but she doesn't like carrots.
2. Hewa likes strawberries, but he doesn't like apples.
3. Sally likes pineapples, but she doesn't like watermelons.
4. Tomas likes tomatoes, but he doesn't like cucumbers.
5. Yoko likes carrots, but she doesn't like potatoes.

5. Ask students to work individually and change the sentences into questions. Once they are done, have them do a quick pair check before you provide them with class feedback.

Answers:

1. Does Tom love vegetables?
2. Does your mother drive her car on Mondays?
3. Does her brother ride a bike in the park on Fridays?
4. Does he play football at school on Mondays?
5. Does our teacher play basketball after school every day?

Focus students' attention on the pronunciation of the third person singular s. Play the recording and ask students to listen and repeat the verbs.

Track 73

/s/ eats, likes
/z/ plays, loves

6. Focus students' attention on the REMEMBER box. Teach them how to ask special questions with *What*. Divide students into pairs. Ask Students A to look at page 86 and Students B see page 108. In pairs they should ask each other questions to complete the table. Monitor and help them if needed.

25

Lesson

Summer is here!

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

- recognize, pronounce and spell the new words about summer activities;
- recognize the words where the letters h and w are not pronounced;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on the structure want + to do something and question words;
- read for details and specific information in the given context;
- talk about the summer activities people want to do using the recycled language items;
- write a letter in the given context using the recycled language items.

Standards: 1.1.1., 2.1.1., 2.2.3., 3.1.1., 3.1.2., 3.1.3., 4.1.1., 4.1.2., 4.1.3.

Interaction patterns: individual, pair and group work

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

Track 74

- | | | | |
|------------|-----------------|-------------|--------------|
| 1. sailing | 4. horse riding | 7. swimming | 10. sea |
| 2. hiking | 5. fishing | 8. beach | 11. mountain |
| 3. surfing | 6. camping | 9. forest | 12. want |

2. Put students into pairs and ask them to do the crossword. When they are done, provide them with class feedback.

Answers:

- | | | | |
|------------|-------------|------------|-------------|
| 1. fishing | 3. swimming | 5. sailing | 7. mountain |
| 2. beach | 4. surfing | 6. forest | 8. hiking |

3. Have students work individually and read the text. As they read the text, they should mark the sentences as True or False. When they are done, ask them to do a quick pair check before you provide them with class feedback.

Answers:

- | | | | | |
|---------|----------|----------|---------|---------|
| 1. True | 2. False | 3. False | 4. True | 5. True |
|---------|----------|----------|---------|---------|

4. Ask students to read the text again and complete the sentences with the words from the text.

Answers:

- | | | |
|------------------|------------|----------------------|
| 1. forests, good | 3. fishing | 5. swimming, doesn't |
| 2. surfing | 4. sailing | |

Draw students' attention to the GRAMMAR TARGET and explain to students how to form sentences with the verb *want*. Provide them with some more examples.

5. Have students work in pairs and talk to each other about the pictures. Encourage them to use the verb *want*. Monitor and help students if needed.

Answers:

1. Lia wants to go surfing.
2. Dora wants to go fishing.
3. Jack wants to go sailing.
4. Daniel wants to go hiking/camping.
5. Bella wants to go horse riding.

Focus students' attention on the pronunciation of the question words given in the PRONUNCIATION TARGET. Play the recording and ask students to repeat the words.

Track 75

what, when, why, which, who, whose

6. Ask students to work individually and complete the questions with the appropriate question words. When they are done, ask them to have a quick pair check before you provide them with class feedback.

Answers:

- | | | | | |
|----------|----------|----------|--------|----------|
| 1. Where | 2. Whose | 3. Where | 4. Why | 5. Which |
|----------|----------|----------|--------|----------|

7. Have students work individually and write a letter to a friend. Tell them to write about their summer plans. Encourage them to ask questions to learn about their friend's summer plans.

When they are done, ask them to have a peer editing.



REVIEW 5

- 1**
1. a
 2. a
 3. c

Track 76

1. The weather is not windy in Baku today. It is rainy.
2. The weather in London is cold today. It isn't warm.
3. It isn't cloudy in New York today. It is foggy.

- 2**
1. Olivia can play the guitar.
 2. Emma can't ride a bike.
 3. Bob can drive a car.
 4. Steven can't sing a song.
 5. Lisa can't play chess.
 6. Sally can draw pictures.

- 3**
1. in
 2. in
 3. at, on
 4. at, in
 5. on, in

- 4**
1. weak
 2. heavy
 3. slow
 4. thin
 5. empty

- 5**
1. Does
 2. Do
 3. Do
 4. Does
 5. Do

- 6**
1. When
 2. Which
 3. Why
 4. What
 5. Who

- 7** Ask students to walk and talk to other students about their summer plans.

SMALL SUMMATIVE 1 (LESSONS 1-4)

NAME: _____

CLASS: _____

DATE: _____

1 Listen and circle the correct word.

1

0. Her name is Lucy/Leyli.

1. She is **8/9** years old.

2. Her school bag is **red**/brown.

3. Her ruler is **green**/blue.

2

4. His name is **John**/Jack.

5. His school bag is **black**/brown.

6. His ruler is **yellow**/red.

(___/30)

2 Read the conversation and complete the sentences.

Kelly: Look at this ruler. It is blue. It is not my ruler.

Kevin: What colour is your ruler?

Kelly: My ruler is orange.

Kevin: Look at that ruler. That ruler is orange. It is your ruler.

Kelly: What colour is your ruler, Kevin?

Kevin: My ruler is grey.

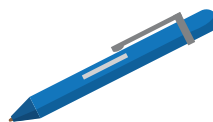
Kelly	Her ruler is 1. _____
Kevin	His ruler is 2. _____

(___/10)

3 Find the letters.



se__n
0. seven



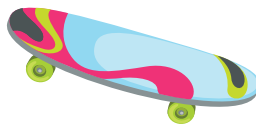
1. p_n



2. b_o_



3. e_a_er



4. sk_teb__r_



5. t_o

(___/10)

4 Match the questions to the answers.

0. What is your name? b)
1. What colour is your bag? _
2. How old are you? _
3. What is her telephone number? _
4. What's his name? _
5. How do you spell your name? _

- a) I am 7 years old.
b) ~~My name is Narmin.~~
c) His name is Sam.
d) It is brown
e) It is K-I-M.
f) It is 01245294

(___/25)

5 Write answers to the questions.

1. What is your name?

2. How old are you?

3. What's your phone number?

4. What colour is your school bag?

5. What colour is your notebook?

(___/25)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

SMALL SUMMATIVE 1 (LESSONS 1-4)

NAME: _____

CLASS: _____

DATE: _____

1 Listen and circle the correct word.

1

0. Her name is Lucy/Leyli.

1. She is **8/9** years old.

2. Her school bag is **red/brown**.

3. Her ruler is **green/blue**.

2

4. His name is **John/Jack**.

5. His school bag is **black/brown**.

6. His ruler is **yellow/red**.

(___/30)

2 Read the conversation and complete the sentences.

Kate: Look at this ruler. It is blue. It is not my ruler.

Jack: What colour is your ruler?

Kate: My ruler is yellow.

Jack: Look at that ruler. That ruler is yellow. It is your ruler.

Kate: What colour is your ruler, Kevin?

Jack: My ruler is blue.

Kate	Her ruler is 1. _____
Jack	His ruler is 2. _____

(___/10)

3 Find the letters.



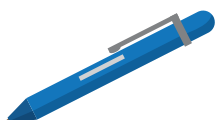
se__n
0. seven



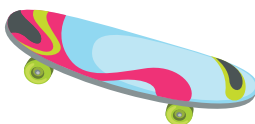
1. e_a_er



2. n_teb_o_



3. p_n



4. sk_teb__r_



5. _hre_

(___/10)

4 Match the questions to the answers.

0. What is your name? b)
1. What colour is your bag? ____
2. How do you spell your name? ____
3. What is her name? ____
4. How old are you? ____
5. What is his telephone number? ____

- a) I am 9 years old.
b) My name is Narmin.
c) It is F-A-R-I-D.
d) It is grey.
e) It is 01279805.
f) Her name is Sanubar.

