

Teacher book

ENGLISH



Student Book

ENGLISH



as the main
foreign language

7

*as a second
foreign language*

7

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Teacher book

ENGLISH

*as a second foreign language for the 7th grades
of general secondary schools*

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We thank you for the cooperation.



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We are excited to introduce a new English course book for Grade 7, which is compiled according to the English language curriculum confirmed by the Ministry of Science and Education of the Republic of Azerbaijan. The activities included in this course book support seventh grade students' language learning. Integrating the skills of listening, speaking, reading and writing is crucial for student success. The activities in the textbook will help your students get exposed to standard English language and improve their language 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*

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A: Vocabulary, listening and speaking

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B: Reading: A text about different jobs; presentation of grammar: Adjectives with -ed and -ing endings

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C: Grammar practice of Adjectives with -ed and -ing endings; listening and speaking

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1

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B: Reading: A text about a famous sportsman; and presentation of grammar: Comparative adjectives

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	1	Big Summative	

Content Standards

Pupil at the end of Grade 7 is able to:

- participate in short dialogues;
- retell short texts;
- determine facts and events in the text he/she reads;
- make sentences connecting the words according to their meaning and grammatical features;
- write words correctly according to orthographic rules;
- write simple announcements.

Core standards and sub standards on content lines

1. *Listening*

Pupil is able to:

- 1.1. understand the content of the text he/she listens to;
- 1.1.1. respond to the instructional appeals;
- 1.1.2. determine the new words and expressions in the text he/she listens to.

2. *Speaking*

Pupil is able to:

- 2.1. demonstrate accurate pronunciation skills;
- 2.1.1. pronounce the words and expressions correctly;
- 2.2. demonstrate communication skills using simple speech etiquettes;
- 2.2.1. name the objects described in different pictures;
- 2.2.2. describe the different aspects (appearance, quality) of the objects he/she mentioned;
- 2.2.3. participate in short dialogues;
- 2.2.4. use the new words and expressions he/she learned in the given context.

3. Reading

Pupil is able to:

- 3.1. understand the content of the text he/she reads;
 - 3.1.1. read short texts fast and correctly;
 - 3.1.2. read the sentences in the text with proper intonation;
 - 3.1.3. determine facts and events in the text he/she reads.

4. Writing

Pupil is able to:

- 4.1. demonstrate accurate writing skills;
 - 4.1.1. write short texts based on the pictures provided;
 - 4.1.2. write words correctly according to orthographic rules;
 - 4.1.3. write simple announcements.

ARE YOU READY FOR GRADE 7?

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

Find someone who...	Names	Extra notes
loves fruit likes math plays basketball runs fast has a pet has a little sister		

Tell them that they need to ask questions to their classmates.
Change the first statement into the question and write it on the board: Do you love fruit?
If you think that students might have difficulty changing the statements into the question forms, change all of them as a class. Then have them mingle around and ask each other questions and find those who have a “yes” answer to the questions. When they hear a “yes” answer, they should write that person’s name next to the question and move on to the next person with the hope that that person says “yes” to the next question in the list. The goal is to meet and talk to as many people as possible within the time limit. Encourage them to ask extra questions related to the answers.
Once they have finished asking questions, get some feedback on what they have learned about their classmates.

Question forms:
Do you love fruit?
Do you like Maths?
Do you play basketball?
Do you run fast?
Do you have a pet?
Do you have a little sister?

2. Have students work in pairs and make sentences in Present Continuous. Tell them that they can give names to the people in the pictures. Have a quick pair-check before you discuss the answers as a class.

Answers:



0. watch a film
The boy is watching
a film.



1. swing in the park
The girl is swinging in the
park.



2. play with toy cars
The boy is playing with
toy cars.



3. fly a kite
One of the girls is flying
a kite. The other girl is
flying a kite.



4. play chess
Ali's grandfathers are
playing chess.



5. run in the forest
The children are running
in the forest.

3. Ask students to work individually and match the halves. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

0. I eat apples every day d

1. I don't like winter

2. Leyla is good at math

3. We are not playing
football now

4. My friends are happy

5. Jamal is late

because

d. they are good for my health.

f. I don't like cold weather.

a. she works hard.

e. it's raining.

c. their grades are high.

b. his car isn't working.

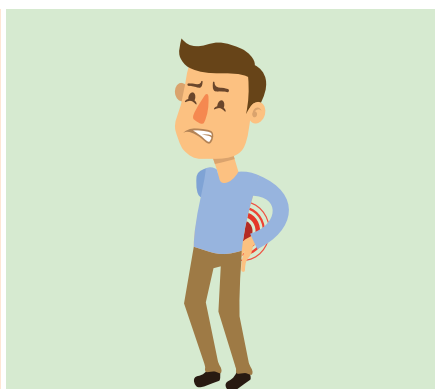
4. Have students work individually and make sentences using should or shouldn't. They should give advice to people with health problems. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:



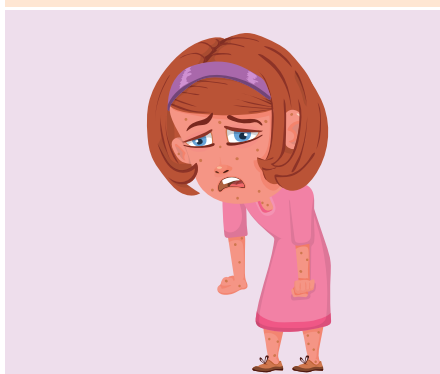
1. I have a toothache.

She shouldn't eat a lot of sweets.



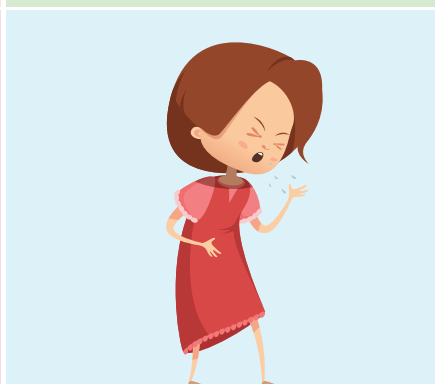
2. I have a backache.

He shouldn't carry heavy things.



3. I feel very tired.

She should have a rest.



4. I have a bad cough.

She should see a doctor.

5. Have students work individually and choose the correct option to complete the sentences. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Where is Sam? He **is playing** tennis in the park.
2. I **don't swim** in the pool every day.
3. Stay at home. It **is raining**.
4. Paul and Kate **love** travelling.
5. Carolina and Tom are not at school today. They **are moving** to a new house now.
6. Why **are you carrying** these heavy bags? Let me help you.

6. Ask students to work individually and complete the sentences with **how many** or **how much**. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. **How much** rice do you have?
2. **How many** sisters or brothers do you have?
3. **How much** jam does he need for breakfast?
4. **How much** water do we have in the fridge?
5. **How many** films do you watch every week?
6. **How many** children are there in your class?

MEETING NEW FRIENDS!

A

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

- ask and answer questions using the target language;
- develop their listening skills for specific and detailed information.

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

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

Then go through the sentences provided under the pictures. They will help students understand the use of the new vocabulary.

Track 1

- | | |
|---------------------------|----------------------|
| 1. introduce (sb) to (sb) | 5. practise English |
| 2. show (sb) around | 6. miss (sb) |
| 3. attend classes | 7. feel homesick |
| 4. get together | 8. be late for (sth) |

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

Answers:

1. I **miss** my cousins a lot. They live far away from Azerbaijan.
2. Let's **get together** and celebrate your birthday.
3. Jack and Jessica are living in Azerbaijan. They **feel homesick** for their country.
4. I know Icheri Sheher very well. Let's go there. I want to **show you around**.
5. They need to **practise English** a lot because they can't speak this language well.
6. Don't **be late for** the meeting. It starts at 10 o'clock.
7. Your name isn't on the list. You can't **attend classes**.

3. Tell students that they are going to hear 4 people. As they listen, they should match the speakers to the statements. Before you play the recording, ask students to read the statements. Tell students that there is one extra statement that they don't need to use. You can play the recording as many times as your students want. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

Speaker 1	b) This person is late for a meeting.
Speaker 2	e) This person feels homesick.
Speaker 3	c) This person is showing his friend around the city.
Speaker 4	a) This person is introducing a person.

Track 2

1. Oh, no. It is 11 o'clock. They are waiting for me.
2. I want to see my family so much. I need to talk to them.
3. That is the Maiden Tower over there and that is the boulevard.
4. Hi, Amir. Meet my new friend Lili. Lili is from France.

4. Ask students to work in pairs or small groups and ask and answer the questions. While they are asking the questions, pay attention to the pronunciation of the highlighted phrases used in the questions.

Answers:

How often do you get together with your friends?

How often do you practise English?

Do you have a friend or relative in another country? Do you miss him/her?

How many students attend classes in your school every day?

Who is always late for the lessons?

There aren't any questions with the phrases below. Have students work individually and make questions using them. Monitor and help if needed. Then ask students to work in pairs and ask each other the questions that they have written.

- show smb around
- introduce sb to sb
- feel homesick

B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and detailed information by reading a conversation with a new student.

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

1. Focus students' attention to the word given next to the questions. Teach the word **classmate**. Then have students work in pairs and answer the questions.

- What do you know about your classmates?
- What do you want to know about them?
- Is it good to have new classmates? Why or why not?

2. Tell students that they are going to read a conversation between a group of students. Set a time limit and have your students read the text and answer the question.

Answer:

a) At a language school

3. Ask students to read the conversation again and mark the sentences as true or false. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Diago and Kate are meeting for the first time. TRUE
2. Diago knows English very well. FALSE
3. Kate and Diago are learning the same language. FALSE
4. Diago is from Spain. TRUE
5. Diago is living with his sister. FALSE
6. Diago is attending Italian classes. FALSE

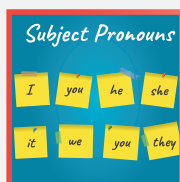
Draw students' attention to the Grammar Target box. Explain to them Subject and Object Pronouns. Write some sentences on the board.



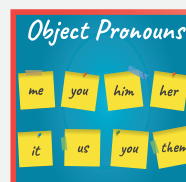
GRAMMAR TARGET

Subject/Object pronouns

Pronouns refer to nouns. There are different pronouns for subjects and objects.



The subject is a person or thing.
It does the action.



The object is a person or thing.
It receives the action.

Note: It's important to highlight that object pronouns come after the verb, while subject pronouns come before the verb.

4. Focus students' attention on the sentences taken from the conversations. Tell them to find object pronouns used in the sentences.

Answers:

Look at them!

It's nice to meet you.

Let me introduce Diago.

Please, tell us all about yourself.

I love spending time with him.

My brother is living here with me.

I have a sister in Spain and I miss her a lot.

Note: At the end of the lesson, depending on your students' level, you may want to make an introduction to the concept of prepositions + object pronouns.

Preposition	Object pronoun
with	me
to	you
at	him
for	her
on	it
	us
	them

Refer to some of the sentences in Task 4.

Look **at** them!

My brother is living here **with** me.

I love spending time **with** him.

C

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

- write answers to the questions about their friends using the target language;
- develop their listening skills for specific and detailed information.

Standards: 1.1.1. 1.1.2. 4.1.2.

1. Have students work individually and choose the correct options to complete the sentences. Once they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

1. They love reading.
2. Can you see me?
3. Where is she?
4. I don't understand them.
5. Give the book to us.

2. Ask students to work individually and complete the sentences with the correct subject or object pronouns. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. Anar feels homesick. I want to talk to him.
2. We are planning to go sightseeing. Do you want to come with us?
3. Some students do not attend classes. The director wants to speak with them.
4. Where is my pen? I can't find it.
5. There are a lot of books in this library. I want to read them.
6. I don't understand the task. Please explain it to me.

3. Get students to work individually and rewrite the sentences. Tell them that they should use object pronouns for the underlined words. Have a quick pair-check before discussing the answers as a class.

Answers:

1. I have got a new umbrella. It is raining now and I need to take it.
2. Please give me your books. I want to read them.
3. Your aunt knows a lot about animals. Ask her to help you.
4. Mr Mammadov is over there. Look at him.
5. Take your pen out of your bag and give it to me.
6. The stories are interesting. Please tell them to your friends.

4. Tell students that they are going to listen to Shams talking about her friend Lara. Before you play the recording, have students read the sentences. As they listen, they should mark the sentences as True or False.

5. Tell students that they are going to listen to the talk again and complete the sentences with object pronouns.

Answers:

1. Let me tell you about my friend Lara.
2. I don't see her very often.
3. She sometimes invites me to her house for dinner.
4. I know I am going to miss her.
5. She says she is going to email me everyday.

Track 3

Hi! Let me tell you about my friend Lara. Lara is 15 years old and she comes from the USA. She is living in Baku because her parents are working here. We are studying at different schools. Her school is far from my school, so I don't see her very often. On Saturdays, we attend Spanish classes. We like practising Spanish together.

We often get together on weekends. She sometimes invites me to her house for dinner. It is fun to spend time with Lara. Next year Lara is planning to go back to the USA. I know I am going to miss her. She says she is going to email me everyday.

6. Ask students to read the text carefully and find six mistakes. Draw their attention to the pronouns and their use in the text to find the mistakes.

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

Answers:

Let me introduce my cousin to ^{you}~~your~~. Her name is Monica. She lives in another country, so I don't see ^{her}~~him~~ very often. She likes taking photos, but I don't like ^{it}~~them~~. Monica comes from a large family of seven people. She has got two brothers and two sisters. She loves ^{them}~~they~~ very much. Her brother Mason teaches ^{her}~~she~~ Italian. When Monica's family visits ^{us}~~we~~, we feel very happy. We go out together every day and have a lot of fun!

7. Tell students that they are going to answer questions about their best friends. You might want to write a few answers about your friend on the board as an example before they start working on this task. After they are done, ask some volunteers to share their answers with a class.

BEFORE AND NOW

A

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

- describe the given pictures using the target language;
- develop their listening skills for specific and detailed

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

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

Then go through the sentences provided under the pictures. They will help students understand the use of the new vocabulary.

Track 4

- | | |
|------------------|---------------------|
| 1. a scary film | 5. naughty children |
| 2. a lucky girl | 6. a lonely dog |
| 3. a busy person | 7. a brave man |
| 4. a tasty meal | 8. a crowded place |

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

Answers:

1. Tom is a very **naughty** child. He never listens to his parents.
2. We live in a **crowded** city. You can see a lot of people, buildings and cars everywhere.
3. I don't want to read this story. It is very **scary**.
4. My uncle is a firefighter. He often saves people. He is very **brave**.
5. Robert always feels **lonely** because he doesn't have any friends.
6. My brother is **lucky** because he has got a lot of good friends.
7. I can't go out with you. I am very **busy** these days.

