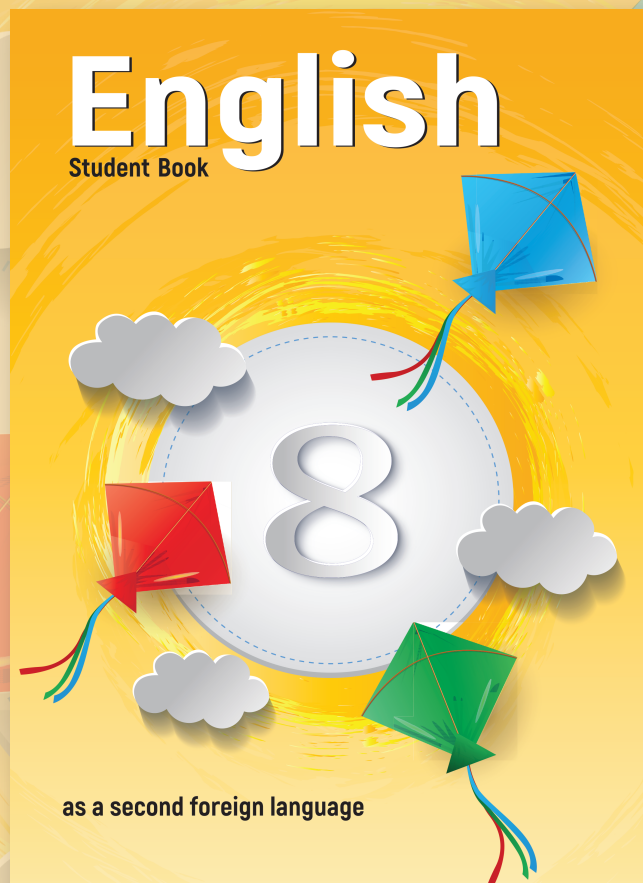


English

TEACHER BOOK



8

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English

Teacher Book

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

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

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We thank you for the cooperation.



ŞƏRQ-QƏRB

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From Authors

We are excited to introduce a new English course book for Grade 8, which is compiled according to the English language curriculum confirmed by the Ministry of Science and Education of the Republic of Azerbaijan. The activities included in the course book support eighth grade students' language learning by boosting their language skills of listening, speaking, writing and reading. Teacher Book will help you plan your lessons effectively and apply different interaction patterns that will contribute significantly to the learning process.

We wish you and your students much success!

Sincerely, authors

Syllabus

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3. HOBBIES AROUND THE WORLD	2	A: Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.3. 2.2.4.
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		B: Reading: Forum posts about kindness; presentation of grammar: <i>Past Progressive Negative</i>	2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.
		C: Grammar practice of <i>Past Progressive Negative</i> ; listening, speaking and writing	1.1.1. 1.1.2. 2.1.1. 2.2.4. 4.1.1. 4.1.2.
6. TRAVEL STORIES	2	A: Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.4. 4.1.1. 4.1.2. 4.1.3.
		B: Reading: A conversation between Farid and the interviewer; presentation of grammar: <i>Past Progressive Questions</i>	2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.
		C: Grammar practice of <i>Past Progressive Questions</i> ; listening, speaking and writing	1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.1. 4.1.2.
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8. ART	2	A: Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.4.
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9. HELP THE EARTH!	2	A: Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.3. 2.2.4.
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10. PEOPLE IN OUR LIFE

2	A: Vocabulary, listening and writing	1.1.1. 1.1.2. 2.1.1. 2.2.4. 4.1.2. 4.1.3.
	B: Reading: A text about Hanifa's friends: <i>Zero Conditional</i>	2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.
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	B: Reading: Forum posts about the problems with technology: <i>First Conditional</i>	2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.3.
	C: Grammar practice of <i>First Conditional</i> ; listening, speaking and writing	1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.4. 4.1.1. 4.1.2.
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12. IMPORTANT SKILLS FOR TEENS

2	A: Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.3. 2.2.4.
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1	Big Summative 2	

Pupil at the end of VIII grade is able to:

- identify the main idea and the logical order in the text he/she reads and listens to;
- use speech etiquettes and patterns;
- use speech patterns accordingly;
- classify the words and word combinations in the text he/she reads and identify the main idea of the text;
- connect the sentences grammatically and semantically;
- use punctuation marks correctly;
- write simple ads.

Core standards and sub standards on content lines

1. LISTENING COMPREHENSION

Pupil is able to:

- 1.1. comprehend the content of the text he/she listens to
 - 1.1.1. fulfil the tasks according to the instructions;
 - 1.1.2. identify the main idea in the text he/she listens to.

2. SPEAKING

Pupil is able to:

- 2.1. demonstrate accurate pronunciation skills
 - 2.1.1. pronounce sentences and speech etiquettes accurately;
- 2.2. demonstrate speaking skills;
 - 2.2.1. name objects and situations depicted in the pictures of various content;
 - 2.2.2. describe objects and situations depicted in the pictures using the vocabulary he/she has learned;
 - 2.2.3. use speech etiquettes in dialogues;
 - 2.2.4. use speech patterns he/she has learned accordingly.

3. READING COMPREHENSION

Pupil is able to:

- 3.1. comprehend the content of the text he/she reads
 - 3.1.1. ask questions about the content of the text;
 - 3.1.2. identify and classify the new words in the text he/she reads;
 - 3.1.3. identify the main idea in the text.

4. WRITING

Pupil is able to:

- 4.1. demonstrate accurate writing skills
 - 4.1.1. write short texts based on the given words;
 - 4.1.2. use orthographic signs accordingly;
 - 4.1.3. write simple posters.

1

LESSON

Summer Holiday

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

- express their opinion using the target language in a spoken form;
- develop their listening skills for detailed information.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.4.

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

Note: It is advisable to ask concept checking questions to ensure that students have understood the meanings.

Track 1

1. whale watching
2. wildlife
3. locals
4. to do one's best
5. numb
6. to spot
7. a tourist attraction
8. a landscape

2. Ask students to complete the sentences with the words/phrases from Task 1. Have them do the task individually and then compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. My dad **spotted** a big snake under the tree.
2. The Maiden Tower is a famous **tourist attraction**.
3. I slept on my arm and now I cannot move it. It is **numb**.
4. The **locals** in this area don't like tourists much.
5. **Whale watching** was the most interesting activity we did during our holiday.
The animal was very big and beautiful.
6. Look at this beautiful lake. The **landscape** of this area is amazing.
7. The Red Book of Azerbaijan is a book about the **wildlife** of Azerbaijan.

3. Tell students that they are going to listen to 4 people and match them to the things they are talking about. Remind students that there is one extra option which they don't need to use. Give students some time to read the options and then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1

e. whale watching

Speaker 2

c. the landscape of an area

Speaker 3

d. tourist attractions

Speaker 4

a. wildlife in an area

Track 2

Speaker 1. I couldn't believe my eyes. They were very beautiful. One of them swam just near our boat.

Speaker 2. On one side, you can see green trees and on the other side, a soft white sandy beach. The view is just great.

Speaker 3. We need to have a list of places to visit. The city is full of interesting places, but we have just two days. Let's choose the nearest ones.

Speaker 4. This area is very rich with all sorts of plants. The animals that eat plants can find food easily.

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

What is the best tourist attraction in your city/town?

What kind of landscapes do you like?

Would you like to take a whale watching trip? Why or Why not?

When was the last time you did your best to achieve something?

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

- develop their reading skills for gist and specific information by reading a text about holiday experiences;
- talk about travelling in different seasons and living in a cold place all year round.

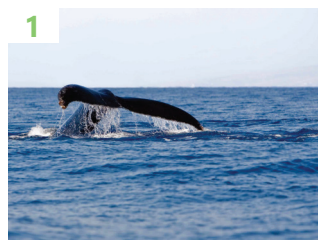
Standards: 2.1.1. 2.2.4. 3.1.2. 3.1.3.

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.
 - Which season is the best time to travel? Why?
 - Can you live in a very cold place all year round? Why or why not?
2. Tell students that they are going to read about how two people spent their summer holidays. Students should read the paragraphs quickly and match them to the pictures. Ask students not to go into detail. Have them choose two pictures for each paragraph. Also, remind your class that there are 2 extra pictures that they don't need to use. Once students are ready, get them to compare their answers with a partner. Provide whole class feedback at the end.

A. Answers:

My last summer holiday was wonderful. My uncle lives in Nova Scotia, Canada together with his family. We saw them last in 2017. This summer we decided to visit them. We had a great time there. Nova Scotia is famous for its natural beauty. We visited a lot of tourist attractions there. Nova Scotia is a perfect place for outdoor activities. We tried some of them like fishing, hiking, surfing, whale watching and, of course, we visited Scotia's famous white sandy beaches. All my cousins and my sister found the water warm enough to swim but not me. For me, the water was too cold to swim in. I tried to enter the water three times, but each time my feet felt numb. I put on my clothes and decided never to try swimming there again. I liked whale watching most. It was amazing. We were close enough to take wonderful pictures. Now I look at those pictures and I want to go there again.

Jennifer, New Zealand



B.

My brother likes travelling very much. He visited a lot of interesting places all over the world. This summer we travelled together. We went to the Arctic island of Svalbard. It is a place full of wildlife and breathtaking landscape. Svalbard has the longest days in summer. We had a fun time in Svalbard and tried different activities. We visited the coal mine, had a boat trip and saw a lot of animals. Can you imagine I saw polar bears? They were amazing. At the end of the day, I was sad because I forgot to take photos of them.

We wanted to see whales as well. The guide and captain of our tour tried their best to spot whales, but they couldn't spot any.



Everything was perfect in Svalbard. The only problem was falling asleep at night. It was too light to fall asleep. It was easy for locals to fall asleep, but tourists had problems with sleepless nights. I liked my trip very much. At the same time, I was happy that it finished. I wanted a good sleep in darkness and also, I missed my summer clothes. In Svalbard, even in summer you wear a warm jacket, a hat and mittens.

Harry, Austria



3. Have students read the texts again and complete the gaps. When students are ready, have them compare their answers with their partners. Then check the answers. Encourage your students to justify their answers by reading the matching line from the text.

Answers:

1. **Harry** couldn't see the animal he wanted to see.
2. **Jennifer** couldn't do an activity because of cold weather.
3. **Harry** couldn't do an activity because of the sun.
4. **Harry** couldn't have his usual clothes because of the weather.
5. **Jennifer** could take pictures of the animal she saw.

4. Ask students to read the sentences and decide which words cannot be synonyms to the underlined words. Have your class do the task individually and then compare their answers with a partner. Once students have finished doing the task, check the answers as a class. If necessary, provide further assistance with the words given in the options.

Answers:

1. c
2. a



GRAMMAR TARGET

too + adjective/adverb

adjective/adverb + **enough**

Introduce the new grammar to students and give them some time to read the rules and examples. Divide the board into two sections and write the structures with *too* and *enough* on different sections. Highlight the necessary parts and elicit some sentences from students. Ask concept checking questions to be sure that students have understood the target language.

5. Have students look at the text and find examples of *too* and *enough*. The task is better to be done individually; however, it can be set as pair work as well.

Answers:

- A. We were close enough to take wonderful pictures.
- B. It was too light to fall asleep.

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

- develop their listening skills for gist and detailed information;
- make sentences using **too** and **enough** in spoken and written forms;
- ask and answer questions using **too** and **enough**.

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

1. Ask students to complete the sentences with *too* or *enough*. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on Page 9 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. I have **enough** time to help you.
2. There are **too** many places to visit in this city. We cannot visit all of them in just three days.
3. She is brave **enough** to do bungee jumping.
4. There is **too** much noise in the city centre.
5. You drive **too** slowly. I am afraid we won't catch the train.

2. Have students complete the sentences using the key words in brackets. Ask students to do the task individually and then compare their answers in pairs. Tell your class to refer to the Grammar Target box on Page 9 if they need to. Once students are ready, check the answers. It is advisable to write the sentences on the board. It will help them understand their mistakes better if they have any.

Answers:

1. You are **too young to drive** a car.
2. The tea is **too hot to drink**.
3. This room is **big enough to have** a birthday party with the whole class.
4. I couldn't get to the top of the Maiden Tower. There were **too many people** there.
5. There are **enough children to play** football.
6. She is eating **too much fast food** these days.

3. Draw students' attention to the sample sentences and explain to them how to combine two sentences into one using *too* and *enough*. Then have students do the task individually. While they are doing the task, monitor and help if necessary. When they are ready, ask them to compare their answers with a partner. At the end, check the answers as a class.

Answers:

1. The boy cannot carry the suitcase. It is very heavy. (too)
The suitcase is too heavy (for the boy) to carry.
2. I cannot finish the project. I don't have time. (enough)
I don't have enough time to finish the project.
3. There are many people in the restaurant. We cannot get a table. (too)
There are too many people to get a table.

4. I can buy the red dress. I have money. (enough)
I have enough money to buy the red dress.
5. She cannot finish the task. She works very slowly. (too)
She works too slowly to finish the task.
6. I could swim. The water was warm. (enough)
The water was warm enough to swim.

4. Tell students that they are going to listen to the conversation between Kate and Araz. Draw their attention to the pictures and elicit the names of the means of transport. (car, plane, train) Play the recording and have students answer the question. Encourage students to compare their answers with a partner before you check the answers as a class.

Answer:



5. Give students some time to read the sentences and then play the recording and have students decide if the sentences are True or False. 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:

1. **F** (I visited my aunts in Sweden.)
2. **T** (I have 5 cousins there. We had a lot of fun together.)
3. **T** (The flight was at night, so I could fall asleep.)
4. **F** (My cousins hired a big car and we travelled to some nearby cities.)
5. **T** (... my favourite was Vasa Museum.)

Track 3

Araz: Kate, how did you spend your summer holiday?

Kate: It was great, Araz. I visited my aunts in Sweden. I have 5 cousins there. We had a lot of fun together.

Araz: Great! Did you go there by train?

Kate: No, it is too far to go by train. We flew there.

Araz: How long was your flight?

Kate: 6 hours.

Araz: Oh, long enough. Didn't you get tired?

Kate: The flight was at night, so I could fall asleep.

Araz: Did you like Sweden?

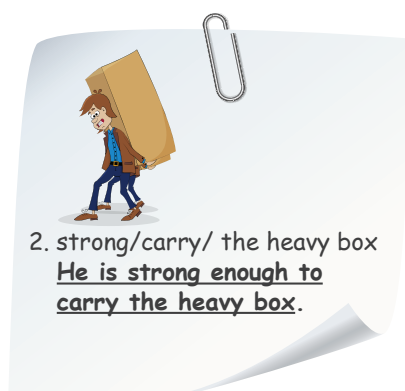
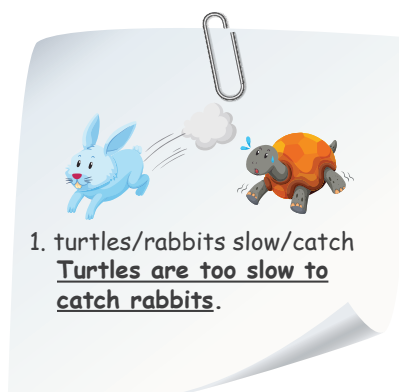
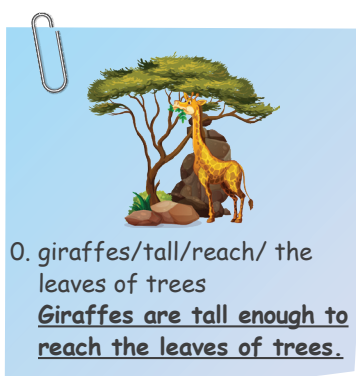
Kate: Yes, I did. It is a very beautiful country. My cousins hired a big car and we travelled to some nearby cities. We had enough time to travel to 7 cities. My cousins took me to the best tourist attractions.

Araz: What did you like most about them?

Kate: There were enough interesting places to fall in love, but my favourite was Vasa Museum. It was very interesting. Let me show you the pictures I took there.

6. Have students look at the pictures and the key words and make up sentences using **too** and **enough**. Have them do the task individually. Get students to compare their sentences with a partner and then provide whole class feedback.

Suggested answers:



7. Divide students into small groups and have them discuss the questions. While they are working, monitor and take notes for the feedback stage. When they are ready, nominate random students to share their answers with the whole class.

- Do you get enough exercise? Why? Why not?
- Do you have enough time to do your homework after school?
- Are there enough interesting places to visit in your neighbourhood?
- Do you like places with too many people? Why? Why not?

8. Ask students to write 3 questions to ask their partners about their summer holiday. Tell them that they need to use **too** and **enough**. While they are writing their questions, monitor and provide assistance if necessary. Once students are ready, put them into small groups and have them take turns to ask their questions. Monitor and take notes for the feedback stage.

Students' own answers

Extra Practice Task



Get students to work in pairs. Have them take turns asking each other the discussion questions. Student A will begin by asking a question from his/her list to Student B. Student B will answer the question, providing reasons to support his/her answer.

Discussion questions (Student A) _____ (Do not show these to Student B)

1. Is the playground near your school big enough for all of your classmates to play together?
 2. Did your teacher give you too much homework last week?
 3. Are the shelves in your classroom too high for you to reach?
 4. Do you think there are enough books in your school library?
 5. Is it too cold to play outside during winter?
-

Discussion questions (Student B) _____ (Do not show these to Student A)

1. Do you eat too many snacks during breaks?
2. Did your friend bring enough pencils to share with the class?
3. Is your backpack big enough to fit all of your books?
4. Can you throw the ball far enough to reach your friend?
5. Do you have too much free time after school?

2

LESSON

Young Inventors

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

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

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 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 example sentences. They will help students understand the use of the new vocabulary.

Track 4

- | | |
|----------------|---------------|
| 1. to invent | 5. to wonder |
| 2. to research | 6. to suggest |
| 3. useful | 7. to prove |
| 4. a scientist | 8. curious |

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

Answers:

1. My little sister is so curious. She wants to try everything.
2. We could not prove what James did. No one saw him in the room.
3. My sister wants to become a scientist. She loves doing experiments.
4. My mum thinks the washing machine is the most useful invention.
5. People always wonder about the life in space.
6. I would like to research ancient buildings in Baku. Where can I find the information?
7. Do you know who invented the computer?

3. Tell students that they are going to listen to 4 people. As they listen, they should match the people to the inventions they are talking about. Tell students there is one extra invention that they don't need to use. You can play the recording more than once. When they are ready, have a quick pair-check before you discuss the answers as a class.

Answers:



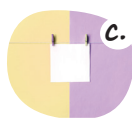
1. Peter



d. a thermometer



2. Simon



c. a paperclip



3. Sarah



b. an umbrella



4. Carly



e. a pencil case

Track 5

Speaker 1. Hi, I am Peter. I want to tell you about an amazing invention. I think everyone has it at home. It helps you know what your temperature is.

Speaker 2. Hi, I am Simon. Some people think this invention is not useful, but I think it helps teachers at school. They can put students' work together with this.

Speaker 3. Hi, I am Sarah. I think it's the most useful invention for us. We use it a lot in autumn and spring. It keeps us dry on wet days.

Speaker 4. Hi, I am Carly. This is the best invention for me! I can keep my things together in it. For example, it was hard to find an eraser in my bag before. Now my life is easier.

4. A. Have students work individually and write five questions using the words from Task 1. Monitor and help if needed.

B. Get students to walk around and talk to their classmates. Students should ask the questions they wrote in Task 4 A.

Note: If time allows, once students have finished the mingling stage, nominate random students to report some of their classmates' answers.

What do you suggest doing after ... ?

Where can I research ... ?

How can you prove ... ?



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

- develop their reading skills for gist and detailed information by reading the text about different inventions;
- talk about different inventions.

Standards: 2.1.1. 2.2.1. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1. Draw students' attention to the things around the classroom. Have them discuss the questions in pairs.

- What inventions do you see around your classroom?
- How helpful/useful are they?

2. Tell students that they are going to read a text about two different inventions. Before they start, pre-teach them the following words:

blind people – people who cannot see
a patent – a document which proves that an invention is yours

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.

Answer:

b

3. Have students read the text again and decide if the sentences are True or False. Set a time limit. Ask students to have a quick pair-check before you discuss the answers as a class.

Answers:

- 1. F** (Louis became very sad and as quiet as a mouse.)
- 2. F** (His parents didn't know how to help him. He did his best and one day invented a special system.)
- 3. T** (Louis became an inventor of Braille code for blind people at the age of 15.)
- 4. F** (He was a curious child and wanted to try everything.)
- 5. T** (It was very cold and his ears were as cold as ice. They were numb. He used his scarf, but it didn't help much.)
- 6. T** (So, he decided to find a better solution. Chester made a special thing to put on his ears and asked his grandmother for help.)

4. Get students to work individually and find the noun forms of the given verbs in the text. Have students compare their answers in pairs before you check the answers as a class.

Answers:

to invent - an invention

to suggest - a suggestion

to solve - a solution

Once you have checked the answers, have students write their own sentences with both verb and noun forms.

Draw students' attention to the Grammar Target box. Explain to them how to make sentences with **as... as** and **not as...as**. Write some sentences on the board.