(___/25)

5 Write answers to the questions.

1. What is your name?

2. How old are you?

3. What's your phone number?

4. What colour is your school bag?

5. What colour is your notebook?

(___/25)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

SMALL SUMMATIVE 2 (LESSONS 5-9)

NAME: _____

CLASS: _____

DATE: _____

1 Listen and circle True or False.

1. Murad is 13 years old.	True	False
2. His house is small.	True	False
3. The windows in his house are big	True	False
4. Teddy is a cat.	True	False
5. Bella is 3 years old.	True	False

(___/25)

2 Read the conversation and complete the table.

Farid: John, is your school big?

John: Yes, it is. There are 19 classrooms and 2 big canteens.

Farid: Our school isn't big. There are 11 classrooms and a canteen in our school.

John: What colour are the doors and windows in your school?

Farid: They are brown.

John: The windows in our school are white.

Farid: Is your playground big?

John: No it isn't.

Farid: Our playground is small, too.

Farid



His school is 0) small.
There are eleven 1) _____.
The 2) _____ in his school are brown.

John



His school is 3) _____.
There are two 4) _____.
The playground in his school is 5) _____.

(___/25)

3 Complete the sentences with *am/is/are*.

0. What colour are your pencils?
1. There ____ a big dog in the schoolyard.
2. Where ____ Matilda from?
3. The doors of our house ____ big.
4. I ____ 13 years old.
5. There ____ 7 trees in our schoolyard.

(____/10)

4 Complete the sentences with *My/His/Her/Its/Our/Their*.

0. My name is Sofia. I am 10 years old.
1. This is my house. _____ door is black.
2. These are my pets. _____ names are Cod and Belle.
3. Rauf is my friend. _____ dog is black.
4. This is my family. _____ house isn't big.
5. This is my sister. _____ name is Madina.

(____/20)

5 Write a short text about Aynur. Use the information in the table. (30-50 words)



Name: Aynur
Age: 12
Country: Azerbaijan
Telephone number: 0123456809
School: a canteen, big playground, trees, flowers
Classrooms: 19
The doors and windows: brown

This is Aynur. She...

(____/20)

THIS IS THE END OF THE TEST.

TOTAL: (____/100)

SMALL SUMMATIVE 2 (LESSONS 5-9)

NAME: _____

CLASS: _____

DATE: _____

1 Listen and circle True or False.

1. Murad is 13 years old.	True	False
2. His house is small.	True	False
3. The windows in his house are big	True	False
4. Teddy is a cat.	True	False
5. Bella is 3 years old.	True	False

(____/25)

2 Read the conversation and complete the table.**Ugur:** John, is your school big?**Leo:** Yes, it is. There are 18 classrooms and 2 big canteens.**Ugur:** Our school isn't big. There are 12 classrooms and a canteen in our school.**Leo:** What colour are the doors and windows in your school.**Ugur:** They are white.**Leo:** The windows in our school are brown.**Ugur:** Is your playground big?**Leo:** Yes, it is.**Ugur:** Our playground is big, too.

Ugur



His school is 0. small
 There are twelve 1. _____
 The 2. _____ in his school
 are white.

Leo



His school is 3. _____
 There are eighteen 4. _____
 The playground in his school is 5.

(____/25)

3 Complete the sentences with *am/is/are*.

0. What colour are your pencils?
1. There ____ 8 trees in our schoolyard.
2. I ____ ten years old.
3. The windows of our house ____ white.
4. Where ____ Tim from?
5. There ____ a small cat in the playground.

(____/10)

4 Complete the sentences with *My/His/Her/Its/Our/Their*.

0. My name is Sofia. I am a student.
1. This is my sister. ____ name is Jeyran.
2. These are my friends. ____ names are Fidan and Asmar.
3. Farrukh is my friend. ____ cat is white.
4. This is my family. ____ house is big.
5. This is my classroom. ____ door is black.

(____/20)

5 Write a short text about Sibel. Use the information in the table. (30-50 words)



Name: Sibel
Age: 11
Country: Turkey
Telephone number: 0123456809
School: 2 canteens, big playground, trees, flowers
Classrooms: 18
The doors and windows: white

This is Sibel. She...

(____/20)

THIS IS THE END OF THE TEST.

TOTAL: (____/100)

SMALL SUMMATIVE 3 (LESSONS 10-14)

NAME: _____

CLASS: _____

DATE: _____

1 Listen to the conversation and complete the sentences.

1. There are three _____ in her house.
2. There is a small _____ in front of the hallway.
3. They haven't got a _____ in their house.
4. Their garage is _____.
5. Their _____ is white.

(____/25)

2 Read and circle True or False.

Hi! My name is Ulvi. This is my room. It isn't big. I have got a white bed and a white wardrobe. There aren't any bedside tables in my room. My lamp is on the carpet. The carpet is grey. I haven't got a sofa. There is an armchair in my room. It is blue. There are some cushions on the armchair. My bookcase is small. It is next to the wardrobe. There are some books on the table. My bag is under the table.

1. Ulvi has got a big room. **True/False**
2. His lamp is on the bedside table. **True/False**
3. There is a grey carpet in the room. **True/False**
4. There aren't any cushions in the room. **True/False**
5. Ulvi has got a small bookcase. **True/False**

(____/25)

3 Write questions.

0. Is there a big kitchen in your house?

Yes, there is. There is a big kitchen in my house.

1. _____?

No, there aren't. There are not any flowers on my balcony.

2. _____?

Yes, there are. There are some trees in the yard.

3. _____?

No, there isn't. There isn't a clock in my room.

4. _____?

Yes, I have. I have got a blue cap.

5. _____?

No, I haven't. I haven't got blue shoes.

(____/10)

4 Write sentences in negative.

0. There aren't any books on the table.



on



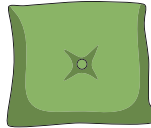
1. _____



in



2. _____



behind



3. _____



in front of



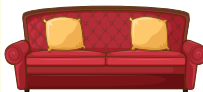
4. _____



under



5. _____



next to



(___/10)

5 Describe your wardrobe. (50-80 words)

(___/30)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

SMALL SUMMATIVE 3 (LESSONS 10-14)

NAME: _____

CLASS: _____

DATE: _____

1 Listen to the conversation and complete the sentences.

1. There are three _____ in her house.
2. There is a small _____ in front of the hallway.
3. They haven't got a _____ in their house.
4. Their garage is _____.
5. Their _____ is white.

(___/25)

2 Read and circle True or False.

Hi! My name is Fidan. This is my room. It isn't big. I have got a brown bed and a white wardrobe. There is a brown bedside table next to my bed. My lamp is on the bedside table. I have got a grey carpet in my room. I haven't got a sofa. There is an armchair in my room. It is green. There are some cushions on the armchair. My bookcase is big. It is next to the table. There are some books on the table. My bag is under the table.

- | | |
|---|-------------------|
| 1. Fidan hasn't got a big room. | True/False |
| 2. Her lamp is on the carpet. | True/False |
| 3. There isn't a sofa in her room. | True/False |
| 4. There is a table next to the bookcase. | True/False |
| 5. The bag is on the table. | True/False |

(___/25)

3 Write questions.

0. Is there a big kitchen in your house?

Yes, there is. There is a big kitchen in my house.

1. _____?

No, I haven't. I haven't got black glasses.

2. _____?

No, there isn't. There isn't a map in my room.

3. _____?

Yes, there are. There are some flowers on our balcony.

4. _____?

Yes, I have. I have got a blue T-shirt.

5. _____?

No, there aren't. There are not any flowers on my balcony.