3. Tell students that they are going to hear 4 people. As they listen, they should match the speakers to the statements. Before you play the recording, ask students to read the statements. Tell them that there is one extra statement that they don't need to use. You can play the recording as many times as your students need. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

- Speaker 1. c) This person is busy.
Speaker 2. b) This person works in a crowded place.
Speaker 3. a) This person is lonely.
Speaker 4. e) This person is lucky.

Track 5

- Speaker 1. I have a lot of work to do today. I need to do my homework, walk my dog and clean the house.
Speaker 2. Sometimes I can't focus on work because it is very noisy in the office. Just imagine! Eight people are sitting in one small room.
Speaker 3. Sometimes I feel sad because I live alone and I don't know many people in this city.
Speaker 4. My brother and I always buy lottery tickets. I always win, but my brother never.

4. Ask students to make true sentences and compare their answers with a partner after they are done. Answers will vary.

1. I think **snakes** are scary. OR 3. I think lonely people should **make friends**.

5. Ask students to work in pairs and write sentences about one of the pictures in Task 1. You may want to discuss the example about picture 1 together as a whole class before they start working in pairs.

Example: 1. It is dark. David is at home. He is watching a scary movie.



Monitor and help if needed. Then ask students to share their sentences with a class.

B

Aims: By the end of the lesson, students will be better able to develop their reading skills for detailed information by reading a text about a family.

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

1. Focus students' attention to the picture. Have them discuss the questions as a class.

- How do you think they feel and why?
- What kind of place is it?
- Do you think it is their first visit to the place? Why?

2. Tell students that they are going to read a text about the Smith family. Set a time limit and have your students read the text and answer the question. Ask them to have a quick pair-check before you discuss the answer as a class.

Answers:

Yes, it is. It's their first visit to Greeny because they lived in the city in the past.

3. Ask students to read the text again and mark the sentences as true or false. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Greeny is a crowded place. **FALSE**
2. The number of students in the school is not big. **TRUE**
3. Most people in Greeny are farmers. **TRUE**
4. The family's life in the city was not difficult. **FALSE**
5. For the Smiths, Greeny is an ideal place to live. **TRUE**

Draw students' attention to the Grammar Target box. Explain to them affirmative, negative and question forms of **to be (was/were)** in the past. Write some sentences on the board.



GRAMMAR TARGET

Affirmative	Negative	Questions
I was	I was not	Was I ...?
He } She } was	He } She } was not	Was { he she ...?
It } We } were	It } We } were not	Were { it we
You } They }	You } They }	Were { you ...? they

Short answers

Yes, I **was**.

he }
Yes, she } **was**.
it }

we }
Yes, you } **were**.
they }

No, I **wasn't**.

he }
No, she } **wasn't**.
it }

we }
No, you } **weren't**.
they }

Note: You can also use **there was (wasn't)** and **there were (weren't)** to talk about the past.

4. Ask students to read the text in task 2 again and find sentences with **was/were/wasn't/weren't**. Tell them to put them into the right column - affirmative or negative. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

Affirmative	Negative
<ul style="list-style-type: none"> • The family's life in the city was different. • Their city was very crowded and noisy. • There were a lot of cars in the streets. • Mr Smith was very busy at work all day long. • He was always tired after work. • Mrs Smith was often at home with their children Judy and Andy. • She was often angry because her children were very naughty and noisy. 	<ul style="list-style-type: none"> • There weren't any green parks near their house. • Their life in the city wasn't easy.

C

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

- write questions using the target language;
- ask and answer questions using the target language;
- develop their listening skills for specific and detailed information.

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

1. Have students work individually and write the sentences in the past. Once they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Murad and Ali **were** in the room.
2. The teacher **was** at school.
3. The children **were** in the park.
4. The film **was** scary.
5. There **was** a tree in the garden.
6. There **were** six chairs in the room.
7. There **was** some cheese on the plate.
8. There **were** some books on the table.

2. Ask students to work individually and make questions in the past. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. Was Shams at home on Sunday?
2. Were the books in your bag?
3. Was your friend at school on Monday?
4. Was the film funny?
5. Was there a bag on the sofa this morning?
6. Were there any people in the house?
7. Was there a teacher in the room?
8. Was there any juice in the glass?

3. Get students to work individually and complete the sentences. Tell them that they should use the opposite of the same sentence in the past tense. Have a quick pair-check before discussing the answers as a class.

Answers:

1. The meal is tasty today, but it wasn't tasty yesterday.
2. The place is crowded today, but it wasn't crowded yesterday.
3. I am lucky today, but I wasn't lucky yesterday.
4. The children are tired now, but they weren't tired yesterday.
5. Mrs Smith is happy today, but she wasn't happy yesterday.
6. We are in the park today, but we weren't there yesterday.

4. Ask students to write answers to the questions in short forms. Practise a few more examples before they work on this task individually. Have a pair-check when they are done.

Answers:

1. Were you and your friends in the park yesterday? Yes, we were. No, we weren't.
2. Were you happy? Yes, I was. No, I wasn't. / Yes, we were. No, we weren't.
3. Were there many people in the park? Yes, there were. No, there weren't.
4. Were there any dogs? Yes, there were. No, there weren't.
5. Was the weather hot? Yes, it was. No, it wasn't.
6. Were your friends tired? Yes, they were. No, they weren't.

5. Tell students that they are going to listen to Katelyn talking about her day. Before you play the recording, have students read the sentences. As they listen, they should mark the sentences as True or False.

Answers:

- | | |
|---|-------|
| 1. Katelyn's brother was in the park. | True |
| 2. There weren't many people in the park. | False |
| 3. Katelyn's uncle wasn't busy yesterday. | True |
| 4. The sandwiches were tasty. | False |
| 5. The film was scary. | True |
| 6. Katelyn and her brother weren't tired at the end of the day. | False |
| 7. They are at home now. | True |

Track 6

Yesterday was a busy day. I was in the park with my brother in the morning. The park was very crowded. In the afternoon, we were at my uncle's house. My uncle is always busy, but yesterday he wasn't very busy. There was a tasty pizza for lunch, but there weren't any sandwiches. In the evening, we were in the cinema for the new scary film. It was very interesting. We were very tired at the end of the day. Now we are at home. We are doing our homework for tomorrow.

6. Draw students' attention to the Remember box and explain to them how to read years.



REMEMBER

Look how we say the years!

1984	→	nineteen eighty-four
2006	→	two thousand and six
2017	→	two thousand and seventeen
1900	→	nineteen hundred
1805	→	eighteen oh five

Write on the board a few examples and practise reading the years together as a class: 2003, 1769, 1528.

Tell students that they are now going to listen to the recording and choose the years they hear. Play the recording as many times as they need and check the answers as a class.

Track 7

1. a) 1989
2. a) 1879
3. b) 1976
4. a) 1939
5. b) 1434
6. a) 2009

7. Tell students that they are going to work individually and complete the sentences with **was**, **were**, **wasn't** or **weren't**. Tell them that the answers may vary. When they are ready, have a quick pair-check.

Answers:

1. I was/wasn't in London in 2008.
2. In my grandparents' village, there was/wasn't a tennis club in 1968.
3. Mr Mammadov wasn't at home in the afternoon. He was at work from 9 to 6 o'clock.
4. There were/weren't two schools in the city in 1922.
5. My parents were/weren't in Italy in 2013. That year they weren't/were in Azerbaijan.
6. There weren't many crowded places in the city in 1800.

8. Ask students to make yes/no questions. Have a quick pair-check before discussing the answers as a class. Then get them to work in pairs and ask and answer the questions.

Answers:

- | | |
|---|-------------------------------------|
| 1. Were you at school in 2020? | Yes, I was. No, I wasn't. |
| 2. Was your best friend in Shusha in 2021? | Yes, he/she was. No, he/she wasn't. |
| 3. Were your teachers students in 2010? | Yes, they were. No, they weren't. |
| 4. Were there tall buildings in Baku in 1970? | No, there weren't. |
| 5. Was there a Zoo in your town in 1900? | Yes, there was. No, there wasn't. |
| 6. Were there parks in your city in 1807? | Yes, there were. No, there weren't. |

R Review

(Lessons 1,2)

1 Read the text and choose the correct options to complete the gaps.

My new friend's name is Mike. **1) He/Him** is 14 years old. He has got a big family. His mother Helen is 36 years old. **2) She/Her** is a doctor. Mike loves **3) him/her** very much. His father's name is John. **4) He/Him** is a teacher. He always helps **5) her/him** with his homework. He is really kind and Mike loves **6) him/them** so much! Mike has got a brother. His name is Alex. He is 7 years old. Mike always tells **7) his/him** scary stories at night. Mike also has a dog and a cat. **8) Them/Their** names are Tom and Jerry. Mike loves **9) they/them** a lot. Mike's parents and my parents are friends. Mike's family often visits **10) our/us** on holidays. We always have fun together.

2 Choose the correct object pronouns instead of the underlined words.

1. The teacher always gives the students homework.
a) me
b) **them**
c) you
2. I am reading a book to my little sister.
a) **her**
b) us
c) him
3. The boys are riding their bikes.
a) it
b) **them**
c) her
4. My father is writing an email to Robert.
a) me
b) her
c) **him**
5. I don't know the answer.
a) she
b) her
c) **it**
6. Lala is going to see Amy.
a) **her**
b) him
c) me
7. Open the door, please.
a) **it**
b) them
c) us
8. Can you tell the people the way to the airport, please?
a) you
b) **them**
c) us
9. The books are for Peter.
a) **him**
b) her
c) you
10. Can you help my sister and me, please?
a) her
b) me
c) **us**

3 Match the halves.

- | | |
|------------------------------------|----------------------------------|
| 1. The room was crowded and | a. we weren't comfortable there. |
| 2. The news was great and | c. she was excited. |
| 3. The children were naughty and | f. their parents were angry. |
| 4. The book wasn't interesting and | e. I was bored. |
| 5. He was hungry, but | b. there was no food. |

4 Complete the sentences with the words from the box.

1. My grandfather saved a lot of people many years ago. He was very **brave**.
2. Tom is a **strong** policeman. He often saves people.
3. You are very **lucky**! You have very good classmates.
4. Look! The street isn't very **crowded**. I don't see many people there.

5 Write the sentences in the past.

- | | |
|---|--|
| 1. The teachers were in the school yard. | 6. There were fifteen students in the room. |
| 2. The car wasn't in the garage. | 7. There was some milk in the glass. |
| 3. The school building was new. | 8. There weren't any computers in the room. |
| 4. My friends were busy. | |
| 5. There wasn't a book on the table. | |

6 Complete the sentences.

1. The cake is tasty today, but **it wasn't tasty** at the party last night.
2. The park is crowded today, but **it wasn't crowded** two days ago.
3. I am sad today, but **I wasn't sad** last week.
4. The teacher is tired now, but **he wasn't tired** yesterday.
5. We are busy today, but **we weren't busy** three days ago.
6. They are at home now, but **they weren't at home** 20 minutes ago.

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

- ask and answer questions using the target language;
- develop their listening skills for specific and detailed information.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.3. 2.2.4. 4.1.1. 4.1.2. 4.1.3

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

Then go through the sentences provided under the pictures. They will help students understand the use of the new vocabulary.

Track 8

- | | |
|------------|--------------|
| 1. happy | 5. surprised |
| 2. sad | 6. bored |
| 3. angry | 7. scared |
| 4. nervous | 8. excited |

2. Ask students to work individually and choose the correct option in the sentences from different conversations. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. This person is bored.
2. This person is angry.
3. This person is surprised.
4. This person is nervous.
5. This person is scared.

3. Tell students that they are going to hear 4 people. As they listen, they should match the speakers to the feelings. Before you play the recording, ask students to read the words. Tell students that there is one extra word that they don't need to use. You can play the recording as many times as your students need. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

Speaker 1 – d) scared
Speaker 2 – a) excited
Speaker 3 – b) nervous
Speaker 4 – c) angry

Track 9

1. I can't go out. It's night.
2. I have good news! My friend is planning to visit me.
3. Please let's go home. I never feel OK before the interviews.
4. Never take my book home again! I don't like that!

4. Write some example sentences with “ago” on the board. Use realistic examples such as “We were excited 10 minutes ago.” or “Farid wasn't tired 15 minutes ago.” Ask students to think of more examples with “ago” and nominate some volunteers to share their sentence with class. Tell students that they are going to work individually and make sentences about Jeff. Remind them to use “ago”.

Answers:

1. Jeff was surprised 10 minutes ago.
2. Jeff was sad 15 minutes ago.
3. Jeff was scared 20 minutes ago.

5. Ask students to work in pairs and ask and answer the questions. Monitor and help them when needed.

When were you last happy?

I was last happy 3 days ago on my birthday.

OR

I was last happy yesterday morning.

B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and detailed information by reading a text about a family celebration.

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

1. Focus students' attention to the picture. Discuss the questions as a class.
 - What do you think they are celebrating?
 - How do the grandparents feel and why?
2. Tell students that they are going to read a text about a special day. Set a time limit and have your students read the text and complete the sentence.

The day was not usual because it was grandma's birthday.

3. Ask students to read the text again and answer the questions. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. It was grandma's birthday three days ago.
2. The grandmother is 70 years old.
3. Kelly's present was a nice warm scarf.
4. There were Kelly's father's childhood photos on the album.

Draw students' attention to the Grammar Target box. Explain to them regular verbs in Past Simple. Write some sentences on the board. Pay attention to the signal words and spelling rules.



GRAMMAR TARGET

Past Simple Regular Verbs

Past Simple Regular Verbs

We use Past Simple to talk about things that started and ended before now. We add **-ed** or **-d** to the verbs to create their past forms. We call these verbs **regular verbs**.

We **visited** my grandparents.

My grandma **liked** all her presents.