GRAMMAR TARGET

as...as and **not as...as**

5. Get students to work individually and find other examples with **as ... as** and **not as ... as** in Task 2.

Louis Braille was three years old when something bad happened to his eyes. He could not see after that. **Everything was as black as a dark night for him.** Louis became very sad and as quiet as a mouse. He was not as happy as other children at his age. His parents didn't know how to help him. Doctors and scientists couldn't find a solution to help blind people. He was a smart child and wanted to study. Louis tried hard. He did his best and one day invented a special system. Every letter had its own codes. He could touch the dots, understand the letters and read the words. Louis became an inventor of Braille code for blind people at the age of 15. He first presented his work in 1924. Today, people all around the world use the Braille alphabet to read and write.

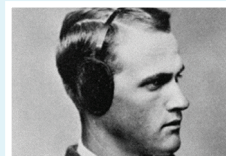


Louis Braille

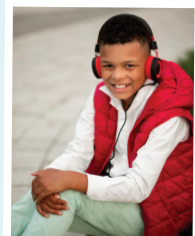


It was 1873 and Chester Greenwood was only 15 years old. He was a curious child and wanted to try everything. **He was not as quiet as his brothers and sisters.** He asked a lot of questions to learn.

One day, he went ice skating. It was very cold and his ears were as cold as ice. They were numb. He used his scarf, but it didn't help much. So, he decided to find a better solution. Chester made a special thing to put on his ears and asked his grandmother for help. **He needed something as soft as fur.** His grandmother suggested putting bear fur on it. Chester liked this suggestion. He used his new invention on cold winter days and **his ears were as warm as a cup of hot tea.** He made the first pair of earmuffs and proved that children could also find solutions to problems. He got a patent for this invention at the age of 19.



Chester Greenwood



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

- develop their listening skills for detailed information;
- talk about different inventions using **as ... as** and **not as ... as**;
- make sentences using **as ... as** and **not as ... as** in spoken and written forms.

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

1. Have students work individually and use **as ... as** or **not as ... as** to complete the sentences. Once they are done, have a quick pair-check before you discuss the answers as a class.

Answers:

1. Bananas are **as delicious as** apples.
2. We are **as busy as** your friends.
3. May is **not as hot as** August.
4. Mike is **as lazy as** his brother.
5. This shop is **not as expensive as** the other one.
6. This invention is **as useful as** the other ones.

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

Answers:

1. Teymur		hungry		a wolf
<i>Teymur is as hungry as a wolf.</i>				
2. Mary		busy		a bee
<i>Mary is as busy as a bee.</i>				
3. Kevin		quiet		a mouse
<i>Kevin is as quiet as a mouse.</i>				
4. Chocolate		sweet		honey
<i>Chocolate is not as sweet as honey.</i>				
5. This car		expensive		a plane
<i>This car is not as expensive as a plane.</i>				

3. Get students to work individually and rewrite the sentences using **as...as** and **not as ... as**. Have a quick pair-check before discussing the answers as a class.

Answers:

1. My pen is as new as Farida's pen.
2. I think films are not as boring as cartoons.
3. A washing machine is as useful as a dishwasher.
4. Andrew is as lazy as Carly.
5. This car is as expensive as my car.
6. I think History is not as interesting as Geography.

4. Tell students that they are going to listen to a talk about the invention of popsicles. Before you play the recording, have them read the sentences. Then play the recording and get them to decide whether the sentences are True or False. Ask them to compare their answers in pairs before you discuss the answers as a class.

Answers:

1. **T** (Frank wanted to taste a frozen drink.)
2. **F** (One cold night, he left a glass of drink with a wooden stick in it outside.)
3. **T** (Frank called his invention "ep-sicles"...)

Track 6

I love popsicles! They are my favourite snack! An eleven-year-old boy from California invented it. In 1905, Frank Epperson worked in a park. He sold drinks there. Frank wanted to taste a frozen drink. One cold night, he left a glass of drink with a wooden stick in it outside. The drink froze. The next morning he tasted and loved it. He took it to the school and his classmates liked the taste. Frank called his invention "ep-sicles", but his friends liked the name "popsicles" more. He agreed. Thanks for my favourite snack, Frank Epperson!

5. Have students work in pairs and find six mistakes in the text. When they are done, ask them to compare their answers in pairs before you discuss the answers as a class.

Answers:

Is it possible for everyone to ^{become} ~~became~~ an inventor one day? A lot of ^{inventors} ~~inventor~~ saw a problem and tried to ^{solve} ~~solution~~ it. At the beginning, it wasn't ^{as} ~~as~~ easy as they thought. They often talked to ^{their} ~~them~~ parents, friends or teachers about their ideas. So, don't be scared to ask someone for help. Work hard and do your best! Don't stop when you make a ^{mistake} ~~mistakes~~. Try again and again. You can do it!

6. **A.** This task can be set as a home assignment. Have students do research into the inventions provided in the task. Ask them to find as much information as possible about the invention and its inventor.
B. Get students to make presentations in groups. Group members should take notes about each invention. Then ask them to work in pairs and compare two inventions using the lesson grammar. Take notes of good language and inaccuracies for later feedback.

REVIEW 1 (LESSONS 1-2)

Answers:

1

1. **F** (He was different from other children. He wanted to earn money. When he was a small child, he started to sell Halloween candies on the bus and earned his first money.)
2. **T** (They bought different dog treats.)
3. **T** (He researched a lot and finally started to make the treat.)
4. **F** (He could earn \$800 at the beginning.)
5. **F** (He agreed with Barbara Corcoran and got \$25,000 in exchange for 25% of his business.)



Track 7

From early childhood Ryan loved the business world. He was different from other children. He wanted to earn money. When he was a small child, he started to sell Halloween candies on the bus and earned his first money.

One day, Ryan and his family decided to have a dog. It was a bit difficult for them at the beginning. They bought different dog treats. But the dog didn't like any. So, Ryan decided to prepare delicious dog treats for his new friend. He researched a lot and finally started to make the treat. The dog liked the treat very much. Later, Ryan gave this treat to other dogs on the street and they also liked it.

Soon, Ryan started his business of selling dog treats. He could earn \$800 at the beginning. One day, Ryan appeared on the show Tank Shark. He was the youngest in the show. But it didn't stop him. He agreed with Barbara Corcoran and got \$25,000 in exchange for 25% of his business.

After the show, Ryan became very famous and he started to earn more. At school, students called him "the Shark Tank kid".

2

1. This invention is good **enough** to get a patent.
2. There were **too** many people on the street during the festival.
3. I cannot research into this topic because I don't have **enough** time.
4. This box is **too** heavy to carry.
5. She is clever **enough** to give good advice.

3

1. The red popsicle is as delicious as the green popsicle.
2. Paperclips aren't as useful as pencil cases.
3. The washing machine is as great as the dishwasher.
4. Sheki's landscape is as beautiful as Gabala's landscape.
5. Inner City is as famous as Gobustan.

REVIEW 1 (LESSONS 1-2)

4

1. He is too young to ride that bike.
2. She has enough time to finish her project.
3. This place is too noisy to study in.
4. This team isn't fast enough to finish first.
5. He was too tired to come to the birthday party.

1. This city is very small, but there are a lot of ★★★.

- ☒ a) tourist attractions b) inventions c) landscape

2. Alice ★★★ to get a patent for her new invention.

- a) proved that ☒ b) did her best c) suggested

3. Kevin is ★★★ a mouse.

- a) more quiet b) quiet than ☒ c) as quiet as

4. Do you know about the ★★★ of the dishwasher?

- a) invent ☒ b) inventor c) inventing

5. Lilly is a very ★★★ child. She always asks questions to learn new things.

- a) useful ☒ b) curious c) right

6. Mountainous villages in Azerbaijan have ★★★ landscape.

- ☒ a) breathtaking b) numb c) useful

7. I ★★★ who invented the bike.

- a) spot b) suggest ☒ c) wonder

8. I ★★★ into the topic a lot, but I couldn't find an answer to my question.

- a) suggested b) invented ☒ c) researched

9. I cannot enter this restaurant. There are ★★★ people there.

- a) too ☒ b) too many c) too much

10. The ★★★ in this area are very kind. They helped us a lot.

- a) landscapes ☒ b) locals c) tourist attractions

11. Kamran is taller than Nariman. Nariman is ★★★ Kamran.

- a) as tall as ☒ b) not as tall as c) taller than

12. Louis Braille's code is for ★★★.

- a) locals b) inventors ☒ c) blind people

3
LESSON

Hobbies Around the World

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

- answer the questions using the target language;
- develop their listening skills for 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 example sentences. They will help students understand the use of the new vocabulary.

Track 8

1. a collection
2. snowboarding
3. skydiving
4. incredible
5. an exhibition
6. to carve
7. to shape
8. unusual

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

Answers:

1. My friend has a **collection** of magnets from different countries.
2. It never snows in their country. It was **unusual** to see snow there last week!
3. I visited a very interesting **exhibition** last week. I saw beautiful paintings there.
4. I don't like cold weather at all. I am sure I will never take up **snowboarding**.
5. He took a piece of wood and tried to **carve** his name on it.
6. I cannot believe he did it. It's **incredible**!
7. I am afraid of heights, so I will never go **skydiving**.

3. Tell students that they are going to listen to Mark and decide if the sentences are True or False. Before you play the recording, have students read the sentences. Then play the recording. When students have finished doing the task, have them compare their answers in pairs. Then check the answers as a class.

Answers:

1. T
2. F (I started it two years ago.)
3. F (Now I have a collection of 540 photos and 130 videos.)
4. F (My followers like them a lot and I get a lot of positive comments.)
5. F (I am planning to enter that competition next year)

Track 9

Hi! I am Mike. I am 18 years old. I think drone flying is an unusual hobby. I started it two years ago. I use my drone to take photos and videos. Now I have a collection of 540 photos and 130 videos. I share the photos and videos on my blog. My followers like them a lot and I get a lot of positive comments. I also visit exhibitions of drones in other countries. There is a drone racing competition in my city this summer. I am planning to enter that competition next year.

4. Get students to work in pairs and ask and answer the questions. Encourage them to ask more questions using the new vocabulary. Monitor and provide assistance when needed.

What is your hobby?

How often do you practise your hobby?

Do you recommend your hobby to others? Why or why not?

What is unusual about your hobby?

Would you like to take up snowboarding or skydiving?

When was the last time you visited an exhibition? What exhibition was it?

Do you have any collections? If yes, what collection is it?

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

- develop their reading skills for gist and specific information by reading a conversation;
- talk about hobbies in the present and past.

Standards: 2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1. Have students work in pairs or in small groups and discuss the questions. Once they are ready, nominate random students to share their answers with the whole class.
 - Was life more interesting in the past or is it more interesting now?
 - What hobbies do you think people had in the past?

Before students start doing the task, pre-teach them the following words:

***extreme sports** – exciting, dangerous sports*

***trick** – a clever action that somebody/something performs as a way of entertaining people*

***hill** – an area of land that is higher than the land around it, but not as high as a mountain*

***spaceship** – a vehicle that travels in space, carrying people*

2. Have students read the conversation quickly and answer the question. Then check the answer as a class.

Answer:

c

3. Ask students to read the conversation again and answer the questions. Set a time limit. Get them to have a quick pair-check before you discuss the answers as a class.

Answers:

1. What is Toby interested in?
Toby is interested in extreme sports.
2. How did grandpa's brother and sister have fun?
His brother Ted used to carve beautiful pictures on wood. His sister Kate used to collect coins from different countries.
3. What hobby did grandpa have?
He read a lot about planes and spaceships.
4. What did grandpa dream about?
He dreamed about becoming a pilot.
5. Do you think grandpa will go skydiving with Toby? Why or why not?
Probably not (He thinks skydiving is dangerous for his age.)

Draw students' attention to the Grammar Target box. Explain to them how to make sentences with **used to**. Write some sentences on the board.



GRAMMAR TARGET

Used to + infinitive

4. Get students to work individually and find other examples with **used to** in Task 2.

Answers:

Grandpa: Hey, Toby. What are you reading about?

Toby: I am reading about extreme sports, grandpa. I want to try skydiving or snowboarding one day.

Grandpa: Skydiving or snowboarding? Are they sports? How do you do them?

Toby: Yes, they are sports- extreme sports! Skydiving is parachuting. People jump from an airplane and show some tricks in the sky. Then they open their parachutes. Snowboarding is a winter sport. People ride down from a snowy hill.

Grandpa: Sounds incredible! We didn't have any dangerous hobbies. **My brother Ted used to carve beautiful pictures on wood. My sister Kate used to collect coins from different countries.** They loved it because it was fun. **My friend Paul used to shape trees.** They looked different and beautiful!

Toby: How about you, grandpa? **Did you use to collect anything?**

Grandpa: No, I didn't, Toby. **I didn't use to collect things in my childhood. I used to read a lot about planes and spaceships,** but I don't read much now. I wanted to become a pilot and used to dream about it.

Toby: This is great, grandpa! We can try skydiving together!

Grandpa: Thanks, Toby! Sounds cool but dangerous for my age!



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

- develop their listening skills for gist and specific information;
- make sentences using **used to** in spoken and written forms;
- write and talk about the elderly people they know using **used to**.

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

1. Have students work individually and make sentences with **used to**. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Julie and Susan used to have long brown hair.
2. Uncle Bradley used to learn Spanish in grade 3.
3. He used to carve on wood every weekend.
4. My mum used to love chocolate, but now she hates it.
5. I used to ride my bicycle to school.
6. Families used to have dinner together.

2. Get students to work individually and choose the correct option. Once they are done, ask them to have a quick pair-check. Then discuss the answers as a class.

Answers:

1. It used to / **uses** to rain a lot in spring.
2. Susan didn't **used to** / use to drink milk in her childhood.
3. What **did** / **do** you use to wear at school?
4. People **used to** / **use to** travel on horses before.
5. Who **did** / **are** you use to play with at school?
6. I **don't used** / didn't use to cook, but now I cook at home.

3. Have students work individually, look at the signs in brackets and make negative sentences or questions with **used to**. Once they are done, ask them to compare their sentences in pairs. Then check the answers as a class.

Answers:

1. We didn't use to swim in the sea.
2. Did Jane use to collect coins in her childhood?
3. Did Mike and Ted use to read books after school?
4. Children didn't use to play video games.
5. I didn't use to carve on wood.
6. Did your grandpa use to shape trees?

4. Tell students that they are going to listen to Amy. As they listen, they should choose the correct option to complete the sentence. Once they are done, ask them to compare their answers in pairs. Then discuss the answer as a class.

Answer:

c

5. Tell students that they are going to listen to the talk again. Give students some time to read the sentences. Then play the recording and have them complete the sentences. Once they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Both Amy and her grandpa enjoy spending time in nature.
2. Her grandpa is 85 years old.
3. Years ago, he loved spending time outside.
4. He had unusual trees and plants in his garden.
5. Amy didn't often see him in the house.
6. She can't spend much time in the garden because she is working in a hospital.

Track 10

I am Amy. I like spending time in nature. My grandpa also likes it a lot. He is 85 years old now and he can't walk much. Until some years ago, his hobby was gardening. He enjoyed spending a lot of time outside. In his garden, he used to grow unusual trees and plants. He didn't use to spend much time in the house. We used to see him in the house not very often. Now I am taking care of my grandpa's garden. I don't spend as much time as he did because I am working in a hospital.

6. Have students work in pairs and find six mistakes in the text. When they are done, ask them to compare their answers in pairs before you provide whole class feedback.

Answers:



During my childhood, I ^{used} don't use to get bored on rainy days. I ^{excited} use to get very excited! When it stopped raining, I ^{make} used to doing paper boats with my cousins. We used to put our paper boats on rainwater near the gate and they used to go. It was fun!



My cousin used to show his ^{collection} collect of coins to us. We used to count the coins. It was incredible to see money from different countries. We also used to draw pictures and ^{exhibition} make an exhibition of our work for our parents. My childhood was really fun!

7. In this task students should prepare a poster presentation about the elderly people they know using the structure **used to**. Set a time limit. While students are working, monitor and provide assistance if necessary. When they are ready, have them present their posters in small groups.

4

LESSON

Real Heroes

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

- express their ideas using the target language in a written form;
- develop their listening skills for detailed information.

Standards: 1.1.1. 1.1.2. 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 example sentences. They will help students understand the use of the new vocabulary.

Track 11

1. to rescue
2. to notice
3. grateful
4. forever
5. a teenager
6. to stare
7. to treat
8. patient

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

Answers:

1. Everyone should treat animals nicely.
2. No problem, I am patient! I will wait for you here.
3. My uncle was a teenager twelve years ago.
4. I love looking at the clouds. I can stare at them for hours!
5. I like the house, but I don't want to live there forever.
6. We are grateful to our teachers and parents for everything.
7. Please help! Who can rescue my cat?

3. Tell students that they are going to listen to a talk and decide if the sentences are True or False. Before you play the recording, have them read the sentences. Then play the recording. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. T
2. F (There were tourists from different countries, too.)
3. T
4. F (The dolphins noticed the boy in the sea and swam to help.)
5. F (The dolphin rescued the boy!)

Track 12

I will never forget my trip to Italy in 2000. I was on a boat on the Adriatic Sea. There were tourists from different countries, too. A teenage boy with his father sat in front of me. The captain stopped the boat after 35 minutes in the middle of the sea. It was warm and the view was beautiful! We all stood up to look around. The teenager wanted to look at the fish and went closer to the water. Guess what? He fell into the water! We were all shocked and didn't know what to do! Suddenly, we saw two big dolphins in the sea. The dolphins noticed the boy in the sea and swam to help! One of them lifted the boy and threw him into the boat! That was incredible! The dolphin rescued the boy! His father was very grateful to his son's rescuer! I will remember this story forever!

4. Have students work individually and complete the sentences with their own ideas. While they are working, monitor and provide assistance if necessary. When they are done, ask them to share their answers with a partner.

Students' own answers

1. Patient people ★★.

2. I am grateful to ★★.

3. Teenagers love ★★.

4. I can stare at ★★ for hours.

5. Rescuers are ★★.

6. I treat my classmates ★★.

7. I think I am patient/not patient because ★★.

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

- develop their reading skills for detailed information by reading a story about a dog;
- talk about having dogs as pets.

Standards: 2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1. Have students work in pairs and discuss the questions. Once they are done, nominate random students to share their answers with a partner.
 - What do you know about dogs?
 - What kind of pets are they?
 - Would you like to have a dog? Why or why not?
2. Tell students that they are going to read a true story about the dog named Hachiko. Ask them to read the text quickly and answer the question. Have them justify their answers.

Students' own answers

3. Get students to read the text again and decide if the sentences are True or False. Set a time limit. Ask them to have a quick pair-check before you discuss the answers as a class.

Answers:

1. F (...one of his students came in with a surprise. He found a puppy for his teacher...)
2. T
3. F (Every morning he walked to the Shibuya train station with his owner.)
4. T
5. F (Eizaburo was sick and died at work.)
6. T

Draw students' attention to the Grammar Target box. Explain to them Past Progressive. Write some sentences on the board.



GRAMMAR TARGET

Past Progressive

4. Have students read the text again and find other examples with Past Progressive.

Eizaburo Ueno was a professor at Tokyo University in Japan. He wanted to have a lovely Akita puppy for a long time. One day, he was teaching his class when one of his students came in with a surprise. He found a puppy for his teacher and called him Hachiko. Hachiko and his new owner became best friends soon. Eizaburo loved his dog and treated him like his son.

Hachiko grew older. Every morning he walked to the Shibuya train station with his owner. **Hachiko was watching Professor Eizaburo while he was waiting for a train to his work.** Every afternoon, he went to the train station to meet the professor and they walked back home together happily.

On May 21, 1925 Hachiko was sitting near the exit at the Shibuya train station and waiting for his best friend and owner Eizaburo. When the train arrived at the station, he stared at the train, but he didn't see his owner. Eizaburo was sick and died at work on that day.

For ten years, every morning and afternoon Hachiko went to the Shibuya train station. **People were getting on and off the train while the dog was waiting for his friend.** Hachiko was so patient! He waited there for hours, but his best friend and owner never came back.

Hachiko's story was in the Japanese newspaper in 1932. After that, Hachiko became famous all around Japan. People started calling him "*Chuken-Hachiko*", which means "*Hachiko – the loyal dog*".

People from all around the world heard Hachiko's story and they started visiting the Shibuya train station. **While Hachiko was waiting for his friend, they were watching him.** He touched the hearts of the Japanese people and soon became their hero. In 1934, they placed a statue of Hachiko in front of the Shibuya train station.

Hachiko died on the street near Shibuya train station on March 8, 1935. Japanese people always remember Hachiko and there are a lot of statues of Hachiko around the country.

Extra Practice Task



Get students to work in pairs. Have them take turns completing the sentences using Past Progressive. Student A will begin by reading a sentence from his/her list to Student B. Student B will complete the sentence using Past Progressive and an appropriate verb.

(Student A) _____ (Do not show these to Student B)

1. Yesterday, I ★★★ a book when my friend called me.
2. The dog was barking loudly while I ★★★ my homework.
3. We ★★★ basketball when it started to rain.
4. The birds were singing while we ★★★ a picnic in the park.
5. My mom was cooking dinner while I ★★★ my room.