(___/10)

4 Write sentences in negative.

0. There aren't any books on the table.



on



1. _____



next to



2. _____



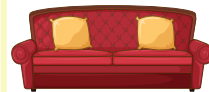
under



3. _____



behind



4. _____



in front of



5. _____



in



5 Describe your wardrobe. (50-80 words)

(___/10)

(___/30)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

BIG SUMMATIVE 1 (LESSONS 1-15)

NAME: _____

CLASS: _____

DATE: _____

1 Listen and circle the correct word.

0. His name is Daniel/Mark.
1. He is from **The USA**/The UK.
2. He is **7/8** years old.
3. He has got **two/three** brothers.
4. There are **three/four** bedrooms in their house.
5. They have got **two/three** pets.



(____/25)

2 Read and circle True or False.

Hi! My name is Adam. I am twelve years old. I am from France. I have got a friend. His name is David. David isn't from France. He is from The USA. He has got two pets: a dog and a cat. His dog's name is Max. Max's ears are big. His cat's name is Luna. Luna is white. Max's pets are happy.

- | | |
|----------------------------------|-------------------|
| 1. Adam is from the USA. | True/False |
| 2. David is Adam's friend. | True/False |
| 3. David has got two dogs. | True/False |
| 4. David's dog has got big eyes. | True/False |
| 5. Luna is Adam's pet. | True/False |



(____/25)

3 Circle the correct word.

1. My cat has got green eyes/nose.
2. They have got two cushions on the **sofa/mirror**.
3. Amy has got black hair. Her hair is **blond/dark**.
4. There are some trees in the **garden/garage**.
5. The clock is **in/on** the wall.
6. The classroom isn't clean. It is **big/dirty**.

(____/10)

4 Circle the correct word.

0. **Is**/Are he tired?
1. **Have/Has** she got a red dress?
2. I **haven't/hasn't** got any pets.
3. There **are/is** some books on the table.
4. How old **is/has** got Jack?
5. **Is/Are** they angry?

(___/10)

5 Describe the room. (50-80 words)



(___/30)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

BIG SUMMATIVE 1 (LESSONS 1-15)

NAME: _____

CLASS: _____

DATE: _____

1 Listen and circle the correct word.

0. His name is Daniel/Mark.
1. He is from **The USA**/The UK.
2. He is **7/8** years old.
3. He has got **two/three** brothers.
4. There are **three/four** bedrooms in their house.
5. They have got **two/three** pets.



(____/25)

2 Read and circle True or False.

Hi! My name is Kate . I am eleven years old. I am from the USA. I have got a friend. Her name is Kelly. Kelly isn't from the USA. She is from England. She has got two pets: a dog and a cat. Her dog's name is Buddy. Buddy's ears are small. Her cat's name is Leo. Leo is grey. Kelly's pets are happy.

- | | |
|------------------------------------|-------------------|
| 1. Kate is from the USA. | True/False |
| 2. Kelly is Kate's sister. | True/False |
| 3. Kelly has got two cats. | True/False |
| 4. Kelly's dog has got small eyes. | True/False |
| 5. Leo is Kate's pet. | True/False |

**KATE KELLY**

(____/25)

3 Circle the correct word.

1. My cat has got green eyes/nose.
2. The classroom isn't clean. It is **big/dirty**.
3. The clock is **in/on** the wall.
4. They have got two cushions on the **sofa/mirror**.
5. Amy has got black hair. Her hair is **blond/dark**.
6. There are some trees in the **garden/garage**.

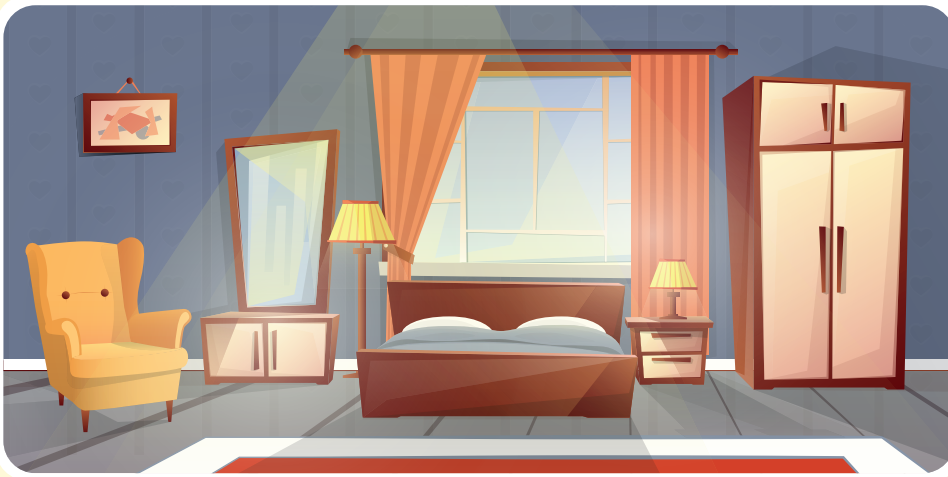
(____/10)

4 Circle the correct word.

0. **Is/Are** he tired?
1. **Has/Have** she got brown glasses?
2. I **haven't/hasn't** got any books in my school bag.
3. There **is/are** some cushions on the sofa.
4. How old **is/are** Jack and Bob?
5. **Is/Are** we hungry?

(___/10)

5 Describe the room. (50-80 words)



(___/30)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

SMALL SUMMATIVE 4 (LESSONS 16-18)

NAME: _____

CLASS: _____

DATE: _____

1 Listen and circle the correct word.

1. Sam is from **ENGLAND/USA**.
2. He is **14/12** years old.
3. His birthday is in **March/May**.
4. His birthday is on **Saturday/ Sunday**.
5. Bella's birthday is in **March/May**.

(____/25)

2 Read the text and answer the questions.

Hi! My name is Julia. I am from England. I am thirteen years old, This is my bike. It is pink. I can ride a bike, but I can't play chess. My friend Ann can't ride a bike, but she can play chess. I can also play the guitar. I have got a guitar.



1. Where is Julia from?
2. How old is she?
3. What colour is her bike?
4. What can't Ann do?
5. What can Ann do?

(____/25)

3 Fill in the gaps with in, on, before, after.


0. My birthday is in January.
1. The film Nemo is _____ Saturday.
2. July is _____ June.
3. Friday is _____ Saturday.
4. There are 12 month _____ a year.

(____/20)

4 Look at the signs. Write sentences in negative or question forms.

0. Sara /sing songs. 

Sara can't sing songs.

1. My friend/ bake cakes. 

2. My brother/do puzzles. 

3. I / ride bikes. 

4. Farid / drive a car. 

5. Jack / play chess. 

(___/10)

5 Write a short text about Jamal. Use the information in the table.
(30-50 words)



Name: Jamal

Birthday: 12 February

Can do: play chess, draw pictures

Can't do: drive a car, play the guitar

This is Jamal.

(___/20)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

SMALL SUMMATIVE 4 (LESSONS 16-18)

NAME: _____

CLASS: _____

DATE: _____

1 Listen and circle the correct word.

1. Sam is from **ENGLAND/USA**.
2. He is **14/12** years old.
3. His birthday is in **March/May**.
4. His birthday is on **Saturday/ Sunday**.
5. Bella's birthday is in **March/May**.

(____/25)

2 Read the text and answer the questions.

Hi! My name is Kate. I am from The USA. I am twelve years old, This is my bike. It is pink. I can ride a bike, but I can't play chess. My friend Julia can't ride a bike, but she can play chess. I can also play the guitar. I have got a guitar.



1. Where is Kate from?
2. How old is she?
3. What colour is her bike?
4. What can't Julia do?
5. What can Julia do?

(____/25)

3 Fill in the gaps with in, on, before, after.


0. My birthday is in January.
1. July is _____ June.
2. Saturday is _____ Sunday.
3. There are 12 month _____ a year.
4. The film Nemo is _____ Friday.