Past Simple signal words

In 2020
last *night/week/year*
years ago/two days ago
yesterday
yesterday *morning/afternoon/evening*

Spelling Rules

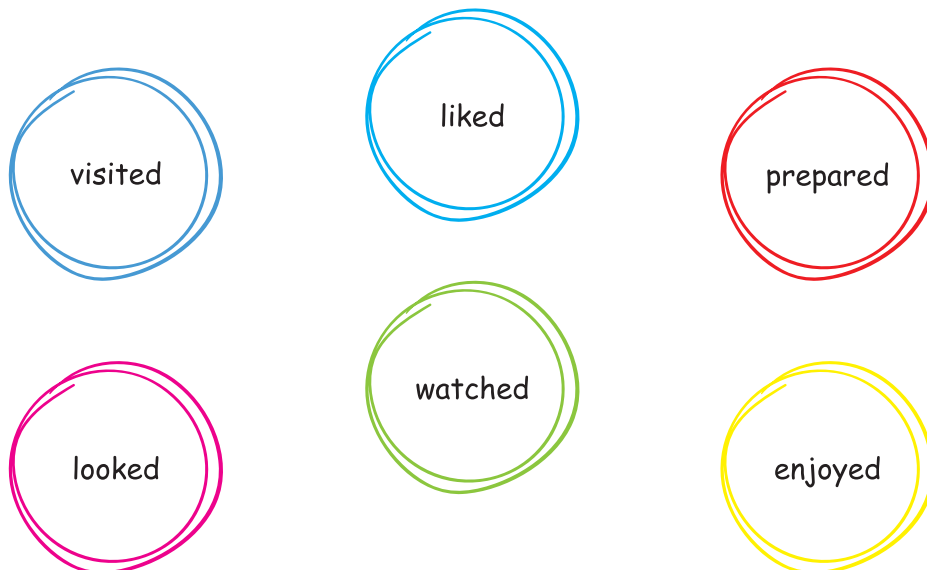
Most Verbs + ed	Verbs ending in -e + d	Verbs ending in a consonant + y change y → i + ed	Verbs ending in a vowel + y + ed
call – call ed listen – listen ed	invite – invit ed prepare – prepar ed	tid y – tid i ed stud y – stud i ed	play – play ed stay – stay ed

Double the last **consonant** in one syllable verbs + **ed**

stop – stop pped travel – travel led	drop – drop pped clap – clap pped	shop – shop pped trap – trap pped
---	--	--

4. Ask students to read the text in task 2 again and find the regular verbs.

Regular verbs in Past Simple in the text:



C

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

- write about their last birthday using the target language;
- develop their listening skills for specific information.

Standards: 1.1.1. 1.1.2. 4.1.1. 4.1.2.

1. Have students work individually and complete the sentences in the Past Simple forms of the verbs in brackets. Once they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

1. danced
2. visited
3. stayed
4. studied
5. invited
6. watched

2. Ask students to work individually and make sentences in Past Simple. Remind them to use “ago” in their sentences. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. My grandma baked a cake an hour ago.
2. I watched that film two years ago.
3. The children played board games three hours ago.
4. My brother liked scary films two years ago.
5. They opened the presents four hours ago.
6. We travelled to Turkey three years ago.

3. Get students to work individually and complete the sentences with **last**, **ago**, **yesterday**. Have a quick pair-check before discussing the answers as a class.

Answers:

1. I played tennis with my friends yesterday morning.
2. It was Judy’s birthday two days ago.
3. Last week, I watched a scary film at the cinema.
4. Robert walked his dog in the park an hour ago.
5. My mother baked a cake yesterday evening.
6. The children played football last month.

4. Tell students that they are going to listen to Jane talking about her friend's birthday party. Before you play the recording, have students read the sentences. As they listen, they should choose the correct option.

Answers:

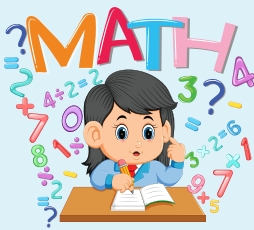
1. Jack's birthday party was 5 days ago.
2. There were a lot of people at the party.
3. Jack was happy at the party.
4. The cake was tasty.
5. Jane's present for Jack was a new skateboard.

Track 10

Jack invited Mike and me to his birthday party five days ago. The party was crowded. Jack's friends were at the party. Jack was happy to see all his friends. We listened to music and danced a lot. Jack's birthday cake was big and tasty. Jack liked my present. It was a new skateboard. We enjoyed Jack's birthday party.

5. Draw students' attention to the example sentence and explain the structure of the sentence in Past Simple.

Ask students to work individually and make sentences in Past Simple using the verbs in the box. Answers may vary.



0. She studied math yesterday afternoon.

6. Draw student's attention to the birthday party pictures and ask them to call out as many words as they can. Take notes on the board.

Ask students to think about their last birthday party and write sentences. Encourage them to use Past Simple and the words you wrote on the board. Provide assistance when needed.

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

- ask and answer questions using the target language;
- write about their day using the target language;
- develop their listening skills for specific information.

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

1. Draw students' attention to the new vocabulary. Play the recording and have them listen and repeat the words. Drill the pronunciation chorally and then individually. Monitor and help with pronunciation if necessary. Then go through the sentences provided under the pictures. They will help students understand the usage of the new vocabulary.

Track 11

- | | |
|-----------------|------------------|
| 1. get up | 5. go shopping |
| 2. have a break | 6. buy a present |
| 3. eat snacks | 7. get home |
| 4. leave home | 8. fall asleep |

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

Answers:

1. My classes finish at 6 p.m. and I usually **get home** at 7 p.m.
2. At weekends, I **get up** late. I sleep a lot on Saturday and Sunday.
3. They are usually tired after work, so they **fall asleep** on the sofa.
4. Tomorrow is my brother's birthday. I want to **buy a present** for him.
5. Let's **go shopping**. I need a new shirt and a school bag.
6. After each lesson, we always **have a break**. It lasts 5 minutes.
7. I am hungry and I want to **eat snacks**.

3. Tell students that they are going to listen to Julia talking about her day. As they listen, they should complete the notes. Before you play the recording, ask students to read the notes. You can play the recording as many times as your students need. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. gets up early.
2. leaves home at 7:30.
3. goes to school by bus.
4. has short breaks.
5. shares her snacks with friends.
6. gets home at 12:10.
7. sometimes buys presents for friends.
8. falls asleep at 10 o'clock.

Track 12

On weekdays, I usually get up early because my classes start at 8 a.m. I have breakfast and take some snacks to school. I leave home at 7.30. My school is far from my home. It takes me 20 minutes to go to my school by bus. I get to school at 7.50. I usually have four or five classes a day. We have short breaks between the classes. I eat my snacks during the break. I enjoy sharing them with my friends. My classes usually finish at 11.50 and I usually get home at 12.10. I usually have lunch with my family. We often go shopping after lunch. I sometimes buy presents for my friends. I start doing my homework after 4 p.m. In the evening, I often draw pictures. I go to bed and fall asleep at about 10 o'clock.

4. Say a few true sentences about your day and write them on the board. Use the phrases from Task 1.

I always get up at 7 o'clock.

I often eat snacks in the evening.

At weekends, I go shopping.

Tell students that it's now their turn to make true sentences about their day.

Monitor and encourage them to use the phrases from task 1.

Answers will vary.

5. A. Ask students to work individually and complete the sentences about their classmates without asking them.

B. When they are done, ask them to walk around the classroom and ask each other questions to check if their sentences are right or not.

B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and specific information by reading a text about Jack's day.

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

1. Focus students' attention to the picture of Jack and his uncle Joe. Discuss the questions as a class:

- Where are they?
- What are they doing?

2. Tell students that they are going to read a text about Jack's special day. Set a time limit and have your students read the text and choose the correct option.

Answer:

a) Jack's last Tuesday.

3. Ask students to read the text again and complete the sentences. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Jack enjoyed his day with his uncle.
2. Jack painted in his uncle's studio.
3. Jack's sister liked the present.
4. Jack was in bed at 10 o'clock.

Draw students' attention to the Grammar Target box. Explain to them the use of irregular verbs in Past Simple. Write some sample sentences on the board.



GRAMMAR TARGET

Past Simple Irregular Verbs

We do not add **-ed** to the Past Simple affirmative of irregular verbs. They change in different ways.

Here are the most common irregular verbs.

come → came
do → did
get → got
have → had

go → went
take → took
make → made
read → read

see → saw
teach → taught
leave → left
draw → drew

eat → ate
fall → fell
buy → bought
can → could

Sometimes the spelling of two verbs is the same, or similar, but the pronunciation is different.

read /ri:d/ → read /red/

4. Ask students to read the text in task 2 again and find the past forms of the verbs.

Answers:

get
got

buy
bought

fall
fell

go
went

leave
left

have
had

C

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

- write about what they did last weekend using the target language;
- describe the given pictures using the target language;
- develop their listening skills for detailed information.

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

1. Have students work individually and match the verbs in present to their past tense forms. Once they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|-----------------------------|---------------------------|
| 1. see – d. saw | 4. go – b. went |
| 2. draw – f. drew | 5. buy – a. bought |
| 3. teach – g. taught | 6. leave – c. left |

2. Ask students to work individually and complete the sentences with the past tense forms of the verbs. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. My friend **bought** a new book for me.
2. We **sang** a birthday song at the end of the party.
3. Last night we **went** to a crowded place.
4. My sister **took** my umbrella.
5. Steven **felt** lonely because his parents were not at home.

3. Tell students that they are going to listen to Mary talking about what she did yesterday. Before you play the recording, have students look at the pictures attentively. As they listen, they should put the pictures in the right order.

Answers:

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

Track 13

Yesterday was a great day! In the morning, I got up early and went to the park. I took a lot of photos of flowers there. After that, I went to the karaoke club with my

classmates. I sang my favourite song about friends. Then I came home, drank a cup of apple juice, and read an interesting book about animals on my computer. In the evening, my friend visited me. He brought me a present. I was really surprised. It was a nice watch. I loved it!

4. Get students to work individually and complete the sentences about Ali's day with the past tense forms of the verbs provided in the box. Tell them that some verbs are extra. Have a quick pair-check before discussing the answers as a class.

Answers:

- | | | |
|----------|-----------|---------|
| 1. ate | 4. went | 7. got |
| 2. drank | 5. had | 8. read |
| 3. left | 6. bought | 9. fell |

5. Draw students' attention to the pictures and ask some questions about them. What do you see in the pictures? What are the people doing?



Ask students to work individually and make sentences about the pictures in Past Simple. Answers may vary. After they are done, ask some volunteers to share their answers with a class.

6. Tell students about what you did last weekend. Write two of your sentences on the board. Make sure to have examples with both regular and irregular verbs.

For example:

I visited a new cafe last weekend. I drank a cup of coffee with my friend there.

Ask students to think about their last weekend and write what they did using regular and irregular verbs. Monitor and help if needed.

R Review

(Lessons 3,4)

1 Read the sentences from different conversations and choose the correct option.

1. "Wow! What beautiful flowers! Thank you very much!"
This person is *sad/surprised/nervous*.
2. "Please don't tell me that story about zombies. I can't listen to it."
This person is *sad/surprised/scared*.
3. "Don't take my phone. I don't like that."
This person is *excited/angry/bored*.
4. "I have two exams tomorrow. I feel really bad."
This person is *nervous/bored/happy*.
5. "My life isn't interesting. I don't know what to do."
This person is *surprised/happy/bored*.

2 Match the halves. There is more than one possible answer.

1. have	d. a break OR e. snacks
2. eat	e. snacks
3. go	c. home OR f. shopping
4. leave	c. home
5. buy	e. snacks OR h. a present
6. fall	a. asleep
7. get	c. home OR h. a present

3 Write the Past Simple forms of the verbs.

- | | | |
|---------------------|---------------------|---------------------|
| 1. take – took | 8. leave – left | 15. come – came |
| 2. decide – decided | 9. stay – stayed | 16. like – liked |
| 3. have – had | 10. brush – brushed | 17. teach – taught |
| 4. can – could | 11. do – did | 18. love – loved |
| 5. fall – fell | 12. enjoy – enjoyed | 19. read – read |
| 6. go – went | 13. eat – ate | 20. enjoy – enjoyed |
| 7. draw – drew | 14. paint – painted | |

4 Complete the sentences with *last*, *ago* or *yesterday*.

1. I walked in the park with my friends yesterday afternoon.
2. The street was really crowded an hour ago.
3. Last month, I watched a film at the cinema.
4. I visited my grandparents two days ago.
5. The children played a board game yesterday evening.
6. They visited Spain and France last month.

5 Complete the sentences with the Past Simple forms of the verbs in brackets.

1. She got (get) on the bus in the centre of the city an hour ago.
2. We woke up (wake up) very late yesterday morning.
3. They lived (live) in Paris two years ago.
4. She read (read) the newspaper yesterday.
5. The family watched (watch) an interesting show on TV yesterday.
6. The brothers left (leave) home 5 minutes ago.

6 Look at the photo and complete the sentences about Murad's birthday party.
Use the verbs in brackets.



Murad's mother **1) prepared** (prepare) a surprise party for Murad. She **2) invited** (invite) Murad's classmates to the party. The party **3) was** (be) in the open air. The weather **4) was** (be) hot and sunny. There **5) was** (be) a jar of orange juice on the table. There **6) were** (be) some apples and grapes, too. Murad's classmates **7) ate** (eat) fruit and **8) drank** (drink) juice. Also, they **9) played** (play) with balloons, **10) listened** (listen) to music and **11) danced** (dance). They **12) enjoyed** (enjoy) the party a lot.

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

- describe the given pictures using the target language;
- develop their listening skills for specific and detailed information.

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

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

Then go through the sentences provided under the pictures. They will help students understand the usage of the new vocabulary.

Track 14

- | | |
|----------------------|-----------------------|
| 1. a stove | 5. a fridge |
| 2. a remote control | 6. a dishwasher |
| 3. headphones | 7. a vacuum cleaner |
| 4. a washing machine | 8. an air conditioner |

2. Draw students' attention to the sticky note and explain the meanings of the words "turn on" and "turn off". Ask students to work individually and complete the sentences with the words and phrases in task 1. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. fridge
2. air conditioner
3. stove
4. headphones
5. remote control
6. vacuum cleaner
7. dishwasher

3. Tell students that they are going to listen to four people. As they listen, they should choose the correct option. Before you play the recording, ask students to read the given options carefully.

You can play the recording as many times as your students need. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

Speaker 1 – c) the remote control
Speaker 2 – d) the fridge
Speaker 3 – a) the air conditioner
Speaker 4 – e) the headphones

Track 15

Speaker 1. Where is it? I can't turn the TV on. My favourite program starts in 5 minutes.

Speaker 2. Please close its door. You cannot leave it open.

Speaker 3. It is too cold here. Please turn it off.

Speaker 4. I want to listen to music on my computer, but I can't find them.

4. Tell students that they are going to work individually and match the halves to complete the sentences.

When they are done check the answers as a class.

Answers:

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

5. Ask students to work in pairs and describe the pictures. Monitor and encourage them to use the words in task 1. Take notes of good language and inaccuracies for later feedback.

B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and detailed information by reading a text about Jane's grandmother and mother.

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

1. Focus students' attention to the picture and discuss the questions as a class:

- Who do you think they are?
- How old do you think they are?

2. Tell students that they are going to read the text and choose the best title.

Answer:

c) When my mother and grandma were children

3. Ask students to read the text again and decide if the sentences are TRUE or FALSE. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. FALSE
2. TRUE
3. FALSE

4. TRUE
5. TRUE

Draw students' attention to the Grammar Target box. Explain to them the use of Past Simple Negative. Write some sample sentences on the board.