(Student B) _____ (Do not show these to Student A)

1. The baby ★★★ when I was trying to take a photo.
2. We ★★★ our bikes when we saw a beautiful rainbow in the sky.
3. The comedian was telling jokes, and the audience ★★★ loudly.
4. The teacher ★★★ on the board while the students were taking notes.
5. The children ★★★ in the playground when the bell rang.

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

- develop their listening skills for specific information;
- make sentences using **Past Progressive** in spoken and written forms.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.4. 4.1.1. 4.1.2.

1. Have students work individually and complete the sentences with **was** or **were**. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Sarah was reading her book at 3 o'clock yesterday.
2. Nick and his dad were driving to the beach at this time last Friday.
3. The students were writing a letter to their old classmate.
4. The sun was shining in the sky.
5. My brother and I were waiting at the door while our mum was doing the shopping.
6. It was raining while we were playing football.

2. Get students to work individually and choose the correct option. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. I slept / was sleeping when a loud noise woke / was waking me up.
2. They didn't go / weren't going out because it snowed / was snowing.
3. We played / were playing volleyball when the rain started / was starting.
4. Susan noticed / was noticing a little puppy while she ran / was running in the park.
5. They had / were having dinner when the doorbell rang / was ringing.
6. Tom read / was reading a book when his mother called / was calling him.

3. Ask students to work individually and complete the sentences with the Past Progressive forms of the verbs in brackets. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Martina and her sister were swimming when we saw them.
2. My dog was running in the park happily.
3. Leyli was helping her brother with his homework when their parents called them.
4. It was raining while my cousins were playing football outside.
5. Laura was reading a book while Amy was writing the new words.
6. Lisa was cutting some vegetables while her brother was washing some fruit.

4. Tell students that they are going to listen to Susie. As they listen, they should complete the sentences. Before you play the recording, have students read the sentences. Once students have finished doing the task, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Susie was on holiday with her parents.
2. They stopped at a restaurant to have lunch.
3. People in the restaurant were wearing clothes from the past.
4. When Susie went into the restaurant, they saw that there was no musician.

Track 13

I will never forget my trip to Italy in 2000. I was on a boat on the Adriatic Sea. There were tourists from different countries, too. A teenage boy with his father sat in front of me. The captain stopped the boat after 35 minutes in the middle of the sea. It was warm and the view was beautiful! We all stood up to look around. The teenager wanted to look at the fish and went closer to the water. Guess what? He fell into the water! We were all shocked and didn't know what to do! Suddenly, we saw two big dolphins in the sea. The dolphins noticed the boy in the sea and swam to help! One of them lifted the boy and threw him into the boat! That was incredible! The dolphin rescued the boy! His father was very grateful to his son's rescuer! I will remember this story forever!

5. Ask students to work in pairs, look at the photos and make sentences about James and his cousins. Tell them to use Past Progressive. While pairs are working, monitor and provide assistance if necessary.

Students' own answers

6. Have students work in pairs and find six mistakes in the text. When they are done, ask them to compare their answers in pairs before you discuss the answers as a class.

Answers:

It was a busy morning. The sun ~~was~~ shining and everyone was hurrying to work. Michael ~~was walk~~^{walking} to college when he noticed something. A young puppy ~~were~~^{was} sitting in the street and staring at him. He looked very sick and hungry. Michael found him some food and water, but he couldn't take him home because his family didn't want to have any pets. So, he asked his friends for help. He ~~was posting~~^{posted} a message on social media with a map of the dog's location and asked everyone to share it. Geri saw the message ~~whiles~~^{while} she was reading the news. She got the dog, ~~was taking~~^{took} it to the vet and started taking care of him. Soon the dog became healthy and started living happily in his new home.

7. Get students to work individually and write what they, their friends or family were doing at this time yesterday. Encourage them to use Past Progressive. When they are done, put them in pairs and have them peer-edit each other's sentences.

REVIEW 2 (LESSONS 3-4)

Answers:

1

A.



C.



2

1. T (He snowboarded almost all year-round because we lived near Zermatt.)
2. T (In Zermatt, you can snowboard in summer as well.)
3. F (He sometimes took me with him, but I was very afraid to try snowboarding.)
4. F (Later, I saw how a teenager had an accident.)
5. T (At that time, 12 people were learning how to rescue people.)
6. F (This gave me ideas about my hobby. After that, I started to rescue animals because they were helpless.)
7. T (...now I am an animal rescuer.)

3

1. They **treated** their pets like their children.
2. He **stared** at them angrily and then left the room.
3. They did their best and at the end, **rescued** the deer.
4. She **shaped** the vegetables in different forms and the children ate all with great pleasure.
5. I **noticed** the signature on the collection. It was my grandfather's coin collection.

4

1. I used to swim in my childhood.
2. Did they use to do sports at school?
3. My sister didn't use to fly drones.
4. My cousins used to carve wood.
5. Did you use to collect coins?

REVIEW 2 (LESSONS 3-4)

5

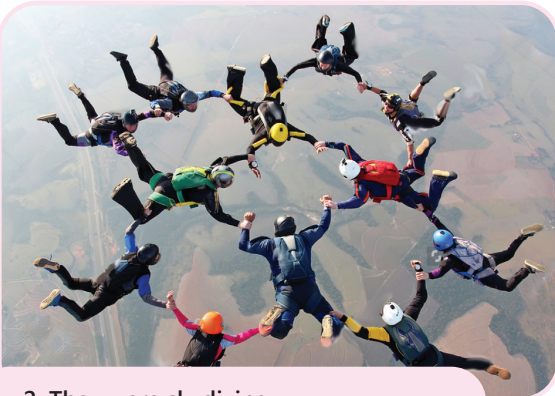
1. They were dancing when we entered the room.
2. Kate was shaping the trees in her yard when she noticed a snake under the tree.
3. We were flying our drones when an old man shouted at us.
4. John cut his finger when he was carving.
5. I was collecting colourful stones on the beach when I saw a very big colourful fish.



(water)
0. She was watering the flowers in her room.



1. He was carving the watermelon.



2. They were skydiving.



3. She was collecting stones at the beach.

5

LESSON

Choose to be Kind

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

- ask and answer questions using the target language;
- develop their listening skills for 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 example sentences. They will help students understand the use of the new vocabulary.

Track 14

- | | | |
|--------------|-----------------------------|----------------|
| 1. empathy | 4. to ask sb for permission | 7. to struggle |
| 2. miserable | 5. helpless | 8. embarrassed |
| 3. to offer | 6. to apologise | |

2. Ask students to work individually and complete the sentences with the words/phrases from Task 1. Remind them that sometimes more than one answer is possible. When students are ready, have a quick pair-check before you discuss the answers as a class.

Answers:

1. James hurt his leg and **struggled** to play football.
2. I usually feel **embarrassed** when they ask me to sing on the stage.
3. They lost their homes and felt **miserable/helpless**.
4. Wait for me here. I need to ask my teacher for **permission**.
5. The kitten was hungry and looked **helpless/miserable**.
6. We **offer/offered** to teach chess to the younger children.
7. This is your mistake. You should **apologise**!

3. Tell students that they are going to listen to Jack. As they listen, they should decide if the sentences are True or False. Before you play the recording, have students read the sentences. Once students have finished doing the task, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. **F** (It was freezing cold.)
2. **F** (I noticed a man and a little girl sitting on a stone in the park.)
3. **T**

4. F (We collected clothes from our neighbours.)
5. T

Track 15

Once, I was walking outside with my mum and sister. It was freezing cold. Suddenly, I noticed a man and a little girl sitting on a stone in the park. They looked miserable and hungry. The girl was wearing a thin jacket and her father was wearing a shirt in the middle of the autumn. I looked at my warm clothes and felt embarrassed. I had everything, but these people didn't. They were homeless, hungry and helpless. That day, we came back home and decided to help homeless people in our city. We collected clothes from our neighbours. My sister had a great plan. She asked my parents to put boxes with the clothes in the park for homeless people. We wrote on the boxes: "Please take what you need!". Everyone helped us. We put more than 12 boxes full of clothes for homeless people. That day was the happiest day of our life.

4. Before doing *Find someone who...* task, remind students how to do it. Ask them to copy the sentences to their notebooks and leave some space next to each sentence. (See the table below.)

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

Find someone who	Names	Extra notes
1. felt empathy for someone.		
2. apologised for his/her mistake.		
3. felt embarrassed.		
4. struggled to do something.		
5. felt helpless.		
6. offered his/her help to someone.		

Tell students that they need to ask their classmates questions.

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

Did you feel empathy for someone?

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

Once they have finished asking questions, get some feedback from random students. Encourage students to use new vocabulary.

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

- develop their reading skills for gist and specific information by reading forum posts;
- talk about kindness.

Standards: 2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1. Ask students to read the quote. Teach them the word "kindness". Then have them work in pairs or in small groups and discuss the questions. Once they have finished discussing the questions, ask some of the students to share their partners' answers with the whole class.
 - Do you agree with the quote? Why or why not?
 - How can kindness change you?
2. Tell students that they are going to read the forum posts and answer the question. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Suggested answers:

They all showed acts of kindness./ They all were kind.

3. Have students read the forum posts again and complete the sentences. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Emin decided to help the old lady because no one was helping the old woman.
2. Emin was embarrassed because he fell in the middle of the street.
3. Nataly felt sad because she saw a thin kitten and it didn't look healthy.
4. Nataly asked her parents for permission to take the kitten home.
5. Something was wrong with the bird because it didn't fly away when it saw Martina.
6. Martina felt happy because she saved a life.

4. Get students to scan the text and find the opposites of the given words. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

light - heavy
fat - thin
sick - healthy

warm - cold
empty - full
right - wrong

Draw students' attention to the Grammar Target box. Explain to them Past Progressive negative. Write some sentences on the board highlighting the key structure. Elicit some more sentences from them as well.



GRAMMAR TARGET

Past Progressive Negative

was/were + **not** + verb + **ing**

5. Have students read the text again and find other examples with Past Progressive negative.



emin • @emin • 20 Jul

...

I was walking down the street when I saw an old woman. She was carrying heavy bags. She was struggling to walk and looked tired. She wasn't asking anyone for help. I noticed that people were looking at her, but **they weren't offering any help.** They didn't show empathy. I decided to help. While I was walking to her, I fell in the middle of the street. I was embarrassed and started apologising. But the old woman smiled and said, "Don't worry, dear. You tried to help me and that's more important."

153

120

305



nataly • @nataly • 14 Dec

...

I was walking outside in the rain. People were hurrying to work. Suddenly, I noticed a small kitten in a corner between two cafes. It was thin and didn't look healthy. I felt sad. The owners of the cafes were standing in front of their cafes and eating something. They weren't giving the kitten any food or water. The kitten was staring at me. I came closer and touched it. **It wasn't moving.** It looked miserable and helpless. I felt bad for the kitten because it was really cold outside. So, I decided to take it home. I asked my parents for permission and they agreed. Whenever I think about it, I become happy because I helped the poor kitten.

189

128

200



martina • @martina • 19 Jun

...

I was on winter holiday. I was walking on the snow in front of my house. The trees were full of snow. I noticed a bird on a tree. I could tell something was going wrong because it didn't fly away when it saw me. **The bird wasn't moving.** I took it in my hands and tried to warm it up. It looked helpless. I put it under my warm coat. The bird started to move and it flew away. I was happy that I saved a life.

203

142

126



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

- develop their listening skills for specific information;
- make sentences using **Past Progressive** in spoken and written forms;
- write about themselves using **Past Progressive**.

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

1. Have students work individually and complete the sentences with **wasn't** or **weren't**. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Leyla **wasn't** swimming at 3 o'clock yesterday.
2. Pamela and her friend **weren't** riding their horses at this time last Sunday.
3. The children **weren't** playing football outside.
4. The sun **wasn't** shining in the sky.
5. My sister **wasn't** sleeping when you came in.
6. It **wasn't** raining while we were playing in the park.

2. Get students to work individually and complete the sentences with the correct forms of the verbs in brackets. When students have finished doing the task, ask them to compare their answers in pairs. Then check the answers as a class.

Answers:

1. Bella and her brother **weren't studying** when we came in.
2. My cat **wasn't running** in the park. She was sleeping under the chair.
3. People **weren't helping/ didn't help** the homeless family when they needed it.
4. It **wasn't raining** while my friends were playing football outside.
5. Daniella was reading a book. She **wasn't writing** the new words.
6. Leo **wasn't cutting** any vegetables while his brother was asking for help.

3. Get students to work individually and complete the sentences with their own ideas. While they are working, monitor and provide assistance if necessary. When students are ready, have them peer edit their sentences with a partner. Nominate random students to read some of their sentences.

Suggested answers:

1. While you were playing, **I was studying hard.**
2. When I came home, **my brother was watching a film on TV.**
3. While he was playing basketball, **I was doing nothing.**
4. When you left the market, **I was still doing the shopping.**
5. While the sun was shining, **the children were playing outside.**
6. While she was drinking her tea, **her friends were eating ice cream.**

4. Tell students that they are going to listen to Stephanie talking about her holiday. As students listen, they should complete the sentence. When they are done, check the answer as a class.

Answer:**c****Track 17**

I was looking around when we were in the car. Our hotel was in a beautiful village near a forest. The sun was shining and the birds were singing. I could see animals in the forest. The white and black horses were eating grass and the rabbits were jumping near them. Something strange happened on our first day in the hotel. It was dark when I woke up. I called my parents, but nobody answered. My room looked different. I looked out of the window and I was shocked. I saw the same animals, but they were different. Some big rabbits were eating the grass and little horses were jumping around. What was happening?

5. Have students work in pairs and say what Si-woo was or wasn't doing at different times last week. Monitor and provide assistance if needed.

Answers:

1. Si-woo was playing chess at 10 o'clock on Monday.
2. He wasn't cooking at 10 o'clock on Monday.
3. He was riding a horse at 12 o'clock on Tuesday.
4. He wasn't having dinner at 12 o'clock on Tuesday.
5. He wasn't playing chess at 3 o'clock on Wednesday.
6. He was having dinner at 3 o'clock on Wednesday.
7. He was riding a horse at 5 o'clock on Thursday.
8. He was playing chess at 7 o'clock on Friday.
9. He wasn't playing tennis at 7 o'clock on Friday.

6. Have students work in pairs and find six mistakes in the text. When they are done, ask them to compare their answers in pairs before you discuss the answers as a class.

Answers:

When I came to my new school, I was really shy. I ~~wasn't~~ ^{wasn't} talking to anyone. I wanted ~~to~~ ^{struggled} make a friend, but I felt worried. I ~~struggled~~ ^{wanted} to talk to my classmates. Once, one of my classmates ~~wanted~~ ^{want} to play with me. She wanted to be my friend and I ~~was answering~~ ^{answered} 'yes'. All my classmates ~~was~~ ^{were} looking at us. They also offered to play with ~~me~~ ^{them}! I felt happy because of their kindness.

7. Get students to work individually and write what they were doing and weren't doing at this time yesterday. Set a time limit. While they are working, monitor and provide help if needed. When students have finished doing the task, put them in pairs and have them peer-edit each other's sentences.

Students' own answers

6

LESSON

Travel Stories

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

- write and talk about their trips using the target language;
- develop their listening skills for specific information.

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

1. Draw students' attention to the words and their definitions. 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.

Elicit some sentences with the target language and, if necessary, ask concept checking questions.

Track 17

- | | |
|------------------|---------------|
| 1. a storyteller | 5. memorable |
| 2. speechless | 6. experience |
| 3. turn into | 7. adventure |
| 4. recent | 8. to explore |

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

Answers:

1. Our trip to Shusha mountains was a great adventure!
2. I decided to go out and explore the town.
3. Childhood is the most memorable time of our life.
4. Water can turn into ice in a fridge.
5. Jane was speechless with surprise and could not move for 5 minutes.
6. My grandma was sad because of the recent problems.
7. The children listened to the storyteller with open eyes.

3. Tell students that they are going to listen to Eva talking about her last travel adventure. As they listen to the talk, they should complete the sentences. Give students some time to read the sentences and then play the recording. If necessary, play the recording once more. Have students compare their answers in pairs before you check the answers as a class.

1. When Eva and **her friend** were driving, they saw some cows.
2. They were speechless when they saw **a (little) kitten** behind a cow.
3. The cow stopped the car because it wanted to **save the kitten**.



Track 18

I was having a holiday with my friend. We were driving along the roads of the Scottish Highlands, looking at the beautiful nature around us. We saw some cows. They were eating grass on the side of the road. Suddenly, one of them jumped into the road and stopped in front of us. We stopped the car and waited. The cow didn't want to move. My friend got out of the car to do something about it. Guess what? He saw a little kitten behind the cow. The kitten's leg was broken and he could not move. The cow stopped us to save the kitten. We were shocked! It was the most memorable moment of our trip.

4. Ask students to think about their last trip and prepare a poster presentation about it. Encourage them to use the words from Task 1. While they are working, monitor and help if necessary. Once they are ready, put them into small groups and have them present their posters.



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

- develop their reading skills for specific and detailed information by reading an interview;
- talk about travelling.

Standards: 2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1. Draw students' attention to the quote and give them some time to read it. Then put students into small groups and have them discuss the questions. Monitor and provide assistance if necessary. Nominate random students to share their answers with the whole class once they have finished their discussions.

- Do you agree with the quote? Why or why not?
- How can travelling turn someone into a storyteller?

Before asking students to do Task 2, draw their attention to the definition of the word *incredible*. Provide necessary explanations and use the word in a sentence. Then ask students some questions to make sure that they have understood the meaning of the given word.

incredible – hard to believe

2. Tell students that they are going to read the interview. As they read it, they should answer the question. Once they are ready, get them to compare their answers with a partner. Provide whole class feedback at the end.

Answers:

hiking in the mountains of Vietnam; hiking through rice fields and small villages; exploring Hanoi and Ho Chi Minh City; meeting street singers and dancing with them; meeting a lot of great people; living with a local family in Cambodia and getting cooking lessons from them; missing a bus and sleeping at a train station for the night

3. Have students read the interview again and decide if the given statements are True or False. Once students are ready, get them to compare their answers with a partner before you check the answers. Encourage students to justify their answers.

Answers:

1. **T** (I just came back from a three-month trip around Southeast Asia.)
2. **F** (But one of my favourite experiences was hiking in the mountains of Vietnam.)
3. **F** (Well, we visited Cambodia and lived with a local family there.)
4. **T** (I really enjoyed the cooking lessons by the local family in Cambodia.)

hiking
a long walk in nature

amazing
very surprising and makes
you feel excited

trip
a journey or excursion,
especially for pleasure

locals
people who live in that place



GRAMMAR TARGET

Past Progressive Questions

When

Why

Who

Where

How

Introduce the structure to students and give them some time to look through the example sentences. Then say a question word and a verb and ask students to make Past Progressive Wh questions.

4. Have students read the interview again and find examples of Wh questions in Past Progressive. Check the answers as a class.

Answer:

What was going on in Hanoi and Ho Chi Minh City when you were there?

Extra Practice Task



Get students to work in pairs. Have them take turns asking each other the discussion questions. Student A will begin by asking a question from his/her list to Student B. Student B will answer the question, providing reasons to support his/her answer.

Questions (Student A) _____ (Do not show these to Student B)

1. What were you doing yesterday at 3 p.m.?
2. Were you playing outside when it started raining last month?
3. Were you eating breakfast when your friend called you this morning?
4. Were you watching TV when your parents arrived home yesterday?
5. What were you wearing when you fell off your bike?
6. Were you cooking dinner when your brother broke the plate?

Questions (Student B) _____ (Do not show these to Student A)

1. Were you singing a song when the teacher entered the classroom yesterday?
2. Were you playing with your toys when your friend came over to play?
3. What were you thinking about while you were waiting for the bus?
4. Were you drawing a picture when the doorbell rang at your house yesterday?
5. Were you riding your bike when you saw your friend in the park?
6. What were you saying to your friend when the teacher entered the classroom?

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

- develop their listening skills for gist;
- ask and answer questions using **Past Progressive**;
- write questions to interview their classmates.

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

1. Ask students to make questions in Past Progressive. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on Page 43 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. What was Lala doing at 3 o'clock yesterday?
2. Why was the dog barking last night at 3 o'clock?
3. How was Megan travelling at that time?
4. What were Pamela and her friend doing at this time last Sunday?
5. Who was crying last night at 2 o'clock?
6. Where were you staying in Poland at that time?

2. Have students ask questions to the underlined words. The students should do the task individually and compare their answers in pairs. Check the answers as a class once they 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. Where was Sam working?
2. What were the children playing outside?
3. What was shining in the sky?
4. What was my sister doing when you came in?
5. How was Fred travelling?
6. Who was playing in the park when it started to rain?

3. Ask students to put the words in the correct order to form questions. While they are doing the task, monitor and provide assistance if necessary. When students are ready, get them to compare their sentences in pairs. Check the answers as a class. It is advisable to write the correct sentences on the board.

Answers:

- | | |
|--|--|
| 1. How were you travelling in Canada? | 4. What was Jim doing in the market? |
| 2. Who was playing tennis with you? | 5. What was Sabina reading at 3 o'clock? |
| 3. How long were you planning to stay there? | 6. When was this story happening? |

4. Tell students that they are going to listen to Yusif. As they listen, they should choose the topics that Yusif wants to ask his friend about. Give students some time to read the topics and then play the recording. Have students compare their answers with a partner before you check the answers as a class.