(____/20)

4 Look at the signs. Write sentences in negative or question forms.

0. Sara /sing songs. 

Sara can't sing songs.

1. My sister/ do puzzles. 

2. My brother/ bake cakes. 

3. Jack / play chess. 

4. Yahya / drive a car. 

5. I / ride bikes. 

(___/10)

5 Write a short text about Sara. Use the information in the table.
(30-50 words)



Name: Sara

Birthday: 28 April

Can do: drive a car, play the guitar

Can't do: play chess, draw pictures

This is Sara.

(___/20)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

SMALL SUMMATIVE 5 (LESSONS 19-21)

NAME: _____

CLASS: _____

DATE: _____

1 Listen and circle the correct word.

1. Mike is in **New York/London** now.
2. It is **morning/evening** now.
3. Jim is Mike's **brother/friend**.
4. Jim is very **short/tall**.
5. Jim's pet is very **fast/slow**.

(____/25)

2 Read and circle True or False.

Hi! My name is Ted. I am 13 years old. I am from New York, the USA. I have got two friends: Jack and Oliver. Jack and Oliver are brothers. They are not from the USA. They are from England. They are 14 years old. Jack can play the guitar, but Oliver can't. Oliver can draw pictures.

Jack is tall and thin, but Oliver is short and fat. They have got a dog. His name is Max. Max is very funny. He can climb trees, but he can't jump.

- | | |
|------------------------------------|-------------------|
| 1. Ted is fourteen years old. | True/False |
| 2. Ted's friends are from the USA. | True/False |
| 3. Oliver can play the guitar. | True/False |
| 4. Max is Ted's pet. | True/False |
| 5. Max can't jump. | True/False |



(____/25)

3 Match the opposites.

- | | |
|------------------|----------|
| 0. tall d | a) light |
| 1. late _____ | b) empty |
| 2. heavy _____ | c) weak |
| 3. fast _____ | d) short |
| 4. full _____ | e) slow |
| 5. strong _____ | f) early |

(____/10)

4 Write the time.



New York

0. It is 17:10 in New York.



London

1. _____.



Tokyo

2. _____.



Moscow

3. _____.



Hong Kong

4. _____.



Berlin

5. _____.
(___/10)

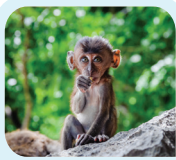
5 Look at the pictures and answer the questions.

What animals are they?

What can/can't they do?



1



2



3



4



5



6

1. _____

2. _____

3. _____

4. _____

5. _____

THIS IS THE END OF THE TEST.

(___/30)

TOTAL: (___/100)

SMALL SUMMATIVE 5 (LESSONS 19-21)

NAME: _____

CLASS: _____

DATE: _____

1 Listen and circle the correct word.

1. Mike is in **New York/London** now.
2. It is **morning/evening** now.
3. Jim is Mike's **brother/friend**.
4. Jim is very **short/tall**.
5. Jim's pet is very **fast/slow**.

2 Read and circle True or False.

Hi! My name is Kate. I am 14 years old. I am from England. I have got two friends: Rebeca and Cathy. Rebeca and Cathy are sisters. They are not from England. They are from the USA. They are 15 years old. Rebeca can play the guitar, but Cathy can't. Rebeca can draw pictures.

Cathy is tall and thin, but Rebeca is short and fat. They have got a cat. Her name is Mini. Mini is very funny. She can jump, but she can't swim.

- | | |
|-------------------------------------|-------------------|
| 1. Kate is fifteen years old. | True/False |
| 2. Kate's friends are from the USA. | True/False |
| 3. Cathy can play the guitar. | True/False |
| 4. Mini is Kate's pet. | True/False |
| 5. Mini can't swim. | True/False |



(____/25)

3 Match the opposites.

- | | |
|------------------|----------|
| 0. tall d | a) light |
| 1. heavy _____ | b) empty |
| 2. fast _____ | c) weak |
| 3. strong _____ | d) short |
| 4. late _____ | e) slow |
| 5. full _____ | f) early |

(____/10)

4 Write the time.



Moscow

0. It is 12:00 in Moscow.



Hong Kong

1. _____.



Tokyo

2. _____.



New York

3. _____.



London

4. _____.



Berlin

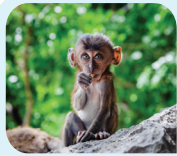
5. _____.

(___/10)

5 Look at the pictures and answer the questions.



1



2



3



4



5



6

1. _____

2. _____

3. _____

4. _____

5. _____

(___/30)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

SMALL SUMMATIVE 6 (LESSONS 22-24)

NAME: _____

CLASS: _____

DATE: _____

1 Listen to Kate and circle the correct option.

1. Kate is _____ years old.
a) 4 b) 14 c) 15
2. She likes _____ apples.
a) green b) red c) yellow
3. Alex is Kate's _____.
a) father b) friend c) brother
4. Alex's favourite fruits are _____.
a) pine apples b) strawberries c) oranges
5. Alex doesn't like _____.
a) eggplants b) carrots c) potatoes

(____/25)

2 Read the text and answer the questions.

Hi! My name is Mike and this is my brother. His name is Daniel. We are from England. We are six years old.

Everyday we wake up at 8 o'clock. We make our beds, brush our teeth and have breakfast. We drink apple juice for breakfast. At 10 o'clock, we go to the park. We ride our bikes in the park. At 1 o'clock, we have lunch. After lunch, we play chess. At 5 o'clock, we watch TV. At 6 o'clock, we have dinner. We go to bed at 10 o'clock.



1. Where are Mike and Daniel from?

2. How old are they?

3. What do they drink for breakfast?

4. What do they do in the park?

5. What do they do after lunch?

(____/25)

3 Change the sentences into negative and question forms.

0. They take a shower every day. / They don't take a shower everyday. / Do they take a shower every day?

1. You have breakfast before school every day.

2. My sisters drink juice in the afternoon.

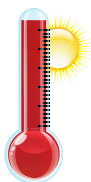
3. We watch TV in the evening.

4. They play the guitar in the park.

5. You go to bed early.

(___/10)

4 Look at the pictures and make sentences.



0. *It's hot.* 1. _____. 2. _____. 3. _____. 4. _____.

(___/10)

5 Describe your wardrobe. (50-80 words)

(___/30)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

SMALL SUMMATIVE 6 (LESSONS 22-24)

NAME: _____

CLASS: _____

DATE: _____

1 Listen to Kate and circle the correct option.

1. Kate is _____ years old.
a) 4 b) 14 c) 15
2. She likes _____ apples.
a) green b) red c) yellow
3. Alex is Kate's _____.
a) father b) friend c) brother
4. Alex's favourite fruits are _____.
a) pine apples b) strawberries c) oranges
5. Alex doesn't like _____.
a) eggplants b) carrots c) potatoes

(____/25)

2 Read the text and answer the questions.

Hi! My name is Melinda and this is my sister. Her name is Daniella. We are from the USA. We are five years old. Everyday we wake up at 7 o'clock. We brush our teeth and have breakfast. We drink juice for breakfast. At 10 o'clock, we go to the playground. We fly the kites in the playground. At 1:30, we have lunch. After lunch, we watch TV. At 5 o'clock, we do puzzles and draw pictures. At 6:30, we have dinner. We go to bed at 9 o'clock.



1. Where are Melinda and Daniella from?

2. How old are they?

3. What do they drink for breakfast?

4. What do they do in the playground?

5. What do they do after lunch?

(____/25)

3 Change the sentences into negative and question forms.

0. They take a shower every day. / They don't take a shower everyday. / Do they take a shower every day?

1. You make your bed in the morning.

2. My brothers watch TV in the afternoon.

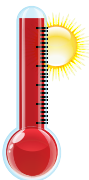
3. We drink juice in the evening.