GRAMMAR TARGET

Past Simple Negative
did + not = didn't

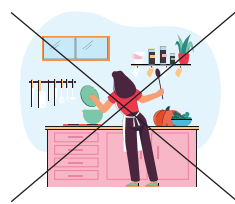
Regular Verbs	Irregular Verbs
helped – didn't help	did – didn't do
washed – didn't wash	had – didn't have
worked – didn't work	made – didn't make

I
You
He
She
It
We
You
They

didn't watch TV.



didn't do housework.



didn't have much money.



4. Ask students to read the sentences from the text and change them into negative. You may want to change one or two sentences into negative as a whole class before students start working individually.

Answers:

I didn't always help my mum with jobs in the house.

I didn't wash the dishes every day.

My life wasn't very difficult.

My father didn't work on a farm from morning till night.

My sister often didn't help our mother with jobs in the house.

My father didn't give me any money.

I didn't go to the farm.

I didn't give it to my mother on her 50th birthday.

C

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

- talk about themselves using the target language;
- talk about people described in the pictures using the target language;
- develop their listening skills for specific information.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2. 4.1.3.

1. Have students work individually and choose the correct option to complete the sentences. Once they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|---------|---------|
| 1. play | 4. have |
| 2. have | 5. take |
| 3. tidy | 6. go |

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

Answers:

1. My teacher didn't travel to Italy two years ago.
2. I didn't see you at Jim's birthday party last week.
3. We didn't buy an ice cream for everyone.
4. Picasso didn't draw colourful pictures.
5. We didn't leave the party at 10 o'clock yesterday.
6. My cousin didn't study in London five years ago.

3. Ask students to complete the second halves of the sentences with the negative sentences. You might want to look at the example sentence and do the first one as a whole class before students work individually.

Answers:

1. Yesterday, we had lunch, but we **didn't have** dinner.
2. My grandmother baked cookies, but she **didn't bake** bread.
3. He bought a sandwich, but he **didn't buy** juice.
4. Everybody saw the new teacher, but I **didn't see** her.
5. James tidied his desk, but he **didn't tidy** his bag.
6. Tomasso asked a lot of questions, but Maria **didn't ask** a question.

4. Tell students that they are going to listen to the conversation between Tom and his grandfather. Before you play the recording, have students read the sentences. As they listen, they should choose the correct option to complete them.

Answers:

1. village
2. see big cities
3. brother
4. 50

Track 16

Tom: Grandpa, please tell me about this boat.

Grandpa: In my childhood, I lived in a small village with my family. I always wanted to travel and see big cities. But my family didn't have much money for that. My brother knew I wanted to travel. One day he made a small boat and gave it to me. It was 50 years ago. We planned to travel by a real boat and see big cities one day.

5. Get students to work in pairs and tell their partners what they think children did or didn't do 100 years ago. Ask them to use pictures as clues to get ideas. Ask some pairs to share their answers with a class when everyone is done.

For example:

Children rode a bicycle 100 years ago.

OR

Children didn't ride a bicycle 100 years ago.

6. Ask students to work individually and make true sentences about what they did or didn't do yesterday. After they are done, ask some volunteers to share their sentences with a class.

ROLE MODELS IN SPORT

A

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

- talk about children's dreams by looking at the given pictures;
- develop their listening skills for gist and specific information.

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

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

Then go through the sentences provided under the pictures. They will help students understand the usage of the new vocabulary.

Track 17

- | | |
|----------------------------------|------------------------|
| 1. a role model | 5. win a match |
| 2. famous | 6. give advice (to sb) |
| 3. participate in a championship | 7. compete against sb |
| 4. follow the news | 8. a champion |

2. Ask students to work individually and complete the sentences with the words in task 1. Explain to them to pay attention to the tense form and change word forms if necessary. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|----------------|----------------------------------|
| 1. gave advice | 5. win a match |
| 2. competed | 6. participate in a championship |
| 3. role model | 7. famous |
| 4. a champion | |

3. Tell students that they are going to listen to Samuel and answer the question. Before you play the recording, ask students to read the question and options. You can play the recording as many times as your students need. When they are ready, have a quick pair-check before you discuss the answer as a class.

Answer:

- a) his dream

Track 18

Today is my 13th birthday. I have a dream. I want to become a famous football player and participate in championships. I also want to compete against famous football teams. My role model is Messi. I always follow the sports news and watch all the programmes about him. I like watching his matches. I think I learn a lot from him. I get happy when his team wins. I hope to meet him one day.

4. Tell students that they are going to listen to the recording again and complete the sentences. You can play the recording as many times as your students need. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. 13
2. famous footballer
3. role model
4. the sport news
5. meet

5. Ask students to work in pairs and look at the pictures. Explain that the pictures will help them answer the questions. When they are done, nominate some students to share their answers.

- What do you think the children's dreams are?
- Who do you think their role models are?



B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and detailed information by reading a conversation between two boys.

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

1. Focus students' attention to the picture and discuss the questions as a class:

- What are the boys doing?
- Can you play chess?
- Which famous chess players do you know and what do you know about them?

2. Tell students that they are going to read a conversation between Murad and Daniel and answer the question.

Answer:

c) Murad's role model

3. Ask students to read the text again and decide if the sentences are TRUE or FALSE. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

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

5. TRUE
6. TRUE
7. TRUE

Draw students' attention to the Grammar Target box. Explain to them the use of Past Simple Yes/No questions. Write some sample sentences on the board.



GRAMMAR TARGET

Past Simple

Yes/ No questions and short answers

Did	Subject	Verb	
Did	I you he/she/it we they	walk play	in the park? a game?

Short answers

Yes, I **did**.

Yes, you **did**.

Yes, *he/she/it* **did**.

Yes, we **did**.

Yes, they **did**.

No, I **didn't**.

No, you **didn't**.

No, *he/she/it* **didn't**.

No, we **didn't**.

No, they **didn't**.

4 Ask students to read the conversation again and find more questions in Past Simple.
Past Simple Questions in the conversation:

Did you learn it from him?

Did you learn it at school?

Did he become a champion?

Did you watch the sport news yesterday?

C

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

- ask and answer questions using the target language;
- develop their listening skills for specific information.

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

1. Have students work individually and complete YES/NO questions about the conversation on pages 44-45. Once they are done, get them to ask and answer the questions with their partners.

Answers:

- | | |
|--|------------------|
| 1. Did Daniel teach his cousin how to play chess? | No, he didn't. |
| 2. Did Daniel and Murad learn chess together? | No, they didn't. |
| 3. Did Murad become a champion in 2019? | No, he didn't. |
| 4. Did Murad watch the sport news yesterday? | Yes, he did. |
| 5. Did Daniel see Rajabov on TV yesterday? | No, he didn't. |
| 6. Did Rajabov give any advice to young chess players? | Yes, he did. |

2. Ask students to work individually and complete the sentences using **did**, **didn't**, **do** or **don't**. Have a quick pair-check before you discuss the answers as a class.

Answers:

1. Do
2. Did
3. don't
4. didn't
5. Did, did
6. Do, don't

3. Ask students to make YES/NO questions and write short answers. You might want to make the first one together as a whole class before students work individually.

Answers:

- | | |
|---|---------------------------------|
| 1. Did Jack win three games last week? | Yes, he did. No, he didn't. |
| 2. Did they work on the farm last year? | Yes, they did. No, they didn't. |
| 3. Did my teacher give me any advice? | Yes, she did. No, she didn't. |
| 4. Did Bob compete against his best friend? | Yes, he did. No, he didn't. |
| 5. Did my grandmother follow the news on TV? | Yes, she did. No, she didn't. |
| 6. Did the famous football player participate in the concert? | Yes, he did. No, he didn't. |

4. Tell students that they are going to listen to a recording. As they listen, they should choose the correct option (Yes or No) to answer the questions. Before you play the recording, have students read the questions.

Answers:

1. NO
2. YES
3. YES
4. YES
5. NO

Track 19

Hi! I am Julia. I am a basketball player. I started playing basketball at the age of 8. My team won a championship last year. It wasn't easy to win. My team competed against a famous team. I was very happy that day because it was my dream to become a champion. After the match, we had a big party. All our friends were there. We listened to music and danced a lot. The party finished late at night. It was a great day!

5. Get students to work individually and write questions with **Did**. Have a quick pair-check after they are done.

Answers:

1. Did you watch your favourite TV show last night?
2. Did you enjoy the lesson?
3. Did you have a good time?
4. Did you finish work late?
5. Did you sleep well last night?
6. Did you go home by car?

6. Ask students to walk around the classroom and find someone who has a YES answer to the questions. Monitor and encourage them to ask questions starting with "Did".

After they are done, ask some volunteers to share their findings with the class.

1 Read the sentences and choose what people needed to have. Use the words from the box.

1. Kate wanted to turn on the TV. a remote control
2. Emily wanted to clean the house. a vacuum cleaner
3. Melisa's clothes were dirty. a washing machine
4. The room was too hot. an air conditioner
5. John's mother wanted to prepare dinner. a stove
6. I wanted to make my juice cool. a fridge
7. Nelson wanted to listen to music. headphones

2 Choose the best option.

1. Yesterday, Garabagh FC *participated/competed* against Neftchi.
2. Messi is my *role model/championship*. I want to play football like him.
3. I would like to meet *famous/news* sportsmen one day.
4. Garabagh FC *won/competed* two matches last week.
5. My classmates are planning to *win/participate* in the project.
6. Baku is *famous/nervous* for its Maiden and Flame towers.
7. My grandparents always follow the *news/role model* on TV.

3 Make the sentences negative.

1. They had a lot of problems last year.
They didn't have a lot of problems last year.
2. They saw me at the birthday party.
They didn't see me at the birthday party.
3. We left home at 8 o'clock yesterday morning.
We didn't leave home at 8 o'clock yesterday morning.
4. They went to the farm after classes.
They didn't go to the farm after classes.
5. My brother travelled to France three years ago.
My brother didn't travel to France three years ago.
6. Mr Jason bought ice cream for his students.
Mr Jason didn't buy ice cream for his students.

4 Write what you did or didn't do yesterday.

- | | | |
|-------------------------------|----|-----------------------------------|
| 1. I got up at 6 o'clock. | OR | I didn't get up at 6 o'clock. |
| 2. I became a champion. | OR | I didn't become a champion. |
| 3. I bought a newspaper. | OR | I didn't buy a newspaper. |
| 4. I watched the news on TV. | OR | I didn't watch the news on TV. |
| 5. I gave advice to a friend. | OR | I didn't give advice to a friend. |
| 6. I won a match. | OR | I didn't win a match. |

5 Complete the sentences with **was, were, wasn't, weren't, did or didn't**.

1. **Did** you have a good time yesterday? Yes, I **did**.
2. **Was** the teacher excited? No, he **wasn't**.
3. **Did** they win the game? No, they **didn't**.
4. **Did** the children play in the park? Yes, they **did**.
5. **Was** the game interesting?, Yes, it **was**.
6. **Did** you eat the ice cream? No, I **didn't**.
7. **Were** the champions happy? Yes, they **were**.

6

1. Bob didn't finish the project.

2. Bob didn't do his homework.

3. Bob didn't call his friend.

4. Bob didn't have a shower.



5. Bob didn't eat dinner.

6. Bob didn't drink milk.

7. Bob didn't go to bed.

8. Bob didn't wear his pyjamas.

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

- describe the given pictures using the target language;
- develop their listening skills for specific and detailed information.

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

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

Then go through the sentences provided under the pictures. They will help students understand the usage of the new vocabulary.

Track 20

- | | |
|------------------|-------------------|
| 1. call for help | 5. worry |
| 2. happen | 6. look for (sth) |
| 3. run away | 7. imagine |
| 4. get tired | 8. wait for (sb) |

2. Ask students to work individually and choose the best option to complete the sentences. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|------------------------|-------------|
| 1. waited | 5. ran away |
| 2. is calling for help | 6. looking |
| 3. happened | 7. imagine |
| 4. got tired | |

3. Tell students that they are going to hear 4 people. As they listen, they should match the speakers to the statements. Before you play the recording, ask students to read the statements. Tell them that there is one extra sentence that they don't need to use. You can play the recording as many times as your students need. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

Speaker 1 – c) This person is calling for help.
Speaker 2 – b) This person is waiting for someone.
Speaker 3 – d) This person is tired.
Speaker 4 – e) This person worries about someone.

Track 21

Speaker 1. Is there anyone? I can't get out! Please come and help me.
Speaker 2. Jake is late again. It is already 10 o'clock, but he isn't here.
Speaker 3. I can't work any more. I need a break.
Speaker 4. My uncle doesn't feel well. I should visit him after classes.

4. Ask students to look at the pictures and describe them using the words or phrases in task 1. Have a quick check as a class when they are done.

Answers:



1. She is looking for something.



2. He is running away.



3. She is waiting for someone.



4. He is calling for help.

B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and specific information by reading a conversation between Mrs Maisel and the police officer.

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

1. Focus students' attention to the picture. Discuss the questions as a class.
 - What is happening in the picture?
 - What does the monkey want to do?
 - What do you think is going to happen?
2. Tell students that they are going to read the conversation between Mrs Maisel and a police officer. Set a time limit and have your students read the text and answer the question.

Answer:

c) her money

3. Ask students to read the text again and complete the sentences. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Mrs Maisel was with her **friends** in the park.
2. She took her mobile phone because she wanted **to take a photo**.
3. The monkey ran away with her **glasses**.
4. A man asked for **some money/\$ 20** to bring her glasses back.
5. **The monkey** brought her glasses back.

Draw students' attention to the Grammar Target box. Explain to them the use of Wh questions in Past Simple. Write some sentences on the board.



GRAMMAR TARGET

Past Simple Wh-questions

Question word	Auxiliary	Subject	Base form of the verb
What	} did	you	do?
When		he/she	get up?
How long		it	take?
How		you/we	go?
Why		they	stay?

Note: How many/much + noun

How many monkeys	did	you	see?
How much money	did	they	find?

Subject questions:

What happened?

Who helped Mrs Maisel?

Object questions:

Who did you see?

What did you do?

4. Ask students to read the text again and find examples of Past Simple Wh questions.

Answers:

What happened, madam?

How much money did he want?

What did you do?

How long did you wait for him?

What did the man look like?

C

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

- write questions using the target language;
- ask and answer questions using the target language;
- develop their listening skills for detailed information.

Standards: 1.1.1. 1.1.2. 4.1.2.

1. Have students work individually and match the questions to the answers. Once they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|-------------------------------------|---------------------|
| 1. Where did you go? | g. To the park. |
| 2. How long did you stay there? | a. Three hours. |
| 3. When did you come back? | c. Last Friday. |
| 4. How many monkeys did you see? | e. Just one. |
| 5. Who did you go to the park with? | b. With my friends. |
| 6. How much water did you drink? | f. Two glasses. |

2. Ask students to work in pairs and put the words in the correct order. When they are done, check the answers as a class.