Answers:

✓ *How they were travelling*

✓ *Farid's trip*

✗ *The car they bought*

✓ *The hotel they were staying in*

✗ *When they went to America*

✓ *The activities they were doing there*

Track 19

We are planning a trip to America with my parents this summer. I need to talk to my friend Farid about this. He was in America at this time two years ago. I should ask him about his trip. Were they travelling by car or train when they were in America? I don't know the name of their hotel. I need to ask about the hotel. I also need to ask him about interesting activities they were doing there. I should make a list of all my questions before we meet

5. Tell the students that a group of children were having a picnic at this time last week. Have them look at their photos and ask as many questions as they can to learn about their picnic. Monitor and provide assistance if necessary.

Answers:

1. Why were they wearing special costumes?
2. What activities were they doing?
3. What were they eating?
4. How were they playing?
5. Who was helping them there?

6. Ask students to work individually, find and correct 6 mistakes.

Answers:

It was late in the evening and I was ^{walking} ~~walk~~ in the park and eating some fruit. What fruit ^{was} ~~were~~ I eating? I don't remember! Suddenly, I heard some sounds behind the trees. Who was making these sounds? What was happening? I got curious and decided to go and see. I couldn't believe my eyes when I looked behind the trees. I was shocked and ^{speechless} ~~speechly~~! My heart was beating fast and I wasn't moving. A panda was eating something there! Finally, I turned, ran and didn't ^{look} ~~looked~~ back. I was also ^{laughing} ~~laugh~~ a lot on my way back to the hotel! It was a memorable ^{experience} ~~exercise~~ for me!

7. Have students write questions to interview their classmates about their recent travel adventures. While they are writing their questions, monitor and provide assistance if necessary. Once students are ready, put them in small groups and get them to take turns to interview each other. While students are interviewing each other, take notes to be discussed in the feedback stage.

Students' own answers

REVIEW 3 (LESSONS 5-6)

Answers:

1

1. Kate found Leo 2 years ago.
2. It was cold outside.
3. Leo looked (so) helpless.
4. Kate decided to take him home.
5. Leo became better after a month.
6. Leo's favourite toy is a colourful ball.



Track 20

I found Leo 2 years ago. It was winter and the weather was cold. I was going home. Suddenly, I saw a kitten at the corner of the street. It looked so helpless. I felt very bad and took it home. Leo was very weak. I looked after Leo and it got well after a month. Now it is very healthy. People in my family love Leo. It has many toys – a teddy bear, a toy fish and balls, but Leo loves playing with its colourful ball most of all. I am happy to have Leo.

2



0. Ella and her family / wear summer clothes
Ella and her family weren't wearing summer clothes.



1. Ella's father wasn't taking their photos.



2. Ella wasn't looking at her mother.



3. They were having fun.

REVIEW 3 (LESSONS 5-6)



4. They were crossing the road.



5. Her father wasn't taking a video.

3

I had a 1) **memorable/embarassed** experience when I was in Italy. I went to 2) **explore/struggle** a new city and stopped at a restaurant. When I was walking in, I fell. I felt so 3) **recent/embarassed**. I got up and 4) **experienced/apologised** to the people in the restaurant. One of them 5) **experienced/offered** me a seat. I didn't feel well, but I decided to stay and enjoy a meal. The food was very delicious. It turned my 6) **empathy/miserable** experience into a great one. I left the restaurant with positive feelings. I was so excited to learn more about the city.

4

1. What was the storyteller doing when Bob called me?
2. Where were the kids playing when it began to rain?
3. What was my brother doing when I came home?
4. What were Raul's friends doing while he was working in his room?
5. Who was walking in the park when it started to snow?
6. How were John and his friends travelling?

5



Students' own answers

7

LESSON

Celebrations

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

- talk about the celebrations they participated using the target language;
- develop their listening skills for specific information.

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

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. They will help students understand the use of the new vocabulary.

Track 21

1. a musician
2. to participate
3. to entertain
4. to take place
5. to organise
6. to perform
7. an event
8. a guest

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

Answers:

1. A lot of guests from other countries visited Baku during Formula 1.
2. What is the most important event in your country?
3. The parents will participate in the closing ceremony.
4. Which musicians will perform in the concert tomorrow?
5. We thanked everyone who organised the party for us.
6. The musicians were happy to perform at the festival.
7. The party took place in a beautiful concert hall near our house.

3. Tell students that they are going to listen to Ayan talking about the celebrations she saw in different countries. Before you play the recording, have students read the sentences. Play the recording and ask students to complete the sentences. When they have finished the task, ask them to compare their answers with a partner before you discuss the answers as a class.

Answers:

1. In India, people decorated **(their) homes** during Diwali celebrations.
2. In Brazil, people were in **bright** costumes during Carnival.
3. The Japanese people **were having picnics** under cherry trees during Sakura festival.

Track 22

1. Once, I visited India during the festival of Diwali. I was walking around and seeing how people decorated their homes with colourful lights. All the streets looked amazing! Indian people were celebrating all night.
2. In Brazil, Carnival was the biggest celebration of the year. People were wearing bright costumes and dancing for days. While we were walking in the streets, I saw musicians and heard the sound of the loud music. Everything was so colourful!
3. In Japan, I went to the Sakura festival during spring time. The streets were full of cherry trees with beautiful flowers in them. People were having picnics under the trees. The festival was a celebration of the return of spring and the new beginnings it brings. All of these celebrations were special to me. I am so happy to experience these different cultures and their traditions.

4. Ask students to think about the recent celebration they participated in. Give them some time to prepare a poster presentation about that event. Encourage them to use lesson vocabulary. Monitor and provide assistance when needed.
Once students are ready, put them in small groups and have them present their posters to each other.

Extra Practice Task



Have students work individually, choose one of the questions below and answer it. Ask students to justify their answers. Encourage them to use the new vocabulary.

1. Do you like listening to a musician play an instrument? Why or why not?
2. Do you like participating in a school play or talent show? Why or why not?
3. What are some ways you can entertain your friends or family at home?
4. Can you think of any special events that take place at your school, like field trips or assemblies? Do you like participating in them? Why or why not?
5. Do you like organising a birthday party or school fair? Why or why not?
6. What is your favourite event or celebration? Why do you enjoy it?
7. When were you last a guest at a wedding or a birthday party? How did you feel being at someone else's event?

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

- develop their reading skills for gist and specific information by reading a text about a festival;
- talk about the flower “Khari bulbul”.

Standards: 2.1.1. 2.2.1. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1. Draw students’ attention to the picture of a flower. Elicit if they know the name of the flower. Then have students work in pairs and discuss the questions.
 - What do you know about this flower?
 - What does this flower mean to you?
2. Before students start reading the text, teach them these words:

liberate – to help someone or something to be free

anniversary – a day when we celebrate something important that happened on that day years before

performers – people who perform

Ask students to read the text quickly and answer the question. When they are ready, get them to compare their answer with a partner before you discuss the answers as a class.

Answer:

b

3. Get students to read the text again and answer the questions. Set a time limit. When they are ready, have students compare their answers in pairs before you provide whole class feedback.

Answers:

1. When did the first Khari Bulbul Festival happen?
The first festival took place in 1989.
2. How many countries sent their musicians and performers to the festival?
Talented musicians and performers from ten different countries came together for this great event.
3. Who participated in the celebration?
President Ilham Aliyev and his family participated in this event.
4. What happened when it started raining?
The performers didn’t stop singing and dancing.
5. Who sang the song *Azerbaijan*?
All the performers sang the song *Azerbaijan*.

4. Ask students to scan the text and find the synonyms of the words. Set a time limit. When they are ready, check the answers.

Answers:

happened - **took place**
prepared - **organised**

finished - **ended**
attended - **participated**

Draw students' attention to the Grammar Target box. Explain to them the difference between Past Simple and Past Progressive. Write some example sentences on the board. Elicit some more from them.



GRAMMAR TARGET

Past Simple

Past Progressive

4. Have students read the text again and find other examples with Past Simple and Past Progressive.

The Khari Bulbul Music Festival is one of the most important celebrations for Azerbaijani people. This music festival used to take place in Shusha every year before 1992. The first festival took place in 1989 to celebrate the 100th anniversary of the Azerbaijani singer Seyid Shushinski.

After 29 years, the Azerbaijani army **liberated** Shusha on November 8 in 2020 and the Heydar Aliyev Foundation **organised** the biggest music festival of the country again on May 12 in 2021. The festival **took place** on Jidir Duzu plain of the country's cultural capital Shusha. Talented musicians and performers from ten different countries **came** together for this great event.

President Ilham Aliyev and his family **participated** in this event. The president **spoke** at the opening of the festival and **welcomed** all the performers in the ancient Azerbaijani land - Shusha. Before the concert **started**, the people **watched** a video clip showing the national leader of the Azerbaijani people Heydar Aliyev and **remembered** his words: "Shusha is a symbol of our culture and history. Shusha is dear to everyone. We cannot live without it." Most of the Azerbaijani people were crying while they were watching the video.

The young mugham singer Kanan Bayramli **started** the concert. Everyone **felt** excited and happy while he **was performing** *Bayati Shiraz* mugham on Jidir Duzu plain.

The performers **were singing** and **dancing** when the rain started. They **didn't stop** and everyone **enjoyed the** Azerbaijani music. The musicians **entertained** the guests and everyone **was** happy to attend this event. The Khari Bulbul Music Festival **ended** with the song *Azerbaijan* by all the performers.

After the concert, President Ilham Aliyev and First Lady Mehriban Aliyeva **met** with the performers who **were participating** in the festival.



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

- develop their listening skills for specific information;
- make sentences using **Past Simple** and **Past Progressive** in spoken and written forms;
- write a story using **Past Simple** and **Past Progressive**.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.4. 4.1.1. 4.1.2. 4.1.3.

1. Have students work in pairs and tell each other what people were doing at Raul's birthday party at 2 o'clock. Ask them to imagine that they know all the people at the party so that they can call people by name. Encourage them to use Past Progressive. Monitor and provide assistance when needed. Take notes of both good language and mistakes for later feedback.

Students' own answers

2. Get students to work individually and choose the correct option. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. I **met** / **was meeting** Jane while I was visiting London.
2. We **became** / **were becoming** good friends with Kevin when we were travelling together.
3. Megan and Carly were playing tennis when the rain **started** / **was starting**.
4. I **ate** / **was eating** my lunch while you **took** / **were taking** photos.
5. Susie **watched** / **was watching** a film when she **heard** / **was hearing** the noise.
6. The children **ran** / **were running** in the park when Simon **hurt** / **was hurting** his leg.

3. Ask students to work individually and complete the sentences with the correct forms of the verbs in brackets. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. When you **came** to the party, we **were dancing**.
2. They **were having** dinner when the accident **happened**.
3. When the teacher **walked** into the room, everyone **was working**.
4. I **was listening** to the radio when I **heard** this great song.
5. While I **was dancing**, I **fell** and **broke** my arm.
6. When you **saw** me yesterday, I **wasn't going** to school. I **was going** to the hospital.

4. Tell students that they are going to listen to Steven. As they listen, they should answer the questions. Before you play the recording, have students read the questions. Once they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. When did Steven and his family go to Italy? Last winter
2. What were people wearing? (beautiful) masks
3. What did people start throwing at one another? oranges
4. How did Steven and his family feel? shocked/scared
5. What were people celebrating? Orange Carnival

Track 23

Guess what happened to us when we visited Italy last winter. We were walking in the city of Turin. We saw a lot of people in the street. They were wearing beautiful masks and dancing. Suddenly, they started throwing soft, juicy oranges at each other. First, we didn't understand what was happening. We were shocked and scared. I wanted to run back to the hotel. Then my dad called his Italian friend and learned about this event. Italians call it the Orange Carnival and usually celebrate it in February. Finally, we relaxed and enjoyed this fun event.

5. Get students to work in pairs and say what was happening while the baby was sleeping. Encourage students to use Past Progressive.

Answers:

0. Nelly's grandparents were giving them presents while Ben was sleeping.

1. While Ben was sleeping, they were giving a present to their grandmother.

2. While Ben was sleeping, their grandparents were decorating the Christmas tree.

3. While Ben was sleeping, Nelly and her brother were opening the presents.

6. Have students work in pairs and find six mistakes in the text. When they are done, ask them to compare their answers in pairs before you discuss the answers as a class.

Answers:

It ^{happened} ~~happen~~ a long time ago. Then I was only five years old. It was my mum's birthday and she was at work. My dad and I decided to bake a cake for her. While my dad was putting everything into the bowl, I was ^{mixing} ~~mix~~ them with my hands. My dad was ^{entertaining} ~~entertaining~~ me with his jokes. It was a lot of fun! When the cake ^{was} ~~is~~ ready, we decorated it with strawberries. It looked amazing! When my mum ^{came} ~~come~~, we surprised her with our cake. She was very happy. While we ~~were~~ eating the cake, we noticed something funny. Instead of sugar my dad put salt into the cake! It was a memorable celebration for us!

7. Have students work individually and write a short true story about themselves using the Past Simple and Past Progressive tense forms. Tell them that the questions provided will help them plan their stories. Monitor and provide assistance when needed. When they are done, have them peer-edit each other's stories.

8

LESSON Art

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

- answer the questions using the target language;
- develop their listening skills for gist.

Standards: 1.1.1. 1.1.2. 2.1.1. 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. They will help students understand the use of the new vocabulary.

Track 24

1. art
2. a mystery
3. charity
4. an image
5. to donate
6. unique
7. to promise
8. to exhibit

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

Answers:

1. She wanted to help the poor, so she gave all her money to **charity**.
2. His **image** in the mirror looked really tired.
3. I decided to **donate** my old clothes to the homeless.
4. Every snowflake is **unique** in its own way.
5. He **promised** to bring me some souvenirs from his trip.
6. The **art** museum will show Picasso's works next month.
7. The great artist is going to **exhibit** a collection of his paintings.

3. Tell students that they are going to hear four people. As they listen, they should match the speakers to the sentences. Remind them that there is one extra sentence which they don't need to use. Have them read the sentences before you play the recording. When they are done, have them compare their answers in pairs before you discuss the answers as a class.

Speaker 1

b. This person donated all his /her money to charity.

Speaker 2

d. This person promised to study harder.

Speaker 3

a. This person got a unique present.

Speaker 4

e. This person visited the art museum.

Track 25

Speaker 1. I feel so happy. Now I know that the lives of many people will change. I am sure they need it more than I do.

Speaker 2. I said it to you, and I will do it. I will have better grades.

Speaker 3. I don't believe my eyes. This is so unusual. I am sure I am the only person who has something like it. Thank you very much. I will keep it forever.

Speaker 4. That was amazing. I saw the works of great artists.

4. Have students work in pairs and ask and answer the questions. Monitor and provide assistance when needed. Encourage students to use the lesson vocabulary.

Do you have anything that is unique? What is it? When did you get it?

What do you think of people who donate all their money to charity? Do you know anyone who did it?

Do you like watching films and TV programs about mysteries? Why or why not?

When did you last promise someone to do something? Did you keep your promise?

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

- develop their reading skills for specific information by reading the interview with a famous artist;
- ask and answer the questions related to the topic.

Standards: 2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.3.

1. Before starting *Find someone who...* task, remind students how to do it. Ask them to copy the sentences to their notebooks and leave some space next to each sentence. (See the table below.)

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

Find someone who	Names	Extra notes
1. can draw pictures well.		
2. likes drawing nature.		
3. can draw portraits.		
4. enjoys visiting exhibitions.		
5. can name three Azerbaijani artists.		
6. visited an art gallery last month.		

Tell students that they need to ask their classmates questions.

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

Can you draw pictures well?

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

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

2. Get students to read the text quickly and answer the question. When they are done, have them compare their answers in pairs. Then discuss the answer as a class.

Answer:

He can draw pictures while he is sleeping.

3. Have students read the text again and answer the questions. When they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. When did he first start drawing in his sleep?
He started drawing in his sleep when he was four years old.
2. How can he control what he draws?
He thinks about an image before he goes to bed and he draws that image while he is sleeping.
3. Which of his drawings are the most popular?
The portrait of Marilyn Monroe and drawings of beautiful women are the most popular.
4. What did he do with the money after he sold some of his drawings?
He donated it to homeless people.
5. What are his plans for the future?
He wants to exhibit his new pieces of art.

Draw students' attention to the Grammar Target box. Explain to them the target grammar **can**, **could** and **be able to**. Write some example sentences on the board.



GRAMMAR TARGET

can

be able to

could

4. Get students to read the interview in Task 2 again and find the examples of **can**, **could** and **be able to**.

- Interviewer:** Hi, Lee. Thank you for joining us today.
Can you tell us about yourself and your art?
- Lee Hadwin:** Hi. Well. I am a Sleep artist. I create pieces of art while I am sleeping.
- Interviewer:** That's very interesting. **Can** you explain how that works?
- Lee Hadwin:** It's a mystery, really. I draw pictures in my sleep.
I **can't** draw when I am not sleeping.
- Interviewer:** **Could** you always create art in your sleep?
- Lee Hadwin:** I began drawing in my sleep when I was four years old. I **couldn't** draw anything when I wasn't sleeping and that was very strange. In my childhood, I often tried to draw a painting in the daytime, but I **wasn't able** to draw anything nice.
- Interviewer:** Do you have any control over what you create in your sleep?
- Lee Hadwin:** I think about an image before I go to bed. In the morning, when I wake up, I see that I drew that image while I was sleeping. It is like someone else did it. When I am not sleeping, I **can** draw really badly.
- Interviewer:** **Could** you please tell us about some of your most memorable drawings?
- Lee Hadwin:** One of my most famous pieces is a portrait of Marilyn Monroe. I also have some drawings of beautiful women. I sold all of them for charity. I donated all the money to homeless people.
- Interviewer:** That's incredible. Do you have any exhibitions that we should know about?
- Lee Hadwin:** Yes. Now I am working on new pieces of art and I hope to exhibit them soon. I promise it will be something unique. Hopefully, I **will be able** to create something interesting.
- Interviewer:** I am sure you will do that. Thank you so much for joining us today, Lee.
- Lee Hadwin:** Thank you. It was a pleasure.

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

- develop their listening skills for specific information;
- ask and answer questions using **can**, **could** and **be able to** in spoken and written forms.

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

1. Have students work individually and choose the correct option to complete the sentences. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. **Could** you visit the museum last night?
2. Do you think you **will be able** to finish the project by Monday? I know you're very busy.
3. I **couldn't** spend another moment in the concert. It was too noisy.
4. **Can you** show me the way to the gallery? I want to see the new collection.
5. **Could you** play the piano well when you were a child?
6. I'm afraid I **can't** join the meeting. I'm on business in Italy.

2. Get students to work individually and complete the sentences with **can**, **could**, or the correct form of **be able to**. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Spiders **can** climb up the walls.
2. When I was young, I **could/ couldn't** jump up high.
3. I hope I **will be able to** speak English very well in the future.
4. I am left-handed. I **can** write with my left hand only.
5. I am going to travel to Paris next month. I **will be able to** meet my new friends there.
6. **Can/ Could** you please help us solve the mystery?

3. Tell students that they are going to listen to a talk about Mozart. Elicit what they know about the great composer. Then have them read the sentences before you play the recording. After they do the task, have them compare their answers in pairs. Then check the answers as a class.

Answers:

1. Mozart was born in **1756**.
2. He could play the piano at the age of **3**.
3. He began to compose music when he was **5** years old.
4. He gave concerts **in many countries**.
5. He died when he was **35** years old.

Track 26

Wolfgang Amadeus Mozart is a famous Austrian composer. He was born in 1756 in Salzburg, Austria. He learned to play the piano when he was 3 years old. He also learned to play the violin and a year later the organ. He started composing music at the age of 5. His father took him to many European cities and Mozart gave concerts in Germany, France, England and Switzerland. People loved listening to his music and were excited to see young and talented Mozart. He was the author of many songs. Unfortunately, Mozart lived a very short life. He died in 1791, at the age of 35. People all over the world love his music and enjoy listening to it.

4. Get students to work in pairs and make up conversations using the key words. Tell them to use **can**, **could** and **be able to**.

Suggested answers:

1.

A: Will you be able to come to the party tomorrow?

B: I am sorry. I won't. I will have no time.

2.

A: Will you be able to donate some money to charity next month?

B: I hope I will be able to donate some.

3.

A: Can you draw my portrait?

B: Ok. I can.

4.

A: Can/ Could you please show me the way to the museum?

B: I am afraid I don't know the way.

5.

A: Will you be able to visit your grandparents tomorrow?

B: Of course, I will.

5. Put students in pairs and ask them to read the instructions. Give them some time to make notes. While they are getting ready for their roles, monitor and help if necessary. When they are ready, have them role-play the situation.

REVIEW 4 (LESSONS 7-8)

Answers:

1

1. F (He often participates in different events and exhibitions.)
2. NG
3. F (As a guest artist, he was excited to share his talent with a lot of people.)
4. T (Kamran said that he was planning to exhibit his works abroad.)
5. T (At the end of the event, he donated the money he got from one of his most expensive works to charity.)