4. They fly kites in the park.

5. They go to bed late.

(___/10)

4 Look at the pictures and make sentences.



0. It's hot. 1. _____. 2. _____. 3. _____. 4. _____.

(___/10)

5 Describe your wardrobe. (50-80 words)

(___/30)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

BIG SUMMATIVE 2 (LESSONS 16-25)

NAME: _____

CLASS: _____

DATE: _____

1 Listen. Circle True or False.

- | | |
|----------------------------------|-------------------|
| 1. Attila is 7 years old. | True/False |
| 2. He gets up at 7:30. | True/False |
| 3. He doesn't like apples. | True/False |
| 4. He has lunch at school. | True/False |
| 5. He goes to bed at 11 o'clock. | True/False |

(____/25)

2 Read the text and answer the questions.

Hi. I am Mike and this is my sister Melinda. We are from Oslo, Norway. Norway is a cold country. There aren't many hot days in summer in Oslo. We can't go swimming and surfing. This summer we want to go to the mountain. We love hiking and horse riding. We want to take our dogs-Max and Milly, too. They are very funny. They love playing with balls.



1. How many sisters has Mke got?

2. Where are Mike and Melinda from?

3. What's the weather like in Norway in summer?

4. Where do they want to go this summer?

5. Who loves playing with balls?

(____/25)

3 Write questions.

0. Where are you from? I am from Azerbaijan.

1. _____ ? It is rainy today.

2. _____ ? I have breakfast at 8 o'clock.

3. _____ ? My book is on the table.

4. _____? My birthday is in January.

5. _____? Ali is my friend.

(___/10)

4 Change the sentences into negative and question forms.

0. They drink juice every morning.

They don't drink juice every morning.

Do they drink juice every morning?

1. Her brother loves oranges.

2. They watch TV every afternoon.

3. I go to bed at 11 o'clock.

4. My friends want to go camping this summer.

5. My sister can play the guitar.

(___/10)

5 Describe your wardrobe. (50-80 words)

(___/30)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

BIG SUMMATIVE 2 (LESSONS 16-25)

NAME: _____

CLASS: _____

DATE: _____

1 Listen. Circle True or False.

- | | |
|----------------------------------|--------------------|
| 1. Attila is 7 years old. | True/ False |
| 2. He gets up at 7:30. | True/ False |
| 3. He doesn't like apples. | True/ False |
| 4. He has lunch at school. | True/ False |
| 5. He goes to bed at 11 o'clock. | True/ False |

(____/25)

2 Read the text and answer the questions.

Hi. I am Cathy and this is my sister Kelly. We are from New Zealand. There are green forests and good beaches in our country. We love hot weather and we go to the sea on Sundays. My sister likes surfing and I love swimming. We have got a dog, Max. Max is very funny. He loves playing with balls.

Max doesn't like the sea. He doesn't love swimming.

This Sunday we want to go hiking in the mountains. We want to take Max, too.



1. How many sisters has Cathy got?

2. Where are Cathy and Kelly from?

3. Where do they go on Sundays?

4. Who is Max?

5. Where do they want to go this Sunday?

(____/25)

3 Write questions.

0. Where are you from? I am from Azerbaijan.

1. _____? It is windy today.

2. _____? I get up at 6 o'clock.

3. _____? My bag is on the sofa.

4. _____? My birthday is in May.

5. _____? Mr. Smith is my teacher.

(___/10)

4 Change the sentences into negative and question forms.

0. They drink juice every morning.

They don't drink juice every morning.

Do they drink juice every morning?

1. Her teacher loves strawberries.

2. They watch TV every evening.

3. We make the bed before school.

4. My family and I want to go horse riding this summer.

5. My brother can play the guitar.

(___/10)

5 Describe your wardrobe. (50-80 words)

(___/30)

THIS IS THE END OF THE TEST.

TOTAL: (___/100)

Extra Practice Tasks

LESSON 1

1 Complete the conversations.

Example: A: What's your name?

B: My name is Ann.

A: What's his name?

B: His name is is Murad.

A: How do you spell his name?

B: It's M-U-R-A-D.

A: What's your name?

B: My name is Ali.

A: How do you spell your name?

B: It's A-L-I.

A: What's her name?

B: Her name is Kelly.

A: How do you spell her name?

B: It's K-E-L-L-Y.

2 Make up sentences.

Jack

Ann

Bob

Liz

Ali

Arzu

Brett



0) His name is Jack.

1) Her name is Ann.

2) His name is Bob.

3) Her name is Liz.

4) His name is Ali.

5) Her name is Arzu.

6) His name is Brett.

LESSON 2

1 Write the numbers.



zero

one

two

three

four

five

six

seven

eight

nine

ten

2 Complete the conversations.

0. A: What's your name?

B: My name is Ali.

1. A: What's his name?

B: His name is Bob.

A: What's his phone number?

B: It's 456 789 456.

A: What's your phone number?

B: It's 234 443 321.

2. A: What's her name?

B: Her name is Shams.

A: What's her phone number?

B: It's 436 784 956.

LESSON 3

1 Write *a* or *an*.

0. a taxi

1. a album

2. a pen

3. an eraser

4. a skateboard

5. a computer

6. a mobile phone

7. an apple

8. a book

9. a ruler

2 Complete the sentences with *This is/These are*.

0. This is a school bag.

1. These are mobile phones.

2. This is a pencil.

3. These are pencil sharpeners.

4. This is my apple.

5. This is an eraser.

6. These are his pens.

7. This is her book.

3 Make the sentences negative.

0. This is my pen.

1. These are her erasers.

2. This is a computer.

3. These are rulers.

4. This is my skateboard.

5. This is a taxi.

6. These are apples.

This is not my pen.

These aren't her erasers.

This isn't a computer.

These aren't rulers.

This isn't my skateboard.

This isn't a taxi.

These aren't apples.

LESSON 4

1 Write the colours.



0. grey



1. red



2. white



3. orange



4. purple



5. brown



6. black



7. blue



8. yellow



9. green

2 Look at the pictures. Write questions and answers.



0. What colour is that pencil sharpener?
That pencil sharpener is green.



1. What colour is that eraser?
That eraser is red and grey.



2. What colour are those notebooks?
Those notebooks are purple.



3. What colour are these pens? These pens are black and grey.



4. What colour are these bags? These bags are yellow.



5. What colour are these pencils?
These pencils are orange.



6. What colour are these pencil sharpeners? These pencil sharpeners are blue.



7. What colour is this ruler? This ruler is red.



LESSON 5

1 Write the numbers.



2 Choose the correct word.

0. His/Her name is Shams.
1. How old is her/she?
2. How old are your/you?
3. What's you/your name?
4. What's he/his name?
5. She/Her is 12 years old.
6. How old is/are he?

3 Write questions to ask about his/her name and age.

0. What's his name? How old is he?
1. What's her name? How old is she?
2. What's his name? How old is he?
3. What's her name? How old is she?



LESSON 6

1 Choose the correct word.

0. This is my house/family. Its door is big.
1. Her name is Kate. She is my brother/sister.
2. Topsy and Choppy are my pets/house.
3. John is 4 years old. He is my brother/father.
4. This is my cat/window. Her name is Milly.
5. My school bag is big/door.

2 Write my, your, his, her, its, our or their.

0. I am Murad. My name is Murad.
1. He is Jack. His name is Jack.
2. They are Ann and Kelly. Their names are Ann and Kelly.
3. We are Shams and Leyla. Our names are Shams and Leyla.
4. You are Bob. Your name is Bob.
5. She is Kate. Her name is Kate.
6. This is a house. Its door is small.