Answers:

- | | |
|------------------------------------|----------------------------------|
| 1. What did you see in the forest? | 4. Where did you stay? |
| 2. Why did you come late? | 5. How many photos did you take? |
| 3. Who did the mother worry about? | 6. Who did you meet in the park? |

3. Write the sample sentence on the board and ask your students to ask as many questions as they can.

They saw a cat under the table.

What did they see under the table?

Where did they see a cat?

Who saw a cat under the table?

What did they do?

Then get students to work individually and write questions to the answers. Have a quick pair-check before discussing the answers as a class.

Answers:

- | | |
|-------------------------------------|-------------------------------|
| 1. Who was in the park? | |
| 2. How did we go to school? | |
| 3. What did they do? | |
| 4. How much money did she give him? | |
| 5. When did they leave home? | |
| 6. Who did they meet in the park? | OR Who met Jerry in the park? |

4. Read the example before you ask students to write questions asking for the underlined information.

Answers:

- | | |
|---|--|
| 0. Murad played football with his friends <u>yesterday afternoon.</u> | <u>When did Murad play football with his friends?</u> |
| 1. I visited my grandparents <u>last week.</u> | <u>When did I visit my grandparents?</u> |
| 2. The children saw <u>two</u> dogs in the park. | <u>How many dogs did the children see in the park?</u> |
| 3. We called for help <u>because we didn't know what to do.</u> | <u>Why did we call for help?</u> |
| 4. <u>My brother</u> took a lot of photos. | <u>Who took a lot of photos?</u> |
| 5. Jennifer saw <u>Mr Stark</u> in the park. | <u>Who did Jennifer see in the park?</u> |
| 6. They were scared <u>because there was a lion.</u> | <u>Why were they scared?</u> |

5. Tell students that they are going to listen to the recording and they should answer the questions as they listen. Before you play the recording, have students read the questions. Play the recording as many times as your students need.

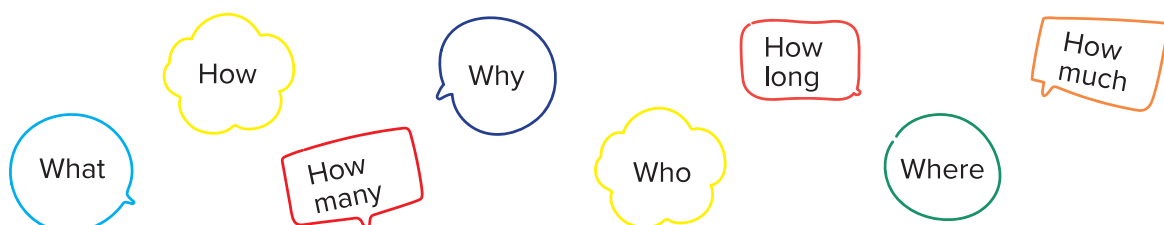
Answers:

- | | |
|------------------------------|-------------------------------------|
| 1. It happened 7 years ago. | 4. It was a nice spring day. |
| 2. He felt very excited. | 5. The car stopped and didn't work. |
| 3. They went to the country. | 6. His brother came to help them. |

Track 22

It happened 7 years ago. I bought a new car and felt very excited. I took my best friend Nick and drove to the country. It was a nice spring day. Suddenly, my car stopped and didn't work. Nick and I wanted to find the problem, but we couldn't. I called for help. After two hours, my brother came and helped us.

6. Ask students to work individually and write questions using the question words to ask their partners about what they did last week.



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

- talk around the suggested topics using the target language;
- develop their listening skills for specific information.

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

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

Then go through the sentences provided under the pictures. They will help students understand the usage of the new vocabulary.

Track 23

- | | |
|----------------|--------------|
| 1. frightening | 5. confusing |
| 2. surprising | 6. annoying |
| 3. relaxing | 7. amazing |
| 4. tiring | 8. worrying |

2. Ask students to work individually and choose the right words. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|--------------|----------------|
| 1. annoying | 5. surprising |
| 2. relaxing | 6. frightening |
| 3. confusing | 7. worrying |
| 4. tiring | |

3. Tell students that they are going to listen to the conversation between Dave and Emily and complete the gaps. Before you play the recording, ask students to read the text and pay attention to the missing information.

You can play the recording as many times as your students need. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. exciting
2. boring
3. interesting

4. amazing
5. boring

Track 24

Dave: Hi, Emily! What did you think of the last Twilight movie?

Emily: It was really exciting.

Dave: Well, I want to see it tonight. Vampire movies are usually boring, but people say that this one is really interesting.

Emily: I think this movie is amazing.

Dave: So, do you think that I should watch it?

Emily: Yes, absolutely. You should see it for sure. It is not going to be boring.

Dave: OK, great.

4. Ask students to work in pairs and discuss the questions with a partner. Monitor and help when needed.

Which music do you think is relaxing?

Did you see anything frightening last month? What was it?

What surprising news did you hear last week?

What kind of TV programmes are annoying?

What school subjects are interesting?

What situations are worrying?

What class activities are boring?

What tasks are usually confusing?

What is amazing in life?

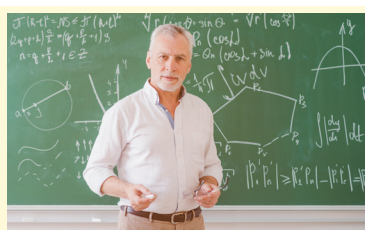
B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and detailed information by reading a text about different jobs.

Standards: .1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1. Focus students' attention to the pictures of different jobs and ask them to discuss the questions with a partner.

- Which job would you like to do in the future? Why?
- Which job wouldn't you like to do in the future? Why?



1. teacher



2. policeman



3. farmer



4. doctor



5. pilot



6. firefighter

2. Tell students that they are going to work in pairs and read the description of jobs that 5 different people do. After reading, they should match the people to the jobs in task 1.

Answers:

- Nadir – a teacher
- Rebecca – a pilot
- Ted – a doctor
- Rauf – a farmer
- Lala – a policewoman

3. Ask students to read the text again and answer the questions. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Lala's parents didn't like her job.
2. Nadir found his job hard in the beginning.
3. Rauf works with his father and two brothers.
4. Rebecca's dream came true.
5. Ted often tells people what to do.

Draw students' attention to the Grammar Target box. Explain to them the difference between the adjectives with **-ed** and **-ing** endings. Write some sample sentences on the board.



GRAMMAR TARGET

Adjectives with -ed and -ing endings

Adjectives with **-ed** describe a person's feelings.

bored	confused	excited	tired	interested	amazed	surprised	frightened
-------	----------	---------	-------	------------	--------	-----------	------------

*My lessons are not boring and my students never feel **bored**.*

Adjectives with **-ing** describe a situation, a thing or a person that causes the feelings.

boring	confusing	exciting	tiring	interesting	amazing	surprising	frightening
--------	-----------	----------	--------	-------------	---------	------------	-------------

*The lesson is very **confusing**. I don't understand it. I feel bored.*

C

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

- ask and answer questions using the target language;
- develop their listening skills for specific and detailed information.

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

1. Have students work individually and choose the correct option. Once they are done, ask them have a quick check with their partners.

Answers:

1. boring
2. confusing
3. frightened
4. exciting
5. excited

2. Ask students to choose the correct ending for each verb and complete the gaps. Have a quick pair-check before you discuss the answers as a class.

Answers:

- | | |
|--------------|---------------|
| 1. bored | 5. interested |
| 2. excited | 6. tired |
| 3. tiring | 7. worried |
| 4. surprised | |

3. Ask students to look at the pictures and choose the correct option.

Answers:

1. tiring
2. tired
3. exciting
4. frightening
5. bored/interesting

4. Tell students that they are going to hear four people talking in different situations. As they listen, they should choose the correct option to complete the sentences. Before you play the recording, have students read the sentences and the options.

Answers:

1. **b)** confused
2. **b)** frightening
3. **b)** excited
4. **a)** worrying

Track 25

1. I don't understand this homework. I don't know how to do that.
2. The house is old and scary. I don't want to stay here alone.
3. Wow. I can't believe my ears. My friend is planning to visit Azerbaijan next month.
4. My cousin left home early in the morning and now it is night. I don't know where he is.

- 5.** Get students to work individually and complete the sentences with their own ideas. Have a quick pair-check after they are done.

Answers will vary.

- 6.** Ask students to walk around the classroom and talk to three classmates about the given options. Monitor and encourage them to make full sentences.

the things that are ...

frightening
tiring
boring
annoying
confusing
amazing
relaxing

the people who are often ...

bored
confused
excited
tired
annoyed
frightened
worried

After they are done, ask some volunteers to share their ideas with a class.

R Review

(Lessons 7,8)

1 Choose the best option.

1. Don't worry/imagine. We have a lot of time.
2. Don't call/imagine for help. I can help you.
3. I work a lot, but I never get/wait tired.
4. The monkey took the phone and happened/ran away.
5. We are waiting/worrying for John.
6. Stop looking/calling for your pen. I have it.
7. Can you imagine/worry? We won the game.

2 Choose the best option.

1. The book was ★★. We all liked it.
a) confusing
b) amazing
c) boring
2. The website was ★★. I didn't find where the posts were.
a) frightening
b) interesting
c) confusing
3. The lesson was long and ★★. I wanted to go home.
a) surprising
b) tiring
c) amazing
4. Don't read this story to a child. It is ★★.
a) amazing
b) surprising
c) frightening
5. The message was ★★. I felt bad and couldn't sleep that night.
a) amazing
b) worrying
c) interesting
6. All the students listened to Mr Stark's talk for hours. It was really ★★.
a) interesting
b) worrying
c) boring

3 Match the questions to the answers.

- | | |
|----------------------------------|--------------------------|
| 1. What did you see? | d. A plane. |
| 2. How many friends do you have? | e. Just two. |
| 3. Who saw you? | g. Mary and her brother. |
| 4. How did you go to school? | c. By bus. |
| 5. When did you come? | a. Yesterday morning. |
| 6. Where did you see them? | f. In the park. |

4 Read the answers and write questions.

1. What did they buy?
2. How did Mary travel to England?
3. When did Julia wake up?
4. How many books did you/we read last month?
5. Why did you go to the country?
6. How long did you stay at the hotel?

5 Write questions asking for the underlined information.

1. What did Robert do?
2. Where did the friends want to go?
3. When did they leave school?
4. How long did it take you to get home?
5. Why did the boys run away?
6. How many close friends did my/your grandfather have?

6 Choose the best *-ing* adjective for each sentence. Some words are extra.
Answers will vary.



0. Some birthday parties are surprising.



1. The meetings are sometimes boring.



2. Holidays in the countryside are usually amazing/exciting.



3. Black and white films are not interesting/exciting.



4. It is very exciting/interesting to have a car.



5. Some films are very interesting/boring/frightening.

HOW DIFFERENT THEY ARE!

A

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

- talk around the suggested topics using the target language;
- develop their listening skills for specific and detailed information.

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

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

Track 26

1. achieve the goal
2. the owner of the house
3. a member of the club
4. a loyal dog
5. a smart boy
6. train for a boxing match
7. attend an event
8. a sports competition

2. Ask students to complete the sentences with the words in the box. Have them do the task individually and then compare their answers in pairs. Provide whole class feedback.

Answers:

1. Who is the **owner** of this bike? You cannot keep it here.
2. There is a new song **competition**. I want to be a winner there.
3. You need to **train** well to be a champion.
4. Kamal is a **loyal** friend. All my friends left me alone on my difficult days, but he didn't.
5. Yesterday, I joined a sports club. Now I am a **member** of that club.
6. I gave her some difficult math tasks and she solved them easily. She is very **smart**.
7. Each year, hundreds of people **attend** the Eurovision Song Contest.



Before students start doing Task 3, draw their attention to the note with a new phrase. Give them some time to read the sentence. Ask them some questions to make sure that they have understood the meaning of the phrase.

3. Tell students that they are going to listen to 4 people and match them to the sentences. Remind them that there is one extra sentence. Give students some time to read the sentences and then play the recording. If it is necessary, play the recording once more. Have students compare their answers in pairs before you check the answers.

Answers:

<i>Speaker 1</i>	c) This person is talking about a smart girl.
<i>Speaker 2</i>	a) This person is talking about a sportsperson.
<i>Speaker 3</i>	d) This person became a member of a club.
<i>Speaker 4</i>	b) This person is planning to attend an event.

Track 27

1. She always asks the right questions and this helps her to understand problems better.
2. This is her last match in the Olympic Games. I am sure she can become a gold medalist.
3. I joined the book club last month. I have a lot of new friends now. We all enjoy reading books.
4. I am buying a ticket for the festival. A lot of famous singers are going to sing there. I am very excited.

4. Have students complete the sentences with their own ideas. While they are doing the task, monitor and provide assistance if necessary. Once they are ready, put them in pairs and ask them to peer edit each other's sentences.

Students' own answers.

5. Divide students into small groups and have them discuss the questions. While they are working, monitor and take notes for the feedback stage. Nominate random students to share their answers with the whole class as students finish doing the task.

B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and detailed information by reading a text about a famous sportsman.

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

1. Put students into small groups and have them discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.



Before students start doing Task 2, draw their attention to the note with a new word. Give them some time to read the sentence. Ask them some questions to make sure that they have understood the meaning of the word.

2. Ask students to read the text quickly and choose the best title for the text. Tell them that the words in the options have been mentioned in the text, but they should pay attention to the overall meaning of the text to choose the best title. Have students compare their answers with a partner once they are ready. Check the answer as a class.

Answer:

D. A smart and kind sportsman

3. Ask students to read the text again and answer the questions. Encourage them to write full answers to the questions. Remind them that 3 questions don't have answers in the text. When students are ready, have them compare their answers with their partners. Then check the answers.

Answers:

1. How old is Amir? – **He is 18 years old**
2. When did he become a champion? – **No answer in the text.**
3. What sport does he do? – **Boxing.**
4. What other activities does he like? – **He likes reading books.**
5. How many books did he read last year? – **No answer in the text.**

6. Where did Amir's dog stay during the Olympic Games? – **They stayed with Amir's friend.**

7. When is Amir's next competition? – **No answer in the text.**



GRAMMAR TARGET

Comparative adjectives

We use comparative adjectives to talk about two things/people and say how different they are. Example: *I am taller than my friend.*

Write this sentence on the board and introduce the new grammar item.

At school, Amir was smaller and thinner than his classmates.

Tell them that we use comparative adjectives to talk about two things/people and say how different they are.

Give students some time to read the rules and examples. Then elicit some from them.

4. Ask students to draw a table in their notebooks similar to the one given in the book. Then have them look at the text in Task 2 again and complete the table by adding appropriate adjectives.

adjective +er	more + adjective
smaller	more interesting
thinner	more valuable
taller	more exciting
fitter	

C

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

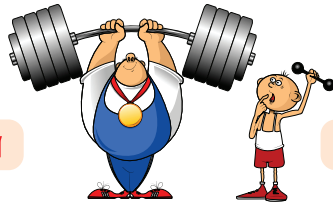
- compare different things using the target language;
- develop their listening skills for gist and specific information.