2

Last year, I 1) went to the Elephant Festival in Thailand. It 2) was an unusual experience for me. When I arrived, I 3) saw (see) lots of people. They 4) were dancing in the streets. The festival 5) was taking place in the city centre. I 6) saw some very big elephants. They 7) were wearing colourful costumes. It was fantastic! While I 8) was watching the elephants, I suddenly 9) heard some loud music. About ten dancers 10) were performing a traditional dance in front of the elephants.

In the evening, there 11) was a final show. The music was louder than ever! I danced and sang with everyone else. It was an unusual experience that I will never forget.



3

1. When my grandfather was young, he **will be able to/could** run very fast.
2. He hopes he **will be able to/could** perform successfully in the event.
3. **Were you able to/Could you please** turn off the TV? I can't do my homework.
4. I am going to travel to Italy next week. I hope I **was able/will be able** to meet my teacher there.
5. **Can/Couldn't** you please help me with this task?

REVIEW 4 (LESSONS 7-8)

4

1. The event took ★★★ in Shusha.
☒ a) place b) time c) part
2. Can you read this for me? I ★★★ see well without my glasses.
☒ a) can't b) can c) could
3. After climbing for 6 hours, we ★★★ reach the top of the mountain.
a) be able to ☒ b) were able to c) can
4. When Bob was a child, he ★★★ stand on his head.
a) can't b) will be able to ☒ c) could
5. Everyone ★★★ attentively while the musician ★★★ mugham.
a) was listening, sings b) listened, sang ☒ c) was listening, was singing
6. My family decided to ★★★ some money to homeless people.
a) organise b) charity ☒ c) donate
7. It is ★★★ why she decided to leave the job she loved so much.
a) an image ☒ b) a mystery c) an experience
8. People from all over the world wanted to ★★★ in the festival.
a) organise ☒ b) participate c) exhibit
9. Each dog's nose print is ★★★.
☒ a) unique b) talented c) famous
10. When I walked into the room, the baby ★★★.
☒ a) was sleeping b) sleeping c) sleeps
11. While Omar was playing football with his friends, Yusif ★★★ his homework.
a) is doing b) does ☒ c) was doing
12. I saw a strange man. He ★★★ old jeans and a T-shirt.
☒ a) was wearing b) wore c) wearing

9

LESSON

Help the Earth!

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

- answer questions using the target language in a spoken form;
- 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. They will help students understand the use of the new vocabulary.

Track 27

- | | |
|----------------|----------------------|
| 1. to reduce | 5. to waste |
| 2. to reuse | 6. natural resources |
| 3. to recycle | 7. to pollute |
| 4. environment | 8. trash |

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

Answers:

1. Who can help me clean the trash here?
2. All the plastic we use pollutes the rivers and seas.
3. Water is the most useful natural resource. Everyone needs it.
4. Let's clean the beach on Sunday and take care of the environment.
5. You can write on the other side of the paper. Don't waste it!
6. I can reuse jeans by making a new bag from them.
7. We collect our old copybooks at school because we want to recycle them.

3. Tell students that they are going to listen to Jane. As they listen, they should complete the sentences. Before you play the recording, have students read the sentences. Once they are done, get them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. Jane went to the forest with her cousins.
2. They saw some trash in the forest.
3. Jane wanted her mother to take it to the recycling factory.
4. Jane shared this story at school.

Track 28

On Sunday morning, I was in the forest with my cousins. We wanted to walk and play volleyball there. It was a lovely day. While we were walking, we saw some trash around. David found a lot of plastic bottles and bags. Why did people pollute the environment? Max was really sad and decided to do something. He brought trash bags and we collected all the plastic. I asked my mum to take all the plastic bottles to the recycling factory. She helped us with this. I was happy and talked about our action at school. Max asked everyone to take care of the environment.

4. Have students work in pairs and ask and answer the questions. Monitor and provide assistance when needed. Encourage students to use the lesson vocabulary.

1. How do people pollute the environment?

2. What natural resources are there in your country?

3. How do people waste water?

4. What happens to trash in your country?

5. What do you do to save the environment?

Extra Practice Task



Have students work individually, choose one of the questions below and answer it. Ask students to justify their answers. Encourage them to use the new vocabulary.

1. How can we "reuse" things at home or school instead of throwing them away?
2. How can we find creative ways to "recycle" things?
3. Why is it important to protect the "environment," and what can we do to keep it clean and healthy?
4. What can we do to stop "wasting" resources like water, paper or food?
5. Can you name some "natural resources," and why should we save them?
6. What simple things can we do to use less plastic in our daily lives?
7. How can we let others know about the importance of saving the environment?

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

- develop their reading skills for specific information by reading a social media post and comments;
- talk about the main problems on the Earth.

Standards: 2.1.1. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1. Have students work in pairs and discuss the questions.
 - Who do we share our planet with?
 - What are the main problems on the Earth now?
2. Tell students that they are going to read a social media post. As they read, they should answer the question. Set a time limit. When they are done, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

People create a lot of trash/pollute the environment.

Gases from factories pollute the air and as a result, people become sick.

People waste natural resources.

People in many countries cannot find clean water.

3. Get students to read the social media post again and complete the sentences. Set a time limit. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. All the plastic ends in oceans and seas.
2. Air is not clean because factories pollute it.
3. People can reduce, reuse and recycle to help the planet.
4. The best example to reduce is to use fewer resources.
5. The best example to reuse is to find a new use for something we don't need.
6. The best example to recycle is to make new products from waste materials.

4. Ask students to work individually, read the definitions and find the words in the comments in Task 2. When they are ready, have them compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. carefully planned work - project
2. a group of people born and living during the same time - generation
3. people who know a lot about the subject - experts
4. transport for everyone - public transport

Draw students' attention to the Grammar Target box. Explain to them **must, have to/ has to, don't have to/doesn't have to**. Write example sentences on the board.



GRAMMAR TARGET

must	have to/ has to	don't have to / doesn't have to
is used when the speaker decides what is necessary to do. I must buy some sweets. (I say so. I decide what to do.)	is used when the necessity comes from outside the speaker, or when others decide for the speaker what is necessary to do. We have to wear school uniforms. (The rules say so.)	You can do something, but you don't need to do it. Today is a holiday. You don't have to go to school.
We must do something now to save our planet Earth!	My parents have to be at work early in the morning.	We don't have to wait .

NOTE: For obligation in the past, we use **had to**.

5. Have students read the comments again and find other examples with **must**, **have to/ has to**, **don't have to/doesn't have to**.



marianne @marianne · 25 Nov

We **must do** something now to save our planet Earth!

💬 13

↻ 66

❤️ 42



connell @connell · 15 Sep

We **don't have to wait** for someone else to start making changes. It's time for all of us to join projects to save our planet!

💬 44

↻ 35

❤️ 53



alice @alice · 22 Dec

We **have to reduce** waste. It's the only way to save our beautiful planet for future generations!

💬 35

↻ 22

❤️ 55



katelyn @katelyn · 3 Jun

We **don't have to be** experts on climate science to make a difference! Simple actions like recycling and using public transport can save the Earth!

💬 25

↻ 55

❤️ 50



jonah @jonah · 13 Jul

We **must come** together to save the planet! Let's start by reducing plastic use and planting trees.

💬 41

↻ 11

❤️ 48



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

- develop their listening skills for specific information;
- talk about environmental problems using **must**, **have to** and **don't have to**.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.3.

1. Get students to work individually and choose the correct option. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. I **don't have to** finish my homework on Friday. The teacher will check it on Monday.
2. We **have to** close the doors at 5 o'clock. No one can go out after that.
3. Mrs Green **doesn't have to** come to work on Saturday. The school is closed at the weekends.
4. The students **don't have to** wear uniforms during summer holidays.
5. We **must be** careful while we are walking in the street.
6. Kevin's brother **doesn't have to** join us. We have enough players in the team.

2. Have students work individually and complete the sentences with **must**, **have to/has to**, or **don't have to/doesn't have to**. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. I **must** be careful during the exams.
2. My mother **doesn't have to** get up early. She doesn't work.
3. We **must** clean the room after the party. I don't want my mum to be angry.
4. My uncle is a doctor. He **has to** wear a uniform at work.
5. You **must** reuse or recycle the plastic water bottles.
6. People **don't have to** cut trees to make paper. They **must** recycle!

3. Ask students to work in pairs and make the sentences about themselves using the ideas provided and **must**, **have to**, **don't have to**. Monitor and provide assistance when needed.

Students' own answers

Turn off the light when you leave a room

Do your homework

Go to school on Mondays

Go to school on Sundays

Drive more cars

Wear a uniform

Reuse your old clothes

Recycle paper

4. Tell students that they are going to listen to a talk. As they listen, they should complete the sentences. Before you play the recording, have them read the sentences. Once they are done, ask them to compare their answers in pairs. Then discuss the answers as a class.

Answers:

1. We celebrate Earth day on **April 22nd**.
2. People in **(almost) 200** countries celebrate this day.
3. On Earth Day, people think about what they can do to **save the Earth**.
4. People in Azerbaijan usually **plant trees** on Earth Day.

Track 29

Earth Day is always on April 22nd. People celebrate it in almost 200 countries all around the world. Every year, it is a big holiday in many places. During Earth Day, we think about what we can do to save the Earth. People in Azerbaijan also celebrate this day. They usually plant trees. We should all take care of the Earth because it is our home.

5. Divide students into small groups and have them prepare a presentation. Set a time limit. When they are ready, get them to make a presentation. Take notes of both good language and inaccuracies for later feedback.
6. Have students work individually and find six mistakes in the text. When they are done, ask them to compare their answers in pairs before you discuss the answers as a class.

Answers:

Greta Thunberg is an environmental activist. She was born in Stockholm, Sweden, in 2003. When she was eight, she ^{started} ~~start~~ learning about environmental problems. She became sad because people didn't do anything to ^{solve} ~~solved~~ them.

In August 2018, Greta decided to take action. Instead of going to school, she asked all children in her school to take action with her. She said, "We must ^{do} ~~doing~~ something now! We don't ^{have} ~~has~~ to wait!" They all sat down outside the Swedish parliament. She wanted the politicians to ^{notice} ~~notise~~ them and think **about** environmental problems.



7. Have students work in pairs and discuss the question. Why is it important to celebrate Earth Day?

10

LESSON

People in our Life

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

- answer the questions using the target language;
- write and talk about their best friends using the target language;
- develop their listening skills for detailed information.

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

1. Draw students' attention to the words and their definitions. 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.
Elicit some sentences with the target language and if necessary, ask concept checking questions.

Track 30

1. honest
2. to tell lies
3. generous
4. moody
5. cheerful
6. to calm
7. reliable
8. confident

2. Ask students to complete the sentences with the words/phrases from Task 1. Tell them that they might need to change verb forms. 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. He paid for our coffee yesterday. He was very generous.
2. His performance was just great. He looked very confident.
3. You can trust her. She is very reliable.
4. She is very angry. I tried but couldn't calm her.
5. Don't believe him. He always tells lies.
6. Their teacher is always cheerful and it makes her class happy and positive.
7. Do you like my dress? Please be honest!

3. Tell students that they are going to listen to 4 people talking about someone's character. As students listen, they should match the speakers to the character types they are talking about. Remind them that there is one extra option that they don't need to use. Give students some time to read the options and then play the recording. If necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1

c. reliable

Speaker 2

e. not honest

Speaker 3

a. confident

Speaker 4

b. cheerful

Track 31

Speaker 1. She can work with children. We can trust her in this class. Let's give her a chance.

Speaker 2. I cannot work with her. From the first day, she started with lies. I cannot believe her.

Speaker 3. I think he can get this job. He is so sure of his abilities.

Speaker 4. It will be fun to work with this boss. He is always in a positive mood.

4. Put students into pairs 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.
- What can calm an angry person?
 - What makes an honest friend?
 - How can we be reliable?
 - Is it good to have a cheerful teacher? Why or why not?
 - What are the disadvantages of having a moody classmate?
5. Ask students to prepare a poster presentation about their best friends. Encourage them to use the new vocabulary from Task 1. As they are working, monitor and provide assistance if necessary. Once students are ready, ask them to present their poster presentation in pairs or in small groups.

Note: If time allows, ask students to report back about their partners' friends in a written or spoken form.

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

- develop their reading skills for detailed information by reading paragraphs about important people in Hanifa's life;
- ask and answer questions related to the topic.

Standards: 2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1. Before doing *Find someone who..* task, it is advisable to explain to students how to do it. Ask students to copy the sentences to their notebooks and leave some space next to each sentence. (See the table below.)

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

Find someone who	Names	Extra notes
1. can keep secrets.		
2. is always ready to help people.		
3. doesn't like telling jokes.		
4. likes giving presents more than getting them.		
5. gets angry easily.		
6. believes in his/her abilities.		

Tell students that they need to ask their classmates questions.

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

Can you keep secrets?

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

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

Before asking students to do Task 2, draw their attention to the definition of the word *serious*. Provide necessary explanations. Then ask them some questions to make sure that they have understood the meaning of the given word.

A serious person is quiet, thinks carefully about things and does not laugh a lot.

2. Tell students that they are going to read 4 different paragraphs about important people in Hanifa's life. As students read the paragraphs, they should answer the questions about each person. Once they are ready, get them to compare their answers with a partner. Provide whole class feedback at the end.

Answers:

1. B
2. C

3. A
4. C



GRAMMAR TARGET

Zero Conditional

Write these sentences on the board and introduce the rule to the students.

If you don't water plants, they die.

When I need a true opinion, I always ask him.

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

3. Ask students to look through the paragraphs in Task 2 and find examples of Zero Conditional. Have them do the task individually. Before checking answers, get students to compare their answers with a partner.

Answers:



1.
If you have honest friends, you are a lucky person.
When I need a true opinion, I always ask him.
When I get angry, he tries to calm me.



2.
If someone needs help, she is always ready to give a helping hand.
He says when people feel happy, she also gets happy.



3.
When he is cheerful, he is funny and tells very interesting jokes.
All our classmates want to spend time with him when he feels happy and positive.
When he is sad, he becomes very serious and doesn't want to talk to anyone.



4.
When I tell her about something, she listens to me very carefully.

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

- develop their listening skills for gist and specific information;
- make sentences using **Zero Conditional** in spoken and written forms;

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 4.1.1. 4.1.2.

1. Ask students to complete the sentences with the correct forms of the verbs 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 71 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. If I **am** angry, my dog **tries** to calm me.
2. Karim always **helps** his friends if they **need** a helping hand.
3. If she **sees** a crying child, she **does** her best to calm the child.
4. She **feels** sad when she **doesn't see** her friends for many days.
5. When my friends **are** sad, I **tell** them funny jokes.

2. Have students make up sentences using the key words. The students should do the task individually and then 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 the teacher.



put/water/
fridge

turn into/ice

1. If you put water in the fridge, it turns into ice.



become/
dirty/sea

pollute

2. The sea becomes dirty if you pollute it.



mix/red
and green

get/brown

3. If you mix red and green, you get brown.



3. Ask students to complete the sentences with their own words. While they are doing the task, monitor and provide assistance if necessary. When they are ready, get them to peer-edit their sentences.

Students' own answers

4. Tell students that they are going to listen to 3 students who answer their friends' questions. Students should guess the questions based on the answers the speakers give. Give students some time to read the questions and then play the recording.

Answers:

What are the questions?

1. **A.** What do you do when you are tired?
B. What do you eat when you are outside?
C. What do you do when you are sleepy?
2. **A.** What do you do when the weather is fine?
B. What do you do when you are bored?
C. What do you do when you are hungry?
3. **A.** What do you do when you are angry at a friend?
B. What do you do when your friends say bad words to you?
C. What do you do when your friend is angry at you?

Track 32

Speaker 1. If I am low on energy, I become very silent. I don't talk to anybody. If I am at home, I sleep a bit. But if I am outside, I drink water and walk in the open air. It helps me a lot. Some people eat fast food when they feel tired. But I think it is not healthy and it makes you more tired.

Speaker 2. If the weather is fine, I call my best friend and we go out. But when the weather isn't good, I try reading some books. If I still feel bored, then I cook some interesting dishes. Cooking is always interesting for me.

Speaker 3. I am a patient person. I don't often get angry at people. But if I do, I try not to talk to anyone. If people are angry, they can use bad words. So, when I am angry, I just prefer being alone for a while.

5. Ask students to read the sentences and then play the full conversation. Students should complete the sentences as they are listening to the recording. Play the recording twice if necessary. Before checking the answers, have students compare their answers in pairs.

Answers:**1.**

If I am low on **1) energy**, I become very **2) sleepy**.

If I am **3) outside**, I drink water and walk in the **4) open air**.

2.

If the weather is fine, I **5) call** my best friend and we **6) go out**.

If I still **7) feel bored**, then I **8) cook** some interesting dishes.

3.

I am a **9) patient** person.

If people are **10) angry**, they can use **11) bad words**.

Track 32**Conversation 1**

- What do you do when you are tired?
- If I am low on energy, I become very silent. I don't talk to anybody. If I am at home, I sleep a bit. But If I am outside, I try to drink water and walk in the open air. It helps me a lot. Some people eat fast food when they feel tired. But I think it is not healthy and it makes you more tired.

Conversation 2

- What do you do when you are bored?
- If the weather is fine, I call my best friend and we go out. But when the weather isn't good, I try reading some books. If I still feel bored, then I cook some interesting dishes. Cooking is always interesting for me.

Conversation 3

- What do you do when you are angry at a friend?
- I am a patient person. I don't often get angry at people. But if I do, I try not to talk to anyone. If people are angry, they can use bad words. So, when I am angry, I just prefer being alone for a while.

- 6.** Have students complete the questions with their own words. Monitor and provide assistance if necessary. Once students are ready, get them to discuss the questions with a partner. Encourage them to use Zero Conditional when they answer the questions. While monitoring students during the discussion, take notes to be discussed in the feedback stage.

Students' own answers

Extra Practice Task



Get students to work in pairs. Have them take turns asking each other the discussion questions. Student A will begin by asking a question from his/her list to Student B. Student B will answer the question.

Questions (Student A) _____ (Do not show these to Student B)

1. What happens when you mix red and yellow paint together?
 2. What happens if you put an ice cube in a warm room?
 3. What do you get when you mix blue and yellow?
 4. What happens if you turn off the lights in a dark room?
 5. What do you see in the sky when it rains?
 6. What do you do if you are bored?
 7. What do you do if you have a headache?
 8. What do you do if you can't sleep at night?
-

Questions (Student B) _____ (Do not show these to Student A)

1. What do you do when it is very cold?
2. How long do you talk when you call your best friend?
3. What happens if a person doesn't sleep for 24 hours?
4. What happens to grass if there is no rain for a long time?
5. What happens when people don't exercise?
6. What do babies do when they are hungry?
7. What happens if a person touches a hot stove?
8. What happens if you study hard?

REVIEW 5 (LESSONS 9-10)

Answers:

1

1. Esah lives in **Indonesia/Malaysia**.
2. People use **24,500/25,500** tons of plastic daily in Esah's country.
3. Some countries like China and the Philippines throw **no/most** plastic to the oceans.
4. Esah and her **cousins/friends** want to stop plastic use in their country.
5. The children are planning to talk to their **neighbours/relatives** about the danger of plastic.
6. Esah wants people to use **cloth/paper** bags.



Track 34

Hi! I am Esah. I was born in Malaysia, but my family is from Indonesia. We live in Indonesia. People use a lot of plastic in my country – 24,500 tons of plastic every day! This makes the water of the sea very dirty and kills sea animals. The Philippines, China, Vietnam, Bangladesh and Indonesia pollute the oceans with plastic more than the other countries. I feel sad to see my country on this list. I talked to my friends about this problem. One of my cousins made posters and took photos in the landfill full of plastic. I want to inform more people about all these. We are also planning to talk to our neighbours. They use a lot of plastic bags every day. I want to ask them to use cloth bags and help the planet.

2

- | | |
|--------------|--|
| 1. honest | f) speaking and acting truthfully |
| 2. generous | d) ready to give or share with others |
| 3. moody | e) often sad, or changing from being happy to sad, often for no clear reason |
| 4. cheerful | a) happy and positive |
| 5. reliable | c) having belief in one's abilities and decisions |
| 6. confident | b) feeling sure of your abilities |

3

1. It is important to reduce waste to save the **environment**.
2. **Recycle** items like paper and plastic to reduce the amount of trash.
3. Don't **waste** resources like water or electricity.
4. Throwing **trash** onto the ground is not good for those around you.
5. Take a moment to **calm** your mind.
6. It's never okay to **tell lies**. It's important to be honest with your friends.

REVIEW 5 (LESSONS 9-10)

4

1. You ★★★ apologise. It isn't necessary.

- a) have to b) must don't **c) don't have to**

2. Visitors to the zoo ★★★ feed the animals. It isn't safe for animals.

- a) must b) don't have to **c) mustn't**

3. I ★★★ late. It's the most important meeting of the year.

- a) mustn't be** b) don't have to be c) can be

4. Students ★★★ come to the meeting. The meeting is for teachers only.

- a) don't have to** b) must c) have to

5. If you ★★★ a glass on the floor, it ★★★.

- a) drop, breaks** b) are dropping, breaks c) drop, is breaking

6. If babies ★★★ hungry, they ★★★.

- a) be, cry **b) are, cry** c) are, crying

7. Plants ★★★ if they ★★★ enough water.

- a) are dying, are getting b) die, get **c) die, don't get**

8. He always ★★★ his umbrella when it ★★★.

- a) takes, rains** b) is taking, is raining c) is taking, rains

9. My friend was crying. I couldn't ★★★ her.

- a) tell a lie b) promise **c) calm**

10. Leyli was ★★★ and proved that she could do it!

- a) confident** b) unhappy c) moody

11. Waste ★★★ factories pollutes rivers and oceans.

- a) of b) on **c) from**

12. We never throw plastic bottles. We ★★★ them.

- a) recycle** b) pollute c) waste

11

LESSON

Modern Technology

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

- ask and answer the questions related to the topic 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/phrases and their definitions. Tell them to read the example sentences. Check if they have understood the meaning and provide further assistance if necessary. Then play the recording and have them listen and repeat the words/phrases. Monitor and help them with pronunciation if necessary.