LESSON 7

1 Complete the sentences with the correct short form of *to be*.

- | | |
|----------------------------|-------------------------|
| 0. I'm a student. | 5. She is Kelly. |
| 1. It is a dog. | 6. They are teachers. |
| 2. We are from Azerbaijan. | 7. He is ten years old. |
| 3. You are 2 years old. | |
| 4. It is a school bag. | |

2 Make the sentences negative.

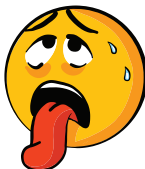
- | | |
|-------------------------|--------------------------------|
| 0. They are from China. | <u>They aren't from China.</u> |
| 1. We are teachers. | <u>We aren't teachers.</u> |
| 2. He is from the USA. | <u>He isn't from the USA.</u> |
| 3. This is my house. | <u>This isn't my house.</u> |
| 4. It is a book. | <u>It isn't a book.</u> |
| 5. Kate is my friend. | <u>Kate isn't my friend.</u> |
| 6. I am 10 years old. | <u>I am not 10 years old.</u> |

LESSON 8

1 Complete the words.



0. funny



1. tired



2. angry



3. hungry



4. funny



5. sad



6. cold



7. hot

2 Write questions.

0. Are you happy? Yes, I am. I am happy.
1. Is he angry? No, he isn't. He isn't angry.
2. Are you cold? Yes, we are. We are cold.
3. Are they sad? No, they aren't. They aren't sad.
4. Is she hungry? Yes, she is. She is hungry.
5. Is it funny? No, it isn't. The film isn't funny.
6. Is it hot? No, It isn't. It isn't hot.
7. Are they tired? Yes, they are. They are tired.

LESSON 9

- 1** Look at the picture.
Are the sentences *True* or *False*?

- | | |
|--------------------------------|--------------|
| 0. There are three students. | <i>False</i> |
| 1. There are six flowers. | <i>False</i> |
| 2. There are four trees. | <i>False</i> |
| 3. There are two school bags. | <i>True</i> |
| 4. There are fourteen windows. | <i>False</i> |
| 5. There is one door. | <i>True</i> |



- 2** Complete the sentences with *There is* or *There are*.

0. There are five students in the school yard.
1. There is a teacher in the classroom.
2. There are sixteen students in the canteen.
3. There is a big tree in the playground.
4. There are ten classrooms in the school.
5. There is an apple in the school bag.
6. There is a small playground in the schoolyard.

LESSON 10

- 1** Look at the pictures and answer the question. Where is the dog?

0. The dog is next to the house.
1. The dog is between the houses.
2. The dog is on the house.
3. The dog is in the house.
4. The dog is in front of the house.
5. The dog is behind the house.
6. The dog is under the house.

- 2** Make the sentences negative.

- | | |
|--|---|
| 0. There is a map on the wall. | <u>There isn't</u> a map on the wall. |
| 1. There are two pens in the school bag. | <u>There aren't</u> two pens in the school bag. |
| 2. There is a cat behind the tree. | <u>There isn't</u> a cat behind the tree. |
| 3. There are two dogs in front of the house. | <u>There aren't</u> two dogs in front of the house. |
| 4. There is a clock on the wall. | <u>There isn't</u> a clock on the wall. |
| 5. There are three books on the table. | <u>There aren't</u> three books on the table. |
| 6. There is a whiteboard on the wall. | <u>There isn't</u> a whiteboard on the wall. |

- 3** Write 4 sentences with *There is/There are* and 4 sentences with *There isn't/There aren't* about your classroom.

LESSON 11

1 Look at the signs and write short answers.

- | | | |
|---|---|-------------------|
| 0. Is there a book on the table? | ✓ | Yes, there is. |
| 1. Are there any flowers in the garden? | ✗ | No, there aren't. |
| 2. Is there a kitchen in your house? | ✓ | Yes, there is. |
| 3. Are there any tables in the living room? | ✗ | No, there aren't. |
| 4. Are there any chairs in the kitchen? | ✓ | Yes, there are. |
| 5. Is there a balcony in your flat? | ✗ | No, there isn't. |

2 Read the answers and write questions.

0. Is there a whiteboard in the classroom? Yes, there is. There is a whiteboard in the classroom.
1. Are there any flowers in the garden? No, there isn't. There isn't a window in the garage.
2. Are there any bedrooms in the flat? Yes, there are. There are two bedrooms in the flat.
3. Are there any pictures on the wall? No, there aren't. There aren't any pictures on the wall.
4. Are there any clocks on the wall? Yes, there are. There are two clocks on the wall.
5. Is there a car in the garage? Yes, there is. There is a car in the garage.
6. Is there a balcony in the house? No, there isn't. There isn't a balcony in the house.

LESSON 12

1 Complete the sentences with *some* or *any*.

0. There are some/any cushions on the sofa.
1. Are there some/any sofas in the dining room?
2. There aren't some/any mirrors on the wall.
3. There are some/any lamps in the bedroom.
4. Are there some/any flowers in the garden?
5. There are some/any teachers in the classroom.
6. Are there some/any books on the sofa?
7. Are there some/any carpets in the room?
8. There are some/any chairs in the bedroom.

2 Correct the sentences.

0. There is are some cushions on the bed.
1. Are there some any desks in the classroom?
2. Are Is there a mirror on the wall?
3. Are there some any lamps on the bedside tables?

4. Is there some any wardrobe in the bedroom?
5. Are there any two beds in the room?
6. Is there some any carpet in the house?
7. There aren't isn't a dining room in this flat.
8. There isn't aren't any books in the bookcase.

LESSON 13

1 Look at the pictures and make sentences.

0. I haven't got a jumper. I have got a shirt.
1. I have got trousers. I haven't got jeans.
2. I haven't got a cap. I have got glasses.
3. I have got shoes. I haven't got socks.
4. I have got a T-shirt. I haven't got a shirt.
5. I have got a dress. I haven't got a skirt.

2 Complete the sentences with *have got* or *haven't got*.

- | | |
|--|---|
| 0. I <u>have got</u> a red cap. | ✓ |
| 1. I <u>haven't got</u> brown shoes. | ✗ |
| 2. I <u>have got</u> a pink jumper. | ✓ |
| 3. I <u>haven't got</u> glasses. | ✗ |
| 4. I <u>have got</u> jeans. | ✓ |
| 5. I <u>haven't got</u> green T-shirt. | ✗ |

LESSON 14

1 Make up sentences.

- | | |
|-----------------------------|--------------------------------|
| 0. My friend/clothes/dirty. | My friend's clothes are dirty. |
| 1. His dog/ears/big. | His dog's ears are big. |
| 2. Julia/glasses/green. | Julia's glasses are green. |
| 3. My sister/eyes/blue. | My sister's eyes are blue. |
| 4. The cat/nose/black. | The cat's nose is big. |
| 5. Murad/class/big. | Murad's class is big. |
| 6. My sister/dress/green. | My sister's dress is green. |

2 Look at the pictures and make up sentences.

0. John's mobile phone is good.
1. Toplan's ears are big.
2. Julia's eyes are green.
3. My friend's house is white.
4. Bob's cap is orange.
5. Kate's shoes are big.

LESSON 15

1 Find the words.

- | | | |
|----------|----------|--------------|
| 0. head | 4. knee | 8. ears |
| 1. nose | 5. foot | 9. Bilinmir? |
| 2. mouth | 6. hair | 10. arm |
| 3. hand | 7. eyes. | 11. leg |

2 Make up sentences with *My friend has got.../ My friend hasn't got...*

Use a colour and a thing.

0. My friend has got a red notebook. He hasn't got a brown eraser.

	0.	0.	1.	2.	3.	4.
Colours:	red	brown	purple	green	grey	white
Things:	notebook	eraser	ruler	school bag	glasses	sharpener

1. My friend has got a purple ruler. 2. He hasn't got a green school bag.
3. My friend has got grey glasses. 4. He hasn't got a white sharpener.