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

1. Ask students to complete the sentences with the comparative degrees of the adjectives from the box. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on page 67 in case they need to. Provide whole class feedback once students are ready.

Answers:

JOHN



TIM

0

John is stronger than Tim.
Tim is weaker than John.

LEO



BOB

1

Bob is taller than Leo.
Leo is smaller than Bob

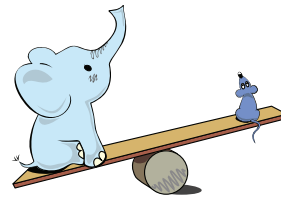
KEVIN



ELIAS

2

Kevin is faster than Elias.
Elias is slower than Kevin.



3

An elephant is heavier than a mouse.
A mouse is lighter than an elephant

2. Have students complete the sentences with the adjectives in the brackets. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on page 67 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. Books are more exciting than TV programs.
2. Water is cheaper than Cola.
3. New computers are lighter than old computers.

4. Jamal is **naughtier** than his cousin.
5. Gabala is **colder** than Baku.
6. Sport clothes are **more comfortable** than uniforms.

3. Tell students that they are going to listen to a girl. They should listen to her and say which things given in the table she doesn't mention. Give students some time to get acquainted with the task and then play the recording. Have students compare their answers with a partner before you check the answers.

Answers:

Which things doesn't she mention?

colour of the wall	✗	trees	✓
rooms	✓	birds	✓
furniture	✗	flowers	✓
garden	✓	street	✓
garage	✗	sport centre	✗

4. Play the recording again and have students complete the sentences. Give students some time to read the sentences and then play the recording. In weaker classes, if necessary, the recording can be played more than once. Before checking answers, get students to compare their answers in pairs.

Answers:

Old house	New house
The house was 1) <u>smaller</u> but more 2) <u>more comfortable</u> .	The rooms are 3) <u>bigger</u> here and it is 4) <u>more difficult</u> to clean them.
The garden and the flowers were 5) <u>more colourful</u> .	The garden is 6) <u>tidier</u> and 7) <u>bigger</u> .
The street was 8) <u>more quiet</u> .	The street is 9) <u>noisier</u> and 10) <u>more crowded</u> .

Track 28

Look at the photos of my old and new houses. I bought my new house 2 months ago. My old house was smaller than my new house, but it was more comfortable. The rooms in my new house are bigger, but it is more difficult to clean them. There are a lot of trees in the garden of my new house. They look very beautiful. Every day I get up to the songs of the birds. The garden in my old house was more colourful than the garden in my new house because the flowers were more colourful there than the flowers here. But the garden in my new house is tidier and bigger. I am going to plant new flowers in my garden because I like colourful flowers very much. My old house was on a more quiet street. This was great because I don't like noisy places. But I have to learn to live with that because my new street is noisier and more crowded. There are a lot of tall buildings and shopping centres here. This makes the street busy all day long.

5. Ask students to match similar topics and then write sentences about those topics using comparative adjectives. While they are working, monitor and provide assistance if necessary. Once they are ready, get them to exchange their sentences with a partner and check the use of comparative adjectives.

Students' own answers:

6. Divide students into pairs and have them choose 2 nouns of the same category and compare them using the adjectives from the word cloud. To make the execution easier, choose a noun (for example, jeans) from the cloud and ask these questions:

Can we compare jeans with playing the guitar? – NO

Can we compare jeans with dresses? – YES

NOTE: In weaker classes, you could first, categorise nouns and then start doing the task.

While students are working on the task, monitor and take notes to be further discussed in the feedback stage.

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

- talk about the suggested topics using the target language;
- develop their listening skills for specific information.

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

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

Track 29

- | | |
|----------------------|------------------------|
| 1. a wheelchair user | 5. to pull an aircraft |
| 2. a long tail | 6. a record holder |
| 3. to set a record | 7. a large car |
| 4. a narrow street | 8. a pile of paper |

Before students start doing Task 2, draw their attention to the notes with the new phrase **a bicycle lane** and opposite adjectives **wide** and **narrow**. Ask them some questions to make sure that they have understood the meaning of the given words.

2. Ask students to complete the sentences with the words/phrases in the box. Have them do the task individually and then compare their answers in pairs. Provide whole class feedback once they have finished comparing their answers.

Answers:

1. There is **a pile of** dirty clothes on the floor.
2. **Pull** your chair near the window and enjoy the view.
3. Mike Powel is a world **record holder** in the long jump.
4. They have a **large** house on the seaside with 12 big rooms.
5. It is good that a lot of buses have special places for **wheelchair users**.
6. He wants to **set a record** and enter his name in the Guinness Book of World Records.
7. He enjoys riding his bike in **narrow** streets because it is more difficult than riding a bike in wide bicycle lanes.

3. Have students match the opposite adjectives. This task's purpose is to remind previously taught vocabulary, which might be useful while students are doing tasks in this lesson. Students do the task individually and have a quick pair-check before whole class feedback.

Answers:

long	short
heavy	light
narrow	large
fast	slow
cheap	expensive

4. Tell students that they are going to listen to a conversation between Azra and Kira. They should listen to the conversation and complete the sentences. Give students some time to read the sentences and then play the recording. In weaker classes, if necessary, the recording can be played more than once. Before checking answers, get students to compare their answers in pairs.

Answers:

1. Azra's **brother** puts a lot of things on his desk.
2. The desk is **narrow**.
3. He needs a lot of things because he wants **to set a new record**.
4. He is training to pull heavy things with his electronic **toy car**.
5. Kira thinks Azra's brother should learn to be **tidy first**.

Track 30

Kira: Why is your brother's desk so messy, Azra?

Azra: These days he needs a lot of things and he puts everything on this narrow desk.

Kira: Why don't you help him tidy his desk?

Azra: It takes him a few minutes to make it messy again.

Kira: Why does he need so many things?

Azra: He wants to set a new record and enter his name in the Guinness Book of World Records.

Kira: Wow! Sounds interesting. What is he doing with all these things?

Azra: He wants to move heavy and large things with his electronic toy car.

Kira: I am sure he can achieve his goal one day. But he needs to learn to be tidy first.

Azra: Yes, I agree with you. Or he is going to be the first messy record holder.
(Both laugh)

5. Divide students into small groups and have them discuss the questions. While they are working, monitor and take notes for the feedback stage. Nominate random students to share their answers with the whole class as students finish doing the task.

6. Tell students that they are going to play games.

A. Divide students into small groups and give them a text in English. Ask them to take turns to read the text within a minute. While one student is reading, the other members control the timer and count the number of words read within a minute. The student with more words per minute will be Speed Reading champion.

B. Change students' groups and write a letter on the board. Tell students that they should write the English words starting with that letter. The students with more words in 2 minutes will be Word Game champions.

B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and detailed information by reading a text about Guinness records.

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

1. Put students into small groups and have them discuss the question. Once they are ready, nominate random students to share their answers with the whole class.

Before students start doing Task 2, draw their attention to the notes. Provide necessary explanations and give them some time to read the example sentences. Then ask them some questions to make sure that they have understood the meaning of the words.

2. Ask students to read the text quickly and decide which record is about which category. Have students compare their answers with a partner once they are ready. Check the answer as a class.

Answers:

Which record is about ...

- | | |
|-------------------------|--|
| a) a group of people? – | <u>4 (The Heaviest Aircraft Pull by wheelchair users.)</u> |
| b) a person? – | <u>3 (The tallest person in the world./The person with the largest hand.)</u> |
| c) food? – | <u>1 (the tallest pile of M&M chocolate pieces.</u> |
| d) an animal? – | <u>5 (The cat with the longest tail in the world./The tallest cat in the world.)</u> |
| e) a place? – | <u>2 (The narrowest house in the world.)</u> |

3. Ask students to read the text again and decide if the statements are True, False or Not Given. When students are ready, have them compare their answers with their partners. Then check the answers. Encourage them to support their answers.

Answers:

1. **F** (Ibrahim Sadeq put 7 pieces of M&M chocolate on top of each other in two minutes.)
2. **NG** (No information has been provided about the sizes of the rooms.)
3. **T** (The tallest person in the world./The person with the largest hand.)

4. **T** (They set a Guinness record for the Heaviest Aircraft Pull by wheelchair users.)
5. **F** (Cygnus had the longest tail in the world. Arcturus was the tallest cat in the world.)



GRAMMAR TARGET

Superlative Adjectives

We use Superlative adjectives to compare three or more nouns. We also use them to compare one thing against the rest of a group.

Write this sentence on the board and introduce the new grammar item.

He is the tallest person in the world.

Tell them that we use Superlative adjectives to compare three or more nouns. We also use them to compare one thing against the rest of a group.

Give students some time to read the rules and examples. Then elicit some more sentences from them.

4. Ask students to draw a table in their notebooks similar to the one given in the book. Then have them look at the text in Task 2 again and complete the table by adding appropriate adjectives.

Answers:

adjective + est	the most + adjective
the tallest	the most interesting
the narrowest	the most popular
the widest	-
the largest	-
the heaviest	-
the longest	-

C

- Aims:** By the end of the lesson, students will be better able to
- talk about people described in the pictures using the target language;
 - develop their listening skills for gist and detailed information.

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

1. Ask students to complete the sentences with the comparative degrees of the adjectives given in brackets. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on page 73 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. Tim is **the shortest** person in the family.
2. The smartboard is **the most expensive** thing in the classroom.
3. My grandfather is **the oldest** person in my family.
4. Azerbaijan has one of the **highest** flags in the world.
5. This TV programme is about **the most popular** records.

2. Have students write questions using the given words. Ask them to use the given adjectives in the superlative form. Students should do the task individually and compare their answers in pairs. Check the answers as a class once students are ready. It is advisable to write the answers on the board. It can be done by random students or by a teacher.

Answers:

1. big/lake in the world? – What is the biggest lake in the world?
2. hot/place in the world? – What is the hottest place in the world?
3. high/mountain in the world? – What is the highest mountain in the world?
4. small/country in the world? – What is the smallest country in the world?
5. cold/place in the world? – What is the coldest place in the world?

3. Get students to mingle around and ask each other the questions in task 2. Once they are ready, check the answers as a class.

Answers:

1. Caspian Sea
2. Death Valley
3. Mount Everest
4. Vatican
5. Antarctica

4. Ask students to complete the sentences with the superlative forms of the adjectives. While they are working, monitor and provide assistance if necessary. When they are ready, get them to answer the questions.

Answers:

1. Who is **the tallest** person in your class? – ... is **the tallest** person in our class.
2. Who is **the funniest** person in your class? – ... is **the funniest** person in our class.
3. Who has **the longest** arm in your class? – ... has **the longest** arm in our class.
4. Who is **the most silent** student in your class? – ... is **the most silent** student in our class.
5. Who is **the most brave** student in your class? – ... is **the most brave** student in our class.
6. Who is **the naughtiest** student in your class? – ... is **the naughtiest** student in our class.

5. Tell students that they are going to listen to information about 4 Guinness records. Give students some time to get acquainted with the task and then play the recording. As students listen, they should match the people to the records. Once students are ready, have them compare their answers with a partner and then check the answers.

Answers:

- | | |
|----------------------|-------------------------|
| 1. Zion Clark | d. the fastest walk |
| 2. Rajendra Kumar | a. the longest laughter |
| 3. John Henry Timmis | b. the longest film |
| 4. Rudolf Ingram | e. the fastest running |

6. Have students read the statements. Then play the recording again. As they listen, they should decide if the statements are True or False. Get them to compare their answers with a partner once they are ready. Then check the answers.

Answers:

1. T (He set a Guinness World Record for the fastest 20-metre walk on two hands.)
2. F (Rajendra Kumar laughed for more than 3 hours.)
3. T (John Henry's film lasted for more than 3 days.)
4. F (Rudolph Ingram is some seconds behind Usain Bolt.)

Track 31

1. Zion Clark was born without legs, but it didn't stop him from walking. In 2021, he set a Guinness World Record for the fastest 20-metre walk on two hands in 4.78 seconds.
2. On Jan 21, 2022 a Yoga teacher, Rajendra Kumar set a new record for the longest laughter. He laughed for three hours forty seven minutes fifty four seconds (03H:47M:54S).
3. John Henry Timmis is the record holder for the longest film. The film was 85 hours long. He showed his film at The School of the Art Institute of Chicago, USA from 31 January to 3 February.
4. Rudolph Ingram is an eight-year-old boy. He is a record holder as the fastest kid in the world. He ran 100m in a record 13.48 seconds. He is just four seconds behind the fastest man in the world, Usain Bolt.

7. Have students make up sentences about the Guinness World Records shown in the pictures. The key words will help them. Get students to compare their answers with a partner as they finish doing the task.



Jeanne Louise Calment,
122 years old



Xie Qiuping,
5.62 metres long hair



**Sandcastle in Denmark,
21.6 metres tall**



**Chandra Dangi,
54.6 cm tall**

Suggested Answers:

1. Jeanne Louise Calment is the oldest woman in the world. She is 122 years old.
2. Xie Qiuping is a world record holder for the longest hair. Her hair is 5.62 metres long.
3. Sandcastle in Denmark is the tallest sandcastle in the world. It is 21.6 metres tall.
4. Chandra Dangi is the shortest man in the world. He is 54.6 cm tall.

R Review

(Lessons 9,10)

1 Complete the sentences with the words in the box. There are 2 extra words.

1. Can you weigh this flour, please? I think it is less than a kilo.
2. He is the fastest man in the world. Last year he set a new record.
3. He wants to be a champion, but I don't think he can do this. He doesn't train much.
4. Please help me pull this desk near the window.

2 Look at the pictures and complete the sentences. Use comparative and superlative degrees of the adjectives **tall**, **short** and **young**.



Jason,
16 years old

Tim,
17 years old

Kamal,
15 years old

1. Jason is shorter than Tim and Kamal.
2. Tim is older/shorter than Kamal.
3. Tim is the oldest of all.
4. Jason is the shortest of all.
5. Kamal is younger/taller than Jason and Tim.
6. Kamal is the tallest/the youngest of all.

3 Complete the sentences with the comparative or superlative adjectives.
There are 2 extra adjectives.

1. Steve is **the smartest** boy in the class. He won the first place in the Math Olympiad in 2020.
2. I am **more loyal** to this shop than you. I always buy my shoes from this shop.
3. The Hualai river in China is **the narrowest** river in the world. It is just a few centimetres at its widest point.
4. Health is **the most valuable** thing in the world. All people need to take care of their health.