Track 35

- | | |
|----------------------|----------------|
| 1. to block | 5. to download |
| 2. an ad | 6. to post |
| 3. to make a comment | 7. to update |
| 4. to appear | 8. to restart |

2. Ask students to complete the sentences with the words/phrases from Task 1. Remind them that they might need to change word forms. Have them do the task individually and then compare their answers in pairs. Provide whole class feedback at the end.

Answers:

1. You have to **update** Windows 10 to 11.
2. Sometimes my computer stops working. If it doesn't work, I **restart** it.
3. She is very active on social media. Every day she **posts** new photos.
4. My brother taught me how to **block** email addresses on the Gmail app.
5. There are a lot of **ads** for unhealthy food on TV.
6. I never **make comments** on the posts of famous people.
7. My Whatsapp messages don't **appear** on the screen. I see them when I open the app.

3. Have students match the halves to make phrases. The task is better to be done individually; however, you might set it as pair work as well. Check the answers as a class once students have finished doing the task.

- | | |
|----------------------------|-----------------------------------|
| 0. make a comment <u>D</u> | d) about photos/videos |
| 1. update | b) profile photos/apps |
| 2. restart | a) apps/programs/computers |
| 3. post | f) photos/videos/messages |
| 4. appear | e) on the screen |
| 5. block | c) numbers/social media accounts |

Before you ask students to do Task 4, draw their attention to the definitions of the words *rude* and *reply*. Have them read the definitions and then ask concept checking questions to make sure that they have understood the meaning.

rude – doing something that can hurt others' feelings
reply – to say, write or do something as an answer

4. Have students read the sentences and then play the recording. As students listen, they should complete the sentences. Play the recording twice if necessary. Once they are ready, get them to compare their answers with a partner and then provide whole class feedback.

Answers:

Kanan wrote rude comments on Asmar's photo 1) yesterday. He wrote, "You are not a 2) reliable friend. Why did your parents buy you a 3) pet?"

Asmar is a very 4) patient person and she didn't reply to his comments. But her 5) classmates did.

Some of them 6) blocked Kanan.

In her last comment, Asmar wrote, "Kanan is a good friend, but he cannot 7) make (good) jokes."

After that comment, Asmar 8) deleted her post.

Track 36

Seymur: What happened to Kanan? Why isn't he talking to anyone?

Halima: Kanan made bad comments on Asmar's photo yesterday.

Seymur: Oh, really? What did he write?

Halima: "You are not a reliable friend. Why did your parents buy you a pet?"

Seymur: That's very rude. Did Asmar reply to his comment?

Halima: No, she didn't. She is a very patient person. But our classmates replied to Kanan's comment.

Seymur: What did they write?

Halima: There were a lot of comments. I didn't read them all. Some classmates blocked Kanan's account. Asmar was very sad and she made a last comment and turned the commenting off.

Seymur: What was her last comment?

Halima: "Please, don't block Kanan, he is a good friend. He just cannot make good jokes."

Seymur: Can you show me Asmar's post?

Halima: I am afraid I can't. She deleted the post a few hours ago.

5. Put students into pairs and have them discuss the questions. While they are working, monitor and take notes for the feedback stage. Once they are ready, nominate random students to share their answers with the whole class.

- When should we block someone's number/ account?
- What do you do when someone writes bad comments on your photos?
- Do you like ads on social media? Why or why not?
- Do you like posting your own photos on your social media account? Why or why not?

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

- develop their reading skills for detailed information by reading forum posts;
- ask and answer the questions related to the topic.

Standards: 2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.3.

1. Ask students to discuss the questions with a partner. Once they are ready, nominate random students to share their answers with the whole class.
 - What do you do when you have a problem with your computer/mobile phone?
 - Is it good to ask about your problems in the forums? Why or why not?
2. Tell students that they are going to read 4 forum questions and answers to them. There are 7 statements on Page 79. Students should match those statements to the forums. Remind them that one of the statements is extra. Also, tell them that they can use each forum more than once. Have students do the task individually. Once they are ready, get them to compare their answers with a partner and then check the answers as a class. Encourage students to justify their answers.

Answers:

1. This person wants to see people's comments. - C
2. This person needs to make the functions of his/her computer more modern. - B
3. This person needs to change the settings for his/her posts. - C
4. This person wants to watch the videos without pauses. - A
5. This person needs to start his/her computer again. - B
6. This person has a new mobile phone. - D
7. This person wants to download an app. - Extra

Optional task:

If time allows, ask students to prepare their own answers to the questions in the forum and then share their answers with the class.



GRAMMAR TARGET

First Conditional

Write this sentence on the board and explain to students First Conditional.

If you don't restart your computer, the program won't work.

Give students some time to read the rules themselves and then ask concept checking questions and elicit some sentences in First Conditional.

Note: It is advisable to show them the difference between Zero conditional and First Conditional in terms of meaning and structure.

3. Ask students to read the forum questions and answers again and find the sentences in First Conditional.

If you block ads, they won't appear on the screen of your mobile phone or computer.

If it doesn't work, update your computer.

If you turn on commenting, your friends will be able to make comments.

Extra Practice Task



Get students to work in pairs. Have them take turns completing the sentences using First Conditional. Student A will begin by reading a sentence from his/her list to Student B. Student B will complete the sentence using First Conditional.

(Student A) _____ (Do not show these to Student B)

1. If it rains tomorrow, we will ★★★ .
2. If I finish my homework, I will ★★★ .
3. If you eat all your vegetables, you will ★★★ .
4. If it's sunny tomorrow, we will ★★★ .
5. If the bus is late, we will ★★★ .
6. If you study hard, you will ★★★ .
7. If I see a wild animal, I will ★★★ .

(Student B) _____ (Do not show these to Student A)

1. If you clean your room, I will ★★★ .
2. If we don't hurry, we will ★★★ .
3. If you buy flowers, your sister will ★★★ .
4. If it snows tomorrow, we ★★★ .
5. If the phone rings, I will ★★★ .
6. If you practise playing the piano, you will ★★★ .
7. If you turn off the lights, the room will ★★★ .

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

- develop their listening skills for detailed information;
- make sentences using **First Conditional** in spoken and written forms.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.4. 4.1.1. 4.1.2.

1. Ask students to complete the sentences with the correct forms of the verbs 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 79 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. If you **make** a bad comment, I'll **block** you.
2. If the app **doesn't work**, **update** it.
3. I'll **join** you if he **helps** me with this powerpoint presentation.
4. **Block** ads if you **don't want** to see them.
5. If Selin **posts** the photo of her dog, all her friends **will make** comments.

2. Ask students to match the halves to make correct sentences in First Conditional. Have students do the task individually and get them to compare their answers with a partner before you check the answers as a class.

Answers:

- | | |
|---|---|
| 1. If your new phone doesn't take good photos, | c) will you change it? |
| 2. If your best friend asks, | a) will you share your password to Instagram? |
| 3. If your photo gets fewer 'likes', | d) will you delete it? |
| 4. If people make rude comments on a friend's post, | f) will you reply to them? |
| 5. If your classmate reads messages on your screen, | b) will you ask him/her not to do it? |

3. Ask students to match the two parts of each sentence and write them as one sentence using *if*. Tell them to put *if* at the beginning or in the middle depending on the meaning. Draw their attention to the example sentence and explain to them how to do the task. Provide further assistance if necessary. Once they are ready, have them compare their sentences with a partner before you check the answers as a class.

Answers:

1. b) If she is a good friend, she won't tell your secret to others.
2. d) You are lucky if your friend never tells lies.
3. a) If you are free in summer, you can learn a new hobby.
4. c) If they are late, they'll miss the train.
5. f) We won't have a picnic if the weather is rainy.

4. Tell students that they are going to listen to the conversation between Josh and Hana. 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 as a class.

Answers:

1. **F** (If I can find a good student camp, I will talk to my parents.)
2. **F** (Is there a good website for summer holiday camp ideas?)
3. **T** (Great! With friends, the camp will be more interesting.)
4. **T** (Let's tell our classmates. If they also want to join, we will talk to our parents.)
5. **T** (If Kate and Parko know that, they won't join.)

Track 37

Hana: What are your plans for your summer holiday?

Josh: I don't know. I am looking at the ads on the website. If I can find a good student camp, I will talk to my parents.

Hana: Is there a good website for summer holiday camp ideas?

Josh: Yes, there is. I like www.FunSummerForTeens.com

Hana: If I have time, I will also surf the site.

Josh: Look, here is an ad about a summer camp in the forest near the lake.

Hana: Oh, that sounds fun! Look at those interesting photos! If you choose this camp, I'll join you as well.

Josh: Great! With friends, the camp will be more interesting.

Hana: Let's tell our classmates. If they also want to join, we will talk to our parents.

Josh: No, let's first tell Mrs Florence. If she agrees, our classmates will agree as well.

Hana: Oh, I am so excited. If things go well, we will have fun in the forest as a class.

Josh: Of course, if we all go, it will be fun. But will they agree if they cannot take their mobile phones, tablets or computers with them? Look, here they write - "No electronic devices!"

Hana: Hmm. That's bad. If Kate and Parko know that, they won't join. They cannot live without their mobile phones.

5. **A.** Tell students to imagine that they are looking for summer holiday ideas on the website. Have them read the ads for 3 different camps. Then discuss the first question as a class. (What can you learn in each camp?) Encourage students to give full answers. After you have discussed the first question as a class, have students write their answers to the rest of the questions on their own. While they are working, monitor and provide assistance if necessary.
- B.** Elicit what students can learn in the first camp and use this information to write a sentence in First Conditional. Write this sentence on the board.

Example: In the third camp, we can learn to cook delicious food.

If I go to Forest Tech Camp, I will learn to cook delicious food.

Then draw students' attention to the example sentences and provide further explanation if necessary. Have students change their answers for the questions in Task 5A into First Conditional sentences. While they are working, monitor and provide assistance if necessary. Once students have finished doing the task, have them peer-edit their sentences.

12

LESSON

Important Skills for Teens

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

- communicate using the target language;
- develop their listening skills for gist.

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

1. Draw students' attention to the words and their definition. Tell them to read example sentences and then ask concept checking questions to make sure that they have understood the meanings of the given words. Then play the recording and have them listen and repeat the words/phrases. Monitor and help them with pronunciation if necessary.

Track 38

1. to complain
2. domestic duties
3. to iron
4. to vacuum
5. time management
6. to make a decision
7. to deal with
8. to be proud of

2. Ask students to complete the sentences with the words/phrases from Task 1. Tell them that they might need to change word forms. 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. My elder brother always helps me make a decision when I don't know what to do.
2. He is a very weak person. He cannot deal with simple problems.
3. My sister set a world record. I am proud of her.
4. Why do you always complain about problems? Just learn to solve them.
5. I burnt my hand when I was ironing my T-shirt.
6. Can you vacuum the floor please? It is very dirty.
7. She is doing domestic duties all alone. That is not fair. All family members should help her.

3. Tell students that they are going to listen to 3 people. As students listen, they should choose the right option to complete the sentences about each speaker. Give students some time to read the options and then play the recording. If necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:



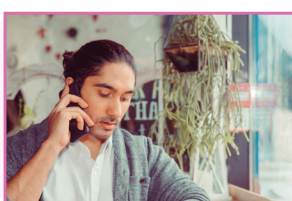
1. This person is proud of a family member.

- a) complaining about her problems
- b) proud of a family member**
- c) trying to solve her sister's problem



2. If this person vacuums at night, his neighbour complains about it.

- a) comes home late
- b) vacuums at night**
- c) irons the clothes



3. This person doesn't have good time management skills.

- a) can do all important tasks during the day
- b) doesn't have good time management skills**
- c) knows how to solve his problem



4. This person cannot iron clothes well.

- a) complains about her family member
- b) burnt her favourite dress
- c) cannot iron clothes well**

Track 38

Speaker 1. My sister is just great. All her grades are good. She is also very good at drawing. If she has a problem, she never complains about it. She tries to solve it.

Speaker 2. I don't have time to clean my room. I come home very late. When I clean the floor at night, my neighbour complains about the noise. I can only iron clothes and dust the room at that time.

Speaker 3. I don't do many things during the day, but I always feel busy. I never find time to do important tasks. How can I solve this problem?

Speaker 4. I burnt my arm yesterday while I was ironing. My mom always complains about it. I can never do it well. Once I burnt my mom's dress. I apologised, but she still was very sad. It was her favourite dress.

4. Put students into pairs 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 once they finish doing the task.

- Is it important for students to do housework? Why or why not?
- How can time management skills help students?
- Do you get help when you need to make an important decision? Why or why not?
- Is it good to be proud of your abilities? Why or why not?

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

- develop their reading skills for detailed information by reading the text about different skills;
- ask and answer the questions related to the topic.

Standards: 2.1.1. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1. Before doing *Find someone who..* task, it is advisable to explain to students how to do it. Ask students to copy the sentences to their notebooks and leave some space next to each sentence. (See the table below.)

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

Find someone who	Names	Extra notes
1. doesn't know what to order when he/she is at the restaurant.		
2. doesn't have enough time for his/her hobbies.		
3. cannot control his/her emotions when he/she is happy.		
4. doesn't do any housework.		
5. doesn't like saying sorry.		
6. is never proud of his/her abilities.		

Tell students that they need to ask their classmates questions.

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

Do you always know what to order when you are at the restaurant?

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

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

2. Tell students that they are going to read about 4 people who want to learn a new skill. There are descriptions of 6 different skills. As students read the information about people and skills, they should decide which skill (A-F) would be the most suitable for people (1-4). Have students compare their answers with a partner once they have finished matching people with the skills they need to learn.

Answers:



B. Domestic Skills

It is very important to keep your home clean. You can start with easy and safe tasks, for example, making your bed or drying the dishes. First, you can get

help for ironing your clothes or vacuuming the floor. After some time, you will learn to do these things by yourself.



A. Time Management Skills

Time management helps you find the time for your hobbies. If you learn how to spend your time effectively, you will know which things are important and which things can wait.



D. Emotion Control Skills

If you learn to manage your emotions, you will solve your problems yourself and make right decisions. If you can control your emotions, you will be comfortable with good and bad feelings and find ways to deal with them.



F. Decision-Making Skills

Are you afraid of making bad choices? Do you ask people to help you to decide? If your answer to the questions is 'yes', you cannot make decisions by yourself. Decision-making skills will help you decide what is good for you.



GRAMMAR TARGET

Reflexive pronouns

Introduce the new grammar rule to students and give them some time to study the table on Page 85. Write the beginning of some sentences where they need to use reflexive pronouns and elicit the ending from them. Example sentences to be completed by students:

*I can solve my problems***. (myself)*
*She can solve all difficult tasks by ***. (herself)*

3. Ask students to look back at Task 2 and find examples of reflexive pronouns. The task can be done individually or in pairs.

Answers:

When I go to bed, I ask myself.

I cannot control myself...

I cannot choose clothes for myself.

After some time, you will learn to do these things by yourself.

If you learn to manage your emotions, you will solve your problems yourself.

But are you proud of yourself as well? Some people think it is bad to be proud of yourself.

It is very important to love ourselves. When you are proud of yourself, you also show love to yourself.

If your answer to the questions is 'yes', you cannot make decisions by yourself.

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

- develop their listening skills for detailed information;
- make sentences using **Reflexive Pronouns** in spoken and written forms;
- ask and answer the questions related to the topic using the target language.

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

1. Ask students to complete the sentences with reflexive pronouns. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target on Page 85 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. My two-year-old brother can dress himself.
2. I can solve my problems myself.
3. She baked a delicious cake for herself.
4. My sister feeds her cat herself.
5. Students need to keep themselves clean all the time.
6. We have to take care of ourselves.

2. Tell students that in all five sentences, there are mistakes related to the use of reflexive pronouns. Students should find those mistakes and correct them. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target box on Page 85 in case they need to. Provide whole class feedback once students are ready.

Answers:

1. He hurt ~~herself~~ ^{himself} while he was riding a bike.
2. They need to be proud of ~~themselves~~ ^{themselves}.
3. You are old enough to wash ~~yourselves~~ ^{yourself}.
4. I can take care of ~~myself~~ ^{myself}.
5. She can deal with her problems ~~itself~~ ^{herself}.

Before you ask students to do Task 3, draw their attention to the definitions of the phrase *by myself*. Have them read the definition and then ask concept checking questions to make sure that they have understood the meaning.

3. Tell students that they are going to listen to 2 conversations. 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 in pairs once they are ready. Then check the answers as a class.

Conversation 1

1. F
2. F
3. T



Conversation 2

1. T
2. F
3. T



Track 40

Conversation 1

Emin: What are you doing?

Nata: I'm trying to learn how to ride a bike.

Emin: Well, be careful. Don't hurt yourself.

Nata: I won't. I'm taking it slow.

Emin: Why don't you get help from your brother?

Nata: I want to learn it myself. I like learning things by myself.

Conversation 2

Kelly: These cookies are so delicious. From which bakery did you buy them?

Ulvu: I prepared them myself.

Kelly: Great! You are very good at it.

Ulvu: Well, when you live by yourself, you have to learn to cook for yourself.

Kelly: You are right. My sister wasn't good at cooking. But when she started to live by herself, she learned to cook.

4. Ask students to look at the pictures and make up sentences using the key words and reflexive pronouns. Have them do the task individually and then compare their answers in pairs. Tell them to refer to the Grammar Target box on Page 85 in case they need to. Provide whole class feedback once students are ready.

Suggested answers:

1. He can iron his clothes himself.
2. They can solve their problems themselves.
3. He cannot make a decision by himself.
4. They are proud of themselves.
5. She can prepare pizza by herself.

5. Put students in pairs and have them discuss the questions. Encourage them to use reflexive pronouns. While they are working, monitor and take notes for the feedback stage.
- What can you cook by yourself?
 - What skills can people learn by themselves?
 - At what age should children learn to cook for themselves?

REVIEW 6 (LESSONS 11-12)

Answers:

1

My twin sister Lala always manages her time very well. She never complains about being too busy or having no time for herself. (A) Instead, she organises her daily schedule. When she has a lot of work to do, she deals with it by breaking it down into smaller parts. She also sets realistic deadlines for each task and makes sure to finish them on time. (B) This helps her not feel tired all the time. She always has a lot to do, but she always manages to find time for the things that are important to her. (C) She is proud of herself for being able to balance her work and personal life effectively. In short, my sister is a great example of how managing your time well can help you be more productive.



2

My grandfather is 76 years old. Last Sunday, he used the Internet for the first time. He was nervous, but he made a 1) b to try it. He bought a new computer for himself and asked me not to help him. He wanted to learn how to work on the Internet by himself. First, he 2) b deal with understanding how to turn the computer on and 3) c a browser. After he got an Internet browser, he was surprised to 4) a that there was endless information on the Internet. My grandfather found it hard to understand the computer language. He opened a social media 5) b but couldn't post or comment. "What's a tweet?" he started to complain. It was really hard, but my granddad could learn a lot by 6) a during one week. He wanted to update his computer, but I said it was too early. His first 7) c with the Internet wasn't easy, but it was eye-opening.



1.	a. experience	<u>b. decision</u>	c. advertisement
2.	a. didn't have to	<u>b. had to</u>	c. must
3.	a. organise	b. create	<u>c. download</u>
4.	<u>a. learn</u>	b. teach	c. tell
5.	a. password	<u>b. account</u>	c. website
6.	<u>a. himself</u>	b. themselves	c. ourselves
7.	a. comment	b. post	<u>c. experience</u>

REVIEW 6 (LESSONS 11-12)

3

1. If your sister goes to London next week, she ★★★ a good time.

- a) had b) has c) will have

2. You ★★★ a high grade on your next test if you don't study.

- a) won't get b) will get c) don't get

3. If you don't go to the party next week, I ★★★ very upset.

- a) get b) got will c) will get

4. Elmira, did you take the photo by ★★★?

- a) yourself b) herself c) yourselves

5. Don't worry about the plants. I'll water them ★★★.

- a) themself b) themselves c) myself

6. I saw ★★★ for the new shopping centre. The place is very big.

- a) an advertisement b) a screen c) a decision

7. I can't ★★★ these problems anymore. I am really tired.

- a) promise b) complain c) deal with

8. When the message ★★★ on his screen, he started to call me.

- a) posted b) blocked c) appeared

9. Don't use the old version of this program. You need to ★★★ it.

- a) update b) comment c) restart

10. Don't be ★★★ to your classmates. Always be polite both online and in real life.

- a) rude b) lucky c) polite

11. I am very proud ★★★ my teacher. Her lessons are always interesting.

- a) from b) of c) on

12. Did you do this test by ★★★ or did anyone help you?

- a) yourselves b) them c) myself

Examples of Small Summative Assessment Tests

An Example of Small Summative 1 (Lessons 1-2)

Name: _____ Class: _____ Date: _____

1

Listen to the talk. Circle True or False.