LESSON 16

1 Put the words in the correct order.

- | | |
|-------------------------------------|--|
| 0. brother/My/ the guitar/play/can. | <u>My brother can play the guitar.</u> |
| 1. sing/Julia/a song/can't. | <u>Julia can't sing a song.</u> |
| 2. you/a car/drive/Can? | <u>Can you drive a car?</u> |
| 3. do/can/I/puzzles. | <u>I can do puzzles.</u> |
| 4. My/pictures/sister/draw/can. | <u>My sister can draw pictures.</u> |
| 5. Jane/a bike/can't/ride. | <u>Jane can't ride a bike.</u> |
| 6. Shams/Can/a kite/fly? | <u>Can Shams fly a kite?</u> |

2 Make negative sentences or questions.

0. Jack can ride a bike. Can Jack ride a bike?
1. Our teacher can drive a car. Our teacher cannot drive a car.
2. Julia's mother can bake a cake. Can Julia's mother bake a cake?
3. His sisters can play chess. His sisters cannot play chess.
4. Anar can play the guitar. Can Anar play the guitar?
5. My brother can do puzzles. Can my brother do puzzles?
6. Her friends can sing songs. Her friends cannot sing songs.
7. My brother can ride a bike. My brother cannot ride a bike.

3 What can/can't you do? Write 4 sentences with *can* and 4 sentences with *can't*.

LESSON 17

1 Write the names of the places.

- | | |
|--------------------|-----------------------|
| 0. <u>bank</u> | 4. <u>library</u> |
| 1. <u>park</u> | 5. <u>supermarket</u> |
| 2. <u>cinema</u> | 6. <u>school</u> |
| 3. <u>toy shop</u> | 7. <u>museum</u> |

2 Write what the signs say.

0. Don't go straight.
1. Go straight
2. Don't turn right.
3. Turn right.
4. Don't turn left.
5. Turn left.
6. Go past.
7. Don't go past.

LESSON 18

1 Fill in the gaps with *on*, *in* or *at*.

- | | |
|---|--|
| 0. My English class is <u>on</u> Friday. | 4. The football game is <u>on</u> Thursday. |
| 1. Jack's birthday party is <u>on</u> Monday. | 5. There are four weeks <u>in</u> one month. |
| 2. There are 12 months <u>in</u> one year. | 6. The party is <u>on</u> Tuesday. |
| 3. Nowruz is <u>in</u> March. | |

2 Choose the correct option.

- | | |
|---|---|
| 0. Nine is <u>before/after</u> ten. | 4. Twenty is <u>before/after</u> forty. |
| 1. March is <u>before/after</u> May. | 5. February is <u>before/after</u> January. |
| 2. Friday is <u>before/after</u> Thursday. | 6. Saturday is <u>before/after</u> Sunday. |
| 3. Fifteen is <u>before/after</u> fourteen. | |

3 Fill in the gaps.

0. When is your birthday? It is in May.
1. What day is it today? Today it is Monday.
2. When is your brother's birthday? It is in November.
3. What day is it after April?
4. What day is it after Monday?
5. When is the party? It is on Monday.

LESSON 19

1 Look at the pictures and complete the phrases with *morning*, *afternoon*, *evening* and *night*.

- | | |
|--------------|------------|
| 1. morning | 2. night |
| 3. afternoon | 4. evening |

2 Look at the clocks and write the time.

- 0. It's nine forty.
- 1. It's seven twenty five.
- 2. It's ten fifteen.
- 3. It's six thirty five.
- 4. It is four forty five.
- 5. It is eight five.
- 6. It is twelve o'clock.
- 7. It is six fifty five.
- 8. It is three thirty.

LESSON 20

1 Complete the sentences with *a*, *an* or *the*.

- 0. This is a bird. The bird is small.
- 1. That is an elephant. The elephant is big.
- 2. This is a bear. The bear is hungry.
- 3. This is a monkey. The monkey is funny.
- 4. That is a turtle. The turtle is brown.
- 5. Those are tigers. The tigers are orange and fast.

2 Look at the pictures and make up sentences. Use the words.

- 0. The turtle can't jump.
- 1. The elephant can't fly.
- 2. The bear can climb a tree.
- 3. The monkey can't swim.
- 4. The tiger can't swing.
- 5. The dog can run.
- 6. The cat can jump.
- 7. The bird can fly.

LESSON 21

1 Match the opposites.

1. thin	e) fat
2. fast	c) slow
3. tall	a) short
4. heavy	b) light
5. full	f) empty
6. weak	d) strong








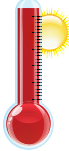


2 Complete the sentences with the words from the box. One word is extra.

strong heavy empty full short fat light

0. Jack is two metres tall. He isn't short.
1. There are many toys in the box. The box is heavy.
2. There aren't any books in the school bag. The school bag is empty.
3. My cat Suzzy is fat. She is not thin.
4. This bag is heavy. I can't carry it.
5. The box is light. I can carry it.

LESSON 22

1 Find the words.

 0. rainy	 1. cloudy	 2. sunny	 3. windy	 4. snowy
 5. foggy	 6. stormy	 7. hot	 8. warm	 9. cold

2 Complete the sentences with What/like/it/very/and.

0. What's the weather like today?
1. It's hot and sunny today.
2. What's the weather like today?
3. It's very cold. Don't go to the park.
4. It's windy today. We can fly a kite.

LESSON 23

1 Change the sentences into negative.

- | | |
|--|--|
| 0. I drink juice every morning. | I <u>don't</u> drink juice every morning. |
| 1. They watch TV in the evening. | <u>They don't</u> watch TV in the evening. |
| 2. We wake up at 7 o'clock every day. | <u>We don't</u> wake up at 7 o'clock every day. |
| 3. They have dinner at home every evening. | <u>They don't</u> have dinner at home every evening. |
| 4. I go to bed late. | I <u>don't</u> go to bed late. |
| 5. You take a shower in the afternoon. | <u>You don't</u> take a shower in the afternoon. |
| 6. I get dressed after breakfast. | I <u>don't</u> get dressed after breakfast. |
| 7. They go to bed early. | <u>They don't</u> go to bed early. |

2 Change the sentences into questions.

0. I brush my teeth every morning. / Do you brush your teeth every morning?
1. They have lunch in the canteen. / Do they have lunch in the canteen?
2. We wake up late every morning. / Do we wake up late every morning?
3. You make up your bed in the morning. / Do you make up your bed in the morning?
4. They comb their hair every morning. / Do they comb their hair every morning?
5. I have lunch at home. / Do I have lunch at home?
6. We watch TV every morning. / Do we watch TV every morning?
7. I take a shower every night. / Do I take a shower every night?

LESSON 24

1 Fill in the gaps with **Do** or **Does**.

- | | |
|--|--|
| 0. <u>Does</u> Murad like apples? | 5. <u>Does</u> your friend eat eggplants? |
| 1. <u>Do</u> they eat bananas every morning? | 6. <u>Do</u> you have apples for breakfast? |
| 2. <u>Does</u> my brother drive a car? | 7. <u>Do</u> Kate and Jack eat fruit? |
| 3. <u>Do</u> we like vegetables? | 8. <u>Does</u> your teacher love strawberries? |
| 4. <u>Does</u> Jane love oranges? | |

2 Change the sentences into negative.

0. He plays football in the schoolyard every day. / He doesn't play football in the schoolyard every day.
1. They eat tomatoes and cucumbers in the afternoon. / They don't eat tomatoes and cucumbers in the afternoon.
2. Ali likes red apples. / Ali doesn't like red apples.
3. Sally watches TV every evening. / Sally doesn't watch TV every evening.
4. Amy and Jim like oranges and strawberries. / Amy and Jim don't like oranges and strawberries.
5. We like cherries and pineapples. / We don't like cherries and pineapples.
6. Nelly rides a bike after school. / Nelly doesn't ride a bike after school.
7. I play volleyball in the playground. / I don't play volleyball in the playground.
8. She gets up early in the morning. / She doesn't get up early in the morning.

LESSON 25

1 Look at the pictures and write what children want to do in summer.

- 0. Shams wants to go sailing.
- 1. Nick wants to go hiking.
- 2. Zeynab wants to go horse riding.
- 3. Alex wants to go surfing.
- 4. Julia wants to go fishing.
- 5. Jim wants to go camping.