4 Look at the pictures and the key words. Write sentences using comparative adjectives.



loyal

1. Dogs are more loyal than cats.



cheap

2. Watches are cheaper than smartphones.



valuable

3. Friends are/Family is more valuable than money.



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

- write about their cities or villages using the target language;
- develop their listening skills for gist and specific information.

Standards: 1.1.1. 1.1.2. 2.1.1. 4.1.2.

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

Track 32

- | | |
|--------------------------|-------------------|
| 1. a river | 5. fresh air |
| 2. a lake | 6. a neighbour |
| 3. a skyscraper | 7. a capital city |
| 4. a mountainous village | 8. ancient |

2. Ask students to complete the sentences with the words/phrases in Task 1. Have them do the task individually and then compare their answers in pairs. Provide whole class feedback once they have finished comparing their answers.

Answers:

1. The **mountainous village** Gizilaghaj is 15 km away from the centre of Masalli.
2. She is a very good **neighbour**. We always visit each other.
3. Garabagh is one of the most **ancient** lands in Azerbaijan.
4. Ankara is the **capital city** of Turkey.
5. The Amazon is the second longest **river** after the Nile.
6. Burj Khalifa is the tallest **skyscraper** in the world.
7. Good food and **fresh air** are natural doctors.

3. Tell students that they are going to listen to two people. They should listen to their talk and choose which things they are talking about. Give students some time to look at the words in the box and then play the recording. In weaker classes, If necessary, the recording can be played more than once. Before checking answers, get students to compare their answers in pairs.

Answers:

Speaker 1	Speaker 2
his friends, his home, tourists' visits, delicious food	her neighbours, festivals, fun activities

4. Students should listen to the track again and complete the sentences. Get students to read the sentences and then play the recording. Have students compare their answers with a partner before providing whole class feedback.

Answers:

Speaker 1	Speaker 2
He lives in a small 1) village far from the 2) capital city .	She lives in a 1) mountainous region.
He helps his father 3) after school .	Her 2) neighbours are very friendly.
He likes 4) fishing with his friends.	People are 3) fit because they have an active outdoor life.
Tourists enjoy 5) fresh air and delicious food in this place.	Tourists visit Whistler to see the 4) Food Festival , World Ski and Snowboard Festivals.

Track 33

Speaker 1

I live in a small village near Lake Maral. It is far from the capital city. It is very beautiful here. My family has a small farm house with a very big garden. My father works on the farm. I help my father after school. I have a lot of friends. We all love fishing together. In fine weather, we play football. A lot of tourists come to our village. They enjoy fresh air and delicious food here.

Speaker 2

I live in Whistler, Canada. It is a small mountainous region. My neighbours are very friendly. People are very fit here because they spend a lot of time outside. We love biking, skiing and spending time in the mountains. Every year millions of tourists visit my town to see the Food Festival, World Ski and Snowboard Festivals.

5. Have students work individually and answer the questions. While they are working, monitor and help if necessary. Get students to exchange their sentences with a partner and give feedback to each other.

B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and detailed information by reading a text about Azerbaijan.

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

1. Put students into small groups and have them discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.

2. Ask students to read the text quickly and choose the best title. Have students compare their answers with a partner once they are ready. Check the answer as a class.

Answer:

C. The beautiful country

3. Ask students to read the text again and decide if the statements are True, False or Not Given. When students are ready, have them compare their answers with their partners. Then check the answers as a class. Encourage them to support their answers.

Answers:

1. **F** (More than half of Azerbaijan's area is mountainous.)
2. **NG** (No information has been provided.)
3. **F** (Baku is closer to Nakhchivan than to Gazakh.)
4. **T** (People say the most beautiful lake is Goygol.)
5. **T** (In the villages, they spend most of their time outdoors.)
6. **F** (Neighbours in the skyscrapers live closer to each other. But the neighbours in the villages have better relationships.)



GRAMMAR TARGET

Irregular Comparative and Superlative Adjectives

Draw students' attention to the Grammar target box and give them some time to get acquainted with the irregular adjectives and read the examples. Ask questions to make sure that they have understood the difference between regular and irregular comparative and superlative adjectives.

4. Ask students to draw a table in their notebooks similar to the one given in the book. Then have them look at the text in Task 2 again and complete the table by adding appropriate adjectives.

Answers:

Comparative adjectives		Superlative adjectives	
er	colder, cooler, fresher	est	the longest
more	more silent	the most	the most beautiful
irregular	more, better	irregular	the farthest, the oldest, the most

C

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

- compare cities using the target language;
- talk about Azerbaijan using the target language;
- develop their listening skills for gist and detailed information.

Standards: 1.1.1. 1.1.2. 4.1.2.

1. Ask students to look at the pictures and make up sentences with irregular comparatives or superlatives. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on page 73 in case they need to. Provide whole class feedback once students are ready.

Answers:



0. I/have/many books/him.
I have more books than him.



1. Nuray/has/many friends/Alex.
Nuray has more friends than Alex.



2. This city/bad/weather in winter.
This city has the worst weather in winter.



3. I/drink/much water/my friend.
I drink more water than my friend.



4. A new park/is/bad/an old park.
A new park is worse than an old park.



5. Riding a horse/is/good/free time activity.
Riding a horse is the best free time activity.

2. Have students complete the sentences with irregular comparatives or superlatives of the underlined words. Students should do the task individually and compare their answers in pairs. Check the answers as a class once students are ready.

Answers:

1. This film is very good.
His old films are better than his new films.
This is the best film of this actor.
2. He has bad grades this year.
He had the worst grades in the class.
He has better grades this year than his classmates.
3. There are a lot of trees in the park.
There are more trees in this park than any other park.
Which park has the most trees of all?
4. There are a lot of old cities.
Qabala is one of the oldest cities in Azerbaijan.
Baku is older than Ganja.

3. Tell students that they are going to listen to the conversation between Yahya and Jack. As students listen, they should decide what the children are mainly talking about. Once students are ready, have them compare their answers with a partner and then check the answers.

Answer:

a) A bike

4. Have students read the statements. Then play the recording again. As they listen they should decide if the statements are True or False. Get them to compare their answers with a partner once they are ready. Then check the answers.

Answers:

1. T (Yes, it is better today because it isn't raining.)
2. F (I like this park. It's bigger and nicer than the park near our school.)
3. F (It's my uncle's present for my birthday.)
4. T (Now you have the newest bike in the park.)

Track 33

- Jack:** The weather is very nice today.
- Yahya:** Yes, it is better today because it isn't raining. We can ride our bikes.
- Jack:** I like this park. It's bigger and nicer than the park near our school.
- Yahya:** Yes, you're right. There are more bicycle lanes here.
- Jack:** Is your bike new?
- Yahya:** Yes, it is. My new bike is better than my old bike.
- Jack:** Yes, it's also bigger than the old bike.
- Yahya:** It's my uncle's present for my birthday.
- Jack:** Very good. Now you have the newest bike in the park.
- Yahya:** I like the colour of your bike. Let's ride our bikes and see which one is faster.

5. Ask students to compare the cities. Use irregular comparatives and superlatives. Tell them to pay attention to the key words. While they are working, monitor and provide assistance if necessary. When they are ready, get them to compare their sentences with a partner. Then check the answers. Remind them that there might be different possible options. It is better to write the answers on the board. Nominate random students to write their sentences on the board.

Answers:

1. Guba is an older city than Ujar.
2. Salyan is closer to Baku than Nakhchivan.
3. Baku has more parks than Ganja.
4. Shusha has better summers than Shirvan.

6. Have students work in small groups and prepare a presentation about Azerbaijan. The presentation can be in different forms. Encourage them to include the information about

- the regions with the most forests/mountains/lakes and rivers.
- the oldest cities/villages.
- the regions with less rain/sunshine.
- the farthest regions to Shusha.

LESSON 12 TRAVELLING

A

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

- tell a story about the suggested topics using the target language;
- develop their listening skills for specific and detailed information.

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

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

Track 35

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

2. Ask students to complete the sentences with the words/phrases from Task 1. They should use Past Simple forms of the verbs. Have them do the task individually and then compare their answers in pairs. Provide whole class feedback once they have finished comparing their answers.

Answers:

1. After 2 hours, the plane **took off**. It was nice to be close to the clouds.
2. We **arrived at the airport** on time. Our hotel was the closest to the airport.
3. He **missed the plane** because he woke up late.
4. The plane **landed** after a long flight.
5. We **got on the plane**. It was my first time on the plane. I was very excited.
6. She **packed her suitcase** very late. So, she couldn't put all the things in it.
7. I decided to **take a taxi** to the airport because the airport was far from my home.

3. Tell students that they are going to listen to 4 people. They should listen and match the speakers to the sentences. Give students some time to read the sentences and then play the recording. In weaker classes, if necessary, the recording can be played more than once. Before checking the answers, get students to compare their answers in pairs.

Answers:

Speaker 1	b) This person is packing a suitcase.
Speaker 2	a) This person is booking a flight.
Speaker 3	d) This person is getting on the plane.
Speaker 4	e) This person missed the plane.

Track 36

1. Where are my new shoes? I want to take them with me.
2. I want to fly with Turkish Airlines on Saturday.
3. Oh, my God! I am very excited. It's my first flight.
4. I was just 5 minutes late. It was the worst day for me. I cried a lot.

4. Have students read the text and complete the sentences with the words in the box. The task is better to be done individually. Get students to compare their answers with a partner before you check the answers.

Answers:

Last year, I decided to go to England. I **0) booked the flight** with British Airlines. I found a nice hotel on the Internet and **1) booked** a beautiful hotel room. My flight was for September 22. On that day, I woke up early and **2) packed my suitcase**. It was time to go to the airport. I **3) took a taxi** to the airport. I **4) arrived at the airport** an hour before the flight. They asked me for my passport. I wanted to give my passport, but it wasn't in my bag. I was very sad because my plane **5) took off**, but I couldn't fly on it.

5. Ask students to choose one of the topics and make up a short story about it. Encourage them to use new vocabulary from the lesson. While they are writing their stories, monitor and help if necessary. Once students are ready, get them to exchange their stories with a partner and give feedback to each other.

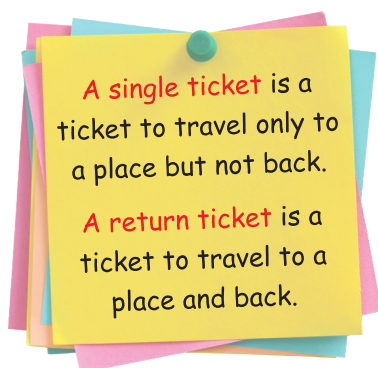
Note: This task can be done in small groups as well. Divide students into small groups and have them make up their stories. Then get them to share their stories with other groups.

B

Aims: By the end of the lesson, students will be better able to develop their reading skills for gist and detailed information by reading an email about a visit to London.

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

1. Put students into pairs and have them discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.



Before students start doing Task 3, draw their attention to the note with the new phrases. Give them some time to read the sentences. Ask them some questions to make sure that they have understood the meaning of the given phrases.

2. Ask students to read the text quickly and decide what the email is mainly about. Have students compare their answers with a partner once they are ready. Check the answer as a class.

Answer:

C. A plan of a visit to London

3. Ask students to read the text again and write their answers to the questions. Remind them that 3 questions don't have answers in the email. When students are ready, have them compare their answers with their partners. Then check the answers as a class.

Answers:

1. How long is Asli going to study in London? – **She is going to study in London for one year.**
2. Who has the return ticket? – **Asli's brother has a return ticket.**
3. When is Asli going to fly back to Baku? – **No answer in the email.**
4. When is Asli's flight to London? – **September 3**
5. Why does Asli want to be at the airport earlier? – **Because she doesn't want to miss the plane again.**

6. Why was Asli late to her flight last year? – **No answer in the email.**
7. Who helped Asli to pack the suitcase? – **Her sister helped her to pack the suitcase.**
8. How many presents are without names? – **No answer in the email.**



GRAMMAR TARGET

Future forms

Draw students' attention to the GRAMMAR TARGET box and give them some time to get acquainted with the Future forms. Ask questions to make sure that they have understood the difference between different forms. Provide more examples if necessary.

4. Ask students to read the email in Task 2 again and find other examples of Future forms.

Answers:

New message

← → ↻

To

Kathy

Subject

A visit to London

Hi Kathy,

I want to share good news with you. **I am going to study in London for one year.**

I am flying to London on September 3 and I am very excited to see you there soon.

I wanted to plan everything and then share the news with you. **My brother is flying with me.**

Yesterday, I booked the flight for us. **He is flying back to Baku on September 10.** So, we bought him a return ticket. My ticket is a single ticket.

I have all the plans ready. **The plane takes off at 8 a.m. At 5 a.m. We are going to take a taxi and I am planning to arrive at the airport before 6 a.m.** Yes, I know it is a bit early, but I don't want to miss the plane again. You know, last year I was 10 minutes late for my flight to Belfast, so I couldn't get on the plane and couldn't attend the conference in Belfast. It is the worst memory for me.

Yesterday, my sister helped me pack my suitcase. I have a lot of presents for you from all your friends. Some presents have names on them, but some are without names. It is Emiliya's idea. She thinks **you will find the names yourself.** I am sure **you will like all of them.**

I didn't know what to choose for you. But now I know. **I will bring Shaki pakhlava** for you.

See you there soon.

Hugs,
Asli

▼

Send

C

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

- talk about a boy's holiday plans using the target language;
- ask and answer questions about their plans using the target language;
- develop their listening skills for detailed information.

Standards: 1.1.1. 1.1.2. 2.2.3. 4.1.1. 4.1.2. 4.1.3.

1. Ask students to complete the sentences with **will** or **be going to**. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the GRAMMAR TARGET on page 73 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. A: My hands are dirty. There is a knock at the door.
B: Don't worry. I **will** open.
2. A: What are your plans for the weekend?
B: I **am going to** attend the festival.
3. A: What **are** you **going to** do on holiday?
B: I don't have plans yet.

2. Have students complete the sentences with Present Simple or Present Continuous. Students should do the task individually and compare their answers in pairs. Check the answers as a class once students are ready.

Answers:

1. The conference **starts** at 7 o'clock.
2. My flight **is** on Wednesday.
3. I **am meeting** my doctor at 3 o'clock.

3. Ask students to look at Cathy's notes and make predictions about her holiday. They should use **will** and **won't**. Get students to compare their answers with a partner once they have finished doing the task. Then check the answers.

Answers:

1. I **won't** watch cartoons in the hotel.
2. I **will** walk every morning.
3. I **won't** do sports there.
4. I **will** speak English to tourists.
5. I **will** have meals in the restaurant.

4. Tell students that they are going to listen to the conversation between Izel and Aden. Have students read the statements. Then play the recording. As they listen, they should decide if the statements are True or False. Get them to compare their answers with a partner once they are ready. Then check the answers.