1. Alex lived in a big city. **True/ False**
2. Alex became interested in inventing something after he met a scientist. **True/ False**
3. After working for weeks, Alex decided to invent something for children. **True/ False**
4. Alex felt proud when he showed his invention at school. **True/ False**
5. Some of his teachers and classmates liked his invention. **True/ False**

(____/20)

2

Read the text about Jack's summer holiday and complete the sentences.

Last summer, my family and I went to a beautiful place in one of the regions of Azerbaijan. We visited a small village where we met friendly locals. They suggested exciting activities for us to do in the village.

One day, we decided to go on a wildlife expedition. We did our best to spot wild animals. We saw colourful birds and some wild animals.

Another day, we visited a famous tourist attraction in the area - a waterfall. We took lots of photos to remember the great experience.

During our holiday, we learned some useful skills from the locals. They showed us how to make souvenirs from natural materials.

Last summer holiday was great, and I can't wait to visit more exciting places and learn about different cultures in the future!

1. Jack visited one of the regions of Azerbaijan with his _____.
2. _____ gave them some ideas about what to do in the village.
3. When they were on a wildlife expedition, they wanted to see _____.
4. In the waterfall they took a lot of photos because they wanted to _____.
5. The locals taught them how to _____.

(____/20)

3

Underline the correct option.

1. The ice cream was **enough/ too** cold to eat quickly.
2. The playground is big **enough/ too** for all of us to play together.
3. The puzzle was **too/ enough** difficult for the little ones to solve.
4. The attraction was **too fast/ enough fast** for some of us to ride.
5. The watermelon was **sweet enough/ too sweet** to enjoy on a hot day.

(____/10)

4

Rewrite the sentences using **as ... as** or **not as ... as**.

1. My bag is new. Murad's bag is also new.

2. I think Math is more interesting than History.

3. A scooter and a skateboard are useful.

4. Nigar is naughty. Nana is also naughty.

5. This video game is expensive. My video game is cheap.

(/10)

5

Complete the sentences from the box below. Use each word only once.

curious	locals	wonder	landscape	invent	spot
useful	wildlife	suggest	suggestion	prove	numb

1. After 3 hours, we could _____ a fox in the forest.

2. It is very _____ to make new things from old clothes.

3. The national park is home to different kinds of _____, such as birds and bears.

4. My friends often _____ going to the beach on sunny days.

5. After playing in the snow, my fingers felt _____ from the cold.

6. I am _____ about the stars and planets in the sky.

7. The _____ in the village were friendly and nice.

8. I _____ what it will be like to fly like a bird.

9. They wanted to _____ that they can do it.

10. Thomas wants to _____ a new kind of robot that can clean the streets.

(/20)

6

Write 5-6 sentences about your last holiday.

(/20)

This is the end of the test.

Examples of Small Summative Tests

An Example of Small Summative 2 (Lessons 3-4)

Name: _____ Class: _____ Date: _____

①

Listen to the speakers and match them to the statements. One statement is extra.

Speaker 1 ____	a) This person is talking about a patient friend.
Speaker 2 ____	b) This person is talking about the people who rescued her pet.
Speaker 3 ____	c) This person is talking about a person with an unusual hobby.
Speaker 4 ____	d) This person is talking about his/her new hobby.
	e) This person is talking about how people treated him/her.

(____/20)

②

Read the paragraphs and circle the correct option.

My granddad is 85 years old now. He likes buying unusual toys for me. There were not many toy shops when he was child. Also, the toys were very expensive. His father carved cars out of wood. He liked those cars very much. Later, he also learned to carve different things. But his favourite was always cars. He now has a collection of some of those cars in his room. I also like those cars very much. My grandad takes me to the carving workshops every Saturday. It is very interesting. I am excited that I can have my own car collection one day.

Ralph, 11



1. What is true about Ralph's grandad?

- A) He bought a lot of unusual toys in his childhood.
- B) He carved a lot of cars for Ralph.
- C) He wants his grandson to take up his hobby.

2. What is true about Ralph?

- A) He dreams about having a collection in his room.
- B) His grandad gives him presents from his car collection.
- C) He has a collection of wooden cars in his room.

My granny is 75. She is a very active woman. People can never guess her age. She likes trying different extreme activities. Last summer, she tried skydiving and she enjoyed it a lot. Her children are very worried about her and they always want to change her mind. But all her grandchildren support her in her decisions. She promised to have a group skydiving practice with all her grandchildren. It sounds incredible, but she always keeps her promises.

This winter, my granny is planning to have a snowboarding holiday with all her family. Luckily, all my aunts and uncles agreed to join.

Briana, 14



3. What is true about Briana's granny?

- A) She looks younger than her age
- B) Her children agree with all her decisions
- C) She tried group skydiving with her children.

4. What is true about Briana?

- A) She wants to change her granny's plan about skydiving.
- B) She wants to try group skydiving with her cousins.
- C) She is going to have a snowboarding holiday with her aunts and uncles only.

(____/20)

3

Look at the signs in brackets and make negative sentences or questions with **used to**.

1. We / shape / vegetables in the form of animals (+)

2. You / make / paper boats (?)

3. I / collect coins like my friends did (-)

4. He / do extreme sports (-)

5. She / write blogs in her teens (?)

(___/10)

4

Underline the correct form of the verb.

1. They **didn't enter/weren't entering** the house because the dog **was barking/barked**.

2. We **played/were playing** in the yard when we **were hearing/heard** a loud noise.

3. Kanan **noticed/was noticing** a big snake while he **had/was having** his breakfast in the yard.

4. The man **shaped/was shaping** the trees, when the rain **started/was starting**.

5. When they **arrived/were arriving** at the hall, their friends **were dancing/danced** happily.

(___/20)

5

Complete the sentences with the words from the box below. Use Past Simple forms if necessary. There are 2 extra words.

stare

treat

notice

rescue

carve

shape

collect

1. Don't _____ at people. It is not polite.

2. Mom, I _____ this small turtle under the tree some minutes ago. Can we keep it in our yard?

3. Ayla _____ the little girl in the sea. It was windy and the girl couldn't swim. Luckily, Ayla was swimming near her.

4. Don't _____ animals in this way. Poor cat! You hurt it so badly.

5. My brother used to _____ movie posters when he was a teenager.

(___/10)

6

Write 5-6 sentences about your hobby.

(___/20)

This is the end of the test.

Tracks of the Summative Assessment Tests

Track 1

Alex was a curious child who lived in a small city. He loved to wonder about the world around him. One day, Alex decided to invent something of his own after he saw a film about a famous scientist.

Alex began researching different inventions. He read books, watched videos, and even asked his teacher for suggestions.

After weeks of hard work, Alex finally came up with an amazing idea - a toy car that will work with the energy from the sun! He wanted to prove that people can use solar energy to power things we use every day. The little scientist started preparing the parts for his invention.

It wasn't easy, but Alex didn't stop. He prepared a car that worked with solar energy. When the big day came to present their invention at the school, Alex was proud.

All of Alex's teachers and classmates liked his invention. Alex's invention showed us that with hard work, we can make a difference and invent something truly amazing. So, if you ever wonder about inventing something, don't be afraid to start!

Track 2

1. I was so happy to see my dog again. The team was great. They were very careful and didn't hurt the dog at all. The real heroes saved my best friend.
2. I was so happy there. I didn't even feel that I was away from home. They acted toward me as kindly as they did toward their own kids.
3. His father told him not to open the gift box till 12 p.m. Can you imagine, he didn't open it. Some of the friends wanted to open the box, but he didn't let them.
4. She is collecting rocks that look like eggs. She has a collection of 54 rock eggs. We all help her as a class. We gave her 6 rock eggs on her birthday. She liked the present so much.

The Keys of the Summative Assessment Tests

Summative Assessment Test 1

1

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

2

1. family
2. The locals
3. wild animals
4. remember the great experience.
5. make souvenirs from natural materials.

3

1. too
2. enough
3. too
4. too
5. enough

4

1. My bag is as new as Murad's bag.
2. I think History is not as interesting as Math.
3. A scooter is as useful as a skateboard.
4. Nigar is as naughty as Nana.
5. My video game is not as expensive as this video game.

5

1. spot
2. useful
3. wildlife
4. suggest
5. numb
6. curious
7. locals
8. wonder
9. prove
10. invent

6

Students' own answers

The Keys of the Summative Assessment Tests

Summative Assessment Test 2

1

1. Speaker 1 b
2. Speaker 2 e
3. Speaker 3 a
4. Speaker 4 c

2

1. C
1. A
1. A
1. B

3

1. We used to shape vegetables in the form of animals.
2. Did you use to make paper boats ?
3. I didn't use to collect coins like my friends did.
4. He didn't use to do extreme sports.
5. Did she use to write blogs in her teens ?

4

1. They **didn't enter** the house because the dog **was barking**.
2. We **were playing** in the yard when we **heard** a loud noise.
3. Kanan **noticed** a big snake while he **was having** his breakfast in the yard.
4. The man **was shaping** the trees, when the rain **started**.
5. When they **arrived** at the hall, their friends **were dancing** happily.

5

1. Don't **stare** at people. It is not polite.
2. Mom, I **noticed** this small turtle under the tree some minutes ago. Can we keep it in our yard?
3. Ayla **rescued** the little girl in the sea. It was windy and the girl couldn't swim. Luckily, Ayla was swimming near her.
4. Don't **treat** animals in this way. Poor cat! You hurt it so badly.
5. My brother used to **collect** movie posters when he was a teenager.

6

Students' own answers

Ideas to Practise Grammar Structures

Lesson 1

too vs enough

1. Put students in the role of experts. Divide them into groups and ask them to select their area of expertise. Offer suggestions on the board, such as teaching a grammar structure, having a picnic, organising a party, taking a weekend trip or giving a presentation. Each group must identify 3-5 potential problems and provide tips for avoiding those problems. They must use "too" and "enough" at least once in each problem-tip combination. For example: Taking a Weekend Trip. Don't plan too much. You only have two days. Give yourself enough time to enjoy everything.

Adapted from: <https://englishwithjennifer.wordpress.com>

2. Have students work in pairs and think of problems using the adjectives below. Tell them to use *too* and *not enough* to describe the problems. They should ask their partner to think of good solutions, commenting on what they say. They can use more than one word together if they like. Note that some of the words below are positive, so they 'll have to use a sentence that makes them negative.

big/ large	boring	cheap	early	hard
bright	expensive	fast/ quick	heavy	noisy
clean	cold/ cool	easy	hot/ warm	interesting
confusing	dangerous/risky	difficult/tricky	dark	dirty

Lesson 2

as...as and not as...as

Divide students into groups and provide each group with the paper and markers. Provide each group with a list of comparison prompts related to different topics such as animals, food, weather, or superheroes. For example:

Prompt 1: Compare Superman and a policeman.

Prompt 2: Compare salad and chicken soup.

Prompt 3: Compare a snowy day and a sunny day.

Prompt 4: Compare a lion and a fox.

In their groups, students should work together to complete the comparisons using "as...as" or "not as...as." They should come up with creative and funny responses for each prompt.

After the groups have completed their comparisons, have each group take turns presenting their responses to the class. The other students can listen and vote on which comparison they find the most creative or amusing.

To further practise the structure, you can have students individually create their own prompts and write comparisons. This can be assigned as a home assignment or an extra activity for those who finish early.

Lesson 3

used to

1. Prepare slips of paper with different activities written on them. These can include things like "play with dolls," "watch cartoons every morning," "visit grandparents," "eat ice cream for breakfast," and so on. Divide the class into small groups. Distribute the slips of paper with different activities to each group. In their groups, students should take turns reading the activity on their slip and sharing a sentence about something they used to do related to that activity. For example, if the slip says "play with dolls," a student might say, "I didn't use to play with dolls. I used to play with toy cars." Get students to share the details or stories about their past habits, making the activity more engaging and interactive. After the groups have had a chance to share their "used to" sentences, nominate a student from each group to share one or two interesting sentences with the whole class. Engage the class in a discussion about the activity. Ask students to share some of the unique or surprising things they used to do when they were younger. As an extension, you can ask students to write short paragraphs or stories about their past habits using "used to". This can be set as a home assignment.

2. Gather a variety of small items that students can use to represent different aspects of their past. Ask students to create their personal time capsules by choosing items that represent things they used to do, like, or have in the past. Have each student present their time capsule to the class. They should explain the items they chose and describe the past habits or actions represented by those items using "used to."

Lesson 4, 5, 6

Past Progressive

1. Students mime an action and when their partner is sure what it is they shout "Stop!" They then guess the action with the sentence – "When I shouted stop, you were + ing...", e.g. "When I shouted *stop*, you were reading a book". It is important to use the "When I shouted stop" part of the sentence each time to make this the right tense.

2. You can use videos to practise Past Progressive. Play a video. While students are watching the video, press the stop button. Students have to describe what was happening in as much detail as they can. When students have finished watching the video, test them on things that were happening in the background, e.g. "What was the child doing when his mother was talking on the phone?"

Adapted from: www.tefl.net

3. Give students a picture that shows lots of people doing different actions. When they turn over the picture so that they can't see it, test them on what people were doing. Ask them questions like "What was the child doing?", "How many people were walking?" and "Who was sitting on the bench?" You can make the use of Past Progressive more natural by using a picture with a clock in or by making it a situation that people might really be asked these questions about, e.g. the moment before a bank robbery.

Adapted from: www.tefl.net

4. Divide students into pairs or small groups. Ask each group to create a time-travelling story using Past Progressive. Provide them with a setting, a character, and a situation. For example:

Setting: A mediaeval castle

Character: A brave knight

Situation: The knight was searching for a hidden treasure when he heard a mysterious noise.

Encourage students to be creative and elaborate on their stories. They should use Past Progressive to describe the ongoing actions of the characters.

Once the groups have completed their stories, have each group take turns sharing their time-travelling tales with the class. As they share, other students can listen and take notes of the sentences used in Past Progressive.

Lesson 7

Past Simple vs. Past Progressive

On the whiteboard, draw a timeline with labelled sections for different time periods (Azerbaijan in mediaeval times, Azerbaijan in the 18th century, Azerbaijan in 2020).

Write a few sample sentences using Past Simple and Past Progressive related to different time periods. Divide the class into small groups. Assign each group a different time period from the timeline you've created. Provide each group with a set of colourful sticky notes.

Explain the "Time Travel Adventure" activity: Each group will work together to create a short time travel story using Past Simple and Past Progressive. They can use the sticky notes to write down key events or actions for their story.

Ask the groups to brainstorm and write down their time travel story on the sticky notes, making sure to use the appropriate tenses.

When the time is up, have each group share their time travel story with the class. As they share their travel story, take notes of the use of Past Simple and Past Progressive.

You can have students work individually and write short paragraphs or stories describing their own time travel adventures to different time periods, using a mix of Past Simple and Past Progressive.

Lesson 8

can, could, be able to

1. Have students work in groups, draw a superhero and name it.

Ask the groups to create a short dialogue or scene where the superhero uses "can," "could," or "be able to" to discuss their ability and the challenges they can deal with ('lift a heavy bag, run faster than a speed train, fly through the sky, solve a difficult puzzle, etc.) Remind students to incorporate the target language.

When groups are ready, have them present their superhero challenge scene to the class. Encourage them to use expressive voices and gestures to make it engaging.

After each presentation, discuss how "can," "could," or "be able to" were used in the dialogue to convey the superhero's ability.

2. Divide students into small groups and assign each group a different scenario that involves everyday situations where the use of "can," "could," or "be able to" is relevant. For example:

Scenario 1: A student wants to borrow a book from a classmate.
Scenario 2: A group of friends plans a party and discusses what games they can play.
Scenario 3: A tourist asks for directions to a famous place in a foreign city.
Each group should brainstorm and write a short dialogue for their scenario, making sure to incorporate the appropriate modal verb. Encourage them to be creative and have fun with the dialogues. Give the groups some time to rehearse their dialogues.
When the groups are ready, have them take turns performing their scenario in front of the class.

Lesson 8
must, have to, don't have to

Give the students a table like this...

Places	You must	You mustn't	You don't have to
School			
Library			
Park			
Concert hall			

You can change the list of places to whatever you wish. First, tell the students to work alone. For each place, they have to think of one thing they **MUST** do there, one thing they **MUSTN'T** do, etc. Have students speak to their group members and decide who has the better idea. Nominate a student from each group to share their answers.

Adapted from: <https://eltplanning.com/>

Lesson 10
Zero Conditional

Write different cause-and-effect statements related to cooking on separate cards. For example:
Card 1: If you mix salt and sugar, it tastes sweet and salty at the same time.
Card 2: When you add lemon juice to baking soda, it creates bubbles.

Set up a cooking station with small cups or bowls and spoons, along with the various edible ingredients. Divide the class into small groups or pairs.
Each group will choose a card with a cause-and-effect statement. They must then create a "magic potion" by combining the specified ingredients and observing the cause-and-effect relationship. Have the groups mix their ingredients in small cups or bowls.
After all the groups have created their magic potions, invite one group at a time to present their potion to the class. They should use Zero Conditional to explain the cause-and-effect relationship.

Lesson 11

First Conditional

1. Start the activity by asking a student to say a future plan, e.g. "I'm going to visit a dentist at the weekend." Someone else in the class predicts a consequence of that, e.g. "If you visit a dentist this weekend, he/she will remove your tooth." Someone else then continues the story with something like "If he/she removes your tooth, you won't be able to eat or drink anything for an hour." This continues for a fixed number of stages or until they reach an interesting conclusion.
2. Choose a video. It can be some scenes from a famous movie or a TV show. Play it for a while and then pause the video at a point where a character has to make a decision, and have students predict the consequences of the possible choices with sentences like "If he doesn't go to the party, his friend will be angry with him." and "If his friend is angry with him, he will explain the reason why he wasn't able to go to the party." The teacher can tell the class what the possible choices are or let them try to work them out from the context. After watching which choice they take and the real consequences, students can discuss the likelihood of the consequences they predicted for the other choice.
3. You can do Chain Stories by asking students to write and pass the pieces of paper around. This is more fun if students can only see the previous sentence or clause due to everyone folding over the rest of the paper when they have written their part. The last person can then open the whole paper and tell the class the opening clause and closing clause, usually something amusing and unrelated.

Adapted from: <https://www.tefl.net>

Lesson 12

Reflexive Pronouns

Ask students to plan an event. This could be a surprise party for someone, a Nowruz party, a New Year party, a school dance, a talent competition, etc.

Once you have chosen the event, brainstorm with students about 5 to 10 tasks that need to be completed to prepare for the event. Next, put students in small groups and tell them they must decide who in the class will do each of the tasks. They must then write this down using the reflexive pronouns that they have learned. For example, "Anar will blow up the balloons himself.", "Lala will bake the cake herself.", "We will decorate the room ourselves.", etc.

Adapted from: <https://games4esl.com/>

Vocabulary Revision Games

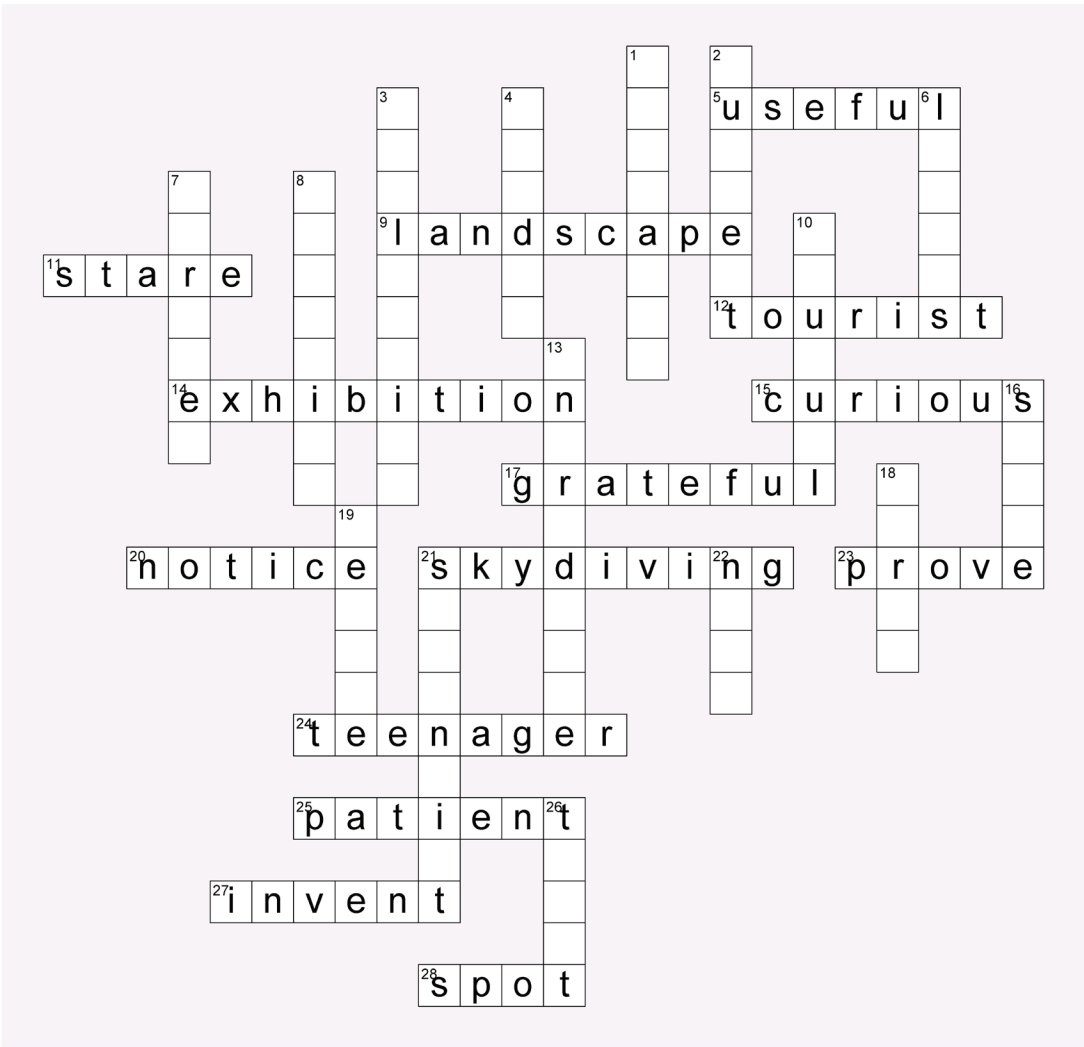
Half the crossword

Half a Crossword is an information gap activity where students are put into pairs. They each have the same crossword but with different parts completed. One has half the crossword filled and the other has the other half of the crossword filled. They must work together to fill in the missing parts of their respective crosswords. They do this by asking each other for clues for their missing words. Students describe the missing words to their partner without using the actual word.