2 Put the words in the right order.

- 0. I/ to go/want/with/surfing/my/friend.
I want to go surfing with my friend.
- 1. camping/doesn't/Julia's/want/mother/to go.
Julia's mother doesn't want to go camping.
- 2. beach/want/We/to go/to/the.
We want to go to the beach.
- 3. in summer/do/What/want/you/to do?
What do you want to do in summer?
- 4. hiking/They/to go/in the mountains/want.
They want to go hiking in the mountains.

3 Choose the right question word.

What Who Where When Why Which Whose

- 0. What do you want to do in summer? We want to go hiking.
- 1. Where is my school bag? It is in the classroom.
- 2. Whose friend likes oranges? My friend loves oranges.
- 3. Why are you happy? I have a new bike.
- 4. Which book is Ali's? The red book is Ali's.
- 5. When is your friend's birthday? It is in May.
- 6. Who is your friend? Ali is my friend.

4 Write questions.

- 0. Where do you want to go in summer? I want to go to the beach.
- 1. Whose T-shirt is it? It's Jack's T-shirt.
- 2. Where is his book? His book is on the table.
- 3. Which pen is Murad's? The blue pen is Murad's.
- 4. When is your birthday? My birthday is in May.
- 5. Who is your English teacher? Mr. Hasanov is my English teacher.

Track. 1

Small Summative 1

1.

My name is Lucy. It is L-U-C-Y. I am 9 years old. This is my school bag. It is red. This is not my ruler. My ruler is blue.

2.

My name is Jack. It is J-A-C-K. I am 10 years old. My school bag is black. This is my ruler. It is yellow.

Track 2

Small Summative 2

Hi! My name is Murad. I am 12 years old. This is my house. It is small. Its door is white. Its windows are big. These are my pets. Their names are Teddy and Bella. Teddy is a small dog. Bella is a black cat. It is 3 years old.

Track 3

Small Summative 3

Kamilla: Hi, Anna!

Anna: Hi, Kamilla

Kamilla: Is that your house?

Anna: Yes, it is. There are three bedrooms, one living room, and one bathroom in my house.

Kamilla: Is there a dining room in your house?

Anna: Yes, there is. There is a big kitchen too.

Kamilla: Is there a balcony in your house?

Anna: Yes, there is. There is a small balcony in front of the hallway.

Kamilla: Have you got a garden in your house?

Anna: No we haven't! We have got a small garage.

Kamilla: Is there a car in the garage?

Anna: Yes, there is. Our car is white.

Kamilla: Your house is big and good, Anna.

Anna: Thanks, Kamilla.

Track 4

Small Summative 4

Hi! My name is Sam. I am from the USA. I am 14 years old. My birthday is in May. It isn't in

March. This year my birthday is on Saturday. Bella is my friend. Her birthday is also in May.

Track 5

Small Summative 5

Hi! My name is Mike. I am in London now. It's 11:45. It is morning. I am at Jim's house. Jim is my friend. He is very tall. He is not short. He has got a turtle. It is very slow.

Track 6

Small Summative 6

Hi! My name is Kate. I am fourteen years old. I love fruit and vegetables. I like green apples. I don't like red apples. I eat a green apple for breakfast every day. Alex is my brother. He is fifteen years old. He likes fruit and vegetables. His favourite fruits are oranges. He doesn't like pineapples. He loves carrots. He can eat carrots every day. He doesn't like eggplants.

Track 7

Big Summative 1

Hello. My name is Daniel. I am from the USA. I am 8 years old. I've got a big family: my father, my mother and three brothers and a sister. We have got a big house. There is a living room, three bedrooms, a kitchen and a bathroom in our house. We have got two dogs. Their names are Charli and Max.

Track 8

Big Summative 2

Hi! I am Atilla. I am 17 years old. Every day I get up at 7:30. I have breakfast at 7:40. I love apples and I eat an apple for breakfast every morning. I have lunch at school at 1 o'clock. I eat a hamburger and drink apple juice for lunch. After school, I go to the park and ride my bike. I love it. I have dinner at 7 o'clock. I eat vegetables for dinner. I go to bed at 10 o'clock.

References

1. Cameron L. Teaching language to young learners. Cambridge University Press 2001.
2. Council of Europe, Common European framework of reference for languages: Learning, teaching, assessment. Companion Volume with new descriptors. Cambridge University Press, 2018.
3. Peter Watkins. Learning to Teach English. Delta Publishing, 2005.
4. Jeanne McCarten. Teaching Vocabulary. Cambridge University Press, 2007.
5. Jeremy Harmer. How to teach English: An introduction to the practice of English language teaching. Pearson Longman, 2007.
6. Jeremy Harmer. The practice of English Language Teaching. Pearson Longman, 1997.
7. Jim Scrivener. Learning Teaching: A guidebook for English language teachers. Macmillan, 2011.
8. Jim Scrivener. The Essential Guide to English Language Teaching. Macmillan Education, 2011.
9. Konul Heydarova, Gunay Gurbanova, Sevinj Mammadova: English as the main foreign language, Teacher Book. Sherq- Qerb, 2020.
10. Mary S., Alan P., Melanie T. The TKT Course. Cambridge University Press 2011.
11. Lynne Cameron. Teaching Languages to Young Learners. Cambridge University Press, 2011.
12. Penny Urr. Teaching Listening comprehension. Cambridge university press, 1984.
13. Peter Watkins. Learning to Teach English. Delta Publishing, 2005.
14. <https://www.teachingenglish.org.uk>
15. <http://www.onestopenglish.com>
16. <https://www.weareteachers.com>
17. <https://www.englishclub.com>
18. <https://dictionary.cambridge.org>
19. <https://www.macmillandictionary.com>
20. <https://www.myenglishpages.com>

Buraxılış məlumatı

İNGİLİS DİLİ 5

*Ümumtəhsil məktəblərinin 5-ci sinfi üçün
İngilis dili (ikinci xarici dil) fənni üzrə dərsliyin (qrif nömrəsi: 2020-084)*

METODİK VƏSAİTİ

Tərtibçi heyət:

Müəlliflər: **Könül Heydərova**
Sevinc Məmmədova
Günay Qurbanova

İxtisas redaktoru **İradə Vahabova**

Buraxılışa məsul **Rafiq Kazımov**
Üz qabığının dizaynı **Nurlan Nəhmətov**
Dizayner və səhifələyici **Aytən Alışova**
Texniki redaktor **Sevinc Yusifova**
Baş redaktor **Nərgiz Cabbarlı**
Texniki direktor **Xəqani Fərzaliyev**
Nəşriyyat direktoru **Sevil İsmayılova**

© “Şərq-Qərb” Açıq Səhmdar Cəmiyyəti

Azərbaycan Respublikası Təhsil Nazirliyi

Müəlliflik hüquqları qorunur. Xüsusi icazə olmadan bu nəşri və yaxud onun hər hansı hissəsini yenidən çap etdirmək, surətini çıxarmaq, elektron informasiya vasitələri ilə yaymaq qanuna ziddir.

Hesab-nəşriyyat həcmi 13. Fiziki çap vərəqi 16. Formatı 57x82¹/₈.
Kəsimdən sonra ölçüsü: 195x275. Səhifə sayı 128.
Şriftin adı və ölçüsü: məktəb qarnituru 10-12. Ofset kağızı. Ofset çapı.
Sifariş _____. Tiraj 2197. Pulsuz. Bakı – 2020

Əlyazmanın yığma verildiyi və çapa imzalandığı tarix: 20.08.2020

Nəşriyyat:
“Şərq-Qərb” ASC
(Bakı, AZ1143, Hüseyn Cavid küç., 111)

Çap məhsulunu istehsal edən:
“Şərq-Qərb” ASC
(Bakı, AZ1123, Aşıq Ələsgər küç., 17)

Pulsuz