Answers:

1. T (We aren't going to visit other countries this summer.)
2. F (She is going to spend her holiday in Istisu.)
3. F (We are going to relax in Istisu in Kalbajar.)
4. T (I'll talk to my father and ask him to take me there, too.)

Track 37

Izel: Do you have any plans for the summer?

Aden: Yes, I do. I am going to spend this summer with my family in Azerbaijan. We aren't going to visit other countries this summer.

Izel: Oh, it is good. I am sure you will enjoy your summer holiday.

Aden: Yes, you are right. What about you, Izel? Do you have any plans? Are you going to travel to other countries?

Izel: This summer we are going to Istisu.

Aden: Ah, I know that place. It is in Lankaran.

Izel: Actually, we are going to relax in Istisu in Kalbajar. Let me show you its picture. It is a fantastic place!

Aden: Wow. It has a beautiful view. I'll talk to my father and ask him to take me there, too.

Izel: You can join us. It'll be fun to relax together.

5. Ask students to complete the sentences with the correct Future forms. The task is better to be done individually. When they are ready, get them to compare their sentences with a partner. Then check the answers.

Answers:

1. Mark bought a new book yesterday. He **is going to read** it on holiday.
2. What a beautiful view! Wait! I **will take** your photo here.
3. When **does** the concert **start**?
4. What are your summer plans? Where **are you going to travel**?
5. My plane **takes** off on June 5, at 7 p.m.
6. You have a lot of work to do. Don't worry, I **will help** you to pack the suitcase.

6. Tell students that they are going to look at Elias' diary. They should use Future forms and make sentences about his holiday. The task can be done individually or in pairs. Once students are ready, nominate random students to read their sentences.

Suggested answers:

I am going to meet/am meeting my friends on Monday.
I am going to the amusement park on Tuesday.
I am going sightseeing on Wednesday.
I am going to the concert on Thursday. The concert starts at 9 p.m.
I am flying back on Friday. My flight is at 3 p.m.

7. Ask students to put the words in the correct order to make questions. While they are working, monitor and help if necessary. Once they are ready, put students in pairs and have them ask and answer the questions.

Suggested answers:

1. What/you/are/this summer/doing? – **What are you doing this summer?**
2. Are/going to/books/you/any/read/in summer? – **Are you going to read books in summer?**
3. in the sea/going/Are/you/to swim? – **Are you going to swim in the sea?**
4. going to/in Azerbaijan/regions/Are/you/visit/any? – **Are you going to visit any regions in Azerbaijan?**
5. you/regions/visit/are/Which/going to? – **Which regions are you going to visit?**
6. When/your plane/does/take off? – **When does your plane take off?**

8. Put students in pairs and have them take turns asking each other questions about their plans for today, this week and summer holiday. While they are working, monitor and take notes for the feedback stage.

R Review

(Lessons 11,12)

1 Choose the words that don't collocate with the word in the centre.

1	tall	skyscrapers
	mountainous	
	delicious	
	large	
2	miss	the plane
	get on	
	land	
	pack	
3	arrive at	the airport
	go to	
	take off	
	take a taxi to	
4	capital	cities
	touristic	
	ancient	
	fresh	

2 Look at the pictures and make up sentences with the help of the key words.



0. suitcase/now

They are packing their suitcase.



1. miss/yesterday

He missed his plane yesterday.



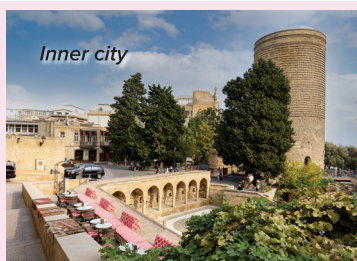
2. book/ flight/2 minutes ago

She booked her flight a few minutes ago.



3. neighbour/the/noisy

He has the noisiest neighbours.



4. ancient/in Azerbaijan

Inner city is one of the most ancient places in Azerbaijan.



5. skyscraper/tall

Burj Khalifa is the tallest skyscraper.

3 Match 0-4 to a-e. Today is Friday, June 4, 10 a.m.

1. July 5

d) next month

2. June 5

b) tomorrow

3. Tuesday, June 7

a) next week

4. today 13:00 p.m.

e) this afternoon

4 Choose the correct option.

1. I don't think I ★★★★★.

a) come

b) will come

c) coming

2. What ★★★★★ this weekend?

a) are you doing

b) do you do

c) will you do

3. The conference ★★★★★ on July 6.

a) will start

b) starts

c) is starting

4. I am sure he ★★★★★ a new record.

a) sets

b) will set

c) is setting

5. Oh, sorry! I forgot to send you the answers yesterday. I ★★★★★ them now.

a) send

b) am going to send

c) will send

6. I booked the ticket yesterday. I ★★★★★ on August 6.

a) will fly

b) am flying

c) fly

5 Complete the sentences.

1. good – better – the best
 - a) Halima is a better chess player than Jeyran.
 - b) Umid is good at math.
 - c) Coffee in this shop is the best.
2. a lot of – more – the most
 - a) Jason drinks more water than me.
 - b) There are a lot of tall skyscrapers in Baku.
 - c) This zoo has the most animals of all other zoos.
3. far – farther – the farthest
 - a) Greece is farther to Azerbaijan than Turkey.
 - b) Auckland in New Zealand is one of the farthest cities to Baku.
 - c) My house is far from the centre.

1 Read the text and complete the sentences with the words/phrases from the text.

Hi! My name is Murad. I am from Azerbaijan.

I was in England last month. I studied English at a summer school for three weeks. My classes were in the mornings. In the afternoons, I flew a kite and walked in the park with my English friends. In the evenings, I often watched films and listened to music with my friends. I visited places of interest with my friends at weekends. There was a Turkish restaurant near the school and I often had lunch there.

I liked my classes very much. My classmates were from different countries. I enjoyed learning about their cultures. It was fun to be in England.

1. Murad was in England for three weeks.
2. In the mornings, he had classes.
3. In the afternoons, he was with English friends.
4. He ate at a Turkish restaurant.
5. Murad studied with students from different countries.

2 Complete the sentences. Choose a, b or c.

1. "Don't take my mobile phone! I don't like that!"

This person is ★★★.

- a) bored
- b) angry
- c) excited

2. "Wow! Look at this present. It is very nice."

This person is ★★★.

- a) sad
- b) scared
- c) surprised

3. "My favourite teacher is not teaching me this year. I miss her very much."

This person is ★★★.

- a) happy
- b) sad
- c) excited

4. I don't want to watch this film. It is very scary.
This person is ★★★.
a) sad
b) scared
c) excited
5. My best friend Javid moved to Spain two years ago. I miss ★★★ a lot.
a) them
b) him
c) her
d) his
6. My grandparents are living with ★★★.
a) your
b) I
c) we
d) us
7. My brother visited France five years ★★★.
a) now
b) yesterday
c) ago
d) last
8. It ★★★ my birthday last week.
a) is
b) were
c) was
d) are
9. Robert is a really ★★★ person. He has a lot of work to do every day.
a) lonely
b) busy
c) naughty
d) surprised
10. My classmates ★★★ me to the party ★★★ Monday.
a) invites/last
b) invited/next
c) invite/ago
d) invited/last
11. Choose the line of irregular verbs.
a) fall, travel, enjoy, drive, open
b) come, read, draw, like
c) make, decide, watch, listen
d) eat, drink, go, leave, get

T

Test

(Lessons 5-8)

1 Read the text and answer the questions.

Hi! My name is Anar. I am a farmer and I work with my three brothers on the farm. We grow different vegetables and plants on our farm. We have a lot of work to do every day. We usually get up at 5 o'clock every morning and have a big breakfast. Then my brothers feed animals and I water the plants. People like our products because they are fresh and healthy. We go to bed late at night. We usually feel very tired at the end of the day. Yesterday, we were not on the farm. We went to the city for a wedding party of our cousin. The party was just amazing. There were a lot of people at the party. We ate tasty meals and danced a lot. We came back home very late at 1 a.m.

1. What's Anar's job? – **a farmer**
2. Who does he work with? – **His three brothers**
3. What time do Anar and his brothers get up every morning? – **At 5 o'clock**
4. How do they feel at the end of the day? – **tired**
5. Where were they yesterday? – **in the city/at the wedding party**
6. What did they do there? – **ate tasty meals/ danced a lot**
7. What time did they get home yesterday? – **at 1 a.m.**

2 Read the underlined sentence in the text and choose the best alternative.

1. There were a lot of people at the party.
 - a) It was a surprise party.
 - b) **It was a crowded party.**
 - c) It was an amazing party.
 - d) It was frightening at the party.

3 Choose the correct option.

1. Yesterday we had breakfast, but ★★★.

a) the party wasn't fun	c) we didn't have lunch
b) lunch was tiring	d) the soup was tasty
2. What surprising news ★★★ yesterday?

a) do you heard	c) you heard
b) did you heard ?	d) did you hear

3. ★★★ dream came true?

- a) Who
- b) Why
- c) When
- d) **Whose**

4. The lesson is very confusing and ★★★.

- a) **I don't understand it**
- b) I find it easy
- c) we all understand it
- d) we find it amazing

5. A: ★★★ you walk in the park yesterday?

B: No, I ★★★. I was tired and stayed at home.

- a) **Did/didn't**
- b) Did/wasn't
- c) Were/wasn't
- d) Do/don't

6. I ★★★ like the salad. It ★★★ delicious.

- a) didn't/was
- b) wasn't/didn't
- c) don't/wasn't
- d) **didn't/wasn't**

7. Match the halves.

- | | |
|----------------|-----------------------|
| 1. call | b) for help |
| 2. give | a) advice to somebody |
| 3. participate | d) in a championship |
| 4. follow | c) the news |

1

1. Put the regions Amelia visited in order.

Gabala

Shaki

Lerik

2. Complete the sentences with the words from the text

a) Amelia learned about Lerik thanks to an article.

b) In Sheki, Amelia and her family lived in a house in the forest.

c) Ameila's parents didn't eat pakhlava.

d) The family is planning to attend the International Food Festival in Shusha.

3. Guess the meaning of the underlined word "*centenarians*".

a) these people are younger than 100 years.

b) these people are older than 100 years.

c) these people are the oldest in the family.

d) these people are the youngest in the family.

2

Choose the correct option.

1. Aydan's hair is ★★★★★ than Kamilla's hair.

a) long

b) more long

c) the longest

d) longer

2. What is ★★★★★ thing for you in life?

a) the more valuable

b) the most valuable

c) most valuable

d) valuablest

3. Who is ★★★★★ person in your class?

a) the funniest

b) more funny

c) the funniest

d) the most funniest

4. I ★★★★★ to Germany next week.

a) will fly

b) am flying

c) fly

d) flew

5. I am very excited. I am ★★★★★ for the first time.

a) taking off the plane

b) landing the airport

c) getting on the plane

d) packing the taxi

6. Choose the wrong option.

I am going to the concert ★★★.

a) tonight

b) next Tuesday

c) in 2 days

d) yesterday evening

7. Match the halves.

1. fresh

2. capital

3. club

4. return

b) air

d) city

a) member

c) ticket

Example of small summative assessment

Small Summative 2 (Lessons 3,4)

Name: _____ Class: _____ Date: _____

1. Listen to the conversation between Shams and Nick and circle the correct options. You will hear the recording TWICE.

1. Shams is in _____ now. a) Baku b) Lachin c) New York	4. Yesterday, Shams also _____. a) met school children b) visited a new school c) started studying at a new school
2. Shams is there with _____. a) her friends b) her grandparents c) her uncle	5. Shams _____. a) isn't enjoying her visit b) is on her way to Baku c) doesn't want to leave that city
3. Yesterday they _____. a) walked in the city b) stayed in the grandparents' house c) showed others the city	

(____/20)

2. Read the text and answer the questions.

I prepared a surprise party for my brother Murad. I invited his classmates to the party. The party was in the open air. The weather was hot and sunny. There was vegetable salad, fried vegetables and orange juice on the table. Murad's classmates liked the salad very much. Murad's birthday cake was really big and delicious. The children played with balloons, listened to music and danced a lot. They enjoyed the party. It finished at 11 o'clock.

1. Who prepared the party? Murad or his sister? _____
2. Who came to the party? _____
3. What was the weather like that day? _____
4. What did the children like eating? _____
5. What time did the party finish? _____

(____/20)

3. Underline the correct option.

- 1. "My uncle moved to another city. I miss him so much." This person is **happy/excited/sad**.
- 2. "I don't want to watch films about zombies." This person is **sad/surprised/scared**.
- 3. "Don't look at my password. I don't like that." This person is **excited/angry/bored**.
- 4. "I have a difficult exam today. I feel really bad." This person is **nervous/bored/happy**.
- 5. "I don't know what to do. I just sit on the sofa all day long." This person is **surprised/happy/bored**.

(___/15)

4. Complete the sentences with last, ago or yesterday.

- 1. We had a picnic in the park _____ afternoon.
- 2. I was really busy an hour _____.
- 3. _____ year, I visited my grandparents.
- 4. We baked a chocolate cake two days _____.
- 5. My friends played football _____ evening.

(___/15)

5. Complete the sentences with the Past Simple forms of the verbs in brackets.

- 1. She _____ (take) a taxi about an hour ago.
- 2. They _____ (wake up) early this morning.
- 3. My aunt _____ (live) in Turkey two years ago.
- 4. She _____ (read) the newspaper yesterday.
- 5. We _____ (watch) an interesting film on TV yesterday.

(___/15)

6. Write 5-6 sentences about your last birthday party.

(___/15)

This is the end of the test.

The audio script and the keys of the sample summative

Track

- Nick:** Hi, Shams! Greetings from New York. Where are you? Are you in Baku?
- Shams:** Hi, Nick! I am not in Baku. I am in Lachin.
- Nick:** That's great! When did you go there?
- Shams:** Yesterday morning. It was my dream to see Lachin. My great grandparents lived here for many years.
- Nick:** Are you there with your friends?
- Shams:** No, I'm not. I am here with my grandparents. My uncle is also planning to join us soon.
- Nick:** What did you do there yesterday? Did you have a good time?
- Shams:** Yesterday morning, I walked in the city with my grandfather. He showed me around. We visited my grandparents' house.
- Nick:** What else did you do?
- Shams:** We visited a new school. It is really large. There were no students because it was Sunday.
- Nick:** How long are you going to stay there?
- Shams:** Today is my second day here and I don't want to go back home. I asked my parents to stay here longer.

Answers:

1. (20 points)

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

3. (15 points)

1. sad
2. scared
3. angry
4. nervous
5. bored

5. (15 points)

1. took
2. woke up
3. lived
4. read
5. watched

2. (20 points)

1. His sister
2. Murad's classmates
3. Hot and sunny
4. Vegetable salad
5. 11 o'clock

4. (15 points)

1. yesterday
2. ago
3. Last
4. ago
5. yesterday

6. Answers will vary.

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