Lessons 1-4

Student A

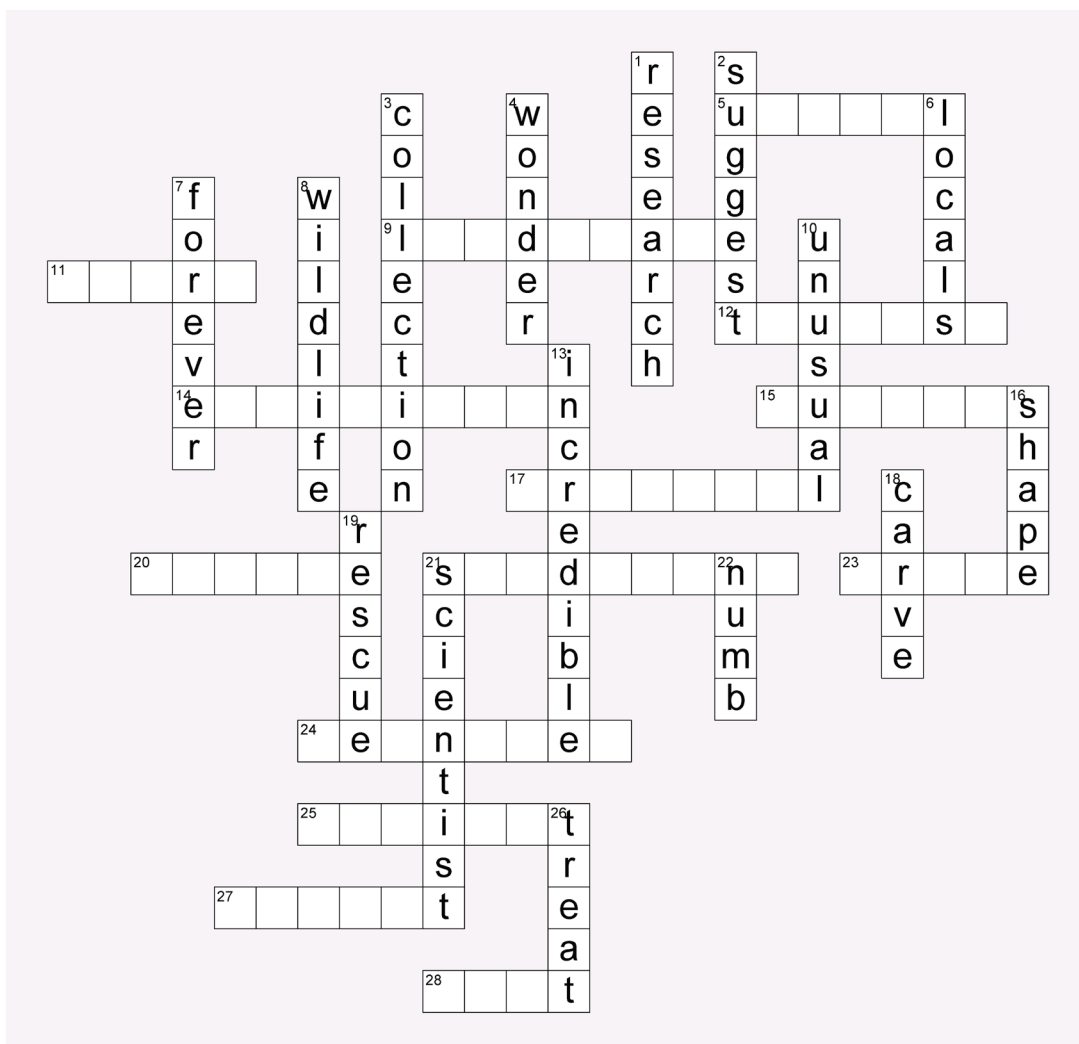
You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like; **What's 3 across?** or **What's 5 down?** You and your partner should answer by describing the missing word, e.g. "We use it when we write something." - pencil



Lessons 1-4

Student B

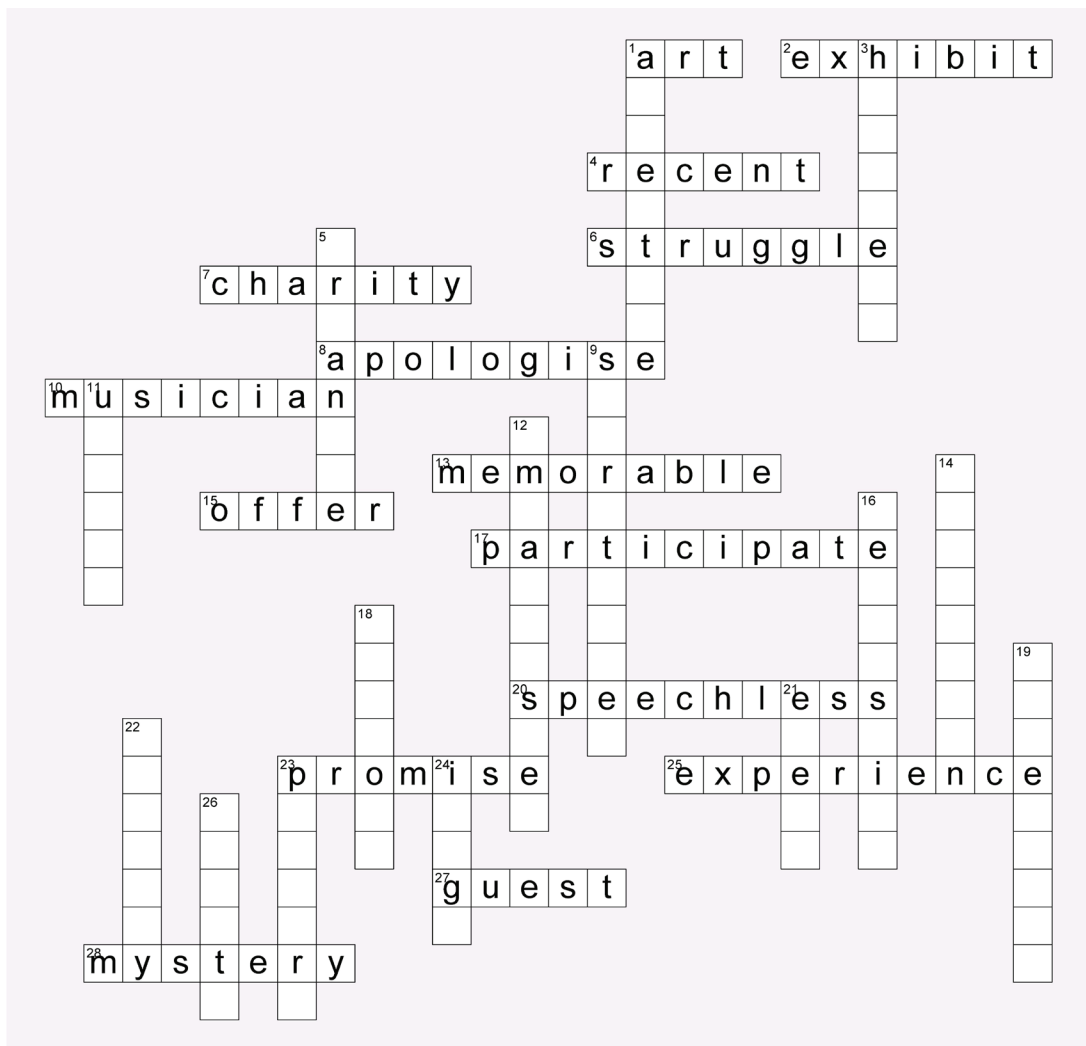
You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like; **What's 3 across?** or **What's 5 down?** You and your partner should answer by describing the missing word, e.g. **"We use it when we write something."** - pencil



Lessons 5-8

Student A

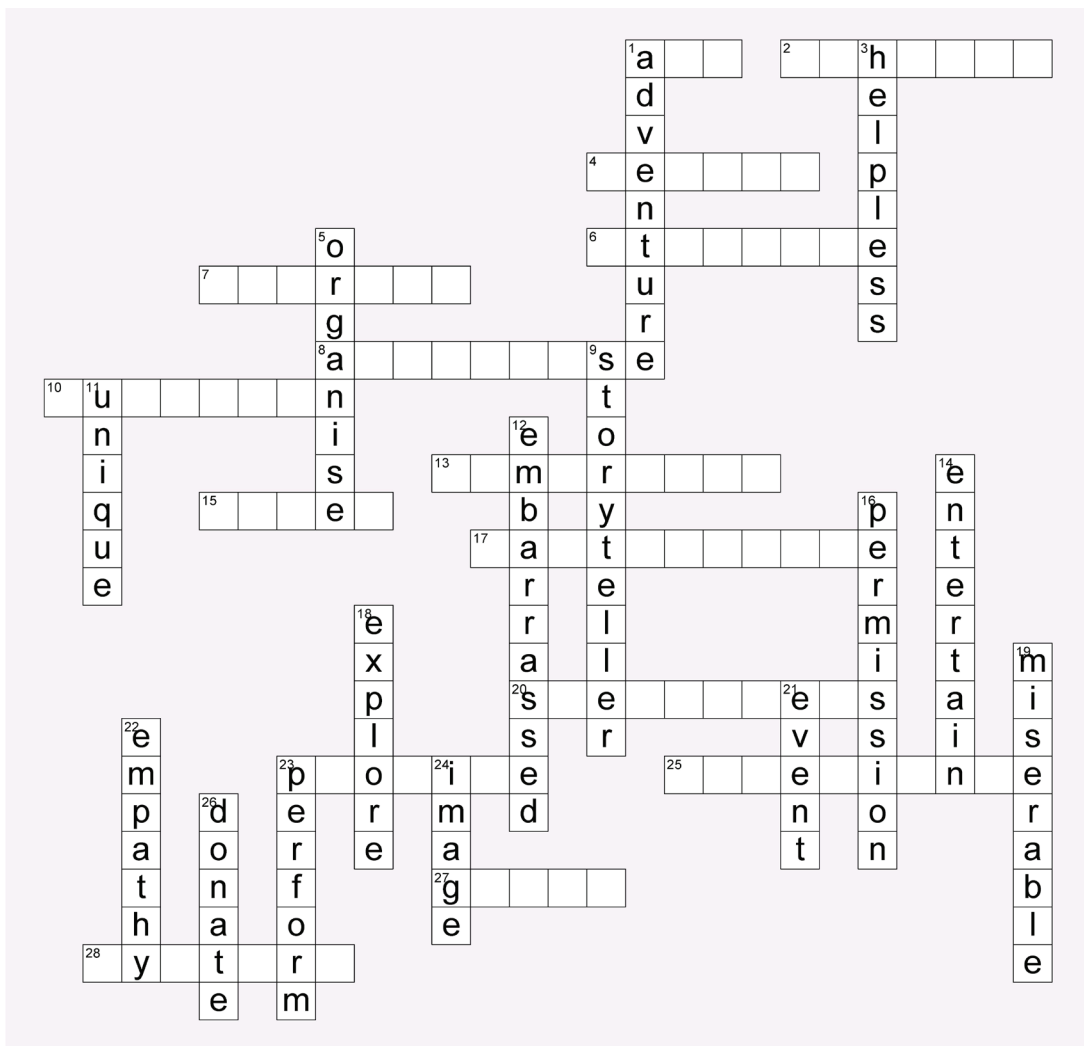
You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like; **What's 3 across?** or **What's 5 down?** You and your partner should answer by describing the missing word, e.g. "We use it when we write something." - pencil



Lessons 5-8

Student B

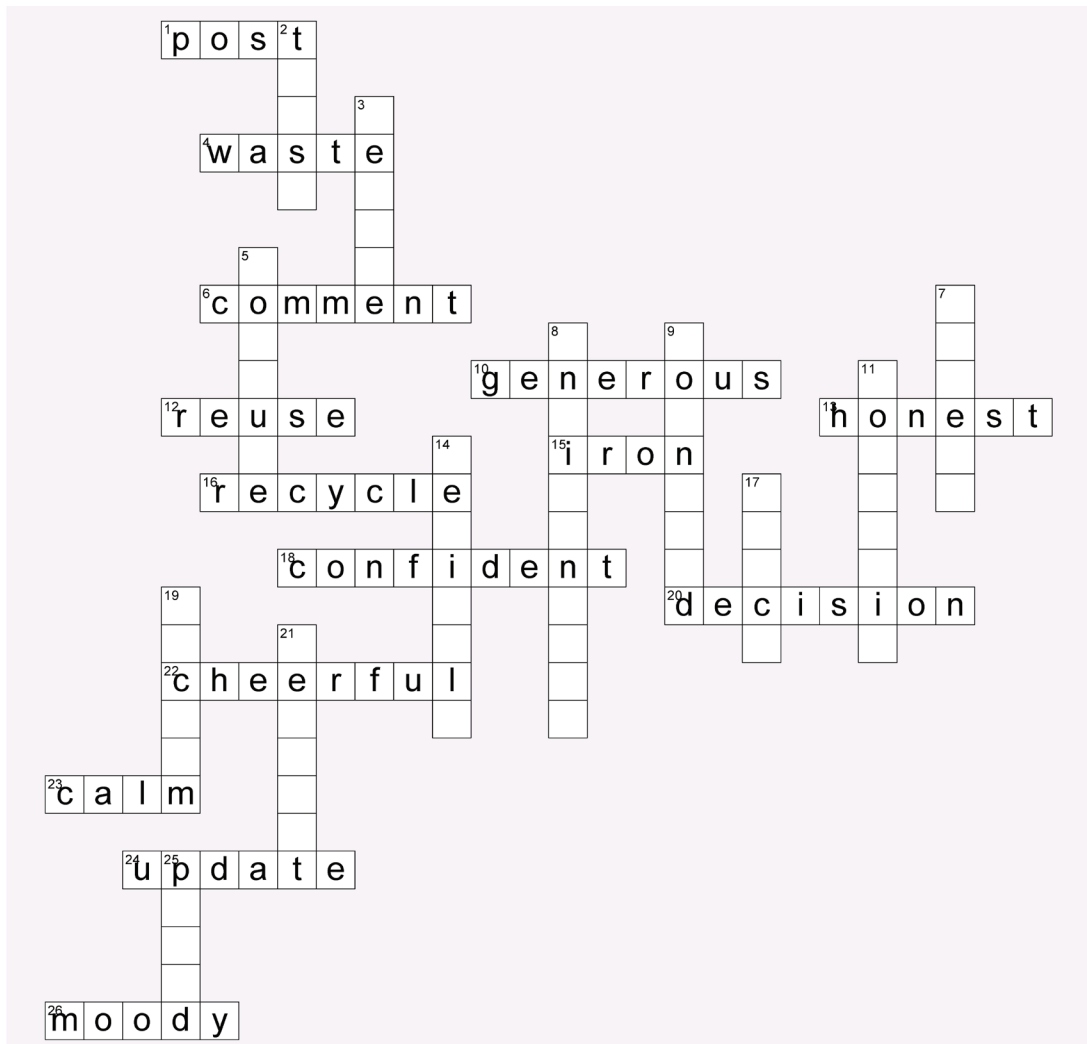
You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like; **What's 3 across?** or **What's 5 down?** You and your partner should answer by describing the missing word, e.g. **"We use it when we write something." - pencil**



Lessons 9-12

Student A

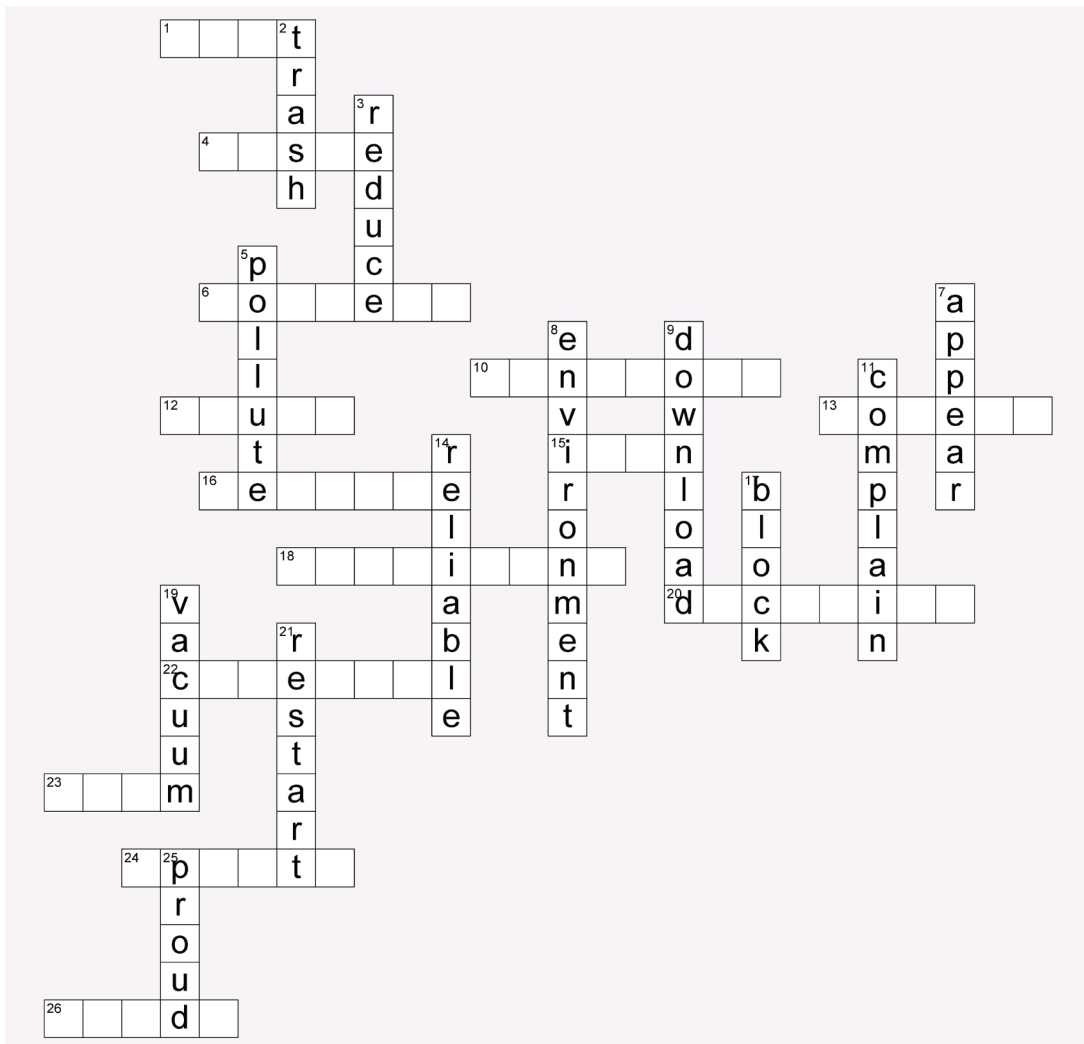
You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like; **What's 3 across?** or **What's 5 down?** You and your partner should answer by describing the missing word, e.g. **"We use it when we write something."** - pencil



Lessons 9-12

Student B

You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like; **What's 3 across?** or **What's 5 down?** You and your partner should answer by describing the missing word, e.g. "**We use it when we write something.**" - pencil



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Buraxılış məlumatı

İNGİLİS DİLİ 8

Ümumi təhsil müəssisələrinin 8-ci sinifləri üçün
İngilis dili (ikinci xarici dil) fənni üzrə dərsliyin (qrif nömrəsi: 2023-069)

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